Daphne CHILD

Shaping tomorrow's child protection services with children

Children at the centre

Handbook on child participation practices from violence prevention projects across Europe

Eurochild
Putting children at the heart of Europe

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CHILDREN AT THE CENTRE

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> Children and young people may not have the language that we're using, for example, grooming online, but they know that it is happening, and they describe it differently.
>
> **Charlotte Donnellan**
> **ISPCC, Ireland**

> We adults have to learn, because sometimes we are wrong, because we see things from another perspective. We have to adapt our language to them, and to their concepts.
>
> **Gonzalo Santamaria**
> **ITE Network, Spain**

> When it comes to topics where school administrations aren't active – like anti-bullying mechanisms or combating violence generally – young people are very eager to take the lead.
>
> **Karolina Svyryda**
> **NGO 3.5%, Ukraine**

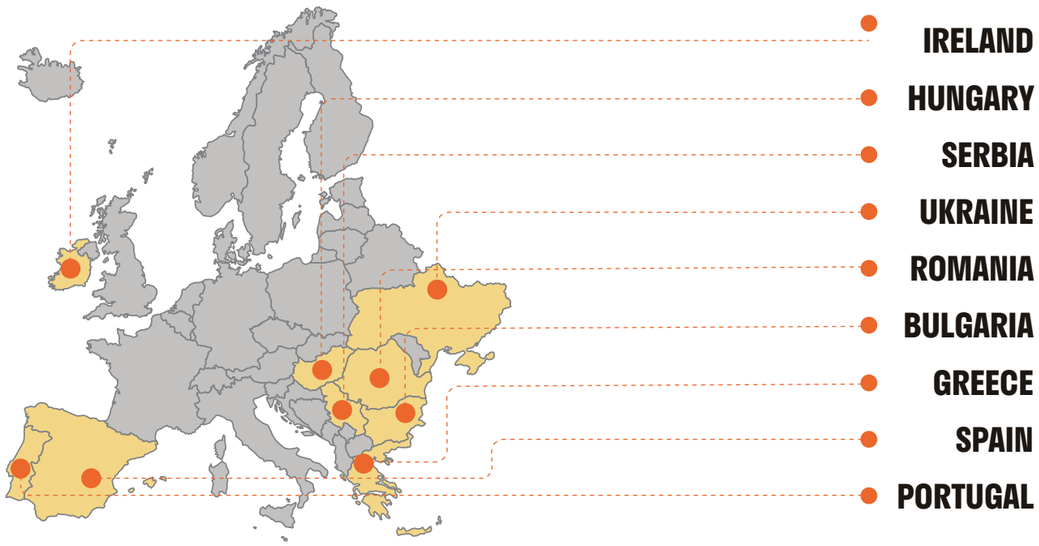
These three observations, from practitioners working across very different European contexts, point to the same insight: children already understand violence. They experience it, witness it, and navigate it daily. What they often lack isn't knowledge. It's power. And adults who are willing to listen in the ways children actually communicate.

This handbook documents what happens when organisations take that seriously.

THE DAPHNE-CHILD PROGRAMME

The Daphne-CHILD programme supports inspiring practices in the field of addressing violence against children across Europe and strengthening integrated child protection systems. Coordinated by Eurochild and Terre des hommes, the programme supports 48 projects led by civil society organisations across 9 countries through a combination of funding, training activities, and networking.

Each organisation is working day in and day out with children to address different types of violence in their communities. They are also applying an integrated approach to children's protection, working across sectors to support children, families, and professionals.



This handbook captures how each Daphne-CHILD project works with children's participation.
The approaches and activities to address violence against children vary across the 48 projects, and are rooted in local contexts, needs, and the profile of the children involved. However, children's safe and meaningful participation is core to each initiative – across their design, implementation, and evaluation.

As coordinators of the Daphne-CHILD programme, Eurochild and Terre des hommes consider these practices highly innovative and informative, and we hope that this handbook will inspire readers – be they professionals, policymakers, or funders. Full information about each project, and the civil society organisation leading it, can be found here: **https://daphne.childhub.org/en/daphne-grants**

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WHO IS THIS HANDBOOK FOR

Civil society professionals and child protection practitioners:
You'll find concrete approaches you can adapt, including facilitation techniques, training methods, ways to navigate power dynamics, and strategies for iterating based on children's feedback.

Educators, social workers, psychologists, youth workers:
You'll discover age-appropriate and setting-specific approaches, trauma-informed methods, and ways to balance participation with protection.

Policymakers (national ministries, EU institutions, local government):
You'll see evidence of how child participation strengthens outcomes in the field of addressing violence against children, with 9 country-based examples.

Funders (government, EU, philanthropy):
You'll learn what resources meaningful participation requires, what made innovation possible, what stopped organisations from going further, and what infrastructure to fund beyond just activities to enable genuine participation.

HOW TO USE THIS HANDBOOK

Projects are organised by country to honour regional contexts and policy environments. Each project includes thematic tags across six categories: **Participation method** (peer education, arts, co-design, advocacy, etc.), **Type of violence experienced** (peer violence, online abuse, sexual violence, etc.), **Population** (if there's a specific focus on children with disabilities, Roma communities, migrants, etc.), **Age group**, **Setting** (schools, communities, online, etc.), and **Key features** (children as trainers, trauma-informed approaches, learn-as-you-go design).

THE NINE PRINCIPLES FOR MEANINGFUL PARTICIPATION

The organisations in this handbook share a common framework for Nine Basic Requirements for Meaningful and Ethical Child Participation, drawn from the UN Committee on the Rights of the Child (General Comment Article 12 of the UNCRC, and available in **Save the Children's publication of the same name**). These are principles refined through decades of practice and learning from children themselves.

1. **TRANSPARENT AND INFORMATIVE:** Children receive full, accessible information about their right to participate, the purpose of their involvement, and how their input will be used.
2. **VOLUNTARY:** Children choose whether to participate without pressure, understand they can withdraw at any time, and face no negative consequences for declining.
3. **RESPECTFUL:** Children's views are treated with respect and taken seriously; adults recognise children's expertise and honour their time and other commitments.
4. **RELEVANT:** Issues and approaches are meaningful to children; children help identify what's relevant rather than only responding to adult agendas.
5. **CHILD-FRIENDLY:** Methods and environments are adapted to children's ages, abilities, and communication preferences; accessibility is built in from the start.
6. **INCLUSIVE:** Deliberate action ensures that marginalised children -across disability, ethnicity, gender, migration status, socioeconomic background - can participate fully.
7. **SUPPORTED BY TRAINING:** Both children and adults receive preparation and ongoing support to participate effectively; capacity building is mutual.
8. **SAFE AND SENSITIVE TO RISK:** Child protection is paramount; risks are identified and mitigated together with children; support is available when difficult issues arise.
9. **ACCOUNTABLE:** Children receive clear feedback showing how their participation influenced decisions and outcomes; they can share this feedback with peers.

Think of these nine principles as interconnected. You cannot truly have "voluntary" participation if it's not also "transparent". Children can't make informed choices without full information. "Child-friendly" approaches require "training" for adults to facilitate effectively. "Inclusive" participation needs "safe" environments where all children can engage.
Throughout this handbook, you will see how different organisations bring these principles to life and what challenges they face in different contexts.

CATEGORISATION OF THE CHILDREN'S PARTICIPATION MODEL

The categorisation of children's participation model, developed by Lansdown (**updated in 2011, originally published in 2001**), outlines three key levels of engagement: consultative, collaborative, and child-led participation.

In consultative participation, children are given opportunities to express their views or share their experiences on specific issues, thereby influencing outcomes, while adults retain control by initiating, leading, managing activities, and using the information gathered to design or adapt programmes, policies, or legislation.

In contrast, collaborative participation involves a partnership between children and adults, where both parties express a shared willingness to address a problem and work together to co-design, implement, and evaluate initiatives.

Finally, child-led participation places children at the centre of the process: they identify the issues that need attention and take responsibility for initiating, leading, and managing activities, while adults play a supportive role by creating enabling environments and providing the necessary resources and guidance to facilitate children's efforts.

A note on safeguarding

Child safeguarding is fundamental to ensure that when children participate, they are safe while doing so. As **Eurochild's own policy**, aligned with international standards from Keeping Children Safe, states: safeguarding means ensuring that all staff, operations, partners, and activities "do no harm" to children, that children are not exposed to risk of harm and abuse, and that concerns are reported to appropriate authorities.

As programme coordinators, Eurochild and Terre des hommes have established safeguarding standards that all grantee organisations adhere to. These include:

- maintaining child safeguarding policies that apply to all staff, volunteers, consultants, and partners working with children;
- having clear codes of conduct defining appropriate and inappropriate behaviour;
- designated Child Safeguarding Focal Persons responsible for implementation and reporting;
- mandatory safeguarding training for anyone working directly with children.

In practice, this means that activities involving children, from workshop design to media documentation, undergo risk assessment. The programme promotes informed consent procedures where children and their parents or legal guardians understand and agree to participation, with separate consent obtained for photography, video, and the use of children's stories. When children's images or voices appear in programme materials, best practice is to use only first names, avoid tagging children on social media, and ensure nothing identifies them in ways that could put them at risk. At events and workshops, safeguarding focal points are present to ensure children's wellbeing, and clear reporting mechanisms exist for anyone who witnesses concerning behaviour or has safeguarding concerns.

Capacity-building activities and networking sessions in the Daphne-CHILD programme reflect the recognition that meaningful child participation cannot exist without robust child safeguarding.

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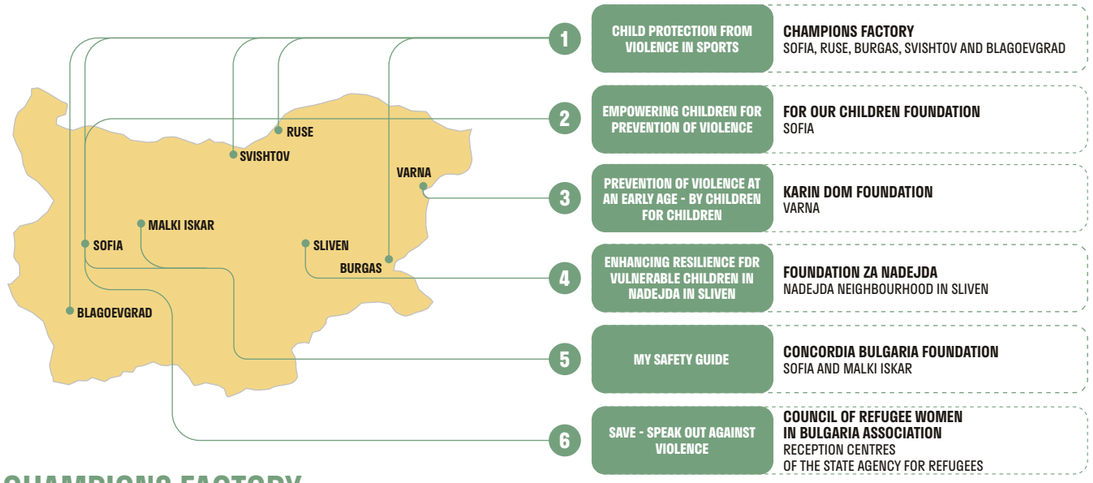
BULGARIA



CHAMPIONS FACTORY: Child Protection from Violence in Sports

The project focuses on child protection in sport settings, building capacity, awareness-raising and developing a safeguarding policy for sport clubs, for children, sport coaches, and families across Sofia, Ruse, Burgas, Svishtov, and Blagoevgrad. The initiative aims to address physical, emotional, and sexual abuse, as well as the denial of children's rights through structural violence, fostering a culture of safety, respect, and accountability in Bulgarian sports institutions.

In this project, children play an active role in each phase - they are not only participants but key contributors and decision-makers, fostering a culture of empowerment, accountability, and sustainable change in Bulgarian sports.

