



Save the Children



**The Open
University**

Advocacy and Campaigning

9 Child participation

Keywords: Children's participation, child-centred advocacy, child-led advocacy, basic requirements for children's participation, Article 12 of the UNCRC, child safeguarding

Duration: 1 hour



Introduction

In this session we will explain how and why children (Save the Children defines a child as up to 18 years) should participate in our advocacy work and how they can be actors in their own advocacy. We will walk you through both the opportunities and the challenges involved when working with children in advocacy initiatives, and examples will demonstrate how you can build knowledge and capacity to better support advocacy by children and young people.

Learning Outcomes for this session

Knowledge and understanding

When you have studied this session, you should be able to:

1. Understand why children should participate in advocacy and the difference between child-centred and child-led advocacy.
2. Understand what supports and what blocks children's participation in advocacy.

Practical and professional skills

When you have studied this session, you should be able to:

3. Use the UN Committee on the Rights of the Child nine basic requirements for effective and ethical practice in child participation.
4. Be an effective advocate for children's participation within Save the Children.

Duration 1 hour

1 Children's roles in advocacy

Why should children participate in advocacy?

Children are individuals with their own rights; they are important and competent actors in society and full citizens with equal rights. Article 12 of the Convention of the Rights of the Child (CRC) states that every child has the right to be heard on issues that affect him or her and in all arenas where decisions are made that affect children. This right to be heard should be met in regard to individual children and children as a group.

Child participation is important not only because it is a right, but because participation is a tool that children can use to realise other demands and rights, for example when children contribute to peace processes or fight against child marriages. Participation is about children having the opportunity to express their views, influence decision making and achieve change. With this in mind, Save the Children has a unique role to facilitate children's participation both in interventions and in our advocacy, through consultations with children in planning, implementing and following up interventions.

Activity 1 Check your knowledge!

Write down five key reasons why you think children should participate in advocacy.

Write your reasons below:

Comment

There are several reasons for children's participation in advocacy. During a workshop on Advocacy for Francophone country programmes held in Dakar, Senegal in April 2013, Save the Children participants were asked the same question. Here's what they had to say:

Children are directly affected by the issues under discussion and they are capable of making a significant contribution to advocacy.

They can help us find the evidence for advocacy.

Save the Children wants children to be at the centre of the debate and to be involved in the decision-making process

Decision makers listen more closely to children as children touch the emotions with their reality.

Through participating in advocacy children learn skills – it's a tool for their self-education.

The participation of children adds credibility to advocacy.

It is their right.

If you speak French you can watch the video on page 26 of the e-book guide:

http://devpazzini.it/savethechildren_guide_plaidoyer/

Here below is a list of some of the most widely accepted and validated reasons. You will find it matches the reasons quoted above by our Francophone colleagues. Check this list below against your own list and see what corresponds and what is missing so that you have a complete list for the next time!

Why children should be involved in advocacy?

- Children are actors in their own development and with their own rights, not passive recipients.
- Children have the right to influence decisions that affect them.
- Involving children helps deliver better decisions for children – more relevant and better informed responses, solutions and outcomes.
- It makes us more accountable – by recognising and acting on children's contributions.
- It means that our advocacy asks are informed by the real views and perspectives of children.
- Children benefit from participation – it contributes to their skills, power, confidence, enjoyment.
- Decision makers often pay more attention to children – politicians want to be seen to be listening to their constituents and they want to be seen as open to listening to children.
- Media are more likely to cover 'real people' than professional 'do-gooders' – a child advocate (whether they are advocating for themselves or peers in developing countries) offers a different 'angle' for the media.

Children as advocates

As an organisation we need to move away from talking *for* children to supporting children to speak up for themselves and their peers. As a child rights organisation we should limit as much as possible our tendency as adults to speak *on behalf of* children. That said, there may be times when it is necessary, for example when a child is too young (e.g. child health advocacy for children under 5) or when it is not safe (e.g. IDP or refugee children).

There are different angles to working with children on advocacy. In Save the Children we talk about child-centred advocacy and child-led advocacy.

Child-centred advocacy is when children are involved in our adult-led advocacy. We ensure that their interests are central and that their voices are heard.

Child-centred advocacy means that we have involved children in defining an advocacy strategy that has their interests at the centre and in which their voices are clearly heard. Child-centred advocacy means that activities are based on the needs expressed by children and, for the most part, *not* on the perceptions we as adults have as to what their needs are. Some exceptions may be necessary for highly technical areas of advocacy (e.g. tax avoidance, resource mobilisation, etc.).

