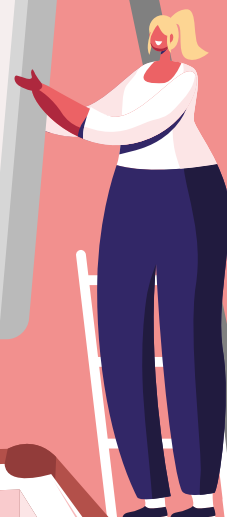




European
Commission

Creating child-friendly versions of written documents: *A guide*



Manuscript completed in September 2012

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TABLE OF CONTENTS

Why is there a need for child-friendly versions of documents?.....	3
What is a child-friendly version?.....	4
What makes a document child-friendly:.....	4
How to write a child-friendly document with the involvement of children:.....	6
How to write a child-friendly document without the involvement of children:.....	7
How to make a document that is inclusive for children with disabilities:.....	8
Appendix 1 — Examples of child-friendly documents	9
Sample strategy.....	9
Appendix 2 — Glossaries	11
Child-friendly definitions and / or examples of common nouns and terms.....	11
Child-friendly versions of common verbs.....	18
Appendix 3 — Sample Consent Forms	20
Children’s Information Sheet and Consent Form.....	20

WHY IS THERE A NEED FOR CHILD-FRIENDLY VERSIONS OF DOCUMENTS?

Why is there a need to produce child-friendly versions?

The European Union's Strategy on the Rights of the Child has the following objective: to develop and promote child-friendly versions of laws and policies.

All children have a right to seek, receive and impart information in a medium of choice (Art. 13, UNCRC; Article 11 of the Charter).

Children are better able to exercise their right to have their views given due weight on matters affecting them (Article 12, UNCRC; Article 24.1 of the Charter) when they have information that they can understand.

Children gave us the following reasons why documents, laws and policies should be child-friendly:

If it's friendly for the adults, it should be friendly for the kids. And if it's friendly for the kids, it will also be more friendly for the adults.

Children are EU citizens too.

Children will be more likely to accept and obey laws if they understand them.

How else can children know what their government is supposed to be doing?

All documents should be understandable to children because children deserve to know what their rights are, in a way that is suitable for them.

Because understanding the world around you, and protecting yourself, is never a bad thing.



WHAT IS A CHILD-FRIENDLY VERSION?

It is a version that is written and designed to be understood by all children. It will always be a much shorter version of the original text.

It is not possible to include the same level of detail that was in the original, but the summary should capture the main areas and key points covered.

Child-friendly versions are just a starting point on the road to understanding. They are a helpful way of showing to children what is in a document / law / policy.

There is no child-friendly version that will be perfect for all children, even those of a similar age and background.

The templates for laws and policies that are included here have been designed for children aged approximately 10 years old and over who are able to read. Some younger children will also be able to understand and use these documents. Some older children will need the help of others to be able to understand fully.

WHAT MAKES A DOCUMENT CHILD-FRIENDLY:

Children told us that this is what makes a document child-friendly:

Use of child-friendly imagery, wording that is suitable for younger readers and condensing key information into bullet points.

Not a mountain of paper. Not university-style writing. Simple words. Short sentences.

Definitions of things that might be hard to understand.

A child-friendly tone – that doesn't put children off reading it.

A clear font with lots of spacing, and yellow background (for children with dyslexia).

Child-friendly means:

1. the language used should be **age-appropriate** and **accurate**, and
2. the design should be **accessible** to **all children** and **appealing** for them to engage with



CHILD-FRIENDLY

Age appropriate

Do:

- ▶ Use simple, clear language and short sentences.
- ▶ Explain difficult words.
- ▶ Give examples.

Do not:

- ▶ Make it too long. Aim for 1-4 pages maximum.
- ▶ Make it too simple. Don't patronise them.

Accurate

Do:

- ▶ Keep to the original meaning.
- ▶ Check back with the authors to be sure.
- ▶ Use examples to clarify the meaning.

