Module 7: Developing Child-friendly Versions of Laws and Policies

Child-friendly Accountability Pillar: Pillar 1 - Assessment

Objective of the workshop: To enable youth to develop child-friendly versions of important laws and policies related to child protection in their setting.

Where does this fit in the CFA methodology?

This workshop should be held directly after the workshop on Identifying Laws and Policies (Module 6).

What are you trying to achieve?

During this workshop, the engaged youth will translate laws and policies (collected during Module 6) into a child-friendly format. This workshop will help to make important laws and policies accessible to children and youth. The process of translating these policies into a child-friendly format will have the added benefit of ensuring that engaged youth have a deep understanding of their context.

How are you going to achieve this?

This workshop should be divided into at least 3 afternoon sessions with engaged youth. Youth will be supported to make the child-friendly documents during the sessions and in between Sessions 2 and 3.

Ideas for Facilitating the Workshop

Prior to beginning this workshop, spend some time to compile a few context-appropriate examples of child-friendly information. This should include information in multiple mediums such as written documents, short videos, posters, music, etc. Providing the participants with examples will help to stimulate their thinking. Depending on which format the youth choose to use, they may require additional resources, including access to computers, cellphones with video or photo capacity, etc. Make sure that you have the necessary resources available to support the children and youth before providing them with options, in order to avoid disappointment.

Duration of the Workshop: A minimum of 3 afternoon sessions over 2 weeks

A. Suggested Workshop Activities

Introduction: Introduce this workshop by reminding the engaged youth that their ability to participate in decisions that affect them largely depends on their access to up-to-date information that is easy to read and understand. During this workshop, they will choose two or three of the key laws and policies related to child protection in their setting and translate these documents into a format that other children and youth will be able to understand and will find interesting.

Session 1: Before starting to develop the child-friendly document

Participants should bring their binders, in which they compiled the collected laws and policies during the last workshop (Module 6), to this session. This should include the Summary Sheets that they completed for each law and policy (Module 6, Activity 6).

Activity 1: Choosing the most important documents

Objective:	To assist youth in selecting 2-3 laws or policies related to child protection in their setting that children in their community should read and understand (*realization*).
Duration:	30 minutes
Materials:	Each participant should have their binders, including Summary Sheets (prepared during Module 6)

Description: Ask the participants to read through their Summary Sheets and select 2-3 laws or policies that they think all the children and youth in their community should read and understand. As a group, discuss the various laws and policies and agree on which ones should be translated into a child-friendly format during this workshop. Encourage participants to prioritize local child protection policies and laws, if they exist. Remind participants that the Child-friendly Accountability project is phased, meaning that they will have time later to work on other laws.

Activity 2: Why is the document important to children and youth?

Objective:	To ensure that participants can articulate why the selected document is important to children and youth (*realization*).
Duration:	30 minutes
Materials:	Flip chart paper, markers

Description: Divide the participants into two small groups. Ask each group to write down 1 or 2 sentences explaining why it is important that other children and youth understand the selected documents. As a group, discuss the following question, 'How can we make sure that we get this message across to children and youth?' Hang up the statements describing the importance of the document in the training room. You should refer to these periodically during the training to make sure that youth do not lose sight of why they are developing the child-friendly document.

Activity 3: Who is our audience? What kind of document do they need?

Objective:	To ensure that youth target their child-friendly documents to their audience (*realization*).
Duration:	45 minutes
Materials:	Flip chart paper, markers

Description: Divide the participants into three groups. Ask each group to draw a child on their flipchart paper who represents their target audience. They should write words around their figure to describe him/her. Make sure that the participants keep in mind information about their target audience, including the age, gender, educational background, language, urban/rural background, literacy, disability (particularly visual or hearing impediments), etc. of their target audience. Each group should present their drawings to the plenary. Agree on one drawing. Close this activity by discussing and agreeing on what type of information this person needs: Does he or she need a literal translation of the

document or a summary of the document with key concepts? Hang up the drawing in the training room and refer to it periodically.

Activity 4: Deciding on a medium

Objective: To help participants decide on a format for their child-friendly information (*realization*)
Duration: 1 hour
Materials: Internet, computer, and printouts to show child-friendly materials

Description: In the plenary, present examples of child-friendly information to the youth. Some examples are listed below. Child-friendly materials should be appropriate for the local context.

