



FORUM
FOSTER CARE FOR
UNACCOMPANIED
MIGRANT CHILDREN



Eurochild
Putting children at
the heart of Europe

ADVOCACY TOOLKIT

**Better care services for unaccompanied
and separated migrant children in Europe**

This toolkit was designed as part of the EU project FORUM FOR Unaccompanied Minors: transfer of knowledge for professionals to increase foster care, coordinated by Fondazione l'Albero della Vita. This Toolkit has been drafted by Agata D'Addato and Salomé Guibreteau (Eurochild).

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ABOUT EUROCHILD

Eurochild advocates for children's rights and well-being to be at the heart of policymaking. We are a network of organisations working with and for children throughout Europe, striving for a society that respects the rights of children. We influence policies, build internal capacities, facilitate mutual learning and exchange practice and research. The United Nations Convention on the Rights of the Child is the foundation of all our work.



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INTRODUCTION

USE AND STRUCTURE OF THE TOOLKIT

Why this Toolkit?

The purpose of this toolkit is to assist child rights advocates and other professionals in influencing the governments at national and sub-national level, to promote the development of better care services for unaccompanied and separated migrant children in the EU.

This toolkit aims to:

- Provide an overview of the EU context, current policies and funding in the area of (children's) migration and care services
- Identify the current state of discussions around the rights of migrant children and key messages
- Offer tips and tools for building an effective advocacy strategy
- Promote child participation in advocacy around decisions that affect children

This toolkit contains background information, ideas, and tools for advocacy initiatives on care services for unaccompanied migrant children. The toolkit first presents an overview of the current EU context. This is intended as background information and is in no way exhaustive. Users are encouraged to research and use additional (national) laws and policies. In addition, the toolkit provides key messages and tools for building advocacy strategies that should be adapted according to different national contexts, and can be combined with other actions supporting policy change. Finally, the toolkit encourages its users to integrate child participation into their advocacy efforts, in order to reach better outcomes in decisions that affect children.

This toolkit was designed as part of the *EU project Forum for Unaccompanied Minors: transfer of knowledge for professionals to increase foster care* (September 2017- August 2019). The project, coordinated by Fondazione l'Albero della Vita, aims to expand national systems of family-based care for the reception of unaccompanied migrant children, partnering with organisations in Italy, Spain, Austria, Slovenia, Hungary and the Czech Republic. However, this toolkit can be equally used by actors working in the field of children's rights and migration in other countries.

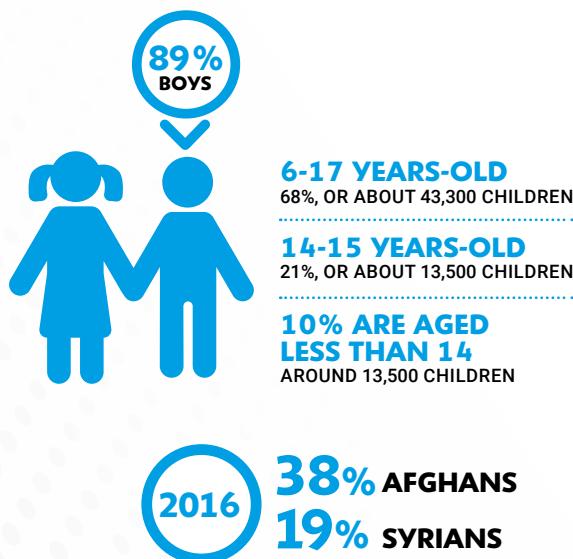
THE EU MIGRATION CONTEXT

Of the 1,322,825 asylum applications the EU saw in 2015 and the 1,260,910 asylum applications it received in 2016, around thirty per cent were of children - many of whom were unaccompanied¹.

Facts and Figures

Asylum applicants considered to be unaccompanied children (Table – Eurostat, 2016)²:

Total EU28: **63,245**



Eurostat news release 2017³:

- **89%** of unaccompanied children are boys
- **2/3** of unaccompanied children are 16-17 years-old (**68%**, or about **43,300** children)
- **21%** are aged 14 to 15 (around **13,500** children)
- **10%** are aged less than 14 (almost **6,300** children)
- More than a third (**38%**) of asylum applicants considered to be unaccompanied minors in the EU in 2016 were Afghans and about a fifth (**19%**) Syrians.
- In total in the EU, unaccompanied minors accounted for **16%** of all asylum applicants aged less than 18 in 2016. However, in Italy and Slovenia, they represented respectively **54%** and **57%** of all asylum applicant under 18.

¹ http://appss.eurostat.ec.europa.eu/nui/show.do?dataset=migr_asyappctza&lang=enF
https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/20170412_communication_on_the_protection_of_children_in_migration_en.pdf

² Eurostat, Asylum Applicants Considered to Be Unaccompanied Minors - Annual Data (2016).