Do not:

- ▶ Overgeneralise if it means that it might be misinterpreted.
- ▶ Include children's suggestions if the result will make the text inaccurate.

Accessible

Do:

- ▶ Use a font of at least 12 pt.
- ▶ Include alternative texts for all images / icons.

Do not:

- ▶ Centre or justify the text.
- ▶ Use italics or capitalise whole words.
- ▶ Have complicated or irrelevant images.

Appealing

Do:

- ▶ Use colour.
- ▶ Include appropriate images.

Do not:

- ▶ Have long documents of black and white text.
- ▶ Use images that are for decoration only or are too childish.

HOW TO WRITE A CHILD-FRIENDLY DOCUMENT WITH THE INVOLVEMENT OF CHILDREN:

Ideally, children will be involved in helping to finalise a child-friendly version. Where this is possible, here are the steps to follow.

- 1. Identify** the children who will be the audience for this (their age, language and any specific communication needs).
- 2. Summarise** the document. You can use the examples in appendix 1 and the wording suggested in the glossary in appendix 2 as these have been agreed by children to be child-friendly.
- 3. Consult** with children. You will need to set up a group of children to advise you. As this is a written document, it is likely that you will only be targeting it at children aged 8 and over. In practice, working with children aged 10-14 is a practical way of creating documents that can be understood by children aged 8-17. Working with a group of 6-8 children is ideal. If the document is for certain groups of children (such as children who are asylum seekers or children with disabilities), you should consult with children in these groups. You will need to get children's consent and those of their parents / guardians. See appendix 3 for some sample consent forms.
- 4. Ask the children** questions such as these:
 - ▶ Is it too long / too short?
 - ▶ Is there anything you don't understand?
 - ▶ Can you suggest good ways of explaining any terms you found difficult?
 - ▶ Do the images used make sense or do you have other suggestions?
- 5. Revise** the version in the light of the children's feedback (making sure that you don't lose accuracy).
- 6. Check** back with the children that they are happy with any changes.
- 7. Repeat** steps 4-6 until the children are happy with the final version.



NB: When reporting back to children, make sure that you are clear where their suggestions have / have not been able to be taken into account, and why.

HOW TO WRITE A CHILD-FRIENDLY DOCUMENT WITHOUT THE INVOLVEMENT OF CHILDREN:

It may not always be possible to involve children in the drafting or approval of every child-friendly version. That is one of the reasons why this guide has been co-produced with children and includes:

- children's suggestions and proposed terminology for commonly used key terms (appendix 2), and
- examples of laws and policies that were designed with children (see appendix 1).

The core task is to produce a very simple summary of the key messages in the document.

It is basically a very short and clearly worded executive summary.

You can use and adapt the wording suggested in the glossary as these have been agreed by children to be child-friendly.

You can also copy and adapt the designs in appendix 2 as these were co-designed with children.



HOW TO MAKE A DOCUMENT THAT IS INCLUSIVE FOR CHILDREN WITH DISABILITIES:

It is important to make sure that documents are accessible and inclusive of children with disabilities. This means taking into account the needs of children with diverse disabilities, including children who have visual impairments and children with intellectual disabilities.

To ensure your document is inclusive, you should:

- Use a font with at least a size of 14 pt.
- Avoid complicated font styles. Use a sans-serif font such as Arial, Helvetica or Verdana.
- Left align all text.
- Ensure good colour contrast.
- Use headings styles to support the navigation of the document.
- Add alternative text (alt text) to all images. If used, decorative images should be marked as artefacts.
- Include pictures that are inclusive of children with and without disabilities.
- Consider providing non-text equivalents such as audio or a sign language version.

Some children, such as children with intellectual disabilities, will require an 'easy to read' version of a document. This can also be useful for children with other disabilities and who have difficulties processing information.

'Easy to read' refers to an accessible, easy to understand format. Easy to read documents include images accompanying each sentence throughout the document to visually convey the meaning of key concepts.

A sample easy to read version of a document is included in this guide.

