

# HOW TO MEANINGFULLY INVOLVE CHILDREN IN LAW-MAKING IN MOLDOVA?

## FOR PUBLIC AUTHORITIES




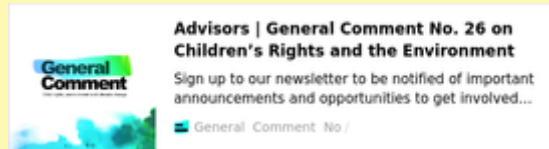
- ✦ Establish contact with children, their representative bodies, initiative groups and other associations as early in the process as possible.
- ✦ Maintain the contact throughout the law-making process.

### LIST OF CHILDREN'S COUNCILS & GROUPS



- ✦ Actively seek children's input also on the modalities of their participation in order to make it more meaningful and improve its outcomes – laws.

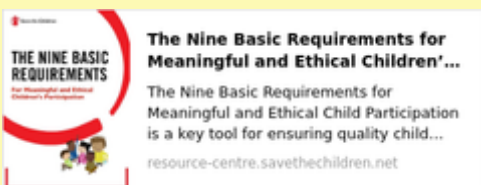
 Consider creating a child advisory group.



- ✦ Keep children informed during the entire law-making process using child-friendly channels and materials.
- ✦ Plan adequate resources such as time, funding, human, methodologies etc.

### GUIDE FOR DEVELOPING CHILD FRIENDLY DOCUMENTS EU COMMISSION, 2021

## PRACTICAL STAGE-BY-STAGE ADVICE



### STAGE 1 : INITIATING



- Actively seek children's input related to possible legislative reforms,
- Consider children's input in development of any such proposal and
- Inform children how their input was used;

### EXAMPLE:

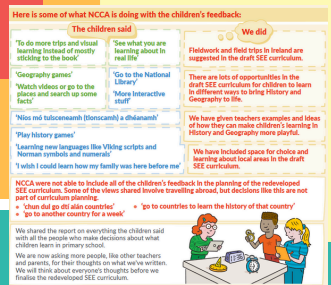
#### CHILD FRIENDLY CONSULTATION: SCOTLAND

- Conduct separate consultations with children in a child-friendly manner and
- Provide child-friendly feedback to children

### STAGE 2 : DRAFTING

### EXAMPLE:

#### CHILD FRIENDLY FEEDBACK: IRELAND

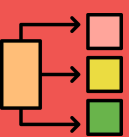


### STAGE 3 : ADOPTING, PUBLISHING



- Consider any additional input from children during readings and promulgation and inform children how their input was considered.
- Develop a child friendly version of the law together with children

### STAGE 4 : REVIEW OF LAWS



- Actively seek and consider children's input in the monitoring efforts of your public authority

### Ready?



- Do not opt out if you cannot meet all standards to the highest extent at this moment.
- Use every opportunity to improve: do as much as possible with resources available, learn from this – including from children's feedback and make it better next time.

