



**Call:** Erasmus+ 2018 - KA204 – Strategic Partnerships for adult education

**“Co-Happiness: Happy and safe in the community”**

Project number: 2018-1-NL01—KA204-038991

## Intellectual Output 5

**Resource Guide to community and children prevention and awareness on child abuse and maltreatment**

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PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	

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## Contents

1. Introduction	3
2. The Co-Happiness training for community actors	4
2.1. Structure of the training	4
2.2. Main points to consider when delivering the training	6
2.3. Key success factors to attend (what we want the participants to learn)	7
2.4. The engagement of local communities in the training	10
2.5. Methods of transferability and sustainability (how can we/organisations exploit it fully)	12
2.6. Evaluation of the training	14
3. The Co-Happiness Game	23
3.1. Game Rules	23
3.2. Main points to consider when implementing the game	24
3.3. Playing the game (step by step guidelines)	25
3.4. Frequently asked questions	28
3.5. Methods of transferability and sustainability	29
Sustainability of the game	29
Strategic Cooperations	29
Strategic connections with other <i>good practice</i> methods	29
Exploitation methods in professional contexts	30
3.6. Evaluation of the training	30
4. Conclusion	34
5. References	36

## 1. Introduction

Child abuse and maltreatment is a phenomenon affecting the European Region, with over 55 million children having relevant experiences. It pertains emotional and physical neglect and abuse, as well as sexual abuse. The short and long-term consequences of the aforementioned types of abuse and neglect, affecting the child throughout their life, underline the need for interventions to be made, in order to not only combat, but also prevent the phenomenon<sup>1</sup>.

As depicted in the European Status Report on Preventing Child Maltreatment, elaborated by the World Health Organization (WHO), the risk and protective factors of child abuse can be segregated to individual-level factors, family and caregiver relationship factors, community-level and societal-level factors. The first set of risk factors pertains the individual characteristics of caregivers and/or perpetrators, including, amongst others, alcohol and substance misuse and mental illness. In terms of the family and caregiver relationship factors, poor parenting skills, parental approval of corporal punishment, poor family cohesion and functioning, financial stress, intimate partner violence (IPV) and being a child of an unplanned pregnancy can increase the risk of maltreatment. On the other hand, strong familial bonds, parental resilience, strong social connections and support, as well as knowledge of parenting and child development can work as protective factors in terms of the prevention of the phenomenon. Apart from the close circle of the child and the individual characteristics of the parties involved, community plays an important role to both increasing the danger of a child being a victim of maltreatment, as well as lowering this probability. Specifically, communities with characteristics like poor social capital can affect the likelihood of child maltreatment, whereas strong social networks can have the opposite effect. Gender inequality and lack of services for maltreated children and their families can also have a negative impact and influence the probability of maltreatment, whilst egalitarian values and organised prevention systems can contribute to the prevention and combating of the phenomenon<sup>2</sup>.

Child maltreatment prevention should engage professionals from the fields of health, education, justice, welfare, employment, commerce and civil society. Prevention programmes should include anti-bullying, home visiting, parenting education, primary school education and hospital-based parental training in order to form a more holistic approach in the prevention of the phenomenon; all actors involved can and should contribute<sup>3</sup>. Home-visiting programmes, parenting education and primary school education programmes have shown a lot of progress in 2017 in the WHO European Region, compared to 2013<sup>4</sup>.

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<sup>1</sup> Sethi, Yon, Parekh, Anderson, Huber, Rakovac and Meinck, *European status report on preventing child maltreatment*, 2018.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

Taking the above into consideration, as well as the importance of the engagement of all actors that are in contact or work with children in the prevention and combating of the phenomenon, the European project 'Co-Happiness – Happy and Safe in the Community', funded by the Erasmus+ programme of the European Union, aims to contribute to the efforts on the prevention of child abuse and maltreatment. To do so, the project follows a multidisciplinary prevention approach, by involving different stakeholders, such as schools, justice professionals, local authorities, practitioners and NGOs, in order to eventually contribute to the decrease of child abuse, maltreatment and neglect. Following the approach of social capital and collective efficacy, Co-Happiness includes a research report on identified best practices in the participating countries; a training curriculum addressing community actors, aiming at enhancing their skills to identify relevant cases and work towards prevention; and the Co-Happiness game, addressing children and aiming at empowering them to recognise cases of abuse, maltreatment and neglect, in order to be safer and support peers that could be victims. The main target groups of the project are children 6-9 years old, as well as community actors working or coming to contact with children. The project is coordinated by Dona Daria and is implemented in six countries by nine organisations.