³ Eurostat, "63 300 unaccompanied minors among asylum seekers registered in the EU in 2016" (May 2017).

The Issue

The provision of appropriate care adapted to the needs of unaccompanied and separated migrant children is essential for their well-being, protection and development. In 2016 alone, 63,245 unaccompanied children applied for asylum in the EU⁴. Over recent years, such high numbers have put a strain on national systems and have accentuated the issue of lack of adequate reception conditions for unaccompanied migrant children. States have tended to put migration considerations above children's rights and best interests. Refugee and migrant children often live in detention centres or in big refugee camps, with no possibility to interact with the local community or attend school. Institutional care is too often used over other forms of care such as family or community-based care, despite the fact that it is recognised as having severe negative effects on children's physical, cognitive and emotional development, and is not cost effective in the long term⁵.

The Policy Framework

International and European standards applying to unaccompanied children and care services include, but are not limited to:

1. International human rights instruments

⊕ UN Convention on the Rights of the Child

All EU Member States have ratified the UN Convention on the Rights of the Child (CRC), which applies to all children irrespective of migration status. Article 20 states that children temporarily or permanently deprived of a family environment should receive special protection or assistance from the State. Furthermore, article 22 of the CRC provides that unaccompanied asylum-seeking and refugee children should receive protection and humanitarian assistance ensuring access to their rights, and the same protection as any other child deprived of a family environment.

Who are unaccompanied and separated migrant children?

Both unaccompanied and separated children are not accompanied by their parents or primary caregivers. Separated children are children who have not necessarily been separated from other relatives or accompanying adults. The accompanying adult(s), who could be unrelated to the child, may not be able to, or suitable for, assuming responsibility for their care. In the EU, separated children are generally registered as unaccompanied children.

Useful resources:

UNCRC, General Comment n. 6 (2005) CRC/GC/2005/6.

FRA, "Current Migration Situation in the EU: Separated Children" (December 2016).

The UN Committee on the Rights of the Child monitors the implementation of the UNCRC and has provided relevant guidance on unaccompanied children:

- ⊕ Child rights Committee GC no. 6 on the treatment of unaccompanied and separated children outside their country of origin
- ⊕ Child rights Committee GC no. 22 on the general principles regarding the human rights of children in the context of international migration

⁴ Eurostat, Asylum Applicants Considered to Be Unaccompanied Minors - Annual Data (2016).

⁵ Opening Door for Europe's Children Campaign, "Damaging to Children, Damaging to Society" (n.d.); see also UNHCR, UNICEF, IRC, "The Way Forward to Strengthened Policies and Practices for Unaccompanied and Separated Children in Europe" (July 2017) page 25.

⊕ Child rights Committee GC no. 23 on State obligations regarding the human rights of children in the context of international migration in countries of origin, transit, destination and return

In addition, the UN adopted Guidelines for the Alternative Care of Children in 2010, which can be applied in the context of migration.

Finally, in 2015 the UN adopted the 2030 Agenda for Sustainable Development, a global framework with the aim to eradicate poverty and achieve sustainable development over the next 15 years. It is underpinned by 17 sustainable development goals (SDGs)⁶, which all countries in the European Union and the EU itself are committed to implement. The fight against inequalities and the promotion of inclusive societies are integral to the 2030 Agenda.

2. European standards and instruments

⊕ EC Communication on the protection of children in migration (COM(2017) 211 final)

The European Commission Communication on the protection of children in migration was published in 2017 and offers a comprehensive framework, including principles and recommendations to protect the rights of all children in the context of migration, from arrival in Europe to integration. Based on a child-rights approach, it urges Member States to "ensure that a range of alternative care options for unaccompanied children, including foster/family-based care are provided", provides recommendations on reception conditions, and calls for the provision of EU funds to support implementation. In addition, in all actions concerning children, the Communication states that the best interest of child and the principle of non-discrimination should be primary considerations.

⊕ 10 principles for integrated child protection systems

The EU introduced these 10 non-binding principles to guide discussions during the 9th Child Rights Forum in 2015. Based on a child-rights approach, they provide useful guidance to ensure that national child protection systems provide all children, including migrant children, with the protective environment necessary for their well-being.

⊕ Reception Conditions Directive (2013/33/EU)

The Reception Conditions Directive is part of the Common European Asylum System and is currently being revised. It lays down minimum standards for the reception of asylum-seekers by EU Member States, and covers accommodation, access to education, healthcare, and guardianship.

⊕ European Commission Recommendation on Investing in Children (2013/112/EU)

In 2013, the European Commission adopted the Recommendation on Investing in Children: breaking the cycle of disadvantage. It provides guidance on how to tackle child poverty and promote children's well-being through an integrated approach, based on three pillars: access to adequate resources, access to affordable quality services, and child participation. The Recommendation applies to all children, but emphasises that children facing an increased risk due to multiple challenges, such as migrant children, deserve particular attention. The Recommendation calls on member states to improve family support and the quality of alternative care.