Child-led advocacy, on the other hand, is where children carry out advocacy on issues they select themselves according to their key priorities. Save the Children and adults provide support enabling children to advocate on these issues.

In child-led advocacy children carry out advocacy based on issues that are of prime concern to them *with* the support and assistance of organisations such as Save the Children and other supportive adults in their lives, communities and countries.

In the **XXXX** module different levels of power sharing and engagement between adults and children are described. Please refer to this to learn more about three potential levels of engagement for children – consultative, collaborative and child-led.

Activity 2 How can children be involved?

Think about when and how children can and should be involved in your advocacy and campaigns. It would be interesting to discuss this with colleagues as part of your planning process.

For example, ‘walk through’ the advocacy cycle and analyse the scope of participation to identify the extent to which children are involved, consulted, are collaborators or are supported to initiate and manage. Which aspects of advocacy do children find most relevant to participate in? Find out whether they prefer to be consulted, collaborate or manage different aspects of process.

Children not involved means no children were spoken to, or asked their views.

Consultative means that children were consulted and asked their views, but were not involved in designing the process. **Collaborative** means that children contributed to designing the methods for the process, their views were heard, and they were involved.

Child led/initiated or managed means that children themselves initiated, managed or led their own advocacy based on issues concerning or important to them (this may also have been with adult support).

In which part of the advocacy cycle are children most involved? Least involved? What are the reasons? Which children are involved? Girls or boys? Which age group? What kind of background? Are any children with disabilities involved?

What do children think about the importance or relevance of children’s active participation in every stage of the advocacy? Which type of involvement is most meaningful to children at different stages of the advocacy cycle? And why? What can be done to strengthen children’s participation in any (or all) stages of the advocacy cycle?

Remember that all three levels of engagement are valid and can be appropriate depending on the goals of your advocacy initiative, the age and capacity of the children and the context in which it takes place. Your advocacy work will not necessarily remain at one level. There is a dynamic and often overlapping relationship between them. Advocacy can start off as a more consultative process, move on to becoming collaborative and then create space for children to initiate their own agenda as they acquire the necessary confidence and skills. For example, a local municipality may decide to consult children on aspects of policy and planning. As the children become more familiar with the governmental processes, they may seek to establish their own council or local parliament through which to take a more proactive and representative approach to bringing issues of concern to the notice of politicians.

Remember that not all children want to be involved in a child-led initiative. They may prefer to participate on a collaborative basis with adults.

Activity 3 Share your experience of child-centred and child-led advocacy!

Now you are going to do an activity that will allow you to learn through drawing. Programme colleagues may be more familiar with this kind of learning technique. Learning through drawing is an important part of child participation in advocacy. This and other participatory techniques can be used when you are working with child advocates.

Draw two images from your own experience that illustrate (a) the role of children in child-centred advocacy; (b) the role of children in child-led advocacy.

A large, empty rectangular box with a thin black border, intended for drawing. It occupies the lower half of the page and is centered horizontally.

Reflection time: learning from children

Take some time now to think how, in your experience, children prefer to advocate. What methods do they like to use, how do they get together to advocate for their issues, how do they like us to support them? If you have not worked directly with children, think back to what would have excited or engaged you as a child.

Write down your reflections here.

Comment

In my years of supporting children's participation I have come across many examples of successful child-led advocacy and have met many children who understand the power and potential as well as the limitations of their participation in decision making. One young girl who was a member of Bhima Sangha, a working children's union in India, recounted how she was new to the organisation and was one of its younger members. She saw how older and more experienced members were able to speak out, talk clearly about the issues and influence decision makers. She saw clearly that she was presently on the lower rungs of the *ladder of participation* – consulted but not currently capable of leading the debate herself. But she knew where she wanted to get to on the ladder and was aware that with the right support and enough experience she could acquire the necessary confidence and skills to become an advocate like any of her fellow members of Bhima Sangha. She was clear about her current and future level of engagement. It's important that we are able to support children through the process of participation, taking into account their evolving capacities and abilities.

Child-led advocacy in practice

Remember what has already been said: some of the benefits of child-led advocacy are:

- It will bring ideas from children's reality and adults will be able to see the problem and the solutions from children's perspectives.
- Children and young people will have ownership of the solutions.
- Children will be visible and there will be an acceptance of children as social actors and active citizens.
- Children will learn new skills and gain self-confidence.
- When children act it often generates more commitment from adults.