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## 2.1 The Co-Happiness training for community actors

### 2.1.1 Structure of the training

The contents of the Co-Happiness training are organised in six modules, and an additional welcome session to get to know the participants and trainers, the training programme as well as to provide information on the project. The Co-Happiness training for community actors can be delivered following the structure presented hereunder:

- A) Welcome Session** (expected duration: 1 hour)
- B) Child Abuse and Maltreatment** (expected duration: 3 hours)
  - ! Definition of child abuse and maltreatment
  - ! Definition of types of abuse and maltreatment

- ! Needs of children and youth victims of abuse and maltreatment (according to short- and long-term impact)
  - ! Epidemiological studies on the field
- C) Legal framework and the System of Protection** (expected duration: 4hours)
- ! Differences between risk and danger situations
  - ! European and national legal framework
  - ! Key actors
  - ! Protective measures
  - ! Involving the child in the process
- D) Children & Family** (expected duration: 4hours)
- ! Family role
  - ! Abuse and Maltreatment situations within family – implications for child development and family impact
  - ! Normal and disruptive behaviours/attitudes according to the child's age
  - ! Positive parenting
  - ! Parental education (e.g. strategies, programmes)
- E) The reality of child maltreatment** (expected duration: 4hours)
- ! Risk & Protective factors
  - ! Alarm signals
  - ! Raising the voice/perspective of the abused child
  - ! Intervention with the child (e.g. techniques on how to talk with the victim)
  - ! Intervention with the family
- F) Social responsibility** (expected duration: 4hours)
- ! Definition of social capital
  - ! Definition of collective efficacy and its relation to social capital and child abuse and maltreatment prevention
  - ! Ways to improve social capital in our communities
  - ! Reporting abuse and maltreatment situations – how and to whom to report child abuse and maltreatment situations
  - ! European policies and successful practices
  - ! The importance of cooperation: How to engage key actors and the community as a whole for the prevention of child abuse and maltreatment
  - ! Disseminating useful information through the community
- G) Prevention and Intervention** (expected duration: 4hours)

- ! Developing prevention approaches
- ! Social ability to prevent child abuse and maltreatment
- ! Guiding Principles of Intervention
- ! Working together for the same cause – a systematic response – networks with parents
- ! Community resources

## 2.2. Main points to consider when delivering the training

- ! Describe and explain the agenda of the training. Introduce the topic of the session with a brief overview of the training subject's main points (this can be seen as a review of previous sessions).
- ! Provide adequate information. In the main portion of the session, explain key points, go over the theory, demonstrate the theory by relating it to examples or real situations suitable for your group, and any other information trainees need to know.
- ! Conclude with a summary of your opening overview. Use repetition to help trainees grasp and retain information. Also, it is a great way to check whether or not all the points stated in the opening of each module have been covered.
- ! During the session, always explain what participants are going to see, before you show them the material. This practice ensures that the participants are guided throughout the learning process, hence knowing what to look for and what to remember. Explaining the purpose of the multimedia ensures a more effective line of communication, therefore enhancing the acquisition and assimilation of the information.
- ! Stick to your schedule. Start on time and finish on time. Give yourself a 15 minutes buffer zone before and after each session. If you receive feedback from participants that a certain topic needs more attention, propose a separate session on that specific topic.
- ! Try to be empathic (put yourself in their shoes). Provide opportunities for breaks and refreshments especially during longer sessions (4-8 hour sessions).
- ! Provide a safe, nurturing environment where feelings and needs can be expressed, create a milieu for understanding and finding solutions in preventing and managing abuse. This protective milieu (presented and discussed during the modules of this training) shift the habitual way of blaming, labelling and judging to a language of connection and compassion.

- ! Use as much hands-on training as possible, hands-on information on the different aspects of the phenomenon that cannot be found or is vaguely presented in existing literature. The effectiveness of a training session or of the overall training, consists in the ability of the facilitator to create an atmosphere where trainees can use all their senses. It is important to demonstrate and apply the main points of the training, thus creating a better understanding and knowledge of the above-mentioned topics.
- ! Involve participants. Create moments where participants can share their experiences with regards to the topics. Most of the participants are professionals who have valuable information, which can enhance the overall learning experience.
- ! Make sure that the information that you want to transmit is clear. Repeat questions before answering them, reflect feelings, summarize, use open ended questions in order to create context and clarity.
- ! Be flexible. Session plans are guidelines. Analyse the sessions as you go. Keep an open mind and be a scout (be on a lookout for what works best). This can become a great opportunity to enrich your training materials for the future. Also, it can boost group morale and collaboration, hence increasing group cohesion.
- ! Test frequently. Tests are most effective when trainees know they will be quizzed, because they will pay close attention to the material. Testing is an objective way to determine whether the training achieved its goals.
- ! Solicit feedback on the training session. Critiques work best when they are written and anonymous, unless a trainee volunteers to discuss their thoughts in person. Trainee input is vital for making the next session—and the overall training program—more effective.