Children, including participants from wheelchair basketball teams, engage in planning sessions to provide insights, ensuring activities are accessible, inclusive, and relevant. Their feedback directly influences the creation of workshops, training materials, and campaign messages, aligning with their lived experiences and needs.

Children actively co-facilitate workshops with football, basketball, and rhythmic gymnastics clubs, where they are invited to share their perspectives on safe sports practices and lead peer discussions. This peer-to-peer approach fosters leadership skills and creates a trustworthy environment where participants can openly talk about their concerns about feeling safe in sports, and increase their confidence to speak about emotions, boundaries, and uncomfortable situations.

- Peer education
- Co-facilitation
- Institutional violence
- Sexual violence
- Structural violence
- Disability inclusion
- Primary age
- Early adolescence
- Sports settings
- Children as trainers
- Safeguarding focus
- Children as evaluators

Children participate in structured feedback sessions, including surveys, group reflections, and interviews, as part of the project's learning activities. Children's feedback is included in project reports and campaign materials, ensuring their voices are amplified and recognised.

FOR OUR CHILDREN FOUNDATION: Empowering Children for Prevention of Violence

The project involves teenage members of the Bringers of Good volunteer club at For Our Children Foundation. The teenagers are supported to design and deliver violence prevention activities for younger children aged 6-12, increasing their own knowledge about child rights and strengthening their social accountability for violence prevention.

This project was shaped in dialogue with teenagers in the volunteer club who shared their motivation to act against violence, based on their own experiences. The project provides a space for teenage volunteers to build self-confidence and actively contribute to preventing violence against children. Through training, facilitated group work and reflection, the volunteers learn, make decisions, and co-create the project. There is a dedicated activity for reassessing project activities according to the teenagers' experiences and needs.

The volunteers lead the design of arts-based activities and performances for younger children, including children with various vulnerabilities. As part of these activities, the volunteers are gathering younger children's views on violence prevention to present to the wider community, including policymakers.

- Peer education
- Arts-based methods
- Peer violence
- Intergenerational
- Community-based
- Children as trainers
- Children as advocates
- Learn-as-you-go design

KARIN DOM FOUNDATION: Prevention of Violence at an Early Age – By Children for Children

This project aims to create tools for the prevention of violence in early childhood and raise awareness about the need for actions to prevent violence against children. The initiative works with 80 children and pedagogical staff from two kindergartens in Varna over 16 months, including children in activities to recognise and respond to violence while developing a children's book and video about children's perceptions and attitudes towards violence.

The project addresses violence against very young children in two ways: including children in activities to help them recognise and respond to violence, and developing a children's book and video about perceptions and attitudes towards violence. The activities take place in kindergartens to create a familiar and safe environment for participating children. This way, they can feel safe to express their opinions and ideas. Teachers, as trusted adults, are present during the process.

In order to hear children's opinions and ideas, the Karin Dom team held discussions and art therapy classes in four groups of 6-7 year-old children in both kindergartens. The children's drawings and shared opinions serve to develop a children's book suitable for preschool children. The children name emotions, feelings and moods, to talk about what they depicted in the drawing, to describe painful events, imprinted as important, and filled with strong negative experiences. The team recalls with children what negative emotions are: sadness, anger, disappointment, fear, anxiety, grief, uncertainty, and helplessness. The children also draw and share stories in which they feel safe, calm, loved, and supported. In this way, attention is drawn to the people and actions that help children build trust and security, develop their abilities, skills, learn, and be happy.

At the end of each activity, the children are invited to evaluate their own participation using emotional cards.

- Child generated content
- Arts-based methods
- Early childhood
- School-based
- Co-design
- Children as evaluators

FOUNDATION ZA NADEJDA: Enhancing Resilience for Vulnerable Children in Nadejda in Sliven

This project develops peer support group strategies to increase individual children's resilience to violence and facilitate communication about trauma and difficulties while imagining solutions to overcome them. The initiative fights segregation and creates a safe environment by improving inter-community engagement between Roma and non-Roma communities in Nadejda, Sliven, Bulgaria.

The approach of forum theatre is a powerful tool to meaningfully involve the children in developing resilience strategies. Children are involved from the very beginning in the design and implementation of the activities. An ongoing adaptation process is used to adapt to children's needs and preferences, while respecting their physical and psychological integrity.

Children co-organise a festival with their wider community to promote a safe environment for all children in Nadejda. The children also play an important role in the evaluation of the project in its final part. Through participating in focus groups and individual interviews, children share their reflections from participating in the project and share ideas for future follow-ups.

- Arts-based methods
- Structural violence
- Roma children
- Community-based
- Trauma-informed
- Children as evaluators
- Learn-as-you-go design

CONCORDIA BULGARIA FOUNDATION: My Safety Guide

Children from vulnerable backgrounds are involved in developing an educational toolkit, "My Safety Guide", using a participatory approach. The toolkit includes visually engaging cards and posters to help social workers and educators introduce violence and its forms in a way that is relatable and easy for children to understand. These resources are adaptable for various settings, including social services and educational facilities, in Bulgaria and internationally.

- Co-design
- Child generated content
- Sexual violence
- Community-based
- Learn-as-you-go design

Concordia's approach gathers input directly from children in workshop formats while addressing topics related to violence in a controlled and supportive environment. The workshops are designed to explore the images children associate with violence, and how these ideas can be effectively communicated through appropriate, inclusive, and equitable design. During the sessions, children actively guide the illustrators to create visuals that align with safeguarding concepts, violence prevention, and reporting mechanisms. In the testing phase, children from diverse backgrounds and social service settings give feedback on the draft materials. Their feedback advocated for characters that could model "safety-in-action," illustrating how to respond to real-world scenarios rather than interpreting passive imagery.

Finally, children are involved in the presentation event to help showcase the final "My Safety Guide" and share their insights on how the toolkit can be used in interactive and engaging ways, including through play-based instruction.

> "Children are very willing to share. They need to share. They just need a safe space."
>
> Desislava Petkova
> Concordia Bulgaria Foundation

COUNCIL OF REFUGEE WOMEN IN BULGARIA ASSOCIATION: SAVE – Speak Out Against Violence

The project supports efforts to address violence against unaccompanied children and adolescents. Despite Bulgaria's well-developed legal framework, there is no systematic tracking of children who have experienced or witnessed violence, either in their countries of origin or during migration. Addressing this gap, in collaboration with the State Agency for Refugees and with affected children directly, is a key project focus.

The initiative seeks to empower minors by equipping them with tools to recognise, avoid, and report violence, contributing to their emotional wellbeing and personal growth. This comprehensive approach aims to create a sustainable model for violence prevention.

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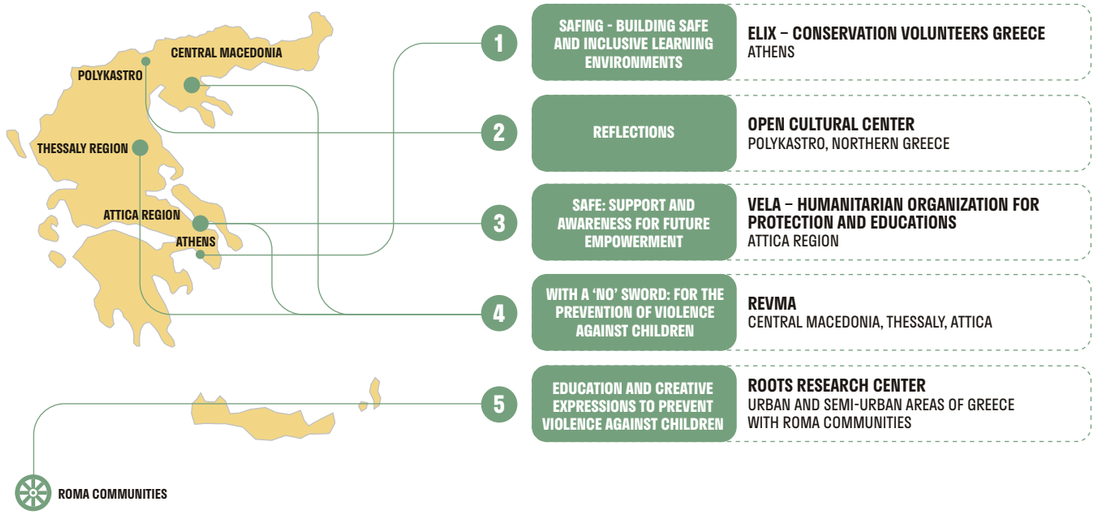
- Sexual violence
- Migration
- Older adolescence
- Reception centres
- Trauma-informed
- Safeguarding focus

Unaccompanied children actively participate in a tailored project aiming to prevent violence through group and individual activities. The activities follow a newly developed child-focused and trauma-informed methodology that guides group activities, emotional regulation, and the prevention of gender-based violence, including human trafficking risks.

The project creates a safe and supportive environment where children can share experiences, develop coping mechanisms, and build resilience. Group sessions foster peer support and understanding, while individual sessions address specific needs and challenges.

GREECE



ELIX - CONSERVATION VOLUNTEERS GREECE: SafIng – Building Safe and Inclusive Learning Environments

This project employs a whole-school approach to reduce violence by strengthening 5 zones to create safe and inclusive communities through training students, teachers, management, facilitating joint teacher-student-management committees, and creating rights-based codes of conduct.

Children in each community are involved in educational design during workshop sessions. Through different methods (digital poll, personal journal, "Where do I stand?" activities, traditional voting, arts and crafts), children are invited to reflect on and express their personal preferences, fears, hopes, expectations, and how they can contribute to creating a safer community. Based on this initial assessment, the next modules are adjusted.

Learning is organised around active participation and experiential learning, moving from feeling and interacting to reflecting, conceptualising, and applying in new contexts. Activities include simulations, case studies, group problem solving, world cafés, games and role-play. Debriefing in the plenary and/or reflection groups at the end forms an integral part of the process and also provides continuous feedback to the facilitators.

- Youth leadership
- Peer violence
- Structural violence
- School-based
- Co-design
- Learn-as-you-go design
- Children as advocates

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Students also participate on a voluntary (and rotating if needed) basis in committees. Each committee works on measures to turn their schools into safer and more inclusive communities, and proposes ideas to raise awareness about preventing violence.

OPEN CULTURAL CENTER: Reflections

The initiative empowers children from a refugee community to express their stories, recognise the critical importance of education and their fundamental right to it, and raises public awareness about the detrimental effects of school dropout on children's future opportunities, development, and overall wellbeing.

Children are actively engaged in all stages of the project through a spiral process of design, implementation, evaluation, and re-design. Participants co-create project activities and co-design theatre-based workshops grounded in children's perceptions of school and their hopes for their future. This methodology is iterative, so each phase builds upon insights gained until that point.

Children's input guides the creation of culturally and contextually relevant activities, with safe and supportive facilitation, to allow children to explore emotions, collaboration, and self-expression in a secure and respectful setting. Participants have an active role in theatre and art workshops, collaborating with facilitators to produce narratives, artwork, and performances that express their rights and stories. A key achievement is an educational handbook co-created from children's drawings, stories, and reflections, produced in six languages (Arabic, Kurmanji, Farsi, French, Greek, English). The handbook is showcased at a final public exhibition in Thessaloniki, co-organised with the children themselves.

Children are actively involved throughout, from needs assessment and focus groups to co-design workshops, with their voices on education, safety, and future aspirations shaping both content and methods (arts-based activities, storytelling, and theatre).

They also actively contribute to the delivery of activities by co-creating drawings, narratives, and performances, and by shaping discussions and peer exchange. Children are further involved in evaluation through reflection workshops, feedback sessions, and short questionnaires. This allows for continuous feedback and adaptation of the project, embedding evaluation as an ongoing and participatory process throughout all phases of implementation and for future activities.