Easy read documents should:

- Explain the focus of the document at the beginning.
- Break text down into very short sentences.
- Use simplified language and explain key terms.
- Each sentence should be accompanied by a single key image.
- Avoid decorative images.
- All the text should be placed aligned on one side (with left alignment) and the images on the other one.
- Use a minimum font size of 14 pt.

APPENDIX 1

EXAMPLES OF CHILD-FRIENDLY DOCUMENTS

Sample strategy

Sample law



AN EU LAW TO SUPPORT CHILDREN ACCUSED OF CRIME



The European Union (EU for short) is a group of 27 countries that work together




A Directive is an EU law that tells governments what they must do and put into law in their own country

These are some things that this law says Governments must do:

- give children and their families information about their rights in a way that they can understand. 
- make sure that children have a lawyer and are able to speak to the lawyer in private. 
- check what a child needs to be safe and well. 
- have court trials for children that usually take place without members of the public allowed to attend. 
- set it up so that children's questioning is by video. 
- make sure children can attend and speak to the court and that their families can be with them. 

DID YOU KNOW?

The full name of this law is: **DIRECTIVE (EU) 2016/800 on procedural safeguards for children who are suspects or accused persons in criminal proceedings**



AN EU LAW TO SUPPORT CHILDREN ACCUSED OF CRIME

These are some more things that this law says Governments must do:

- keep children out of detention unless there is no other option.
- not keep children in detention with adults unless it is in their best interests.
- make sure that children in detention have contact with their families.
- make sure that children can complain if they are unhappy with their treatment.
- support children to go back to their families and communities as soon as possible.
- teach lawyers, judges and police officers about this law, children's rights and how to best to speak to children.
- collect good information about what is happening to children so that they can check that the law is being put into practice.

DID YOU KNOW?

Detention is when a child is not allowed to live at home for a while. A court will have decided that they must live in a place that they are not allowed to leave (like a jail or residential centre for young people) for a certain time.

Sample easy to read version




This leaflet talks about a new plan for children's rights.



The plan has been written by the **European Union**.

The European Union is 27 countries that work together.


The European Union is also known as the EU.



Children's rights are promises that adults have made so children can have a good life.


2

Did you know?




The biggest set of children's rights promises is called the United Nations Convention on the Rights of The Child.


Here are some examples of children's rights



- To be safe.



- To play.




- To learn.


3

- To have a say.


The plan says that the EU will do the following things.



- Teach adults about children's rights.



- Spend money on things that are needed for children to enjoy their rights.



- Think about how to make children's rights happen.

4

Top six things in the plan




The plan says that the EU wants to do six things.





The EU wants to make sure that:

1. All children have a say.


5



2. Children are able to get a good education and get the right help from a doctor or hospital when they need to.





Families have enough money.





3. Children are safe.



6



4. Children are treated fairly by the police, lawyers and judges.

5. Children can use computers and phones and be safe.





6. All children in the world can enjoy their rights.

7

Did you know?


When making the plan the EU talked to lots of people, including 10,000 children.



This child-friendly version of the EU Strategy on Children's Rights (the Plan) has been produced in partnership with children themselves. Two groups of children and young people from two schools in Dublin, Ireland, were brought together by the Centre for Children's Rights at Queen's University in Belfast, Northern Ireland. They worked together to decide how the key messages of 'The Plan' should be explained to children in this booklet.

The European Commission would like to give special thanks to Bremore Educate Together Secondary School teachers Kathy and Janice, and students Hamilton, Alex, Stuart, Katie, Joseph, Molly and Neve, and St Joseph's Secondary School (Rush), teachers Darren, Judy, Kevin and Louise, and students Ella, Cohen, Mollie, Joshua, Christopher, Evan, Jake, Kevie, Monika, Cordelia, Stephen and Olan.

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APPENDIX 2

GLOSSARIES

Child-friendly definitions and / or examples of common nouns and terms

The table below contains a selection of child-friendly terms and/or definitions. The majority of which have been agreed upon by a group of child advisors.

