

COLLABORATING WITH CHILDREN AND YOUNG PEOPLE WITH LIVED EXPERIENCE OF THE JUSTICE SYSTEM

A how-to guide for practitioners and decision-makers

Child Friendly Justice European Network
December 2025



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Thanks to their time and contributions, we have been able to produce this guide which we hope will help ensure more meaningful and respectful participation.

Acronyms

The following table lists the various abbreviations and acronyms throughout the guide.

ACRONYM	MEANING
CFJ	Child-friendly Justice
CFJ-EN	Child friendly Justice European Network
CoE	Council of Europe
CRC	Committee on the Rights of the Child
EC	European Commission
EU	European Union
GC	United Nations General Comment
YJT	Young Justice Transformer
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child

The text includes several boxed sections, with explanations provided to make them easier to understand.

"TO AVOID" PRACTICES

PROMISING PRACTICES

RECOMMENDATIONS

About the CFJ-EN

The [Child Friendly Justice European Network](#) (CFJ-EN) was launched informally in 2019 by the European sections of Defence for Children International. Thanks to the formalisation of a Framework Partnership Agreement with the European Union, the CFJ-EN has been fully operational since April 2022. As of October 2025, it has 40 members across 21 countries in Europe. Its members include civil society organisations, research institutes and individual experts.

The purpose of the CFJ-EN is to bring together organisations across Europe, influence policies and legislations and disseminate information in relation to child-friendly justice (CFJ) at European regional and national levels. Our vision for the future is that children in Europe have access to age appropriate, inclusive and diligent services and practitioners equipped to implement CFJ.

To implement this vision, the CFJ-EN bases its work on the United Nations Convention on the Rights of the Child adopted in 1989. It also aims to support the implementation of the [Guidelines of the Committee of Ministers of the Council of Europe on child-friendly justice](#) adopted in 2010; the European Directive on procedural safeguards for children who are suspects or accused persons in criminal proceedings adopted in 2016; and the European Directive establishing minimum standards on the rights, support and protection of victims of crime adopted in 2012, as well as other key European instruments.

The CFJ-EN aims to:



Strengthen children's agency by promoting meaningful and inclusive participation of children and young people, and by helping practitioners who work with children understand the importance of child participation.



Promote quality of practice by increasing the capacities of legal and non-legal practitioners who work with children, and by sharing knowledge and expertise across Europe on child-friendly justice.



Ensure accountability by informing European policymakers and making them aware of inspiring practices, and by informing national policymakers and making them aware of the latest developments in child-friendly justice.



Strengthen the network by building the Network's capacity to communicate and promote child-friendly justice, mobilising support for members, and fostering collaboration across Europe towards effective access to justice for children.

Why, for whom, and what does this guide contain?

Meaningful participation of children and young people is both a right and a responsibility. It requires careful attention to standards of quality and ethics to ensure that participation is safe, inclusive, respectful, and genuinely empowering.

This guide provides practical guidance on how to embed participation into everyday practice and dedicated events where the views of children and young people are sought. It aims to balance children's voices, choices, and protection, while promoting accountability and continuous learning.

Meaningful engagement with children and young people is not simply a best practice, it is an obligation to facilitate child and young people participation, grounded in the [UNCRC](#) and reinforced by international standards on participation and safeguarding to facilitate their participation. At the European level, the Council of Europe's [Recommendation CM/Rec \(2012\)2 on the participation of children and young people under the age of 18](#) reiterates that there is no age limit on the right of the child or young person to freely express their views. All children and young people have the right to be heard in all matters affecting them, with their views given due weight according to their age and maturity.¹

Too often, however, participation is treated as a symbolic gesture rather than a transformative process. While it is generally acknowledged as best practice, it is still frequently approached in a superficial or tokenistic way. Children and young people may be invited to share their perspectives, but their involvement is limited to very controlled moments, or their contributions are (re-)shaped to fit adult expectations. Such practices risk reducing participation to tokenism, diminishing trust, and causing harm.

This guide was developed to provide **practical tools, insights, and structured approaches** to practitioners and policymakers, when they wish to invite them to discussion tables and/or projects, to ensure that they include children and young people with lived experience in meaningful, safe, and effective way. It draws on lived experience, practice-based learning, and lessons from both

¹ [CM/Rec \(2012\)2 - Recommendation of the Committee of Ministers to member States on the participation of children and young people under the age of 18](#), Council of Europe, 2012.

successes and challenges to support an evidence-based approach to engagement.

This resource is intended for **institutions, organisations, and practitioners** working within children's rights, young people justice, advocacy, human rights, and related sectors. It is designed to be accessible to professionals at all levels of experience, offering clear and practical guidance for creating participatory processes that are **inclusive, empowering, and responsive** to the voices of children and young people.

By following the principles and practical tools outlined here, stakeholders can:

- Create safe, inclusive, and supportive environments where children and young people can express themselves freely.
- Ensure that participation is meaningful, not performative, by embedding it in decision-making processes from planning to follow-up.
- Strengthen trust, respect agency, and promote a culture where children and young people are seen as active rights-holders rather than passive recipients of protection.

The ultimate aim of this guide is to help shift participation from a one-off act into a **sustained, values-driven practice**, one that meets children and young people's needs, honours their perspectives, recognises their expertise, and ensures that their contributions shape real-world outcomes.

What does this guide include?

This guide provides a comprehensive (but non exhaustive) overview of how to engage children and young people in **conferences, seminars, study visits, decision-making processes, discussion panels, workshops, and other similar activities**. It combines theory, practical advice, and step-by-step guidance across three main stages: **before, during, and after participation**.

It includes:

- Principles that apply at all stages
- Practical checklists and tips for creating safe and supportive spaces
- Guidance on respecting agency, diversity, and consent
- Explanations of key concepts, such as child participation, agency, and lived experience, to support a shared understanding among stakeholders

Glossary of key terms and concepts

AGENCY

Agency refers to the capacity to do things, to act and to make a difference. For children and young people, this means having the ability to make choices, express their views, and act on them in ways that shape their own lives and surroundings. When children can meaningfully express themselves and influence decisions that affect them, they can be said to have agency – a sense of being able to engage with the structures around them and exercise some control over their lives. Recognising agency therefore means acknowledging children as active rights holders, not passive recipients of adult protection².

