

# CHILD PARTICIPATION GUIDELINES FOR ONLINE DISCUSSIONS WITH CHILDREN



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## I. INTRODUCTION

*“States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.”*

*- Article 12 of the United Nations Convention on the Rights of the Child*

The right to be heard is one of the guiding principles of the United Nations Convention on the Rights of the Child (UN CRC). Child participation asserts that children are active citizens. They have the right to freely express their views in matters that affect them, and that these views should be given due weight. Accordingly, child participation means empowering children to form their opinions and to make their voices heard in different settings that affect their lives. Children’s insights, opinions, and recommendations on matters that affect them must be taken into consideration because they are the ones who know best their situation and needs, and the ones who are mostly and directly affected.

During this time when the world is grappling with COVID-19 – when policies are being formulated and implemented not only to respond to the pandemic and address its impacts, but also to continue the efforts for the full realization of child rights despite the pandemic – the space for child participation remains crucial. Children’s experiences during the COVID-19 pandemic are not necessarily the same as the experiences of adults. Also, this unprecedented crisis presents us with an opportunity to empower children to develop their skills and leadership in civic engagements at the local, national, regional, and global levels.

However, just as the COVID-19 pandemic pushed most of the social interactions and social services to shift to online platforms, spaces for child participation during the pandemic had to become more digital. Child rights organizations and institutions had to create safe, inclusive, and child-friendly online spaces to uphold the children’s right to be heard. With this, we face the challenge of adapting the child participation tools, methods, and procedures that we have developed and improved over the years. We have to find ways to address the issues of digital divide related to access to devices and internet connection, as well as the digital divide in terms of gender, disability, and age/generation. We also have to manage the risks inherent to the digital environment, such as exposure to harmful content, cyberbullying, privacy violations, and other forms of harm.

As part of our efforts in advancing child participation, we at Child Rights Coalition Asia and ChildFund Korea developed these *Child Participation Guidelines for Online Discussions with Children*. We also sought the expertise of Child Rights Connect and Hong Kong Committee on Children’s Rights in developing this document.

## What do we want to achieve through these Guidelines?

Recognizing that a number of child rights organizations and institutions already have their own organizational child participation procedures and child safeguarding protocols, we developed these Guidelines to go hand-in-hand with these already established procedures and protocols.

Our main objective for the development of the Guidelines is to:

- Contribute to creating child-friendly, inclusive, and safe platforms for online participation of children

Specifically, we hope that the Guidelines will help ensure that:

- Children and the adults are properly prepared for online consultations, discussions, surveys, and other similar online activities;
- Children are empowered to co-create these online platforms and keep themselves protected and safe;
- Children from different backgrounds and situations are included in the online activities; and
- Children involved in the online activities are protected at all times.

## Who can use these Guidelines?

We developed these Guidelines mainly for child rights organizations and institutions conducting online consultations, discussions, surveys, and other online activities with children.

Some of the information in the Guidelines can also be useful for schools and/or teachers who are using online learning platforms.

## How did we develop the guidelines?

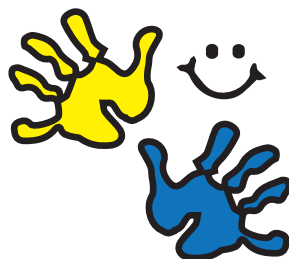
Anchoring on the principles of the UN CRC, we developed these Guidelines based on our experiences and observations in conducting and attending online consultations with children at the community, national, regional, and international levels. We also took into consideration the children's post-activity evaluation of these online activities.

In addition, we recognize the existing guidelines by other groups or organizations such as the:

- [Safeguarding Child Speakers During Online Meetings with Adults](#) developed by The Global Partnership to End Violence against Children
- [Applying the 9 basic requirements for meaningful and ethical child participation during COVID-19](#) by Save the Children

As we continue to gain more experiences, good practices, and lessons learned in using online spaces to facilitate child participation, we recognize that these Guidelines could still be further improved later on, especially once the UN CRC General Comment on the rights of the child in the digital environment is developed.

## II. Getting Started



### 1. Child Rights Principles

All our activities with children, whether conducted online or offline, should be guided by the four core principles of the UN CRC.

The Core Principles of UN CRC

- Non-discrimination
- Best interest of the child
- Right to life, survival, and development
- Respect for the views of the child



All our child participation activities should also have the nine basic requirements indicated in UN CRC General Comment No. 12.