Important reminder

Child-led advocacy does not mean that children and young people are given no support. As adults, we need to give young advocates all relevant information, including knowledge on policies and laws. We should provide this information in a child-friendly format that recognises diversity (gender, age, ethnic group, disability) and takes into consideration the child's age, language, ability, and so on.

Girls and boys in many different situations around the world have organised themselves to take collective action and to promote and support their rights. They have succeeded in making their parents, local communities, media, local and national governments, and the international community aware of their concerns, priorities and solutions.

Save the Children is enabling children and young people across the world to have a voice on the issues that affect them and their peers. In the case study below you can learn about one example among many of how children have been involved in advocacy supported by Save the Children.

Children involved in budget advocacy in Nicaragua

In Nicaragua, Save the Children started working with local governments a decade ago and supported the legal establishment of the association of the Network of Municipal Governments Friends of Children in 2008.

Its sole purpose is to promote the fulfilment of children's rights at community level. Together with the network, Save the Children has ensured that children are directly involved in the discussions and approval of projects directly benefiting them, and child councils and lobby events have been created as spaces for children to engage in governance at the municipal level.

And it delivers results. The coordinator of the Network of Municipal Governments has noticed that there is greater development measured in terms of the actual impact in relation to the investment made in the communities that listen to the children.

This, she explains, is because children know what they need and what they want. The money is being spent for better purposes, and the beneficiaries value the investments more, when children are listened to while planning investments.

There are many examples of Save the Children empowering children to advocate on their own behalf. You can find additional examples on OneNet, including our work to consult children in the post-2015 agenda

(<http://resourcecentre.savethechildren.se/search/library/high%20level%20panel%2C%20children%27s%20consultations>) and our support to children to lead a campaign against corporal punishment in schools in India

(<http://resourcecentre.savethechildren.se/search/library/UN%2520Study%2520on%2520Violence%2520against%2520Children?page=1>).

Activity 4 Your examples of child-led advocacy

Think of examples by Save the Children or other organisations that you know from your own context or country. In three brief paragraphs, write what was done and why, what was achieved, and what was learnt.

You now have a short case study to share with colleagues.

2 Understanding the opportunities and challenges of working with children in advocacy

The barriers to effective children's participation in advocacy

Child-centred and child-led advocacy has opportunities as well as challenges.

From the perspective of **children** barriers are:

- Children are not informed on issues that affect them.
- They are unaware of what advocacy is and how they can be involved.
- They can't access decision-making processes.
- They lack the capacity to engage.

From the perspective of **adults** barriers are:

- Lack of understanding of what we mean by participation.
- Lack of time, skills and resources to do it properly.
- Adults' negative or preconceived attitudes towards children.
- Children's roles and status in society leads to participation not being seen as a priority.

Children have the right to express their opinions and for these opinions to be taken into account in decision making.

The principle of children's participation is enshrined in the United Nations Convention on the Rights of the Child (UNCRC). Article 12 acknowledges that children are social actors in their own right, and are entitled to be involved in all matters that affect their lives:

State parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. For this purpose the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 12 of the UNCRC directly relates to the right of children to express their views. However, child participation is also linked to other articles in the UNCRC which entitle children to actively engage in the issues which affect them: If young people wish to express their opinion about issues that affect them (Article 12), they need information (Article 17) to make an informed decision and they have the right to meet with others to discuss issues and get organised (Article 15). Without freedom of thought (Article 14) children would not be allowed to say anything. The conditions need to be right and key principles need to be in place for participation to be meaningful. More about this later!

Activity 5 Give us some tips!

To successfully support children's involvement in advocacy we need to seize the opportunities and overcome the challenges. Write down five tips on how you can start involving children in advocacy and whether they relate to an opportunity or a challenge.

Write your tips below.

Comment

Here are our practical tips. Compare them with your own and pick three extra ones that you missed but that you will now remember for the future.

When involving children and young people in advocacy adhere to these guidelines:

Principles for adults

- Child participation in advocacy is vital. Children are agents of change and we should partner with them.
- Adults must allow children to speak for themselves! With limited exceptions for safety and sometimes capacity, do not speak on behalf of the children and young people without their consent.
- Their participation must be authentic. They are not merely props to be manipulated for adult agendas.
- Establish and nurture partnerships with child-focused organisations that will continuously support child-led activities/initiatives/projects.
- Believe in children's capacity and potential – their agenda should drive the process.