CHILD

Per the definition of a child in the [UN Convention on the Rights of the Child](#), a child is any person below the age of 18.³

CHILD-FRIENDLY JUSTICE

According to the Council of Europe, “‘child-friendly justice’ refers to justice systems which guarantee the respect and the effective implementation of all children’s rights at the highest attainable level, bearing in mind the principles listed below and giving due consideration to the child’s level of maturity and understanding and the circumstances of the case. It is, in particular, justice that is accessible, age appropriate, speedy, diligent, adapted to and focused on the needs and rights of the child, respecting the rights of the child including the rights to due process, to participate in and to understand the proceedings, to respect for private and family life and to integrity and dignity.”⁴

CHILD PARTICIPATION

Article 12 of the Convention on the Rights of the Child (UNCRC) is a unique provision in a human rights treaty; it addresses the legal and social status of children, who, on the one hand lack the full autonomy of adults but, on the other, are subjects of rights.

² [Developing children’s agency within a children’s rights education framework: 10 propositions](#), Routledge, L. Jerome, and H. Starkey, 2022, p.1. *The Agency of Children: From Family to Global Human Rights*, Cambridge University Press, Oswell, D.2013.

³ [UN Convention on the Rights of the Child](#), United Nations 1989.

⁴ [Guidelines of the Committee of Ministers of the Council of Europe on child-friendly justice](#), Council of Europe, 2010.

Paragraph 1 assures, to every child capable of forming their own views, the right to express those views freely in all matters affecting the child, with the views of the child being given due weight in accordance with their age and maturity.

Paragraph 2 states, in particular, that the child shall be afforded the right to be heard in any judicial or administrative proceedings affecting them.⁵ “Participation” refers to individuals and groups of individuals having the right, the means, the space, the opportunity and, where necessary, the support to freely express their views, to be heard and to contribute to decision-making on matters affecting them, with their views being given due weight in accordance with their age and maturity.⁶

The nine requirements: To be meaningful, participation must be transparent and informative; voluntary; respectful; relevant; child-friendly; inclusive; supported by training; safe and sensitive to risk; and accountable⁷.

CHILD JUSTICE SYSTEM

A child justice system is a system with specialised laws, procedures, and policies designed to protect the rights, interests, and needs of children, in criminal, civil and administrative proceedings.⁸

CHILD RIGHTS APPROACH

A child rights approach is one that:

- furthers the realisation of child rights as laid down in the UNCRC and other international human rights instruments;
- uses child rights standards and principles from the UNCRC and other international human rights instruments to guide behaviour, actions, policies and programmes (in particular non-discrimination; the best interests of the child; the right to life, survival and development; the right to be heard and taken seriously; and the child’s right to be guided in the exercise of his/her rights by caregivers, parents and community members, in line with the child’s evolving capacities);

⁵ [UN Committee on the Rights of the Child’s General Comment No. 12 \(2009\) on the right of the child to be heard](#), United Nations, 2009, para 1.

⁶ [M/Rec\(2012\)2 - Recommendation of the Committee of Ministers to member States on the participation of children and young people under the age of 18](#), Council of Europe, 2012 (Adopted by the Committee of Ministers on 28 March 2012 at the 1138th meeting of the Ministers’ Deputies)

⁷ [UN Committee on the Rights of the Child’s General Comment No. 12 \(2009\) on the right of the child to be heard](#), United Nations, 2009, para 134.

⁸ [Child-Friendly Justice in Europe, CFJ-EN Handbook – 2025 Edition](#), CFJ-EN, 2025, p.8.

- builds the capacity of children as rights-holders to claim their rights and the capacity of duty-bearers to fulfil their obligations to children.⁹

LIVED EXPERIENCE

The direct knowledge, insight, and understanding a person develops through their own life situations and circumstances.¹⁰ In the context of child participation, it refers to the unique understanding that children and young people bring based on their everyday realities, challenges, and identities.

TOKENISM

The practice of making only a superficial or symbolic effort to include individuals from under-represented groups. Tokenism often involves including a small number of people to create the appearance of diversity or equality, without giving them real influence or power in decision-making.¹¹

VULNERABILITY

A condition in which a child or young person is more exposed to harm, discrimination, or rights violations due to individual circumstances (e.g. age, disability, migration status) or external factors (e.g. poverty, conflict, lack of support). Vulnerability is not an inherent trait but arises from the interaction between personal situations and social, legal, and institutional contexts.¹²

YOUTH/YOUNG PERSON

As stated by the UN, “There is no universally agreed international definition of the youth age group. For statistical purposes, however, the United Nations—without prejudice to any other definitions made by Member States—defines ‘youth’ as those persons between the ages of 15 and 24 years.”¹³

⁹ [Child Rights Education Toolkit: Rooting Child Rights in Early Childhood Education](#), UNICEF, 2014, p. 21.

¹⁰ [Lived Experience – Definition and Explanation](#), Oxford review, 2025.

¹¹ Adapted from [Children’s Participation from Tokenism to Citizenship](#), UNICEF Innocenti Research Centre, R. Hart, 1992.

¹² There is no single, unified definition of vulnerability. Academic literature and international practice distinguish between ‘inherent’ vulnerability (linked to the human condition) and ‘situational’ vulnerability (arising from specific personal, social, political, economic or environmental circumstances). Many scholars argue that vulnerability is best understood contextually rather than as an innate characteristic, since categories of “vulnerable groups” vary across time and place. This contextual approach is also adopted here. [Rights of children in vulnerable situations](#), Child-lex, CFJ-EN, Simona Florescu, 2022.

¹³ [United Nations, definition of Youth](#), UNICEF, 2025.

YOUNG JUSTICE TRANSFORMERS

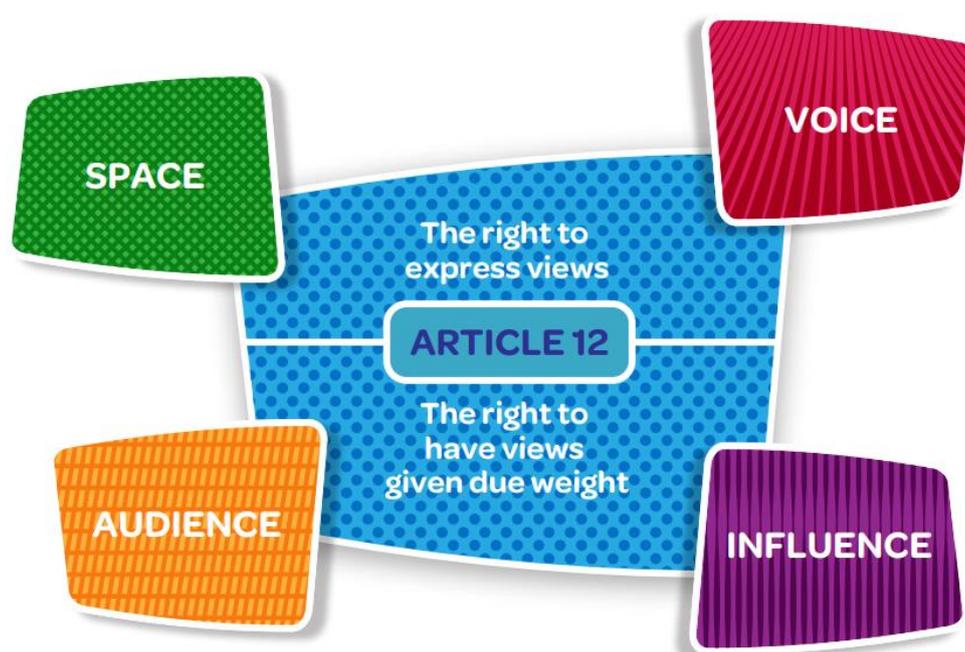
The Young Justice Transformers are a group of children and young people, typically aged 15 to 25, created through the CFJ-EN. This initiative supports organisations in implementing national projects on child participation.