To have an effective, ethical, and meaningful participation of children, the UN CRC General Comment No. 12 says that all processes in which a child or children are heard and participate, must be:

1. Transparent and informative
2. Voluntary
3. Respectful
4. Relevant
5. Child-friendly
6. Inclusive
7. Supported by training
8. Safe and sensitive to risk
9. Accountable



UN CRC General Comment No. 12 also mentions that, as a core principle, child participation should guide the interpretation and implementation of all the rights of children, including their civil and political rights.



## 2. The Objectives and the Expected Outputs

Our activity **objectives must be relevant and important to children**. If possible, the objectives and/or expected outputs we decide to achieve are already informed by children's inputs from a previous activity. Having clear objectives and expected outputs will help us identify **the groups of children we need to reach and the role of children in our activity**.

Will the children join the online activity as:

- Speakers?
- Participants?
- Facilitators?
- Moderators?
- Co-organizers?
- Observers?
- Or a combination of these roles?

Once we have identified the groups and roles of children, we will have more guidance in designing the activity program, methodologies, safeguarding needs, and other administrative arrangements.

## 3. Methodology: Online, Offline, or Both?

The COVID-19 pandemic compelled us to move our face-to-face activities to the online space. However, due to the digital divide, online activities could limit the participation of some groups of children and, consequently, exacerbate their marginalization.

As such, we should consider conducting a hybrid of online and offline methods in the implementation of our activity, whenever possible. This is especially recommended for activities in which children are identified as the main participants.

## Examples of using hybrid methods to consult children

We create an online survey for children. In order to reach those who do not have online access, we set up a meeting with children respondents so that they can answer the print-out of the survey, which we will input in the online survey form later on. For anonymized surveys, we ensure that there will be no identifiable information to the child respondent and destroy the paper documents afterwards.

We organize a series of consultations, in which children based in the city will participate in the online consultation and the children in the rural areas will participate in the face-to-face consultation.

The decision whether or not to conduct a hybrid method could be based on our responses to the following questions:



- Will we be excluding certain groups of children whom we aim to reach if we only use online methods?
- Can we conduct the face-to-face meetings with children without violating government-mandated guidelines on COVID-19 movement restrictions?
- Do we have an established health and safety protocol when conducting face-to-face meetings with children during the COVID-19 pandemic?
- Are there other offline methods we can use, such as phone calls or postal mail?
- Do we have the time to implement both the online and offline methods?
- Do we have the skills to prepare, conduct, consolidate, and provide follow up to the children who took part in the online and offline methods?





## Closing the Digital Divide

In designing our activities, we should take into consideration how we can contribute in closing the digital divide in terms of:

### Access to digital device

- Some children have laptops, while some only rely on mobile phones. Some children have their own devices, but there are also those who share or borrow these devices from other people. Some children have no access at all to these devices and there are also a few who do not have access to electricity to charge the digital devices.

### Connectivity

- Some children live in countries with fast internet speed, while some children have to deal with unreliable internet connections. Some children live in households with fixed-broadband subscriptions, while some can afford only to connect online using mobile cellular subscriptions.

### Skills

- Although the children today are growing up in the digital age, not all children have developed the necessary skills to use the online technology. Also, not all relevant content online is available in the language that the children speak and understand.

### Support from adults

- Not all children have parents or guardians who have the digital skills to provide assistance should the children need support in their interactions in the digital environment.

### Disability inclusion

- In order to enjoy the opportunities available in the digital environment, children with disabilities need necessary support and appropriate devices for their particular needs.

### Gender

- Girls have less access to digital devices and internet connection, solely because of their gender.



## 4. Profile of Children

In organizing our activities with children, we make sure that we are involving **children from different backgrounds and situations.**

In cases where there are limited slots for participation, we facilitate a selection process in which children decide on who among themselves could represent their group in the activity. We usually help the children in the selection process by providing the criteria for selection/participation and, where possible, develop such criteria with them.



In preparing the criteria, we promote respect for diversity. We encourage the participation of children of different ages and children from marginalized groups, and we avoid putting requirements that lead to exclusion. For instance, in regional and international meetings, we do not include the ability to speak English as a requirement for participation. Instead, we make arrangements for translations or interpretations. Similarly, in online activities with children, **having a device or a stable internet connection should not be part of the criteria for selection/participation**. Our activity planning process should anticipate these barriers and identify possible solutions, such as finding a laptop that the child can borrow, allocating budget for mobile cellular subscriptions, or designing a program that is sensitive to these restrictions.

