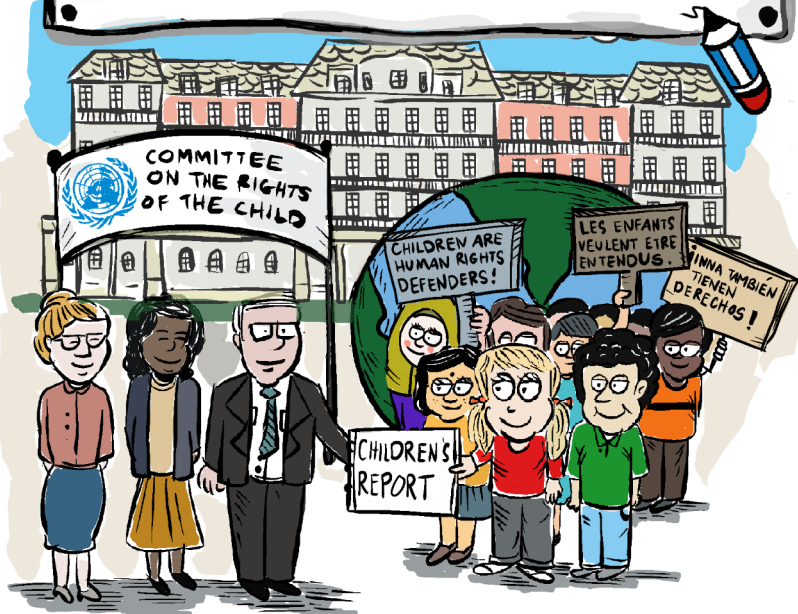
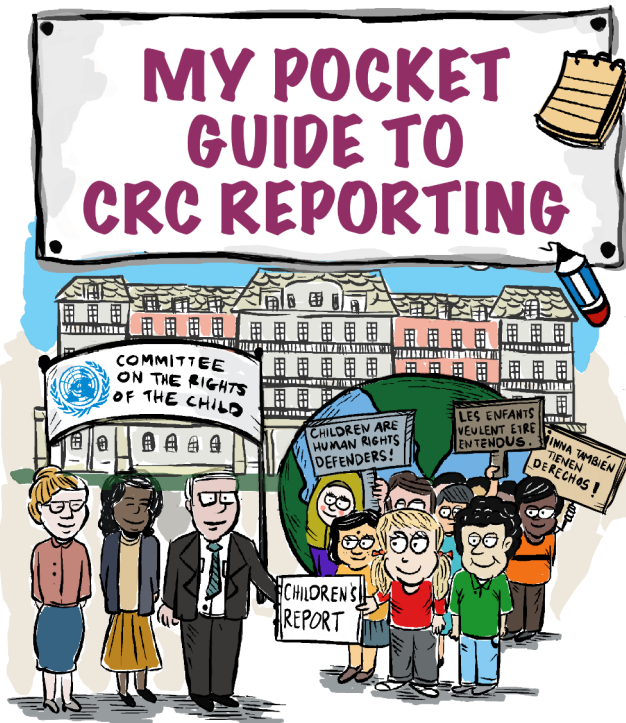


MY POCKET GUIDE TO CRC REPORTING



A companion guide for children willing to tell the United Nations Committee on the Rights of the Child about how children's rights are respected in their country



A companion guide for children willing to tell the United Nations Committee on the Rights of the Child about how children's rights are respected in their country

MY POCKET GUIDE TO CRC REPORTING - A companion guide for children willing to tell the United Nations Committee on the Rights of the Child about how children's rights are respected in their country.



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Project supervisor: Lisa Myers (NGO Group for the Convention on the Rights of the Child)

Editor: Lisa Myers & Séverine Jacomy-Vité

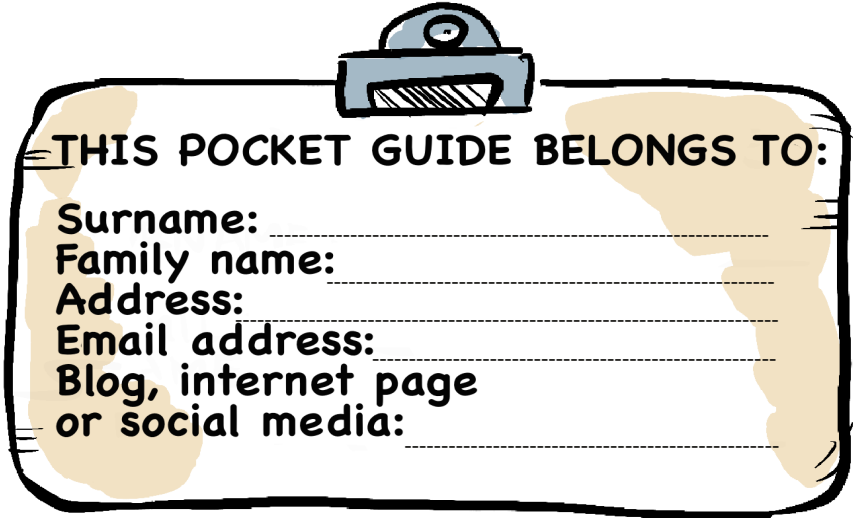
This publication can be used in conjunction with:

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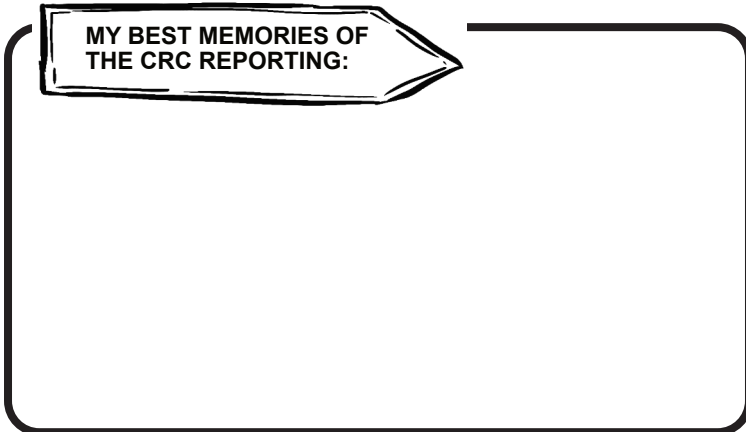
Email address: _____

Blog, internet page
or social media: _____

**DATE OF MY COUNTRY'S
CRC SESSION**



**MY BEST MEMORIES OF
THE CRC REPORTING:**



**THE GREATEST RESULT OF THE CRC
REPORTING:**



MY NOTES AND DRAWING:



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The first edition of this guide has been written with the help of children and adults from Bangladesh, Hong Kong, Kenya, Peru, Republic of Moldova and Wales who have been involved in checking how well children's rights were put into practice in their countries. They formed the advisory group to the drafting of this publication and of the guide *Together with children – for children*. The advisory group was composed of members who had met with the Committee and had made use of different methodologies to prepare children's reports. It also provided advice on the guidelines for children, NGOs and information for the Committee members. The advisory group met in London and Geneva to work on the project.

Children and young people: Cheney Cheng (Kids' Dream - Hong Kong), Daniela Gancear (Child Rights Information Centre – Moldova), Laila Garcia (MNNATSOP – Peru), Orlando Marcelo (MNNATSOP – Peru), Roseline Olang (Kenya Alliance for the Advancement of Children – Kenya), Rakibul Hassan Raku (Child Brigade – Bangladesh) and Ben Sawyer (Funky Dragon – Wales).

Adults: Darren Bird (Funky Dragon), Shamsul Alam Bokul and Mahmudur Rahman (Save the Children Sweden-Denmark Office for Bangladesh), Enrique Jaramillo Garcia (MNNATSOP), Cezar Gavriiluc (Child Rights Information Centre), Jane Mbugua (Kenya Alliance for the Advancement of Children), Angels Simon and Gina Solari (Save the Children Sweden Office for Latin America and the Caribbean) and Billy Wong (Hong Kong Committee on Children's Rights).

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Child Rights Connect would also like to thank the Committee on the Rights of the Child and its Secretariat for their guidance and feedback. Thanks also to Ton That Tuan, Raša Sekulović and Silje Vold from Plan International and Nicolette Moodie from UNICEF, as well as people who gave us money for making the publication of this guide possible:

A WORD FROM THE CHAIRPERSON OF THE UN COMMITTEE ON THE RIGHTS OF THE CHILD



Mr. Luis Ernesto PEDERNERA REYNA

**Chairperson UN Committee on the
Rights of the Child, 2019**

On 28 September 2018, the Committee on the Rights of the Child devoted, for the first time, a day of discussion to children who act as human rights defenders. Since then, we use the expression *children human rights defenders*(1) in our documents because we understand that this is the mission they carry out when they get involved in working for their rights. The reedition and updating of this guide aim to help children to prepare and present an alternative report to our Committee, so that we can hear directly their opinions.

During that day of discussion, the children told us: "nothing about us, without us". Here is the relevance of this document for the voice of children to reach the Committee and for them to be the protagonists in the monitoring of their rights.

30 years of experience showed that children's engagement in the CRC Reporting is one of the most powerful ways to empower children human rights defenders to advance the realisation of children's rights through monitoring, reporting and advocacy.

(1) <http://www.ohchr.org/EN/HRBodies/CRC/Pages/Discussion2018.aspx>



THE BASICS

This guide is intended for child-led organisations and children who want to act on children's rights and to collaborate with the UN Committee on the Rights of the Child (the Committee) by presenting information through the different steps of the "reporting cycle".

It should give you all the information you need to get started. But before we begin, let's just make sure you know the basic stuff:

WHAT IS THE CONVENTION ON THE RIGHTS OF THE CHILD?

The Convention on the Rights of the Child – known as the CRC – is an international human rights treaty which exists since 1989 and lists the rights of all children under the age of 18. It obliges governments to say what they are doing to make sure children enjoy these rights. Almost all States of the United Nations have committed to the CRC.

Child Rights Connect and UNICEF have developed a children's version of the CRC that you can find at the end of this guide (Annex 1) and here:

<https://www.unicef.org/media/56661/file>

The CRC has three optional protocols: One on the special situation of children in war (OPAC); one on children who are sold or sexually abused through prostitution or pornography (OPSC), and one which allows children to complain about their personal situation with the Committee (OPIC).





SOME WORDS YOU MIGHT NEED TO KNOW

CHILDREN: Any person under the age of 18.

BEST INTEREST: It means that people should always think about the effect any decisions they are making will have on a child, and whether that decision is really the best thing for that child, taking into account all the rights in the CRC.

CHILDREN'S OMBUDSMAN (or CHILDREN'S COMMISSIONER): This is an independent person whose job it is to promote the views of children and protect their rights. They are set up by law and have legal powers.

CHILD RIGHTS CONNECT: The organisation which helps NGOs and children to take part in the reporting process. Its job is to give you all the information you need to report successfully on children's rights to the UN (like this guide). Check out its website for more information: www.childrightsconnect.org

CHILDREN HUMAN RIGHTS DEFENDERS: Children who take action to defend their own rights or those of others.

COMMITTEE ON THE RIGHTS OF THE CHILD (or, in short, THE COMMITTEE): A group of 18 international children's rights experts that checks how well governments protect and respect children's human rights.

CONCLUDING OBSERVATIONS: Recommendations made by the Committee on the Rights of the Child to the governments it has examined.

CONVENTION ON THE RIGHTS OF THE CHILD (or, in short, THE CONVENTION, or THE CRC): This is an international human rights treaty for all children aged under 18. It gives children a full set of economic, social, cultural, civil and political rights that include the right to express their views and have them taken seriously.

IMPLEMENTATION: To put something into practice.

INTERNATIONAL HUMAN RIGHTS TREATY: An agreement between many countries about the rights that people all have. Human rights are basic things every human being should have - but often cannot enjoy in reality - like the right to be free, the right to say what you think or the right not to be tortured.



**SOME WORDS YOU MIGHT
NEED TO KNOW**

MONITOR: To watch the progress of something to see how successful it is, or to check that something is being done properly.

NGO: An NGO is a non-governmental organisation – a charity or other group that is not part of the government.

NATIONAL HUMAN RIGHTS INSTITUTIONS (or NHRIs): An independent institution that protects and promotes human rights in a country.

OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS (or OHCHR): The UN entity that works to promote, monitor and protect human rights for everyone. The people working there make all the arrangements for the Committee on the Rights of the Child, set the timetable for their examinations, and pull together their reports and recommendations - because the Committee members only come to Geneva for the session.

OPTIONAL PROTOCOL: A new treaty added to a Convention, which governments can decide to agree to, or not. The Convention on the Rights of the Child has three Optional Protocols.

PRE-SESSION: The pre-session is a 1-week period when the Committee on the Rights of the Child meets in Geneva to talk to NGOs, NHRIs, Ombudsmen, UN agencies and children about the state of children's rights in their countries.

RATIFICATION: Where a country agrees to commit to implement an international treaty, like the Convention on the Rights of the Child.