Through it, children and young people with lived experience of the justice system from across Europe are brought together and given opportunities to engage in activities such as the Child Justice Caravan, and to contribute to seminars, consultations, and policy discussions aimed at promoting child-friendly justice.¹⁴

¹⁴[CFJ-EN Child Participation web page](#), CFJ-EN, 2025.

1. The participatory framework

This guide draws on the principles of child participation as articulated in the Lundy Model of Child Participation,¹⁵ which provides a practical framework to ensure that children’s right to be heard (Article 12 UNCRC) is meaningfully implemented. Moving beyond tokenistic engagement and embedding participation into decision-making processes, it sets out how to include children in conversations about their rights and that children's right to be heard is put into practice.



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This model, structured around four interrelated elements, emphasises not only the right of children to express their views but also the responsibilities of adults to create enabling conditions for that expression.

By following these four elements, practitioners can ensure that child participation is meaningful, rights-based, and ethically grounded, supporting children not only to speak but also to be heard and taken seriously:

¹⁵ 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child, L. Lundy, 2007.

1. Space¹⁶

Adults must create safe, inclusive, and accessible opportunities for children to express their views. This requires well-trained staff, culturally sensitive approaches, and making sure to include children from diverse backgrounds. Spaces must be welcoming, where children feel confident and respected. Children from different backgrounds should be included and feel comfortable taking their place.

2. Voice

Children must be supported to express their opinions in ways that are meaningful to them. Adults have a duty to provide relevant information, guidance, and encouragement to enable children to share their thoughts and feelings. This means that children are free to decide whether, when, and how to communicate their views and express themselves.

3. Audience

Decision-makers and/or people in power should listen carefully to what children say. Children's views should be directed to the appropriate decision-makers or those with authority to act. Adults need to genuinely commit to hearing and responding to children's views, to actively listen, and to ensure that children feel their perspectives are valued.

4. Influence

Children's opinions and contributions should have a real and tangible impact on decision-making. Decision-makers should consider these opinions carefully in the decision-making process and provide feedback to children on how their views were taken into account. Decision-makers should explain how children's input shaped outcomes or why particular decisions were made.

¹⁶ [The Lundy Model of Child Participation](#), EU Children's Participation Platform, 2025.

It is also important to determine the best format of children's participation, based on the degree of agency given to children and adults within any given activity: **consultation**, **collaboration** and **child led**.¹⁷

- **Consultation** occurs when adults seek children's views to better understand their experiences or to design and evaluate a programme. In this process, children express their views or share their experiences, helping to influence outcomes, while adults lead and manage the activities and use the information to shape the programme.
- **Collaboration** takes place when children and adults work together to identify a problem or plan a programme. Children contribute by helping to address the problem and participating in the design, implementation, and evaluation of initiatives, while adults engage alongside them to co-design and implement solutions.
- **Child-led** participation happens when children are given the space and opportunity to initiate and manage their own activities. Adults support them by creating the space, removing obstacles, or assisting in the execution of children's decisions, allowing children to lead and manage all aspects of the initiative.

¹⁷ [Monitoring and Evaluation toolkit for Children's Participation](#), UNICEF, G. Lansdown and C. O'Kane, 2014, p.4-9.

2. The journey approach: before – during – after

Children’s and young people’s participation should be seen as a **process**, not a one-off moment. This section outlines key considerations and actions for each stage of engagement based on experiences with children and relevant standards¹⁸. It complements the DOs and DON’Ts by offering a **chronological view**, from preparation, to implementation, to follow-up.

To support policymakers and practitioners in applying these principles in practice, a structured **Before–During–After Participation Checklist** is provided in **Annex 1**.

Checklist for safe, meaningful and inclusive child and young people participation – See Annex 1

2.1. Principles that apply across all stages

These apply at all times, no matter the stage of participation:

- **Prepare children and young people in advance with accessible information**
Offer **accessible and age-appropriate information** and briefings on what to expect, including who will be present, the purpose of the activity, and their role. Share this information ahead of time and allow space for questions.
- **Ensure physical and emotional safety with a trusted adult**
Always provide a **trusted adult** who is trained in child safeguarding to accompany the child or young person. This person should know the schedule, be visibly present, and act as a point of support throughout all activities.
- **Third Parties: Respect communication boundaries**
Do not allow **third parties** to engage directly with children or young people without a trusted adult copied in or present. This includes email communications, in-person conversations, or logistical arrangements. When coordinating logistics such as travel, accommodation, or meals,

¹⁸ [UN Committee on the Rights of the Child’s General Comment No. 12 \(2009\) on the right of the child to be heard](#), para 134.

make sure any communication from external contractors that refers to the children or young people includes their parent or guardian (or the adult responsible for them) in copy.

- **Time: Create space for dialogue in your activities**

Design panels and activities that allow **sufficient time for exchange**, discussion, and questions. Avoid limiting interaction or rushing participation.

- **Respect children's expertise**

Do not use children or young people as testimonies. They are not there to share personal stories but to **contribute their knowledge**, insights, and perspectives.

- **No Pressure: Listen and respect agency**

Pay attention to what each child or young person chooses to express. Never pressure them to say more or to say something different from what they wish to communicate.

- **Use clear, respectful, inclusive language**

Avoid jargon or technical terms unless they are explained. Speak with - not at- children and young people. Always check understanding without making assumptions.

WORDS TO AVOID:

"Offender / delinquent / illegal minor"

"Vulnerable child" (as a label, instead of describing the context)

"At-risk youth"

"You must understand that..."

"So what happened to you?"

BETTER ALTERNATIVES (RESPECTFUL / EMPOWERING)

“Child in contact with the justice system”

“Child facing vulnerabilities because of... (context)”

“Young person affected by...”

“Here is some information – does it make sense to you?”