⊕ European Pillar of Social Rights

Principle 11 of the European Pillar of Social Rights states that children have the right to protection from poverty, and that children from disadvantaged backgrounds have the right to specific measures to enhance equal opportunities. This builds on the guidance of the Recommendation on Investing in Children.

⁶ United Nations, "Sustainable Development Goals" (n.d.).

EU Funding

The EU has a number of funding instruments to support the implementation of the above-mentioned standards. In Januinto society and looking at ways to support Members States through EU funds. This toolkit is important as it helps to identify synergies between different funds to support unaccompanied migrant children.

⦿ The Asylum, Migration and Integration Fund (AMIF) aims to manage migration flows and promote a common approach to asylum and migration across the EU. It has a total budget of 3.137 billion to be allocated over the period 2014-2020⁷. It is the main EU funding instrument that supports better care services for unaccompanied and separated migrant children. In its *Toolkit on the use of EU funds for the integration of people with a migrant background*, the European Commission stated clearly that support for unaccompanied children "should contribute to placing [them] in family-based care, such as foster care, and according to the child's individual needs"⁸. In particular, the AMIF can support: training, capacity building and networking for guardians and foster parents as well as social workers and educators.

⦿ The European Regional Development Fund (ERDF) lists the promotion of social inclusion, combating poverty and discrimination as an investment priority. This can be achieved by "investing in health and social infrastructure which contributes to national, regional and local development, reducing inequalities in terms of health status, promoting social inclusion through improved access to social, cultural and recreational services and the transition from institutional to community-based services"⁹.

⦿ "Promoting social inclusion, combating poverty and any discrimination" is also an objective of the European Social Fund (ESF). In particular, the ESF supports:

- Active inclusion, including with a view to promoting equal opportunities and active participation [...];
- Socio-economic integration of marginalised communities [...];
- Combating all forms of discrimination and promoting equal opportunities;
- Enhancing access to affordable, sustainable and high-quality services, including health care and social services of general interest¹⁰.

In addition, the preamble of the ESF regulation notes that, in relation to this objective, the ESF should pay attention to children, asylum-seekers and refugees. It adds that "the ESF may be used to enhance access to affordable, sustainable and high quality services of general interest, in particular in the fields of health care, employment and training services, services for the homeless, out of school care, childcare and long-term care services"¹¹.

⦿ The Fund for European Aid to the most Deprived (FEAD) provides material assistance, which needs to be in line with policies targeting social inclusion. It is meant as a first support combating poverty and social inclusion, by addressing basic needs, and complements the ESF¹².

⁷ European Commission, "Asylum, Migration and Integration Fund (AMIF)" (2018).

⁸ European Union, Toolkit on the Use of EU Funds for the Integration of People with a Migrant Background (2018).

⁹ Regulation (EU) No 1301/2013 of the European Parliament and of the Council of 17 December 2013 on the European Regional Development Fund and on specific provisions concerning the Investment for growth and jobs goal and repealing Regulation (EC) No 1080/2006 (2013) Art. 5 (9).

¹⁰ Regulation (EU) No 1304/2013 of the European Parliament and of the Council of 17 December 2013 on the European Social Fund and repealing Council Regulation (EC) No 1081/2006 (2013) art. 3 (1-b).

¹¹ Ibid, Preamble 6.

¹² European Commission, "The Fund for European Aid to the Most Deprived (FEAD)" (n.d.).

KEY MESSAGES

Today, the rights of unaccompanied migrant children are high on the agenda. Migrant children have been at the centre of the EU Child Rights Forum for the past two years, and the EU has also supported the 'Lost in Migration' conference calling for a European comprehensive approach on children in migration. In 2017, the European Commission published its Communication on the protection of children in migration. This momentum is the result of continuous advocacy efforts and research from civil society and other relevant stakeholders, which led to a consensus on the importance of promoting and protecting the rights of unaccompanied children, including in access to care. This section of the advocacy toolkit aims to give an overview of key messages.

A child is a child

Migrant children should be treated first and foremost as children. The best interest of the child and the principle of non-discrimination should be primary considerations in all actions that concern migrant children, and should take precedence over migration status. Migrant children have the right to the same level of protection than other children.

Provide quality family and community-based care to unaccompanied and separated children

States have the responsibility to ensure that unaccompanied and separated children have access to quality family and community-based care that is individualised and fulfils their needs and best interests. This care should be provided within countries' mainstream child protection systems, in an inclusive manner.

The voice of children should be taken into account in all decisions that affect their lives. Enabling and listening to children's views is the obligation of the State and ensures the quality and adequacy of services they receive.