Term: Aid

Aid is money given to a country's government to help them when they are struggling.



Icon and its alternative text

A hand with a heart.

Term: Air pollution

If the air is polluted, children breathe more quickly, are more likely to get chest infections and find it harder to recover.



Icon and its alternative text

A power plant with a wind symbol.

Term: Bullying

Bullying is when children are mean and unkind to each other, not just once but again and again.



Icon and its alternative text

One person standing over another person shouting at them.

Term: Charter of Fundamental Rights

This is a list of promises that all EU countries have agreed to that protect everyone's rights.



Icon and its alternative text

A clipboard with a ribbon at the bottom.

Term: Chemicals and waste

These are substances that can be dangerous or poisonous. For example, children in some countries collect old mobile phones from dumps without having the proper safety equipment. This can expose them to harmful chemicals.



Icon and its alternative text

A radioactive warning sign.

Term: Children's rights

Children's rights are promises that the EU and governments made so children can have a good life.



Icon and its alternative text

A clipboard with a group of children in front of it.



Easy to read image and its alternative text

Making a promise.

Term: Civic action

This is when a group of people work together to try to bring about a change in society. An example would be a campaign.

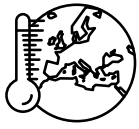


Icon and its alternative text

A person speaking into a megaphone.

Term: Climate change

Humans have warmed up the climate by burning coal and oil, which put too many gases into the air and trap heat in the sky.



Icon and its alternative text

The world with a hot thermometer.

Term: Complaints and remedies

A complaint is when you ask somebody to stop doing something you don't like.

A remedy is when someone responds to a complaint and tries to fix the problem.



Icon and its alternative text

2 people standing next to each other. One person is asking a question in a speech bubble, and the other is responding.

Term: Digital environment

This is when you go online on devices like computers, phones or tablets.

Icon and its alternative text



A wifi symbol.

A computer.

A mobile phone.

Easy to read image and its alternative text



Laptop computer.



Person using mobile phone.

Term: Discrimination

Treating people unfairly.



Icon and its alternative text

Two people divided by a not equal sign.

Term: Ecosystem

This includes all living things like plants and animals in a certain area. All of these rely on each other as well as non-living things like air and water.



Icon and its alternative text

A hand with a plant.

Term: Ecosystems out of balance

A good natural environment exposes children to different things. Children need to be exposed to lots of different germs to be healthy (for example to avoid allergies).



Icon and its alternative text

An upside down hand with a plant.

Term: Education

Education means learning things – by going to school or being taught by your parents or other people.



Icon and its alternative text

A school.

Term: Emotional abuse

Emotional abuse is when someone hurts a child's feelings. This hurts the child on the inside.



Icon and its alternative text

One person shouting at another person.



Easy to read image and its alternative text

Boy studying.

Term: Equality

Equality is when children all have the same rights. Some children face extra challenges (for example girls and some children with disabilities).



Icon and its alternative text

A set of scales balanced at the same level.

Term: European Union (EU)

The European Union (EU for short) is a group of 27 countries that work together.



Icon and its alternative text

The flag of the European Union.



Easy to read image and its alternative text

The flag of the European Union.

Term: EU treaties

A treaty is a set of promises agreed by EU countries.



Icon and its alternative text

A document with the EU flag being signed by a pen.

Term: Harm — Abuse — Violence

This includes neglect, physical hurt, emotional hurt, bullying and sexual abuse.



Icon and its alternative text

A fist with a sharp bubble around it.

Term: Helping children across the world

This means helping all children in the world to have a happy life, even when there is war, not enough to eat or disease.



Icon and its alternative text

A globe with people inside.



Easy to read image and its alternative text

Kids holding the planet Earth.

Term: Human rights

These are rights all people have. They make sure that everyone is treated the same and with respect.

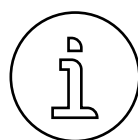


Icon and its alternative text

Two people shaking hands above an equals symbol.

Term: Information

Information is how children find out more about things, in ways they can understand.