SESSION: The session is a 3-week period when the Committee on the Rights of the Child meets in Geneva to discuss with governments and make recommendations.

STATE PARTY: A State Party is a country whose government has ratified a particular treaty such as the Convention on the Rights of the Child.

UNITED NATIONS (or UN): The United Nations was set up in 1945 to keep international peace and security, to develop friendships between nations, to help to solve international problems, to promote respect for human rights, and to encourage different countries to work together.



WHAT IS THE COMMITTEE ON THE RIGHTS OF THE CHILD?



The Committee on the Rights of the Child is a group of 18 people who know a lot about children and have been selected from all over the world. You can check their profiles on the Committee's webpage, under "Child-friendly information on the membership of the Committee":

<https://www.ohchr.org/EN/HRBodies/CRC/Pages/Membership.aspx>

After a government agrees to follow (ratifies) the CRC, it becomes a "State Party" and the Committee members check that it is doing all it can to respect it.

Each government must send the Committee a first report 2 years after it ratifies the CRC and then one every 5 years.

The Committee meets 3 times each year to look at individual country situations. The Committee cannot force a country to do anything, but it can give it strong advice and criticisms, and let everybody know about it.

Watch this video to learn more about the work of the Committee:

<https://www.youtube.com/watch?v=48OLwCbCC5s#action=share>



HOW DOES THE COMMITTEE WORK WITH CHILDREN?

The Committee has developed special guidelines on the participation of children in the CRC reporting. These are called the working methods:

https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?SymbolNo=CRC/C/66/2&Lang=en

The Committee has defined 9 principles to guide the participation of children in its work and make sure it is:



Transparent and informative: Children should have access to information about their participation and about their right to express their views and for their views to be acted on.



Voluntary: It is a child's choice to participate and they can decide not to take part at any point.



Respectful: Children's views and ideas should be respected by adults and children should be given opportunities to bring their ideas and activities.



Relevant: The activities should be interesting and adapted to children, with be space for children to put forward any issues that are important to them.



Child-friendly environment: There should be preparations so that all children feel happy to participate in the activities, within comfortable and friendly spaces.



Inclusive: The activities should be open equally to all children to take part from all communities and backgrounds, including children with disabilities.



Supported by training: Adults should be prepared for the different activities so that all children feel supported and listened to.



Safe and sensitive to risk: Adults should make sure that children are safe and know who to talk to if they feel unsafe.



Accountable/Follow-up: Children should get feedback on how their views have been acted on by adults, and have a chance to give their opinion on the results of the activities they took part in.



What does it mean to report?

The “reporting process” is what is done for the Committee to be able to check how countries are doing. It is a cycle in which each country writes a report, sends it to the Committee who studies it along with information from other people, asks questions. It gives its conclusions and recommendations to the government of the country, who goes back home to improve the situation and reports again a few years later, and so on.

The Committee encourages children to be involved in every part of the reporting process, even in governments’ reports.

The reporting process is also an occasion to make people, like politicians, journalists and teachers interested and aware of the situation of children in your country.



Who can report to the Committee on the Rights of the Child?

Different people and groups can send a report to the Committee before it meets with the government.

Usually, children, NGOs, UNICEF and UN agencies, NHRIs and Ombudsmen from the country concerned send reports to explain how well they think the government protects and respects children’s rights. Even individual people who know the situation well can also send reports.

As for children, most of those who report have had the help of an NGO in their country. Child Rights Connect can tell you which organisation can support you in your country.

Reporting to the Committee is your chance to tell the world how well, or not, your government protects your rights. You will help the Committee understand what it is really like to be a child in your country.





Once it has received a lot of information on children's situation in a country, the Committee holds meetings in Geneva (Switzerland) to listen to people who wrote reports and to meet with governments.

There are two reporting cycles, in which the steps are a bit different: the *standard* reporting cycle and the *simplified* reporting cycle.



THE STANDARD REPORTING CYCLE

The cycle starts when the government sends its report to the Committee. Children, NGOs, Ombudsmen, and NHRIs can send reports to the Committee, three months before the Committee holds a pre-session in Geneva. This is a private meeting where the Committee talks to NGOs, UNICEF, Ombudsmen, NHRIs and children about what the government is doing to put children's rights into practice, and what needs to be done to improve things for children. The Committee may also hold a separate children's meeting so that it can hear directly and privately from them.

After the pre-session, the Committee sends the government a list of things that it wants to know more about, called the list of issues. The government has to answer this in writing. These are called the written responses.

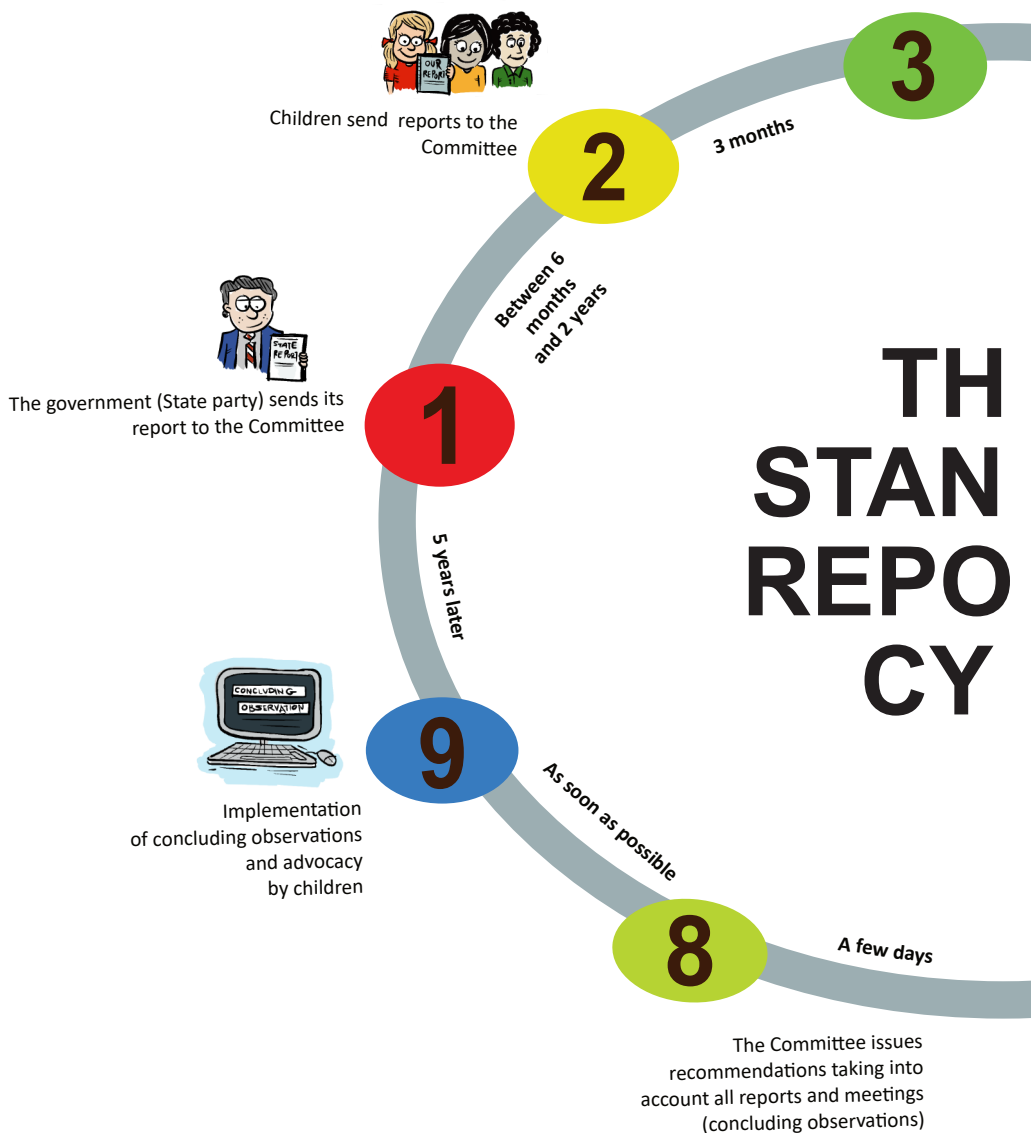
Children, NGOs, Ombudsmen and NHRIs can send new or updated information to the Committee at this point.

Then the government officials travel to Geneva for a formal examination by the Committee. This is a public meeting, which means that anyone, including children, can attend or watch online. At this meeting, the government is questioned about its children's rights record.

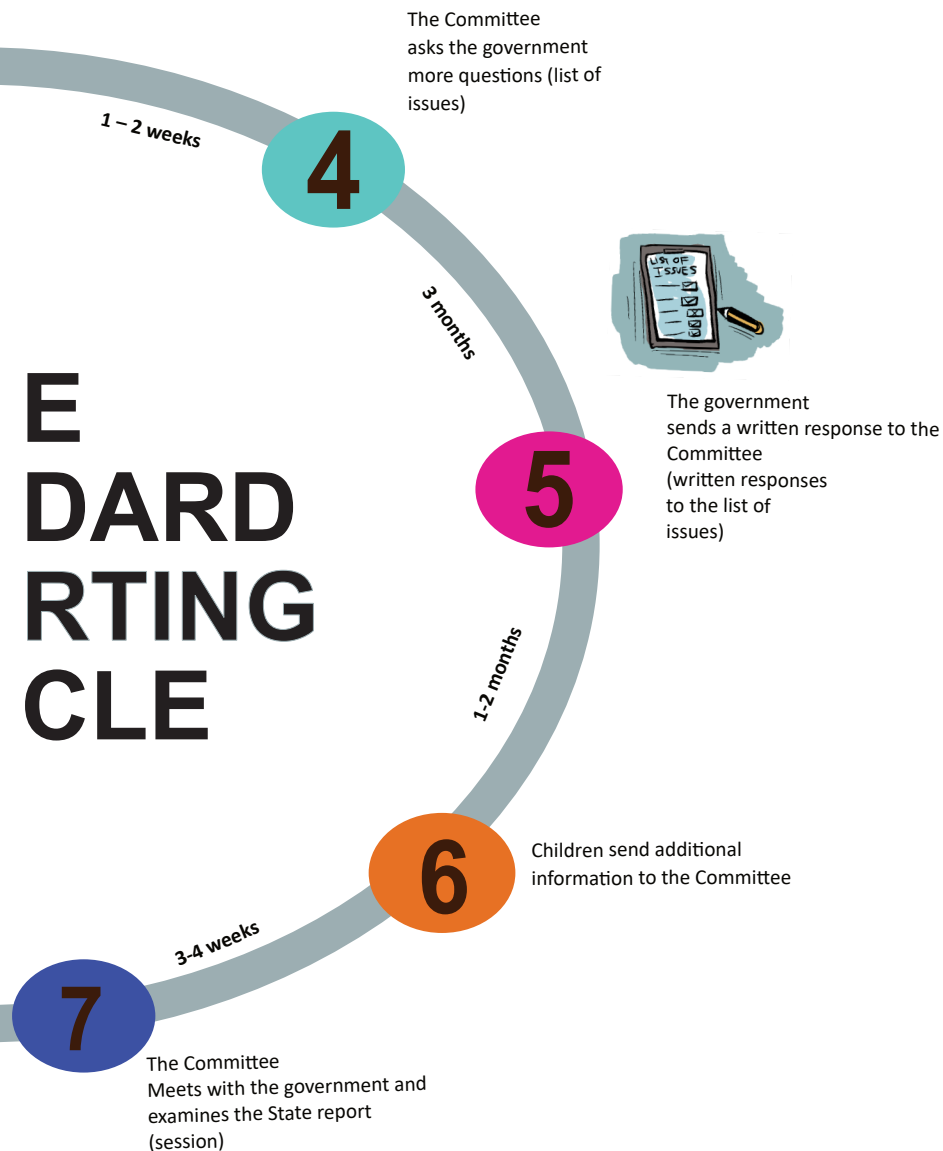
A few weeks after meeting the government, the Committee publishes its recommendations known as concluding observations, saying what the government has done well, where it has not done enough to protect children's rights and what it must do to improve the situation.



The Committee meets
children
(pre-session and children's
meeting)



E DARD RTING CLE





THE SIMPLIFIED REPORTING CYCLE

The cycle starts when the government accepts the invitation of the Committee to be reviewed under the simplified reporting cycle. If the government does not accept the invitation, it will be reviewed under the standard reporting cycle.

Children, NGOs, Ombudsmen and NHRIs can send reports to the Committee, three months before the Committee sends the government a list of things that it wants to know more about, called the list of issues prior to reporting.

One year later, the government has to answer this in writing. This is called the State report.

Children, NGOs, Ombudsmen and NHRIs can send more information to the Committee, one month before the government holds a pre-session in Geneva. This is a private meeting where the Committee talks to NGOs, UNICEF, Ombudsmen, NHRIs and children about what the government is doing to put children's rights into practice, and what needs to be done to improve things for children. The Committee may also hold a separate children's meeting so that it can hear directly and privately from them.