As organizers of the activity, **we should ensure that children have the support and resources to participate in our activity**. In order to do this, we should be aware of the profile of the children who will be involved in our activity. Knowing this will allow us to answer some of these questions that would help us in the activity planning and design:

- Do we need to provide translation or interpretation?
- What administrative arrangements can we do for children without devices?
- What budgetary adjustments should we make to ensure that children have internet connection?
- How can we make sure that our activity accommodates the needs of children with disabilities?
- What arrangements should we implement to support the participation of younger children who may not have access to digital devices or have not developed their digital skills yet?
- Are there any cultural sensitivities that we need to consider?



## 5. Child Safeguarding Policy and Code of Conduct

As child rights organizations, we already have our established codes of conduct and child safeguarding protocols that include risk prevention measures and reporting mechanisms. Yet, we need to update these in order to take into consideration the inherent risks in the online space.

Here are some of the additional things that our child safeguarding protocols and procedures for online activities should include:

- *Assessing and managing the risks*
  - o Before our activity, we should identify the risks and come up with action points on how to address them. Whenever possible, our risk assessment and risk management plans should be conducted in consultation with children.

- *Keeping the online activity platform private*
  - o We should be able to see and control who can join our activity. When using video conferencing platforms, we should set up pre-registration mechanisms, keep the video conferencing link private, require passwords to enter, and monitor the participants entering the video conferencing platform.
- *Taking control of the online features*
  - o Our choice of online activity platforms or online engagement tools will have certain features that allow interaction among participants. Before our activity, we can reduce child protection risks by disabling certain features such as screen-sharing, file-sharing, and other similar functions. If files need to be disseminated to the participants, we can collate these prior to the activity and send the files to the participants beforehand.
- *Restricting private communications*
  - o Especially when using video conferencing platforms, we can reduce risks by disabling private chat or private messaging functions.
- *Seeking consent and respecting privacy*
  - o We should remember that when we use the online space, whatever we do there may stay there forever. In our online activities with children, we may be able to set restrictions, but we cannot guarantee total control over the photos/screenshots taken, the videos recorded, or the words/messages saved. As such, when we ask for the consent of the children and their parents, we must let them know that we may not be able to contain the movement of the photos/screenshots, video recordings, words uttered, or typed messages. Along with this, we should take careful evaluation if the recording or livestreaming of our online activity will pose any risk to any child. We must also include ground rules for all participants regarding taking of photos/screenshots or recording videos.
- *Establishing reporting mechanisms*
  - o Before the start of our online activity, all children must be introduced to the Child Safeguarding Focal Person or to all the members of the Child Safeguarding Team from the very beginning. We must inform all children how they can reach out and report any concern to the Child Safeguarding Focal Person or the Child Safeguarding Team, either through the online activity platform or through another line of communication outside the online activity platform. Also, in video conferencing platforms, the Child Safeguarding Focal Person/Team must have the control/access to block or boot out anyone violating our activity's child safeguarding policy.

- *Identifying the participants*
  - o When using video conferencing platforms, we should ask child participants to remove their surnames and/or only use their nicknames when inputting their names/connection ID in the video conferencing platform. Moreover, we can ask all the participants to identify themselves and their roles in the meeting. For instance, all facilitators will have the term “Facilitator” or “Faci” before their name in the connection ID; child delegates will have “Child” or “CD”; and the Child Safeguarding Focal Person or the Child Safeguarding Team will have “Child Safeguarding” in their connection ID. We should have assigned connection ID titles for all types of participants in our online activity.



### III. Organizing the Online Activities

#### 6. Designing the Program



Depending on our objectives, our online activities can be in the form of webinars, virtual meetings, video conferences, online consultations, or other similar design. Just like what we do with our face-to-face meetings with children, these online activities with children should always be child-friendly. We ensure this by adapting our working methods according to the children’s evolving capacities and by creating an environment that builds their confidence to share their views. We ensure children’s participation by providing them with the necessary support and resources, and we give adequate time for children to prepare and form their opinions.

In designing online activities, we have to consider the **length of our online activity**. In making this decision, we have to consider a number of factors.