The quality of care includes the implementation of child protection standards and child safeguarding policies. These should be communicated to children in an age-appropriate, child-friendly manner. Effective systems of reporting and addressing concerns should be established.

The term '**integrated child protection system**' defines an approach in which all duty-bearers (state authorities, represented by law enforcement, judicial authorities, immigration authorities, social services, child protection agencies, etc.) and system components (e.g. laws, policies, resources, procedures, processes, sub-systems) work together, sharing responsibilities so as to form a protective and empowering environment for all children. In an integrated child protection system, components and services are multi-disciplinary, cross-sectorial and inter-agency, and they work together in a coherent manner. This is particularly important for unaccompanied children who are exposed to and move between numerous, often competing systems and processes.

Source: European Commission, 9th European Forum on the Rights of the Child Reflection Paper, 'Coordination and Cooperation in Integrated Child Protection Systems' (April 2015).

Promote equity of care and inclusion in the local community

The EU should support integrated child protection systems, where all duty-bearers and system components work together to create a protective and empowering environment for all children¹³. Integrated child protection systems should also be supported at national level through national policy.

Moreover, unaccompanied migrant and refugee children should have access to mainstream child protection system and services (i.e. healthcare, education) on an equal basis with other children, and their particular challenges (for example in terms of language support, fewer socio-economic resources etc.) should be supported through targeted measures¹⁴. Local authorities should be supported in implementing this, including through funds and advice on how to develop or adjust existing services to the needs of children and making them accessible.

¹³ European Commission, 9th European Forum on the Rights of the Child Reflection Paper, 'Coordination and Cooperation in Integrated Child Protection Systems' (April 2015).

¹⁴ In line with European Commission Recommendation 2013/112/EU on Investing in Children: Breaking the Cycle of Disadvantage (February 2013).

Strengthen children's resilience and ensure psychological support

In addition to trauma experienced during their journey, the stress experienced by unaccompanied and separated children at their arrival in Europe, and worries about their future, can be a source of psychological distress. The protection and care they receive thus has a great impact on their mental health. Children who encounter difficulties should be guaranteed access to psychological support, socio-educational and recreational activities that can help them cope with their new environment.

Unaccompanied and separated migrant children also need to regain a sense of normality and stability. Research has shown that unaccompanied children placed in family-based care achieve better outcomes in mental health, thanks to the stability of such a placement and the opportunity to "build new attachments, resume education and construct networks of social support"¹⁵.

Promote more and better investment in children

Funds that support unaccompanied migrant children should be invested in individualised, quality family and community-based care, ensuring that there are structures and sufficient financial and human resources to support such care. This investment should be in line with national child protection systems and the UN Guidelines on Alternative Care for Children. The use of funds for the construction, refurbishment and renovation of institutional care settings for children that foster physical and social exclusion should be prohibited. Funds should also not be used for detention of unaccompanied migrant children or for long-term stay in reception centres, hot-spots and camps, which also leads to exclusion.

The EU should invest in supporting and strengthening integrated child protection systems. This ensures the sustainability of investments, rather than an ad-hoc approach where funds are invested in time-bound projects. In addition, integrated child protection systems support all children. Thus, such investments help the EU to fulfil its commitment to fight inequality and promote inclusion, in accordance with the 2030 Agenda for Sustainable Development, the European Pillar of Social Rights and the Recommendation on Investing in Children.

The implementation of effective child protection policies that safeguard the best interests of each child should be a requirement for receiving funding. In addition, funding should comply with the principle of non-discrimination and human rights law, including the right of children to participate in decisions that affect them.

Finally, EU funds should be used in synergy, in order to reinforce support to unaccompanied children. The recently published toolkit of the European Commission "on the use of EU funds for the integration of people with a migrant background" describes different types of projects and actions financed by each fund and helps identify such synergies.

Strengthen stakeholder involvement in allocation and monitoring of EU funds

To ensure the best impact of its investments, the EU should make sure that civil society and beneficiaries participate meaningfully in the preparation, implementation, monitoring and evaluation of EU funded projects.

¹⁵ Nidos, Danish Red Cross, Jugendhilfe Süd-Niedersachsen, Minor-Ndako, Organization for Aid to Refugees, "Alternative Family Care" (August 2016) pp. 18-19.

TOWARDS AN ADVOCACY STRATEGY

What Is Advocacy?

Advocacy is the actions taken to influence people who have the power to make changes, in order to achieve better outcomes for unaccompanied and separated migrant children in care. Advocacy includes a wide range of activities, for example research and analysis, campaigns and lobbying that help to shape the public debate and that can influence public policy to advance this issue. Advocacy can help reach different results, such as policy change or better implementation of existing policies.