“You can decide if you want to share something about your story, but you don’t have to”

- **Avoid Assumptions: Recognise diversity of profiles**

Be sensitive to age, gender, maturity level, communication styles, and cultural backgrounds. **Understand different approaches** and find balance, while avoiding assumptions. Skilled professionals should be available to support children.

- **Maintain ongoing consent**

Consent for participation, images, or quotes should be revisited *at each stage*. Children and young people should know they can withdraw consent at any time.

Example of Consent Form – See Annexes 2 and 3

- **From preparation to follow-up: Participation is always voluntary**

From preparation to follow-up, regularly remind children and young people that **nothing is mandatory**. They can decline to take part in any activity, stop at any point, or change their mind without explanation or negative consequences.

2.2. Before

Engagement starts well before the child or young person enters the room. Early preparation is essential to ensure that participation is safe, informed, and meaningful.

- **Ensure the Code of Conduct is shared and signed before your event**

Share the Code of Conduct with children, young people, their accompanying adults, and any external professionals or stakeholders they will meet. Ensure that everyone understands the **expectations, safeguarding commitments, and behavioural standards**. All parties should review and sign the Code of Conduct before the activity begins.

Example of Code of Conduct – See Annex 4

- **Participation has a cost: Make sure you budget for everything Plan for all costs**, including materials, travel, meals, and unexpected expenses, so your project can run smoothly and children and young people are fully supported.

EXAMPLES OF WHAT TO BUDGET FOR:

- Youth facilitator
- Accompanying adult or trusted person
- Translator / interpreter
- Travel + meals + safe accommodation
- Compensation / thank you gift
- Prep / training sessions for children
- Debrief session afterwards

- **Be inclusive in your invitation**

Do not invite children and young people solely to ensure representation. If you value the views and opinions of children in the discussion, **also open the space to all young people** to ensure diversity, including those who have different perspectives on the issue.

- **Seek real influence: Centre agency in every decision**

Ensure children and young people are not only consulted but have real **influence over decisions** that affect their participation. This means involving them in setting agendas, choosing topics and shaping how activities are run, rather than simply inviting them into pre-determined structures.

GOOD PRACTICE EXAMPLE:

During a consultation, instead of presenting a predefined agenda, the team:

- Ask children and young people which themes matter to them most
- Let them choose the format (discussion, creative activity, anonymous board)
- Give them roles such as co-moderator, co-notetaker or co-presenter
- Allow them to decide which recommendations to prioritise
- Children and young people shape both the content and process; they don't just attend the session

- **Involve them from the beginning**

Whenever possible, include them in the **choice of venue and date** ensuring these are adapted to their reality, and encourage active participation. When thinking about participation, consider not only the moment the child or young person is actively involved (e.g., speaking on a panel) but also the time before and after, such as dinners, gatherings, and side events.

- **Ensure events and shared spaces are inclusive**

Participation does not end with panels, presentations or workshops. Children and young people should also feel welcome in the shared spaces around an event. These include moments such as dinners, breaks, informal gatherings, networking spaces and side events. Shared spaces should therefore be accessible, age-appropriate, and comfortable, giving children and young people opportunities to connect with others.

- **Be attentive to wellbeing: Do not over-expose or over-schedule children and young people**

Participating in events is tiring. Avoid back-to-back sessions, especially without **breaks**, food, or private time. Being "included" should not come at the cost of wellbeing.

GOOD PARTICIPATION DAY SCHEDULE

09:30 – 10:00	Welcome, icebreakers, settling in
10:00 – 11:00	First session (max 1 hour)
11:00 – 11:30	Break + snacks
11:30 – 12:00	Creative / low-pressure activity
12:00 – 13:00	Lunch break
13:00 – 14:00	Second session
14:00 – 14:30	Rest / free time
14:30 – 15:00	Debrief / check out

No back-to-back sessions; food and drink on tap; possibility to take breaks

- **Balance the agenda**

After an important meeting (for example, a high-level meeting with the European Commission), avoid scheduling another demanding activity on the same day. Follow major engagements with lighter moments so that children and young people can regain energy and avoid feeling overwhelmed.

- **Respect identity**

Ask children and young people how they would like to be **identified and referred to**: first name, pseudonym, no name, gender, etc.

- **Plan and prepare in advance**

Inform children and young people about the purpose of the activity, the agenda, their role, the format and who will be present. Share this information well ahead of time to allow sufficient time for preparation. This provides opportunities for them to meet relevant people beforehand and ensures facilitators are ready to travel and support the engagement.

Information can be provided either directly when appropriate or via a trusted intermediary. Early coordination with intermediaries is essential to make sure expectations, logistics, and safeguarding arrangements are clear for everyone involved.

EXAMPLE OF PREPARATION STEPS

- Send **child-friendly information** at least two weeks in advance
- Organise one or two **introductory calls** with the children and young people, together with the facilitators
- Arrange a short meeting to **brief the stakeholders** who will interact with the group
- Schedule a **safeguarding briefing** for everyone involved
- Share photos or a short video of the venue so they know what to expect
- **Provide** a simple **glossary** of key terms they will hear during the activity
- If the event is abroad, prepare a child-friendly information guide covering travel, accommodation, and who is who
- Ask about any needs or accommodations, such as a quiet space, sensory tools, interpretation or accessibility requirements
- **Confirm all logistics** with the accompanying adult or trusted person
- Offer an optional practice or warm-up session to help them feel comfortable
- Ensure the **consent form** is reviewed and signed

- **Introduce the full context and all key people involved**

When involving children and young people in activities, conferences, panels, or projects, take the time to **introduce all relevant people**, especially those in institutional or decision-making roles. This helps demystify power dynamics and build trust.

- **Clarify image consent**

Ask them if they are comfortable being photographed, filmed, or quoted. **Respect and record their preferences** using structured consent forms. When asking for consent for photographs, videos, or quotes, be clear if it applies only to this event or also for future use (e.g., social media, publications). Ensure they understand exactly where and how their image or words will be used.

- **Be inclusive: Go beyond the usual subjects**

Promote participation of children and young people with diverse personalities and backgrounds, including those with lived experience who do not speak (e.g.,) English fluently or who may have different communication styles.

- **Provide multiple ways to participate**

Do not limit participation to one format (e.g., public speaking). Offer different **roles**, such as contributing ideas in writing, participating in a workshop, co-designing materials, facilitating, or engaging in small-group discussions, so they can choose what feels best for them.

- **Ensure time for preparation**

Allow sufficient notice and preparation time before events, so that young people can process information, practise if needed, and feel ready to participate. Also empower the child to feel confident in their contribution; it matters and it is important for others to hear it. Ensure that they feel comfortable disagreeing with others and setting boundaries. For example, they should feel comfortable refusing to answer a question they don't want to. Tell them that it's not a problem to not know an answer to specific questions either.