- Arts-based methods
- Structural violence
- Community-based
- Co-design
- Learn-as-you-go design

VELA:
SAFE: Support and Awareness for Future Empowerment

In this project, the team is creating a child-friendly digital reporting tool to report cases of violence. This tool will be used by children aged 10-18 residing in refugee camps and shelters across Greece. The active involvement of children in designing methods to raise awareness and share information about violence against children is a key focus of this project.

- Co-design
- Peer education
- Digital platforms
- Disability inclusion
- Primary age
- Early adolescence
- Older adolescence
- Community-based
- Children as evaluators
- Safeguarding focus

The project holds interactive workshops with children aged 10-18 in refugee settings to develop, test, and implement a digital mechanism that can help children report cases of violence. As part of the testing workshops, children and the Vela team explore their perspectives, experiences, and ideas for effective awareness-raising on preventing violence against children. Activities range from focus group discussions, role-playing exercises, and creative sessions (e.g., designing posters or illustrations).

By integrating participatory practices with strong safeguarding measures, the project empowers children to be key contributors to its success while prioritising their wellbeing. Trained child protection staff will oversee all activities to ensure safety and prevent harm.

The Vela team also connects with frontline staff in child accommodation settings across Greece to help ensure that children are aware of the new digital mechanism and how to access it safely.

Feedback from the children really helped the Vela team better adapt the mechanism to their needs. Interpretation was essential; children responded better to concrete questions and visual prompts, rather than abstract concepts, and trust-building and mixed-nationality group settings both helped discuss sensitive experiences.

> "We implemented focus group discussions with children to receive feedback on how they perceive violence, how they intrinsically react to violence, and what their fears are in reporting violence. What came out of that is that the most important thing for them is lack of trust."
>
> Marilena Ioannidou
> Vela, Greece

REVMA NGO:
With a No Sword: For the Prevention of Violence Against Children

The initiative uses the illustrated fairy tale "Aerini! With a No for a Sword" to raise awareness and promote children's self-determination and consensus, particularly for children from the Roma community in Central and Northern Greece. Creating a safe and creative environment for children's expression is key; children are the protagonists, and this project aims to amplify and raise their voices against child violence and abuse.

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During workshops, children are invited to create awareness-raising storytelling materials for the adult workshop (e.g. posters, poems, texts, pictures, drawings, slogans). These materials serve as a link between the student workshop and the adult workshop, as well as a way to develop a dialogue with teachers and parents about how best to support children from the Roma communities.

The children also co-create awareness-raising material for wider public audiences with the support and guidance of teachers. In each activity, children choose the medium and mode of expression, such as animations, drama, social media content, or podcasts on the topic of preventing violence against children.

Children actively participate as Ambassadors in an Ambassadors Schools Network to promote cooperation, mutual support, inspiration, and empowerment among peers. Finally, children involved in the project co-organise activities with the Revma team to mark International Day of the Girl Child and World Day against Child Abuse.

- Arts-based methods
- Child generated content
- Community campaigns
- School-based
- Child led advocates
- Co-design

ROOTS RESEARCH CENTER:
Education and Creative Expressions to Prevent Violence Against Children

The initiative includes artistic activities (painting, writing, drama) that allow children to express traumatic experiences safely, and mentoring-coaching activities supporting underprivileged communities, particularly the Roma community, to strengthen cultural inclusion.

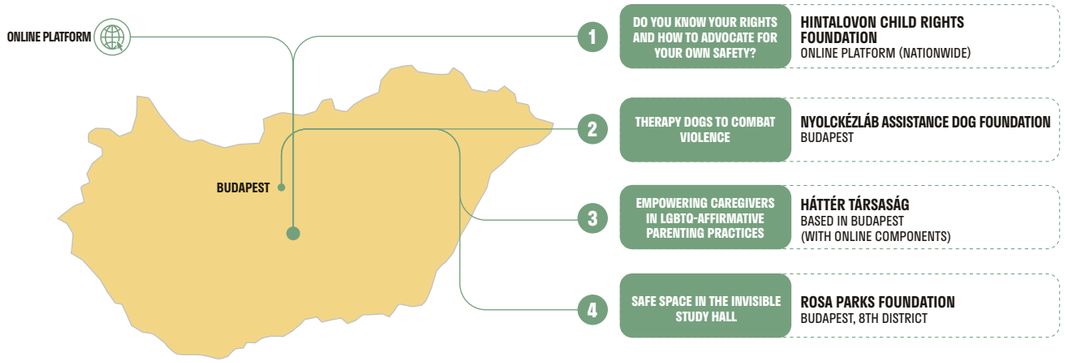
Children are actively involved in the design of art workshops and project activities, where they provide feedback on their preferences and needs. The Roots Research Center team encourages children to express their ideas about the content of the activities through creative processes. The active participation of children strengthens their sense of ownership and responsibility, making the project truly child-friendly and participatory.

During workshops, children are protagonists in creating and delivering activities. They take on roles of guidance and participation, enhancing their own abilities to express themselves and collaborate. The results of these activities are shown to professionals to provide feedback and formulate personalised training to improve how they support children in their communities.

Children participate in evaluation activities to share their experiences, if they wish. This is done through feedback questionnaires and participating in a public workshop. Through participation, they directly evaluate the results and quality of the activities.

- Arts-based methods
- Co-design
- Roma children
- Minority groups
- Community-based
- Children as evaluators
- Trauma-informed

HUNGARY



HINTALOVON CHILD RIGHTS FOUNDATION: Do You Know Your Rights and How To Advocate For Your Own Safety? – Online and Personal Course for Children

This project empowers children aged 10-18 by deepening their understanding of child rights and raising awareness of abuse and violence. Together, the Hintalovon team, along with the Hintalovon "Kids Colleagues" – a group of 18 children who work with on different areas to realise children's rights – are co-creating an online and in-person interactive course to support children recognise abuse and take action to stay safe.

The Kids Colleagues help shape the overall concept and training from the start. They share that children over 14 are more likely to take an online course, and that educators can also be involved by sharing the resources.

Through regular meetings, the Kids Colleagues co-design and implement the online course together with the Hintalovon team. They provide valuable insights on platform design, course length, engagement tools, and delivery methods, emphasising interactivity, relatable examples, and inclusive facilitation.

> "This project really stood out to me in the sense that we followed it from the very beginning to the very end. There is always attention paid to the fact that we can follow our input, and how our input is used later."
>
> Nilla, Kid Colleague, Hintalovon Foundation, Hungary

They also explore how peer child participants can interact and give feedback. Eight consultation rounds are held in groups of 7-9 children, split equally between the two course formats. For the in-person course, children shape decisions on which rights the course covers, its ideal length, suitable facilitators, including the possibility of older students, and preferred methods such as opinion lines and discussion-based games. For the online course, they recommend six thematic modules of 20-30 minutes each, with mixed video and interactive elements, no time limits on quizzes, and motivational features like collectable badges and certificates. Midway through the project, the Kids Colleagues are also asked directly how they feel about their involvement and workload. Their feedback leads to shorter, more focused sessions and clearer follow-up in the later stages.

This co-delivery builds on the existing ways that the Kids Colleagues and the Hintalovon team work together, meaning the children involved are used to this way of working. The idea for video-based materials and gamified learning, which enhances accessibility and participant motivation for the online training course, emerges directly from the children.

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Co-design
Digital platforms
Primary age
Early adolescence
Older adolescence
Online delivery
School-based
Learn-as-you-go design

NYOLCKÉZLÁB ASSISTANCE DOG FOUNDATION: Therapy Dogs To Combat Violence: A Methodology Guide Manual for Child Protection Professionals

This project utilises dog-assisted therapy to address violence prevention in children's homes throughout Budapest. The initiative teaches non-violent communication and effective conflict resolution skills while building self-confidence and self-esteem to foster a more positive outlook on the future for 40 participating children.

40 children directly participate in the activities, while an additional 160 children living in the four residential homes are indirectly affected, as their experiences are included in the initial and final questionnaires as well.
The children directly involved experience, try out, and evaluate the methodologies, games, and activities prepared by the professionals. An iterative approach allows the team to adapt the intervention following children's suggestions, which will be included in the final material.

The team also gathers feedback from children who are not directly involved through questionnaires. This can help identify issues children perceive as being most important. This feedback also helps assess whether they notice changes in the behaviour of the children participating in the programme during the project.

Children in care
Clinical therapeutic
Children as evaluators
Learn-as-you-go design
Trauma-informed

HÁTTÉR TÁRSASÁG: Empowering Caregivers in LGBTQ-Affirmative Parenting Practices

This project is working with caregivers and professionals to adapt the AFFIRM Caregiver Intervention in Hungary. This intervention improves support for young people who face stressors caused by discrimination, stigmatisation and rejection. It helps caregivers understand the impact of anti-LGBTQ+ stress and discrimination on children and young people. It integrates self-compassion and

- Youth leadership
- Structural violence
- LGBTQ Youth
- Older adolescence
- Online delivery
- Children as advocates

compassionate caregiving practices into daily practice. The project works directly with 5 children in a youth council who are helping adapt AFFIRM with children's perspectives.

The project establishes a 5-member strong youth council – building on Háttér Társaság's experience - for regular consultation through an online focus-group format. Special attention will be given to building a diverse council considering different identities and geographies. The youth council is recruited through the Parents for LGBTQ+ people community and the prior participants of the AFFIRM Youth intervention, who had themselves advocated for the adaptation of the Caregiver intervention.

The youth council meets 3 times throughout the project, and also involves AFFIRM Caregiver facilitators to exchange information, ideas, knowledge and provide feedback together. The Council members participate in the kick-off and closing public events of the project. At the closing event, they have a special role presenting how this form of implementation and their participation enriched the results.

ROSA PARKS FOUNDATION:
Safe Space in the Invisible Study Hall

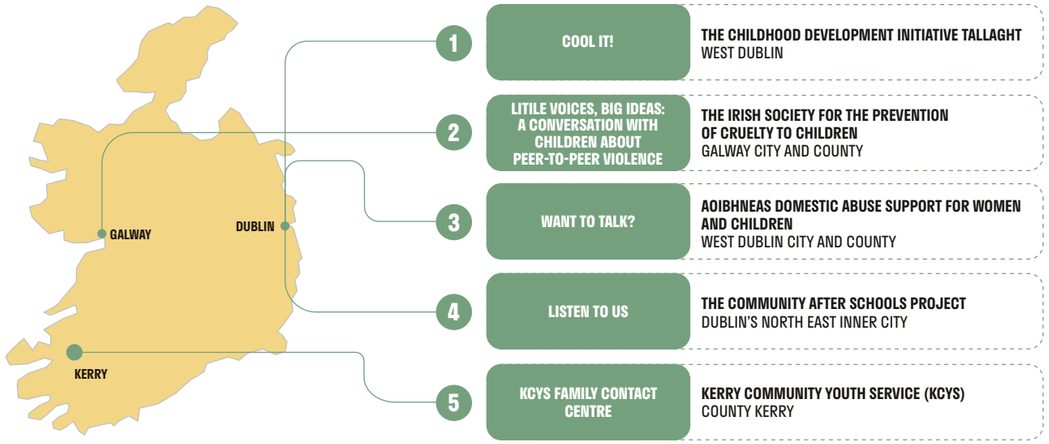
The project's main objective is to create a safe and educational environment where underprivileged, especially Roma children of all ages, can participate in preventive and awareness-raising activities about safety, children's rights, and violence prevention.
The project's key activities include regular age-appropriate group sessions. By combining education, empowerment, and collaboration, the project aims to create sustainable, child-centred spaces that promote safety and mutual respect.

Children are involved as co-designers throughout the project. At the beginning of the programme, facilitators collect children's existing knowledge and perspectives on topics such as safety, rights, bullying and discrimination. These insights directly shape the themes and formats of the sessions: children choose which topics they want to explore further and how they would like to work with them.