Developing an Advocacy Strategy

Developing an advocacy strategy (see annex 3) helps to organise actions and maximise their impact. An advocacy strategy is a living document that needs to be regularly reviewed and updated, as the environment will be changing. It consists of several stages:



1. Understand the problem and identify a solution

The first step is to understand the problem. What is the situation of unaccompanied and separated migrant children in care in the target country? Does the state provide family and community-based care? What are the shortcomings to address to ensure that children's needs and best interests are fulfilled?

Conducting thorough research will help you back advocacy with evidence, build strong arguments, and come up with concrete recommendations. It will also help to identify gaps that need to be filled to support advocacy efforts, for example, more research in a certain area.

An overall goal can be formed as a result of this research, representing a vision or what is to be achieved on the long term. The overall goal should then be broken down into objectives. Those are all the different steps to take towards the goal, which build on each other. Make sure the objectives are **SMART**.

SMART objective: | **S**pecific
Measurable
Achievable
Realistic
Time specific

2. Analyse internal and external environments

It is crucial to understand the context in which the advocacy will take place. In other words, you need to understand and assess external opportunities and threats, and internal strengths and weaknesses, an exercise which is sometimes called a “SWOT analysis”¹⁶. For example, when working with unaccompanied minors it is particularly important to be sensitive regarding the possible trauma they have undergone and the difficulties they may be experiencing on a psychological and physical level.

3. Identify targets, allies and opponents

Advocacy must be directed to targets who have the power to make changes. These are called primary targets, and may include, for example, the minister of internal affairs in a certain country who is in charge of migration. While it might be possible to reach primary targets directly, it is also worth trying to reach other people who can influence them, for example, someone working in the cabinet of the minister. These are secondary targets.

Drafting an influence tree can be helpful in order to get a visual overview of the various channels of influence.

 See *influence tree template in annex 6*

As much as possible, try to identify individuals. Each individual will have his or her own background, interests, and knowledge of your issue. It is helpful to find out:

- How much do they know about unaccompanied migrant children in care?
- How interested are they in the issue?
- How much influence do they have?
- Do they agree with you?
- What would you like them to do?
- How accessible are they?
- What type of argument will they respond to?

For this exercise, drafting a power mapping grid can be helpful. This tool helps to visually map allies and opponents, and their degree of influence.

 See *power mapping grid template in annex 5*

4. Key messages

The next step is to develop key messages around better care services for unaccompanied and separated migrant children. These are the messages that express your demands, and should be clear, consistent and memorable. They should be relatively short and specific. Consider:

What do you want to achieve?

Why/what will be the result of action and of inaction?

How will the objective be achieved?

What actions should the target take?

The previous section of this toolkit can be used as a guide to develop key messages at national level, helping to create coherence with discussions taking place at EU level.

¹⁶ SWOT analysis (or SWOT matrix) is a strategic planning technique used to help a person or organization identify the Strengths, Weaknesses, Opportunities, and Threats related to business competition or project planning.

Key messages need to be adapted to different targets, who need to hear different messages in order to be convinced. Based on the previous step where targets were identified, formulate messages around their concerns and/or interests in order to put forward arguments that will resonate with them the best.

It is also very helpful to consider arguments from the opposition, and be prepared to respond.

 See Annex 7, the opposition matrix.

Finally, it is important to think about the way to deliver these messages: through the media, a policy paper, or social media?

The elevator pitch¹⁷

An elevator pitch is a brief statement that describes an idea or project, and that is delivered in a few seconds (30-45). It can be divided into 3 parts:

ISSUE

- What problem is the advocacy focused on?
- Where is the evidence?
- Distil the problem in a few words

OBJECTIVE

- What needs to happen for this problem to be tackled?
- Why is this the best solution?
- Distil the solution/objective in a few words

THE ASK

- The ask
- What should the target to do?
- Is it specific and realistic?

5. Develop an action plan

An action plan describes concrete activities that help reach objectives, and ultimately, the overall goal.

It is worth to rely on the opportunities identified, for example, opportunities to give input during the policy-making process.

 See *action plan template in annex 4*

6. Monitor and evaluate

It is important to regularly monitor and evaluate the advocacy work, in order to identify what has worked and what has not worked, and to adapt the strategy or activities to changing circumstances. This will also help to extract lessons learned.

¹⁷ Jonathan Ellis, "Campaigning for Change: An Essential Guide for Campaigning Around the World" (November 2017).

CHILD PARTICIPATION

What Is Child Participation?

Child participation means that all children, including unaccompanied and separated migrant children, have the right to have their voices heard, are listened to seriously and are able to influence decisions affecting them. Child participation is a key principle underlying the UN Convention on the Rights of the Child (UNCRC), and is laid down in article 12: "States 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". This right was further interpreted in General Comment no. 12 of the UN Committee on the Rights of the Child, which states that children's rights to be heard creates an obligation for states to introduce mechanisms that ensure effective access to this right.

