

Strasbourg, 17 March 2017

CAHENF-IT(2017)2rev1 Addendum 1
English only

Ad hoc Committee for the Rights of the Child (CAHENF)

Drafting Group of Specialists on Children and the Digital Environment
(CAHENF-IT)

Implementation package for Child Participation in the drafting of the Guidelines
for Member states to Empower, Protect and Support Children in the Digital
Environment

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1. Framework

1.1. Children's rights in the digital environment

The rights of the child in the digital environment have been identified as one of the priority areas of the Council of Europe Strategy for the Rights of the Child (2016-2021):

“New Information and Communication Technologies (ICT) affect children's enjoyment of a significant number of fundamental rights guaranteed by the UNCRC, the European Convention on Human Rights and the European Social Charter. According to recommendations issued by the UN Committee on the Rights of the Child, all children should be able to safely access ICTs and digital media, and be empowered to fully participate, express themselves, seek information and enjoy all the rights enshrined in the UNCRC and its Optional Protocols without discrimination of any kind.”

The Ad-Hoc Committee on the Rights of the Child (CAHENF), mandated to oversee the implementation of the Strategy, is tasked with elaborating comprehensive Guidelines for the member States to empower, protect and support children's safe access to their rights on the internet. Recalling that “children have the right to be heard and participate in decisions affecting them, both as individuals and as a group”,¹ children will be involved in the drafting of the Guidelines through national consultations. The child consultations, preferably half-day long, shall take place beginning from 20th March 2017. The deadline to submit the report to the Council of Europe is 21st April 2017.

1.2. What is child participation?

Child participation means that children, any person under the age of 18 years, individually or in groups, have the right, the means, the space, the opportunity and, where necessary, the support to freely express their views, to be heard and to contribute to decision making on matters affecting them, their views being given due weight in accordance with their age and maturity. All children and young people, including those of pre-school age, school age and those who have left full-time education, have a right to be heard in all matters affecting them, their views being given due weight in accordance with their age and maturity.

The right of children and young people to participate applies without discrimination on any grounds such as race, ethnicity, colour, sex, language, religion, political or other opinion, national or social origin, property, disability, birth, sexual orientation or other status. Even

¹ Strategy for the Rights of the Child (2016-2021).

though, particular efforts should be made to enable participation of children and young people with fewer opportunities, including those who are vulnerable or affected by discrimination with certain provisions for handicapped children with special needs.

In order to be able to participate meaningfully and genuinely, children and young people should be provided with all relevant information and offered adequate support for self-advocacy appropriate to their age and circumstances. Children and young people who exercise their right to freely express their views must be protected from harm, including intimidation, reprisals, victimisation and violation of their right to privacy. Children and young people should always be fully informed of the scope of their participation, including the limitations on their involvement, the expected and actual outcomes of their participation and how their views were ultimately considered.²

In the context of the current project, child participation is not:

- a participatory research,
- series of focus group interviews for research purposes,
- awareness-raising or educational activity (by definition),
- informal leisure time project.

1.3. Child consultation in the current project

The child participation will take place in form of consultations with children in small groups with the support of an adult who facilitate the consultation as a procedure (facilitator).

The facilitator's role is crucial:

- (1) to create a safe and comfortable environment for all members of the group,
- (2) to keep the consultation focused on the topic of interest while ensure that all children have the opportunity to contribute and
- (3) to provide support for the children to gather and express their views and opinion in a comprehensive and understandable way.

Therefore, the consultations shall be implemented by one or several professional facilitators with experience in working with children and who have a good knowledge of children's rights and child participation. The facilitator(s) should also closely follow the Child Protection Guidelines of this document (see Chapter 2.3.) At the same time, children should be allowed to seek information from other sources than what is provided by the facilitator e.g. through the internet.

² In line with the Recommendation CM/Rec(2012)2 of the Committee of Ministers to member States on the participation of children and young people under the age of 18.

Although, these consultations will take place offline, children are encouraged to use information and communication technologies throughout the whole process and they will be supported in accordance with their individual digital literacy skills.