- *The objectives of the online activity and the roles of children*
  - o Our objectives and, accordingly, the role of children, highly impact the appropriate length of our online activity. For instance, some of our learning sessions with children may only require one to two hours, while children's consultations may take longer and may even require several sessions spaced between days.
- *The profile of children*
  - o The length of our online activities should consider the backgrounds and situations of children whom we want to be involved. For example, younger children may need shorter sessions compared to teenagers who may be able to stay for a whole-day program with enough time for breaks. On the other hand, when we have a group of children coming from different cultures or when we have children with disabilities involved, we need to consider the time needed to accommodate their needs, such as translation or interpretation.
- *The number of children*
  - o We want to ensure that every child in our online activity has the opportunity to participate and our activity design should reflect this. Our program should have enough time for all children to share their experiences, ask questions, or provide inputs. For instance, a group of 10 children participating in a consultation requires less time as compared to a group of 30 children. Usually, big groups need more time because there is a need to conduct workshop/breakout groupings in order to have deeper discussions.



### Organizing Workshop/Breakout Groups

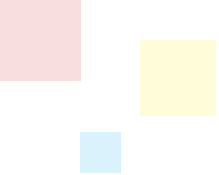
If we decide to divide the children into workshop/breakout groups, we can ensure the principle of voluntary participation by asking the children which group they want to belong to. This can be done prior to the actual online activity and, if this is the case, requires preliminary information that would help the children make an informed choice.

- *The children's preference*
  - o We can ensure the participation of children if we ask them about their preferred schedule. Our online activities need to fit into the children's school schedule, household responsibilities, or other commitments. The children can tell us the best time for them to participate in our programs.
- *Familiarity of children with other participants*
  - o Establishing rapport and building the children's trust require time. We may be able to organize, for example, a quick virtual meeting with children who already know one another because they are members of the same child-led network and are already familiar with one another prior to the virtual meeting. However, if the children have not met one another yet, we need to include introductory or "getting to know you" sessions in order to build the children's confidence and make them comfortable to participate.
- *Children's digital access*
  - o As one of the possible solutions to child participation barriers due to the digital divide, we should decide on the length of our online activity depending on the children's access to a digital device and internet connection. For instance, we may need to keep our activity short or divide the sessions into different days if our child participants live in areas where the internet connection inevitably slows down after two hours of video conference or where there are regular electricity/power cuts.

### Involving Child Speakers

If our online activity involves a child speaker among a panel of adult participants, we avoid putting the child as the last speaker. We do this so that when the child speaker's internet connection becomes problematic when it is his/her turn, we have enough time in the program to address the issue and get back to him/her when ready. Also, we cannot assure that all panel speakers stick to their time limit. If there is a risk of going overtime, the last speaker is usually unfortunately tasked to adjust his/her presentation in order for the program to end on time.





Closely linked with our decision on the length of our online activity, we have to ensure that we allocate **time for breaks**. As we all know, sitting for long periods of time or staring at a screen for too long can have adverse effects on our physical health. Also, interactions with other participants in online platforms are limited, and this restriction could bring down the energy level or attention of the children. Thus, our online activity should have designated time for breaks, just as we allot time for health breaks and energizers when we hold face-to-face meetings.

In our online activities for children, we can strive to uphold the children's right to rest, play, and leisure by including the following types of break:

- *Health breaks*
  - o Otherwise known as coffee break or tea break during face-to-face meetings, we should include a health break in the online activity so that the children and other participants can either grab something to eat, have a glass of water, or do other things of a personal nature.
- *Movement breaks*
  - o Like some ice-breakers, movement breaks are physical activities that encourage children to move, stretch, or do some kind of motion and exercise to reduce the discomfort from sitting too long, as well as to boost the energy level of children. We can do the movement breaks in “freestyle” in which we let the children do their own movements. Alternatively, we can prepare choreographed actions for children to copy. In implementing choreographed actions, however, we must ensure that all children, including children with disabilities, can do the movements.
- *Sensory breaks*
  - o Our online activities can provide children with information and insights that they might need time to digest. As such, children might need a moment to pause or rest their eyes for a while during our online activity. The health breaks and movement breaks are sensory breaks too, but sensory breaks can also include deep breathing exercises with eyes closed or looking at relaxing photos with calming music.

### Anticipating the demand for social interactions

If our online activity involves children who have not met each other yet, we should anticipate – or even prepare to facilitate – children finding ways to interact with one another outside the “formal” online activity sessions. In our face-to-face meetings, social interactions happen during the breaks when children can approach other children to ask them about their culture, country, hobbies, and other information that helps build acquaintance. In the online space, however, children do not get this opportunity, but we see them making an effort to socially interact during break times or even after the formal closing of the activity when other guests are already leaving the video conferencing platform.