The right for children to be heard also applies in the context of migration and care. When advocating for individualised, quality family and community-based care for unaccompanied and separated migrant children, advocates must recognise children as actors of change and promote children's participation to ensure that their voices are heard. This toolkit strongly encourages its targets to use child participation to guide their actions in order to create positive changes in the lives of unaccompanied children.

How to Design Child Participation Activities

Children can be involved in different ways in the advocacy work, in a consultative manner, in a collaborative way or through child-led advocacy. Advocacy work needs to be adapted to their need and capacities and ensure they have the confidence and opportunities to participate meaningfully. In the context of migration, one must realise that there are important additional considerations regarding the particular circumstances and vulnerable situation of unaccompanied and separated migrant children. There are many potential obstacles to ensuring effective feedback from this particular group of children, such as cultural differences, language barriers and psychological issues such as trauma/depression. As such, it is imperative to take additional steps and employ variant strategies so that their voices can be heard. CONNECT has created a useful tool to support the collection of children's views on protection and reception services including through cultural sensitivity interview training, an evaluation sheet and a 'students interviewing children as semi-peers' strategy¹⁸.

Generally, for effective and meaningful child participation Eurochild advocates for 9 requirements¹⁹:

- Transparent and informative: children need to know about the decision-making process and what they will contribute/achieve.
- Voluntary
- Respectful of children's opinion and honest about the impact
- Relevant: work on issues which are close to children's lives
- Child-friendly: in language and setting
- Inclusive
- Supported by training: knowledge and skills
- Safe and sensitive to risk
- Accountable: provide feedback to the children on their impact in the action

This all needs to be supported with sufficient resources to ensure effective participation, which is key in the case of unaccompanied and separated migrant children.

Useful resources:

Eurochild's child protection policy

¹⁸ CONNECT, "The right to be heard and participation of unaccompanied children – A tool to support the collection of children's views on protection and reception services" (2014).

¹⁹ Eurochild, "Training Tool on Engaging Children in Advocacy Work on their Right to Participate in Decision-Making Processes" (2018).

Adhering to these principles and employing the sensitising techniques and tools advocated by CONNECT should allow for effective participation of unaccompanied and separated migrant children. Further, one can rely on the useful checklist developed by Professor Laura Lundy on participation that organisations can rely on when designing their activities with unaccompanied children, to ensure their meaningful participation, in line with article 12 of the UNCRC²⁰.

SPACE

HOW: Provide a safe and inclusive space for children to express their views

-
- Have children's views been actively sought?
- Was there a safe space in which children can express themselves freely?
- Have steps been taken to ensure that all children can take part?

VOICE

HOW: Provide appropriate information and facilitate the expression of children's views

-
- Have children been given the information they need to form a view?
- Do children know that they do not have to take part?
- Have children been given a range of options as to how they might choose to express themselves?

AUDIENCE

HOW: Ensure that children's views are communicated to someone with the responsibility to listen

-
- Is there a process for communicating children's view?
- Do children know who their views are being communicated to?
- Does that person/body have the power to make decisions?

INFLUENCE

HOW: Ensure that children's views are taken seriously and acted upon, where appropriate

-
- Where the children's views considered by those with the power to effect change?
- Are there procedures in place that ensure that the children's views have been taken seriously?
 - Have the children and young people been provided with feedback explaining the reasons for decision taken

Additional Resources

-  Annexes 1 and 2 of this toolkit provide guidance for conducting interviews with migrant children and a template of a consent form.
- World Vision child participation tools
- Compass, a Council of Europe manual for human rights education with young people
- Compasito, a manual on human rights education for children, including a list of activities
- Unicef Advocacy Toolkit: Chapter 8 – child participation

²⁰ University of Mannheim, "The Lundy Model of Child Participation" (n.d.).

ANNEXES

Annex 1 - Child participation – Guidance to gather testimonies

Privacy and Consent

- The child and parent (or legal guardian) should agree in advance to the interview and sign a consent form (see Annex 2).
- A child should never be interviewed without the presence of a parent or guardian. The parent or guardian should be briefed on the neutrality of their role and understand that they should not attempt to influence or interpret the response of the child. However, if the interviewer feels that the presence of the parent/guardian is notably affecting the child's testimony, he/she might have to decide not to include this interview in your case study.
- Ensure both the child and the care-giver that the real name of the child will not be used.
- Explain the purpose of the interview and its intended use in a child-friendly manner
- The child should be (and feel) in control of the situation: this interview shouldn't make them feel bad, they can decide which issues they'd like to talk about and which issues they don't want to talk about; at any time during the interview they can stop the interview or decide they don't want to include it in the report.
- Explain to the child that he/she voluntary answers the questions and that he/she can step out of the interview at any time if he/she wishes or ask for a break or choose not to answer one or more questions.
- If you tape the interview you have to explain this to the child that you only use the taped interview to be able to write up what the child has told the interviewer.
- Allow plenty of time for the interview, it takes time to gain children's confidence, which is essential for a successful interview. A preparatory visit prior to the interview might help.

