

Unlocking Children's Rights

Strengthening the capacity of professionals in
the EU to fulfil the rights of vulnerable children

A Guide to Using the Training Materials

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CONTENTS

Contents.....	2
Acknowledgements.....	3
About this guidance note.....	4
Why and how were the training materials developed?.....	4
What are the terms and conditions of use?.....	6
How can the materials be incorporated into training programmes?.....	6
How can the materials be adapted for different participant groups?.....	7
How should facilitators use these materials?.....	8
How should participants use these materials?.....	8
Annex A - Template agenda for 3 day course.....	9
Annex B – list of activities in substantive modules.....	12

PLEASE NOTE THAT THESE MATERIALS HAVE BEEN DEVELOPED BY:

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Coram Voice, UK

European Roma Rights Centre, Hungary

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The contents of this publication are the sole responsibility of Coram Children's Legal Centre and project partners and can in no way be taken to reflect the views of the European Commission.

"Above everything else, the professionals should be at peace with themselves. If you are not at peace with yourself, you cannot help the children".

Focus Group Participant, Bulgaria

ABOUT THIS GUIDANCE NOTE

This Note has been developed to help all those who are interested in using the materials to promote and protect the rights of children in justice settings through capacity building. This may include:

- Government officials and agencies who wish to incorporate the materials into initial, or continuing in-service training
- Supervisors of professionals and practitioners who work with children
- Trainers who wish to deliver the training for their staff
- Community workers and organisations who work with children
- Interested individuals

WHY AND HOW WERE THE TRAINING MATERIALS DEVELOPED?

“Why develop these materials?”

For children and young people, the decisions made in family court and other judicial proceedings can have a significant, long-term impact on their well-being, development and future outcomes.

International standards, and many national laws across Europe, recognise that children and young people have a right to express their views and to have their wishes and feelings reflected in decisions affecting them. This project was initiated out of concern that these rights are far from being realised due in part to a lack of skills and knowledge among professionals and practitioners of how to communicate effectively and sensitively with children, and how to help them participate meaningfully in decisions affecting them.

The project, titled ‘Unlocking Children’s Rights: Strengthening the capacity of professionals in the EU to fulfil the rights of vulnerable children’, involved partners from ten European countries, including Coram Voice and Coram Children’s Legal Centre from the UK, FICE Bulgaria, Czech Helsinki Committee, the University College Cork, Children of Slovakia Foundation, Estonian Centre for Human Rights, European Roma Rights Centre (Hungary), Fondazione L’Albero della Vita (Italy), Empowering Children Foundation (Poland), Social Educational Action (Greece), and FCYA Hungary.

Prior to developing the materials, the partners engaged in a mapping exercise which highlighted the lack of mandatory and optional pre-service and in-service training in child rights and child development for a range of professionals who work with children. Based on this concern, the drafting committee determined that it would be essential to focus on drafting materials that strengthen skills for all practitioners and professionals in these areas, with a focus on communication as a unifying need.

“What type of course is this?”

In order to have the widest impact for as many professionals as possible, this is a **skills-based** course. This means that the course focuses on providing participants with the tools and skills to protect and promote children’s rights, and to communicate effectively with children **in practice**. This also means that the course does not go into extensive theoretical or technical detail. Suggestions for further reading or additional resources are included in these materials, and in the participants’ materials to support further learning.

“What do the materials do and who are they for?”

These materials provide instructions and information for facilitators to deliver a multi-disciplinary course on children’s rights (introductory), child development in relation to communication with children (introductory), communicating with children and on the Council of Europe’s “Child-friendly justice guidelines”.

In their original format, the training materials were designed to be delivered over three days. However, the course has been designed so that each module can be delivered on its own or as part of a broader training session. For this reason, each module has its own materials and participant’s workbook. The four modules are:

- Module 1: Introduction to child rights
- Module 2: Introduction to child development and communication
- Module 3: Communication skills
- Module 4: The child-friendly justice guidelines

The course is designed to be useful to anyone who works with children, including **all professionals/practitioners supporting children and young people** in residential and detention settings, as well as legal and other professionals and practitioners who interact with children in the context of judicial proceedings (civil, criminal or administrative law). These include:

Social workers; Health workers (nurses, healthcare assistants, doctors); Police officers; Probation officers; Residential home workers; Prison officers; Detention facility officers; Judges; Magistrates; Prosecutors; Defence lawyers/ paralegals; Family and civil lawyers; Intermediaries/ advocates/ guardians; Psychologists and therapists; Teachers; Youth workers and Community workers.