2.3. During

The way participation is facilitated in real time determines whether it becomes a constructive and empowering process for young people rather than a tokenistic exercise. Effective facilitation goes beyond simply giving children and young people a voice. Facilitators should create an atmosphere of trust and respect, encourage active listening among all participants, and promote collaboration and mutual learning. Participation during this phase should enable children to build confidence, strengthen their skills, and see the relevance of their contributions to real decisions or outcomes.

- **Make sure to create a safe space**

You can use the “safety net” tool, which helps the group define together what they need in order to feel safe, respected, and comfortable throughout the activity. Ask participants to complete the sentence “*I feel safe when...*”, write their answers down, and display them on a wall during the activities. This becomes a shared agreement for the entire duration of the activity, guiding how everyone behaves and interacts. All participants, including adults, should contribute to the safety net, and sufficient time should be dedicated to this exercise at the very start of the programme.

Example of Safety Net Tool – See Annex 5

- **Do not treat participation as an isolated act**

Participation is not just about a speech or a seat at a table; it includes informal spaces, recognition, rest time, and moments for connection, such as lunch breaks, social dinners, transport to and from the venue, or a cultural visit.

- **Do not assume every child or young person wants to tell their story**

Their role is not to provide testimony or relive experiences for the benefit of adults. Participation should never depend on sharing personal stories.

AVOID:

“So, what happened to you?”

“Tell me about your trauma.”

“Why did you end up in the justice system?”

SAY INSTEAD:

“Would you like to share anything related to the topic we’re discussing?”

“You’re free to talk about experiences only if you want to; no pressure.”

We are here to understand the system, not your personal story.”

- **Create space without pressure**

Focus on creating an environment where children and young people can contribute, without being asked about their personal stories. If someone chooses to share part of their experience, it must be their **own decision**, not from expectations placed on them. The emphasis is on agency, not disclosure.

- **Use child and young people-friendly tools**

Specific tools such as **storytelling or interactive activities** help children and young people reflect on their experiences and the topics being discussed. These methods are visual, inclusive, and adaptable to different literacy levels. Role-play and creative storytelling allow children to express their perspectives through dramatization, drawing, or other visual means. Throughout these activities, skilled professionals should be present to support and guide children¹⁹.

- **Do not try and shape their message**

Avoid suggesting what they should say or how they should say it. Empower their voice without editing their truth.

¹⁹ Find more examples here: [We are here. A child participation Toolbox](#), Eurochild, 2020; [Child Friendly Participatory Assessment Tools: A toolbox of ideas](#), Save the children, 2010; [The T-KIT 15 Participatory youth policy](#), CoE and European Commission, 2023.

- **Do not centre adult reactions over children and young people input**
Avoid making participation about how “moved”, “impressed” or “inspired” adults were. **Focus on the value** of what was shared, not how it made adults feel.
- **Do not change agreed roles or schedules last-minute without consent**
Sudden shifts in roles (e.g., asking a child to moderate instead of speaking) can cause stress. Any changes should be discussed and agreed upon together. If something outside your control happens, inform the child as soon as possible and be sensitive and supportive.
- **Remind participants to be respectful and appreciative of the child’s contribution**
Public speaking is the most common fear among adults - imagine how intimidating it is for a child. When children speak in front of a group of adult strangers, often about negative experiences, they put themselves in a very vulnerable position. It is expected of adults to be **respectful and sensitive** to this in their questions and comments.

2.4. After

Participation does not end when the event comes to an end. Follow-up is key to building trust and sustaining engagement.

- **Create quality time for debriefing**

After any public engagement or activity, offer a **space for reflection**, decompression, and emotional check-in. Acknowledge that participation can be empowering but also tiring or triggering, and that participants should not be afraid to feel this way.

Example of Debriefing Exercise – See Annex 6

- **Acknowledge participation: Celebrate effort, not performance**

Acknowledge participation with genuine appreciation, regardless of how much was said, how confident the delivery was, or how the audience reacted. Participation is about showing up, not proving anything to anyone.

- **Do not forget to follow up**

Participation is a process, not a moment. Share updates, outcomes, and next steps with children and young people after the event. Let them know how their input made a difference.

- **Include children in the reporting**

Quote and **credit appropriately** in the adult versions of the reports, and if possible, create a child- or young people-friendly version. Always inform children and young people if you are using their words in reports, speeches, or publications, and credit them in the way they requested.

- **Maintain respectful contact**

If appropriate, keep children and young people informed of relevant future opportunities, respecting their communication preferences and boundaries.

3. Annexes

3.1. Annex 1 – Practical Checklist for safe, meaningful, and inclusive child and young people participation

A quick-reference tool to ensure meaningful, safe, and respectful participation of children and young people at every stage.

ACROSS ALL STAGES

- Prepare** children and young people in advance with accessible information
- Ensure physical and emotional **safety** (trusted, safeguarding-trained adult present)
- Respect communication boundaries** (copy trusted adult on all external contacts)
- Create space for **dialogue** in your activities
- Respect** their expertise
- Listen** and respect **agency**, never pressure or reframe their words
- Use clear, respectful, inclusive language and avoid jargon unless explained
- Recognise **diversity of profiles**—age, culture, maturity, communication style
- Maintain ongoing **consent**—revisit at each stage
- Participation is always **voluntary**, make sure to remind them they can opt out anytime
- Engage children and young people for their **knowledge and insights**, not personal stories

BEFORE

- Ensure the **Code of Conduct** has been shared and signed
- Make sure you **budget** for everything
- Be **inclusive** in your invitation
- Centre agency** in every decision, let them influence agendas, topics, formats
- Involve children and young people from the **beginning**
- Ensure events and shared spaces are **inclusive**
- Do not **overexpose** or **overschedule**, make sure to plan breaks, rest moments
- Balance** the agenda
- Respect identity** (name, pronouns, visibility preferences—record in consent forms)
- Plan and prepare **in advance**
- Introduce the **full context** and all key people involved
- Clarify **image consent** (event specific or future use)
- Go beyond the usual subjects, and include **diverse backgrounds** and personalities
- Provide multiple ways to participate by offering various choices.
- Allow **sufficient** preparation time

DURING

- Create a **safe space**
- Do not treat participation as an **isolated** act
- Avoid** assuming they want to tell their story
- Create space **without pressure**, highlighting that sharing personal stories is their choice
- Use child and youth friendly-tools
- Do not try to shape** their message (no editing or reframing)
- Focus on their input, not on the adult reactions
- Avoid last-minute role or schedule changes without consent
- Remind participants to be respectful of the child's contribution
- Allow **sufficient** preparation time

AFTER

- Plan **debriefing time** to allow reflection, decompression, emotional check-in
- Celebrate **effort**, not performance
- Use clear, respectful, **inclusive** language in follow-up
- Follow up** with updates, outcomes, and next steps—show impact of their input
- Include **children and young people** in the reporting
- Quote** and credit in line with their wishes
- Maintain **respectful contact** for future opportunities (if appropriate)

3.2. Annex 2 - Example of consent form

(Name organisation)

Parent/Guardian & Child Consent form – (event)

Place:

Date:

Full Name of the young participant:

Present your organisation and the mission in few lines.