### 2.3. Key success factors to attend (what we want the participants to learn)

The Co-Happiness training programme aims to empower community actors and practitioners to take action in order to contribute to the prevention of child maltreatment, which will make communities more resilient and safer for children. The training makes use of knowledge recycling and innovative strategies to enable community actors and practitioners to act more swiftly in the case of child abuse and maltreatment, to recognize children's needs as well as risk and protective factors, to understand the importance of social capital on the prevention of child abuse and



maltreatment, to provide strategies to deal effectively with child abuse and maltreatment situations and to understand its legal and social context.

There are several overarching Key Success Factors (KSFs) to attend. Community actors and practitioners should participate in the training programme to:

- ! Better understand the various situations of child abuse and maltreatment and their implications;
- ! Understand the signs related to maltreatment to be able to timely report this kind of situations;
- ! Be able to provide effective support to abused children and to their families;
- ! Be aware to work conjointly with other community members/organizations, to have a more effective prevention of child abuse and maltreatment and promotion of Child's Rights.

### **2.3.1 Key Success Factors of the modules**

The training programme **consists** of six training-modules. The six training-modules have different smaller Key Success Factors that all contribute to reaching the overarching KSFs.

#### *Module 1: Child Abuse and Maltreatment*

Community actors that participate in Module 1 will:

- ! Have a clear definition of child abuse and maltreatment
- ! Be able to name the forms of abuse and maltreatment and identify signs revealing abuse and maltreatment
- ! Understand the mechanisms of child and adolescent mental trauma

#### *Module 2: Legal Framework and the System of Protection*

Community actors that participate in Module 2 will:

- ! Identify the national and international legal framework and the protection system of their country
- ! Evaluate the situation in their country
- ! Highlight the importance of collective efficacy for the prevention and tackling of child abuse and maltreatment
- ! Define potential ways of intervention in cases of child abuse and maltreatment

#### *Module 3: Children & Family*

Community actors that participate in Module 3 will:

- ! Define violence and adapt the concept to the family context
- ! Recognise the authoritarian-normative family model
- ! Design a regenerative family model for the child

#### *Module 4: The Reality of Child Maltreatment*

Community actors that participate in Module 4 will:

- ! Understand the process of children's loyalty to parents
- ! Compare the healthy versus unhealthy social-emotional development
- ! Understand the trauma-informed communication & child communication skills
- ! Reflect on their own previous actions in child communication

#### *Module 5: Social Responsibility*

Community actors that participate in Module 5 will:

- ! Define social capital and collective efficacy
- ! Report child abuse and maltreatment situations
- ! Identify initiatives/programmes across Europe that work on the prevention of child abuse and maltreatment

#### *Module 6: Prevention and Intervention*

Community actors that participate in Module 6 will:

- ! Understand the relationship between abuse and trauma
- ! Recognize how to distinguish signs of abuse and identify triggers
- ! Understand the basic reframing techniques
- ! Understand the basis of the ARC model as a tool to use on a systemic level
- ! Understand the concept of vicarious trauma and realise the importance of self-care

### **2.3.2 Indicators that show the Key Success Factors have been met**

To indicate whether the above-mentioned Key Success Factors have been met, quantitative and qualitative training evaluation methods are used. After finishing the training, community actors should fill in a Self-Assessment Questionnaire, evaluating whether the KSFs have been reached, using a Likert scale. Besides, they should fill in a Participant's Satisfaction Assessment and a

Questionnaire about each module, rating the quality of the Module on a Likert scale and filling in qualitative comments (see Training Curricula Annex 2, 3 and 4). The following indicators can subsequently be used to evaluate whether the Key Success Factors have been met:

The training-programme is considered successful when 70% of the participants responded:

- !! that the training was important for their future occupation as professionals, but also for everyday life;
- !! the content was in line with their expectations and rated the objectives and learning outcomes as good;
- !! mentioned that they would recommend the training to others;
- !! mentioned that the information provided (through all modules) was useful;
- !! evaluated the overall Satisfaction Assessment with a 4 (on Likert-scale) or higher;
- !! evaluated the overall Questionnaire about each module with a 4 (on Likert-scale) or higher;
- !! evaluated the overall Self-Assessment Questionnaire with a 4 (on Likert-scale) or higher;

#### 2.4. The engagement of local communities in the training

The Co-Happiness partnership has the important role of a promoter in the area of child abuse prevention. It had the chance to inspire and promote civic and community engagement at various levels. Through the piloting phase it was evident that the partnership is in a position to make a significant leap in becoming an agent of change that is significant and meaningful. The organisations involved in this project became links between government and community agents, between policy makers and front-line workers and most importantly between children and their significant others.