Interviewees, interviewers and translators

- The choice of interviewers and translators should be done very carefully. Communications colleagues with experience in interviewing children are well placed for this exercise. We encourage you to work with translators who have been briefed in providing accurate translation, without distorting or guiding the interview.
- Children have the right to be listened to and being interviewed can boost their confidence. However, being interviewed can also be an intimidating experience. It is the interviewer's responsibility to ensure that people who are going through particularly difficult circumstances (e.g. recent death of a family member, children identified as suffering from trauma, etc.) are not interviewed. Ultimately, children's opinions on whether they want to speak with you should be listened to and they shouldn't be pressed to talk.
- The questions suggested below don't aim at providing a rigid interview questionnaire but rather serve as inspiration to capture compelling stories and they should be adapted to every individual and age. Interviewers should use their sensitivity to select which questions should be asked to every child so that no pain from traumatic events is reactivated.
- Don't be afraid to ask a few questions to help 'break the ice' and make the child feel at ease – such as 'What is your favourite colour?' or 'What do you think about the weather today?' or 'What is your favourite food?'

Official authorisation to conduct interviews

- In some contexts you might need formal permission to conduct interviews. For example, if the interview takes place in a reception centre, the authorities might require that conducting interviews is part of a Memorandum of Understanding that the NGO has signed with the government agency or that managers of the centres give prior authorisation for conducting interviews. Please, ensure that the authorities' requirements – that vary from country to country – are met so as not to compromise the organisation's access to people in need.

Annex 2 – Declaration of consent

I declare my consent to be interviewed/photographed and for the material (including the interview, pictures and drawings) to be used by [name of your organisation] and all partner organisations.

I confirm my agreement that [name of your organisation] and partners are entitled to use the material (not restricted to time, territory, channel or content) for advocacy and other public outreach purposes, including to promote policies and practices on protection, quality care and support of all children affected by migration through a publication gathering practices on care of migrant and refugee children in several European countries and through the dissemination of child testimonies in social media.

Describing difficult experiences can be emotionally upsetting. If, at any time, you feel that these feelings are overwhelming, you can ask the interview to be stopped.

I may choose not to answer any one or more of the questions I am asked.

I have carefully studied the above and understand this agreement. I freely consent and voluntary agree to participate in this initiative.

Place/Date: _____

Name of child: _____

Signature of the child: _____

Children's names will be changed to protect the identity of the participants. Please, specify if you have a preference regarding the name that will be used in the publication.

Name of parent / legal guardian: _____

Signature of the parent / legal guardian: _____

If at any time you have questions about your rights as an interviewee, please contact your interviewer (see contact details below).

INTERVIEWED BY:

Name _____

Organisation: _____

Phone number: _____

Email: _____

Signature: _____

Provide the interviewer with a copy of the consent form.

Annex 3 – Template for Advocacy Strategy

Issue What is the problem(s) we want to address?	
Goal (vision) What is the change we want to see?	
Objectives Steps that help achieve our goal Makes sure objectives are: <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time specific 	
External opportunities External challenges	
Internal resources What are our assets, resources and capacity? Internal weaknesses What is holding us back?	
Target audience <ul style="list-style-type: none"> • Primary target: who has the power to make changes? • Secondary target: who influences the primary target? • Allies • Opponents (see also annex 4 and 5)	
Key messages (to adapt to different targets)	
Activities How should our actions build on each other?	