Example: The Child-friendly Justice European Network (CFJ-EN) is composed of 40 members from 21 different countries. One main objective of the CFJ-EN is to empower children to have their rights respected in judicial proceedings, to collect in a participatory manner their voices and make them heard, and to build their capacity to become advocates of their own rights.

Present your event/activity.

Example: The CFJ-EN is organising its third Child Justice Caravan from 19th November to the 22nd November 2025 in Brussels, Belgium. At this event, young people and adults will come together to discuss different topics such as justice, children's rights and protection. Young participants will take part in meetings, creative activities, and discussions where they can share insights and ideas with peers and professionals.

Before starting this collaboration, we need your consent, and some important information from you to ensure that your child can participate safely, and their welfare will be ensured. All information will be kept confidential and only shared with adults who need to know to make sure that your child is properly cared for.

For the purposes of all trip and events **a child is defined as anyone who is under 18 years old**. Our guiding principle is that in all situations **the best interests of the child are of the utmost importance**. This means that in all actions and decisions we must consider the needs and rights of the child as the critical issue.

Activity Consent *(Please tick as appropriate):*

- I/we give my/our consent for (name of child) to travel to and participate in the following activities of the (event)
- I/we authorize xxx to be responsible for (name of child) during these activities and authorize them to make decisions concerning any emergency medical treatment for my/our child which may be required during this trip.
- I/we affirm that I/we have full authority to give the consent provided for in this document.

Media and Information Consent *(Please tick as appropriate):*

- I/we give my/our consent for (name of child) to take part in media activities which may include photographs, films, videotapes audiotapes, or other forms of recording and which may appear in print (such as newspapers) or online.
- I/we give consent for the information and/or opinions that (name of child) shares during the event to be documented and used for reporting and/or research purposes. In doing so, we acknowledge that personal identifiable data will not be released for any use without my/our prior consent.
- I/we confirm that I/we have read and understood the Consent Form and agree to abide by its contents.

Name of the child

Date

Place

Name and Signature (names of parent(s)/carer(s))

.....

3.3. Annex 3 - Example of child-friendly consent form

(Name organisation)

Consent form for Young Participants – (event)

Place:

Date:

Full Name of the young participant:

Thank you for reading this, this form is to help you understand what you're being invited to take part in, and to make sure you're comfortable and informed.

Present the organisation and the mission in few lines.

Example: The Child Friendly Justice European Network (CFJ-EN) is an organisation that works to make justice systems safer and fairer for children and adapted to children's needs and rights.

Present the event/activity.

Example: The CFJ-EN is organising its third Child Justice Caravan from 19th November to the 22nd November 2025 in Brussels, Belgium. You'll be part of a group of young people from different countries, each bringing their voice to the discussion. Over the next 4 days, you and other children and young people, namely the Young Justice Transformers, will meet with people working in different institutions (European Commission, Parliament or other NGOs) to talk about how justice and protection systems can be better for children. You'll take part in many activities, and you'll be able to share your experiences and ideas with other young people and with adults who work in justice and child protection. You'll help shape what the event looks like, and what is shared during it. Nothing you do is a test. You don't need to have the "right" answers – your thoughts and stories matter just as they are.

If you agree, what you say might be used...

By taking part in these activities, you accept that what you say may be used in the context of political meetings but also in the context of communication

(posts on social networks, videos, etc.) by CFJ-EN and DCI Belgium. We could also use what you have said in other contexts, if we think it is appropriate. It will always be in the context of our organisations' activities'.

You can always say no!

You are free to agree or not to take part, you don't have to. If you don't want to take part, it won't change anything, and no one will be angry or disappointed. And if you do want to, and you say yes now, but change your mind later, you have permission to do so, and that's fine with us. If there are any questions you don't like or don't want to answer, you can tell us. You have the right not to answer all the questions.

If you have any questions, requests or things you don't understand, at any time while we're talking, you can interrupt us and ask for explanations.

Tick the following boxes if you think they are true for you:

I understand:

- The type of activity I am taking part of
- I'll be asked some questions and asked to give my opinion.
- I have the rights to refuse to participate without negative consequences
- I can change my mind even after saying yes
- I can ask questions at any time during the discussion
- There are no right or wrong answers
- I have the right not to answer all the questions
- What I say may be used in advocacy, communications and any other relevant activities of the Child Friendly Justice European Network
- I agree to take part in these activities
- I agree that photos or videos of me taken during the event may be used in reports, communication (for example, social media or newsletters), and other activities of the Child-Friendly Justice European Network.

Your Data and Your Rights

CFJ-EN will treat all photos, videos, and information with care and respect. Your personal data will only be used for the purposes described above and will not be shared publicly without your permission. If you ever want to **see, change, or delete** the data we have about you, you can contact info@cfjnetwork.eu or write to **Defence for Children International – Belgium**.

Signature

Date and place

Declaration by a person responsible for the proper conduct of activities:

I made sure that the participant understood what I was asking and how the data would be collected and used. I confirm that the young person was given the opportunity to ask questions and that all the questions asked were answered to the best of my ability. I also confirm that they were not coerced into giving consent and that consent was given freely and voluntarily.

Full name of the person responsible

Signature

Date and place

3.4. Annex 4 - Example of Code of Conduct

CODE OF CONDUCT

Compliance with this Code - although not exhaustive - should create an environment conducive to the safety and well-being of all, respecting children's and young people's physical and mental integrity, their space and their privacy. A Code of Conduct also enables children and young peoples to know what to expect from adults and peers, and to distinguish between "normal" acts and those that constitute violence, whatever their form. It provides a framework for adults to behave towards children, and for children to behave towards each other.