2. Implementation

2.1. Preparation of child consultations

The goal of the project is to organise at least 10 consultations in 5 countries: in every country one group is organised based on age and one with children in vulnerable situation as defined by the Strategy for the Rights of the Child (such as children with disabilities, children living in poverty, children in care, Roma children, children on the move or otherwise affected by migration, and children from minorities). The purpose is to ensure that different groups of children from particular (vulnerable) backgrounds will be able to participate in the consultations and their experiences, ideas and thoughts are reflected in the outcomes of the child participation process.

The selection of children could be done through various settings e.g. schools, communities or organizations providing extracurricular activities or child care institutions. First and foremost, children need to volunteer to participate in the consultations and cannot be selected by the management without their active consent. Furthermore, explicit parental consent should be obtained in line with Chapter 3 and the national legislation of the country concerned. A number of factors need to be considered when planning the composition of consultation groups with children, these include group size, age, gender, language (including sign language) and special needs of children. Gender balance should be taken into account as well.

The type of groups chosen, the time and date of child consultations should be agreed upon with the Council of Europe before the implementation based on the partner form filled and returned in due time (Annex 2).

2.2. Session outlines

SESSION 1

TITLE OF THE SESSION	Setting the scene for the child consultation
DURATION	45 minutes
AIMS	To draw the focus of the group to the issue of interest To get to know the participants To get to the same page with all the participants in terms of knowledge about the rights of the child and the digital environment
SPACE AND TECHNICAL REQUIREMENTS	Room with movable chairs and tables
PREPARATION	Prepare the room for children to sit comfortably in a circle which is prerequisite for equal participation for everyone

Instructions

1. In case of a group of children gathered particularly for the consultation, who might not know each other, it is necessary to start this session with name games and/or icebreakers. However, if a community consult on this issue, an ice-breaker game still would be useful to get the participants into mood of a group consultation.
2. Start a discussion with the children about children's rights and the digital environment:
 - Who is a child?
 - What are children's rights? Can you give examples?
 - What is the digital environment? (Try internet, media, online world etc.)

This discussion will provide the facilitator with background information on the knowledge of the members of the group and in general, and help to get to know the language and wording used by the children in this context.

3. Explain that now you will play an Agree or not game and make room for the children to be able to move freely between the two ends of the room. Tell the children if they agree with the statement, they should go to the one side, if they do not, to other side of the room. If they are not sure, they can stay around the line in the middle of the room. Each time you read out a statement, give them 10 seconds to move and then discuss why they choose true or false. During this discussion, they are still free to change their mind.

AGREE OR NOT?	Children/young people should have access to the internet same way as the adults.
AGREE OR NOT?	Children/young people can use the internet the same way as the adults.
AGREE OR NOT?	Children/young people can learn how to use the internet by themselves.
AGREE OR NOT?	Children/young people can express their views or opinions online without restrictions.
AGREE OR NOT?	Children/young people can get to know new people online and become friends.
AGREE OR NOT?	Children/young people can keep contact with their friends and families online.
AGREE OR NOT?	Children/young people can use the internet to study as well as to prepare for school.
AGREE OR NOT?	Children/young people can play on the internet.
AGREE OR NOT?	Children/young people are vulnerable while they are online therefore they are entitled to special protection.

4. After discussing the scenes above, close the session with a short debriefing: ask the children how they felt about the activity etc.

Tips for the facilitator

In the context of the Guidelines under preparation:

- “Child” shall mean any person under the age of 18 years.
- “Digital environment” shall mean information and communication technologies, including the internet, its associated technologies and digital media.

The aim of the first session is to get familiar with the wording and understanding of children concerning children rights and the digital environment. It is important as well how they reflect on themselves, whether they consider themselves children, young people or grown-ups etc. Try to introduce the word but if it is not working, use other terms such as internet, digital media, online world etc. consistently throughout the consultation.

Background information

If you need information about the rights of the child, consult the [Compasito - Manual on human rights education for children](#) (Pp. 15-24) or you can use the [I have rights, you have rights, he/she has rights ...](#) leaflet to start a conversation at the session. For further name games and icebreakers you could also check [Compass - a manual on human rights education with young people.](#)

We can also suggest articles from the blog of Prof. Sonia Livingstone: [An updated UNCRC for the digital age](#) and [Digital Media and Children’s Rights](#).