Three months later, the government officials travel to Geneva for a formal examination by the Committee. This is a public meeting, which means that anyone, including children, can attend or watch online. At this meeting, the government is questioned about its children's rights record.

A few weeks after meeting the government, the Committee publishes its recommendations known as concluding observations, saying what the government has done well, where it has not done enough to protect children's rights and what it must do to improve the situation.

CASE STUDY: Engaging in the Simplified Reporting Cycle for the first time, The Netherlands, 2019

The Dutch National Youth Council (NJR), a youth-led organization in the Netherlands, engaged for the first time in the simplified reporting cycle. In addition to contributing to the national NGO report, NJR sent its own to inform the List of Issues Prior to Reporting to the Committee.

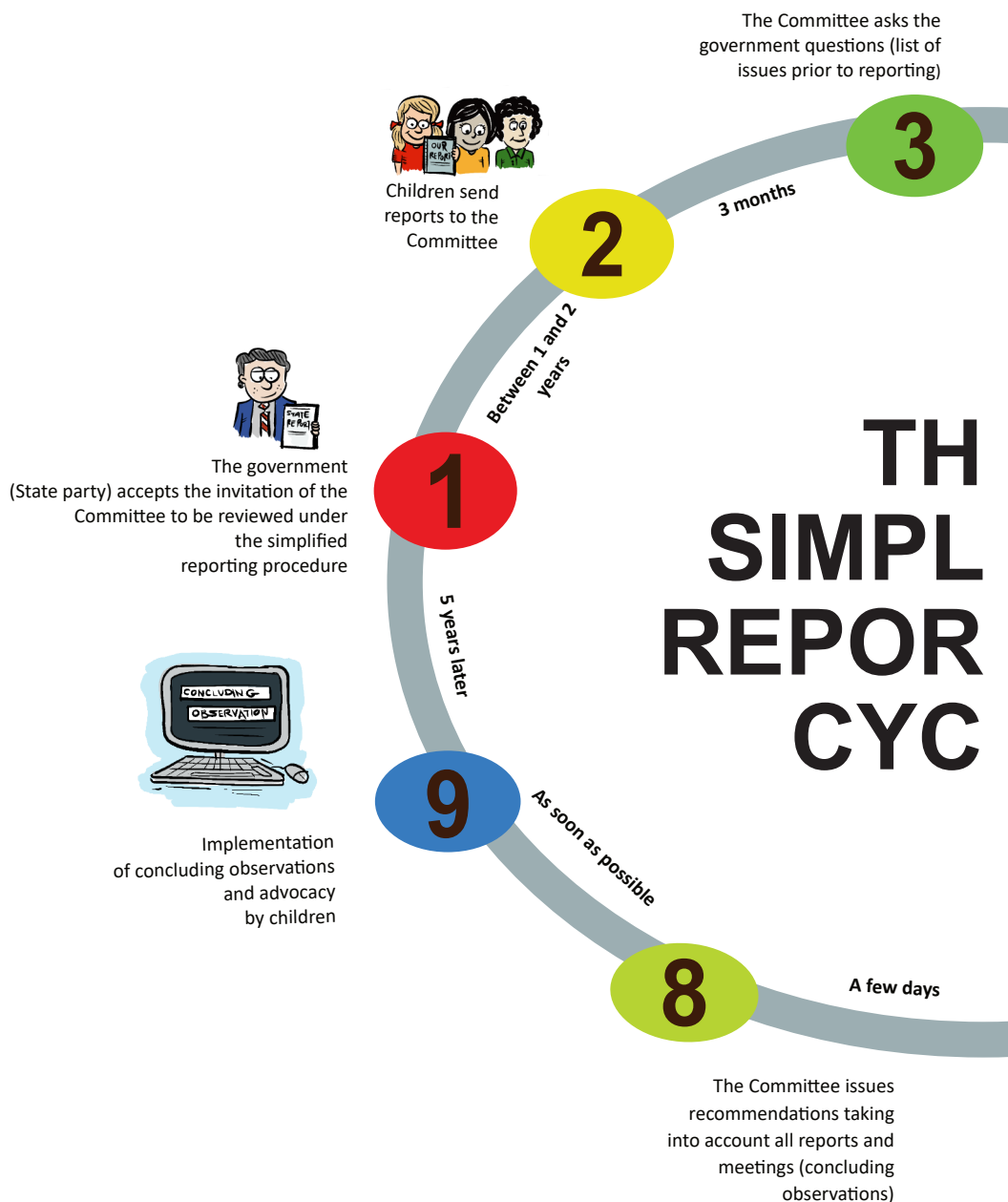


A survey was distributed to the NJR members and shared among schools in the Netherlands. A total of 638 children filled out the survey. In addition, 48 children in vulnerable situations shared their opinions about children's rights issues in the Netherlands through interviews (individual, duo and group discussions), focus groups, and training sessions.

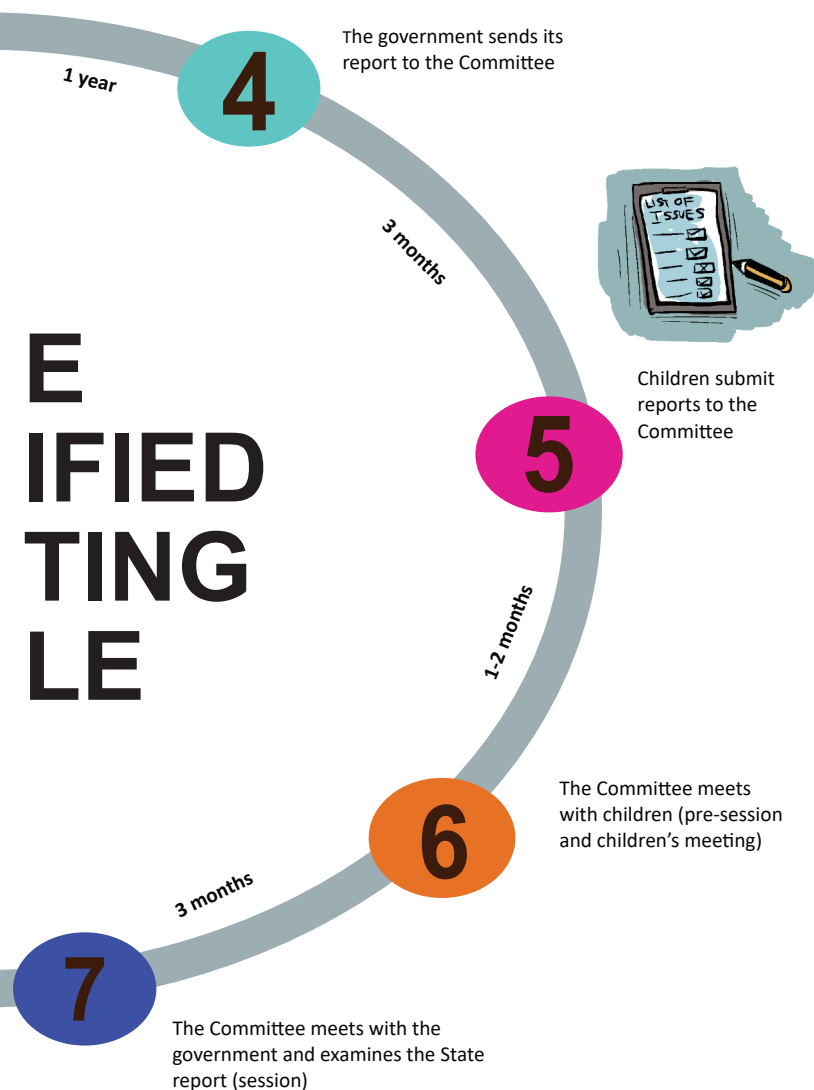
The report summarised the issues that emerged from the interviews and the survey. The focus of the report was therefore on the key issues for children, and it did not look at all the rights of the Convention. Each issue describes the situation according to the experiences of children and finishes with a question to the government.

The close cooperation with the Dutch Children's Rights Collective who coordinated the national NGO report was key to participate in the simplified reporting cycle for the first time.

Dutch National Youth Council (NJR)



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I WANT TO REPORT ON CHILDREN'S RIGHTS TO THE COMMITTEE – WHAT DO I DO?

If you don't know organisations in your country that can help you, you can contact Child Rights Connect by phone (0041225524130) or e-mail (crcreporting@childrightsconnect.org), so we can advise and support you. See also: <http://www.childrightsconnect.org> and <http://crcreporting.childrightsconnect.org/>

Child Rights Connect works with many children's organisations from all around the world. It helps everyone, including children, to make sure that they can effectively take part in the reporting process. It is an expert on the work of the Committee and helps the Committee to listen to children.

Find out about the reporting timeframe of your country


To find out the dates of the pre-session and session of your country, check the official Committee's website at <http://www.ohchr.org/EN/HRBodies/CRC/>

The dates when each government should send its report are shown on the Committee's website:

https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/MasterCalendar.aspx



The screenshot shows the official website of the United Nations Human Rights Office of the High Commissioner, specifically the page for the Committee on the Rights of the Child (CRC). The header features the UN logo and navigation links. The main content area is titled "COMMITTEE ON THE RIGHTS OF THE CHILD" and includes an introduction, a list of basic documents (Convention, Optional Protocols, Rules of Procedure, etc.), and a world map showing ratifications. A sidebar on the right contains links to country-specific information, meetings and deadlines, and publications. A hand icon points to the "Ratification of the Convention on the Rights of the Child" section.

 UNITED NATIONS HUMAN RIGHTS OFFICE OF THE HIGH COMMISSIONER UN Treaty Body Database							
<div> <input type="text"/> <input type="button" value="Region"/> <input type="button" value="Country"/> <input type="button" value="Treaty"/> <input type="button" value="Document type"/> <input type="button" value="Date"/> <input type="button" value="GO"/> </div>							
2020 Deadlines for the submission of documentation (Calendar View)							
Region	COUNTRY	Treaty	Document type	Symbol/Title	Due date	Submitted date	Contact Person
		CEDAW	Basic Reference Document		28 May 2020		oscar@ohchr.org
		CEDAW	Following general documentation		28 Apr 2020		oscar@ohchr.org
		CEDAW	Statement		28 Feb 2020		oscar@ohchr.org
		CEDAW	Statement		28 Feb 2020		oscar@ohchr.org
		OHCHR/OSCE	Other Treaty Related Document		21 Feb 2020		oscar@ohchr.org
Africa	Burkina Faso	CAT	State Party report on Follow-up to Concluding Observations		17 May 2020		oscar@ohchr.org
Africa	Burkina Faso	CAT	State Party report on Follow-up to Concluding Observations		16 Dec 2020		oscar@ohchr.org
Africa	Burundi	CEDAW	State party report		30 Nov 2020		oscar@ohchr.org
Africa	Burundi	CECED	State party report		31 Dec 2020		oscar@ohchr.org
Africa	Cote d'Ivoire	CAT	State party report		31 Dec 2020		oscar@ohchr.org
Africa	Cote d'Ivoire	CECED	State Party report on Follow-up to Concluding Observations		12 Dec 2020		oscar@ohchr.org
Africa	Democratic Republic of the Congo	CAT	State Party report on Follow-up to Concluding Observations		17 May 2020		oscar@ohchr.org
Africa	DRC	CECED	State party report		30 Dec 2020		oscar@ohchr.org
Africa	Ethiopia	CECED	Concluding observations	OSCE/CECED	02 Dec 2020		oscar@ohchr.org
Africa	Ethiopia	CECED	Additional info for State party		04 Dec 2020		oscar@ohchr.org
Africa	Ethiopia	CECED	Statement		04 Dec 2020		oscar@ohchr.org
Africa	Ethiopia	CECED	State party report		01 Feb 2020		oscar@ohchr.org
Africa	Ethiopia	CECED	State party report		12 Jan 2020		oscar@ohchr.org
Africa	Ethiopia	CECED	State party report	OPSC/2020.1	01 Aug 2020		oscar@ohchr.org
Africa	Gambia	CECED	State party report		27 Dec 2020		oscar@ohchr.org
Africa	Ghana	CECED	State party report		16 Jul 2020		oscar@ohchr.org
Africa	Ghana	CECED	State party report		01 Sep 2020		oscar@ohchr.org

Once the report is received by the Secretariat of the Committee, the country is scheduled on the session's calendar:

http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/SessionsList.aspx?Treaty=CRC


UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

WHAT ARE HUMAN RIGHTS?
DONATE

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English > Human Rights Bodies > CRC

The Committee

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Meeting of States parties/Elections

Upcoming elections for all treaty bodies

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OP on Sale of Children

OP on Children in Armed Conflict

OP on a communications procedure

Rules of procedure

Rules of procedure OPIC

Working methods

Biennial documents

The work of the Committee

Key documents related to reporting cycles

States parties reports

List of issues (LOIs)

Replies to LOIs

Concluding observations

COMMITTEE ON THE RIGHTS OF THE CHILD

The Committee on the Rights of the Child (CRC) is the body of 18 Independent experts that monitors implementation of the Convention on the Rights of the Child by its State parties. It also monitors implementation of two Optional Protocols to the Convention, on involvement of children in armed conflict and on sale of children, child prostitution and child pornography. On 19 December 2011, the UN General Assembly approved a third Optional Protocol on a communications procedure, which will allow individual children to submit complaints regarding specific violations of their rights under the Convention and its first two optional protocols. The Protocol entered into force in April 2014.