“What skills are covered in this course?”

This course covers the following skills:

- Why, when, where and how to **listen** to children in a child-friendly manner, and what to do with this information
- Why, when, where and how to **communicate** with children in a child-friendly manner, and what to do with this information
- How to facilitate child-friendly justice processes

“What other information is covered in this course?”

In addition to the skills listed above, the course materials also cover some knowledge-based learning about:

- What are the basic principles of international child rights?
- What are some key messages in the advocacy for child rights by professionals and children?
- How can a child’s development and behaviour affect communication and how can professionals respond to individual needs most effectively?

WHAT ARE THE TERMS AND CONDITIONS OF USE?

The materials may not be used without clearly displayed acknowledgement of their ownership and authorship, and development through the combined activities of all partners and Coram Children's Legal Centre as follows:

"© Coram Children's Legal Centre. Developed by Coram Children's Legal Centre and Coram Voice, UK, European Roma Rights Centre, Hungary, the Child Law Clinic at University College Cork, Ireland, FCYA Hungary, FICE Bulgaria, Czech Helsinki Committee, Children of Slovakia Foundation, Estonian Centre for Human Rights, Fondazione L'Albero della Vita, Italy, Empowering Children Foundation, Poland and Social Educational Action, Greece as part of the project "Unlocking Children's Rights: Strengthening the capacity of professionals in the EU to fulfil the rights of vulnerable children", This project is co-funded by the Fundamental Rights and Citizenship Programme of the European Union. Additional funding was provided by the Allan and Nesta Ferguson Charitable Trust."

HOW CAN THE MATERIALS BE INCORPORATED INTO TRAINING PROGRAMMES?

There are a number of ways these materials can be incorporated into different training programmes.

1. **As an integrated course:** it would be possible to use the full three-day training package as a full course on its own, or within a longer course.
2. **As standalone modules:** modules are interconnected but independent and may be used by themselves as and when needed. Use them one afternoon for a refresher course for staff, or as part of a workshop or annual meeting.
3. **As standalone activities:** individual activities can be used as and when needed and in a range of contexts. Each activity starts on a new page within the facilitators' materials. Those wishing to use the activities would need to consult the participants' materials and PowerPoints carefully to make sure that they use the correct slides and handouts.
4. **With domestic law:** there are opportunities to incorporate State Law into some of the modules. As per the terms of use for these materials, where the materials themselves are to be amended or adapted, permission to do so must be requested from Coram Children's Legal Centre, UK.
5. **Accreditation:** It is possible for these materials to be used in as part of accredited programmes. However, please note the terms of above in relation to amendment and modification.

HOW CAN THE MATERIALS BE ADAPTED FOR DIFFERENT PARTICIPANT GROUPS?

As noted earlier in this Note, these materials have been designed so that they are relevant to all professionals and practitioners who support and work with children in residential and detention settings, judicial and justice settings and as many other settings as possible. In addition, the materials have been designed so that they can be used in a modular setting, where the modules, though interconnected, can be delivered as stand-alone materials, or 'mixed and matched'.

There are therefore many different configurations of participants, availability and duration of training. The following table may help facilitators to decide which Modules may be the priorities for different groups and training contexts. Please note, however, that all materials are considered relevant for all professionals and practitioners and that the below is merely a suggested guide.

Module	Duration	Focus and key themes
Introductory Module	1 hour 15 min	Introducing participants Introducing materials
Module 1 – Introduction to child rights	3 hours	Child rights Underpinning principles Discrimination
Module 2- Introduction to child development and communication	2 hours 15 min	Child development How development affects communication
Module 3 - Communication skills	9 hours 30 min to 10 hours	Communication with children Non-verbal communication Communication challenges
Module 4 – The child-friendly justice guidelines	2 hours	Child friendly justice Child rights in justice
Closing Module	30 min	Conclusion and certificates

HOW SHOULD FACILITATORS USE THESE MATERIALS?

The document 'training materials for facilitators' contains detailed, step-by-step instructions for how to deliver each part of the training. Although the materials were developed with a full three-day course in mind it is possible to deliver **days**, **modules**, or even **activities** in isolation.