SESSION 2

TITLE OF THE SESSION	Planning the consultation
DURATION	45 minutes
AIMS	To inform the children about the scope of their participation, including the limitations on their involvement, the expected and actual outcomes of the procedure and the follow-up opportunities; To support the children in planning the steps of the consultation and deciding on the form and content of their message delivered to the decision-makers later on.
SPACE AND TECHNICAL REQUIREMENTS	Room with movable chairs and tables, flipchart, papers, pens and digital devices if available
PREPARATION	Be prepared to share with the children the framework of the consultation and also take into account the tools and mean you can provide them (laptop, camera, printer etc.)

Instructions

1. Introduce the work of the Council of Europe to the children briefly. It is important to mention the decision-making they will be involved in through the consultations is carried out by the Council of Europe.

Shortly explain that there is a Strategy for the Rights of the Child with five priorities and one of the priorities is the rights of the child in the digital environment (use the term you introduced in the previous session). Tell that the decision-makers in Strasbourg work on Guidelines for the governments to empower, protect and support children's rights in the digital environment, including theirs and they already have something in mind but they are interested in their opinion and views very much.

2. Call on the children to plan their message: (1) the content, what part of the guidelines they want to give their opinion, they want to add something new or find out a totally different structure, (2) the form, in they want to send their message to Strasbourg.

3. Concerning the content (1), explain that the Guidelines has the following structure:

Guidelines for member states to empower, protect and support children's rights in the digital environment

Fundamental principles and rights

- Best interests of the child
- Right to non-discrimination
- Right to be heard
- Evolving capacities of children
- Actors' obligations

Operational principles and measures to empower, protect and support children's rights in the digital environment

- Access
- Freedom of expression and information
- Participation and play
- Privacy and data protection
- Education and digital literacy
- Protection and safety

4. Concerning the form (2), explain that they are free to choose any form for their message to Strasbourg:

- prepare a letter (handwritten or online),
- prepare a poster with pictures, drawings, paintings,
- make a video message, pictures,
- use digital tools, applications, websites,
- or any other creative way.

Encourage the children to use available information and communication technologies, digital devices and tools.

5. As soon as the group agreed on their plan and the dissolution of work (they might decide to work in smaller groups, etc.), close the session and let the children have a break before they start to work on the implementation of their plan.

Tips for the facilitator

You can show the map of the Council of Europe and tell the children that there are other child consultations going on in [...]

Background information

About the [Council of Europe](#)

The Council of Europe is an international organisation working with its 47 member states to strengthen human rights, democracy and the rule of law throughout the continent and beyond. It has successfully developed a rights protection system, the best-known mechanism of which is the European Court of Human Rights. The Court was established under the European Convention on Human Rights, which has been ratified by all the member states of the Council of Europe. The Court oversees the implementation of the Convention in the 47 member states. Individuals can bring complaints of human rights violations to the Strasbourg Court once all possibilities of appeal have been exhausted in the member state concerned.

The Council of Europe advocates freedom of expression and of the media, freedom of assembly, equality, and the protection of minorities. It has launched campaigns on issues such as child protection, online hate speech, and the rights of the Roma, Europe's largest minority. The Council of Europe promotes human rights through international conventions, such as the Convention on Preventing and Combating Violence against Women and Domestic Violence and the Convention on Cybercrime. It monitors member states' progress in these areas and makes recommendations through independent expert monitoring bodies.

[Council of Europe Strategy for the Rights of the Child \(2016-2021\)](#) – in a nutshell³

The new Council of Europe Strategy for the Rights of the Child (2016-2021) is the third children's rights Strategy of the Council of Europe. Bearing in mind the United Nations Convention on the Rights of the Child (UNCRC), the European Convention on Human Rights, and other Council of Europe legal standards, this new plan identifies five priorities for all 47 member states to guarantee the rights of the child:

1: Equal opportunities

³ Please check for non-official translations at <https://www.coe.int/en/web/children/language-versions>

- 2: Participation of children
- 3: A life free from violence
- 4: Child-friendly justice
- 5: Children's rights in the digital environment

The Strategy has been developed in an intergovernmental and truly participatory process with the involvement of governments, international organisations, civil society, experts and children.

The Strategy clearly defines expected impact and outcome under each priority area, so performance can be evaluated at regular intervals. The first evaluation will take place in three years' time.

