



# Overview of insights from the co-design sessions in Romania, Bulgaria and Greece

**Mapping user needs for the development of the  
i-ACCESS chatbot**

July 2023



i-ACCESS MyRights is led by Terre des hommes Regional Hub in Hungary in partnership with Terre des hommes Romania, Terre des hommes Hellas, SAPI (Bulgaria), Noldus (Netherlands), KU Leuven, and Lawren. io (Belgium).

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# List of Abbreviations

Abbreviation	Meaning
AI	Artificial Intelligence
A2J	Access to Justice
CSR	Corporate Social Responsibility
EC	European Commission
EU	European Union
ESG	Environment, Social, Governance
GDPR	General Data Protection Regulation
FGD	Focus Group Discussion
NLP	Natural Language Processing
SAPI	Social Activities and Practices Institute
Tdh	Terre des hommes
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme
UX	User Experience



## Executive summary

Children and child survivors of crime and abuse around Europe lack access to quality and child-friendly information about their rights and pathways how to claim their rights. Considering that children today spend more and more time on their devices and search for support and information online, innovative artificial intelligence driven solutions on access to information are of paramount importance to improve access to justice for children. The 2021-2024 European Commission (EC) Strategy on the Rights of the Child promotes the inclusion of children's rights and access to age-appropriate content in the digital products and services aiming at ensuring information and protection. Therefore, through developing an AI driven digital solution for children, the goal of the i-ACCESS MyRights project is help children learn about and exercise their rights and facilitate their access to justice.

During the project our aim to harness the potential of technology to create a platform that advocates for and protects the rights of children and creates opportunities for them to access justice, rather than build additional barriers to justice. The development of the digital tool is guided by the '*safety by design*' principle which puts the safety and rights of the users, in our case children, especially child survivors at the heart of the product design and development. The goal is to anticipate and prevent harm which might occur while using the product, rather than trying to implement remedies after the harm has occurred. The first step to achieve this is to ensure children's right to participation in the development process. The participatory approach also serves as contextualization of the '*do no harm*' standard endorsed by the UNDP. The '*do no harm*' standard in this context is also linked to the Principles of Digital Development, such as design with the users and aims to address the potential negative impact digital technology can have on users, if due consideration is not given during the development phase. This inclusive approach also fosters a sense of ownership, trust, and empowerment among the target audience.

To contextualize the above principles and children's right to participation, the design phase of the tool started with co-design sessions in Bulgaria, Romania and Greece following the user needs assessment methodology developed by Lawren.io with the assistance of Tdh Hungary. Children have unique perspectives and experiences, and their input is primary in designing the chatbot therefore with this approach we aim to design something which is relevant and relatable to their specific needs and realities. The co-design sessions' goal is also to empower children, reflect our respect to their rights, and promote their active participation in shaping their own learning and advocacy journeys. The practical aim of the co-design sessions is firstly, to identify key rights-related issues and concerns amongst children, providing valuable insights into areas of focus. Through this process, a prioritized list of issues can be established, enabling the development of a chatbot that addresses the most significant concerns.

Children with different age and gender and children from various socio-economic and cultural backgrounds participated in the co-design sessions, ensuring diversity and inclusion. Given Tdh Hellas' expertise, children on the move, such as asylum seekers and unaccompanied minors also participated. This approach allows for the inclusion of the voices, thoughts, and concerns of children who have been victims in different contexts of adversity and children who have been in contact with both the criminal and the administrative justice system.

The co-design questionnaire for children contained basic and easily understandable questions about the functionalities of the solution and focused on chatbot design and preferences. Using both

individual interview and focus group discussion for collecting user data was useful and flexible approach that allowed interaction with children in different settings, obtaining a variety of answers.

Results of the co-design sessions show that standalone online tools are still regarded controversially by children. Trusted adults, educational institutions, and accessible online information are the primary sources from where children seek guidance about their rights. Therefore, it will be advantages to use the chatbot together with an adult/teacher or facilitate that the teacher introduces the chatbot as a trusted source. Approximately 18% of children suggest that the chatbot should provide additional resources or links to help them find the answer they are looking for. The results also highlighted the importance of directing child users to available support services in addition to giving them practical information about exercising their rights. Children expressed that they would prefer a chatbot that covers a wide range of topics, including the child rights, legal procedures with child participation, child protection system, discrimination, education, health, and online and offline violence, including practical information about recognizing signs of abuse, reporting abuse, staying safe online, dealing with bullying, and protecting privacy. In addition to functionalities, children were also asked about their preferences regarding the chatbot's name, its interface, and its ways of communication. Some children suggested names that include the words "friend" or "together". The legal experts and child protection professionals involved in the co-design session highlighted the importance of providing information in an understandable manner based on a child's age and education level.

After the co-design session, children were asked follow up questions about their participation and many of them mentioned that they felt safe and comfortable and expressed they are not often given the opportunity to be consulted on similar matters. Most of them were curious and enjoyed the co-design sessions. An important learning from the process is that while some children seemed to struggle with the topic, as they may not have had much familiarity about technology, with discussion and examples, it was easy to overcome these difficulties, whereas it was far more difficult to explain the concept to adults, especially older professionals who are not comfortable with new technological concepts.

After thoroughly analysing of the user needs using the co-design surveys involving children and legal experts, the development process for the AI-system enters a new phase, the definition of the user requirements. Through the user requirement analysis, the consortium will be able to identify what are the most crucial needs and requirements of future users and to what degree the chatbot can address them. This will require effective prioritization amongst the needs expressed by children and legal experts, which will be essential to identify common patterns, recurring themes, and areas of critical importance for the development of an accessible, useful and user friendly chatbot which facilitates children's access to justice.

# Introduction

The *i-ACCESS MyRights – artificial intelligence driven support for a smart justice with children in Europe* project takes shape from the assumption that innovative artificial intelligence (AI) solutions to access information are of paramount importance to improve access to justice for children that come in contact with law, specifically for child victims. An innovative, AI driven, and child-centred solution could ensure that children learn and gain access to all their rights and support they are entitled to.

The objective of the project is to improve the access to information and legal assistance for child victims in the European Union (EU) by promoting a child-centred AI driven solution. The solution aims to allow for child survivors of abuse and crime to easily find information about their rights and how to exercise them in criminal proceedings. The project is implemented by a diverse consortium consisting of members of an international child rights and child welfare organization, national child protection and victim support organizations, private sector companies and the academia. The project consortium is led by Terre des hommes (Tdh) Regional Hub in Hungary, with Tdh Romania, Tdh Hellas and Social Activities and Practices Institute (SAPI) as local implementing partners, and Lawren.io, Noldus and KU Leuven contributing with their legal tech and AI, privacy, ethics and user experience measuring expertise.

Since digital technologies provide new opportunities for the realization of children's rights, such as their right to information, while also holding numerous serious risks to their safety and well-being, the diverse set-up of the project consortium supports the objective to design and develop a digital product which is child centred, safe, compliant, ethical, user friendly, innovative and promotes non-discriminatory and inclusive access to justice for child victims.

Several considerations are necessary while designing such a product, amongst which the primary one is the identification of needs and requirements of stakeholders, such as legal experts assisting children and of the end users, children, and youth themselves. To develop a user and child friendly tool it is essential to learn about what children would prefer to use, how they would like to interact with a digital tool, what are the essential functions it must provide for them.

To facilitate this participatory approach, the project consortium carried out co-design sessions in the form of individual interviews and focus group discussions (FGD) with children in Romania, Bulgaria, and Greece with the aim of learning about their needs and requirements which will guide the design of the *i-ACCESS* product. The consortium also consulted stakeholders from the child justice and child protection system in the form of online surveys to gather insights to their views on developing this digital solution.

## Child participation in product design

Child participation is a key right and one of the four principles of the UN Convention on the Rights of the Child (UNCRC). In line with Article 12. of the UNCRC children have the right to express their views freely on all issues that concern them. Children's views should be given due weight, considering their age and level of maturity. Children's participation on an individual level in for example the justice system is promoted through procedural safeguards both in international and national legislation, while collective child participation in educational settings is provided through student councils all over the world. However, when it comes the children's participation in product and service design used by children there are only a handful of companies and service providers that implement child participation processes through their CSR or ESG initiatives. However, given the positive impact of such approach, luckily it is getting more widely adopted as part of formal product design processes as well.

After recognizing the diversity of ways in which business affects children, the UN's Children's Rights and Business Principles also realizes the weight of child participation and highlights the importance for business to design products and services that are safe and seek to support children's rights. General Comment No. 16 of the UNCRC on business and children's rights (GC 16) also promotes business initiatives which aim at advancing children's rights, considerably consulting children that may be affected by their potential business project. GC 16 promotes the involvement of civil society organizations that are competent at facilitating meaningful child participation in this process. General Comment No. 25. on children's right in the digital environment also calls for giving due consideration to children's views while developing digital products and services for them.

Considering the importance of enhancing children's right to participation in product design, the i-ACCESS MyRights project adopts a robust child participation approach at each step of its implementation. Responding to the requirements of GC 16, the design and the development of the AI driven digital tool is carried out by a private sector legal tech company with an expertise in AI, Lawren.io, while the child participation element to map user needs through co-design session is implemented by NGO representatives Tdh Hellas in Greece, Tdh Romania in Romania, and SAPI in Bulgaria. All three of these organizations have substantial expertise in facilitating child participation.

At the design phase, following the user needs analysis methodology of Lawren.io, the child participation approach adopted through the co-design sessions is a mix of consultative and collaborative participation, since the co-design sessions were adult-initiated, adult-led and adult-managed, however the result of these sessions will guide decision making and shape future processes, notably the development of the AI-driven solution.

Child participation is crucial when creating a solution to assist child victims in accessing information about their rights for several reasons.

**Empowerment and Ownership:** child participation in the design phase ensures that children feel empowered and take ownership of the chatbot. By involving them in the design and development process, they become active contributors rather than passive recipients. This will have a positive impact on the general adoption of the tool. Moreover, child participation helps in fostering a sense of responsibility and encourages the children to engage more deeply with the content and concepts related to their rights.

**Relevance and Contextualization:** children have unique perspectives and experiences, and their input is primary in making the chatbot relevant and relatable to their specific needs and realities. By including their voices, the chatbot can address issues that are meaningful to children, reflect their diverse cultural background, and provide information in a way that resonates with them. In this specific situation, the co-design process will include boys and girls from various socio-economic backgrounds in three European countries, Romania, Greece, and Bulgaria. Most of the children involved in the co-design session have some experiences with their respective justice systems – therefore they can provide very specific insights drawn from personal experience.

**User Experience and Usability:** the adopted child participation approach ensures the development of a user-friendly, intuitive, and age appropriate chatbot. Children provide valuable feedback on the chatbot's interface, language, and functionality, helping to make it more accessible and enjoyable for its intended audience. Their input helps to identify any potential barriers or challenges that children might face while interacting with the chatbot. Moreover, their input reduces development time and ensures that the user acceptance will be positive. Therefore, the developed solution will be a more child-friendly tool that has greater chances of generating spin-off benefits in other markets targeting the same audience.

**Accuracy and Credibility:** children's insights and experiences contribute to the accuracy and credibility of the chatbot's content. They can help identify misconceptions, gaps in information, or areas that require further clarification. Their involvement ensures that the chatbot provides reliable and trustworthy information about children's rights, enhancing its educational value. This is especially true because the developed tool will be based on Natural Language Processing (NLP) technology. Because the NLP engine needs to be trained on accurate data, it is crucial to include child-specific language in the data training set to enhance its accuracy and trustworthiness.

**Ethical Considerations:** involving children in the development of a chatbot about children's rights demonstrates a commitment to ethical practices and the promotion of children's rights to participation. It ensures that their voices are respected, and their well-being is prioritized. Child participation should adhere to ethical guidelines, such as obtaining informed consent from parents or guardians and maintaining confidentiality and anonymity.

**Positive side effects, learning and empathy:** engaging children in the creation of a chatbot fosters their learning about their own rights and the rights of others. It promotes empathy and understanding by encouraging them to consider different perspectives and experiences. Through this process, children can develop critical thinking skills, enhance their understanding of social issues, and become advocates for children's rights in their communities.

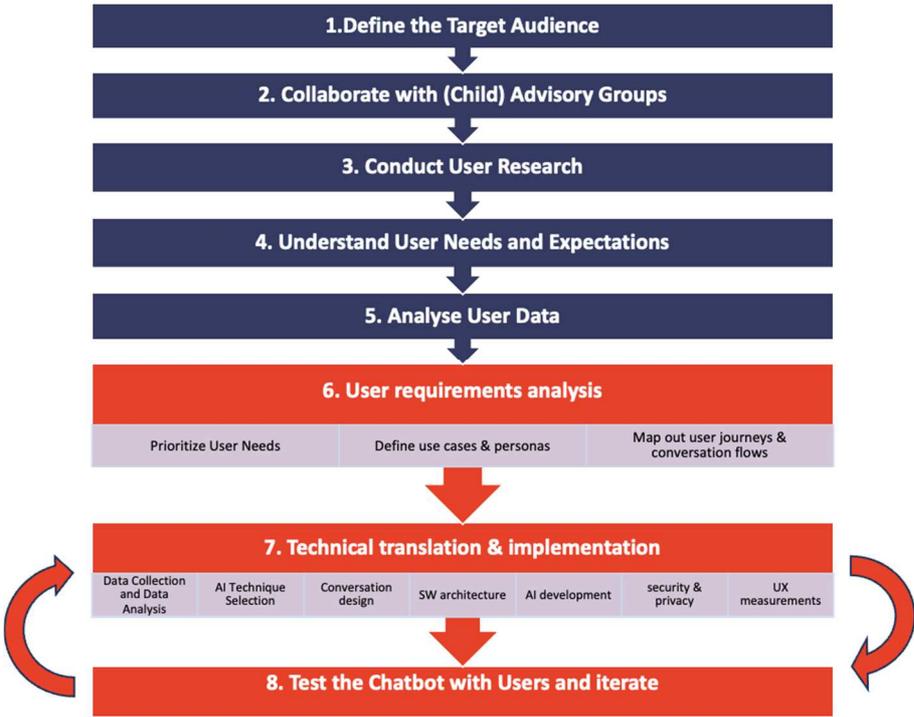
# Importance, function and results of the co-design sessions

The primary function of the planned AI-system, the chatbot, is to serve as a comprehensive resource for children, delivering accessible and interactive information about their rights. Building an AI-system that targets children for questions about children's rights in the case of child abuse is a sensitive and challenging task. To ensure that the chatbot meets the needs of its target audience, it is critical to collect data on user needs and understand their experiences and expectations. The co-design sessions therefore represent a critical phase in the development process, involving the active participation of children and legal experts to ensure that the resulting AI-system aligns with the needs and aspirations of its target audience. In more concrete terms these sessions enable Lawren.io and the i-ACCESS consortium to define the chatbot's features, functionality, and user interface in a way that best serves the needs of children.

The co-design sessions also provide an opportunity to ensure the chatbot's safety and reliability. By incorporating insights from legal experts, we can ensure that the AI-system adheres to legal frameworks and ethical considerations, guaranteeing a secure environment for children to interact with the chatbot.

## Methodology & implementation

Lawren.io has developed a structured methodology to map user needs during product development. This methodology is tailored to products typically designed for and deployed in (corporate) business contexts. Therefore, the standard methodology was adjusted to align it with the specific nature of the i-ACCESS project. The below section outlines a summary of the standard steps of the adopted methodology in business-to-business contexts and highlighting some of the adaptations that were needed in the i-ACCESS project.



## **1. Define the Target Audience**

First, a clear understanding on the target audience was required to accurately map the user needs. In this case, the target audience for a chatbot that provides legal information about children's rights during criminal proceedings is children who have been directly or indirectly in contact with the criminal justice system. The age range of the target audience should be considered as well when building the chatbot to ensure that it is age appropriate and can effectively communicate with its users.

## **2. Collaboration with Child Advisory Groups**

In business contexts, the user needs process is generally conducted directly by Lawren.io itself. During the i-ACCESS project, Lawren.io worked with Tdh Romania and Tdh Hellas and SAPI to carry out the user needs. All three organizations have expertise on the area of the protection and promotion of children's rights and child participation. Following the user needs analysis practice of Lawren.io, the three partners implemented the co-design session with children and legal experts. This collaboration facilitated an (indirect) connection between the end-user, children themselves and Lawren.io, allowing to structurally map the user needs. Tdh Hungary gave relevant feedback ensuring that the co-design methodology is adopted in a way that is sensitive to the needs of its target audience and appropriate measures are in place to safeguard children from harm.