The training uses several PowerPoint presentations (one for each module), which can be delivered using a projector, and/or through hand-outs, depending on available resources. The PowerPoint presentations are designed to include sufficient details for the facilitator to run the workshop without needing to refer to these notes, allowing the facilitator to adapt the training to his or her style.

All presentations include opportunities for questions and discussions – and facilitators should feel free to add to these, based on their own personal knowledge and the skills and experience of their participants. A large proportion of the training is dedicated to exercises and activities that require participation and aim to facilitate active learning.

Where appropriate and possible within the context of this multi-national training course, the training identifies opportunities for facilitators to adapt the materials to the local context in their Member State. These opportunities are accompanied by the phrase 'STATE CONTEXT'.

If facilitators adapt or add materials to this course, additional materials remain the opinions and sole responsibility of the facilitator and, where relevant, the implementing project partner, and do not necessarily reflect the views or policies of the drafting team.

HOW SHOULD PARTICIPANTS USE THESE MATERIALS?

Participants should each receive a workbook for each module. They should also receive PowerPoints for each module. These workbooks contain all the information each participant needs for the introductory module of this training course. Each module has its own workbook for participants. The workbooks contain resource information and factsheets, as well as space for notes.

Each module also uses a PowerPoint presentation, which may be delivered using a projector, and/or through hand outs, depending on available resources.

ANNEX A - TEMPLATE AGENDA FOR 3 DAY COURSE

DAY ONE

	ACTIVITY	MATERIALS	METHOD
09:00-10:00	IM.1: Introductions and ground rules	<ul style="list-style-type: none"> ▪ Participant's workbook IM ▪ PowerPoint IM Slides 1-6 ▪ Flip chart paper and pens 	Group discussion and presentation
10:00-10:15	IM.2: Self-reflection	<ul style="list-style-type: none"> ▪ Participant's workbook IM ▪ PowerPoint IM Slides 7-8 and 2 ▪ Flipchart paper and pens; tack or tape to put flipchart up 	Individual exercise, group work and discussion
10:30-10:50	1.1: Child rights – the international and regional context	<ul style="list-style-type: none"> ▪ Participant's workbook M1 ▪ PowerPoint M1 Slides 1 to 10 	Presentation
10:50-12:00	1.2: Underpinning principles (sub-parts A-D)	<ul style="list-style-type: none"> ▪ Participant's workbook M1 ▪ PowerPoint M1 Slides 11-37 ▪ Flipchart paper and pens 	Presentation, discussion and exercises
13:00-14:30	1.3: Child rights in the national context	<ul style="list-style-type: none"> ▪ Participant's workbook M1 ▪ PowerPoint M1 Slide 38 ▪ Flipchart paper and pens 	Exercises and group presentation
OPTIONAL	1.4 Optional Exercise: Child rights in the professional context	<ul style="list-style-type: none"> ▪ Participant's workbook M1 ▪ Flipchart paper and pens 	Exercise
14:30-15:00	2.1: Child development and communication	<ul style="list-style-type: none"> ▪ Participant's workbook M2 ▪ PowerPoint presentation M2 Slides 1-10 	Presentation and discussion
15:15-16:00	2.2: Important factors in child development and communication	<ul style="list-style-type: none"> ▪ Participant's workbook M2 ▪ PowerPoint presentation M2 Slides 11-17 	Presentation, discussion and exercises
16:00-17:00	2.3: Developmental, personal and social factors that may affect communication	<ul style="list-style-type: none"> ▪ Participant's workbook M2 ▪ PowerPoint presentation M2 Slides 18-21 	Case study and exercise