More about the Committee on the Rights of the Child...

Ratification of the Convention on the Rights of the Child



Click on the image to access the interactive map

See the map on ratifications (POT) of the Convention on the Rights of the Child, or its three Optional Protocols; on the involvement of children in armed conflict; on the sale of children, child prostitution and child pornography; and on a communications procedure

30 YEARS CONVENTION ON THE RIGHTS OF THE CHILD

Country-specific information

Select a country

Meetings and deadlines

Sessions

Calendar of country reviews by treaty bodies

Deadlines for the submission of documentation

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Treaty body database

Universal human rights index


Publication

Fact Sheet No. 10

18 Cerdias: The Convention on the Rights of the Child Reaches Majority

Useful links

Special Rapporteur on sale of children

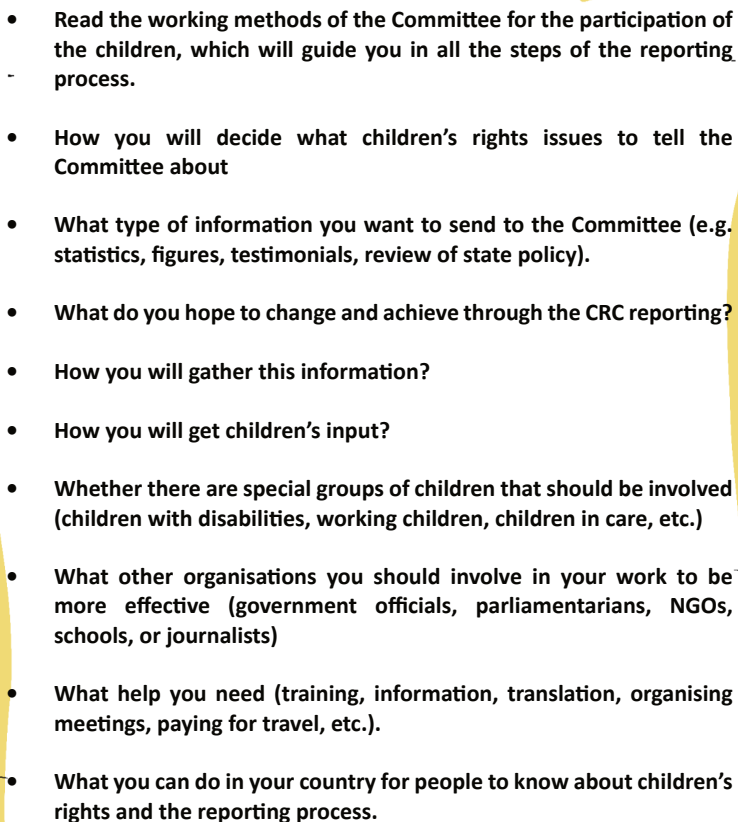
 UNITED NATIONS HUMAN RIGHTS OFFICE OF THE HIGH COMMISSIONER UN Treaty Database			
Go to Session > CRC			
Sessions for CRC - Convention on the Rights of the Child			
Note: Schedules are subject to change without notice.			
Session No.	Start Date	End Date	States
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			
FUTURE SESSIONS			
			Albania, Andorra, Azerbaijan, Bolivia (Plurinational State of), Brazil, Cambodia, Democratic Republic of Congo, Egypt, Finland, France, Germany, Greece, Honduras, India, Indonesia, Israel, Italy, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Latvia, Lithuania, Luxembourg, Maldives, Mali, Mauritania, Mauritius, Mexico, Morocco, Myanmar, Nepal, Netherlands, New Zealand, Nicaragua, Nigeria, Norway, Pakistan, Panama, Paraguay, Peru, Philippines, Poland, Portugal, Romania, Russian Federation, San Marino, Saudi Arabia, Serbia, Slovakia, Slovenia, South Africa, South Korea, Spain, Sri Lanka, Sweden, Switzerland, Taiwan, Tajikistan, Tanzania, Thailand, Timor-Leste, Tunisia, Turkey, Ukraine, United Kingdom, United States of America, Uruguay, Uzbekistan, Venezuela (Bolivarian Republic of), Viet Nam, Yemen, Zambia, Zimbabwe
82	17 May 2021	04 Jun 2021	STATES PARTIES REPORTS: Canada, Latvia, Rwanda, Luxembourg, Philippines, Slovakia, Viet Nam
83 (Pre-Sessional Working Group)	28 Feb 2021	12 Feb 2021	STATES PARTIES REPORTS: Andorra, Azerbaijan, Bolivia (Plurinational State of), Germany, North Macedonia, South Sudan, Uzbekistan LISTS OF STATES PARTY TO REPORTING: Bulgaria, China, South Korea, United Kingdom of Great Britain and Northern Ireland
84	18 Jan 2021	03 Feb 2021	STATES PARTIES REPORTS: Cuba, Ireland, Jamaica, Jordan, Madagascar, Poland, Somalia
85 (Pre-Sessional Working Group)	28 Sep 2020	02 Oct 2020	STATES PARTIES REPORTS: Canada, Latvia, Rwanda, Philippines, Ukraine, Viet Nam LISTS OF STATES PARTY TO REPORTING: France, Ireland
86	07 Sep 2020	25 Sep 2020	STATES PARTIES REPORTS: Afghanistan, Cambodia, Cyprus, Czech Republic, Ecuador, Turkey
87 (Pre-Sessional Working Group)	28 Jul 2020	03 Jul 2020	LISTS OF STATES PARTY TO REPORTING: Maldives, New Zealand, Serbia
88	02 Mar 2020	08 Mar 2020	STATES PARTIES REPORTS: Cuba, Latvia, Philippines (Plurinational State of), Tunisia
89 (Pre-Sessional Working Group)	14 Feb 2020	14 Feb 2020	STATES PARTIES REPORTS: Cuba, Ireland, Jordan, Kuwait, Madagascar, Somalia LISTS OF STATES PARTY TO REPORTING: Chad, Canada, Serbia
90	20 Jan 2020	02 Feb 2020	STATES PARTIES REPORTS: Austria, Bahrain, Chile, Mali, Hungary, Mauritius, State of Palestine REGIONAL COORDINATION MEETING: Bahrain, Ireland, Jordan, Kuwait, Lebanon, Morocco, Spain

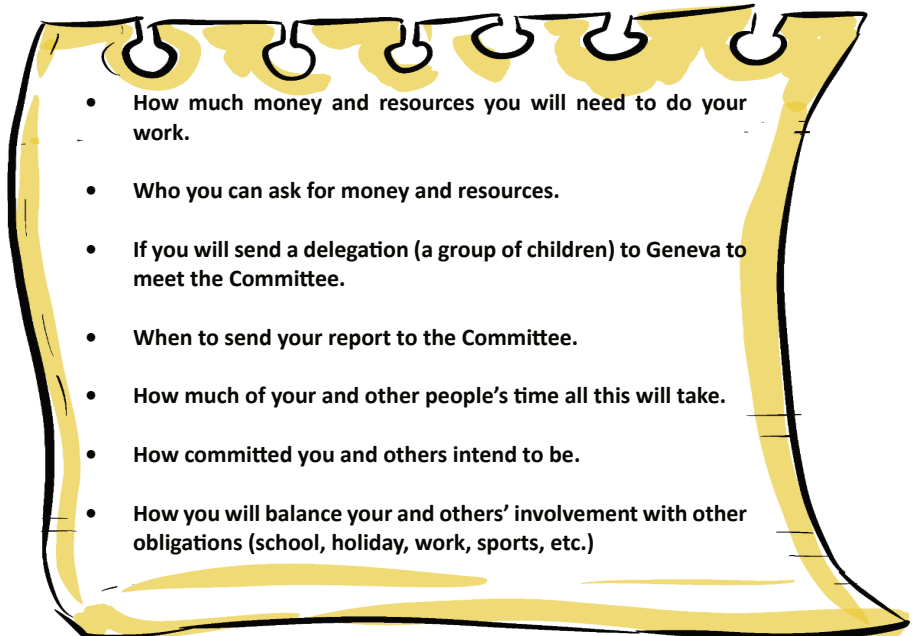


The dates of examinations by the Committee can change, so check the website regularly and keep in contact with Child Rights Connect or organisations in your country.

Plan how to report to the Committee

You need to plan what you are going to do, and when you are going to do it. Some things to think about:

- 
- Read the working methods of the Committee for the participation of the children, which will guide you in all the steps of the reporting process.
 - How you will decide what children's rights issues to tell the Committee about
 - What type of information you want to send to the Committee (e.g. statistics, figures, testimonials, review of state policy).
 - What do you hope to change and achieve through the CRC reporting?
 - How you will gather this information?
 - How you will get children's input?
 - Whether there are special groups of children that should be involved (children with disabilities, working children, children in care, etc.)
 - What other organisations you should involve in your work to be more effective (government officials, parliamentarians, NGOs, schools, or journalists)
 - What help you need (training, information, translation, organising meetings, paying for travel, etc.).
 - What you can do in your country for people to know about children's rights and the reporting process.



Tip: Reporting takes a long time and there is a lot to do, so don't try to do it all at once! It is best to take it one step at a



Involve other children in reporting

Who should be involved?

Try to get as many children as possible involved so that the Committee can hear the views of children of different ages and backgrounds.

It is important to talk to children living in difficult circumstances so that they have the chance to tell the Committee about their lives. Include children in care (orphanages, group homes), refugee children, Roma and traveller children, children in prisons, children with disabilities, street children, working children, or indigenous children.



Tip: Think about which groups of children are often not able to enjoy all of their rights and think of how to contact and work with them.



What you do to make sure all children are able to be involved?

One good way is to give children information about their rights and the reporting process. This can be distributed through schools, NGOs, child-led organisations, children's homes, hospitals, youth clubs and local councils. If you have a webpage or a blog, on Facebook or other social media, it can also be put online.

Children already involved in the reporting process have told us it is difficult because of school, family and work responsibilities.

Others have found it hard to participate because of their young age, disabilities, or because they are homeless or in prison. Try to propose activities adapted to each group so they can participate regardless of how much time they have to give or who they are.

How would you like to encourage participation in your community or country?

CASE STUDY: Making sure children in vulnerable situations are heard, Madagascar, 2019

For the very first time, and with the key support by UNICEF, the PFSCE together with the child rights coalition in Madagascar empowered children to engage in the reporting cycle. A total of 1197 children (597 boys and 601 girls) aged 6 to 18 from 15 different regions were engaged through a consultation process. Depending on their living conditions, sometimes difficult, the children were divided into 10 thematic groups: children in school, children accused of breaking the law, children without parents, children with disabilities, children who live on the streets, children victims of sexual abuse or exploitation, girls and boys, twin children, working children, children's access to nutrition and drinking water.

A questionnaire was drawn up for each theme so that the children could express themselves and discuss the situations that seemed important to them. Each response was transcribed without adult interpretation to reflect the exact views of the children.

Data was collected through 105 focus groups and individual interviews with children to discuss specific and more sensitive situations.

Plateforme de la Société Civile pour l'Enfance (PFSCE)



STEP BY STEP GUIDE TO RESEARCH



Step 1: What sort of report do you want to send to the Committee?

Children can submit whatever they want to the Committee: reports, films, studies, photographs, drawings, etc. Children can decide whether prepare and submit the information themselves, or to collaborate with adults and give information to inform adults' reports.

Children who have sent information to the Committee in the past have taken lots of different approaches. Some reports focused on the general state of children's rights in their country. Other reports concentrated their efforts on a particular group of children or how rights are respected in particular places – such as schools or children's homes.

Try to describe here the kind of report you would like to prepare, so that you can then explain it to others and to adults who might help:



Tip: If some adults help you, they should look at our guide *Together with children – for children*.



Step 2: Who do you want to talk to?

You might want to talk to as many children as possible, or only to groups of children that often have their rights violated. Or only to a specific age group or school grade? Or only in one region?

List here your Top 5 Targets:

1. _____
2. _____
3. _____
4. _____
5. _____



In any case, it will probably be difficult to talk to all children who are part of your target group(s). So, try to approach a “representative sample”. This means that if you know that in a group there are for example as many girls as boys, make sure that you approach about the same number of girls and boys (same for age, region, ethnic or social background, etc.)