## **3. Conduct User Research**

The first step in collecting user needs is to conduct user research. User research can be conducted in several ways, including surveys, focus groups discussions (FGDs), and interviews. Given the sensitivity of the topic, it was crucial to conduct thorough user research to gain a deeper understanding about the children's preferences. Therefore, user research was here conducted by in-depth interviewing of a larger number of end users – drawing on the expertise of local implementing partners based on the survey questionnaires developed by Lawren.io, one for children and another one for legal experts.

## **4. Understand User Needs and Expectations**

To design a chatbot that meets the needs of its target audience, it is essential to understand their needs and expectations. When collecting user needs, it is important to ask open-ended questions that allow users to express their thoughts and feelings. Some of the key questions that can be asked during user research include:

- What do you think of the chatbot?
- What features do you think the chatbot should have?

For the i-ACCESS project, a two-fold user research approach was adopted in the co-design process, including children and relevant legal experts – each according to a separate, appropriate methodology. The questionnaire for children contained basic and easily understandable questions about the functionalities of the solution and focused on chatbot design and preferences. Technical and legal questions were only briefly touched upon. User research with children was mainly conducted by live interviewing – either individually or in FGDs. The questionnaire for legal experts focused more in particular on legal questions and legal content to be provided by the chatbot. User research with legal experts was conducted by means of a written survey.

## **5. Analyze User Data**

Once user research has been conducted and user needs are identified, the next step is to analyse the data to identify trends and patterns. The analysis of user data from the surveys is presented in this report and its Annexes.

## Implementation & expected results of the co-design sessions

The objective of the co-design session is to understand the requirements and expectations of children regarding the chatbot for children's rights. Through this process, a prioritized list of issues can be established, enabling the development of a chatbot that addresses the most significant concerns.

Additionally, the sessions aimed to understand the desired features and functionalities that children expect from the chatbot. Furthermore, the survey study sought to explore preferred interaction methods, communication styles, and accessibility requirements to ensure that the chatbot is accessible and engaging for all children.

Privacy and safety considerations were also a crucial focus of the study. By understanding children's and legal experts' expectations for protection, the consortium aims to adopt the 'safety-by-design' approach to develop a chatbot that prioritizes general privacy and safety requirements and the individual needs of children.

The goal was to survey 25 children and 15 legal experts per country, adding up to 75 children and 45 legal professionals.

Lawren.io prepared one online survey for children (Annex II.) and one for legal experts (Annex IV). The link to the survey was shared with Tdh Romania, Tdh Hellas, and SAPI along with the program description of the design process and the co-design session (Annex I.). Colleagues of the implementing organizations filled in the survey for children after each interview or FGD in English, while the survey for legal experts have been directly shared with the professionals for completion.

To monitor the progress, Lawren.io scheduled regular calls with Tdh Romania, Tdh Hellas, SAPI and Tdh Hungary. These calls played an important role in keeping Lawren.io updated on the feedback received and addressing any concerns or questions that arose during the process. The objective was to create a collaborative atmosphere that fostered an ongoing dialogue, allowing to iterate and refine the co-design process based on the insights gained during the interviews. Through these frequent calls, Lawren.io could closely track the progress in each of the participating countries and implement necessary adjustments. These continuous adaptations to the initial strategy helped in gathering sufficient qualitative answers from the target audience, contributing to a more accurate understanding of the user needs.

The surveys for children developed by Lawren.io were created to aid the following process:

### Introduction

- Create a comfortable, engaging and safe environment for children to participate and share their thoughts, ideas, concerns.
- Icebreaker activities to establish rapport and make children feel at ease.
- Introduce the purpose of the session and explain the concept of a chatbot for children's rights.

### General Discussion

- Begin with an open-ended discussion about children's rights, ensuring that children understand the basic concept.
- Encourage children to express their opinions, experiences, and concerns regarding their rights.
- Explore their understanding of the term "chatbot" and whether they have interacted with similar technologies before.

## Identifying Rights-Related Issues

- Facilitate a brainstorming session where children can freely discuss the rights-related issues they face or witness in their daily lives.
- Encourage them to share personal stories, challenges, and concerns they believe a chatbot could help address.
- Prioritize and categorize the identified issues based on their frequency, significance, and potential for chatbot intervention.

## Desired Features and Functionalities

- Discuss potential features and functionalities of the chatbot that children believe would be helpful in addressing their rights-related issues.
- Explore ideas such as providing information, advice, support, empowerment, reporting mechanisms, interactive games, and educational content.
- Allow children to provide suggestions and input on the chatbot's interface, design, and visual elements.

## Interaction Preferences

- Understand how children prefer to interact with the chatbot (e.g., text-based, voice-based, visual elements).
- Gather insights on their preferred tone and style of communication (e.g., friendly, informative, supportive).
- Identify any specific accessibility requirements (e.g., text-to-speech, large text, audio descriptions) to ensure inclusivity and accessibility.

## Privacy and Safety Considerations

- Discuss concerns about privacy, data protection, and safety when using a chatbot.
- Understand what measures children expect the chatbot to have in place to ensure their information and interactions are secure.
- Educate children about responsible chatbot usage and the importance of not sharing personal or sensitive information.

## Closing and Feedback

- Provide an opportunity for children to ask questions and seek clarifications.
- Encourage them to provide any additional suggestions, ideas, or concerns they may have missed.
- Express appreciation for their participation and valuable contributions.



## Analysis of the results of the co-design sessions

### Survey for children

The analysis of the survey conducted to understand the user needs for building a chatbot system focused on child rights has provided valuable insights into the preferences and requirements of the target audience. The findings highlight the importance of designing a chatbot that caters to the diverse needs of children while empowering them to know and exercise their rights. Annex III. presents the detailed analysis of the survey. The conclusion and highlights are included below:

The demographic analysis revealed that the survey participants spanned a wide age range, with the majority falling between **16 and 19 years** old. The **male-to-female** ratio was approximately **2:1**, emphasizing the need for gender-neutral language and tone in the chatbot system. A significant portion of the participants **attended school**, while others were engaged in non-formal education, indicating the importance of considering the needs of children in different educational settings.

The analysis of user needs identified various key requirements for developing an effective chatbot system. Children expressed a desire for **reliable and accessible information on child rights**, as well as guidance on how to navigate specific situations and access appropriate support. They also emphasized the **need for quick responses, personalized guidance**, and a **combination of text and voice communication** options.

The survey findings indicated that **children currently relied on various sources of information**, including online search engines, parents, teachers, and social media. It is crucial for the chatbot system to be **easily searchable** and provide links to **trusted sources** to encourage children to seek accurate information.

**Accessibility** of legal support emerged as an important issue, with some children facing difficulties due to language barriers or overwhelming amounts of information. The chatbot system should aim to address these challenges by providing clear explanations and directing children to reliable legal support options.

The survey also shed light on the preferences for chatbot features, including response style, tone of voice, and communication preferences. Children preferred **simple language**, clear explanations, and additional resources such as **quizzes, games, and videos to aid learning**. They also expressed a preference for an **informal, optimistic, and motivating tone of voice**. Given the widespread example of questions that the children might ask to the system, it may be beneficial to use a generative AI approach.

Regarding privacy, while the majority of children were willing to share personal information, if necessary, it is crucial to design the chatbot in a way that respects their boundaries and **only requests necessary information**.

Overall, the findings from the survey provide valuable guidance for the design and development of a chatbot system focused on child rights. By incorporating the preferences and requirements identified in this analysis, the chatbot can serve as a reliable and empowering resource for children, providing them with accurate information, guidance, and support in understanding and exercising their rights in criminal procedure.

## Legal expert survey

The analysis of the legal experts' survey on user needs for building a child rights chatbot has provided valuable insights and recommendations for the development of an effective and user-centric chatbot system. The survey involved legal experts with diverse backgrounds and expertise in children's rights, ensuring that their perspectives are adequately represented in the findings. Annex V. presents the detailed analysis of the survey. The conclusion and highlights are included below:

The demographic analysis revealed the professional composition of the surveyed legal experts (majority between **20 and 50 years old**), highlighting the importance of considering the viewpoints of various professions involved in child rights. The majority of respondents reported **working directly with children**, emphasizing the relevance and expertise of their opinions.

The analysis of user needs identified **key challenges** faced by legal experts in explaining children's rights, such as **complexity, illiteracy, cultural differences, and language barriers**. The survey respondents recommended using **child-friendly language, visuals**, and tailoring the information to the child's level of understanding. It was also evident that there is a **need for comprehensive education on children's rights** to enhance children's awareness and understanding.

The survey responses provided insights into the best ways for children to learn about their rights and legal issues related to child abuse, emphasizing interactive and engaging approaches like workshops, role-playing, and games. Experts recommended adapting materials to different age groups, providing a combination of **talking and examples, and involving specialized professionals in the process**.

Legal experts widely agreed that a chatbot could be an **easy way for children to access information on children's rights**, but some **concerns were raised**, indicating the importance of addressing **usability issues and improving accessibility**. The survey findings highlighted the factors to be considered in creating the chatbot, including using **child-friendly language, providing accurate information, ensuring privacy and security, and offering access to human support when necessary**.

The chatbot's important functions were identified as providing clear and precise information about children's rights, **connecting children with relevant authorities and support services**, and empowering children to understand and exercise their rights confidently. The chatbot should present information in **simple language, incorporate interactive elements, and adapt to the child's age and needs**.

Legal experts emphasized the need for the chatbot to **introduce itself in a friendly and playful manner while clarifying its role as a chatbot**. They suggested **covering a wide range of topics** related to children's rights and legal issues, and the chatbot's responses should provide **relevant information, practical guidance, and appropriate referrals**. Given the widespread range of topics, it may be beneficial to use a generative AI approach.

The survey responses highlighted the importance of giving children the **option to talk to someone in person and ensuring human intervention** in serious or dangerous situations. **Confidentiality and privacy** of sensitive information were also emphasized, along with providing multiple **feedback and reporting** options.

The analysis revealed potential future features and functionalities that could enhance the chatbot's effectiveness, including **multilingual support, accessibility for disabilities, and personalized recommendations**. Experts also recommended incorporating a child-friendly design and a comprehensive list of reportable abuses.

Overall, the findings from the survey provide a solid foundation for the development of a child rights chatbot that meets the needs and expectations of legal experts. By incorporating the recommendations and insights obtained from the survey, the chatbot can play a crucial role in educating children about their rights, empowering them to protect themselves, and providing accessible information and support.

## Implementation of the co-design sessions in Greece, Romania and Bulgaria

All three organisations conducting the co-design sessions with children, has child safeguarding or child protection policies in place ensuring the protection of children from all forms of harm and abuse and setting out clear procedures for addressing and reporting risk or harm.

### Greece

Tdh Hellas, as member of the i-ACCESS consortium implemented the co-design sessions in Greece during May and June 2023.

#### Target group and profile of participating children and youth

Tdh Hellas currently does not offer direct services to child beneficiaries (e.g., legal aid, case management etc.), therefore the project team designed an outreach strategy to contact organizations who have direct contact with children and ensure a wide sample for the survey. Tdh Hellas included children and young people from the general population and children on the move. Given Tdh Hellas' expertise in migration and aiming to reflect the current situation in Greece and to give voice to children from different vulnerable groups, NGOs who work with asylum seekers, recognised refugees and migrants were also consulted. The NGOs that cooperated are part of Tdh's network, with experience in child protection. Requests were sent to several NGOs and other actors that work directly with children, explaining the i-ACCESS project, the co-design process, and its purpose. These organizations active in the field of asylum and human rights, providing legal aid, psychosocial support and shelters to refugees, unaccompanied or separated children and youth. The added value of this approach is that it includes children's voices who have been victims in different contexts of adversity and children who have been in contact with both the criminal and the administrative justice system. Finally, children from the general population who participated were either beneficiaries of partner organisations or were reached through facilitators' personal contacts.

In total 25 children participated in the co-design sessions in Greece. 8 individual interviews were conducted, 4 of them in person in Tdh Hellas premises or at the premises of the referring NGOs and 3 via Zoom platform. 17 children participated in 4 different FGDs. The FGDs consisted of 3 to 5 children, who were close in age, and spoke the same language. The FGDs took place in shelters or at day centres for unaccompanied minors. The individual interviews lasted approximately an hour, and FGDs lasted about two hours.

4 children were of Greek nationality and 21 were third country nationals, specifically, 11 were from Asian countries and 10 from African countries. The ages ranged between 13 and 18 years. 22 participants were boys and 3 girls. Some of the children have been in contact with the law and some of them have been victims of bullying, violence, persecution, and sexual, physical and psychological abuse.

5 interviews were conducted in Greek, 6 in Farsi, 5 in English, 4 in French, 4 in Urdu and 1 in Somali. In all the instances where the interviews were not conducted in Greek or English, an experienced professional interpreter was present. The interpreter was the member of the staff of the contributing organization, thus the children already knew and trusted them. During the interviews meticulous notes were taken, and then the answers were entered into the online form in English.

### **Implementation and results of the co-design sessions**

Tdh Hellas kept the online questionnaire form shared by Lawren.io in English but prepared Greek and Farsi translations for the interviews with children. During the co-design sessions, the facilitators were asking and discussing the survey questions with children and keeping notes of their answers. After the interviews the answers were translated back to English by the facilitators and added in the Google form, since having a laptop or any other digital device between the interviewer and the child creates a barrier which does not facilitate the flow of the conversation.

Tdh Hellas conducted the co-design sessions through face-to-face interviews and FGDs. The children were given the option of a Zoom interview, considering that the sessions were for the end of the school year when children were busy studying for exams. This method enabled Tdh Hellas to collect high-quality data, thus rendering the survey of greater use for the development of the chatbot. Both individual interviews and FGDs seemed effective. In the individual interviews there was more space for detailed responses from participants. In the FGDs there were a lot of interaction between the children, but without one person's answers influencing the others. It was positive that the children already knew and trusted each other and the context that hosted the activity. The interviews were casually structured in order not to create discomfort for the children. These were conducted more in the nature of a conversation than a strictly administered questionnaire.

The facilitators of the sessions were the staff of Tdh Hellas' Access to Justice (A2J) programme, with backgrounds in law and social sciences and experience in working with children and youth. The project's coordinator is a lawyer specialized in youth justice, with experience in working with children, unaccompanied minors, and their families. The project officer is a sociologist and mental health counsellor, with an experience in supporting children and youth belonging to vulnerable social groups. The different educational background of the two facilitators, with shared expertise in child protection and safeguarding, made the two an ideal combination for interacting with children during the interviews. Both facilitators have received training on child-friendly interview techniques – particularly on using language which avoids victimization, blame and judgement and they are skilled to identify indicators that an interview is causing harm to participants. One FGD was conducted in the presence of both facilitators, while in the other three and in the individual interviews, only one of them was present.

Before each interview, the facilitators introduced themselves and presented Tdh Hellas, its activities, the A2J program, in particular the i-ACCESS project and the rationale behind the creation of the chatbot. At the beginning of the sessions all children were informed (in their respective languages) about the project, the survey, the co-design session, its purpose, the importance of their participation and their rights. Consent forms were drafted for children and their parents/legal guardians (for children under 15 years old, as per the local law) both in Greek and English. Children who belonged to the refugee/migrant population were more familiar with the concept of consent forms and having to sign a document to participate in activities. To make the sessions as enjoyable as possible for the children, biscuits, cakes and beverages were available. When children revealed past experiences of

violence and abuse, the facilitators conveyed empathy, but did not show shock or anger. Special care was taken to ensure that all the interviews/FGDs were finished in a positive and empowering note. Children were given the option to have a focal person, such as a social worker or a parent that they trusted during the interviews. None of them felt the need to have an adult present, but in two of the FGDs the children's social worker requested to stay in the room to find out more about the project.

All children who participated stayed for the whole duration of the interview, and no child who refused to participate. Some children seemed to struggle with open-ended questions and preferred multiple-choice questions. The FGDs were very fruitful as children in each group already knew each other and felt comfortable expressing themselves. Questions regarding the chatbot's name and image sparked intense conversations and children tried to convince each other to "vote" for the name and the colours they suggested.

Most children were familiar with the technology but where they felt that the information, they received was not clear, a little more time was given for clarification. Although most participants had used some form of virtual assistant, they were not familiar with the term "chatbot". When clarification was provided, they seemed familiar.

### **Feedback of children and young people on the co-design process**

At the beginning, most children did not know what a chatbot is and what it can be used for. During the interview, however, it appeared that most of them had occasionally used a digital assistant or an automated answering program to access a service or to get support for something that was bothering them. Children found the creation of the chatbot very interesting, and they expressed that they have not participated in anything similar before.