Icon and its alternative text

A circle with an 'i' inside.

Term: Justice

The police, lawyers and judges will treat children fairly, listen to them and meet their needs.

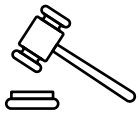


Icon and its alternative text

A set of scales balanced at the same level.

Term: The justice system

The justice system can include the police and courts. Children might be victims, witnesses or accused of a crime. They might also be involved if decisions are being made about their education or whom they will live with.



Icon and its alternative text

A judge's hammer.

Easy to read image and its alternative text



Police officers in car.



Judge with hammer.

Term: Law

A set of rules telling people what to do or not to do. If they do not follow these rules, they can be punished.



Icon and its alternative text

A document.

Term: Material deprivation

When children are not given enough food, water and other things they need to live a safe and healthy life.



Icon and its alternative text

A run-down home and a person thinking about money.

Term: Neglect

Neglect is when a child's basic needs are not met and a parent or carer does not look after them properly.



Icon and its alternative text

A sad face.

Term: Non-governmental organisation (NGO)

A non-governmental organisation is a group like a charity that helps children or others or campaigns for good causes, like fighting climate change.



Icon and its alternative text

A group of people with a heart symbol.

Term: Online safety

Children are not always safe online. They can be bullied or see violent or sexual content or advertisements for things that are harmful to them (such as alcohol).

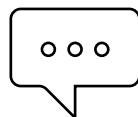


Icon and its alternative text

A laptop computer with an open padlock.

Term: Participation

This is when children are allowed to say what they think about things and adults have to listen.



Icon and its alternative text

A speech bubble.



Easy to read image and its alternative text

Children standing around a whiteboard.

Term: Physical abuse

This is when an adult deliberately hurts a child's body. This may leave marks on their body such as cuts or bruises.



Icon and its alternative text

A fist.

Term: Policy

A plan by the government of a country (or the governments of several countries) to do something good or stop something bad happening.

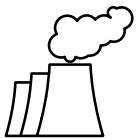


Icon and its alternative text

A document.

Term: Pollution

When something harmful is brought into the environment.



Icon and its alternative text

A power plant with a cloud of pollution.

Term: Poverty

This is when people do not have enough money to meet all their needs.



Icon and its alternative text

A broken home and a person thinking about money.

Term: Protection

This means keeping children safe from harm or violence.



Icon and its alternative text

A shield.

Term: Public budgets

All governments have money. Budgets and budgeting is about how they make plans to spend that money.



Icon and its alternative text

Two hands holding euro notes/ money.



Easy to read image and its alternative text

Hand holding money.

Term: Respect for children's views

Governments should speak to children and take their experiences and ideas into account when making decisions.



Icon and its alternative text

Two hands holding in the shape of a heart.

Term: Right to an adequate standard of living

All children should have enough food, clean water and a safe home so that they do not get hungry and sick.



Icon and its alternative text

A house shape with a heart inside.



Easy to read image and its alternative text

Family shopping for school supplies.

Term: Right to health

When children get sick or injured they should be able to get help.



Icon and its alternative text

A circle with a cross, a symbol of health.



Easy to read image and its alternative text

An ambulance.

Term: Right to life and development

All children should be allowed to live and grow up in healthy and safe places.



Icon and its alternative text

A heart with a line in the middle showing a heartbeat.

Term: Right to play and recreation

Every child should have time to play.



Icon and its alternative text

A playground..



Easy to read image and its alternative text

Kids playground.

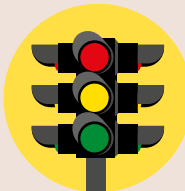
Term: Safe from harm

Children will be kept safe from violence and children who are harmed will get the help they need.



Icon and its alternative text

Traffic lights.



Easy to read image and its alternative text

Traffic lights traffic sign.

Term: Sexual abuse

Sexual abuse is when a child is made to do something with the private parts of the body that hurts, frightens or worries them. An adult using a child in this way is to make money is called sexual exploitation.



Icon and its alternative text

A sad and confused face.