To address very difficult situations, you may look out first for existing information (complaints, NGO reports, child hot-lines information, etc.) and discuss it among your group of child researchers - rather than necessarily collecting new information from children who have been victims, for instance of sexual violence, or who are living in situations where they might still be hurt, such as prisons. However, child-led surveys sometimes allow finding out about facts and / or perceptions that adult-led research would not reflect, so you should not avoid difficult groups or issues, but be very carefully in planning and asking for the help of adults who know how to do it. Child Rights Connect’s guide *Together for Children – with children* contains a “template risk assessment for a children’s rights research project” that adults should use for that purpose.



Step 3: How do you find out what children think?

There are lots of different ways. You can:

- Organise days of discussion where children can talk about issues that affect them.
- If you feel you need to learn more, ask for training to acquire skills and knowledge necessary for these activities.
- Do surveys to collect the views of children from all over your country, especially if you are able to use the internet (“online survey”).
- Interview small groups of children to talk in detail about their rights and what needs to be done to protect them.
- Carry out one-to-one interviews in sensitive or difficult cases (for example children who have been abused, children in prison, children with mental health difficulties).
- Launch a national call, asking children to send you their examples of where their rights are, and are not, respected.

- Look at research that has already been done – you might be able to use this in your report for the Committee.
- Involve your school, your institution, your sports club in organising the activities, so that you can reach out to children you don't even know.

You can do some or all of these things – or you might have other ideas for what will work best for children in your country!

List other ideas that will work best for children in your country:

List other ideas that will work best for children in your country:



No matter how you finally decide to collect children's views about their rights, there are certain things that you will need to think about:



Decide what questions to ask and how

The method you choose will depend on which children you want to talk to, how much time you have, and how much money you have to do your research. Make sure that your method helps you explore rights and how they are realised or not – and prioritise the most important issues.

It is good to form a question that goes well with the method you choose. You need to remember that “closed” questions (yes / no), “multiple choice” questions (like in a quiz) or ratings (from 1 to 5, or from “very important” to “not important at all”) are easy to use. They don't take time and provide answers that are easy to count, but they do not give details you might need. “Open” questions (making people give an answer other than yes or no) take time for the person who answers (orally or in writing) and will give you more work afterwards, but can be great for example in an individual interview to really understand what the person means. Generally, researchers use a mix of open and closed questions:

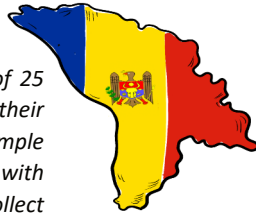
Type of Question	Example	Do you want to ask such questions YES/ NO/WHY
Closed survey question	<i>Have you ever heard about children's rights? Yes / No</i>	
Multiple choice / Rating question	<i>How healthy is the food in your school? On a scale of 1 to 5 (with 1 = very unhealthy and 5 = very healthy)</i>	
Open survey question	<i>How do you think the police treat children? Should give you an opinion and, possibly, some examples</i>	
Precise open interview question	<i>How do children in your school get involved in decision-making? Should give you facts</i>	
Broad open interview question	<i>How well are your rights respected? Should give you info about personal experience</i>	
An open question for discussion in a group	<i>How well are children's rights respected in your community? Could provide different opinions</i>	



CASE STUDIES: Finding out what children think

Selecting the topics for the child-led alternative report, Moldova, 2016

The core group for CRC reporting, composed of 25 children, led a process to select the topics of their child-led alternative report. Through a very simple questionnaire, the group consulted with approximately 500 children in Moldova to collect their main concerns.



The core group clustered similar concerns and linked them to the corresponding child rights in the Convention, using a child friendly version in the national language.

This helped the children to understand the meaning of their rights and the responsibilities of their governments. The children also read the last recommendations that the Committee sent to the government of Moldova and then used them to discuss the concerns raised by the children consulted.

This process, facilitated by CRIC, helped the core group of children to prioritise the topics to include in the alternative report. This made them more self-confident. They knew that the priorities were representative of their peers around Moldova.

Short videos were produced in the national language for each of the steps of the children's work on the report. Children were consulted in development of each video. Videos were made available on a webpage that was also developed by children:

<https://monitor.drepturilecopilului.md/raportul-copilor-pentru-onu/>

Child Rights Information Center (CRIC)



Tip: Don't ask too many questions. You will get much better results if you just concentrate on the things you really need to know.

See annex 2 for some examples of children's rights surveys.

Selecting the topics for the child-led alternative report, Guatemala, 2017

In 2017, Red Niña Niño supported a child-led participation process which resulted in a report to the Committee prepared by the children's organisation CODENAJ (Coordinadora por los Derechos de la Niñez, Adolescencia y Juventud) composed of 52 child members and 5 child coordinators.



The report was drafted based on consultations with 405 children (230 girls, 175 boys) who are part of different organisations that work for children's rights at national level and who replied to the following five questions:

- *What do we think of the situation of the fulfilment of our rights?*
- *How do we live the fulfilment of our rights in the community?*
- *What are the causes of non-compliance of our rights?*
- *Who is responsible for the fulfilment or non-fulfilment of our rights?*
- *What do we propose to improve the situation in which we live?*

"Each of us responded according to our experience, social status, geographic location, cultural background and language. Our report represented our feelings, lives, and knowledge regarding reality".

Red Niña Niño



Drafting the first children's report, Tunisia, 2019

A broad national consultation of NGOs was organised with the participation of children to prepare a children's report reflecting their concerns, expectations and requests.



24 children from 15 regions first participated in the organisation of the first children's training workshop on alternative reports. They key steps of the CRC reporting process were discussed. The children used a summary of the last Concluding Observations of Tunisia as a reference throughout this process.

To facilitate the gathering of information by the children, the association ADO+ developed two working tools:

- *6 regional consultation workshops organized with the help of local coordinating associations in each region made it possible to consult 170 children, including some living difficult situations: children without parents, children accused of breaking the law, children with disabilities;*
- *2 plays written and staged by children on dropping out of school and violence within the family, partly inspired by the experiences of some of their peers, were performed in 24 areas between 2017 and 2018. It helped to make children's rights known and to create discussions and debates between children.*

Association ADO+



The 'How do you see it?' campaign, Hungary, 2019

The 'How do you see it?' campaign was launched by the Hintonalovon Child Rights Foundation using the opportunity of the review by the Committee to raise awareness of children's opinion about growing up in Hungary.



The 9 principles of the Committee for the participation of children were used to design the research. For example, an information campaign on the CRC and the reporting cycle was launched to make sure children could access the necessary information about their right to be heard. An online survey was used to open the participation to all children. In partnership with other NGOs, a specific survey was developed for deaf children, and focus group discussions were conducted with 50 disadvantaged and children with disabilities who otherwise could not have participated in the survey.

6 Child Rights Ambassadors participated in the design and realization of the campaign and the online survey. The Child Rights Ambassadors have been very active on social media and promoted the survey in their schools. All campaign tools were made accessible and any child could join the campaign. The Child Rights Ambassadors also developed 4 child-friendly leaflets and carried out a video interview with two Committee members to help other children to learn about the UN, the Committee and the reporting process.

A total of 5300 (aged 10 to 17) children shared their views on education, participation, safety, family, equality, health and their future. The campaign and the findings of the survey received great media coverage and empowered the children to undertake awareness raising and advocacy.

A team of 4 adults ensured child safeguarding and provided continuous support and training to children.

Hintonalovon Child Rights Foundation



Step 4: Do your research

Once you have decided who to speak to, how to ask and what to ask, you are ready to start your research.

Remember to ask permission to use the information people give you. It is also very important to inform the other children about how their views will be used to inform the Committee.

You should always explain why you're doing the research. Take this opportunity to educate other children about their rights and the CRC. They should feel supported and empowered in being able to raise their voice. Also, remember to get back to all the people who participated in the process to present the results and interpretation of their contribution. Tell children that they do not have to answer any questions that make them feel uncomfortable. If you are doing interviews you will need to think of a way to record what they say – perhaps by taking notes, or (with their permission) by tape recording the interview.

If you do a survey, test it first and think how you will count and compile answers.

If you do an event, decide whether to take notes, ask the children to take notes or to film the event (with their permission).

Don't use only questions – you can ask children to draw, to create a song, a play, a poem, etc.

Remember to tell those who participate how the information will be used. Make sure you give them feedback and inform them about the reporting process and the Committee's final recommendations.

Tip: Making sure everyone has an equal chance to participate:

- Find out which children often don't have a chance to have their say (for example, younger children, refugee children, working children, or children who aren't in school)
- Make sure you talk to all the children who come to your events
- Use interpreters for children that don't speak your language well, and invite workers along to support those children that might need extra help.
- Ask an NGO to help you think of different ways to collect information from children who find it difficult to communicate.





Step 5: Analyse your findings

Once you have finished collecting children's views, it is time to work out what the information you have collected shows about children's rights. This is called analysis. It is easier to do your analysis one question or one issue at a time, writing a summary of the answers or the outcomes, compiling data into a table or producing a graph. Research analysis can take a lot of time, and you will need lots of patience!

Try to balance out "quantitative information" (for instance, 63% of children go to the doctor when they are ill) and "qualitative information" (for instance, many children living in the countryside told us they do not go to the doctor because it is too far and too expensive, and they are afraid to tell their parents when they feel sick).

When you are doing your analysis, keep an eye out for things that come up time and time again – these will be the key themes of your research findings.



Step 6: Write your report

The Committee accepts confidential information and you can therefore decide if and when you want to make your report public and to be published on the official Committee's website. If you think there could be negative consequences if your government or any other stakeholder saw your report, it is very important that you consider and discuss this in advance with the other children involved and seek adults' advice.

You need to decide what the most important findings from your research are – these will form the main section of your report. It is important that these are your own views and nobody imposes their ideas on you. Use statistics from your surveys, quotes from your interviews, pictures drawn by children, photographs or case studies that children have given you.

Unlike for adults, there are no rules about what children should include in their reports, and what their reports should look like. It is good to give the Committee a written report for them to read in advance, but videos, studies, photographs and drawings may also be sent.



Length of the report

There is no word limit for children's reports but we recommend the text to be no longer than 30 pages, because the Committee receives a huge amount of information for every examination, but you can have more pages for drawings, photos, etc.

You can also have a shorter report integrated or summarised in the main adults' NGO/coalition report.



Language

Reports must be in one of the 3 languages the Committee uses – English, French or Spanish. If the main language of your country is not English, French or Spanish, produce a version of your report in your country's main language so that children can see what information has been sent to the Committee. Have it translated for the Committee afterwards. Make sure you plan enough time for this to be done, and do not hesitate to contact UNICEF or foreign embassies to ask them whether they could pay for translation and publication.



Chapters

When governments and NGOs send reports to the Committee, they are asked to present them in chapters which group the different rights in the CRC per theme. Here they are in case you want to use them:

Chapters	Explanation	Write down whether you have interesting information on each topic and whether it is worth having it as a chapter
General measures of implementation (Articles 4, 42, 44)	These articles say that governments must do everything they can to put the CRC into practice for all children. They also say that governments must tell children and adults about the CRC and make all reports public.	
Definition of the child (Article 1)	All of the rights in the CRC apply to everyone under 18.	
General principles (Articles 2, 3, 6, 12)	These articles say that the best interests of the child should always be a top priority, that children should never be discriminated against, that they have the right to life, and that their views must be taken into account.	
Civil rights and freedoms (Articles 7, 8, 13, 14, 15, 16, 17)	These articles cover the right to an identity, to say what you think (freedom of expression), freedom of religion, the right to come together in public (freedom of association), the right to privacy and the right not to be hurt or treated badly.	

Chapters	Explanation	Write down whether you have interesting information on each topic and whether it is worth having it as a chapter
Violence against children (Articles 19, 24, 28, 34,37, 39)	These articles say that children should be protected from any forms of violence, physical and psychological and that all forms of harmful practices and abuses are forbidden.	
Family environment and alternative care (Articles 5, 9, 10, 11, 18, 20, 21, 25, 27)	These articles talk about how children should be treated in their families, what happens if parents separate, and how children should be treated if they need to live away from home.	
Disability, basic health and welfare (Articles 6, 18, 23, 24, 26, 27, 33)	These articles cover the health care and benefits that children should have.	

Chapters	Explanation	Write down whether you have interesting information on each topic and whether it is worth having it as a chapter
Education, leisure and cultural activities (Articles 28, 29, 30, 31)	<p>These articles say that all children must have an education that helps them become the best that they can be. Article 31 says that children must have the chance to play and have fun.</p>	
Special protection measures (Articles 22, 30, 32, 33, 35, 36, 37, 38, 39, 40)	<p>These articles deal with children in special situations, including refugee children, children who are in trouble with the law and children who have been taken advantage of. They set out how these children should be treated.</p>	





Recommendations

It is important to make recommendations about how things can be improved as a logical conclusion of your findings. They should be realistic and feasible for the government. For instance, instead of “make all children healthy”, you could say “provide children with free universal medical care”.



Tip: Try to find the concluding observations on your country last time it came before the Committee. Read them and see what you think.



Step 7: What to do with your finished report?

Child Rights Connect can tell you when the Committee needs to receive your report.