Designing the program of our online activity also means deciding on which **online engagement tools** to use. Using slide presentations might be the simplest and most accessible tool, but we could also start exploring the new online tools which aim to increase engagements during online activities. These tools may be incorporated already in the video conferencing platform (e.g., Zoom’s Poll and Annotation functions) or may need to be accessed using a web browser (e.g., Mentimeter or Google’s Jamboard). In deciding which tools to use, here are some of the things we should consider regarding accessibility:

- *Number and type of device needed*
  - o Some children only have one device – either a laptop or a mobile phone – and they may be using this to connect to the video conferencing platform. If the online engagement tool requires the use of a second device, the children who only have one device will have difficulty in taking part. To overcome this barrier, we can either use another tool or keep using the tool with adjustments. For instance, if the online engagement tool requires writing on it directly, we can tell the children that they can share their inputs verbally and then we will be the ones to write their inputs in the tool.

- *Images and text*
  - o We know that using more images and less text is important when making child-friendly content and this still applies to our online presentations and interface. Aside from this, we have to make sure that the text/font size of the presentations and other online engagement tools are large enough to be read by children who are using mobile phones.
- *Pre-set time limits*
  - o Some online engagement tools allow organizers to set a time limit for participants to submit answers or inputs. Although having a time limit can add excitement to the activity, it can put certain groups of children at a disadvantage. These groups may include children with disabilities, children not speaking the language, and children with slow internet connection.

Another thing we need to decide in the conduct of our online activity is the selection of the **online activity platform**. Whether we are looking for an online survey platform or a video conferencing app, these are some of the aspects we should take into consideration:

- *Accessibility*
  - o Can the platform or app be accessed by the participants at no cost?
  - o Can both laptop and mobile users use the platform or app?
  - o Are children familiar with the platform or app? Would they be happy and confident to use it?
- *Available features*
  - o Does the platform or app have the option to include translation, sign language interpretation, closed captions, or other inclusive features that we need?
  - o Can we use our identified online engagement tools with this platform or app?
- *Child safeguarding features*
  - o What are the child safeguarding features available in the platform or app?
  - o Is it possible to disable the chat function?
  - o Is it possible to keep the platform password protected for participants only?







## 7. Online Facilitation and Moderation

In conducting online activities that require **facilitation and moderation**, we apply the same processes, requirements, and considerations for effective, child-friendly, and inclusive facilitation and moderation during face-to-face meetings. For example, if children will be involved as co-facilitators, they should be treated with the same respect as an adult facilitator, and should be given support that builds their knowledge and capacity prior to the activity. Nonetheless, there are some things inherent to online spaces that we should remember when facilitating online activities of children.

- During our online activity, the children will be in two spaces – the online space where we have relative control, and the physical space where we have little or no influence over. As such, our facilitators and moderators have to be aware that some of the children may be in a physical space with background noises and other elements that can reduce the conduciveness to their participation.
- Non-verbal cues, through body language or facial expressions, are difficult to communicate, observe, and receive when using online platforms.
- Written communication, through chat or typed messages, has risks of being misinterpreted due to the absence of non-verbal cues. The use of emojis or chat stickers can help in conveying the correct message.
- In using video conferencing platforms, inputs and questions can be conveyed simultaneously through verbal means or through chat or typed messages. In order to make sure that no child feels left out, we have to make an effort to make sure that all these contributions are acknowledged.
- Stick to the agreed time as much as possible, bearing in mind the digital divide. Extending beyond the allocated time may mean losing the participation of other children.

## 8. Preparatory Activities

Online activities are relatively shorter than face-to-face meetings. For instance, activities for a 3-day face-to-face activity meeting is squeezed into a two consecutive half-day online meetings.

Conducting preparatory activities is not new to us because we have been doing these in the conduct of our face-to-face meetings in the past. Online activities with children, however, may demand more preparations. Some of them need to be done days before the actual activity proper, while some can be conducted an hour before the start of the activity.

Here are some examples of the preparatory activities we can do:

- Provide child-friendly information about our online activity.
- Teach children how to use the online activity platform and online engagement tools, and provide them with basic literacy information.