Term: Social inclusion

Children will be able to get good education and healthcare and families will have enough money to meet children’s needs.



Icon and its alternative text

Hands coming together in a circle.

Term: Strategy

A plan.



Icon and its alternative text

A clipboard with a list and ticks.

Term: United Nations (UN)

The United Nations (UN) is made up of 193 countries from across the world. Its role is to help these countries to keep their human rights promises.



Easy to read image and its alternative text

The UN logo.

Term: United Nations Conventions on the Rights of the Child (UNCRC)

This is the world’s biggest set of promises about children’s rights.



Icon and its alternative text

A clipboard with a ribbon at the bottom.

Term: Violence

Violence includes neglect, physical and mental harm, sexual abuse and exploitation (this means an adult taking advantage and using a child to make money), and bullying.



Icon and its alternative text

A fist with a sharp bubble around it.

Term: Water pollution

Polluted water is water that is not safe to drink, because it contains dangerous substances that can make you sick.



Icon and its alternative text

Water pollution, a power plant with a water droplet.

Child-friendly versions of common verbs

Verb	Child-friendly synonym
access	enter, get, use
act	do something about
adapt	change
address	help fix
adopt	take on
affirm	agree
afford	have enough money for
aim	plan to, want to
align	make the same (or similar) as
allocate	decide where something or someone, should go
announce	tell
arrange	plan
assess	test
assist	help
attach	add on
attend	go to
avoid	stay away from, make sure [something] does not happen
balance	spread between carry, choose between
become	will be
benefit	get, make better
burden	give responsibility to
capable	can
campaign	try to change
capture	show
charge	ask for money for
clarify	make something clearer
combat	fight against
combine	put together
commit	agree to
communicate	tell, say
complain	say if something is wrong
complement	agree with
conclude	decide
confirm	agree on
constitute	make up
consume	eat, use
consult	ask
contain	have
contribute	help to, add to

Verb	Child-friendly synonym
converge	join together
cooperate	work together
coordinate	take charge of
correlate	matches with
create	make
define	explain, choose
deprive	do not get enough of, miss out on
design	plan, make
detect	find
develop	grow, change
diagnose	find what is wrong
digitalise	make available online or on a computer
disadvantage	treat unfairly
discriminate	treat differently
disseminate	share with others, teach people about
drive	make happen
edit	change
educate	teach about
emphasise	show is important
employ	hire, use
enable	make possible
encourage	suggest
engage	talk with
enhance	make better
enjoy (rights)	get
ensure	make sure
entail	need
entitle	call, claim, allow
envisage	think about (in the future)
establish	set up
evaluate	look at how it works
exacerbate	make worse
examine	look at
exclude	leave out
experience	live, understand
explore	look into
expose	show
facilitate	make happen
feasible (unfeasible)	possible (impossible)
finance	spend money on
foresee	plan for
foster	help something to happen

Verb	Child-friendly synonym
function	do, work
fund	spend money on
gather	put together, get together
guarantee	promise
guide	help
harness	use
highlight	show
identify	find
impact	change
implement	do as agreed
indicate	show
integrate	put into
intend	want to
invest	spend money on
invite	ask to
involve	include
jeopardise	put in danger
launch	start
lay a foundation	make a start
legislate	make laws
maximise	make the most of
minimise	make the least of
mitigate	stop from happening or stop from getting worse
monitor	watch
nominate	choose someone or something
participate	take part
perform	do
perpetuate	do
play a role	help to
pool	group together
prepare	plan/ get ready
present	tell people about
prevent	stop
prioritise	make a priority
prohibit	ban/stop from happening
promote	make better known
propose	suggest
protect	make safe
provide	give
pursuant	under
oppose	disagree with, compare to
originate	come from
outline	describe