Overall, children appeared to enjoy the process and preferred being consulted on something that concerned them, they said that they are not often given the opportunity to participate in surveys and to be consulted. They mentioned that they felt safe and comfortable with Tdh Hellas staff. Children were very engaged in the conversations and gave positive feedback at the end. One of the participants even said that when she finishes her studies, she would like to work in the humanitarian sector, especially at Tdh Hellas, whereas another suggested, that once the chatbot is ready, the Tdh team should visit the shelter again to present it and bring desserts so that the participants in the survey will see the excellent job and congratulate the team.

### **Implementation of the co-design sessions with legal experts**

The questionnaire for legal experts was not translated into Greek as most of the legal professionals in Greece, especially the ones who work with children and/or in the humanitarian sector are fluent in English.

Considering that most professionals working in the field are usually busy and it can be quite challenging to find a convenient timeslot for a qualitative interview, an email was sent to legal and child protection professionals with a thorough explanation of the project and the purpose of the survey along with the link to the questionnaire. The request to participate in the survey was sent to various NGOs and actors that work with child victims or asylum seekers and migrants and with whom Tdh Hellas has had a collaboration in the past. Requests were also sent to the Ombudsperson for Child's Rights as well as to private practitioners either Tdh former staff or lawyers who have extended knowledge on children's rights. Overall, 19 legal experts participated in the interviews, with different levels of experience, several of them having years of experience in supporting children and young people. There was a

positive response, and in fact more questionnaires were collected than expected and all participants found the survey quite important and interesting from an academic point of view too.

## Romania

Tdh Romania, as member of the i-ACCESS consortium implemented the co-design sessions in Romania during May and June 2023. Tdh Romania is recognized by partners in Romania (e.g. National Prison Authority, National Probation Directorate, National Authority for Child Protection) as an organization that supports children's participation and creates mechanisms to make their voices heard.

### Target group and profile of participating children and youth

In the co-design process, Tdh Romania involved vulnerable groups of children, such as minors and young people who are in detention and education centres in Romania or who are monitored by the probation services. Tdh Romania implements projects that provide direct support, mentoring and social reintegration activities to children in contact with the criminal justice system both as victims and offenders, therefore the project team included these beneficiaries in the data and information collection process for the co-design sessions.

A total of 26 children and young people were involved in the questionnaire. Two FGDs were organised with a total of 23 children as well as 3 individual interviews with young people. The 3 individual interviews were conducted with young people (18-21 years old) who have left the detention system and who are mentors in the programmes implemented by Tdh Romania. The first FGD was organized with 12 children between the ages of 15 and 18. 4 were selected from each of the detention centers in Craiova and Tichileșit as well as from the education center in Targu Ocna. The second FGD was held with another 11 children aged between 16 and 18 years in monitoring probation services in different cities. Both FGDs were held online, and the sessions were recorded by the facilitator.

For minors, consent forms were signed by their legal guardian (for children under the age of 18, according to the law) and were drafted both in Romanian and English. Young people over the age of 18 also signed a consent form agreeing to participate in the questionnaire.

### Implementation and results of the co-design sessions

The individual or group sessions were conducted by an English-speaking facilitator who has experience in working with vulnerable groups of children and received legal training as well. The facilitator organized online FGDs via Google Teams with children and young people, asked the questions in Romanian and noted down their answers. After the FGDs and interviews, the answers were translated to English and entered into the Google Form in English.

Before the start of each interview or FGD, the facilitator and the project coordinator introduced themselves and presented Tdh Romania, the A2J program and the i-ACCESS project. All children and young people were briefed on the objective and purpose of the questionnaire and were informed about the usefulness of their participation. The FGDs were dynamic, interactive, with children giving answers that complemented or developed the ideas presented by their peers, thus this method allowed the team to collect innovative answers, useful for the development of the chatbot.

Throughout the FGDs, the children were accompanied by specialists from the centres who supervised them and encouraged them to participate honestly and openly. The facilitator explained the questions to the children so that they can understand the essence and were able to answer. The children felt

useful, they felt that they were doing something meaningful and new, both for them but especially for others who will benefit from the chatbot.

Creating a chatbot seemed very interesting to the children and they said that they have not participated in creating anything similar. Most children didn't know what a chatbot is and what it can be used for, however during the interview, it emerged that most of them occasionally used digital assistant or an autoresponder to access a service or get help with something that was bothering them. Children also expressed that they felt safe and comfortable during the co-design sessions because they had previously participated in similar participatory consultations with Tdh Romania on other matters.

## Feedback of children and young people on the process

Children and young people expressed that by participating, they felt useful and they are happy to contribute to the creation of this tool, which will benefit them in the future, but especially other children and young people. They expressed that they feel that the chatbot belongs to them too because they will influence its content and creation. One of the young people who participated in the past in another consultation that Tdh Romania carried out for the creation of another tool, shared this experience with the other participants, which motivated them all.

They also mentioned that it would be very important if in all the detention and education centres in Romania, this chatbot would be available to all the children and young people, and it would be a reason for them to be proud to have contributed to its development. Most of the participants expressed their desire to participate in the piloting of this tool as well.

## Implementation of the co-design sessions with legal experts

28 professionals and legal experts were involved in the co-design process, and they answered the questions individually. The 28 legal experts who took part in the interviews have different levels of experience, with many of them having years of experience supporting children and young people. They are experts with whom Tdh Romania have collaborated in the past or with whom it still collaborates in juvenile justice projects (judges, prosecutors, lawyers, police officers, probation officers). The questionnaire was not translated into Romanian because the legal professionals involved speak and write English fluently. An email was sent out to them with a detailed explanation of the project and the purpose of the survey, together with the link to the questionnaire, so that participants could fill in the Google Form in their own pace.

## Bulgaria

SAPI carried out the co-design sessions in Bulgaria in the form of individual interviews and FGDs during May and June 2023. SAPI is a non-governmental organization that has experience in providing direct social services for children and their families at risk and is recognized by partners as a leader in advocating for child-friendly justice in Bulgaria.

## Target group and profile of participating children and youth

Two main criteria were applied in the process of defining the target group of children:

- Children who have experience with the justice system and are currently using the services managed by partner organization;

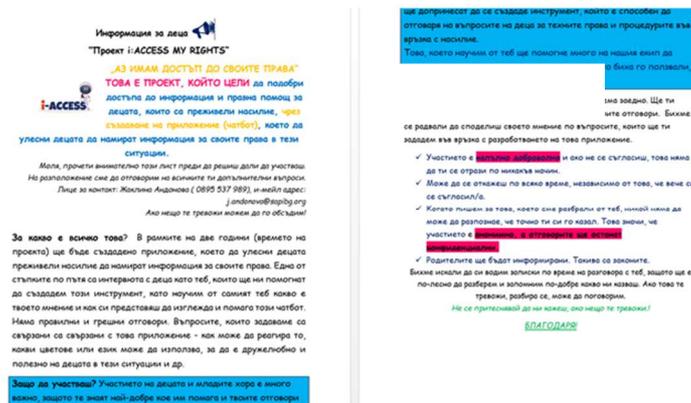
- Children with or without experience with the justice system who were involved in projects implemented by the organization on the topic of responding to violence and abuse in school.

During the recruitment of respondents, SAPI relied on its partnerships established through numerous joint projects and initiatives with other non-profit organizations working with children and families and advocating for children rights and child participation, schools and individual experts.

A total of 25 children and young people (from 12 to 23 years of age, 10 boys and 15 girls) participated in the co-design sessions. 8 individual interviews were conducted 4 of them in person and 4 of them online via Zoom platform. 17 children participated in 5 different FGDs. 6 children of those who have been interviewed individually have been in contact with law or have been victims of bullying, violence and abuse.

## Implementation and results of the co-design sessions

A facilitator working with vulnerable children and families who implements child participatory techniques translated the survey for children and young people into Bulgarian. The facilitator was SAPI's project coordinator who has necessary experience and qualifications to perform the task, as she is a psychologist, experienced in supporting vulnerable children and families. The facilitator have prepared short child-friendly information material regarding project goals and the purpose of co-design sessions.



A short, child-friendly leaflet (above) was attached to the requests sent out to social services and schools that SAPI contacted to identify and invite children to take part in the interviews. This was crucial step because not every adult professional is familiar with the concept of chatbot and may encounter difficulties explaining it to children. This way the facilitator and the project team supported the adults to easily transmit the information to children.

Individual interviews with children and young people were held in person or online and FGDs were conducted online via Zoom platform. Consent forms were drafted in Bulgarian and signed by the children. For minors, consent forms were signed by their legal guardians (for children under the age of 15). The facilitator was taking detailed notes during interviews and FGDs, and the answers of each child were translated in English and added in the Google Form.

The duration of the FGDs was around 70-80 minutes and interviews lasted approximately 40-50 minutes. FGDs were conducted with children in same age groups (16-17) and school. Group discussions were dynamic and the facilitator ensured that children feel safe to express their views in front of their

peers. There was enough time and context that allowed each child to answer all the questions. Previously SAPI collaborated successfully with schools on different projects and established particularly good relations with students as well. Supporting them to implement their own ideas and initiatives in school to increase awareness to the subject of violence and abuse. This contributed to a positive group dynamic in the co-design sessions as children were open to interact with the facilitator, were less anxious and felt safer during expressing their views and opinions amongst their peers.

The facilitator assured children in the group that every opinion is important and no matter if they agree or disagree with another presented view, by expressing their own voice, they add value to the discussion. Therefore, every child was encouraged to actively express what he/she is thinking about any issue (even if it is *'I do not know'* or *'I do not want to answer'*).

All face-to-face individual interviews with children were conducted in SAPI's community support centre. The rooms are designed to working with children and therefore they provide a comfortable, informal and playful setting. A social worker was present during the interview with two of the children. Online interviews were also very informative, and children felt comfortable with this mode of interaction.

Using both the individual interview and FGD methods was a useful and flexible approach that allowed the team to interact with children in different settings, obtaining a variety of answers which contributed positively to the development of the chatbot. Children and young people felt motivated to share their ideas in order to help other children that might use the chatbot in the future.

Some of the children did know a lot of AI tools and have started to use chatbots for different reasons. The previous experience of children and young people, whether positive or negative was important on how they perceive the idea of this chatbot. Most of them were curious and enjoyed being part of co-design sessions. Children do not trust every source of information and prefer channels they already use to inform themselves.

Each children have different level of knowledge about their rights. Most of them shared that family, teachers, friends, school psychologist are the best channels for children to receive such information. Sceptical views about designing the tool shows us that some of children don't feel that new technology is something close to them, however children have rather high expectations about chatbots. They expect it to be very well designed to attract their attention, to respond to their needs and engage them in conversation and support them.

Children and young people have expressed high expectations and different views on what is the most important thing that the chatbot should do for them. Child beneficiaries of services highlighted the importance of the chatbot's ability to support not only to inform; to offer comfort and understanding of their ambivalent emotions – some form of counselling for children. For other children it is also very important how the chatbot will connect with them and act as a friend. They put more focus on the potential of the chatbot to give simple and useful information and to refer them to someone or somewhere where they can find legal or psychological support.

At the end of the interviews the facilitator asked children for their feedback. All children were curious to know more about how the tool will be developed and the team promised to keep them informed about next steps. Children and young people felt hopeful that their answers will contribute to the project idea and to other children.

## Feedback of children and young people on the process

Children and young people were enthusiastic about their participation. They expressed interest and openness to be included in the piloting phase of chatbot as well and receive additional information how the project is going in the future.

Some of them expressed sceptical views about AI tools and spoke about its limitations. All of them clearly said that they prefer to speak with real person about violence or abuse they have experienced, therefore highlighting how important is for them to have real person one can trust.

They also agreed that easy access to information about their rights and support centers where they can go is valuable. Especially, when child is feeling overwhelmed and has nobody to trust, feel shame and doesn't know what to do.

Children see chatbot as a system that must be very carefully designed and secure in meaning of processing and storing sensitive information that child user who has been victim of violence may share.

## Implementation of the co-design sessions with legal experts

During defining the group of experts to approached for the completion of the survey SAPI took into consideration not only the educational background of the experts but also their level of involvement and expertise in child protection and rights and especially in the field of child victim's rights. Thus, professionals from the social services managed by SAPI were also included in the survey since they have experience in dealing with the child protection system and having worked with child victims of crime for many years. The circulation of the survey took place over a four-week period in May and June. Responses were received from 10 experts.

The survey was conducted online by sending a link to the survey. To reach the widest possible range of relevant professionals, the original questionnaire was translated into Bulgarian. Both language versions of the Google Forms were distributed amongst SAPI's network and in legal aid networks.

SAPI approached the Legal Aid Network of the National Network for Children (NNC) – an organization focusing strategic litigation cases relating to children's rights, as well as offering legal assistance in cases involving children. The coordinator of this network assisted SAPI with disseminating the questionnaire.

## **Ethics, privacy & data protection considerations**

Privacy safeguards have paramount importance when conducting interviews with child users. To ensure the protection of the personal data of the interviewed children, Lawren.io introduced stringent measures in the interviewing process. In this respect, it is useful to refer to the principles outlined in the General Data Protection Regulation (GDPR). Article 4, (1) of the GDPR defines "personal data" as any information relating to an identified or identifiable natural person (data subject). During the co-design sessions the focus was placed on obtaining insights into the children's preferences, needs, and experiences related to the chatbot, while respecting their right to privacy. The questionnaires used in the interviews were structured in a way that encouraged the children to share their thoughts, opinions, and feedback without divulging any unnecessary personal details. Open-ended questions and prompts were utilized to foster a qualitative understanding of their experiences, enabling us to capture valuable insights without being able to discover their identity.

During the co-design sessions it was also of paramount importance that facilitators protected the physical, social and psychological wellbeing, and the rights, interests of the participants of the co-design session. The welfare and best interests of the participants were the primary consideration during data collection. All actions were guided by the UNCRC, Article 3.1 which states: *“In all actions concerning children, whether undertaken by public or private social welfare institutions, courts or legislative bodies, the best interests of the child shall be a primary consideration.”* The co-design process was conducted with respect to children’s views and cultures, keeping in mind that they all come from diverse backgrounds. Participants were assured that no personal questions would be asked, that there were no right or wrong answers and that everyone’s views were equally useful to the research. To avoid any risk of re-traumatization, it was thoroughly explained to the children that their participation was entirely voluntary and that they could withdraw at any moment.

Central to **Lawren.io’s** privacy safeguards were the conscious decision to gather only a very limited number of personal details from children and youth through the questionnaires used in the interviews (such as nationality and age), but to the extent that the children are not identified nor identifiable within the meaning of the GDPR. In addition, Lawren.io, does not have access to personal data obtained by the facilitators of the co-design sessions, SAPI, Tdh Hellas and Tdh Romania, such as consent forms, attendance sheets etc.

Personal data obtained by **Tdh Hellas** during the co-design session process were kept secured, password-protected and were not disclosed to anyone besides the project coordinator and officer. Children’s names were not recorded in the Google Forms and written informed consent was obtained from participants and their parents/legal guardians. Consent forms are stored in a locked filing cabinet within the Tdh Hellas office where only the facilitators have access. After anonymisation they will be scanned and uploaded in the EC platform if required. The notes taken during the interviews were destroyed after the results were entered into the online form.

For participants from the general population, the first contact was made with the parents/guardians, who gave consent and facilitated Tdh Hellas’s contact with the child. For online interviews, the facilitators positioned themselves in a private location, ensuring their computer screen cannot be viewed by others and computer audio cannot be overheard. They also communicated with the participants to ensure that they are in a comfortable and private location during the virtual interview.

Personal data obtained by **Tdh Romania** during the co-design session process is protected and secured by password. Furthermore, personal data was not disclosed to anyone other than the project coordinator and session facilitator. Children’s names were not recorded in the Google Forms or in written format, consent was obtained from participants and their legal representatives.

For the interviews conducted online via Google Teams, the facilitator positioned themselves in a secure room where no one else could see the computer screen and the sound of the computer was not heard. Children and young people were in secure premises, in detention and education centres and were given privacy during the FGDs and online interview. The facilitator assured the participants that they would not be asked personal questions related to their own negative experiences and that their answers would be very used for achieving the research objective. The facilitator explained to them that they can withdraw their participation at any time.

As for the legal experts, each of them entered the requested information themselves and no personal data has been requested from them.

In the process of implementing the co-design sessions **SAPI** put in place the necessary ethical and data protection provisions. Participation of all respondents was based on prior informed consent. Children's right to participate in the survey was explained in advance, with special attention to ensure the voluntary nature of their participation and the confidentiality of the information.

Facilitator's notes and consent forms are stored in a secure server of the organization and the access to the folder is restricted with a password to the project team only. Paper copies are stored in a folder that no one else than project team members have access to.

The communication to participants who completed the legal experts' questionnaire contained information on the aims of the project, the objectives, and the relevance of the experts' participation in the study. In the same communication, they were informed about the manner of completing the questionnaire, as well as of the principles of voluntary participation and confidentiality.