Children also help design how their new knowledge is shared with others. Younger participants create posters and leaflets to share key messages on children's rights and violence prevention with their peers. Older participants take part in a participatory budgeting process, selecting a local institution and planning small improvements to make it more child-friendly. Children's feedback and reflections are continuously collected and inform the organisation's updated child protection policy.

- Peer education
- Youth leadership
- Roma children
- Low income communities
- Intergenerational
- Community-based
- Co-design
- Children as trainers

IRELAND



CHILDHOOD DEVELOPMENT INITIATIVE LTD: Cool It!

The Cool It! project is a restorative practices initiative in Tallaght, Dublin. Through facilitator-led workshops, participants explore constructive responses to injustice, prejudice, frustration, and anger that might otherwise lead to aggressive behaviour. Participants also explore essential topics such as relationship building, respect, empathy, community, trust, and maintaining healthy relationships.

A dedicated Children's Advisory Group has been set up to help children's views inform the project's Steering Group. This is set up with the assistance of local schools and youth groups. The Advisory Group members help create the content of the training itself, and their concerns about anti-social behaviour in their schools and communities inform the Cool It! training design.

The Cool It! training programme itself is directed at children aged 8-12 years. Up to 80 participating children are invited to the Graduation and Showcase event alongside their families, where they receive their training certificate and share their experience in the programme. Members of the Children's Advisory Group are also co-creators for the graduation and showcase event, and have an active role in sharing their experiences of the process, what they have learned from the activities, and what their hopes are for their community in the future.

The project evaluation activities also invite members of the Children's Advisory Group and the Cool It! Training participants to share their experiences on the training and the whole project.

- Youth leadership
- Peer violence
- Primary age
- School-based
- Community-based
- Co-design
- Children as evaluators

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THE IRISH SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN, GALWAY OFFICE: Little Voices, Big Ideas: A Conversation With Children About Peer-To-Peer Violence

The Little Voices project addresses the urgent need for child-centred initiatives to combat peer-to-peer violence in Irish rural (islands and widely dispersed low-populated communities inland) and urban areas (large sprawling cities). The project creates a safe space where children can discuss peer-to-peer violence, learn about their rights and gain skills to recognise, respond to, and report violence.

The Little Voices project uses a 'design-science' approach to incorporate children's views into the design and delivery of activities. Children co-create child-friendly educational resources about peer-to-peer violence. These resources are drafted by the project team at ISPCC, who then test the draft with the children and adapt it based on their feedback. The workshops are designed to be interactive to better ensure children are actively engaging in the process.

Children's input and active involvement are essential to the success and relevance of this project. The children participating in this project need to feel like this is a space for them, to ensure their voices are heard and prioritised. To do so, children's perspectives are invited through a play-based approach. The project's activities are all child-led to ensure that children guide the process, meaning their thoughts and insights are heard, rather than interpreted.

A pre- and post-consultation is carried out, and workshop surveys using the Kirkpatrick Level Two Learning Outcome framework are used to gather children's views and feedback. This guides the project team during and beyond the Little Voices project.

- Co-design
- Child generated content
- Peer violence
- Rural communities
- School-based
- Community-based
- Learn-as-you-go design

> "Play is the child's natural form of communication. Words aren't. Think of it like this: Birds fly, fish swim, children play. It's what they naturally do. So why don't we use methodologies to ensure that children feel safe and comfortable when they're with us, so that they can share their insights?"
>
> Charlotte Donnellan
> ISPCC, Ireland

AOIBHNEAS DOMESTIC ABUSE SUPPORT FOR WOMEN AND CHILDREN: Want to Talk?

The Want to Talk? project is creating accessible and instant forms of digital support available for children who are victims and survivors of violence and abuse in their own and familial relationships. The project is also building a forum on community safety in North Dublin to connect services with direct and indirect responsibilities for children and young people.

In this project, children and young people form part of the design and building of Aoibhneas' digital service. This takes place through focus groups and one-to-one interviews that engage children who have engaged the organisation's support services in the past.

Co-design
Digital platforms
Family violence
Online delivery

From this group, a working group is set up with children to consult on developments throughout the project. Through the Community of Safety Forum, young people are invited to participate and share their feedback, and further help shape how the digital support services are developed, with children's and young people's voices at the centre.

THE COMMUNITY AFTER SCHOOLS PROJECT(CASPr): Listen to Us

The Listen to Us project empowers children to lead a community-wide conversation about violence prevention, with a focus on drug-related violence. Through participatory workshops, children aged 7-12 share their experiences and ideas, creating a child-led campaign to inspire kindness, resilience, and safety among their peers. With children as leaders and advocates, this initiative disrupts cycles of violence, fosters resilience, and creates a safer community where children are empowered to speak up and protect one another.

Community campaigns
Arts-based methods
Peer violence
Primary age
Community-based
Children as designers
Trauma-informed

Children lead every aspect of this project, from conceptualising messages to designing campaign materials. Workshops use mixed participatory methods such as art, storytelling, writing, drama circles, dialogue, and reflective practice to ensure their voices guide the project's direction. This is supported through the creation of safe spaces where children are supported by trauma-informed, trusted adults, art therapists, and support workers. The process is designed to be inclusive and iterative - responding to children's development, ability, needs, views and interests, so that each child takes part in decision-making.

> "If there was one thing we'd like out of this project in terms of influence, it's the recognition that the voice of a child is very valuable. As a competent, educated adult, I'm often consulted. But sometimes you're consulted in a way that you know you're not really being consulted. You know that your voice won't really matter at the end of the day. It's a tick box exercise."
>
> Tom O'Brien
> CASPr, Ireland

At the centre of this approach is CASPr's commitment to keeping the children at the centre of the decision-making process with trusting relationships. With feedback from the children, the CASPr team shifted the focus of the project from addressing violence to promoting kindness across their community. This profound shift meant that children felt safer to talk about collective actions they can lead to improve their communities.

Children's contributions are evaluated through reflection sessions, where they share their thoughts on the process and outcomes. Their input is also validated through the creation of tangible outputs (e.g., artwork, videos) that they can see impacting the community.

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KERRY COMMUNITY YOUTH SERVICE (KCYS): Family Contact Centre

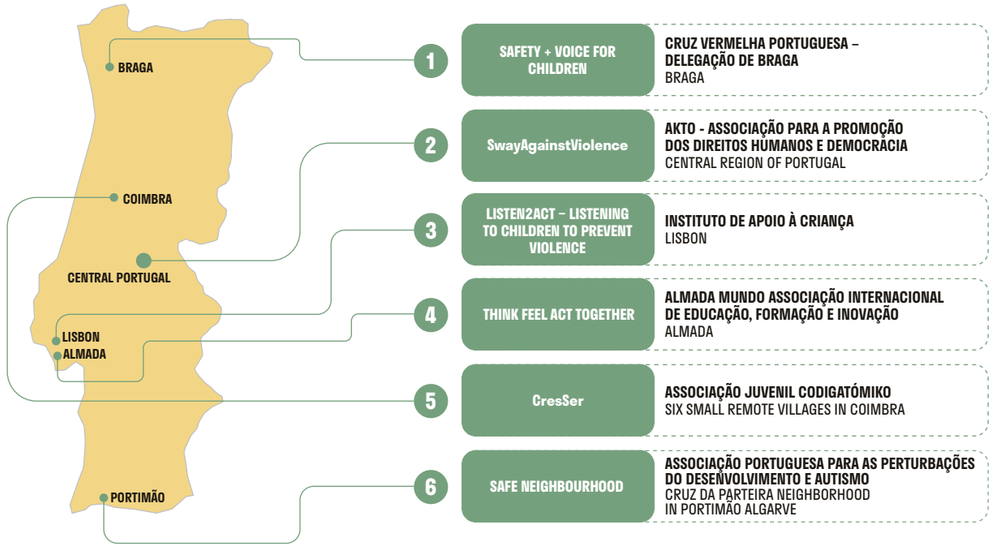
The Family Contact Centre is a child-friendly family centre that facilitates meaningful contact between children and their biological parents after they have been removed from their parents' care due to court orders. This project addresses a country-wide gap in service provision, as these children are not receiving support from child protection social workers.

The Family Contact Centre applies the Lundy Model to child participation to ensure that children who are supported by this service can participate in service design, delivery and evaluation:

- The physical environment of the youth centre has been co-designed with children. Together, a space that replicates a comfortable home environment has been created, including a sitting/dining area, a playroom, a bathroom, a fully functioning kitchen, and access to a garden/outdoor space.
- Informed by ongoing engagement with children, a sensory room has been created in one of the four family contact spaces.
- The project is also creating 'Voice of the Child' reports to make sure that family courts give due consideration to the children's views in decisions made that impact them.
- After each family contact session, children are asked to share their feedback to help improve the service. Importantly, participants will also get feedback on how their views are considered and acted upon.
- A report is also being created to communicate the needs and views of the participating children with policy- and decision-makers. KCYS use the data collected - including children's direct feedback - to advocate at the national level for greater investment in family contact supports and services.

Co-design
Family violence
Children in care
Community-based
Children as advocates

PORTUGAL



CRUZ VERMELHA PORTUGUESA – DELEGAÇÃO DE BRAGA: Safety + Voice for Children

- Peer education
- Youth leadership
- Peer violence
- Family violence
- Online violence
- Disability inclusion
- Minority groups
- Children in care
- Primary age
- Early adolescence
- School-based
- Community-based
- Children as trainers
- Children as advocates

The project aims to prevent and combat violence, including school bullying, domestic violence, dating violence and online safety threats, against children in the municipality of Braga. The focus is on children aged 6-14 from vulnerable socio-economic backgrounds, ethnic minorities, migrants, people with disabilities and those living in residential homes.

This project adopts an approach to child participation drawing on the '9 Basic Requirements for Meaningful and Ethical Child Participation', the 'Lundy Model of Child Participation', and the resources from the 'We Are Here' toolbox (Eurochild and Learning for Wellbeing Foundation). Children can meaningfully participate in each phase of the project, ensuring that their voices, experiences and needs are central.

The project design includes a brainstorming session with children of different ages and backgrounds, including marginalised groups, to identify risks, needs and their own perceptions of violence, and collects proposals for solutions. This participatory process also guides risk mitigation strategies and the inclusiveness of subsequent activities, especially for the most vulnerable children, adapting them to their needs. In implementation, children co-create educational materials, using their own language. 20 children are trained as 'Safety Ambassadors', responsible for leading awareness-raising

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actions with peers in their schools and communities. Through this model, children become agents of change, strengthening their ability to influence and educate peers and educators.

In the evaluation, the children contribute their feedback on the activities and impact as part of a continuous improvement process. The Safety Ambassadors prepare and present their own recommendations to policymakers at the final conference.

AKTO - ASSOCIAÇÃO PARA A PROMOÇÃO DOS DIREITOS HUMANOS E DEMOCRACIA: SwayAgainstViolence

The Sway Against Violence project creates an environment for dialogue and effective action to strengthen the protection of children. It equips professionals to address issues of violence affecting vulnerable populations across different locations in central Portugal, such as human trafficking, forced child marriages, female genital mutilation and honour crimes.

Children are invited to contribute from the project's outset, helping the team define the project's activities. Through consultation workshops and focus groups, they express their opinions on the issues they consider to be priorities, and suggest approaches they consider to be most effective. To ensure meaningful involvement, training and ongoing support will be given by the Akto team to equip the young people with the necessary skills to participate effectively.

During the youth exchange, children have a central role in the activities. They are encouraged to facilitate discussions and conduct exercises with their peers. In addition, they create a Good Practice Manual to ensure their experiences and perspectives are captured and reflected.