This Code of Conduct applies to all persons involved in the activities of (Name organisation) (employees, directors, consultants, volunteers, trainees). All these rules also apply in the virtual sphere (internet, telephone, social networks, etc.) and in the private lives of these people.²⁰

All of these persons commit themselves to:

- Take seriously their individual responsibility to protect all children from violence and to promote their well-being, to give the highest priority to respecting children, their well-being, their physical, mental and sexual integrity, and their fundamental rights, including their right to participation.
- Treat all children without distinction.
- Avoid any action or practice likely to cause harm to children, and take all possible measures to protect children with whom they are in direct or indirect contact (for example, when an activity is carried out, all measures must be taken to ensure that it will not cause harm to the children taking part - see risk analysis section²¹). (Name organisation) does not tolerate any form of violence against children, even if a specific form of violence is not (yet) explicitly sanctioned by national legislation.
- Discuss any child safeguarding concerns immediately with the child safeguarding focal point. It is never appropriate to wait or take time to reflect when a child may be at risk.
- Plan activities in advance to use all means to prevent violence. Make sure the risk analysis takes into account age, gender, needs and abilities of all participants.
- Use the two-adult rule because it: (1) significantly reduces the risk of an incident; (2) protects against false accusations; (3) reduces liability and

²⁰ All these provisions apply to privacy, provided they do not conflict with the national legal framework.

²¹ An example of a risk assessment table can be found in Annex 7, page 38.

a possible claim for negligence; and (4) allows for extra help in the event of an accident or emergency.

- To help create and/or maintain an environment in which children are listened to and feel empowered and respected as individuals. To achieve this, it is necessary to recognize, respect and protect the notion of dignity attached to each child as a holder of rights and as a unique and precious human being with an individual personality, needs, interests and privacy.
- Be mindful of what children say, have read and understood the advice on handling disclosures (see table of contents) and react appropriately.
- Be a positive role model, treating everyone fairly and apologizing for mistakes. Behave appropriately, setting an example of good behaviour, refraining from inappropriate jokes or comments.
- Understand that the guiding principle in addressing any concerns about safeguarding and protecting children is that the child's safety and well-being must always come first. No action you take should put the child at risk. You must do everything in your power to remove the child from immediate danger and ensure that he or she is comfortable.
- Be aware of the power imbalance between adults and children, and commit to never abusing the power and influence you have by virtue of your position.
- Inform children of their rights, teach them what is acceptable in adults' behaviour towards them, what is inappropriate or unacceptable, and what they can do if something bothers them.
- Maintain discretion and respect children's privacy, while complying with national child protection laws regarding the reporting of abuse.

They must never:

- Act in a manner likely to be violent or to expose children to a risk of violence, in particular:
- Striking, physically assaulting or physically abusing children, or threatening to do so.
- Use inappropriate, offensive or abusive language, suggestions or advice.
- Act in a way that shames, humiliates, belittles children, or perpetrates any other form of psychological violence, discrimination, differential treatment or favouring certain children to the exclusion of others.
- Engage in physically inappropriate or sexually provocative behaviour.
- Engaging in sexual activity or a sexual relationship with a person under the age of 18, regardless of the age of majority/consent. Under no circumstances can ignorance of the child's age be an acceptable

justification. This rule applies both to adults and to young people themselves, unless they are both between 16 and 18 (taking into account the law and consent).

- Exposing children to inappropriate images, films, music and/or websites, including mature content, indecent images (pornography) and/or violence.
- Asking a child to perform tasks that are clearly inappropriate for his or her age and abilities (e.g. asking a child with a physical disability to perform a physical activity that puts him or her in difficulty or danger).
- Spending the night alone with one or more children benefiting from the organization's programs and who are not part of their family, whether in a compound, hotel, project premises, other accommodation or elsewhere.
- Tolerating or participating in unlawful, dangerous or abusive behaviour towards a child, including allowing allegations or complaints made by a child or concerns about a child's welfare to go unrecorded; not acting on allegations or complaints made by a child or an adult on a child's behalf.

Commitment form

I, _____, agree to abide by the (Name organisation) Code of Conduct. I understand that any breach of the (Name organisation) Child Protection Code of Conduct will be reported and appropriate action will be taken in accordance with existing policies and procedures.

Organisation:

Name:

Title/Role:

Date:

Signature:

3.5. Annex 5 - Example of “Safety net” tool

The graphic is a vertical rectangular card with a light orange background. At the top, the title "Safety Net Tool" is written in a large, bold, orange font. Below the title, a short paragraph in a dark blue font explains the tool's purpose: "Use this prompt to help children & youth express what helps them feel safe during an activity." The main part of the card is a dark blue outline of a scroll. Inside the scroll, the text "I feel safe when..." is written in a dark blue, handwritten-style font. Below this text is a bulleted list of four items: "I know what is going to happen.", "People listen and speak kindly.", "I can choose whether to speak or not.", and "I can take a break if I need one." Following these four items are three dashed lines, each preceded by a small dark blue dot, intended for additional user input. The scroll graphic has a rolled-up top-left corner and a rolled-up bottom-right corner.

Safety Net Tool

Use this prompt to help children & youth express what helps them feel safe during an activity.

I feel safe when...

- I know what is going to happen.
- People listen and speak kindly.
- I can choose whether to speak or not.
- I can take a break if I need one.
- -----
- -----
- -----

3.6. Annex 6 – Example of Debriefing exercise

This tool offers a visual way for children and young people to provide feedback and share their suggestions about the activity they participated in. Draw the circle on a white board so that the inside shows the different activities and the programme, while the space around it covers things like preparation, free time, food, travel, and anything else you want to include. Invite the group to write or draw directly on the circle using colours or symbols. Their notes become the starting point for a conversation about what worked well and what could be improved.

Insert name event/activity



3.7. Annex 7 – Example of Risks Assessment table

Risks assessments are indispensable to help identify, reflect on and reduce potential risks when working with children and young people. Prior to each event or activity, a risks assessment table should be completed during the planning phase and revisited throughout implementation, with a clear focus on the child’s safety, wellbeing and dignity.

Foreseen risks should be clearly described, the probability of harm assessed, and existing or planned measures to mitigate those risks identified. The assessment should be carried out in close consultation with the relevant stakeholders and, where appropriate, the children and young people involved in the event or activity.

Risks may include operational and logistical risks, relational risks, emotional and psychological risks, and participation related risks. Examples include travel related incidents, inappropriate or unsupervised interactions with adults, and re-traumatisation or distress linked to discussions.