## Limitations & Lessons learned

During the implementation of the co-design session, frequent (2-3 times a month) calls have been organized between Lawren.io, Tdh Hungary and the implementing partners. Through these frequent calls, Lawren.io could closely track the progress in each of the participating countries and implement necessary adjustments. These continuous adaptations to the initial strategy helped in gathering sufficient qualitative answers from the target audience, contributing to a more accurate understanding of the user needs.

Challenges arose while trying to reach enough children to participate in the interviews – therefore, the consortium agreed to broaden the age range that was initially set out in the project proposal (14 and 18 years old). Furthermore, the local partners voiced practical concerns (time-consuming, less interest from children, etc.) related to the individual interviewing of the children. Therefore, it was decided to introduce FDGs as an alternative method of interviewing and expand the time frame dedicated for conducting the co-design sessions.

Specific challenges experienced by **Tdh Hellas** was linked to the fact, that currently it does not implement direct intervention programmes with beneficiaries, therefore, it was challenging to find participants on time. The staff contacted several schools, services, organisations. These conversations took place via phone, online or in person with each organization to present Tdh, the i-ACCESS project, the purpose of creating a chatbot, and the benefits that children can receive from participating in the co-design of this tool. Organizations who were interested were then asked to pass the information on to children who expressed interest, and when they decided who would participate, they were requested to find an interpreter available in the participants' speaking languages. This lengthy process made it difficult and time-consuming to find participants.

It should be noted that while some children seemed to struggle with the topic, as they may not have had much familiarity with the technology, with discussion and examples, this difficulty was overcome, whereas it was far more difficult to explain the concept to adults, especially older professionals who are not comfortable with new technological concepts.

All FDGs and interviews with children and young people conducted by **Tdh Romania** were carried out online and as a result there was no face-to-face contact with the beneficiaries. This approach allowed children and young people from different cities in Romania joint participation, interaction and the possibility to jointly contribute to the creation of a tool. It also allowed them to influence each other,

to complement each other. In the cases of individual interviews, young people were given the opportunity to speak more, to have time to think, to come up with clarifying questions.

**SAPI** is managing social services for children and families in contact with the law (victims, witnesses, and offenders), which gave them direct access to potential child participants. Children with experience in the justice system who took part in the interviews were open to communicate, interested in the survey, motivated to contribute and the team were careful in asking questions and showing empathy if the child decided to share something about the experience of violence during co-design session. The online participation allowed children from various locations in Bulgaria to participate and contribute.

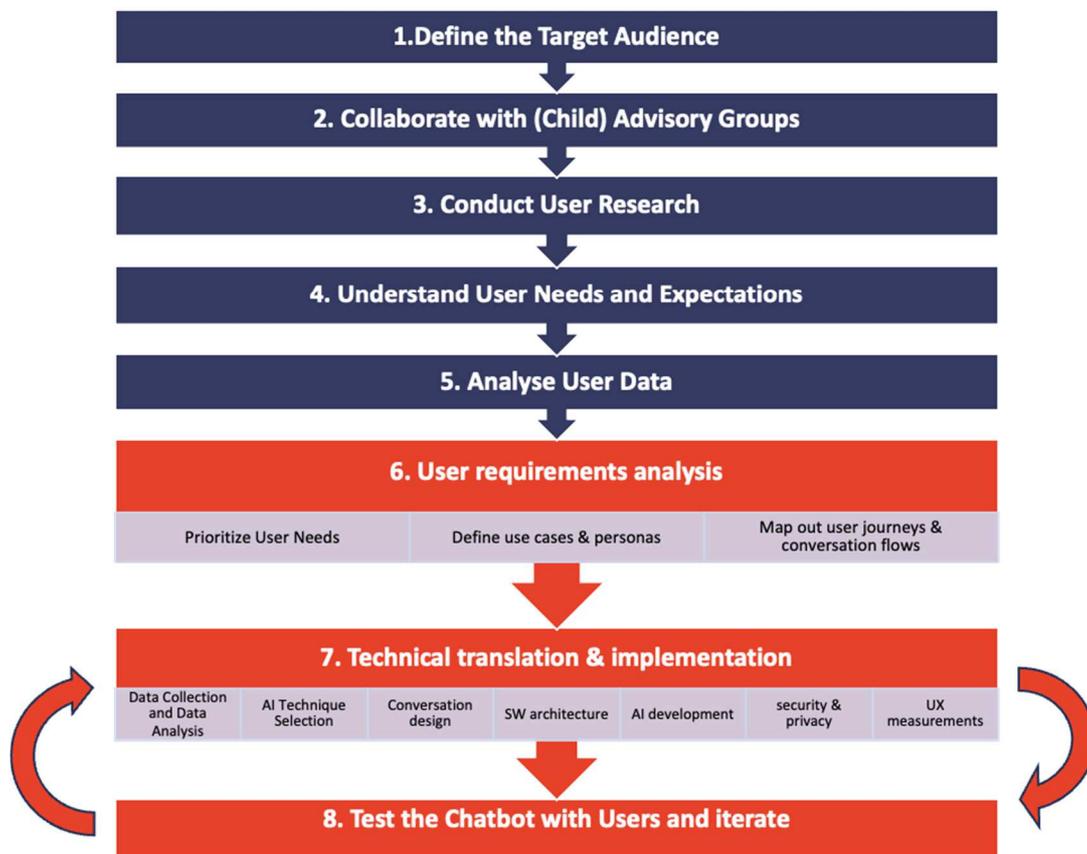
This gave them flexibility in the end of school year when they were engaged in many activities and exams. FGDs have their limitations for children to be biased by the answers of others or feel peer pressure to respond in certain way. In the case of co-design sessions there were very good context to overcome those limitations since children knew each other from other projects, felt free to interact with each other, felt safe to express themselves and showed their creativity in answering the questions. Individual interviews with children and young people gave them personal space and attention.

One limitation of individual interviews was the sense of hierarchy between the child and the interviewer. Communication with peers (as in the FGDs) provoke child's ideas and facilitates participation. For some, the individual attention received during the interviews might make them feel more anxious and less open in communication than if they were in group with others like them.

Online mode of conducting the interviews with the experts, allowed a wider outreach to respondents while on the other hand, the lack of direct contact with respondents did not allow for a more detailed explanation about the purpose of questions. In this sense, opportunities for detailed responses to some questions were not fully exhausted. Furthermore, this method of completion did not allow for feedback on the number of respondents who said they would complete the questionnaire. Thus, those who responded are fewer than those who declared their willingness to participate in the survey.

## Next steps

After conducting thorough analysis of the user needs through the co-design surveys involving children and legal experts, the development process for the child rights AI-system enters a new phase.



### 1. User Requirements Analysis

The analysis of user needs gathered from the co-design surveys forms the foundation for the user requirements analysis. To effectively **prioritize these needs**, it is essential to identify common patterns, recurring themes, and areas of critical importance. The start of this has been included in this report as the conclusion of the survey analysis. This analysis will guide the development process by shaping the use cases and personas, ensuring that the AI-system meets the specific needs of the target audience.

Based on the prioritized user needs, **use cases will be defined**. These use cases represent specific scenarios or situations where the AI-system can provide value to users, for example a child might use the chatbot to access information on what they can do when they hear that one of their classmates have been hurt by their football coach. Each use case will outline the objectives, interactions, and expected outcomes. This will be important for the validation of the system in the end as well.

**Personas**, or fictional representations of the target users, will be created to capture the diverse characteristics, motivations, and goals of the user base, for example an elementary school boy student living in the capital and playing football. These personas help in understanding the different user perspectives and tailoring the AI-system to meet their specific requirements.

**User journeys** will be constructed to map out the steps and interactions users will go through while using the AI-system. These user journeys will be created based on the personas and use cases,

providing a holistic view of the user experience and highlighting areas where the AI-system can provide the most value.

## **2. Technical Translation & Implementation**

Once the user requirements have been defined, the technical translation and implementation phase begins. This phase focuses on transforming the user needs into tangible technical solutions, taking into account the following steps:

### **2.1. Data Collection and Data Analysis**

Relevant data related to child rights, user interactions, and potential conversational content will be collected and analyzed. This data will form the basis for training and fine-tuning the AI models used by the chatbot. A start for this dataset will be the legal feasibility study and the collected questions during the interviews and sessions with the children and legal experts.

### **2.2. Technical Feasibility Study, AI Technique Selection**

A comprehensive assessment of various AI techniques, such as rule-based systems, intent-based chatbots, generative AI will be conducted to determine the most suitable approach for the AI-system. This assessment will consider factors like scalability, accuracy, and interpretability in addition to considerations linked to sustainability, privacy, child protection and safeguarding.

### **2.3. Conversation Flows and Design**

The conversation flows and design of the chatbot will be defined based on the use cases, personas, and user journeys. These conversation flows will outline the structure, content, and logic of the AI-system's interactions with users.

### **2.4. Software Architecture**

The software architecture will be designed to support the efficient functioning of the AI-system. This architecture will include components for data processing, AI model deployment, and integration with other systems, ensuring seamless operation, scalability and extendibility.

### **2.5. User Interface**

The user interface will be designed to provide an intuitive and user and child-friendly experience. It will incorporate as much as possible the elements that were identified during the co-design sessions.

### **2.6. AI Model Development**

Based on the chosen AI technique, AI models will be developed or trained to handle the chatbot's conversational capabilities. These models will be fine-tuned using the collected data to ensure accurate and contextually relevant responses.

### **2.7. Optional Translations**

Depending on the selected AI technique and the target user base, translations may be implemented to support multilingual interactions. This step ensures that the chatbot can effectively engage with users who speak different languages.

### **2.8. Security and Privacy Implementation**

Implementation of privacy and security requirements as prepared by KU Leuven within the smart interface.

### 2.9. UX Measurements

User experience (UX) measurements, such as usability testing and feedback collection, will be conducted to assess the effectiveness and user satisfaction with the AI-system. These measurements could guide further refinements and improvements to enhance the overall user experience.

### 3. Testing and Iteration

Rigorous testing will be carried out to identify and address any technical issues, usability challenges, or gaps in functionality. Iterative cycles of testing and refinement will be conducted to ensure the AI-system meets the desired performance and user expectations.

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## Annexes

### Annex I. – i-ACCESS User Needs – Program Description

#### 1. Introduction

The overall objective of the i-ACCESS MyRights project is to improve access to information and legal assistance for child victims in the European Union by promoting a child centred AI-driven solution.

The i-ACCESS MyRights project will therefore develop an innovative AI-driven solution in 3 pilot countries (Greece, Bulgaria and Romania) to improve access to information and legal assistance in the area of e-justice.

#### 2. Importance

In relation to the specific countries of intervention, child victims currently face various challenges and experience severe thresholds in accessing justice and seeking redress. This jeopardizes the protection of their rights and the access to legal assistance. Consequently, children face excessive length of judicial procedures, failure to bring charge and obtain resolution quickly, alongside re-victimization risks.

It is therefore crucial to improve information accessibility in general and provide children with understandable information about their rights. This empowers them to advocate for themselves, make informed decisions, and protect themselves from abuse and other forms exploitation. Moreover, access to information on rights significantly enhances the protection and exercise of their rights.

To design an artificially intelligent chatbot that meets the needs of its target audience, it is essential to understand their needs and expectations. The partners will therefore co-define the specifications of the AI-driven solution in line with the needs of child victims and other relevant (legal) stakeholders (hereinafter referred to as “co-design process”).

The co-design process will be led by Lawren.io, as the designated technology partner on this project. Lawren.io typically follows a step-by-step process to gather user needs during comparable projects. More information of this step-by-step process can be found in Annex I.

This document contains a guideline for the partners of the consortium on the elaboration of the co-design process during the i-ACCESS MyRights project. It includes an outline on several important aspects related to the co-design process, i.e. (i) description and format of the co-design process, (ii) recruitment, and (iii) data collection.

#### 3. Description and format

##### 3.1. General

The co-design process serves to conduct user research, enabling a better understanding and alignment of user needs for the AI-driven solution. User research will be done by conducting interviews and surveys with a selection of child victims and legal experts in the pilot countries.

Various partners of the consortium and other relevant stakeholders will be involved in the process.

Partners of the consortium that will be involved are, amongst others:

- Lawren.io (gathering of user needs)
- Dentons LLP and Tdh Hungary (feeding the database with legal content)
- Local partners in the pilot countries (feeding the database with national legal content and interviewing)
- KU Leuven (ethical aspects)

Other stakeholders that will be involved are, amongst others:

- Child victims in the pilot countries should be given preference to the interviews

- Children with experience with justice or child protection systems could be interviewed as well
- Children without any justice/child protection experience could be interviewed if none of the above could be reached within the timeframe of this activity
- Parents or guardian of the children
- Legal experts
- Translators and/or facilitators

When conducting user research for a complex AI-driven solution that provides legal information, it is important to consider the target audience. For instance, for a chatbot targeted towards children, it is important to have parents or guardians present during user research. It is furthermore critical to ensure that user research is conducted in a safe and comfortable environment.

Moreover, consideration must be given to the scope and detail of feedback that can be expected from children when dealing with a complex technology solution that provides technical legal information. Potential challenges in this respect may include, amongst others:

- Age of the children
- (Lack of) knowledge and false expectations of the children about the chatbot
- (Lack of) knowledge about rights and experience with legal system(s) and/or criminal proceedings
- Language used during interviews and surveys (technical jargon)
- Content of the legal chatbot (technical legal jargon)

Although children can provide useful feedback on the chatbot's features, it is thus necessary to include other relevant stakeholders to ensure full user suitability.

Therefore, Lawren.io suggests a two-fold user research approach, including not only children but also relevant legal experts in the co-design process – each according to a separate, appropriate methodology.

Furthermore, Lawren.io expects the execution of an ethical review during development of (i) this survey and (ii) the chatbot design.

### **3.2. Interviewing of child victims**

For child victims, as agreed upon with the partners of the consortium, the co-design process will be held by conducting interviews with the child victims in the pilot countries.

Lawren.io suggests recruiting at least 25 (but preferably as much as 40) children per pilot country. The selected children will be asked a set of standard questions, as developed by Lawren.io (see questionnaire in Annex II). The questionnaire is tailored to children, as it contains basic and easily understandable questions about the functionalities of the solution. The questionnaire focusses on intuitive elements of the chatbot design. Technical and legal questions will only be briefly touched upon, considering the aforementioned obstacles. Interviewing of child victims is preceded by a brief introduction on the legal system in understandable, child-friendly language.

The questionnaire consists of several parts, i.e. (i) demographics, (ii) work and education (iii) chatbot usage and preferences, (iv) legal questions, (v) chatbot design and personality and (vi) feedback and improvements. The questionnaire will, if necessary, be further optimized by incorporating the feedback of the partners of the consortium.

Interviews are preferably conducted face to face (F2F) by a local partner of Terre des hommes and, if necessary, in the presence of a local translator or facilitator and parent or guardian. The interviews should take place in a safe and comfortable environment. Therefore, should children be reluctant to

participate in F2F meetings, results can also be collected in an online manner. Lawren.io advises an iterative approach if this is possible.

The facilitator will be responsible for asking questions and collecting data on behalf of Lawren.io in the manner described below. Facilitators are strongly encouraged not to deviate from the final version of the questionnaire to reduce the risk of errors, bias, or misinterpretation.

### **3.3. Written survey with legal experts**

To ensure full user suitability, Lawren.io expects legal experts to be included in the co-design process. Lawren.io suggests including at least 15 different legal experts per pilot country from various related fields of law by means of a written survey (and potentially feedback or follow-up meetings).

Legal experts here referred to can include, but must not be limited to: Child Advocates, Human Rights Lawyers, Family Law Attorneys, Criminal Defense Attorneys, Prosecutors, Judges, Child Protection Attorneys.

The selected legal experts will be asked a set of standard questions, as developed by Lawren.io (see questionnaire in Annex III). The questionnaire is tailored to legal experts, as it is particularly focused on legal questions and legal content to be provided by the chatbot. Legal experts will be asked to provide a list with content or topics related to children's rights and legal issues that should be included in the chatbot (see Excel-template in Annex IV). Lawren.io has developed an Excel-template to gather these topics and questions. The legal experts survey contains only a limited number of questions on chatbot design and user preferences.

The questionnaire consists of several parts, i.e. (i) demographics, (ii) work and education (iii) chatbot usage and preferences, (iv) legal questions, (v) feedback and improvements.

Lawren.io suggests recruitment of the legal experts to be led by the local partners of Terre des hommes. Surveying will also be conducted by Terre des hommes.

## **4. Recruitment**

Terre des hommes will lead recruitment under the co-design process.