Practice

- Get a commitment from everyone involved – children and adults – to respect each other's views and work together for a positive outcome.
- Recognise the stage of development and maturity of the children involved and use methods and approaches that work best for them.
- Be sensitive and responsive to the context in which children live.
- Provide meeting places and activities that encourage children's involvement.
- Know when and how to intervene to support them, while at the same time encouraging children's growth and development.
- Allow the necessary time for children to work together and come up with their own solutions.
- Equip children with the information and skills they need to carry out advocacy.
- Provide relevant information in a child-friendly way. Build their capacity on the issues and techniques of advocacy.

Safety

Safety has been highlighted because Save the Children's focus is to make change for the most vulnerable children. The children we work with and for are marginalised and stigmatised because of a variety of factors – poverty, gender, race, ethno-cultural background, religion and sexuality. These vulnerabilities amplify the risk; child safeguarding in this context becomes all the more important.

- Promote and ensure a safe environment for advocacy where child protection standards are met. Child safeguarding includes not only physical safety but also emotional and psychological safety.
- Media and marketing are areas of particular concern: guarding against exploitation can be difficult even on Save the Children's own communication platforms. Child safeguarding practices must be adhered to and age-appropriate training and support provided to children.
- Advise children of the reasons for participation and the possible consequences of different alternatives.
- Make sure they only participate if they want to. Consult children and young people on how they would like to be involved and supported and obtain their informed consent for participation.
- Involve children and young people in an authentic and meaningful way. Do not merely engage them in a superficial or manipulative way to fulfil external demands.
- Participation must be genuine and meaningful for all involved. Think through the impact on the children and your own motivation and agenda for your activity.

Activity 6 The guidelines in practice

Think of an occasion when these guidelines were followed and how this directly led to a successful outcome for your project. Conversely, think through an occasion in which these guidelines were not followed, and what negative impact this may have had. Are the above guidelines absolutely necessary, or are there some with which you feel there are issues? What would you add as important things to bear in mind when promoting children's participation?

Comment

An example that stands out for me was when I was supporting children's participation in the UN Study on Violence against Children. It was near the end of the study and children and adults were gathered in New York to advocate their messages. As Save the Children we have access to many corridors of power around the world. We also work to support children's meaningful access to and engagement with these decision-making spaces. But when these spaces are opened and accessible it must be for children to present their own messages and not for us to insist that children present our messages for us. During this part of the study process in New York, Save the Children was advocating strongly for an end to the physical and humiliating punishment of children as one of its key asks. Children felt this was a very important issue, but in their advocacy moment or elevator pitch they chose to focus on sexual violence as a message that concerned them all and was of the utmost priority to deal with in their view. This was a moment for us to respect and support their advocacy and not try to change or influence it to support our advocacy!

Key principles of children's participation

Remember discussing children's right to participate above, I mentioned some key principles? Let's return to them here.

When planning and supporting children's participation in advocacy, make sure you use the UN Committee on the Rights of the Child nine basic requirements for effective and ethical practice in child participation.

In 2011 we were part of a broad consensus of children's rights organisations that child participation should meet nine basic requirements. These were adopted into a General Comment on Article 12 of the UN Committee on the Rights of the Child and guide all our current and future work to support the participation of children (UNCRC, 2009; Lansdown, 2011).

The requirements are essential in ensuring effective, ethical, systematic and sustainable children's participation across our programmes and advocacy. These basic requirements can be used to plan, monitor and/or evaluate the quality of children's participation processes.

Child participation must meet the nine basic requirements by being:

1. Transparent and informative
2. Voluntary
3. Respectful
4. Relevant
5. Facilitated with child-friendly environments and working methods
6. Inclusive
7. Supported by trained adults
8. Safe and sensitive to risk
9. Accountable

A 'Basic requirements checklist' has also been developed and can be found on OneNet. This can be used to:

- check if current work involving children in advocacy adheres to the basic requirements
- plan future child participation in advocacy work.

Important to remember!

We have a commitment and duty to safeguard children, especially those with whom we work and come into contact. Before, during and after any advocacy event, initiative or project we need to make sure that children keep safe.