Find below some examples of what could be included in a risks assessment table (non-exhaustive list):

Description of the Risk	Probability of Harm	Potential impact on the child	Measures already taken	Future Actions to reduce risks	Observations
Lack of Information on attendees’ profiles prevents proper safeguarding measures	Medium	Severe	Consent forms created Forms used consistently	Collect consent forms pre-event Review consent forms and adjust measures If necessary, build individual support plans	
Emotional distress from sharing personal stories	Medium	Severe	Safeguarding focal points identified Remind them that participation is voluntary, and children may opt-out of any session	Presence of trained facilitators and child safeguarding focal point Make sure to offer opt-out options Make available a designated safe area where children can relax and be with	

				<p>their guardians if needed</p> <p>Provide debrief after every session</p>	
<p>Inappropriate or unsupervised interactions between children and external stakeholders (e.g. policymakers, guests, or other adults) during meetings or informal moments (e.g. coffe breaks)</p>	<p>Low</p>	<p>Severe</p>	<p>Management team and partners committed to working in strict compliance with the DCI Belgium Child Protection Policy</p> <p>All external stakeholders are informed in advance about the safeguarding principles and the need to maintain professional and boundaries with children at all times</p>	<p>Children will always be accompanied by a trusted adult or facilitator during all meetings and informal moments</p> <p>A safeguarding focal point will be present and clearly identified throughout the event</p> <p>Briefing sessions will be held for both children and stakeholders to clarify expected behaviours and safeguarding procedures before any engagement</p>	

<p>Risks during journey to/from the event (e.g. getting lost, accident)</p>	<p>Medium</p>	<p>Severe</p>	<p>Adult/child ratios must be adhered to at all times</p> <p>Keep adults and staff contact details at hand at all times</p> <p>Ensure that young people have staff contact number should they become disorientated and get lost</p> <p>Ensure all staff are provided with details of all stop offs, arrival times and timetable of events and locations</p> <p>Ensure registers are taken routinely and specifically when changing location of moving on and off the transport</p>	<p>Ensure emergency contact list & insurance ready; share clear itineraries</p> <p>Conduct travel briefings and provide 24/7 contact info during transit</p>	
<p>Re-traumatisation caused by talking about certain sensitive subjects</p>	<p>Medium</p>	<p>Severe</p>	<p>Management team committed to working in strict compliance with the (your organisation) Child Protection Policy</p> <p>Shared the safeguarding documents with all the actors involved</p>	<p>All facilitators will be briefed to use non-confrontational questioning and to reassure young people that they can pause or leave any activity if they feel uncomfortable</p> <p>Sessions will be balanced with lighter, playful moments, and participants will not be asked to repeat themselves multiple times</p>	

<p>Exposure to adult-centric discussions leading to disengagement or confusion</p>	<p>Medium</p>	<p>Severe</p>	<p>All activities and discussions have been/will be co-developed with the young participants to ensure content is age-appropriate and engaging</p> <p>The language and materials used are tailored to be understandable, and facilitators check regularly that participants are following and engaged</p>	<p>Include dedicated youth sessions and simplified briefings</p> <p>Promote interactive and accessible formats throughout the event</p> <p>Provide opportunities for participants to ask questions or clarify points</p> <p>Only the necessary adults should be present in the room, such as the safeguarding focal point or facilitators, so that children and young people do not feel observed</p>	
<p>Young participants may feel pressured to perform well or meet the expectations leading to self-doubt or anxiety</p>	<p>Medium</p>	<p>Severe</p>	<p>Participants are reminded that their contributions and experiences are valuable and that there are no “wrong” answers</p> <p>Facilitators provide positive, supportive feedback throughout rehearsals and activities</p>	<p>All actors involved will emphasise to participants that their experiences and perspectives are valuable and that there are no “wrong” answers</p>	

4. Further resources

United Nations – Core standards and guidance

[Child Participation in Local Governance, UNICEF, 2017](#)

[Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement, UNICEF, 2020](#)

[UN Committee on the Rights of the Child's General Comment No. 12 \(2009\) on the right of the child to be heard](#)

[UN Convention on the Rights of the Child](#)

[UNICEF Guidance Note: Adolescent Participation in UNICEF Monitoring and Evaluation, UNICEF, 2019](#)

[United Nations, definition of Youth, UN, 2025](#)

European Union – Policies and strategies

[EU Strategy on the Rights of the Child, European Commission, 2021](#)

[European Child Guarantee, European Commission, 2021](#)

[EU Plan for Children's Rights- child-friendly long version, European Union, 2021](#)

[EU Youth Strategy, Council of the European Union, 2018](#)

[EU policy on the rights of the child, European Commission, 2025](#)

Council of Europe – Standards and guidance

[Guidelines of the Committee of Ministers of the Council of Europe on child-friendly justice, Council of Europe, 2010](#)

[M/Rec\(2012\)2 - Recommendation of the Committee of Ministers to member States on the participation of children and young people under the age of 18, Council of Europe, 2012](#)

[Child Participation Assessment Tool, Council of Europe, 2016](#)

[Guide to children's participation in decisions about their health](#), Council of Europe, 2024

Child Participation – Models and guides

[Children's Participation from Tokenism to Citizenship](#), UNICEF Innocenti Research Centre, R. Hart, 1992

[Developing children's agency within a children's rights education framework: 10 propositions](#), Routledge, L. Jerome, and H Starkey, 2022

[Guida alla Partecipazione Attiva dei Ragazzi e delle Ragazze](#), Defence for Children International Italia

[Participation Framework National Framework for Children and Young People's Participation in Decision-making](#), Government of Ireland

[Setting up a Children's Advisory Board at the Council of the Baltic Sea States](#), Eurochild with input from the Eurochild Children's Council, 2023

[The Article 15 Resource Kit](#), Save the Children, 2012

[The Lundy Model of Child Participation](#), EU Children's Participation Platform.

[The Nine Basic Requirements for Meaningful and Ethical Children's Participation](#), Save the Children, 2021

['Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child](#), L. Lundy, 2007

Other Child Participation tools

[Child Friendly Participatory Assessment Tools: A toolbox of ideas](#), Save the children, 2010

[Child Rights Education Toolkit: Rooting Child Rights in Early Childhood Education](#), UNICEF, 2014

[Child Safeguarding Policy](#), Defence for Children International, 2023

[Guidance on Child and Adolescent Participation](#), European Commission, UNICEF, 2021

[Monitoring and Evaluation toolkit for Children's Participation](#), UNICEF, G. Lansdown and C. O'Kane, 2014

[The T-KIT 15 Participatory youth policy](#), CoE and European Commission, 2023

[We are here. A child participation Toolbox](#), Eurochild, 2020

Publications and applied resources

[A Mapping on Child Participation Initiatives: In public decision making and monitoring processes](#), Save the Children, 2020

[CFJ-EN Child Participation web page](#), CFJ-EN, 2025

[Child-Friendly Justice in Europe, CFJ-EN Handbook – 2025 Edition](#), CFJ-EN, 2025

[Rights of children in vulnerable situations](#), Child-lex, CFJ-EN, S. Florescu, 2022



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 www.cfjnetwork.eu

 <https://www.linkedin.com/company/cfj-en-child-friendly-justice-european-network/>

 <https://www.facebook.com/cfjeuropean-network>

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