## **5. Data collection**

Information management and data collection will be crucial when conducting the surveys and interviews to define the user needs for the chatbot. Lawren.io suggests deploying a uniform working method, by using Google Forms to collect data during the co-design process.

Google Forms is a powerful online survey tool that can be used to collect data from a large number of people quickly and easily. It proves to be particularly easy to use, cost effective and provides real time data for the team of Lawren.io to analyse.

More information can be found via: [Google Formulieren: online formuliermaker | Google Workspace](#).

## Annex II. – User Needs – Survey Children

### 1. Introduction:

Thank you for taking the time to participate in this survey. Your input is important in helping us create a chatbot that can answer your questions about your rights as a child and about the legal issues you or other children might have if someone has harmed them. Please answer each question as honestly and completely as possible. You don't need to mention your name anywhere and no one will know what responses you gave, they will be confidential.

### Section 1: Demographics

1. How old are you?
2. What is your gender?
3. Do you go to school? If yes, in what grade are you?

### Section 2: Current working & education

Explain the justice / legal system to the kids:

Justice helps us figure out what is fair, what is right and what is wrong. When justice is working, everyone feels like they are being treated fairly. Rules and laws help people figure out what is 'just' or fair.<sup>1</sup> There are different people who make sure that everyone is playing by the rules. They are the police, judges, lawyers, and many other professionals working in the justice system. For example, the police make sure that everyone is safe and following the rules. If someone breaks the law, the police can bring them to the court. This person will be the defendant in the court case. There are several other people present at the court. The judge listens carefully to what each person says, then decides what to do about it. The prosecutor tries to show the judge how the defendant broke the law. To convince the judge, the prosecutor uses evidence and will ask witnesses to present what they saw, heard or what happened to them. This will help the judge to decide on whether the defendant has broken the law. The defendant can have a lawyer who helps them navigate the court. These lawyers are called attorneys and they try to show the judge that the defendant did not break the law. The judge also makes sure that everyone plays by the rules in the courtroom. There are other staff members present at the court. They help people find their way around and make sure that the court is a safe place for everyone.

4. Did you know this already? **How much do you know** about the justice or legal system?
5. **Have you ever received information** about your specific rights as a child and about legal issues related to child abuse in your school or at home?
6. **Have you ever tried to learn more** about your rights and the justice system?
7. **Where did you look for this information?** Was it easy or difficult to get legal support? Explain your answer.
8. **What would be the best way** for children to learn about their rights and legal issues related to harm and abuse?

### Section 3: Chatbot Usage and Preferences

9. **Have you ever used a chatbot** before? If yes, what did you like about it? If no, why not? If necessary, the concept chatbot can be further explained here, eg: *"A chatbot is a computer program that is designed to talk with people through a messaging system, just like when*

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<sup>1</sup> <https://inspiremykids.com/justice-quotes-for-kids/#:~:text=Justice%20helps%20us%20figure%20out,is%20'just'%20or%20fair.>

*you chat with your friends on a smartphone or a computer. The chatbot is like a little robot that can answer your questions, give you information, or even play games with you. It uses special programming to understand what you are saying and respond appropriately.”*

10. If there would be a chatbot that could answer your questions about children's rights and legal issues related to being victim of a crime, **would you use this?**
11. What is the **most important thing** you would like the chatbot to do for you?
12. How would you like to communicate with the chatbot? (Select all that apply)
  - Text messages
  - Voice commands
  - A combination of text and voice
13. How would you like the chatbot to answer your questions about children's rights and legal issues related to child abuse? (Select all that apply)
  - In simple language that is easy to understand, with clear and concise explanations.
  - With links to additional resources or websites.
  - With interactive quizzes or games to help you learn
  - With videos
  - Other (please specify)
14. What features would you like the chatbot to have? (Select all that apply)
  - Easy-to-understand language
  - A friendly personality
  - Quick response times
  - The ability to answer complex questions
  - Visual images and videos
  - Other (please specify)
15. What tone of voice would you like the chatbot to use? (Multiple selections are possible). If necessary, the concept tone of voice can be further explained here, eg: *“Tone of voice is like the way you say something. It’s not just about what words you use, but how you say them. It can help people understand how you’re feeling or what you mean. If you use a happy tone of voice, people will know you’re happy. But if you use a sad or angry tone of voice, people will know you’re upset. So, it’s important to use the right tone of voice to express yourself in a way that others can understand how you’re feeling or what you mean.”*
  - Formal
  - Informal
  - Serious
  - Optimistic
  - Motivating
  - Respectful
  - Assertive
  - Conversational
16. How would you like the chatbot to address you?
  - Formal address: A chatbot can address people using formal titles like "Mr.," "Mrs.," or "Miss." for a polite interaction.

- Informal address: Chatbots can use more casual and everyday language like "Hey there," "What's up," or "Hi, friend," to help put users at ease and create a more natural conversation.
- Personalized address: Chatbots can use users' names or usernames to establish a personal connection with them. Using a person's name can engender trust and improve the overall user experience.
- Gender-neutral address: Some chatbots use inclusive and neutral language like "Hello there," instead of using gender-specific words like "sir" or "madam." This is becoming more common as a way to be more inclusive of nonbinary or genderqueer individuals.
- Humorous address: Some chatbots use humor to create a more engaging interaction. Using funny and tongue-in-cheek language can help lighten the mood and make the conversation more enjoyable for users.
- Direct address: A chatbot can use direct, clear language like "Are you looking for help with your account?" to get right to the point and help users find what they need quickly.

#### **Section 4: Legal Questions**

17. Would you prefer to talk to an anonymous chatbot about any problems you have, or would you like to talk to a real person about any issues?
18. Can you give me some examples of questions you would ask the chatbot about your rights?
19. What if you ask a question to the chatbot, but it doesn't know the answer. How should the chatbot respond?
  - Provide additional resources or links to help you find the answer
  - Redirect you to a human expert who can answer your question
  - Say it doesn't know the answer
  - Other (please specify)
20. To what extent would you like to tell the chatbot about your personal life (eg. your name, things that happened in your personal life, etc.)
  - Never
  - Only if necessary to get the right help
  - I wouldn't mind telling these things

#### **Section 5: Chatbot Design and Personality**

21. What type of personality would you like the chatbot to have?
22. What name would be suitable for the chatbot?
23. What colors would you like the chatbot to have?
24. What kind of image or character should the chatbot have?
25. Do you have any suggestions for how the chatbot should look or behave?

#### **Section 6: Feedback and improvements**

26. Have you ever worked with other chatbots or virtual assistants that you like or dislike? Why?
27. Are there any other features or functionality you would like to see added to the chatbot in the future?
28. Do you have any additional comments or feedback about the chatbot? What could be improved or added?

29. Is there anything else you would like to share about your experience with the chatbot or your thoughts on the topic of children's rights and legal issues related to child abuse?

**2. Conclusion:**

Thank you for participating in this survey. Your input will be used to create a chatbot that will help children learn about their rights as a child and about legal issues related to child abuse. If you have any additional comments or suggestions, please feel free to contact us.

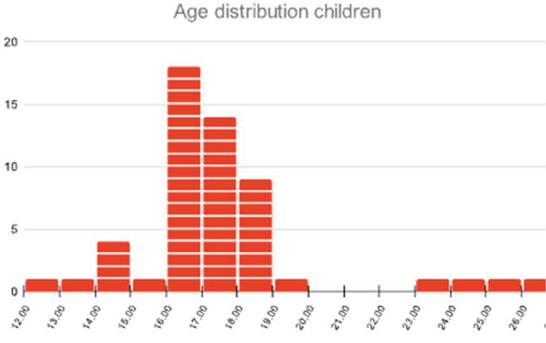
# Annex III. – Survey analysis of the children

## 1. Introduction

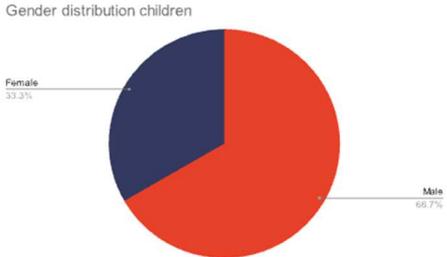
The purpose of this overview is to present the analysis of a survey conducted to understand the user needs for building a chatbot system focused on child rights. The survey was conducted between April 24th, 2023, and June 20th, 2023, with a total of 53 children participating in Bulgaria, Romania and Greece. The analysis aims to provide insights into the demographics of the participants and their preferences, as well as to identify the key requirements for developing an effective chatbot system.

## 2. Demographic Analysis

**2.1. Age:** The survey participants' age ranged from 4 to 26 years old, with the most common age being 16. The average age of the participants was approximately 16.8 years old. Based on this data, The median age is 17 years, with the majority of responses falling between 16 and 19 years. The youngest participant is 12 years old, while the oldest is 26 years. Two outliers, aged 25 and 26, were identified.



**2.2. Gender:** Out of the 53 participants, 35 were male, and 18 were female, resulting in a male-to-female ratio of approximately 2:1. It is however important to design the chatbot system to cater to both male and female users by using gender-neutral language and tone.



**2.3. School Attendance:** Among the participants, 41 (77,4%) children reported going to school, while 9 (17%) answered "No" indicating that they do not go to school. 3 (5,7%) responses related to non-formal education. The majority of the children attending school were in the 10th grade. The chatbot system should consider the needs of children in different grades and provide alternative resources for those not attending formal education.

## 3. Analysis of User Needs

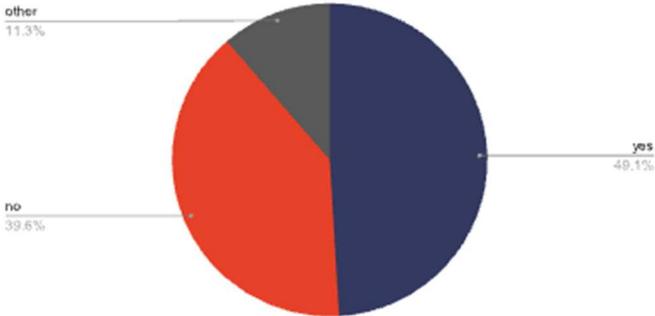
**3.1. Familiarity with the justice system:** In a survey conducted among 53 children, it was found that 41 children claimed to be familiar with the functioning of the justice system. Some children expressed concerns regarding its effectiveness, including hesitancy in reporting non-serious incidents and the need for improved accountability for serious offenses committed by young individuals. Additionally, one child highlighted knowledge about other child protection institutions, while another emphasized the importance of creating a safe environment for children. However, four children admitted to being unfamiliar with the justice system, and only one child understood the term "justice." Overall, the survey indicates that children generally perceive themselves to have some understanding of the justice system.

**3.2. Information on Child Rights:** The survey findings indicate different approaches by which children acquire information about their specific rights as a child and legal issues related to child abuse. A significant number of children (14) display proactive behaviour by actively seeking information

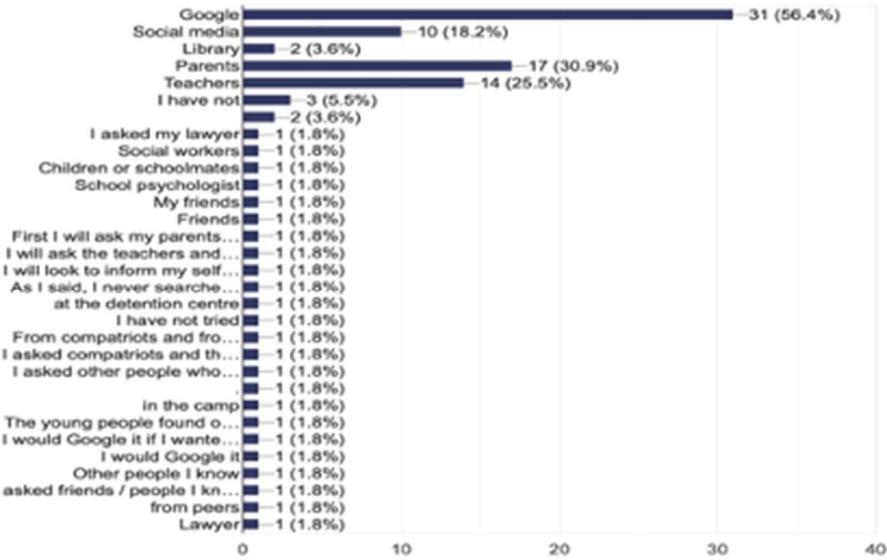
from sources such as parents, social media, YouTube videos, and Child Protection Districts, reflecting their keen interest in understanding their rights and responsibilities. Some **children (9) primarily learn about their rights and legal issues through school-related activities**, including projects, discussions, presentations, and social/civil education classes. Personal experiences, such as interactions with the Juvenile Crime Protection Department and engagement in activities organized by the Ombudsman, along with discussions involving parents, teachers, and school psychologists, contribute to the knowledge of a group of children (7). **However, a notable number of children (16) indicate limited awareness**, either due to a lack of active information-seeking, reliance on general school knowledge, or inadequate guidance and explanation on the topic. Additionally, a few children (7) provide responses that do not fit into the aforementioned categories, suggesting diverse sources or occasional exposure to information.

**3.3. Learning about Rights and Justice System:** Only 26 (±50%) out of 53 children tried learning more about their rights and the justice system. It highlights the need for more education and awareness among children in this regard. Incorporating children's rights education in schools and child advocacy groups can be beneficial, along with providing accessible resources online or in community centres.

Have you ever tried to learn more about your rights and the justice system?



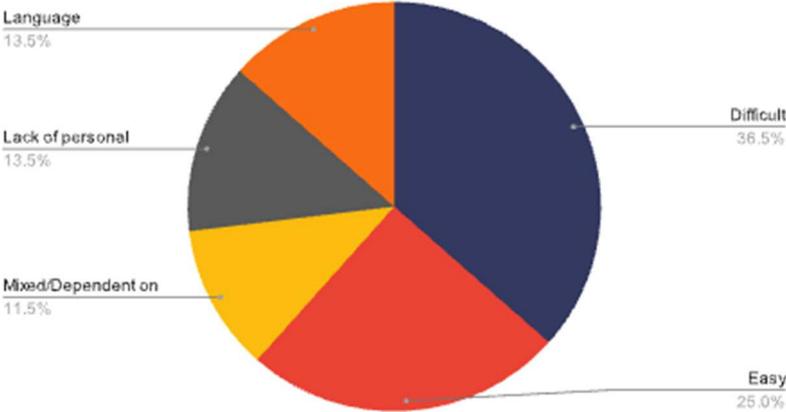
**3.4. Currently used sources of Information:** The survey revealed that the majority of children relied on Google for information (±60%), followed by parents (±30%), teachers (±25%) and social media (±17%). This indicates that the chatbot should be easily searchable with Google search to reach the children. It should also encourage children to seek information from trusted sources and provide links to relevant NGOs and social workers.



**3.5. Accessibility of Legal Support:**

19 Children found it difficult to access legal support, some respondents (7) faced difficulties in obtaining legal support due to reasons such as unclear explanations, language barriers, complex information, or overwhelming amounts of information. Conversely, others (13) found it easy to access support through referrals from trusted sources. A few participants had mixed opinions (6), considering the ease of support dependent on the specific problem or individual efforts. Moreover, a significant number (10) lacked personal experience or expressed uncertainty about the accessibility of legal support.

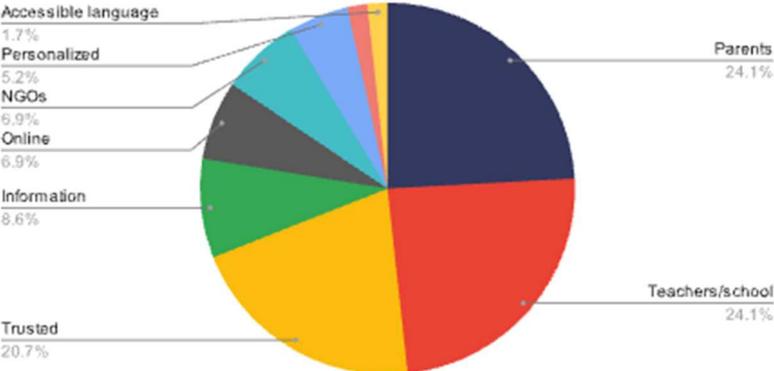
Was it easy or difficult to get legal support?



**3.6. Opinion on best way to learn about children’s rights:**

Analysis of responses on the best ways for children to learn about their rights and legal issues related to child abuse revealed the following patterns. Respondents emphasized the importance of parents and teachers as primary sources, along with trusted individuals and professionals. Schools were viewed as crucial for awareness campaigns and dedicated classes. Online sources, NGOs, and child-friendly resources were also mentioned. Overall, trusted adults, educational institutions, and accessible resources were highlighted as essential for children's education on rights and legal issues related to child abuse. **It could be advantages to use the chatbot together with an adult/teacher or that the teacher introduces this as a trusted source.**

What would be the best way for children to learn about their rights and legal issues related to child abuse?