You should send your finished report through the online platform on Child Rights Connect’s website: www.childrightsconnect.org/upload-session-reports

You do not have to send paper copies of your report by post for the Committee members.

If you want to make your report known in your own country, you can hold a launch event, send press releases to the media, and send your report to people that make decisions that affect children in your country. This could be people in your government, in parliament, your children’s ombudsman or commissioner, other NGOs, the media, and local authorities. It is also important to make sure your report is sent to children – especially those that shared their views with you.



Some good examples

If you can, check out on the internet a few examples of public reports children have sent to the Committee.

Here is the database where you can find children’s reports through specific search button: www.childrightsconnect.org/alternative-report-archive

You can also ask Child Rights Connect to provide you with recent examples.

MEETING THE COMMITTEE ON THE RIGHTS OF THE CHILD

The Committee on the Rights of the Child meets with children in Geneva and through phone or video conference.

The direct interaction with children is key for the Committee and it is usually a very informal and empowering experience for children. It helps the Committee better understand what the real lives of children are like.



Children's delegations

The Committee is not able to pay for children or NGOs to travel to Geneva to meet with them – this will need to be paid for by the organisation you work with or other sponsors.

It is up to you how many children make up your delegation. When deciding this, you will need to think about:

What you want to talk to the Committee about – and who is best placed to do this.

The length of the meeting with the Committee – one hour.

What the delegation will do when in Geneva – other meetings and or activities the delegation will participate in.

How much money there is to support your delegation.

Children who have visited the Committee in Geneva in the past have been chosen in different ways. You could run a competition (judged by children), elect your own representatives, or let the organisation you work with choose which children should go with your informed consent on the selected child delegates.



Going to Geneva

The organisation you work with will usually plan your trip to Geneva, and may ask for your help in doing this. The supporting organisation will give you the information you need about what will happen in Geneva, and the kind of things you may need to take with you. It will also help you get a passport or a visa if you need one to travel to Geneva. Child Rights Connect can also give you advice about this and has a practical handbook for all delegations and children coming to Geneva. Ask for it!



What to expect when you're in Geneva? (by Imogen, 17 years old)

It's important for you to know a bit about what you should expect before going to Geneva to ensure you can enjoy and make the most of your trip. The Palais Wilson is a massive building, so don't get put off by the size or the strict security. Once you're through security you can really marvel at the building! Inside the Palais Wilson is where the Committee on the Rights of the Child meets, along with other UN committees.


You will be shown round the building by a staff member from Child Rights Connect, who will know their way around. Before entering the Committee's room they will brief you on what to expect and how the day will pan out. This may take place in the cafeteria. If it does, make sure you get some fresh air on the balcony outside before you go into the meeting - there's a great view of Lake Geneva!

The layout of the Committee room can be quite intimidating. In the pre-session, the Committee members sit around the edge of the room and everyone else sits in the middle.

This is good if you're likely to get distracted - the thought of having Committee members surrounding you is enough to keep you awake and concentrating for the duration of the meeting! In the children's meetings, Committee members will often come and sit with you instead.



Imogen



WHAT HAPPENS WHEN YOU MEET THE COMMITTEE?

In Geneva, children can participate in the pre-session, together with the NGOs, UNICEF and UN agencies, NHRIs and Ombudsmen and / or request and participate in a separate children's meeting.



What happens in the pre-session?

Children can decide to participate and speak in the pre-session, if they wish so, or to observe.

The pre-session lasts for 2.5 hours. Participants give short presentations to update the Committee about children's rights in their country. The Committee then asks lots of questions – one after the other. Participants are given a short break and then come back into the meeting to answer the questions. You can answer to some questions if you wish so. You will have to use the microphone as there will be interpretation.



What happens in the children's meeting?

While submitting your report online, you will be asked if you want to have a private meeting with the Committee, either in person in Geneva, or by videoconference or phone. This lasts for 1 hour and takes place just before the pre-session of your country. A representative of Child Rights Connect will attend this meeting to support you, if needed. Adults who are not Committee members and its secretariat staff can only attend this meeting if children want them to be there and must not answer questions or give their own views.

The Committee members in charge of the examination of your country (between 2 and 4 members) will take part in the meeting. Child Rights Connect will tell you who they are in advance. Other Committee members may also participate in the meeting. They will introduce themselves and ask you who you are. They will then ask you what you want to tell them about.

There are no rules about what you should do in this meeting. Many children give short presentations and then answer any questions the Committee has. Children may also ask the Committee some questions: you can think about and prepare the questions in advance, and make sure that you have enough time to ask them before the end of the meeting. It only lasts 1 hour!

You can use PowerPoint or video for your presentation, so, let Child Rights Connect know if you want to ask about such a possibility.

The Committee wants to hear about your experiences and the views of children in your country. You will not be expected to answer any personal questions. And you should not answer a question if you don't want to, or feel you don't know.

After the meeting, you will receive a questionnaire from OHCHR (in paper or online). You can share your views and give your feedback to help the Committee to understand and learn how it can improve its future meetings with children.



Tip: You only have a short time to meet with the Committee – one hour, which will pass quickly! So, tell them about the most important issues for children in your country. Tell them what you want them to recommend to your government. Remember, they will have read your report before the meeting!

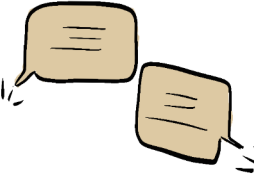
The children's meeting is private. There will be no official report and the Committee will never mention what you will have said. You should do the same and never mention what the Committee told or asked you.





Will the Committee speak my language?

The meeting can be in one of the three working languages of the Committee (English, French, Spanish). As most of the Committee members understand English, interpretation will still be needed if in another language. If you do not feel confident in English, you will need to ask adults if they can provide a translator for you in the children's meeting.



This is the role of the children's chaperones, as it is explained in our Handbook for children participating in children's meetings. No official interpretation is provided by the UN for children's meetings. Professional interpretation in the six UN languages (English, French, Spanish, Russian, Chinese and Arabic) is only provided during the pre-session.



Tip: If you need someone to translate during the children's meeting, please remember that it will take twice as long to talk about things.





CASE STUDIES: Meeting with the Committee

The *See it, Say it, Change it* project, England (UK), 2015

A steering group of 22 children aged 7-18 years and from a diverse range of backgrounds (including Black and Minority Ethnic children, children placed away from home, children in homeless families, children with disabilities, children in contact with the justice system and refugee children) was supported by CRAE to plan and run the project See it, Say it, Change it.



They engaged nearly 1,000 children through focus groups and an online survey targeting those most likely to not have their rights respected across England. The key child rights issues and recommendations were then compiled in a report which was sent to the Committee.

The steering group was supported to participate in both the children's meeting and the pre-session with the Committee in Geneva. They split into two groups to decide which were the most important issues and recommendations they wanted to share with the Committee and how to present in each meeting.

A third group planned their tweets and blog posts, report and meetings with the Committee. From participating in this project, the children reported more self-confidence, feeling empowered, and increased knowledge of their rights, the UN treaty monitoring reporting process and the UK political system.

One of the most exciting things in their preparation was talking to Child Rights Connect over Skype before the pre-session. They asked a variety of questions from what the Committee might ask to what clothes it is appropriate to wear.

Children participated in the children's meeting with other children from Scotland, Wales and Northern Ireland. Four children participated in the pre-session alongside adults from civil society: the UK Children's Commissioners, children's rights alliances and the NHRI. They presented a short statement and answered the Committee's questions. One of the child participants said: "This has been a once in a lifetime opportunity."

Eight months later, recommendations in the concluding observations reflected the main issues raised by children in their report and meetings with the Committee. From participating in this project, the children reported more self-confidence, feeling empowered, and increased knowledge of their rights, the UN treaty monitoring reporting process and the UK political system.

Children's Rights Alliance for England (CRAE), part of Just for Kids Law

"Child Voice", Republic of Korea, 2015-2019

The International Child Rights Center, the Korean Committee for UNICEF, and Child Fund Korea supported various children's activities in the Republic of Korea, including child rights campaigns, policy proposals, interviews and surveys through the "Child Voice" project. From 2015 to 2017, the opinions of 394 children aged 10-18 and from different regions were collected and used by 23 children of the "Child Voice" project to write the report "Children Suffering from Academic Pressure".



To collect additional specific view of children on the topic, the children used online & offline surveys and conducted several workshops. 1,400 children with different background and experiences engaged. Children have led the entire process, from selecting the topics, planning the activities and drafting the final report. The children were guided by a workbook inspired by “My Pocket Guide to CRC Reporting” which was developed in Korean.

In the lead up to the pre-session, the 23 children selected 4 children aged between 15 and 18 as representatives to participate in the children’s meeting with the Committee in Geneva.

4 preparatory workshops were organised to prepare the core messages to share with the Committee. In 2019, the 4 children participated in the children’s meeting and in the formal pre-session. One of them who was in a wheelchair could talk about the situation of children with disabilities.

The children who participated in this process are now organising their own children’s organization and planning child-led activities following up on the Committee’s recommendations.

International Child Rights Center (InCRC), the Korean Committee for UNICEF, and
Child Fund Korea



What happens at the Committee’s session with my government?

The session with the government is a public meeting and lasts 6 hours. NGOs and children do not have a right to speak, but they can participate as observers to listen to the dialogue between the Committee and the government. Anyone else can also come and listen, such as journalists.

All the sessions are recorded and shown live on the UN web TV: <http://webtv.un.org/meetings-events/>

The session is a good opportunity to talk to the Committee members again, during the breaks. While watching the live webcast on the UN web TV, children who are at home can send their comments to the children present in Geneva. It is also possible to speak to the Government representatives in Geneva about what is important to you and persuade them to take action to make a positive change.

During the session, you can use social media to share the key messages of the dialogue from the Committee and the government or you can just write down what you will use in your follow-up discussions.

You can also watch or listen the video after, from home or anywhere else. The dialogue will be in English and, when available, in another language spoken in your country. You can follow the session from where and when you can, and organize some activities with other children and organisations.

CASE STUDY: Watching the session webcast, Moldova, 2017

In Moldova, CRIC supported a group of 6 children to watch live on the UN Web TV (www.webtv.un.org) the dialogue between their government and the Committee during the session in Geneva. The children observed how the government presented its efforts in implementing the Convention, and if and how the issues they raised in their alternative report were discussed.



Children sent their live comments and questions to the Committee members by emailing Child Rights Connect staff, who is always present in the session room.

The webcast was an opportunity for the children to follow the session while being in a friendly environment and without having to travel to Geneva. They were able to receive explanations of the difficult language from the adult facilitators while watching the webcast.

After the session, the 6 children discussed how their recommendations were taken up by the Committee and the government during a workshop with the wider group of children involved in the alternative report.

Children said that this experience made them more confident as they could influence such a high-level discussion about their rights. They also gained a better understanding of the CRC reporting process and the role that children play in it.

Child Rights Information Center (CRIC)



A RAPPORTEUR VISIT

Only a small number of children can travel to Geneva, but there are other ways to get your messages directly to the Committee, like for example by inviting a member of the Committee to visit children in your country. This is called a **Rapporteur visit**.



What is a Rapporteur / a Task Force?

The Rapporteurs are the two members of the Committee who are in charge of the examination of your country. A Task Force is made of 3-4 members of the Committee in charge of your country. Child Rights Connect or the organisation you work with will be able to tell you who this is.

The Rapporteurs/Task Force will lead the Committee's questioning of children, NGOs, UNICEF, NHRIs and Ombudsmen and the State party.



Plan a Rapporteur visit

Many NGOs decide to invite the country Rapporteur to visit their country in order to allow him / her – and by extension the Committee – to hear directly from children about their lives as well as to meet other actors. The Rapporteur visit allows the Committee to meet children in their own environment, understand the main issues affecting children and can provide more time for children to discuss their concerns in a child friendly setting. It also means that more children can talk directly to the Committee about how well their rights are respected.

This can happen only before the pre-session and children's meeting, or once the concluding observations are published.

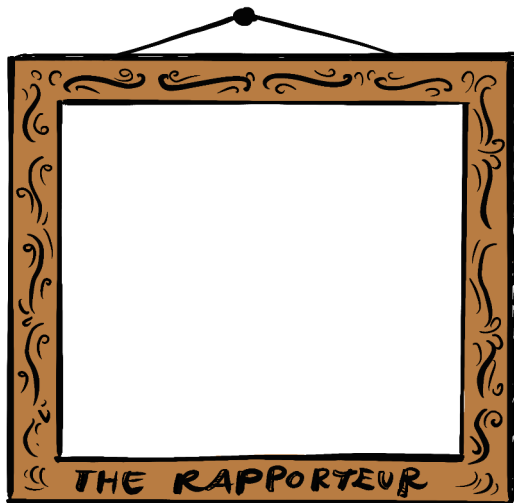
Before the pre-session, the visit could help the Rapporteurs to see what is happening in your country by visiting some places and speaking with a large number of children.