1. Equal opportunities for all children

Children have the right to an adequate standard of living and to appropriate social and economic protection. However, too many children, even in richer countries, are affected by poverty. Certain groups of children, such as children "on the move" and affected by migration, are particularly vulnerable. Discrimination of children on the grounds of gender, disability, or sexual orientation is a reality in Europe. The Strategy calls on member States to change their legislation and policy relying on specific Council of Europe legal standards, such as the European Social Charter.

2. Participation of all children

Children have the right to be heard and participate in decisions affecting them. Their views should be given due respect in the development, implementation and evaluation of child-related laws, policies and actions. Member States should make sure that children are consulted in all contexts relevant for their rights. One way to achieve this is to use the Council of Europe Child Participation Assessment Tool to measure the extent to which countries involve children in decision-making.

3. A life free from violence for all children

States must guarantee that children are protected against all forms of violence, including sexual abuse and exploitation. The Council of Europe is a pioneer in setting standards for protecting children against violence: it has such legal tools as the Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention), the Convention on Domestic Violence and Violence against Women (Istanbul Convention), the Convention on Action against Trafficking in Human Beings, and the Convention on Cybercrime. The Strategy

also calls on member States to put an end to corporal punishment of children in all settings – schools, institutions and at home.

4. Child-friendly justice for all children

Many children come into contact with the justice system in one way or another. Sadly, justice systems in Europe are still ill-adapted to the specific needs of children. The Strategy calls on member States to implement the Council of Europe Guidelines on child-friendly justice, to ensure that primary consideration is given to the child's best interest, and to use deprivation of liberty only as a measure of last resort and for the shortest appropriate period of time.

5. Rights of the child in the digital environment

Internet has become an integral part to children's lives. They have the right to learn, play and communicate online – and to be protected from bullying, hate speech, radicalisation, sexual abuse, and other risks of the "dark net". Guaranteeing the rights of the child in the digital environment is a key challenge all member States of the Council of Europe face, and the Strategy will help them provide children with practical knowledge of how to be online and stay safe.

Handouts

FUNDAMENTAL PRINCIPLES AND RIGHTS	
	BEST INTERESTS OF THE CHILD
	RIGHT TO NON-DISCRIMINATION
	RIGHT TO BE HEARD
	EVOLVING CAPACITIES OF CHILDREN
	ACTORS' OBLIGATIONS
OPERATIONAL PRINCIPLES AND MEASURES TO EMPOWER, PROTECT AND SUPPORT CHILDREN'S RIGHTS IN THE DIGITAL ENVIRONMENT	
	ACCESS
	FREEDOM OF EXPRESSION AND INFORMATION
	PARTICIPATION AND PLAY
	PRIVACY AND DATA PROTECTION
	EDUCATION AND DIGITAL LITERACY
	PROTECTION AND SAFETY

SESSION 3-4

TITLE OF THE SESSION	The child consultation
DURATION	60 + 60 minutes
AIMS	To support the children while they consult on the Guidelines and prepare their message to Strasbourg
SPACE AND TECHNICAL REQUIREMENTS	Room with movable chairs and tables, flipchart, papers, pens and pencils and anything necessary for their creative activity
PREPARATION	Based on the decision of the group concerning the form of the message, prepare the necessary means and tools for this session

Instructions

1. Tell the children the amount of time they have to work on the message and remind them at half time as well as ask them about how it evolves. Otherwise let them work, observe their work and step in anytime you feel like they need support but do not influence the procedure by giving your own opinion or ideas.
2. When the children are finished with their message ask them to present it and seek guidance from them how to transfer it to Strasbourg.
3. After a short debriefing close the session.

SESSION 5

TITLE OF THE SESSION	Closing and evaluation
DURATION	30 minutes
AIMS	To close the consultations, ensure children that their message will arrive to Strasbourg and they will get follow-up on the Guidelines To evaluate the consultation process
SPACE AND TECHNICAL REQUIREMENTS	Room with movable chairs and tables, flipchart, papers, pens and pencils
PREPARATION	Prepare the room for children to sit comfortably in a circle which is prerequisite for equal participation for everyone Prepare the backpack or luggage pictures or drawings (one for every participant) or paper to write on

Instructions

1. Gather the children in a circle for the closing. Congratulate on their work and tell them their message will get to Strasbourg soon.
2. Evaluate the participation procedure with the children by using any of the methods:
 - Ask them to write positive and negative experiences on the participation in different papers and then gather all the positive and all the negative ones on the wall or in a flipchart. Depending on the group, you can summarize and read them out or ask the participants to place their paper with explanation.
 - Prepare backpack or luggage pictures or drawings (A/4 size) and ask the children to write everything inside the bag, which they take home from this participation. Then they can read it out or place in the middle of the circle and you can read it out together.