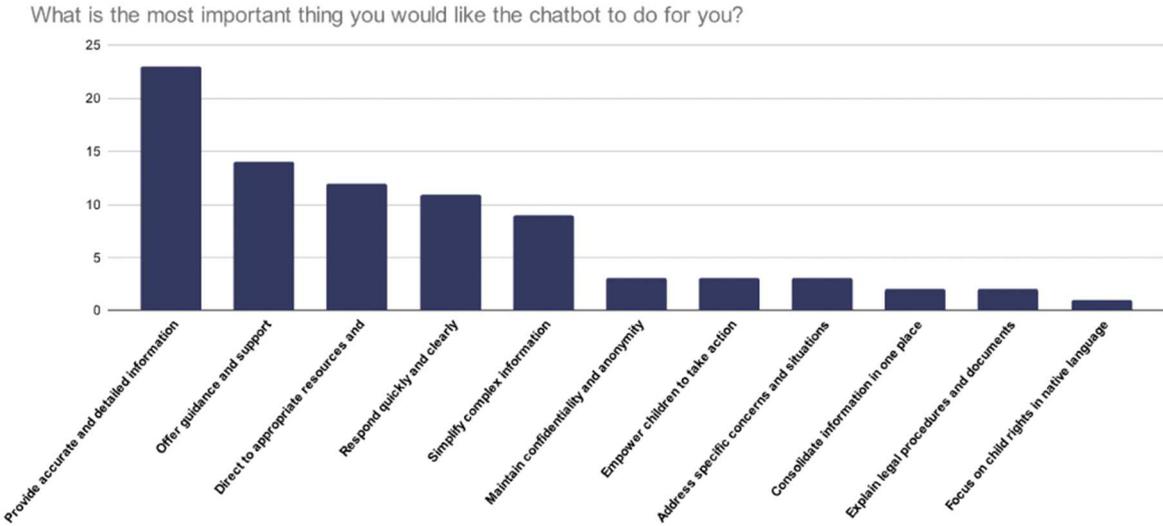


**3.7. Current chatbot usage:**

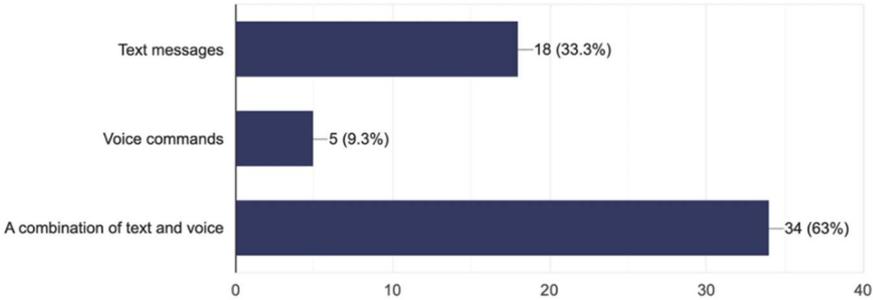
Out of the 53 children surveyed, 27 (±50%) have used a chatbot before, while 25 (±48%) have not. One child (±2%) responded with "I don't know" to this question. **Therefore, it may be beneficial to consider incorporating features that are familiar to users of chatbots in their design. Additionally, it may be helpful to provide clear instructions for those who have not used a chatbot before to ensure ease of use.** For those who have used a chatbot before, the most common thing they liked about it was how quickly it gave answers to their questions. Other things they liked included that it provided good information and that it was easy to use. For those who have not used a chatbot before, the most common reason for not using it was lack of interest. Other reasons included not knowing what a chatbot is not having access to one, and two responded did not trust AI tools.

Based on these results, it is clear that those who have used a chatbot before appreciate its speed and efficiency in providing answers. However, there is a significant portion of the surveyed children who have not used a chatbot before and a very small portion was not interested in doing so. Therefore, it is important for the chatbot system to be marketed in a way that generates interest and addresses any concerns about AI tools. Additionally, the chatbot system should prioritize **speed and efficiency** in providing answers to ensure a positive user experience. **However almost 95% of respondents would use the chatbot if it were available for more information on their rights.**

**3.8. Preferred Features of a Chatbot:** Overall, the respondents emphasized the importance of the chatbot being a reliable and accessible source of information, offering guidance, and empowering children to know and exercise their rights. Respondents also highlighted the need for quick responses, personalized guidance, and clear directions on how to navigate their specific concerns. Multilingual support and emergency phone numbers should be considered, and intrusive features should be avoided.

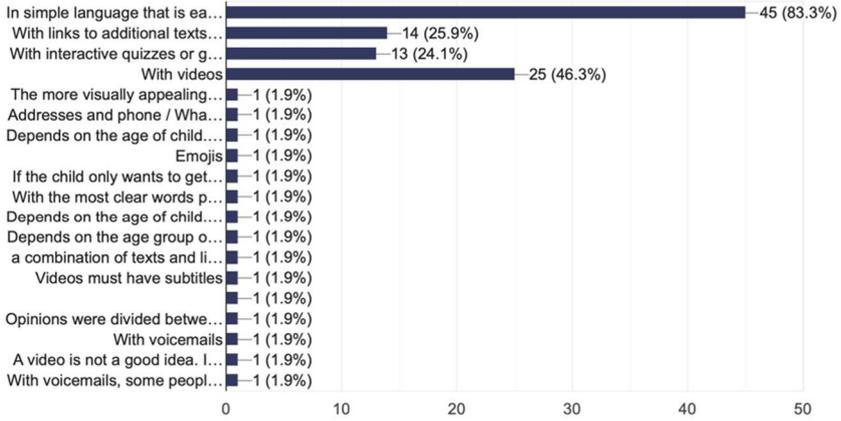


**3.9. Communication Preferences:** The majority of children (34 out of 53) preferred a combination of text and voice communication with the chatbot. Options for text messages and voice commands should be provided to cater to individual preferences and ensure user-friendly interaction. It seems that text should be given a higher priority if one option needs to be chosen.



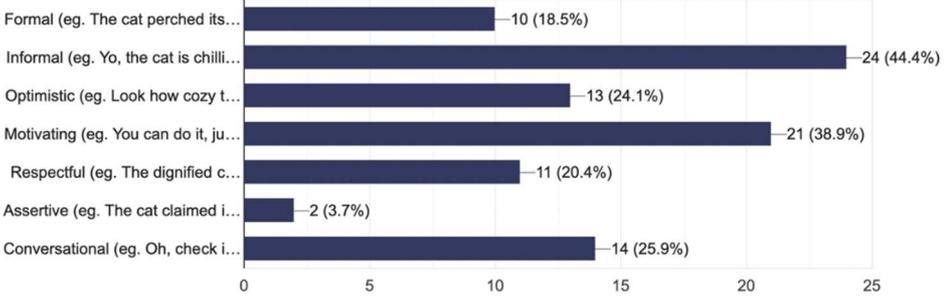
**3.10. Response style:** Children expressed a preference for simple language that is **easy to understand, with clear and concise explanations**. They also highlighted the optional use of additional resources, interactive quizzes or games, and videos to aid learning. Preferences varied based on age, with younger children leaning towards videos or quizzes and older children preferring simple text. The chatbot should

provide responses in simple language and incorporate additional resources, quizzes/games, and videos to accommodate different learning preferences and age groups.



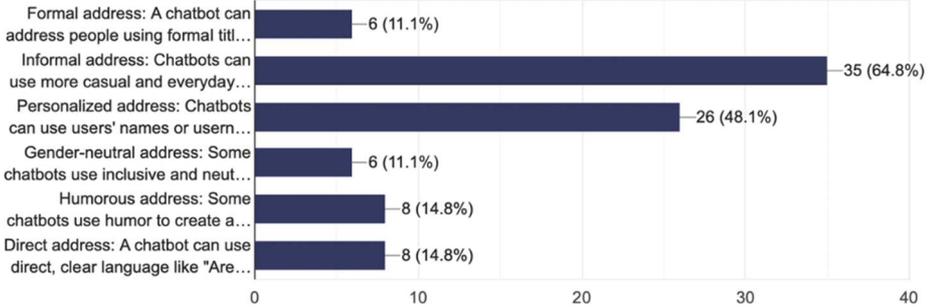
**3.11. Tone of voice:** Children preferred an informal, optimistic, motivating, respectful, and conversational tone of voice. Formal and assertive tones were less popular. The chatbot should use an

informal, optimistic, and motivating tone of voice, while maintaining respect and conversational interactions with children.



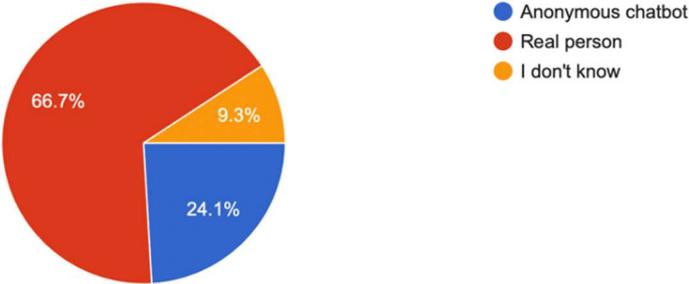
**3.12. Address:** The survey responses indicate that most children prefer a personalized address from the chatbot, using their names or usernames to establish a personal connection. Some children expressed a preference for an informal address, while others mentioned a desire for a formal, humorous, or gender-neutral address. To accommodate these preferences, it is recommended that the chatbot primarily uses a personalized address and incorporates informal language when appropriate.

However, it should also be sensitive to formal language requests, avoid offensive humor, and consider gender-neutral language to ensure inclusivity.



**3.13. Anonymous chatbot or a real person:**

The survey results indicate that while a majority of children prefer talking to a real person about their issues, a significant number still prefer an anonymous chatbot. Further investigation is recommended to understand the reasons behind these preferences and improve the chatbot system accordingly.

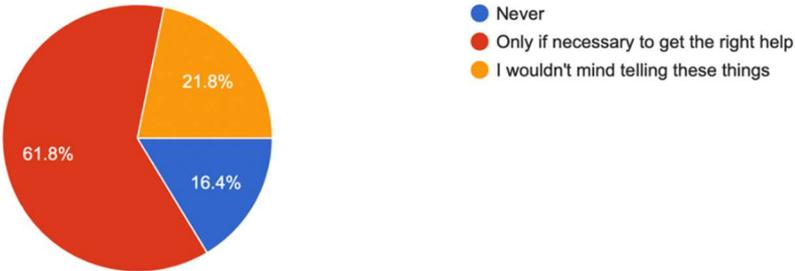


**3.14. Example questions:** The children provided various examples of questions they would ask the chatbot regarding their rights. The questions cover specific situations, seeking guidance, and inquiries about where to find help. The children demonstrated a need for clear and specific information about their rights, as well as practical guidance on exercising those rights and seeking assistance. Therefore, it is recommended that the chatbot be designed to provide concise and accurate information on children's rights, along with guidance on how to address specific situations and access appropriate support. Given the widespread example of questions that the children might ask to the system, it may be beneficial to use a generative AI approach, considering this technology is better suited for accommodating these requests.

**3.15. Fallback scenario:** The majority of children (about 65%) prefer to be redirected to a human expert or authority who can answer their question. Approximately 18% of children suggest that the chatbot should provide additional resources or links to help them find the answer. A smaller percentage of children suggest that the chatbot should explicitly state that it doesn't know the answer. Other suggestions include a combination of providing links and redirecting to a human, redirecting to someone who speaks their language, redirecting to a human call center with language options, and coming back with a response after improvements are made. Based on these findings, it is recommended that the chatbot incorporates a feature to redirect users to a human expert or authority when it cannot answer their questions. Additionally, providing supplementary resources or links to aid the user in finding the answer would be beneficial. Language options should be considered, and the chatbot should continuously improve its knowledge base to enhance its ability to address queries effectively.

**3.16. Disclosure of personal info:**

The majority of children (33 out of 53) expressed a willingness to share their personal life with the chatbot if it was necessary to receive the right help. However, 9 children



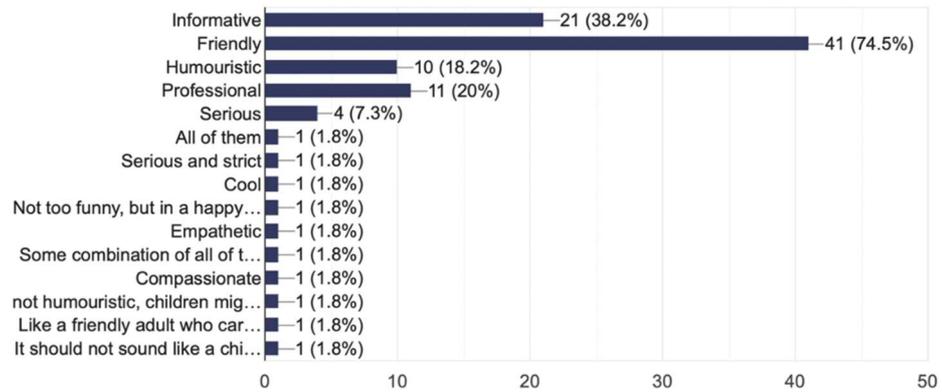
mentioned that they would not like to disclose personal information to the chatbot. Almost none of the children were comfortable sharing their personal life without any reservations. Based on these findings, it is crucial to design the chatbot in a way that only requests necessary information, and children should be informed about why specific information is needed. The chatbot should prioritize

making children feel comfortable and safe when sharing personal information, ensuring that it is necessary to provide the right assistance.

**3.17. Chatbot personality:** Approximately 75% of the children preferred a chatbot with a friendly personality, while around 38% desired an informative chatbot. A smaller percentage (18%) preferred

a chatbot with a humorous or professional personality (20%).

A small percentage of children also expressed a desire for the chatbot to have a compassionate or

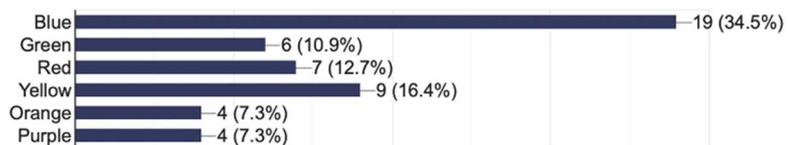


empathetic personality. To cater to these preferences, it is recommended that the chatbot should have a friendly and approachable personality while maintaining professionalism when necessary. It should be designed in a way that encourages children to open up and share their experiences. Furthermore, optionally the chatbot should be supportive and compassionate towards children who may be experiencing depression or abuse.

**3.18. Chatbot name:** After analyzing the survey data, it appears that there is no clear consensus on what name would be suitable for the chatbot. Some children suggested simple and easy to remember names like Johnny, Ricky, or Gunter, while others preferred more creative names like Robby the Smart Robot or ChatPR. Some children suggested that they should be able to choose the name themselves, while others suggested names that include the words "friend" or "together". Additionally, some children did not have any specific ideas for a name. Based on this data, it would be recommended to provide a list of potential names for the chatbot and allow the children to vote on their favourite option. Alternatively, the chatbot could be designed to allow each child user to choose their own name for the chatbot.

**3.19. Color scheme:** Children expressed a wide range of color preferences for the chatbot. Blue emerged as the most popular color, followed by green, red, yellow, purple, and orange. Some children also expressed a desire for the chatbot to have multiple colors or the ability to change colors according to their preferences. Based on these findings, it is recommended to design the chatbot with a blue or customizable color scheme,

allowing children to choose from various colors or even change colors as they interact with the chatbot.



**3.20. Logo/character of the chatbot:** The majority ( $\pm 30\%$ ) of children preferred a small and friendly robot as the image or character for the chatbot. Other suggestions included human-shaped figures, animals, and animated characters. Some children expressed a fear of robots and preferred a simpler image or character. Based on these findings, it is recommended to design a small and friendly

robot as the primary image or character for the chatbot. Incorporating some cartoon animals or animated characters could also enhance the chatbot's engagement with children. It is crucial to consider the preferences of children who fear robots and ensure that the image or character is simple and non-threatening.

**3.21. Chatbot look and behaviour:** Children provided several suggestions for the chatbot's appearance and behavior. They emphasized the importance of a friendly demeanour, the ability to hold a conversation without judgment, and showing emotions to create a sense of ease. 8% mentioned the desire for the chatbot to look like an adult or to have a serious and formal demeanour. Additionally, children suggested personalization options, simplicity, clarity, and careful response selection. Based on these suggestions, it is recommended to design the chatbot to be friendly, personalized, and capable of non-judgmental conversation. It should be designed to be fun, engaging, and careful in its responses.