Examples of child-friendly material:
- *UNICEF Australia, "What are Human Rights?" (cartoon video)*
- *Kids for Global Peace, "Human Rights" (music video)*
- *Youth for Human Rights, "Equal before the law" (video)*
- *UNICEF, Cartoons about the Sustainable Development Goals (cartoon strips): Thunder , Starts, Heroes for change*
- *European Union Agency for Fundamental Rights (FRA), "Children and justice: your right to be heard" (video cartoon)*
- *Save the Children, "safe you, safe me" (booklet)*
- *Sustainable Development Goals (SDGs) (booklet)*
- *UN Convention on the Rights of the Child (UNCRC,) (booklet)*
- *Universal Declaration of Human Rights (UDHR) (booklet)*

As a group, discuss and agree on the best medium or format to use to communicate with the target audience. Are they more likely to watch a music video? Read a document or a poster? Watch a cartoon? Make sure that the participants take into consideration issues related to literacy, disability, gender, access to internet, etc.

Session 2: Starting to develop the child-friendly document

Activity 5: What do children and youth need to know about this subject?

Objective: To enable participants to identify the information in the document that they would like other children and youth to understand (*realization*)
Duration: 1 hour
Materials: Selected documents, flipchart paper, markers

Description: As a group, read through the selected documents and identify which parts of the document the target audience (other children and youth) needs to understand. As a group, list on flipchart paper the selected articles or sections. In the plenary, discuss why
it is   important that they know this information? Do you think they will be interested?

Activity 6: Drafting the text

Objective: To enable participants to translate the information into a child-friendly voice (*realization*).
Duration: Dependent on how much information has been selected

Materials: Selected text, flipchart paper, flipchart paper from previous activity (identifying articles or text to be addressed)

Description: Divide the participants into small groups. Ask each to write the selected text in their own words. Remind participants to use simple language that all children and youth in their community would understand. As a group, read together the proposed text and select the strongest.

Activity 7: Designing the child-friendly information

Objective: To enable participants to design their child-friendly information (*realization*).
Duration: Dependent on the breadth of the child-friendly document
Materials: Dependent on the selected format

Description: This activity will need to be specifically shaped to the youth's project. Provide the youth with whatever support they need to produce their child-friendly information. It could take the youth a couple of weeks to produce their child-friendly information or it could take several days.

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Session 3: Testing the Child-friendly Document

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Prior to this activity, a 'test group' of children and youth should be selected to give initial feedback. This group can be composed of friends and family members of the participating youth.

Activity 8: Pilot test

Objective: To pilot test the child-friendly material with a group of children and youth from the community (*realization*).
Duration: 2 hours
Materials: Child-friendly information (as produced by the youth)

Description: Bring in a group of children and youth from the community to act as the pilot test for the child-friendly material. Make sure that they have been thoroughly briefed on the project and the objective of this activity before they come. Begin the pilot by establishing ground rules with the children and youth, to ensure that their criticism and feedback will be constructive. Allow the engaged youth to present their material to the other children. Ask the children the following questions:
- Do you understand this? What do you think it is trying to say?
- If you don't understand, find out why. Are the words too complicated? What words would they use to talk about this topic?
- Do you agree/disagree?
- How does this make you feel?
- Do you have any suggestions to improve it?

Activity 9: Adjustments

Objective: To enable the participants to revise and strengthen the document based on the results of the pilot test (*realization*).

Duration: Dependent on the scope of adjustments required

Materials: Dependent on the project

Description: As a group, discuss the results of the pilot and agree on any revisions needed. Support the participants in making the required changes.

Information Sheet: What you need to know…

Below is a checklist of best practice for child-friendly information:

	Yes/No
Is it engaging?	
Is it aimed at a specific group of children and youth (age, gender, etc.)?	
Does it communicate what needs to be communicated?	
Is the language simple?	
Is it written in present tense?	
Is it addressed directly to the reader?	
Does it use metaphors?	
Does it avoid abbreviations and jargon?	
If it is a document:	
Does it use visual aids to break up the text (e.g. boxes, links, etc.)?	
Is the font size at least 12 points and in a font that is easy to read?	
Do you use graphic tricks to make the text engaging (e.g. different colors, bold, etc?)	
Do you use bullet points when possible?	
If photos or video have been used:	
Do you have the informed consent of all persons in the video or photograph?	
Are you sure that none of the images are sexually suggestive or otherwise compromising to the child?	
Have diversity issues been addressed (e.g. do photographs represent a wide range of children and youth in the community?)	

Suggested Reading
- Inter-Agency Group on Children's Participation in SEAP region (2006) "Operations Manual on Children's Participation at Consultations"
- Child Rights Information Network, "Producing Child Friendly Documents" [Available at: https://www.crin.org/en/docs/FileManager/producing_child_friendly_documents.doc]
- The Children and Young People's Participation Consortium for Wales, "Guides to Increasing Participation of Children and Young People, 4. Children and Young People Friendly Documents" [Available at: https://issuu.com/gemmaorp/docs/stc_e_blast_off_guide_4]