- Set a pre-meeting between with the children’s adult mentors and the facilitators and moderators to provide information about the online activity, such as the expected participants, activity expectations, online engagement tools, roles and responsibilities of the adult mentors, and child safeguarding policy. We can also use this meeting to ask for information about the children’s background, language skills, and any other needs for support.
- Ask the adult mentors to have pre-meetings with the children to share details about the online activity; test the children’s devices (e.g., laptop/mobile, speakers, and microphone) and their connectivity; practice using the online activity platform and online engagement tools; explain the activity’s child safeguarding policy; and gather any concern from the children.
- Provide orientation for the parents, caregivers, or other family members who may be in the same physical space with the children during the online activity.
- If we will have workshop/breakout groups, ask children about their preference and have a ready list of groupings before the activity.
- Conduct dry runs with children, such as video and audio checks.
- Ask children to suggest ice-breakers or activities that will allow them to get to know each other and feel comfortable during the activity.



### Preparing Child Speakers

In the *Safeguarding Child Speakers During Online Meetings with Adults*, The Global Partnership to End Violence against Children provides several guidelines on preparing child speakers. These include, among others, having a pre-meeting between the child speakers and the moderator, and a practice session of the child speaker’s presentation.

## 9. Role of Adults

We need to have trained adults in our online activities with children. Just like in our face-to-face meetings, our online activities need to have an organizing team or a secretariat; a facilitation team; a child safeguarding team; documenters or note-takers; translators or interpreters; resource persons, speakers, or moderators; and adult mentors/support for the children participants.

In our face-to-face activities, we sometimes have adults assigned to provide digital technology support, but this is optional because this task can be part of the logistic support of the organizing team. In online activities, however, **having a technical support team is a requirement**. There should be someone in charge of managing the online activity platform

and providing remote troubleshooting support to the participants. In situations when our online consultations require workshop/breakout groups, we may need to have more than one person assigned to provide technical support. This also applies to big groups in which technical difficulties might occur simultaneously.

Also, if our online activity platform allows the sharing of inputs through both verbal means and chat or typed messages, we may need to assign someone from the facilitation team or the organizing team who will be in charge of monitoring the chat or typed messages to make sure that all the contributions are acknowledged, attended to, or answered.

For online activities, **adult mentors/support for children** have additional roles or execution of their roles, other than those that we have already established during face-to-face meetings. These include providing support to the child's access to and use of the devices and establishing a line of communication to the child outside the online activity platform, especially if the adult mentor/support is providing support remotely.



### Preparing Adult Speakers

As a preparatory measure, we give reminders to adult speakers and resource persons whom we invited to our child participation activities. These reminders include using child-friendly language, keeping speeches and presentations short, utilizing images in communication tools, and taking into consideration the children's profile. For our online activities, we should also inform them about our considerations on choosing online engagement tools.



## 10. Digital Ground Rules

In our face-to-face activities with children, we have the activity “house rules” which we usually develop with the children participants at the beginning of the program. In our online activities, we should also have the setting up of digital ground rules in the opening preliminaries. These digital ground rules could be about when to turn on/off the video or the microphone; how to ask questions; or how to behave during the online activity.

## 11. Informing the Children

Just like what we do in our face-to-face meetings, we provide child participants of our online activity with full, accessible, diversity-sensitive, and age-appropriate information about our activity, including the scope and potential impact. Some of the information that children should be aware of include, but not limited to, the following:

- What are the objectives of the activity?
- What will we do?
- How long will it be?
- Who will be there?
- What are the online activity platforms and online engagement tools that we will use and how can these be accessed?
- What kind of support will they receive?
- What kind of behavior is expected from all the participants?
- What are the child safeguarding protocols and procedures in place?

Aside from these, we can also provide children with basic digital literacy, particularly on online safety.



### #SafeWeb4Kids

Our **#SafeWeb4Kids** Children's Guide to Online Safety booklet contains information for children about how they can protect themselves in the online space. The booklet, which is available in several Asian languages, is part of the regional campaign on online child protection created by children for children.

## IV. Post-activity

### 12. Follow-up and Evaluation



As part of upholding child participation, we have the accountability to provide follow-up and evaluation. We should provide children with space to provide feedback on our online activity, and we include this as part of the program or as a “take home” task.

Furthermore, we need to inform children about the results of their participation. If our activity has an output document, we should share these with our children, preferably in a child-friendly version. We should also tell the children how their inputs will be or have been used. If we have follow-up processes, we should provide opportunities for them to be part of these processes as much as possible.



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