At the project's end, children help evaluate, through sharing their reflections on what worked and what can be improved. Their evaluation serves two purposes. It helps improve the project for future iterations and strengthens participants' capacity for civic participation.

- Peer Education
- Youth Leadership
- Sexual Violence
- Migrantion
- Minority Groups
- Community-Based
- Children As Trainers
- Children As Evaluators

INSTITUTO DE APOIO À CRIANÇA (IAC): Listen2Act – Listening to Children to Prevent Violence

The Listen2Act project has two aims: to train children of the Crescer Juntos Youth Network, to exercise their citizenship, encouraging them to recognise the importance of their role as 'peer educators' in reducing violence, and to raise awareness among families and professionals about the negative consequences of corporal punishment and all types of violence.

Peer education
Co-design
Corporal punishment
Family violence
School-based
Community-based
Children as trainers

Children are involved in all phases of the project, particularly in the creation of toolkits, publicising the materials on social networks and participating in the final meeting to present the results.

Children participate in working groups and debate how to reduce violence among their peers. The IAC team work alongside the children from the different working groups to capture the results of these discussions and inform the creation of education materials. These tools will be shared with the national Crescer Juntos Youth Network.

A participating child will also co-deliver the experimental awareness-raising sessions in local schools with the Listen2Act project team. Together, they assess the impact of the materials created and propose adaptations or improvements.

> In a previous project, children told us they wanted to discuss the parents' behaviour through the digital environment. Because our parents do not know how to use the internet. They are experts in different topics; they should have a say in all aspects that are related to their lives. That explains the necessity for a peer-to-peer approach
>
> Paula Paçó
> IAC, Portugal

ALMADA MUNDO ASSOCIAÇÃO INTERNACIONAL DE EDUCAÇÃO, FORMAÇÃO E INOVAÇÃO: Think Feel Act TOGETHER

Think Feel Act Together is a project that mobilises children in Almada, a multicultural territory, as protagonists of a culture of peace from an early age. The project aims to empower children as agents of change, providing them with the tools to identify and recognise violence in its many facets. In doing so, the project promotes human rights education and builds communities that are more aware, active, and committed to the future of humanity.

Children play an active and central role in all phases of the project, being involved from design to final evaluation. During the design stage of the project, listening and dialogue sessions are organised through focus groups, creative activities, conversations and drawings. These allow the children to express their ideas and opinions naturally and collaboratively.

During the project, children take part in practical workshops, artistic presentations, cultural performances, and the creation of materials, and take part in training and mentoring sessions. These activities allow them to live meaningful, educational experiences, acting as peer mentors, sharing experiences and intergenerational learning opportunities. Children provide feedback on activities as they are carried out. The methodologies are adapted to their ages, with structured dialogue sessions, evaluation games, reflective drawings, simplified questionnaires and anonymous suggestion boxes, through individual and collective interviews, theatrical performances, storytelling, and the creation of collaborative murals, to highlight knowledge and talents expressively.

Arts-based methods
Peer education
Intergenerational
Community-based
Co-design
Children as evaluators
Children as trainers

The feedback received is analysed together with the project team, children, and facilitators. This values and acknowledges children's opinions to influence the project's continuous improvement. The children also reflect on the interpretation of the results and the drafting of the final reports. This approach demonstrates a participatory/inclusive model in line with children's rights, promoting children's autonomy as empowered agents of change committed to a culture of peace.

ASSOCIAÇÃO JUVENIL CodigAtómiko: CresSer

CresSer is a theatre-based intervention to help children with imprisoned parents deal with the discrimination they face and to build more supportive communities. Artistic and educational activities are used, namely through a socio-emotional intervention methodology called Theatre of the Oppressed.

The Theatre of the Oppressed intervention methodology amplifies the expressive potential of the most vulnerable, in this case, children and young people. To keep children at the centre, 7 of them participated in the project's conception, directly influencing its design and planning. The issue of incarcerated parents, marked by invisibility and stigma, guides the entire intervention. Participatory and artistic methodologies create safe spaces for expression and reflection, where children collaborate in defining themes, narratives, and activities, becoming true protagonists.

Throughout the project, children take on increasingly active and autonomous roles, expressing opinions, co-creating content, and in some cases leading moments of sharing. Each child is actively involved in planning: contributing to themes, characters, the children's book, and games through brainstorming, creativity workshops, and co-creation processes. Continuous evaluation ensures their ideas shape how the project develops.

Some children may act as ambassadors, representing the project at events and strengthening its participatory dimension. The children in the CresSer Project have shown consistent progress through greater engagement, active participation, and growth in social-emotional skills, particularly empathy.

The impact is significant: promoting critical thinking, social awareness, and more empathetic, inclusive relationships. Despite the challenges of diverse contexts and profiles, CresSer maintains a trajectory of sustained progress, establishing itself as a transformative and relevant intervention.

Arts-based methods
Structural violence
Children of prisoners
Community-based
Co-design
Children as advocates
Learn-as-you-go design

ASSOCIAÇÃO PORTUGUESA PARA AS PERTURBAÇÕES DO DESENVOLVIMENTO E AUTISMO - ALGARVE (APPDA-ALGARVE): Safe Neighbourhood

The project offers emotional and social support, providing opportunities for the comprehensive development of children from disadvantaged communities and creating a safe and welcoming environment in the Cruz da Parteira housing estate in Portimão. The initiative focuses on child prevention and protection, aimed at combating and minimising poverty and social exclusion.

When planning activities, the children share their ideas and preferences actively, through group discussions, drawings or letters, ensuring that the activities are tailored to their needs and interests. They therefore have an integral part of the project, and their participation means that the educational environment is closer to their expectations.

Children play an active role in planning and organising educational workshops to discuss violence prevention. During these workshops, children choose the themes and define how the activities will be carried out. They are encouraged to participate actively through games, dramatisations, and discussions, all developing their skills of expression and collaboration. The children co-create educational materials, such as posters and videos, to help capture their learning practically and creatively. Building children's confidence and self-esteem to express themselves in front of peers and in front of adults is a large focus for this project. At the end of the project, participating children share what they have learned with their wider community, to raise awareness on preventing violence and create a safer neighbourhood.

Participants regularly reflect on their learning and share their experiences through debates or written productions. This continuous feedback is key to the project's success and allows for adjustments to adapt to the children and the wider community's needs as necessary.

- Co-design
- Community campaigns
- Low Income communities
- Community-based
- Children as trainers
- Learn-as-you-go design

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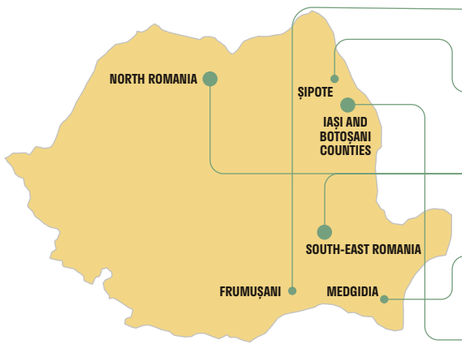
ROMANIA



1	SAFE AND SECURE SCHOOLS	**ASOCIATIA PENTRU RESPONSABILITATE SOCIALA PLAN B** FRUMUSANI, CALARASI COUNTY
2	EDUCATE GENTLY	**FUNDATIA SERVICIILOR SOCIALE BETHANY** SIPOTE COMMUNE
3	SAFEYNET: CULTIVATE DIGNITY & IGNITE HOPE	**FUNDAȚIA FARA** FIVE RURAL COMMUNITIES IN NORTH AND SOUTH-EAST ROMANIA
4	PASSPORT TO SAFETY	**RAINBOW OF KNOWLEDGE ASSOCIATION** MEDGIDIA
5	LISTEN TO THEM! UNDERSTAND THEM! PROTECT THEM!	**ASOCIAȚIA UNIC** IAȘI AND BOTOȘANI COUNTIES

ASOCIATIA PENTRU RESPONSABILITATE SOCIALA PLAN B: Safe and Secure Schools

Safe and Secure Schools reduces violence in schools in Calarasi County, East Romania, a disadvantaged area where 65% of the population is Roma, by empowering children, families, and educators. Activities include social theatre with children to build empathy and address violence, counselling for students and parents, and training for teachers in behavioural psychology, legislation, and anti-violence strategies.

The Safe and Secure Schools project ensures children's active participation in both the design and delivery stages. The design stage involves a survey with more than 200 children to understand the situation of violence in their school, and test the social theatre methodology through a pilot episode.

In the delivery stage, multiple activities are planned with children at the centre of the "stage":

Consultation and awareness stage: A "Children's Advisory Board" of 30 students (one from each class) representing diverse backgrounds and shares personal experiences with violence. Through anonymous surveys and open discussions, these students identify key issues and help shape intervention strategies.

Social theatre workshops stage: Students act out real-life conflict scenarios to foster empathy and conflict-resolution skills. Participants are guided through dialogue and reflection to improve behaviour and find solutions for managing conflicts. Social theatre is participatory, allowing students to engage as both actors and

- Arts-based methods
- Child-led research
- Peer violence
- Institutional violence
- Roma children
- Low Income communities
- School-based
- Co-design
- Trauma-informed

spectators, proposing and testing ideas. The scenes are intentionally open-ended, encouraging students to relate them to their own experiences. After the performances, students build trust, improve communication, and learn to work together.

Direct intervention stage: Students participate in psycho-behavioural counselling, learning tools for non-violent communication and emotional management. Students participate in discussions about the different forms of violence, the impact of these behaviours on the victim, and the rights of victims under the law.

FUNDATIA SERVICIILOR SOCIALE BETHANY: Educate Gently

The project co-creates education materials with children to increase the level of awareness about violence against children with parents and the wider community in 6 poor rural areas in the North-East of Romania. Participating children are empowered to explore the various forms of violence and its effects, and create positive messages about raising children gently in a violence-free environment, and then share this campaign with their local communities.

- Community campaigns
- Co-design
- Corporal punishment
- Family violence
- Rural communities
- School-based
- Community-based
- Children as advocates

Children are great observers, and they have a lot to say about violence and abuse against children, especially when it comes to neighbours and/or their peers. The targeted community does not have previous experience in authentic child participation, making the project a great opportunity for exercising this right by educating and creating models of child participation at the school and community level. Children in schools participate in group and classroom voting to nominate one of their peers to represent them, based on criteria established in an earlier consultation in the project's design. A total of 20 child representatives are elected.

The representative children carry out several activities with the Bethany team: **1)** co-create the messages for the workshops with parents; **2)** actively participate and support the workshops for parents; **3)** co-create a public campaign with their peers in the workshops for children; **4)** participate in the public campaign by sharing messages and materials; and **5)** participate in a roundtable with the wider local community to share their experiences and propose ideas and solutions to better protect children from violence.

The project has inspired really positive responses from children, the parents, and wider community representatives, like school leadership and local social services.

> "Child participation needs to be embedded in all community processes, whether education, child protection, or other things. It isn't something we establish as an objective, tick off, and say we've done it - it's something that needs to be part of the process."
>
> Beatrice Darie
> Bethany Social Services Foundation Romania

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FUNDATIA FARA: SafetyNet: Cultivate Dignity & Ignite Hope

The project builds a safeguarding culture and promotes a zero-tolerance attitude against any form of violence at school, home, and in the community in 5 rural communities in North and South-East Romania. SafetyNet works with children from large or single-parent families struggling with poverty or other precarious situations; at risk of school dropout or struggling with absenteeism; who have experienced bullying/cyberbullying and other forms of violence. The initiative develops a community-based model for building supportive and safe environments and fosters resilience, self-expression, reduces violence, and promotes inclusivity.

Child-led activities ensure that the project's outcomes reflect the values and perspectives of children who participate. These activities also contribute to improving children's communication skills, relationship building, networking, negotiation, tolerance, and acceptance - all to prevent or address children's safety. Children help shape the development of materials to improve coping skills, building resilience and self-expression, and assessing what is missing in their immediate environment, putting them at risk.