Children's participation must always be based on and guided by Save the Children's Child Safeguarding Policy:

<http://resourcecentre.savethechildren.se/library/save-childrens-child-safeguarding-policy-rules-keeping-children-safe> <https://onenet.savethechildren.net/sci/hr/PolicyLibrary/ChildSafeguardingPolicy.pdf>

3 Supporting advocacy by children

Save the Children can – and often does – support child-led advocacy. Here's an example of how.

The African Movement of Working Children and Youth is the largest child-led partner of Save the Children in Africa. Read the interview below with Moussa Harouna, coordinator of the movement, and find out how the movement was supported to achieve Observer Status with the African Committee of Experts on the Rights and Welfare of the Child:

The Movement was born in 1994 after events of 1st May when young female domestic workers organised and demonstrated to declare that they were also workers.

The 1st regional meeting of the Movement took place in Bouake, Cote d'Ivoire, where child and young workers from Benin, Burkina Faso, Cote d'Ivoire and Senegal identified 12 fundamental rights to be realised at grass roots level.

In neighbourhoods and villages members of the Movement began to organise into grass roots groups where they met and organised activities around these 12 basic rights.

In places where there were several grass roots groups they joined together to form 'associations' of child and young workers.

And at the national level the associations came together into a national coordinating body.

All of this together – from the grass roots upwards – is what forms the African Movement of Working Children and Youth.

Why did the Movement want to have Observer Status at the African Committee of Experts on the Rights and Welfare of the Child?

We wanted to have access to the information, to the current and actual actions and

work of the African Union on children and their rights.

We wanted to influence the Committee and African Union on a subject on which we have extensive knowledge.

We wanted to share the experience of the working children's Movement.

We wanted governments in the different countries as well as partners to recognise the value of who we are and what we do.

We wanted to have a regional visibility in Africa.

When did you have this idea?

The idea had been turning around in our heads for about 10 years. We started to do something about it finally in 2010.

What was your aim?

To have members of the Movement in the African Committee of Experts – as experts - through acquiring observer status and having regional credibility with governments across Africa.

What capacities and resources did you have to begin with and how did you build your capacity to achieve your goals?

The Movement was able to support children and young people to participate in debates and discussions.

We had tools which were useful and able to be used by everyone to support participation.

We were able to share information about our work in meetings.

What were the potential obstacles?

The fact that children's voices and opinions were generally absent from discussions and decision making.

The fact that the Movement was not visible at the level of the African Union.

What were the opportunities you seized to realise your ambition and to gain influence?

We met with 'experts' and people who knew the system so that we could learn and understand what to do and how to do it.

We attended the CSO Forums in Addis and other international meetings such as the one on Children on the Move in Barcelona in 2010 to increase our learning and to gain allies.

Through participating in big meetings such as the UN General Assembly Special

Session on Children in 2002 as part of national delegations, members of the Movement met with key government figures from their countries.

The Movement participated actively in the creation of CONAFE, the West African coalition of NGOs.

Who were your targets and your allies?

The Committee of Experts and the African Union itself.

Who were your opponents and why? How did you succeed in making them your friends or, at least, limiting their influence?

The partners of the African Committee, the experts themselves and the Committee Secretariat. But, everyone did their bit in meetings, workshops and forums and in individual countries to make contact with the experts and talk to them.

How much time did it take between having the idea and succeeding in your goal? Who had the idea in the first place?

It's difficult to say who first had the idea but I guess we developed it together. And our partner Enda played a big role in advising and contributing to our deliberations.

As I mentioned before, the idea was around 10 years in the making. But we began to properly engage with the process in 2010 and achieved the results we wanted in 2011.

We shared our ideas with people who knew and were close to the Committee to get their advice and constantly refine and concretise our objectives and our strategy.

Why do you think you succeeded?

Because we had all the necessary information as to what the potential barriers could be, we took time for preparations and we checked to make sure that we had taken into account all the necessary and smallest details.

We also followed up informally to find out where our dossier was in the process.

We had allies who were honest with us and who believed in and promoted our added value to the Committee.

We showed that we are important actors and the Experts agreed with this as well by according us Observer Status!

If you had to re-do such a journey what would you change?

Nothing.

Have you any advice to offer those who want to support children's participation in advocacy?

Enable children to discuss, speak up and out in debates, tell their truths so that their

individual stories are heard.

Use real experiences and produce information that people can use and work with.