After the concluding observations, the visit can allow to speak concretely and to plan how the recommendations of the Committee can be put in place in the country, and what can be your role in monitoring the efforts of the government to execute the recommendations and their impact.

The visit can be done in person, if the travel and stay are organised and supported by some organisations, and/or by the government. It can also be a virtual visit, depending on the context. It happened that because of travel restrictions and security reasons, some Rapporteurs were not allowed to travel to a country. Instead, they organise a videoconference with the children and other organisations.

To invite the Rapporteur to visit your country, you will need to speak to the organisation you work with and to write to the Secretariat of the Committee. Child Rights Connect can help you with that.

If/when you meet the rapporteur or find a picture on the internet, draw his or her portrait, or ask him / her for an autograph and written note for children in your country:



Write the name and contact details of your rapporteur:

.....

.....



THE CONCLUDING OBSERVATIONS

After the Committee has met with your government, it will publish its recommendations – called **concluding observations**.



Who gets the concluding observations?

The concluding observations are sent directly to your government by the Secretariat of the Committee. The concluding observations are a public document available on OHCHR website a few weeks after the session:

https://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=5&TreatyID=10&TreatyID=11&DocTypeID=5

Child Rights Connect also announces their publication on social media (Facebook <http://www.facebook.com/childrightsconnect> and Twitter <https://twitter.com/ChildRightsCnct>).



Should you send them out?

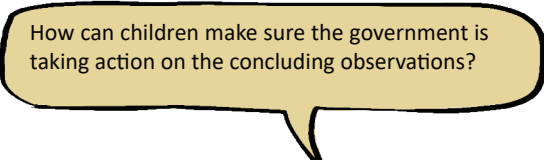
The Committee always recommends that the governments should make sure that the concluding observations are available and accessible to everyone in the country. However, lots of NGOs and children's organisations help their government to do this and write child-friendly versions of the concluding observations. Some NGOs have translated the concluding observations into the languages used most by children in their countries.



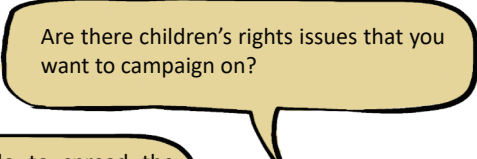
You might want to send the concluding observations – and a children’s version – to all the children and the organisations that helped you put together your report.

It is really important that children check on the progress their government is making on the implementation of the concluding observations. This is because the Committee only meet with the government every 5 years – **but you can take action in your country straight away!**

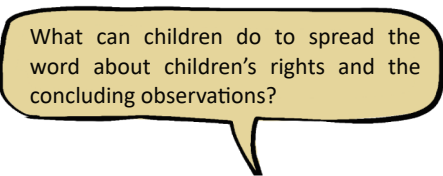
Ask yourself:



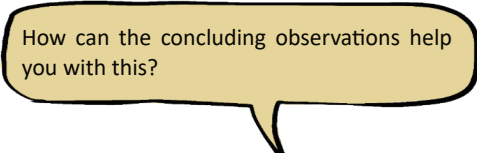
How can children make sure the government is taking action on the concluding observations?



Are there children’s rights issues that you want to campaign on?



What can children do to spread the word about children’s rights and the concluding observations?



How can the concluding observations help you with this?



Tip: Ask the organisation you work with to help you run activities to campaign for change on children’s rights. It can give you lots of advice and support.

Children can also cooperate with the Committee by:

- Participating in the Days of General Discussion (DGD) held every 2 years in Geneva, to discuss a specific topic related to children's rights. The Committee has special working methods on child participation in the DGDs :

https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC/C/155&Lang=en

Check the previous DGDs:

<http://www.ohchr.org/EN/HRBodies/CRC/Pages/DiscussionDays.aspx>

- Sending your opinions when the Committee is writing documents to explain in more detail specific children's rights called General Comments:

https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=5&DocTypeID=11

- Send an individual communication to the Committee by using the 3rd optional protocol to the CRC if your government has ratified it. Check out here:

<https://opic.childrightsconnect.org/resources-for-children/>

You can also look at the work of the other Committees working on human rights and see if you want to participate in their reporting process, to make sure that they also discuss the rights of the child. For instance, the Committee Against Torture (CAT) could make recommendations to your government on the situation of children in prisons. The Committee on the Rights of Persons with Disabilities (CRPD) could do the same for children with disabilities, the Committee on the Elimination of Discrimination against Women (CEDAW) for girls. You can find the list of all the Committees here:

<http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx>

The UN is a very big system and many other opportunities exist for you to strengthen your advocacy. This is also the case at the regional level where you can find "Regional human rights mechanisms". See the list here:

<http://www.ohchr.org/EN/Countries/NHRI/Pages/Links.aspx>

Child Rights Connect can help you identify the best opportunities for your advocacy! Remember that the more recommendations your government receives, the bigger is the pressure to implement them.



FOLLOW-UP

The publication of the concluding observations does not and should not be the end of the CRC reporting process. It is only the start in getting change for children's rights and have a real impact on law, policies and everyday lives of children. Here are some ideas to start planning your work after the Committee session:

Encourage your State to translate the concluding observations **into the national language(s)** and into a **language that children can understand**. If your State does not do it, you can seek the support of NGOs.

Establish a **permanent children or youth group** to keep up with child-led CRC monitoring, using indicators developed by children.

Deliver **children's rights talks or information leaflets** in schools, youth clubs, children's homes and other institutions to raise awareness on where the country stands.

Ask for **appointments or organise meetings with adults working with children** (unions of school teachers, of paediatricians, etc.) to see what you could do with them to improve the situation.

Pick a theme from the concluding observations and organise a **campaign** (create a slogan, posters, stickers, give interviews on the radio or on TV saying all you know about the issue and what the Committee told your government to do about it).



Ask for a **hearing at the Parliament** to make parliamentarians look at laws that should be changed.

Consider **bringing complaints, with the help of lawyers**, on serious cases of violation of children's rights if the government does not do anything after they have been raised by the Committee.

Write down your **lessons learned** for the next reporting

Ask for **appointments with important government people** (how about meeting the President or the Prime minister?!), to discuss the concluding observations and what they plan to do about them.

Hold **national events for children** to discuss children's rights issues.

Tell and train younger children about your experience, so that they can carry on when you will have turned 18!





USEFUL THINGS TO REMEMBER

Children who have been involved in the reporting process in the past have told us about the things that helped them to really make a difference for children's rights:



Make sure **you and other children really lead** the reporting process as much as you want and make the decisions about the work you are doing! At the same time, ensure you ask for any support you might need from adults along the way.



Get **as much information and advice as you can** – this includes talking to the organisation you work with, asking your parents or carers for help, and finding out what children in other countries have done. Child Rights Connect can support you to do this.



Build **good relationships with your government if you can** – this will help you to make sure it takes action on the Committee's concluding observations (recommendations).



Work out **who can help children** to make the biggest possible impact on the reporting process. This might be someone like a children's ombudsman or a children's commissioner, a government minister, a member of the Committee, or the organisation you work with.



Don't forget the children and adults in **your local area** – your friends; your brothers or sisters; your teachers; your youth workers or social workers; your parents, carers or other relatives; and your faith leaders can really help to put children's rights into practice where you live!



Get the **media involved** – this will help you to hold the government to account by raising awareness about children's rights and the reporting process.



Spread the word about children's rights by doing things like running activities in schools, producing posters or leaflets, holding children's meetings and discussion days, doing podcasts, having a website, training adults – and pretty much anything else you can think of!

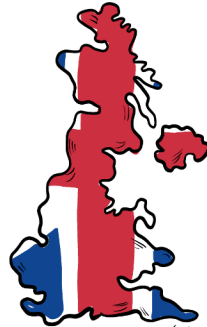


Involve your **excluded peers**, those underprivileged and deprived.

CASE STUDY: From the “See it, Say it, Change it” to the “Change it!” project: children campaigning for the implementation of one of the Committee’s recommendations, England (UK), 2016

CRAE supported a group of children to participate in the 2016 reporting cycle of the UK as part of the See it, Say it, Change it project.

The project then evolved into Change it! to support children to campaign on the implementation of one of the recommendations from the Concluding Observations. The Change It! team is made up of 26 members, aged 8-20 who come from all over England. They want to make a change and to make sure the Government listens to the Committee.



The children analysed the main themes of the recommendations and decided to focus on the need to stop housing children in homeless families in poor quality bed and breakfast accommodation for long periods of time. Many of the children in the group had experienced homelessness themselves.

The children have been supported to carry out many campaign activities, including: meeting with the Children’s Minister, holding a young people’s parliamentary lobbying event to discuss the issue of homelessness , producing a campaign film called What home means to me, and publishing a report ‘It feels like being in Prison’: Children speak out on homelessness, which highlights children’s experiences of living in poor quality accommodation and the impact on their rights. They also developed a campaign pack to encourage other children to join the Change it! campaign. The campaign has been covered in national and local media.

Children’s Rights Alliance for England (CRAE), part of Just for Kids Law

USEFUL WEBSITES AND CONTACTS

COMMITTEE ON THE RIGHTS OF THE CHILD

Search “Information for children” :

<https://www.ohchr.org/EN/HRBodies/CRC/Pages/InformationForChildren.aspx>

CHILD RIGHTS CONNECT WEBSITES

- Our website: <http://www.childrightsconnect.org>
- Our website on CRC reporting:
<http://crcreporting.childrightsconnect.org/>
- Our website on OPIC with resources for children:
<https://opic.childrightsconnect.org/resources-for-children/>

CHILD RIGHTS CONNECT PUBLICATIONS

- Our guide to help NGOs understand how to report to the Committee on the Rights of the Child:
www.childrightsconnect.org/wp-content/uploads/2015/07/EN_GuidetoCRCReportingCycle_ChildRightsConnect_2014.pdf
- Our guide *Together with children – for children* for adults accompanying children in CRC reporting:
www.childrightsconnect.org/wp-content/uploads/2013/10/With_Children_For_Children_WEB_english.pdf
- Find all our resources and publications for children and youth: <http://www.childrightsconnect.org/publications>

For any questions, contact Child Rights Connect at crcreporting@childrightsconnect.org or call 0041 22 552 41 30.

ANNEXES

ANNEX 1: The Convention on the Rights of the Child – The Children’s Version

The UN Convention on the Rights of the Child has 54 articles. Articles are different parts of the CRC that say what rights children have, and how the governments should protect them. UNICEF and Child Rights Connect have worked with children to develop this child friendly version of the CRC. This is now the official UN version of the CRC for children.

You can find it in different languages and formats on the internet:

<https://weshare.unicef.org/CS.aspx?VP3=SearchResult&STID=2AMZIFJJXAUY>

There is also a guide for adults to develop child-friendly versions in other languages or for different contexts:

www.childrightsconnect.org/wp-content/uploads/2019/08/cf_crc_translation_guide_final.pdf

1  DEFINITION OF A CHILD	2  NO DISCRIMINATION	3  BEST INTERESTS OF THE CHILD	4  MAKING RIGHTS REAL	5  FAMILY GUIDANCE AS CHILDREN DEVELOP	6  LIFE, SURVIVAL AND DEVELOPMENT	7  NAME AND NATIONALITY
8  IDENTITY	9  KEEPING FAMILIES TOGETHER	10  CONTACT WITH PARENTS ACROSS COUNTRIES	11  PROTECTION FROM KIDNAPPING	12  RESPECT FOR CHILDREN'S VIEWS	13  SHARING THOUGHTS FREELY	14  FREEDOM OF THOUGHT AND RELIGION
15  SETTING UP OR JOINING GROUPS	16  PROTECTION OF PRIVACY	17  ACCESS TO INFORMATION	18  RESPONSIBILITY OF PARENTS	19  PROTECTION FROM VIOLENCE	20  CHILDREN WITHOUT FAMILIES	21  CHILDREN WHO ARE ADOPTED
22  REFUGEE CHILDREN	23  CHILDREN WITH DISABILITIES	24  HEALTH, WATER, FOOD, ENVIRONMENT	25  REVIEW OF A CHILD'S PLACEMENT	26  SOCIAL AND ECONOMIC HELP	27  FOOD, CLOTHING, A SAFE HOME	28  ACCESS TO EDUCATION
29  AIMS OF EDUCATION	30  MINORITY CULTURE, LANGUAGE AND RELIGION	31  REST, PLAY, CULTURE, ARTS	32  PROTECTION FROM HARMFUL WORK	33  PROTECTION FROM HARMFUL DRUGS	34  PROTECTION FROM SEXUAL ABUSE	35  PREVENTION OF SALE AND TRAFFICKING
36  PROTECTION FROM EXPLOITATION	37  CHILDREN IN DETENTION	38  PROTECTION IN WAR	39  RECOVERY AND REINTEGRATION	40  CHILDREN WHO BREAK THE LAW	41  BEST LAW FOR CHILDREN APPLIES	42  EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					



1
DEFINITION OF A CHILD
A child is any person under the age of 18.



2
NO DISCRIMINATION
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor,

and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
BEST INTERESTS OF THE CHILD
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
MAKING RIGHTS REAL
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
FAMILY GUIDANCE AS CHILDREN DEVELOP
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



6
LIFE, SURVIVAL AND DEVELOPMENT
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
NAME AND NATIONALITY
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
IDENTITY
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
KEEPING FAMILIES TOGETHER
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



10
CONTACT WITH PARENTS ACROSS COUNTRIES
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
PROTECTION FROM KIDNAPPING
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



12
RESPECT FOR CHILDREN'S VIEWS
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



13
SHARING THOUGHTS FREELY
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



14
FREEDOM OF THOUGHT AND RELIGION
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



15
SETTING UP OR JOINING GROUPS
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



16
PROTECTION OF PRIVACY
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



17
ACCESS TO INFORMATION
Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18
RESPONSIBILITY OF PARENTS
Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19
PROTECTION FROM VIOLENCE
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



20
CHILDREN WITHOUT FAMILIES
Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21
CHILDREN WHO ARE ADOPTED
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.