Their insights help co-create content for the project, including informational, educational, promotional, role-play, and training materials. The project team models the interventions with children to ensure they are relevant, are child-friendly, and are aligned with their needs concerning safety, bullying, and violence prevention.

The children are supported to practice critical thinking and generate ideas, spread the word about participation, evaluate and rank artwork, assess schools for the "Safe School" award and safeguarding measures. They are encouraged to express their views on how to address issues like bullying and violence. At the project's SafetyNet Conference, children participate in a dedicated panel, in thematic discussions on social media, co-facilitate discussions, and share their experiences on safety and protection. Finally, the children get to work positively with different groups of adults - teachers, parents, and project staff – providing role models to support their own personal development.

Children also participate in the project's evaluation activities to track progress and identify how the project can adapt and better address children's evolving needs.

- Child led research
- Community campaigns
- Peer violence
- Online violence
- Low income communities
- Rural communities
- School-based
- Community-based
- Children as advocates
- Children as evaluators

RAINBOW OF KNOWLEDGE ASSOCIATION: Passport to Safety

The Passport to Safety project supports 85 children who have experienced or witnessed violence, working with them to reduce aggressive behaviour and raise awareness of its harmful effects. Through counselling and psychotherapy, children co-create coping strategies they can draw on when facing or witnessing violence. The project also develops violence prevention resources, reaching 20 school professionals, over 60 parents, and the wider public.

- Co-design
- Clinical therapeutic
- Community-based
- Trauma-informed
- Safeguarding focus

In both therapy and counselling groups, children, together with the specialist, create a set of rules that assure behaviour stability. During therapy sessions, the specialist offers alternatives for activities in order to ensure involvement from the beneficiaries during the activities. Therapeutic environments are designed to be safe, taking into consideration ideas and opinions from children. The beneficiaries are encouraged to come up with solutions which they can apply in their day-to-day life to reduce or avoid violent situations. Children have the opportunity to offer feedback to the therapist to improve the therapy programme. Children are able to choose to leave the activity if they feel distressed without any negative consequence regarding project participation.

Guided by the therapist, the children come up with ways to help those in violent situations to ask for help and better communicate with adults about it (teachers, parents, other family members). The children, together with their specialists, create flyers regarding the violence against children, and they share them with their friends and colleagues.

For the anti-violence campaign, the children make drawings and write messages, and they share them with the participating public. Also, children bring one friend to the park, and share with their friend their thoughts about violence and how to prevent it.

> "We are all children here, we are all equal, and we are all here to discuss some topics. The smaller children are very dynamic and proactive; it's like a game. It's like they're playing."
>
> Oana Paraschiv
> Rainbow of Knowledge Association
> Romania

ASOCIAȚIA UNIC: Listen to them! Understand them! Protect them!

Listen to them! Understand them! Protect them! aims to prevent and combat violence against children aged 10-18 from 11 disadvantaged rural communities in the North-East of Romania. The project implements an integrated education and awareness-raising intervention to recognise and combat violence, promoting the development of skills to express needs and rights. Activities include information sessions and workshops for children, as well as workshops for parents, school counsellors, social workers, and teachers.

Daphne CHILD
Shaping tomorrow's child protection services with children

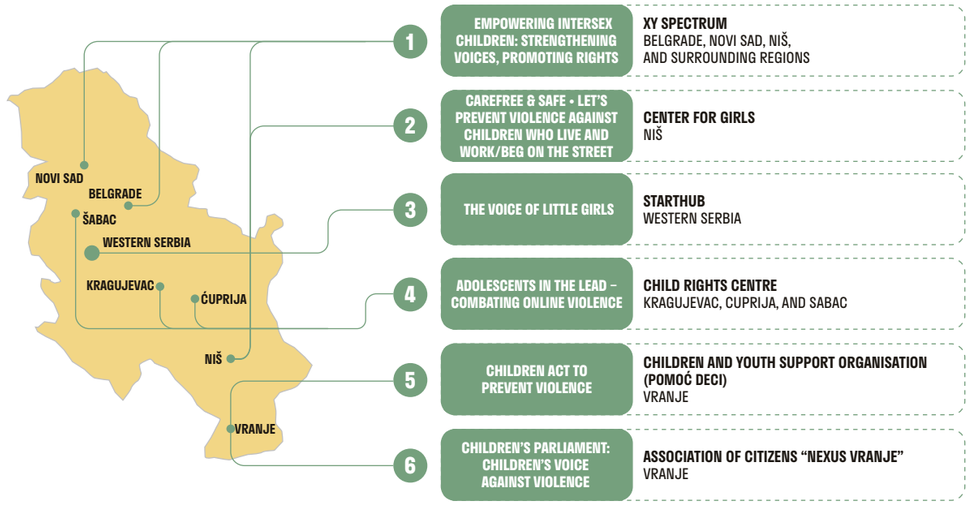
- Co-design
- Rural communities
- Low income communities
- Primary age
- Early adolescence
- Older adolescence
- School-based
- Community-based
- Safeguarding focus

The project places children at the centre of activities, giving them opportunities for meaningful involvement at all stages. In the design phase, children are consulted through meetings organised in schools, expressing their needs and wishes in terms of creating a safe environment and support in the face of risks of violence. Their ideas formed the basis for the development of interventions and educational materials.

At the start, children are informed about the activities in which they will be involved, their purpose, and that participation is voluntary and that they can withdraw at any time. Children actively participate in workshops on different topics, such as "How to manage our emotions?" and "We want to be listened to!". Together with the trainers, children discuss identifying signs of violence and think of solutions. They are encouraged to express themselves openly, are treated with respect, and materials are adapted to their ages. Project activities take place in familiar locations, such as school classrooms or public spaces, where accessibility for children with disabilities is also covered. Support includes counselling for cases identified as being at risk and referrals to appropriate institutions.

Children co-evaluate activities through interactive feedback sessions.

SERBIA



XY SPECTRUM: EMPOWERING INTERSEX CHILDREN: Strengthening Voices, Promoting Rights

This project empowers intersex children and their families by addressing violence, discrimination, and stigma through amplifying voices, promoting inclusive practices, and building supportive networks for lasting change. Key activities include educational workshops for children and families, training for healthcare professionals and teachers, establishing peer support groups, and conducting public awareness campaigns.

Intersex children play an active role in the design, delivery, and evaluation of this project. Children co-design workshops and peer support activities, and shape the content and format so it is inclusive and relevant. In the project's educational workshops, children participate alongside their families, building a better understanding of their own rights and fostering more open communication with families and peers. Organically, participating children began meeting together outside of project activities too, fostering lasting connections. During the project delivery, children take a leadership role within peer support groups as well, growing confidence and speaking freely about their lives, together with their caregivers.

Throughout the project, children share feedback during and after activities to help the project team continually ensure activities are inclusive. Evaluation processes incorporate children's insights with child-friendly tools, such as accessible surveys and creative feedback methods.

- Youth leadership
- Co-design
- Structural violence
- Intersex children
- Community-based
- Children as evaluators
- Safeguarding focus

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CENTER FOR GIRLS: Carefree & Safe

This project works with children who beg or work on the street and live in poverty in Niš, Southern Serbia. The children are mainly (but not exclusively) Roma, aged 6-15, who are using the services of the Center for Girls' Children's Daycare Centre.

Children are the main target group for support activities in this project, but they work with the project team to co-create and implement an online campaign about the problems and violence they face in their daily lives, while begging and/or working on the street.

Activities aim to prevent and reduce violence experienced by these children through a range of direct education and information with children and their parents, mostly single mothers, cooperation between institutions and NGOs, and raising wider public awareness.

They are direct participants in the workshops and are co-creators and performers for the public performance. During the entire project, the team listens to children's needs, their opinions and suggestions. This way, the team can adapt their way of working on specific topics. The entire project needs to be adjusted to children's needs and to ensure their best interests throughout.

- Community campaigns
- Co-design
- Street working children
- Roma children
- Low income communities
- Primary age
- Early adolescence
- Community-based
- Learn-as-you-go design

STARTHUB: The Voice of Little Girls

The Voice of Girls project empowers girls aged 11-14 from rural areas of Western Serbia to identify and address violence, build self-confidence, and foster healthy relationships. Recognising the prevalence of peer violence, particularly from boys towards girls, the project emphasises creating safe spaces where girls can discuss their challenges and develop skills for prevention and response.

This project uses interactive workshops, peer education, and community initiatives to raise awareness about various forms of violence, including physical, emotional, verbal, and digital abuse. Special attention is given to girls from rural communities, along with their parents, guardians, school staff, and peers - including boys, to improve community-wide understanding and gender equality. During planning, girls participate in defining workshop topics through research, discussions and anonymous surveys. Their input at this stage crucially shaped by activities that are relevant and effective.

Peer education
Community campaigns
Peer violence
Gender Based violence
Online violence
Rural communities
Early adolescence
School-based
Community-based
Children as trainers
Children as evaluators
Co-design

During delivery, children are trained as peer educators. They co-lead workshops with other children and provide peer mentoring to younger girls, sharing experiences and learning from one another in a safe and supportive space. Girls co-create awareness-raising campaigns, including creating posters, digital content, and organising public events. This activity fosters participating children's creativity and amplifies their voices within their own communities.

In the evaluation phase, participants provide feedback through interviews, surveys, and focus groups. These perspectives help assess if the project was successful from the children's views, and help find areas to improve. Finally, the project establishes safe spaces to enable continued support of girls to promote zero tolerance for violence.

CHILD RIGHTS CENTRE: Adolescents in the Lead – Combating Online Violence

The Child Rights Centre co-creates a campaign together with adolescent leaders from 9 primary schools in 3 towns, to raise awareness about types of online violence, how to prevent it, where to report and how to seek help. Together with children, parents, teachers, local media outlets and local decision-makers, the project is building a prevention network and a safe community-based eco-system.

Promoting children's agency and their rights is central to this initiative. Adolescent Leaders from 9 School Parliaments co-design and implement a series of campaigns to prevent online violence. Interest among children across the schools was higher than expected, so the project increased the number of representatives each school could have to allow more children to participate. Local authorities and school leaders also really supported the project.

Each School Parliament manages its own child participation budget, utilising a €500 project grant with €50 school contributions, to plan and deliver workshops for children, parents and teachers, and to conduct awareness-raising campaigns.

Adolescent Leaders also participate in focus groups to share their own experiences. These discussions are analysed to gather lessons learned and best practices on how adolescents can take a leadership role in combating online violence. The Child Rights Centre plans to integrate this learning into its online education platform for children across Serbia. Adolescent Leaders actively seek feedback from children, parents and teachers on campaign activities and obtain recommendations for improving efforts to address violence. The findings inform future projects, as well as advocacy towards Serbia's Ministry of Education.

Youth leadership
Peer education
Community campaigns
Online violence
Older adolescence
School-based
Community-based
Children as advocates
Children as evaluators
Children as trainers

CHILDREN AND YOUTH SUPPORT ORGANISATION (POMOĆ DECI): Children Act to Prevent Violence

The project empowers children and local NGOs in southern Serbia to jointly address violence among and against children at home, school, in society, and online while introducing improved measures, practices and policies that prevent different types of violence and increase children's protection.

The idea for this project came from children's own recommendations and lived experience in the community, shared during a workshop that helped the Pomoć deci team design this project proposal. Together with the project team, children agreed on the objectives, activities and planned results. Pomoć deci has a risk management plan that is co-developed with their accredited children Peer Trainers, which guides protection and ensures children feel safe and respected at all times.

Children participate both as trainers and beneficiaries through a peer education approach. They lead the process of developing recommendations for families, schools, and local administrations to improve local policies and practices to prevent violence. They then deliver these recommendations to their local school parliaments, school administrations, local centres for social work, and local decision-makers. Finally, children co-develop and co-implement the advocacy campaigns to raise awareness on preventing peer violence, digital abuse, and gender-based violence, and share their lessons learned.