Don't be put off or discouraged by bureaucracy. Be courteous and polite and pay attention to the details of relationships in this context.

Ask for advice without feeling ashamed or showing that you're trying to profit from something.

Source: Save the Children Francophone Advocacy workshop, Dakar-Senegal, 30th April-3rd May 2013

Now that you have reviewed an actual example of child-led advocacy, how do you think the support of an organisation such as Save the Children can be instrumental?

Activity 7 Check your knowledge

Your Country Director believes that children's involvement in advocacy is tokenistic and is likely to put them at risk. You have to persuade her otherwise.

Prepare and write a short statement presenting three key arguments to counter her position. Your argument should be concise and to the point and no longer than three paragraphs.

Write your statement below.

Comment

People often worry about something happening to children when they participate, especially if such participation involves travel to another country. This is often used as an excuse not to support the physical presence of children at events. While these concerns are legitimate, I always stress the fact that Save the Children is considered a world leader in supporting children's participation and that, as an organisation, we take all ethical and safeguarding considerations most seriously. Save the Children would never sanction participation if we didn't think it was important and safe to engage children. For example, people worry about children running away when they travel to another country. So long as we strictly adhere to our own child safeguarding policy and always have in place measures to deal promptly and ethically with any issues that may arise, risks can be limited and managed.

People also feel that pulling children out of school for participation in events is detrimental to them. While we do not encourage or condone school absence we recognise the tremendous opportunity participation in such an event offers children – the discussions, their contributions, the experience of travel, meeting other people, the building of confidence and skills, the opportunity for self-education that we have discussed earlier in this module. Of course, permission from the school authorities must always be granted beforehand so that children are not penalised for being absent and punished upon their return. Other good suggestions include follow-up with the school, caregivers and the children to support them in catching up on any work/assignments missed during their absence. Therefore, as long as procedures are followed and there is adequate support to the children to enable integration when they return, missing school should not per se be a barrier to children's participation.

REMEMBER, it's never too late to start involving children. Here are some final tips:

- View children as your key stakeholders, social actors and allies. They will provide you with a unique perspective on children's rights and issues that affect them.
- Determine your starting point according to your context, circumstances and resources. This will influence how many children, and which groups, to involve.
- Build on and strengthen what you already have or partner with existing groups (children's clubs, parliaments, etc.).
- Use your existing advocacy work as a platform or opportunity to increase children's participation.
- Work with adults and decision makers in the community to build partnerships between children and adults. Identify who already supports children's rights, and work to persuade others of the paramount importance of children's rights.
- Create a space for regular reflection, consolidation and celebration, and mechanisms for children to monitor and evaluate the process and the impact of your advocacy work.
- Focus on ethical practice, inclusion and non-discrimination, accountability and follow-up.

To end this session, click on the video link below and watch the video of children's voices from the UN Committee on the Rights of the Child Day of General Discussion, September 2012. Videos such as these are a powerful means of enabling children's voices to be heard.

<http://resourcecentre.savethechildren.se/child-protection/priority-areas/children-without-appropriate-care/migrant-childrens-rights-focus-un>

http://www.youtube.com/watch?feature=player_embedded&v=dIBWmy4nyA4

Summary

In this session you have had the opportunity to understand the difference between child-centered and child-led advocacy, why children's involvement in advocacy is important and the key principles of supporting children's safe, effective and meaningful participation in advocacy.

References

Lansdown, G. (2011) *Every Child's Right to be Heard: A Resource Guide on the UN Committee of the Rights of the Children General Comment no.12*, London, Save the Children UK on behalf of Save the Children and UNICEF.

UN Committee on the Rights of the Child (2009) *General Comment No.12, The Rights of the Child to be Heard*, CRC/C/GC/12, July..

Additional resources

'Children at the Centre': <http://resourcecentre.savethechildren.se/library/putting-children-centre-practical-guide-childrens-participation>

'One Step Beyond': <http://resourcecentre.savethechildren.se/library/one-step-beyond-advocacy-handbook-young-people-and-children>

'So you want to consult with children?': <http://resourcecentre.savethechildren.se/library/so-you-want-consult-children-toolkit-good-practice-pra-ju-doni-te-konsultobeni-me-femijet>

General Comment on Article 12:

<http://www2.obchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.pdf>

Save the Children (2005) *Practice Standards in Children's Participation*, London, Save the Children UK on behalf of International Save the Children Alliance.

Acknowledgements

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