Verb	Child-friendly synonym
ratify	agree to, approve
react	listen and respond to
recognise	understand
recover	get better
reduce	make less
reflect	show
reform	change
reinforce	make stronger
remedy	fix something that is wrong
report	tell people
request	ask for
require	need
research	collect information, check something
respect	give value to, follow
resolve	fix/make better
result	leads to
receive	get/be given
review	look at again
revise	change
risk	puts in possible danger
safeguard	make safe, protect
screen	check for
secure	make sure of
segregate	keep separate
serve	work for, be
state	say
strengthen	make stronger
stress	show X is important
stigmatise	treat differently
strive	try to
submit	send in
subsidise	help to pay for
summarise	give short description of
support	help
tackle	fight
take into account	also think about
take stock of	check, look at
target	look at, focus on
track	keep an eye on
transmit	share, spread
treat	fix, make better
underline	show something is important
uphold	make sure [children's] rights are protected

APPENDIX 3

SAMPLE CONSENT FORMS

Children's Information Sheet and Consent Form

Children's Information Sheet

Children's Advisory Group

- We would like to invite you to work on a new project.
- Before you make a decision, it is important for you to know why this project is being done and what it will involve.
- If you are happy to take part, we would like you to read and sign the enclosed consent form and return it to us.

Why are we doing this?

- ▶ We have produced [X] and want to produce a child-friendly version of this document.
- ▶ To do this we need a group of children to help us write and design one that will be useful for young people.
- ▶ So, we would like to invite you to join an Advisory Group to work with us to create a child-friendly version of the document.

What will my involvement in this process mean?

- ▶ You will be one of our expert advisors who will help us design a child-friendly version of X.
- ▶ We will discuss the language used and the design of the document.
- ▶ The Advisory Group will meet [where and when].

If I decide to join can I change my mind later?

- ▶ Taking part is entirely voluntary.
- ▶ You do not have to participate in any activity that you don't want to.
- ▶ You can change your mind at any time and decide not to take part anymore, without providing a reason.
- ▶ If you feel uncomfortable for any reason please tell [X] or your teacher/carer as soon as possible.
- ▶ They will deal with your concerns confidentially and in a sensitive, professional and supportive manner.

Will my participation be kept confidential?

- ▶ All information that is collected will be kept **strictly confidential** and we will ask others who are in the group to respect this as well.

- ▶ No comment from you will be connected to your name. Instead we will talk about what the group discussed in general.
- ▶ But, if we hear information that suggest you or someone else could be harmed, we will pass this information or someone else who can help keep you safe.
- ▶ We would like to acknowledge your input by **naming you** (first name only) and, with your permission, have a picture of you working in the team on future publications.
- ▶ This means your name would appear alongside the team's names, but nothing you say during the process will be connected to you personally.
- ▶ This will only happen after you discuss this with us and your parent/ guardians and only if you agree you would like to do this.

How to contact us to find out more about the study

To find out more about the study (even if you decide not to take part), please contact:

E-mail:

E-mail:

Thank you.

Children's Advisory Group: Consent Form

- ▶ I have read the attached information letter which explains what it means for me to be part of the Advisory Group.
- ▶ I understand that I am being invited to join with others as part of an Advisory Group.
- ▶ I understand that everything I say in the group will be anonymous and kept strictly confidential (unless information needs to be passed on as a child protection matter).
- ▶ I understand that my name and picture will not be used without my permission on any reports and other materials published or shared from the project.
- ▶ I understand that if my name is used for being part of the Advisory Group it will **not** be connected to any particular comments or views but only used in the list of names of team members.
- ▶ I understand that I can stop my involvement in the group for any reason and at any time. I also understand that I can take away my consent at any time and for any reason and will have up until one week after we hold the final group meeting in which to withdraw my consent to be involved in the advisory group. However, if I withdraw it may not be possible to remove the advice and suggestions I have contributed to the group up to that point. The researchers will work closely with me if there is something specific that I wish to be excluded from the group narrative that is easily identified by me and the researchers. They will respect my wishes.



- ▶ I understand that this work will be published in the form of a report and potentially at seminars, training events and conferences etc.
- ▶ The personal data relating to me are dealt with by the European Commission (EC) according to the rules set by the Regulation (EU) 2018/1725.
- ▶ I understand that I have the right, to check data relating to me, to know how the data is used, to correct data if they are not true and not to agree to my data being dealt with.