DAY TWO

	ACTIVITY	MATERIALS	METHOD
09:15-09:45	3.1 Why should professionals communicate with children?	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slides 1-3; ▪ Flipchart paper and pens 	Full group exercise
09:45-10:15	3.2 When should professionals communicate with children?	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint M3 slides 4-5 	Discussion session
10:30-11:30	3.3 Where should communication take place?	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slide 6 ▪ Post-it notes 	Discussion and exercise
11:30-12:15	3.4 What should professionals do with the information provided?	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slide 7 	Discussion
13:30-17:00 (FLEXIBLE DELIVERY ACCORDING TO NEEDS)	3.5 How to communicate: non-verbal communication (30 minutes)	<ul style="list-style-type: none"> ▪ Participant's workbook M3 	Exercise
	3.6 How to communicate: identifying and overcoming obstacles to communication (30 minutes)	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slides 8-9 	Group exercise
	3.7 How to communicate: child-friendly tone, language and approach (30 minutes)	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slide 10 	Exercise
	3.8 How to communicate: communicating with children displaying challenging behaviours (45 minutes)	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slides 11-15 ▪ Flipchart paper and pens 	Exercise and discussion
	3.9 How to communicate: communicating with adolescent children and young people (30 minutes)	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slide 16 ▪ Flipchart paper and pens 	Exercise and discussion

DAY THREE

	ACTIVITY	MATERIALS	METHOD
09:00-12:30 (FLEXIBLE DELIVERY ACCORDING TO NEEDS)	3.10 How to communicate: creative communication tool-kits	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slides 16-23 	Exercise
	3.11 How to communicate: planning for positive communication	<ul style="list-style-type: none"> ▪ Participant's workbook M3; ▪ PowerPoint presentation M3 slides 24-25 ▪ Flipchart paper and pens 	Exercise
	3.12 How to communicate: communication role plays	<ul style="list-style-type: none"> ▪ Participant's workbook M3 	Role plays
	3.13 How to communicate: working together to solve communication challenges	<ul style="list-style-type: none"> ▪ Participant's workbook M3 	Exercise
13:30-14:00	4.1: Introduction to the Council of Europe Child-Friendly Justice Guidelines	<ul style="list-style-type: none"> ▪ Participant's workbook M4 ▪ PowerPoint presentation M4 Slides 1-19 	Presentation and discussion
14:00-15:30	4.2: Exercise on the Guidelines	<ul style="list-style-type: none"> ▪ Participant's workbook M4 ▪ Magazines, scissors, glue, paper, pens. 	Exercise
15:30-15:45	CM.1: Completion of learning experiences form	<ul style="list-style-type: none"> ▪ Participant's workbook CM 	Individual work
15:45-16:00	CM.2: Presentation of certificates	<ul style="list-style-type: none"> ▪ Participant's workbook CM ▪ Certificates 	Presentation

ANNEX B – LIST OF ACTIVITIES IN SUBSTANTIVE MODULES

ACTIVITY	KEYWORDS
MODULE 1: INTRODUCTION TO CHILD RIGHTS	
1.1: Child rights – the international and regional context	Child rights • international standards • legal • best practices
1.2: Underpinning principles (sub-parts A-D)	Child rights • international standards • legal • best practices
1.3: Child rights in the national context	Child rights • international standards • legal • best practices • state laws
1.4 Optional Exercise: Child rights in the professional context	Child rights • international standards • legal • best practices • state laws
MODULE 2: INTRODUCTION TO CHILD DEVELOPMENT AND COMMUNICATION	
2.1: Child development and communication	Child development
2.2: Important factors in child development and communication	Child development
2.3: Developmental, personal and social factors that may affect communication	Child development and communication
MODULE 3: COMMUNICATION SKILLS	
3.1 Why should professionals communicate with children?	Communication basics
3.2 When should professionals communicate with children?	Communication basics
3.3 Where should communication take place?	Communication basics • environment • practical tips
3.4 What should professionals do with the information provided?	Communication basics • confidentiality
3.5 How to communicate: non-verbal communication	Communication skills • role play
3.6 How to communicate: identifying and overcoming obstacles to communication	Communication skills • obstacles
3.7 How to communicate: child-friendly tone, language and approach	Communication skills • approach
3.8 How to communicate: communicating with children displaying challenging behaviours	Communication skills • behaviours • challenges
3.9 How to communicate: communicating with adolescent children and young people	Communication skills • older children
3.10 How to communicate: creative communication tool-kits	Communication skills • communication practical tools
3.11 How to communicate: planning for positive communication	Communication skills • planning
3.12 How to communicate: communication role plays	Role plays
3.13 How to communicate: working together to solve communication challenges	Group work
MODULE 4 – THE CHILD-FRIENDLY JUSTICE GUIDELINES	
4.1: Introduction to the Council of Europe Child-Friendly Justice Guidelines	Child-friendly justice • legal
4.2: Exercise on the Guidelines	Child -friendly justice • legal

