Activity factsheet 7 - Child-friendly risk education

What is it?

Child-friendly Risk Education seeks to support the children learning process of basic safety messages. Risk Education (RE) must be tailored for children according to their age groups (6-11 and 12-17 years old), taking into account what material and messages can be used and what is the best way for children to learn and memorize safety messages. Location and time are crucial elements.

Targets

Children from 6 to 11 and from 12 to 17 years old.

What for?

Specific child-friendly factsheet and tools have been developed to answer the fact that often, the impact of RE, if not adapted, is lower with children, and the adult format of session can be traumatic to them. Risk Education for children aims at teaching in a friendly way safe behaviours to adopt when living in mine/explosive remnants of war-contaminated areas or when threatened by arms in general, to reduce the risk of accidents. Children are often the most at-risk groups because of their natural curiosity and their lower capacity to understand and analyse dangerous vs. safe situations.

How?

Child-friendly activities can be co-developed with teachers, social/youth workers, national/local authorities (Ministry of Education) as well as with the children themselves (child-to-child), to foster their participation and interest in the matter. They can be combined with a direct Risk Education group session (See Factsheet 6: Risk education sessions), tailored for each age group. Child-friendly activities are conducted by qualified and trained people (See Factsheet 5: Risk education training), using mostly participatory methods. They can be implemented in schools, public spaces, and child-friendly spaces (CFS). Activities duration (20 minutes to an hour) must be adapted to the local context and age groups, and the number of children participants should be kept as low as possible (i.e. maximum 20 to 25 people for RE group sessions), to optimise audience control and memorization process.
RE child-friendly activities are often developed in contexts where populations are suffering of psychological trauma (conflict/post conflict) so we recommend as much as possible to request and include the support of Psychosocial support (PSS) officers all along this activity implementation.

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<th>Process</th>
<th>Required documents</th>
<th>Validation</th>
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| Tailor appropriate Child-friendly RE activities | • HI RE SOP including Child-friendly related activities  
• Tailored Child-friendly activities curriculum  
• Information Education Communication (IEC) Child-friendly material production workshop’s report & related material/prototype produced | Internal: Technical Advisors assess if Child friendly RE activities satisfies quality requirements |

**Main standards and policies**

Methods and operational procedures to conduct RE activities among children must be include into internal SOP - Refer to IMAS 12-10 & and related NMAS.

**Monitoring, Evaluation, Accountability and Learning references**

- See Tool 2: Project indicators package
- See Transversal factsheet 1 - Quality management
- See Transversal factsheet 2 - Information management
- See Transversal factsheet 4 - Participatory approach

**Tips**

| Quality management | Sustainability:  
Appropriate training for teachers and provision of tailored teacher manual allow quality and sustainability.  
Involve Ministry of Education (liaise and get the validation) or other international and local NGO dedicated to children aids (Save the children, War Child, UNICEF, etc.) to get technical support and external quality assessment. |
| Inclusion          | Ensure boys and girls can participate equally to activities.  
|                   | Take into account different types of activities according to gender (i.e. who goes in the field/to get water, education and socialisation places, etc.).  
|                   | Ensure involvement of family members in charge of education-related activities.  
|                   | ➔ See Transversal factsheet 3 - Inclusion: Gender, age and disability |
| Participation      | Involve children into project and activities design and implementation. If relevant and possible with the context (security, sensitivity), encourage community participation by involving parents and by encouraging children to spread messages and develop activities in their community. |
| Communication and advocacy | Train your RE agents into collecting testimonies that show the impact of child-friendly activity for the individual and for the community.  
|                   | ➔ See Tool 10: Testimony package |