As participants, children co-evaluate the effectiveness of the training, their own participation, the advocacy outcomes, and the results of their recommendations. Towards the end of the project, the children and the project team discuss how to follow up on actions in the project.

Peer education
Child-led research
Direct advocacy
Peer violence
Online violence
Gender based violence
School-based
Community-based
Children as trainers
Children as advocates
Safeguarding focus

ASSOCIATION OF CITIZENS "NEXUS VRANJE": Children's Parliament - Children's Voice Against Violence

This initiative empowers, educates, and improves children's participation so that they become active creators of change in the fight against all forms of violence against children, with a focus on peer violence, in Vranje, Serbia. The project encourages participation of children from marginalised groups and works to influence local decision-makers. To do so, it establishes a Children's Parliament to advocate for children's rights.

This project's child rights-based approach ensures that the relevant policies and practices are tailored for children and that children's perspectives are included in every phase of the project. The project team creates an inclusive and participative environment that respects and supports children's competencies and interests.

- Youth leadership
- Child-led research
- Direct advocacy
- Peer violence
- School-based
- Community-based
- Children as advocates
- Co-designers

As a first step, the children co-create and co-conduct a participatory research on peer violence with the aim of: **1)** looking at and contextualising the phenomenon of peer violence; **2)** identifying and analysing existing policies and practices; and **3)** developing recommendations for improving existing mechanisms.

Children launch a public campaign, using creative, artistic, and digital techniques to sensitise their local community and decision-makers. They develop their capacities and share their knowledge and experiences with their peers, and self-advocate for change in their communities. Children share their achievements with peers to encourage more child participation in social causes. The project also creates spaces for the exchange of perspectives, ideas, dialogue, and joint actions between children and adults.

Finally, children participate in the project's monitoring and evaluation. They provide feedback on how their experiences, ideas and recommendations have impacted decision-making, policies, and practice, and reflect on how they have contributed to positive change in their communities. Importantly, this includes giving feedback to adults on their participation.

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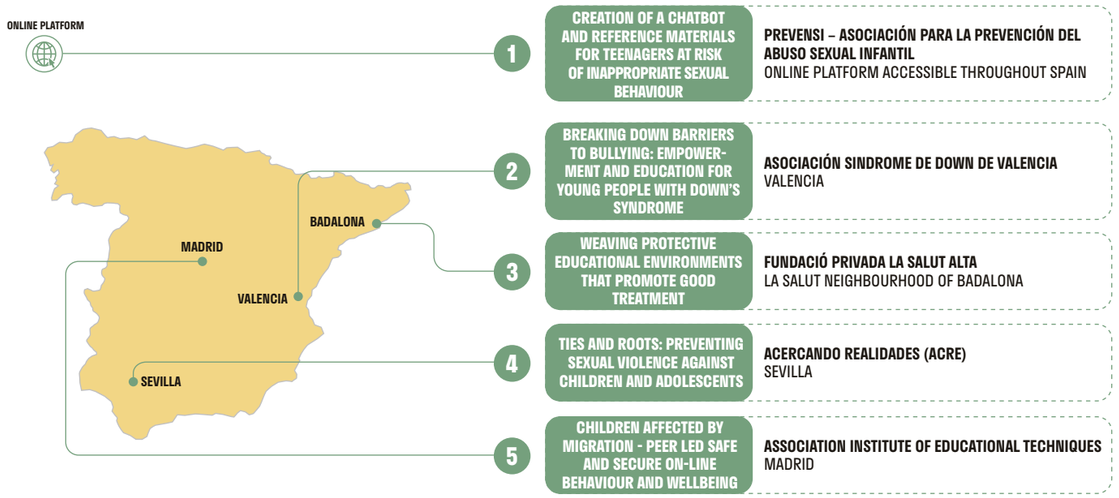
SPAIN



PREVENSI – ASOCIACIÓN PARA LA PREVENCIÓN DEL ABUSO SEXUAL INFANTIL: Creation of a Chatbot and Reference Materials For Teenagers at Risk of Inappropriate Sexual Behaviour

This project creates a chatbot for adolescents at risk of experiencing, committing, or witnessing child sexual violence. The PrevenSI team also works with adolescents in its support services to co-design awareness-raising materials on sexual violence prevention.

Adolescents participated in the project in three main ways. In the first phase, focus groups explored the channels, habits, and ways young people search for information on social media and digital platforms, building an understanding of how they access content related to sexuality and relationships. A second round of focus groups then examined the key topics and concerns in sex-affective education as a core approach to preventing child sexual violence. Finally, adolescents took part in the webinar, presenting the chatbot and reference materials, either directly, by joining online alongside professionals from their services, or indirectly, by supporting the dissemination of the prevention tools among professionals working with young people.

Their involvement, alongside this professional dissemination, encourages future use of the PrevenSI chatbot among adolescents who may identify themselves as at risk of experiencing, committing, or witnessing child sexual violence in their communities.

- Digital platforms
- Co-design
- Sexual violence
- Older adolescence
- Online delivery
- Children as evaluators

ASOCIACIÓN SINDROME DE DOWN DE VALENCIA: Breaking Down Barriers to Bullying: Empowerment and Education For Young People With Down's Syndrome

The Breaking Down Barriers to Bullying project addresses bullying and violence against children with Down's Syndrome through interactive awareness-raising workshops, specific training for professionals and family members, and the creation of educational materials.

Children with Down's Syndrome have a central and active role throughout each stage of this project, from design, through implementation, and in evaluation. Fun and interactive tools are used to ensure children meaningfully participate, creating ways for the expression of ideas, interests, and emotions in a way that is accessible and adapted to their abilities.

During workshops, children design posters, presentations, and other resources that reflect their lived experiences with bullying. They are also invited to lead sessions, encouraging leadership and strengthening children's confidence to present their ideas.

When activities end, children's opinions and suggestions are collected through adapted surveys and feedback activities. This allows the project team to evaluate the impact of the project, and importantly, it also creates a space for children to help the Association improve how it delivers activities. In this way, children are not just recipients, but true co-creators in building a more inclusive, safe, and positive environment in their communities.

- Arts-based methods
- Community campaigns
- Peer violence
- Disability inclusion
- School-based
- Community-based
- Co-design
- Children as trainers
- Children as evaluators

> "Do things with them, not for them. Especially with people with intellectual disabilities, this is essential. We need to give them an active role and genuinely try to understand how they experience and express bullying."
>
> Samuel Romero
> ASINDOWN, Spain

FUNDACIÓ PRIVADA LA SALUT ALTA: Weaving Protective Educational Environments That Promote Good Treatment in the la Salut Neighbourhood of Badalona

The project creates a protective and enabling environment for children in disadvantaged neighbourhoods in the community of La Salut in Badalona, on the outskirts of Barcelona, Spain. The project builds on an earlier pilot and uses an integrated wraparound approach to create a supportive and preventive environment for children at risk of violence.

The project delivers periodic workshops with children, families, and school professionals in the community that are designed based on the Action, Participation, Reflection, and Action methodology.

For children, activities consist of workshops delivered in both classroom and extracurricular settings, using methodologies that build relationships, strengthen self-confidence, and promote values of respect, acceptance of difference, and community participation. A similar approach is also used to bring families closer to educational centres, as well as working with school professionals.

Throughout activities, children are protagonists of their own educational process while also recognising themselves as part of a wider group. This social cohesion generates feelings of belonging that empower children to become active agents of social change. Spaces for participation are created in evaluation activities too, with online questionnaires and the collection of qualitative information in focus groups that facilitate oral expression and responsibility among children. This project builds on a previously piloted initiative, meaning that past evaluations and actions with children have already been tested and adapted to the reality of each local centre.

- Arts-based methods
- Low income communities
- School-based
- Community-based
- Learn-as-you-go design

ACERCANDO REALIDADES (ACRE): Ties and Roots: Preventing Sexual Violence Against Children and Adolescents

Ties and Roots ('Lazos y Raíces') focuses on the prevention of sexual violence against children and adolescents in the Polígono Norte neighbourhood of Seville, where children and young people face challenges that increase their vulnerability. The overall objective of the project is to empower young women who have left care and are users of ACRE's residential resources, to provide tools to prevent sexual violence against children in their environment and to encourage their active participation in the community as agents of change and resilience.

Girls and boys play central roles in 'Lazos y Raíces' design and delivery through:

- Participatory workshops: Girls and boys participate in workshops, expressing their needs, ideas and concerns. This helps shape the project activities. To evaluate the effectiveness of the workshops, students completed pre- and post-workshop questionnaires (pre-test and post-test), which provided insight into their understanding of sexual violence, including indicators and potential victims, before and after the workshops.

- Social media campaign: Girls collaborate in the design of a targeted social media campaign on the prevention of sexual violence against children and adolescents, grounded in testimonies led by care leavers. The campaign aims to place their voices at the core of the project, using lived experiences to raise awareness, promote protective behaviours, and foster open and informed dialogue in a sensitive and accessible manner.

- Youth leadership
- Community campaigns
- Sexual violence
- Gender based violence
- Low income communities
- Older adolescence
- Community-based
- Children as advocates
- Children as trainers
- Children in care

- The Violet Points are interactive spaces where care leavers, families, and community members access information, engage in dialogue, and receive guidance on sexual violence prevention, supported by distributed informational materials.
- Youth Advisory Group: The project team facilitate a group of children to provide feedback and suggestions throughout the project, to help adapt activities accordingly.
- Digital Co-Creation: Girls collaborate in the design of campaign materials on social networks, ensuring that they are interesting and relevant for wider audiences.
- Light mentoring: Older girls play active roles in activities, promoting learning and resilience.

The recognition and visibility that these young women achieve by becoming role models creates a multiplier chain of empowerment in their communities. Young role models can break cycles of hopelessness and show that, with the right support and training, it is possible to overcome significant adversity and build new perspectives of equality. This multiplier effect is crucial in communities such as Polígono Norte, where the example of one person can inspire many others to follow a path of improvement and empowerment.

> “It comes from them, from their own life experiences, and from their different backgrounds. We try to adapt to them, not them to us.”
>
> Elena Jurado
> ACRE, Spain

ASSOCIATION INSTITUTE OF EDUCATIONAL TECHNIQUES (ITE): Children Affected by Migration – Peer-Led Safe And Secure Online Behaviour and Wellbeing

The project supports children affected by migration in three schools in Barcelona and Madrid, Spain, through the Being Cyber Safe and Responsible (BeCSR) programme. The initiative develops social and emotional learning skills while enhancing online media literacy to enable safe and responsible digital decision-making, including protection against cyberbullying, radicalisation and grooming.

This project is founded on the principle that children themselves are the most effective and powerful agents for helping improve their safety and 'Convivencia' – their wellbeing and living in harmony, in school and in their home environments.

School BeCSR leaders help identify children aged 11-16 who are interested in representing their peers and form a team to safely and effectively develop, trial, and review the BeCSR programme in their local school.