**3.22. Experiences with other chatbots or virtual assistants:** Among the surveyed children,  $\pm 50\%$  reported having experience with other chatbots or virtual assistants. Out of those,  $\pm 25\%$  expressed a positive preference for chatbots or virtual assistants. Commonly mentioned examples were Siri, ChatGPT, and smartphone assistants. **Children who liked chatbots or virtual assistants appreciated their quick and clear answers, ease of use, and usefulness.** However, some children expressed dissatisfaction due to **irrelevant information, limited chat-based interactions, and scary AI voices.** Based on these findings, it is evident that a considerable number of children have positive experiences with chatbots or virtual assistants. It is recommended that to incorporate features that ensure the chatbot provides quick, clear, and useful information. Additionally, the chatbot should avoid irrelevant responses and any features that might induce fear or discomfort in children.

**3.23. Other suggested features:** The most commonly requested extra feature was the ability to speak in multiple languages, indicating a desire for inclusivity and accessibility. Other notable suggestions included night/dark mode, image analysis capabilities, emergency calling functionality, and providing information across various domains such as family, school, society, and health. Children emphasized the importance of interactivity, regular updates, simplicity, and offline availability. Additionally, translating the chatbot into different languages was also recommended to reach a broader audience. **Based on these findings, it is recommended that the chatbot prioritize the ability to communicate in multiple languages, ensuring inclusivity and addressing the diverse needs of children.** Optionally night/dark mode and image analysis capabilities should also be considered for implementation. Updates and the provision of information across different areas are essential to keep the chatbot relevant and informative. Simplicity and offline availability will enhance usability, while translation into multiple languages will expand its reach.

**3.24. Additional comments or feedback:** Based on the provided answers, these are the main themes and suggestions for improvement or additions to the chatbot:

**3.24.1. Permissions and Privacy**

- Ask for permission before saving information or conversations.
- Ensure confidentiality and reassure children that their information won't be shared without their consent.

**3.24.2. Interactivity and Engagement**

- Make the conversation more two-directional, with the chatbot asking questions on the topic.

- Show care and build trust by asking personal questions and creating a more human-like interaction.
- Include humor and use emojis to make the conversation more engaging and fun.
- Display emotions through gestures and facial expressions.

#### **3.24.3. Accessibility and Language**

- Ensure the chatbot is free and accessible for all children.
- Provide translations in different languages.
- Consider offline availability, especially in areas with limited internet access.

#### **3.24.4. Content and Support**

- Address a wide range of issues and provide different answers for similar questions.
- Include guidance on how to help others and stand up against bullying or abuse.
- Offer practical solutions, clear steps, and motivation to encourage children to take action.
- Include information about emergency numbers and support services.
- Provide updated information and address unanswered questions.

#### **3.24.5. User Experience**

- Improve the speed and responsiveness of the chatbot.
- Clarify the limits and capabilities of the chatbot through a disclaimer.
- Seek feedback from users to continuously improve the chatbot.
- Ensure simplicity and ease of use.

#### **3.24.6. Education and Rights**

- Include information about children's rights, jobs, and business opportunities.
- Cover lifelong learning and promote awareness of basic rights among children.

#### **3.24.7. Outreach and Availability**

- Promote the chatbot's availability in detention centers, educational centers, police stations, and courts.
- Explore partnerships with relevant institutions to increase visibility and usage.

**3.25. Additionally shared information:** Children expressed mixed opinions regarding their willingness to engage with a chatbot compared to speaking with a real person. However, most children acknowledged the potential usefulness of the chatbot in obtaining information about legal issues and children's rights related to child abuse. They emphasized the importance of the chatbot being respectful and safeguarding sensitive information shared by children. The design of the chatbot, including a warm and friendly female voice, was recommended to instill confidence and trust. Additionally, advertising the chatbot on social media platforms and other relevant channels was suggested to reach a larger audience. It was also noted that continued education about children's rights and legal issues related to child abuse is crucial, with the chatbot serving as an effective tool in this regard. Based on the survey data, it is recommended that the chatbot be designed to handle sensitive information with care and respect, prioritizing the privacy and confidentiality of the children using the system. A well-designed interface, optionally complemented by a warm and friendly female voice, will help build confidence and trust among users. Advertising the chatbot on social media and other platforms will increase its visibility and outreach. Continued efforts should be made to educate children about their rights and legal issues related to child abuse, with the chatbot serving as a valuable educational resource.

#### **4. Conclusion**

The analysis of the survey conducted to understand the user needs for building a chatbot system focused on child rights has provided valuable insights into the preferences and requirements of the target audience. The findings highlight the importance of designing a chatbot that caters to the diverse needs of children while empowering them to know and exercise their rights.

The demographic analysis revealed that the survey participants spanned a wide age range, with the majority falling between 16 and 19 years old. The male-to-female ratio was approximately 2:1, emphasizing the need for gender-neutral language and tone in the chatbot system. A significant portion of the participants attended school, while others were engaged in non-formal education, indicating the importance of considering the needs of children in different educational settings.

The analysis of user needs identified various key requirements for developing an effective chatbot system. Children expressed a desire for reliable and accessible information on child rights, as well as guidance on how to navigate specific situations and access appropriate support. They also emphasized the need for quick responses, personalized guidance, and a combination of text and voice communication options.

The survey findings indicated that children relied on various sources of information, including Google, parents, teachers, and social media. It is crucial for the chatbot system to be easily searchable and provide links to trusted sources to encourage children to seek accurate information.

Accessibility of legal support emerged as an important issue, with some children facing difficulties due to language barriers or overwhelming amounts of information. The chatbot system should aim to address these challenges by providing clear explanations and directing children to reliable legal support options.

The survey also shed light on the preferences for chatbot features, including response style, tone of voice, and communication preferences. Children preferred simple language, clear explanations, and additional resources such as quizzes, games, and videos to aid learning. They also expressed a preference for an informal, optimistic, and motivating tone of voice. Given the widespread example of questions that the children might ask to the system, it may be beneficial to use a generative AI approach.

Regarding privacy, while the majority of children were willing to share personal information if necessary, it is crucial to design the chatbot in a way that respects their boundaries and only requests necessary information.

Overall, the findings from the survey provide valuable guidance for the design and development of a chatbot system focused on child rights. By incorporating the preferences and requirements identified in this analysis, the chatbot can serve as a reliable and empowering resource for children, providing them with accurate information, guidance, and support in understanding and exercising their rights.

## ANNEX IV. – User Needs – Survey Legal Experts

### 1. Introduction:

Thank you for taking the time to participate in this survey. Your input is important in helping us create a chatbot that can answer your questions about children's rights and legal issues related to child abuse. Please answer each question as honestly and completely as possible. Your responses will be kept confidential.

#### Section 1: Demographics

1. What is your profession?
2. Do you work with children in your job?
3. Which country are you from?
4. Age group
5. Gender y/n/other (open field)/don't want to answer
6. Disability y/n/don't want to answer

#### Section 2: Current working & education

7. Independently from your job, how much do you know about the legal system?
8. How much do you know about children's rights?
9. Did you ever explain to a child what his rights are?
10. What challenges did you face when trying to explain this to children?
11. What do you think the level of awareness is amongst children about their own rights?
12. What do you think is the best way for children to learn about their rights and legal issues related to child abuse?
13. What would be utmost important in teaching children about their rights?

#### Section 3: Chatbot Usage and Preferences

We are creating a chatbot or virtual assistant that will help children to easily get access to their rights.

14. Do you see this as an easy way for them to access the information they need?
15. What should we take into account when creating a chatbot like that?
16. How often do you think a child would use such a chatbot to answer its questions about children's rights and legal issues related to child abuse?
17. What is the most important thing you would like the chatbot to do for the children?
18. How would you like the chatbot to provide information about children's rights and legal issues related to child abuse? (Select all that apply)
19. In simple language that is easy to understand, with clear and concise explanations
20. With links to additional resources or websites.
21. With interactive quizzes or games to help you learn
22. With videos
23. Other (please specify)

#### Section 4: Legal Questions

24. How should the chatbot introduce itself to children?
25. What content or topics related to children's rights and legal issues related to child abuse should be included in the chatbot? (Please list relevant questions that children might ask in the attached Excel template).

26. What information do you think should be included in the chatbot's responses to these questions?
27. While talking to the chatbot, should we give children the option to choose to talk to someone in person?
28. To what extent can we introduce human intervention, while a child is expressing serious issues? What do you think the chatbot should do if a child needs emergency legal support or resources?
29. How should the chatbot handle dangerous or potentially life-threatening situations? How should the chatbot respond if he doesn't know the answer to a question?
  - Provide additional resources or links to help you find the answer
  - Redirect you to a human expert who can answer your question
  - Say it doesn't know the answer
  - Other (please specify)
30. How would you like the chatbot to handle sensitive or personal information?
  - Keep it completely confidential
  - Provide general information without getting too personal
  - Other (please specify)

#### **Section 5: Feedback and improvements**

31. Have you encountered any other chatbots or virtual assistants that you particularly like or dislike? Why?
32. How could the chatbot help children who are facing legal issues related to child abuse feel more supported and empowered?
33. How would you like to give feedback or report problems with the chatbot?
34. Are there any other features or functionality you would like to see added to the chatbot in the future?
35. Do you have any additional comments or feedback about the chatbot? What could be improved or added?
36. Is there anything else you would like to share about the chatbot or your thoughts on the topic of children's rights and legal issues related to child abuse?

#### **Conclusion:**

Thank you for participating in this survey. Your input will be used to create a chatbot that can help children learn about their rights and about legal issues related to child abuse. If you have any additional comments or suggestions, please feel free to contact us.

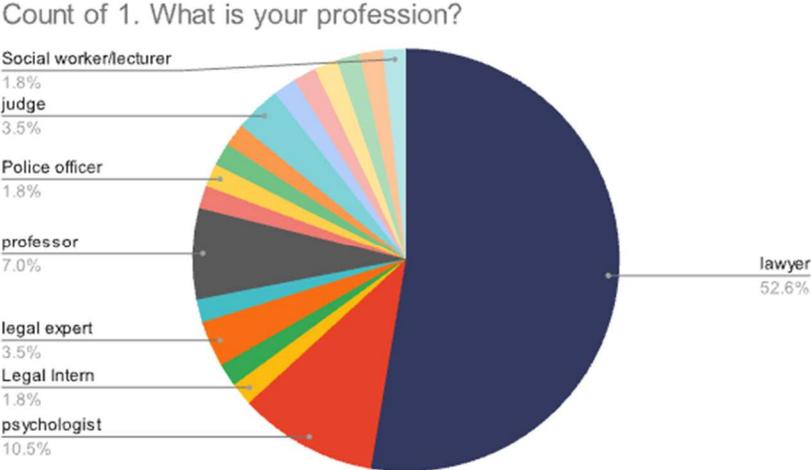
# ANNEX V. – Survey analysis of the legal experts

## Introduction

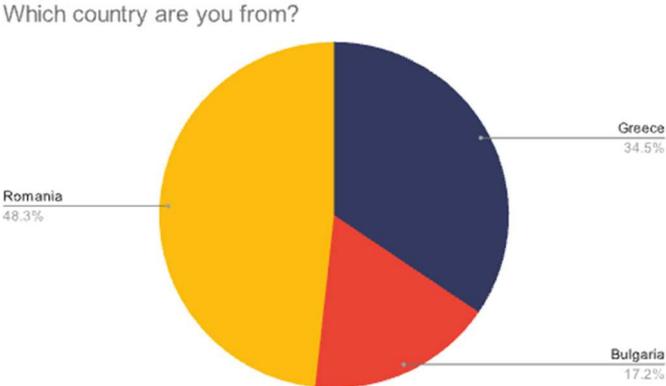
This report presents the analysis of a survey conducted among 59 legal experts to gather insights and understand the user needs for building a chatbot system focused on child rights in Bulgaria, Greece and Romania. The survey was conducted between April 24th, 2023, and June 20th, 2023. The survey covered various aspects related to the professionals' background, experience, knowledge, and expectations regarding the chatbot. The goal of this analysis is to provide valuable insights to guide the development of the chatbot and ensure it meets the requirements of legal experts who work with children. The findings from the survey will help create a comprehensive and user-centric chatbot system that can effectively explain and promote child rights.

## Demographic Analysis

1. **Profession:** Most of the surveyed legal experts (31 out of 59) are lawyers, followed by psychologists, professors, legal advisors, police officers, social workers, and other related professions. It is crucial to consider the perspectives of all professions represented in the survey to ensure the chatbot system reflects the vision of the diverse legal and child protection experts.



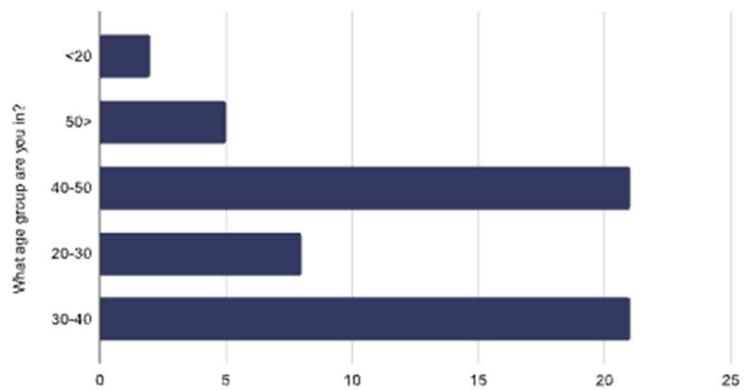
2. **Working with Children:** A significant proportion of the surveyed legal experts (51 out of 59) reported working with children in their profession. This highlights the relevance and expertise of the answers in this survey.



3. **Country of Origin:** The survey respondents were from Greece, Romania, and Bulgaria.

4. **Age Group:** The majority of the legal experts who participated in the survey belong to the age group of 30-40 and 40-50. Followed by 20-30. This indicates that the view of multiple age groups is accounted for in these survey responses.

What age group are you in?

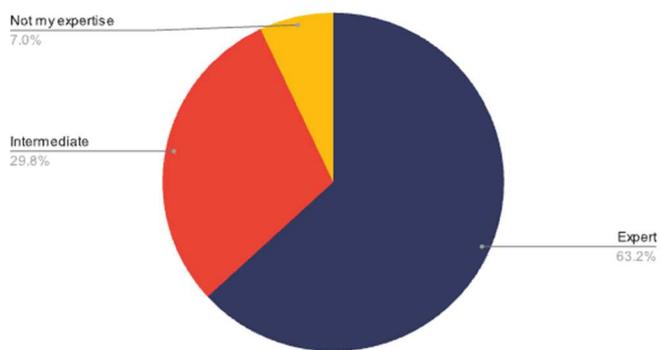


5. **Gender:** The majority (72%) of the surveyed legal experts identified as female and 28% as male. Both genders are represented in the survey responses.

6. **Disability:** None of the surveyed legal experts reported having a disability. It could have been interesting to get their view on how inclusive the chatbot needs to be.

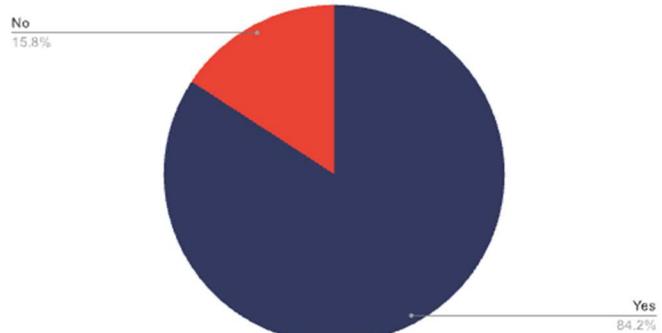
7. **Knowledge of Children's Rights:** The majority (63%) of the legal experts surveyed consider themselves experts in children's rights. Involving the view of these experts in the development of the chatbot system seems therefore recommended to ensure alignment with the legal framework and best practices in this area.

How much do you know about children's rights?



### Analysis of User Needs

1. **Explaining Children's Rights:** A majority (84%) of the legal experts have experience explaining children's rights to children.