(Please tick accordingly to indicate whether or not you give your consent):

- I **AGREE** to be part of an Advisory Group.
- I **AGREE** that I can be named and my picture used in reports and any other materials that are published from this project.
- I **AGREE** to take part in the Advisory Group, but I **DO NOT** want to be named or my picture used in the reports and any other materials that are published from this project.
- I **DO NOT AGREE** to take part in the Advisory Group

Signature:

Date:

(Name)

Parent/Guardian/Carer Information Sheet

Parent Information leaflet and consent form

Dear Parent/Guardian/Carer,

We are [x]. We would like to invite you to ask your child if they would like to help us with our work. Before you make a decision, it is important for you to know why the work is being done and what it will involve for you and your child. If you are happy for your child to take part, we would like you to sign the enclosed consent form and return it to [X]

Why are we doing this study?

We want to produce a child-friendly version of [X]. To do this we need to work with a group of children as advisors to our team and would like to set up a Children's Advisory Group (CAG). The CAG will help the team find the best ways for us to communicate this document to other children and young people.

If I initially agree, can I change my mind later?

Taking part is entirely voluntary. Your child can change their mind at any time and decide not to take part anymore, without providing a reason and with no negative effect. Likewise your child will be told that he/she can withdraw from any activities with no negative effect. All participants will have one week after we hold the final group meeting in which to withdraw their consent to be involved in the advisory group.

Will our participation in the project be kept confidential?

All information that is collected during this process will be kept **strictly confidential**. We promise that no comment from a child will be connected to them. Instead we will talk about what the group discussed in general. However, it is important for you to know that if information about a child protection issue comes up we will pass this information on to the appropriate contact in the school/organisation. We will keep to data protection guidelines at all times. Their name will NOT appear on any outputs and nothing they say during the process will be connected to them as an individual.

We would like to acknowledge the input of the children by naming them (first name only) on future publications. This means their first name would appear on any publication, but nothing they say during the process will be connected to them personally. This will only happen after you discuss this with your child. We will only use your child's name if both you and your child agree that you would like to do this.

How to contact us to find out more about the study

If you would like to find out more about the study (even if you decide not to take part), please contact:

E-mail:

E-mail:

Thank you.

Parent/Guardian/Carer

Consent for child to be part of Advisory Group

- ▶ I have read the attached information sheet which explains what it means for my child to be part of the research project.
- ▶ I understand that I am being asked to allow my child to participate in an advisory group with their peers.
- ▶ I understand that my child's name will **not** be connected to any particular comments or views but that information gathered during the workshop will be pooled and reported as the views of the group.



- ▶ I understand that my child can stop his/her involvement in the workshop for any reason and at any time. I also understand that I can withdraw my consent at any time and for any reason and will have up to one week after the final group meeting is held in which to withdraw my consent for my child to be involved in the advisory group.
- ▶ I understand that I give my consent to the processing of all personal data mentioned herein to the extent necessary for the achievement of the purposes mentioned above. The personal data relating to me are processed by the EC according to the rules set by the Regulation (EU) 2018/1725.
- ▶ I understand that I have the right, or the Child has the right, if over the age of judgment, as data subject, to access data relating to him/her, to be informed about the existence and the extent of data processing, to rectify incorrect personal data as the case may be and to oppose further processing.
- ▶ I understand that the child-friendly version will be published in the form of a report and might be used in training or at conferences.

(Please tick accordingly to indicate whether or not you give your consent):

- I **AGREE** to my child being part of the Advisory Group.
- I **AGREE** that any material that my child produces can be used in reports, seminars, conferences etc.
- I **AGREE** that my child's first name and image, alongside that of their peers and the school, can be used on reports and other outputs from the project (seminars, conferences etc.) to acknowledge their contribution to the work.

My child's name:

My signature:

My Name:

Date:

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