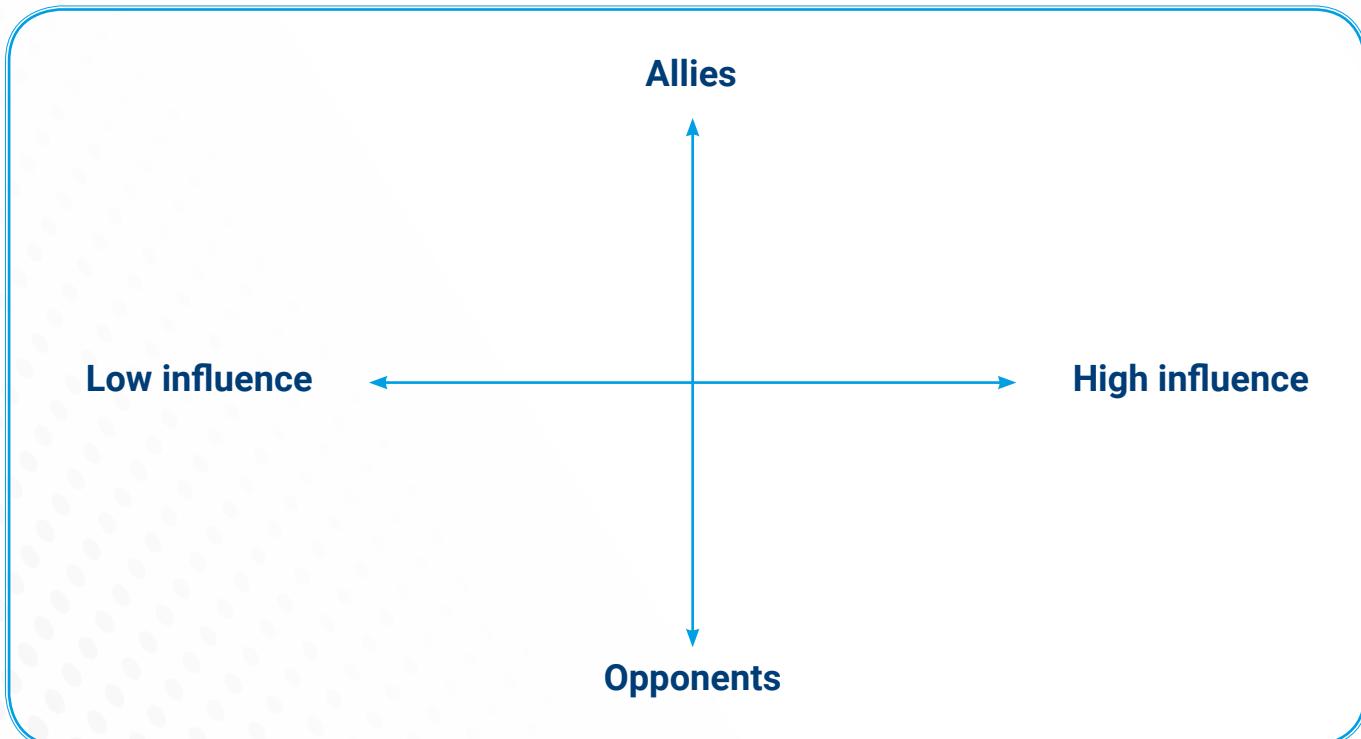


See the action plan, annex 4

Annex 4 - Action Plan Template

Objective (NOT Goal)						Monitoring	
Activities	Expected outcomes	Target audience	Date of delivery	Team	Budget	Indicator	Results

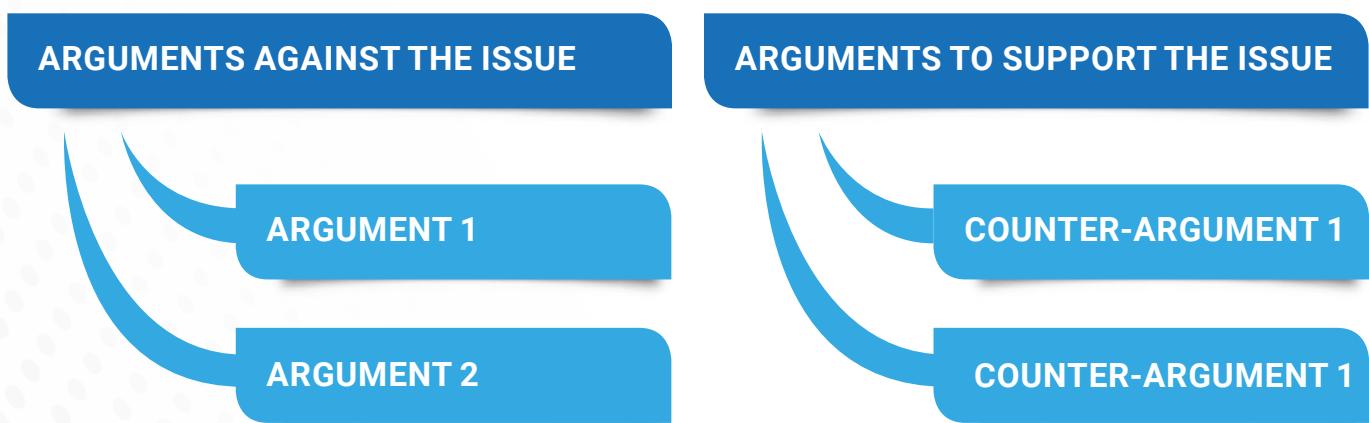
Annex 5 – Targets: Power Mapping Grid



Annex 6 - Targets: Influence Tree



Annex 7 – Messages: The Opposition Matrix



*Update your opposition matrix after each meeting or discussion with new arguments or counter-arguments you have heard.

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