### 2.Challenges in Explaining Children's Rights:

Legal experts faced challenges in explaining complex legal concepts to children, dealing with illiteracy, conflicting interests with parents, cultural differences, and language barriers. **The experts recommended using child-friendly language, visuals, and tailoring the language and meaning to the child's level of understanding.**

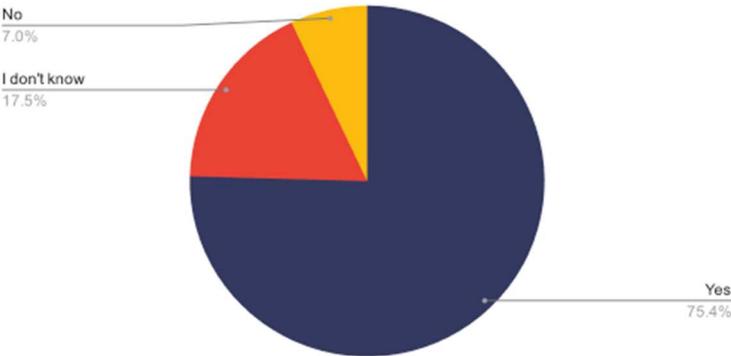
3.**Level of Awareness Among Children:** The level of awareness among children about their own rights varies, but there is a consensus that children need more comprehensive education on their rights. Efforts should be made to provide systematic education on children's rights through various channels, including schools and social media.

**4. Best Way for Children to Learn:** According to the survey responses, the best way for children to learn about their rights and legal issues related to child abuse is through a child-friendly approach that includes interactive activities such as workshops, role-playing, and games. Other effective methods include videos, cartoons, case studies, and discussions. It is also important to adapt the materials to different age groups and levels of understanding. Additionally, it is recommended to have a combination of talking and examples, simplified written text with pictures, and adequate legal assistance through lawyers specialized in minors' issues. Finally, school is considered the most crucial setting for learning about children's rights, justice, equity, and tolerance through peer actions and various classroom settings.

**5. Important aspects in teaching children about their rights:** several important aspects emerged for teaching children about their rights. These include ensuring their understanding of rights, tailoring the content to their specific needs, using a language they understand, providing easy and direct access to information, teaching them how to claim their rights and protect themselves, and building a comprehensive child rights strategy at the national level. It is also crucial to create a friendly environment where children can express their opinions, understand the importance of knowing their rights, and feel comfortable discussing their concerns. Overall, accurate, clear, and concise information that children can remember is key, along with informing them about relevant organizations and support structures for their rights and interests.

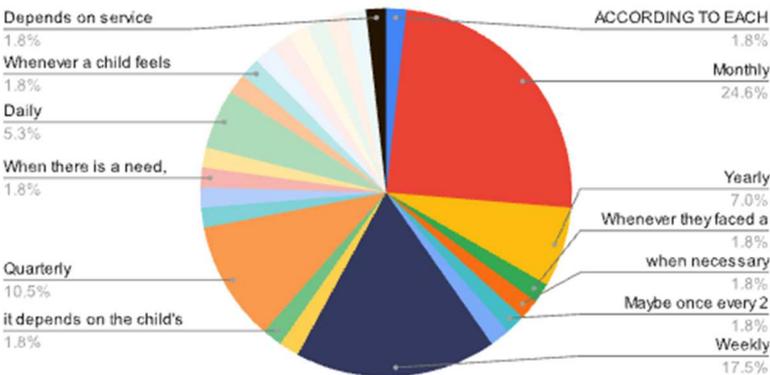
**6. Could a chatbot be an easy way to access rights' information:** Based on the survey results, the majority of legal experts (75%) believe that the chatbot is an easy way for children to access the information they need. **However, it could be interesting to investigate the reasons behind the negative responses (7% answered "No") to address any usability concerns and improve the chatbot's accessibility.**

Do you see this AI-system (chatbot) as an easy way for them to access the information they need?



**7. Which aspects to be considered when creating a chatbot like that:** The survey responses highlight several factors to consider when creating a chatbot for child rights. These include using child-friendly language, providing accurate and useful information, considering different age groups and needs of children, ensuring

How often do you think a child would use such a chatbot to answer its questions about children's rights and legal issues



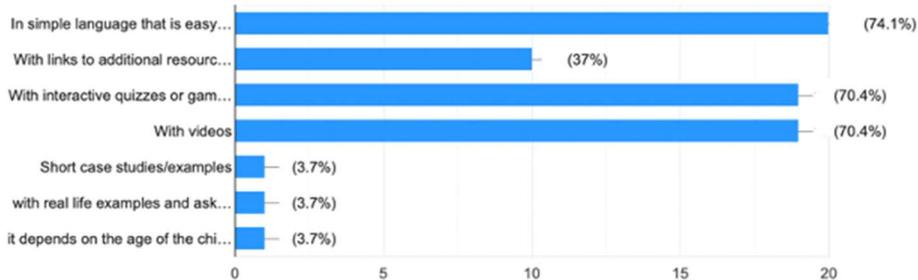
the security and privacy of personal data, and offering information about reliable sources for assistance. The chatbot should be accessible to children from diverse backgrounds, including those with literacy or comprehension difficulties. Additionally, it is crucial to monitor the chatbot's performance and provide the option for children to seek advice from a human operator when necessary.

**8. Usage frequency of this chatbot by children to answer questions about children's rights and legal issues related to child abuse?** The survey responses indicate varying frequencies of use for a chatbot on children's rights and legal issues related to child abuse. Monthly and weekly usage were the most common responses, with the frequency depending on the child's specific needs and interests. To accommodate these preferences, it is recommended to design the chatbot to provide regular information updates, while also offering more in-depth information for those who are interested. Additionally, prominent placement on websites or apps can facilitate easy access for children.

**9. Most important function a chatbot should be doing for the children:** According to legal experts, the most important function of the chatbot is to provide **clear and precise information about children's rights, how to access them, and whom to contact for help.** The chatbot should be user-friendly, offer comprehensive answers, and create a welcoming and approachable user interface. Experts emphasize the importance of connecting children with relevant authorities, legal aid applications, services for child victims, and encouraging them to report violations of their rights. The chatbot should empower children to understand and exercise their rights confidently.

**10. Presentation of information by the chatbot about children's rights and legal issues related to child abuse.** Based on the survey data, legal experts suggested that the chatbot should provide information in simple language (74%), with clear and concise explanations. Interactive quizzes or games, videos, and links to additional resources were also recommended. Experts highlighted the importance of

adapting the chatbot to the child's age and using real-life examples and case studies. The chatbot should offer information



in various formats and cater to the age-specific needs of the users.

**11. How should the chatbot introduce itself to children?** The legal experts suggested that the chatbot should introduce itself in a friendly and playful manner, while clearly stating that it is a chatbot and not a human friend. Using child-friendly language, incorporating interactive elements like games or quizzes, and providing a purpose and function explanation were recommended. An example introduction could be, "Hi there! I'm your friendly Legal Rights Buddy, your go-to guide for all things related to your rights..."

**12. Suggestions of content or topics related to children's rights and legal issues related to child abuse to be included in the chatbot:** The survey analysis reveals that the chatbot should cover a wide range of topics, including the Convention on the Rights of the Child, different types of children's rights, legal

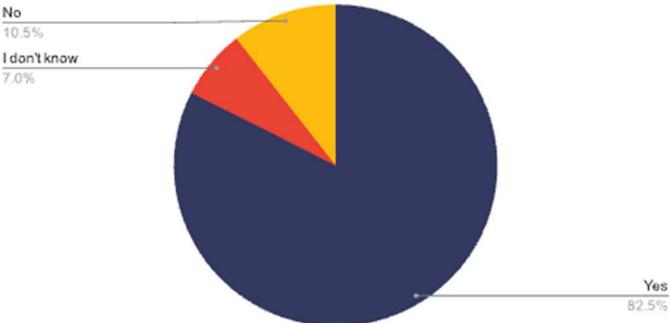
procedures with child participation, child protection system, violence incidents, discrimination, education, health, and online and offline violence. The chatbot should also educate children on recognizing signs of abuse, reporting abuse, staying safe online, dealing with bullying, and protecting privacy. Concrete examples, preventive measures, and recognizing signs of abusive behavior should be incorporated as well. Given the widespread topics that the system needs to handle, it may be beneficial to use a generative AI approach.

**13. Response structure of the chatbot:** According to the legal experts, the chatbot's responses should include information on relevant laws, report mechanisms, available services, and legal aid. Child-friendly explanations, practical information with additional links, referral to organizations, and emphasizing the child's rights and safety were recommended. The responses should guide children on claiming their rights, steps for complaints and help, and provide information in an understandable manner based on their age and education level. Immediate actions, helpline numbers, and relatable examples of violence acts were also suggested.

**14. Option to Talk to Someone in Person:**

The majority of legal experts (48 out of 59) answered "Yes" to this question, indicating that children should be given the option to talk to someone in person while using the chatbot. It seems important to ensure that children have access to human support if needed, either through the chatbot or through a human representative. The legal experts mainly recommended professionals like lawyers, psychologists or social workers.

While talking to the chatbot, should we give children the option to choose to talk to someone in person?

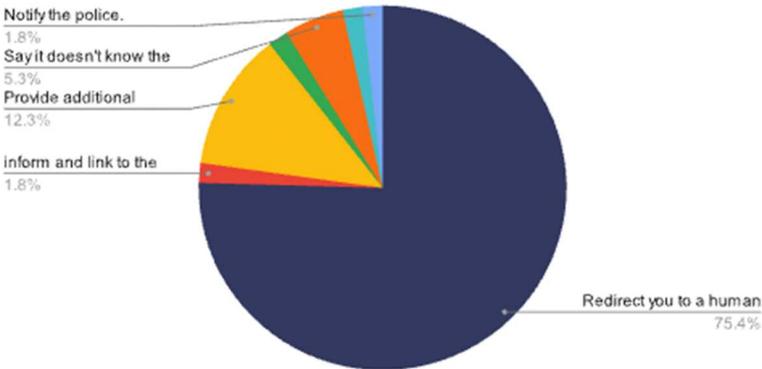


**15. Handling Serious Issues and Emergency Support:** Legal experts emphasized the importance of human intervention when a child expresses serious issues. The chatbot should provide immediate access to help, redirect to human experts, and refer the case to professionals or relevant authorities. In case of emergency legal support or resources, the chatbot should provide phone numbers or links to professionals who can assist the child.

**16. Handling Dangerous or Unknown Situations:**

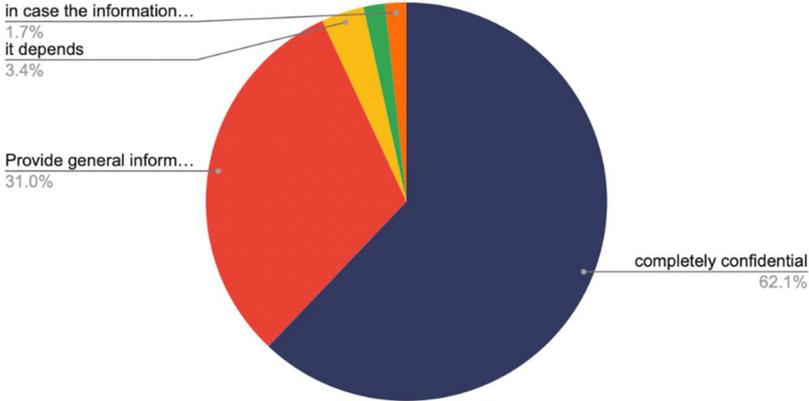
Legal experts recommended that the chatbot should redirect users to human experts in dangerous or potentially life-threatening situations. When the chatbot doesn't know the answer to a question, it should redirect the user to a human expert or provide additional resources and links to help the user find the answer.

How should the chatbot handle dangerous or potentially life-threatening situations? How should the chatbot respond if he



**17. Handling Sensitive or Personal Information:** The majority of legal experts (37 out of 59) preferred that the chatbot keeps sensitive or personal information completely confidential. Options to allow children to choose how their information is handled were also suggested. It is important to prioritize confidentiality, privacy, and comply with data protection regulations.

How would you like the chatbot to handle sensitive or personal information?



**18. Experience with other Chatbots or Virtual Assistants:**

Out of the 59 legal experts surveyed, 23 responded that they have encountered other chatbots or virtual assistants. However, 18 out of those 23 experts were slightly positive on the use of chatbots for this topic. The remaining 5 experts expressed their dislike towards chatbots or virtual assistants due to their limited scope or knowledge, wrong approach of topic, poor information, or repetitive answers without considering feedback. Based on the data, it seems that a significant portion of legal experts have not encountered any chatbots or virtual assistants, and those who have, do not have strong opinions towards them. Therefore, it is important to ensure that the chatbot for child rights is designed to provide accurate and helpful information to the users and can handle a variety of topics/questions.

**19. How should the chatbot help children to feel more empowered:** The chatbot can support children facing legal issues related to child abuse by providing detailed information about their rights, possible actions, consequences, referrals to professionals, emotional support, and relevant resources. It should reassure children that they are not alone, deserve protection, and educate them about their legal rights.

**20. Feedback and Reporting Problems:** Multiple options for giving feedback or reporting problems could be provided according to the legal experts, including online forms, email, and in-chat options. The feedback mechanism should be secure, transparent, and keep the user informed about the progress of their request or report.

**21. Additional Features or Functionalities:** The survey responses indicated several potential features or functionalities that could be added to the chatbot in the future. These include accommodating different languages and disabilities, providing more visual and audio responses, allowing for audio questions, offering help for child victims of financial exploitation and mental retardation, redirecting to experts for personal discussions, allowing children to upload photos or audio/video recordings, and providing personalized recommendations based on a child's interests or legal concerns. It is important to consider these suggestions for future enhancements, as they reflect the diverse needs and expectations of the legal experts.

**22. Additional Comments or Feedback:** A majority of the legal experts did not have any additional comments or feedback about the chatbot. However, some experts recommended incorporating a child-friendly design and a list of abuses that can be reported. It is crucial to keep the chatbot simple,

easy to use, and provide accurate and real answers. Taking into account the need for a child-friendly design and a comprehensive list of reportable abuses would enhance the effectiveness and usability of the chatbot system.

**23. Thoughts on Children's Rights and Legal Issues:** Most legal experts did not have much else to share about the chatbot or their thoughts on the topic of children's rights and legal issues related to child abuse. However, a few experts highlighted the importance of preventing the chatbot from being used in disinformation campaigns, conducting workshops in schools as a precautionary measure, and ensuring there is a person behind the chatbot. These suggestions should be considered to maintain the integrity of the chatbot and provide additional support through human intervention when necessary.

### **Conclusion**

The analysis of the legal experts' survey on user needs for building a child rights chatbot has provided valuable insights and recommendations for the development of an effective and user-centric chatbot system. The survey involved legal experts with diverse backgrounds and expertise in children's rights, ensuring that their perspectives are adequately represented in the findings.

The demographic analysis revealed the professional composition of the surveyed legal experts, highlighting the importance of considering the viewpoints of various professions involved in child rights. The majority of respondents reported working directly with children, emphasizing the relevance and expertise of their opinions.

The analysis of user needs identified key challenges faced by legal experts in explaining children's rights, such as complexity, illiteracy, cultural differences, and language barriers. The survey respondents recommended using child-friendly language, visuals, and tailoring the information to the child's level of understanding. It was also evident that there is a need for comprehensive education on children's rights to enhance children's awareness and understanding.

The survey responses provided insights into the best ways for children to learn about their rights and legal issues related to child abuse, emphasizing interactive and engaging approaches like workshops, role-playing, and games. Experts recommended adapting materials to different age groups, providing a combination of talking and examples, and involving specialized professionals in the process.

Legal experts widely agreed that a chatbot could be an easy way for children to access information on children's rights, but some concerns were raised, indicating the importance of addressing usability issues and improving accessibility. The survey findings highlighted the factors to be considered in creating the chatbot, including using child-friendly language, providing accurate information, ensuring privacy and security, and offering access to human support when necessary.

The chatbot's important functions were identified as providing clear and precise information about children's rights, connecting children with relevant authorities and support services, and empowering children to understand and exercise their rights confidently. The chatbot should present information in simple language, incorporate interactive elements, and adapt to the child's age and needs.

Legal experts emphasized the need for the chatbot to introduce itself in a friendly and playful manner while clarifying its role as a chatbot. They suggested covering a wide range of topics related to children's rights and legal issues, and the chatbot's responses should provide relevant information, practical guidance, and appropriate referrals.

The survey responses highlighted the importance of giving children the option to talk to someone in person and ensuring human intervention in serious or dangerous situations. Confidentiality and privacy of sensitive information were also emphasized, along with providing multiple feedback and reporting options.

The analysis revealed potential future features and functionalities that could enhance the chatbot's effectiveness, including multilingual support, accessibility for disabilities, and personalized recommendations. Experts also recommended incorporating a child-friendly design and a comprehensive list of reportable abuses.

Overall, the findings from the survey provide a solid foundation for the development of a child rights chatbot that meets the needs and expectations of legal experts directly working with children. By incorporating the recommendations and insights obtained from the survey, the chatbot can play a crucial role in educating children about their rights, empowering them to protect themselves, and providing accessible information and support.



# i-ACCESS