22 Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



23 Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



24 Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



25 Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.



26 Governments should provide money or other support to help children from poor families.



27 Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



28 Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



29 Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



30 Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



31 Every child has the right to rest, relax, play and to take part in cultural and creative activities.



32 Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



33 Governments must protect children from taking, making, carrying or selling harmful drugs.



34 The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



35 Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).



36 Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



37 Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



38 Children have the right to be protected during war. No child under 15 can join the army or take part in war.



39 Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.



40 Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



41 If the laws of a country protect children's rights better than this Convention, then those laws should be used.



42 Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



43-54 These articles explain how governments, the United Nations - including the Committee on the Rights of Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

ANNEX 2: EXAMPLES OF CHILDREN'S RIGHTS SURVEYS

SURVEY 1: this was shared with us by the Child Rights Information Centre in the Republic of Moldova

Please fill in this questionnaire about children's rights. Your opinion is very important, so we encourage you to honestly answer all questions. You don't need to write your name on this questionnaire. It is anonymous so no-one will know what you said. Filling in the questionnaire will only take a few minutes.

Choose the best option that suits you (put a sign in the box or circle or write in your answer).

1. I am a girl / boy
2. I am ____ years-old
3. I live in a village / city
4. I study in middle school / high school / college / youth centre
5. Write down five children's rights that you know

6. Where did you learn about these rights (choose up to 3 answers)?
 - Parents
 - Friends
 - Teachers
 - Media – newspapers / magazines / TV / radio
 - Brochures / books
 - Internet
 - Somewhere else / someone else.....
7. In which document are children's rights found?

8. How far do you think children's rights are respected in your community (circle one)?
 1 2 3 4 5
 (not respected) (fully observed)
9. Where do you think children's rights are most often violated (choose up to 3)?
 - At home
 - In the street
 - In school
 - Among friends
 - Places for play and leisure
 - Public spaces (for example, shops, cinemas, theatres)
 - Somewhere else (please tell us where)



10. What children's rights do you think are most often violated?
.....
11. What organisations / individuals can children go to if their rights are violated?
.....
12. How would you like to be told about children's rights (choose up to 3 answers)?
 - Parents
 - Friends
 - Teachers
 - Media – newspapers / magazines / TV / radio
 - Brochures / books
 - Internet
 - Somewhere else / someone else
13. What do you think should be done so that children's rights are respected?

SURVEY 2: this was shared with us by the Children's Rights Alliance for England in the UK. It is 1 of 7 surveys they did with children about children's rights. Each survey was on a different topic. This survey is about respect.

1. Do you have a say in decisions that affect your life?
Always Most of the time Hardly ever Never Not sure
2. Do adults listen to what you have to say?
Always Most of the time Hardly ever Never Not sure
3. Do you think children and young people are judged on the way they dress?
Yes No Not sure
4. Who is most likely to be treated unfairly by adults (you can choose more than one)?
Under-5s 5 to 10 year-olds 10 to 14 year-olds 15 to 17 year-olds Over-18s
5. Do you think the police treat children fairly?
Yes, No Not sure
6. Do you think shop assistants treat children fairly?
Yes, No Not sure
7. There are lots of different types of children. For example, some children may have a different skin colour to you, or they may live at home or in care, they may have a disability, be from the travelling community, they may be a refugee or a young parent. Do you think one group of children in particular are not respected for who they are? Tell us who and why you think this.
8. To respect someone is about more than listening to their views. It also means valuing someone for who they are. Do you think there is enough respect between children (under-18s) and older people (over-65s)?
 - Yes, there is enough respect between young and old people

- No, there isn't enough respect between young and old people
- I'm not sure

If you answered yes, please skip to question 11

9. If you said no or I'm not sure to question 8, which statement do you agree with?

- Old people don't usually respect younger people
- Younger people don't usually respect older people
- Neither group respects the other
- I'm not sure

10. What could improve respect between young and older people? (You can tick more than one)

- Having places where young and old people can meet
- Opportunities to learn more about one another
- Positive stories about children in the media
- Spending more time together
- Something else

11. Have you ever been treated unfairly by an adult? For example, have you ever been stopped from getting on a bus / train, from getting into the cinema or had difficulty getting help from a doctor or dentist because of your age?

Yes No Not sure

If you answered no, please go to question 13

12. Please tell us why you were treated unfairly and how this made you feel.

.....

13. Do you think the media (newspapers, television, magazines and radio) gives a fair picture of children living in England?

Yes No Not sure

14. Please explain your answer

.....

15. What could the media do to improve the way it represents children and young people?

BACKGROUND DETAILS

A. How old are you?

B. Are you male / female?

C. Where are you from? East East Midlands London

D. Do you have a disability, or special needs? Yes No

E. Are you: White Black Mixed heritage Asian Chinese

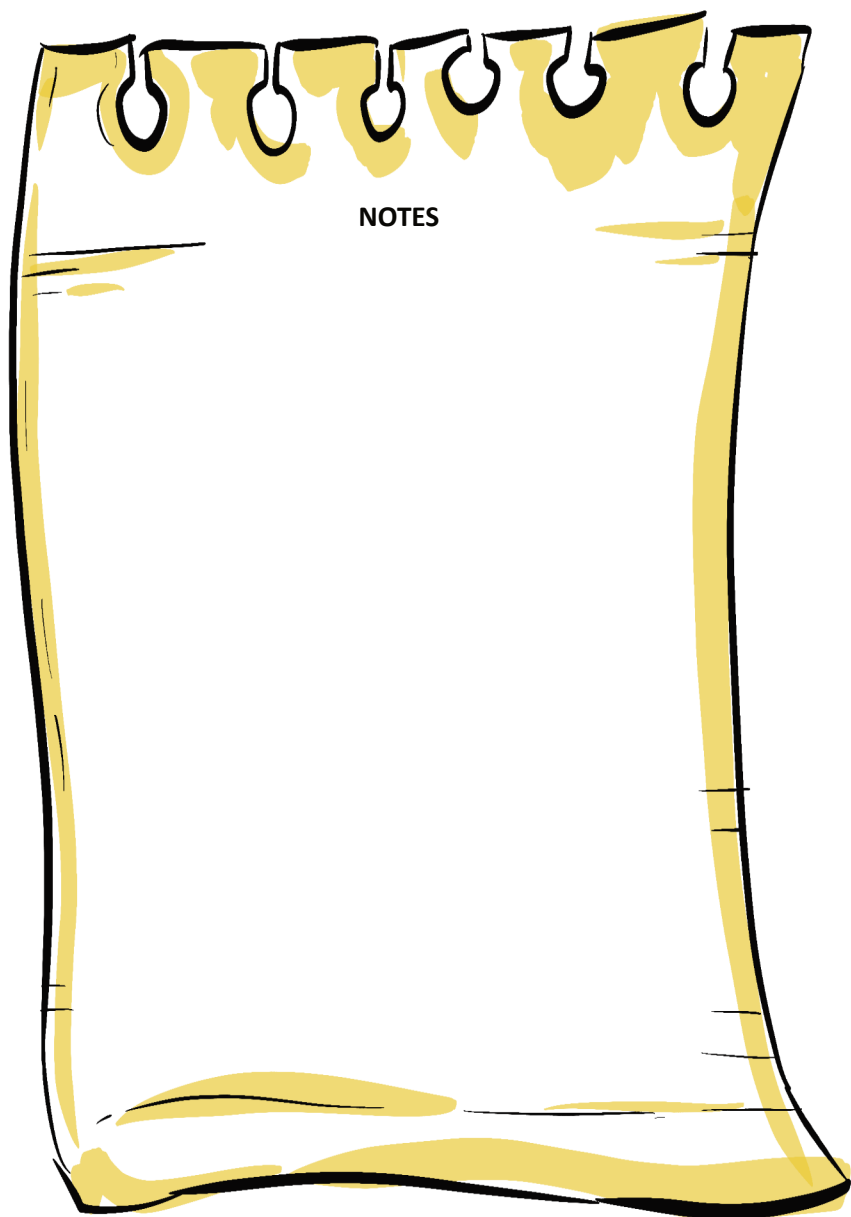
F. Which of these best describes your home life?

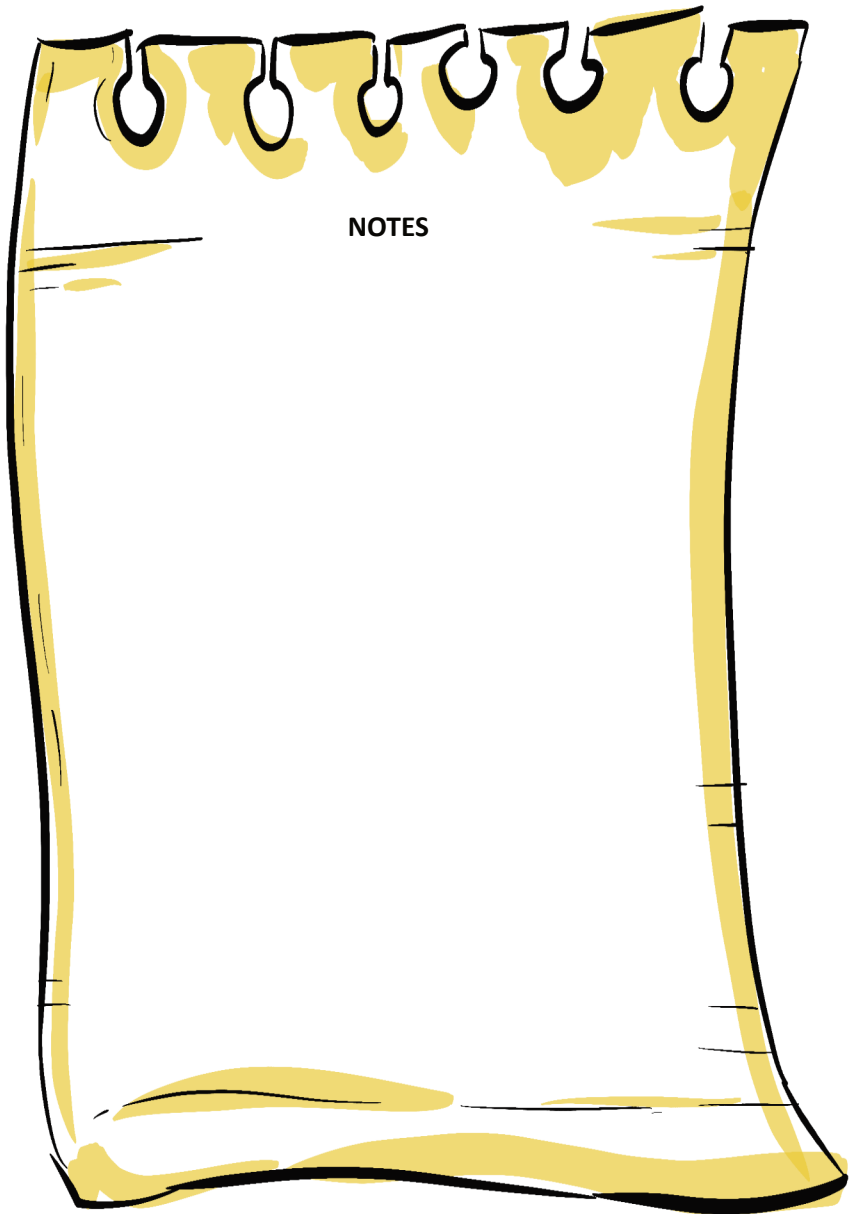
- At home with my parents
- With other people in my family
- With friends

- On my own
- In a children's home
- With foster carers
- In a residential special school
- In a boarding school
- In custody
- Other

G. Which of these best describes where you get most of your education (you can tick more than one box)?

- School or college
- Pupil referral unit
- Educated at home
- I am not getting any education at the moment
- This doesn't apply to me – I'm too young
- This doesn't apply to me – I'm too old
- This doesn't apply to me for another reason (please explain)





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