> “They consider that the on-line world belongs to them, and you, as an adult, are a foreigner in that world. 'This is our world, and this is our language.' They create new words, and this generation develops soft skills better than my generation used to develop.”
>
> Gonzalo Santamaria
> ITE Network, Spain

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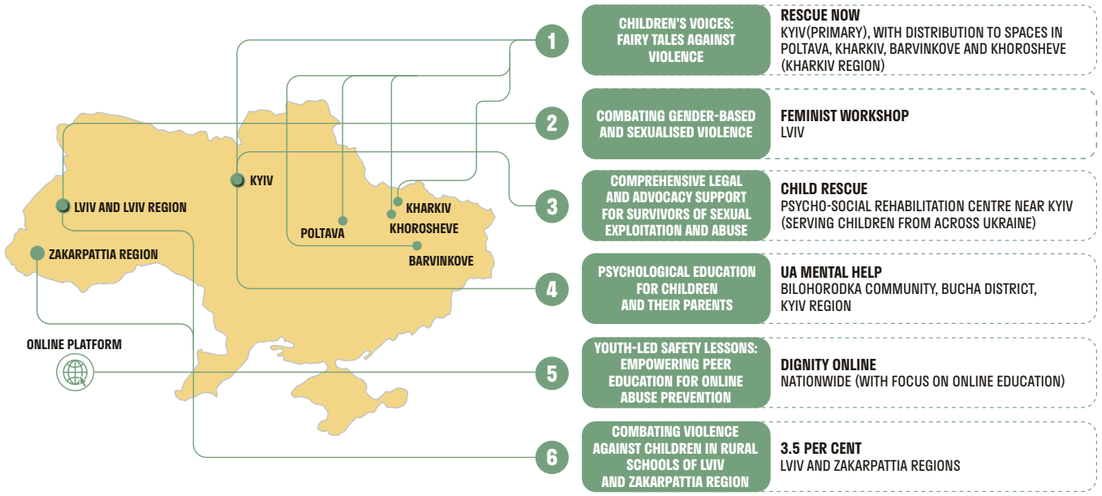
- Peer education
- Youth leadership
- Online violence
- Migrantion
- Early adolescence
- Older adolescence
- School-based
- Children as trainers
- Children as evaluators

The children are supported to carry out a review of their own and peers' activity online, and gather issues that endanger their and their peers' wellbeing, such as online abuse, (cyber)bullying, misinformation, grooming, and radicalisation.

The children then work with the School BeCSR leaders to co-develop peer-led materials. Together, the children trial the revised programme with children affected by migration aged 8-12 in their school and in neighbouring primary schools.

Finally, the team works with school leaders to review how the peer-led activities have helped each school, and adapts the project's approach for future learning.

UKRAINE



RESCUE NOW:
Children's Voices: Fairy Tales Against Violence

This project creates a series of audio fairy tales together with children aged 6-12+. The fairy tales express different topics related to violence against children, its prevention and protection of children from violence. Through fairy tales, children learn to recognise different forms of violence in a child-friendly way and how to effectively counteract them.

The children are involved in the project with careful and supportive mentorship of the Rescue Now team. Children's vision, opinions, and talents are revealed through joint brainstorming sessions, discussions, art and fairy tale therapy trainings, as well as theatre classes and auditions. The children learn how to transform their ideas into scripts, bringing them to life as fairy tales, and discuss the topic of child abuse in a safe yet interactive way.

Children are the direct content makers for each fairy tale - created to be understandable and accessible for wider listeners. They create each episode of the fairy tale from idea through to recording. Through their involvement, children realise that they can create something meaningful, that their opinions are valuable, all the while increasing their own understanding of combating violence.

Children also provide their feedback on their new experiences to help evaluate the project and to help improve the initiative for the future.

- Arts-based methods
- Child generated content
- Community campaigns
- Conflict affected
- Primary age
- Early adolescence
- Community-based
- Co-design
- Children as evaluators
- Trauma-informed

FEMINIST WORKSHOP:
Combating Gender-Based and Sexualised Violence

The project improves sexuality education in schools for children and teenagers to prevent sexualised and gender-based violence (GBV). The initiative organises sexuality education lessons based on a UNESCO-developed programme. It co-creates an educational board game with children and adolescents to help their peers recognise, respond, and prevent sexualised and gender-based violence. The project also organises an online campaign with youth-oriented organisations to highlight forms of sexualised violence.

The sexuality education lessons are designed to ensure that children are active learners and participants, not just passive listeners. Children are provided with a safe space to engage in and lead conversations on related topics based on their needs, experiences, and interests.

Motivated children are invited to co-develop the board game. They take on the role of game designers, working with mentors in workshops to create examples that are clear, useful, and accessible for their age group. Adolescents from the working group are invited to lead the game's presentation with their peers. The board game is then used by educators and other trusted adults to discuss topics of sexualised violence and GBV with adolescents, with relatable and age-appropriate content. Participating teenagers share their feedback after the lessons and workshops to refine the methodology.

For the media campaign, child activists with Feminist Workshop co-create a series of social media posts to raise awareness about sexualised violence and GBV, using examples from popular culture. This ensures the messages are clear, relevant, and relatable, helping to reach a wider youth audience with concrete ways to recognise and prevent violence.

- Peer education
- Co-design
- Digital platforms
- Sexual violence
- Gender based violence
- Older adolescence
- School-based
- Community-based
- Children as trainers

> "You can't create a good programme for teenagers without teenagers. We need to listen to their voices, feedback, and reactions to shape the programme or other activities most effectively."
>
> Liubov Kolomieiets
> Feminist Workshop, Ukraine

CHILD RESCUE:
Comprehensive Legal and Advocacy Support for Survivors of Sexual Exploitation and Abuse

Over 12 months, two child advocates and a lawyer deliver support to children across Ukraine, including in de-occupied territories and those returned from Russian deportation. Based at Child Rescue's psycho-social rehabilitation centre near Kyiv, the project offers a safe, child-friendly environment where trauma-informed legal services and psycho-social support help prevent re-traumatisation from occurring during legal proceedings.

Legal support
Advocacy support
Direct advocacy
Sexual violence
Conflict affected
Conflict related violence
Clinical therapeutic
Children as advocates
Trauma-informed
Safeguarding focus

A child-friendly approach is a cornerstone of this project. Child Rescue's approach emphasises learning from past experiences with child survivors, where their feedback and experiences continually inform the design and delivery of trauma-informed services. This ensures the approach remains survivor-centred and adaptive to their needs.

Child Rescue is intentional about the voluntary nature of children's involvement beyond receiving support. Children are only invited to take on advocacy or awareness-raising roles when they themselves express the wish to do so. Prevention programmes for schoolchildren are also being developed with peer-to-peer communication as a planned next step.

Children's reported experiences of trust and safety with their advocates directly inform how the team adapts its approach, with emotional stabilisation check-ins conducted before and after testimonies.

Children involved in the project are educated about sexual exploitation and abuse (SEA), what it entails, and how to identify it. By equipping them with this knowledge, they can return to their families and communities as advocates, raising awareness and contributing to the prevention of further SEA cases.

To ensure these services meet their needs, regular check-ins are conducted with survivors. These sessions allow the Child Rescue team to evaluate with children and identify additional support or assistance they might require.

> "I know many survivors of human trafficking across Europe and the world who are brave enough to share their testimony. But I know that they came to this point not at once. It took them years to recover from trauma and to develop this inner strength to be able to talk freely."
>
> Julia Sachenko
> Child Rescue
> Ukraine

UA MENTAL HELP: Psychological Education for Children and their Parents

The project supports children and their families, especially those affected by internal displacement and/or who have suffered violence as a result of the war. The activities are centred in Bilohorodka from the Bucha district, Kyiv region. The project provides psychological education, raises awareness of child protection supports, and creates positive changes in practices and behaviours among participants in their wider communities.

200 children aged 6-18 are actively involved throughout this project, ensuring their perspectives are considered from start to finish. In the delivery phase, children take part in interactive discussions and group activities focused on safety, personal boundaries, and self-protection skills. These sessions engage children to ask questions and express their thoughts in a supportive and inclusive environment.

> "Traditional lecture-style formats are not sufficient in the current context. Children need experiential learning."
>
> Anna Vashchuk
> UA Mental Help,
> Ukraine

Conflict affected
Conflict related violence
Low income communities
Primary age
Early adolescence
Older adolescence
Community-based
Children as evaluators
Trauma-informed

Children's voices have also directly shaped the project's outputs. When developing an interactive quest on topics including non-violent communication, safe online behaviour, personal rights and boundaries, and conflict resolution, the UA Mental Help team consulted children from earlier sessions alongside teachers and parents to identify the most urgent needs, with that input directly informing the content and format of the tool.

The quest moves away from traditional classroom formats, instead presenting children with real-life scenarios they must respond to, reflecting feedback that experiential and interactive approaches work best in the current context.

Regular feedback sessions are conducted where children share their thoughts on the sessions and suggest any improvements. This feedback helps the UA Mental Help team respond and adapt to the children's needs and preferences. Additionally, children have the opportunity to provide feedback on the overall project evaluation. Their insights help assess the impact of the activities and determine how the initiative can be improved.

DIGNITY ONLINE: Youth-led Safety Lessons: Empowering Peer Education for Online Abuse Prevention

Over 12 months, this project develops and co-creates three age-appropriate online safety lessons with the Children's eSafety Council, addressing critical topics such as recognising and preventing online abuse. The project trains youth leaders to deliver these lessons through peer education in their local communities. A broader awareness-raising campaign amplifies the messages, leveraging social media and media platforms to engage more children and adults with vital information about online safety.

Peer education
Co-design
Online violence
Conflict affected
Older adolescence
Online delivery
School-based
Community-based
Children as trainers
Safeguarding focus

Children's meaningful involvement is at the core of this project. The Children's eSafety Council join the design phase through focus groups to identify key safety challenges and co-create the lessons. Specifically, they shape the content to make sure it is relatable and engaging, and ensure that it responds to the real-world issues children are facing online.

In pilot sessions with a trainer, children help evaluate if the lessons are relevant, helpful, and engaging enough. During the delivery of lessons across schools, approximately 120 children play active roles as peer educators, leading lessons on online safety for their peers. This can help, as sometimes children are more interested in hearing from their older peers, rather than from teachers, when it comes to their safety online.

> The children are very active and bring a new perspective. Sometimes we think a topic will be critical, but they tell us, 'No, this other issue is actually more critical - this is what we see, this is why children fall into this risk.' It's a breath of fresh air for us.
>
> Iryna Puschyk
> Dignity Online, Ukraine

Given the sensitivity of the issues the project is dealing with, facilitators revisit consent at the beginning of each session, emphasising to the children participating that they can withdraw at any point.

For the media campaign, child activists with Feminist Workshop co-create a series of social media posts to raise awareness about sexualised violence and GBV, using examples from popular culture. This ensures the messages are clear, relevant, and relatable, helping to reach a wider youth audience with concrete ways to recognise and prevent violence.

NGO 3.5 PER CENT: Combating Violence Against Children in Rural Schools of Lviv and Zakarpattia Region

The project raises awareness among school students aged 14-16 in rural and mountainous areas of the Lviv and Zakarpattia regions about protecting against all forms of violence. NGO 3.5 per cent create mechanisms to report bullying and violence in schools, and mentors public school professionals on existing laws and regulations to address violence against children.

- Peer education
- Direct advocacy
- Peer violence
- Institutional violence
- Rural communities
- Older adolescence
- School-based
- Children as advocates
- Child led research
- Learn-as-you-go design

This project has been developed in response to what school children with whom NGO 3.5 per cent works with repeatedly share - they urgently need anti-bullying tools in their schools. In the delivery phase, children actively participate in discussions, role-playing, and scenario-based activities to foster safe peer-to-peer learning environments.

Children propose their own tools for responding to violence in schools that they believe are inclusive and effective. These discussions take place with or without the participation of school administrations (based on the children's wishes).

Group leaders among children join consultations with school administrations to co-create mechanisms to address violence. The project team facilitates this consultation to ensure discussions are inclusive, open, and child-prioritised. In developing children's participatory skills, these consultations demonstrate how they can participate in decision-making.

After each training session, participants reflect, share their thoughts, and express recommendations for further training, publicly or anonymously, through evaluation forms.

> The first surprising thing was that the children were very proactive at school. They were very eager to take the lead. They'd say, 'Let us come up with the ideas, let us work on this.
>
> Karolina Svyryda
> NGO 3.5%, Ukraine

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