You can use any other method you are familiar with but please keep in mind you have to report about the outcomes of the evaluation as well.

2.3. Child protection guidelines

All activities within the framework of the *Child Participation in drafting of the Council of Europe Guidelines on Children's Rights in the Digital Environment* shall be carried out in accordance with the common values of the Council of Europe: respecting human rights, democracy and the rule of law. The best interest of the child shall be a primary consideration in all actions implemented throughout the whole project in line with the domestic legislation on child protection.

Within the context of the current project, particular attention shall be dedicated to respect the privacy of the child and to inform and obtain the consent of the parents/caretakers in accordance with the national legislation. Accordingly, national data protection and professional secrecy rules shall be followed strictly with due attention given to the needs and special situation of children belonging to vulnerable groups. If the domestic law prescribes written form of the parental consent, it should be part of the project documentation.

In line with the General Comment 12 of the UN Committee on the Rights of the Child, child participation must be:

Transparent and informative - children must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and their views to be given due weight, and how this participation will take place, its scope, purpose and potential impact;

Voluntary - children should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage;

Respectful - children's views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities;

Relevant - the issues on which children have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, space needs to be created to enable children to highlight and address the issues they themselves identify as relevant and important;

Child-friendly - environments and working methods should be adapted to children's capacities. Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that children will need differing levels of support and forms of involvement according to their age and evolving capacities;

Inclusive - participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized children, including both girls and boys, to be involved, but at the same time special attention shall be dedicated to ;

Supported by training - adults need preparation, skills and support to facilitate children's participation effectively;

Safe and sensitive to risk - in certain situations, expression of views may involve risks. Adults have a responsibility towards the children with whom they work and must take every precaution to minimize the risk to children of violence, exploitation or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear child-protection strategy which recognizes the particular risks faced by some groups of children, and the extra barriers they face in obtaining help. Children must be aware of their right to be protected from harm and know where to go for help if needed. Investment in working with families and communities is important in order to build understanding of the value and implications of participation, and to minimize the risks to which children may otherwise be exposed;

Accountable - a commitment to follow-up and evaluation is essential, children must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Children are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, children should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of children's participation needs to be undertaken, where possible, with children themselves.

Further information on the ethics of working with children please see also the guides prepared by the Global Kids Online, that include all the issues and best practice:

<http://blogs.lse.ac.uk/gko/tools/guides/ethics/>

<http://blogs.lse.ac.uk/gko/youngchildren/>

3. Reporting guidelines

The child consultations should be reported in two ways: (1) providing the message to Strasbourg prepared by the children and (2) filling up the report form. Please keep in mind that both of them are equally relevant and important for the current decision-making procedure as well as to develop methods of meaningful and effective child participation projects in the future.

The report form is attached as an annex to the Implementation Package but it will be provided as a separate document as well.

Annex 1. Resources

Relevant policy documents of the Council of Europe:

- [Strategy for the Rights of the Child \(2016-2021\)](#)
- [Recommendation CM/Rec\(2014\)6 of the Committee of Ministers to member States on a Guide to human rights for Internet users](#)
- [Recommendation CM/Rec\(2012\)2 of the Committee of Ministers to member States on the participation of children and young people under the age of 18](#)

Related Council of Europe publications:

- [Passport to your rights](#)
- [Brochure: "I have rights"](#)
- [Compasito - Manual on human rights education for children](#)
- [Compass - a manual on human rights education with young people](#)
- [Living Democracy manuals](#)
- [Bookmarks – A manual for combatting hate speech online through human rights education](#)
- [Child participation assessment tool](#)
- [Implementation Guide to the Child participation assessment tool](#)

References on child participation and children consultations:

- Young and Well Cooperative Research Centre, [Children's Rights in the Digital Age: A Download from Children Around the World](#)
- Observatory for Childhood, Youth and Youth Care of the Federation Wallonie-Bruxelles, ['Vademecum on children's participation in public decisionmaking: Why should I involve children?'](#)
- Eurochild, ['Speak Up! Giving a Voice to European Children in Vulnerable Situations, Methodological Framework'](#)

Annex 2. Partner form

Participation of children in the drafting of the Council of Europe Guidelines on Children and the Digital Environment

Partner form

1. Partner information

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

2. Description of the organization

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

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3. Project details

Which age group(s) will you work with?	<ul style="list-style-type: none"> • Children under the age of 12 • Children between 12 and 18
Which vulnerable group(s) will you work with?	<ul style="list-style-type: none"> • Children with disabilities • Children in care • Roma children • Minority children • LGBTIQ children • Children on the move • Other group, please specify:
How will you compose the groups and select the children? Is there a group of children you are already working with or will you launch an open call?	
Tentative date and place of the consultation with group(s) organized based on age:	
Tentative date and place of the consultation with vulnerable group(s):	

4. Facilitator's profile

Please briefly introduce the facilitator(s) who will implement the consultations with the children.

Annex 3. Reporting form

Report of the Child Participation in drafting of the Guidelines on Children's Rights in the Digital Environment

Please fill up all sections below in English unless it is not relevant for your project.

Please return the dully filled report by 21st April, 2017 at the latest.

1. Partner information

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

2. Preparations of the child consultations

a. Details of the child consultations took place

	Group 1	Group 2
Type of the target group		
Place of the consultation		

Date and duration of the consultation		
Number of participants		
Age of the participants		
Gender balance M/F		
Language used/ Mother tongue		
Number and role of adults present		
Name of the facilitator(s)		

- b. How did you compose the groups and select the children? Please describe the social – cultural background of the children, the community they live in and any particularities which might be considered relevant in terms of the outcomes of the consultations. Also mention if there were special needs to be addressed.
 - c. Did you encounter any obstacle or challenge during the preparation of the child consultations?
 - d. Please share information about the professional background of the facilitators.
3. Implementation of the child participations
 - Session 1
 - a. Please briefly explain the implementation of Session 1. Did the session achieve its aims?
 - b. What was your first impression about the group?
 - c. What was the overall experience of the Agree-not agree game?
 - d. Please share testimonies of children from the Agree-not agree game (with gender and age if it is possible).

- e. Please share any other relevant observation (such as physical observations which were found striking, e.g. if children spoke about an issue with enthusiasm, anger or sadness or eventually seemed to find very difficult to speak about).

Session 2

- a. Please briefly explain the implementation of Session 2. Did the session achieve its aims?
- b. How did the children discuss and organize themselves to decide on the content and form of the message to Strasbourg? To what extent did the children need facilitation (understanding the topics of the Guidelines, respecting the timeframes, recommending creative methods)?
- c. What was the decision of the group on the content and form of the message to Strasbourg?
- d. Please share any other relevant observation.

Session 3-4

- a. Please briefly explain the implementation of Session 3-4. Did the session achieve its aims?
- b. How did the consultation go? To what extent did the children need facilitation?
- c. Please share the message to Strasbourg prepared by the two groups, respectively, here or as an attachment to the report (especially if it is a picture, video).
- d. Please share any other relevant observation.

Session 5

- a. Please briefly explain the implementation of Session 5. Did the session achieve its aims?
- b. What were the expectations of the children concerning the follow-up of the consultation?
- c. How did the children evaluate the consultation process as such? What did they take home in their 'backpack'?
- d. Please share any other relevant observation.

4. Bearing in mind the agreements with children and their parents concerning privacy issues, please share any picture, video, drawing, poster or notes produced by the children during the consultations!
5. Please also provide feedback on the following issues.
 - a. Please evaluate the Implementation Package (poor, sufficient, good, very good). Were you provided with all the necessary information to implement the child consultations?
 - b. Please evaluate the methodology (the session outlines) provided for the child participations (poor, sufficient, good, very good). Was it feasible to implement them? Please share also suggestions for content development.
 - c. Please evaluate the overall support provided by the Council of Europe to implement the child consultations (administrative, technical, financial).
6. Feel free to share anything else you consider relevant for this project.