When delivering intervention programs, there is a challenge in bringing traditional and non-traditional partners together, in forging lasting alliances in order to impact the child abuse prevention strategies used on a local and national level. As such, the project made great efforts to create a safe, inclusive environment where partners had the opportunity to be creative and integrate prevention strategies within their communities.

Considering the endeavour of creating a long-lasting bridge between various actors within the child and family services, a small guide will be provided:

- ! Become a leader in building capacity and momentum for prevention planning. This means extensive networking and involving various actors at community and national level.
- ! Engage in a dialogue to assess needs and values.
- ! Clarify viewpoints and negotiate a common ground using all the data provided by the intellectual outputs (research, training program, game, etc.). This way it can be ensured that all the organisations that want to take part in this endeavour will feel important and valued.

This consensus facilitates the motivation to act, to become an advocate for child protection, hence actively providing valuable information regarding child abuse prevention strategies to key elements within the community (city council, schools, children and family services, people of reference).

- ! Create and deliver a message that responds to the needs of the community. Deliver a punch line that will allow the participants to hear, see and experience the reality of child abuse and maltreatment (ex: the balloon activity).
- ! Allow children and parents' voices to be heard. Highlight the value of their voice of their experience.
- ! Become an ally, a shoulder on which those in need can rely on.
- ! Promote recognition of the people who have or who are involved in prevention efforts, in order to validate their commitment and struggle on one hand and provide an example for the future on the other.
- ! Support public awareness and facilitate the development of a commonly shared understanding of how to prevent child abuse and neglect (by using the Co-Happiness intellectual outputs).
- ! Provide information and materials (Co-Happiness intellectual outputs) to all community members using various channels of delivery (media, face to face, religious organisations, NGOs, etc.).
- ! Create a community toolbox, using Co-Happiness Intellectual outputs and the website as a starting point. Afterwards, add all the practical tips and tools for taking action in communities from the above-mentioned institutions or organisations in order to be available to those working so that they can create a safer, affectionate and healthy community.

Once, the bridge between the various child and family services is created, the focus will shift to the way in which the Co-Happiness programme will be implemented. One of the main implementation issues is the balance between providing the outputs as they were developed and adapting the content to the specific needs of the community where this program needs to be implemented. Throughout the piloting phase of the Co-Happiness project some alternatives have come to light. Below, some pros and cons for each implementation alternative will be provided:

A.! Adapt the intellectual outputs of the project to the needs of the community.

Ownership and support from the community	The original structure and composition of the programme is not respected
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A higher adoption of the intellectual outputs by the community	Key components from the outputs might be modified, hence some expected outcomes might be reduced or not achieved
Increased likelihood that impact will be achieved	Some key aspect of the program might not seem evident (ex: touching the head of a child)
Intellectual outputs are more suited to meet the needs of the community in terms of language, ethnicity and culture	

**B.!** The implementation of the outputs is driven by the community.

Increased potential for high community acceptance	Funding challenges for sustain a unique programme
Increased potential for widening the implementation zone across various institutions and organisations within the served community (as seen in the pilots)	Potential ineffectiveness due to modifications of the original structure of the intellectual outputs
Great opportunity to evaluate the outcomes of evidence-based programmes and community-based programmes	Increased time to develop a common vision, followed by a modified or adapted intellectual output which may influence motivation.

Community prevention programmes such as Co-Happiness can provide information, knowledge and resources to meet the needs of a diverse target group. It highlights the importance of prevention and brings light upon various sensitive subjects such as sexual abuse or physical abuse, thus raising the awareness about what is inappropriate and damaging to the children.

By responding to the communities' unique needs (on a larger level) and the child's needs in the context of the community (on a micro level), Co-Happiness contributes in helping professionals, parents and most importantly children develop essential skills in preventing child abuse and creating a protective milieu.

**2.5.!** Methods of transferability and sustainability (how can we/organisations exploit it fully)

**a) Duration**

Upon the completion of the Co-Happiness project (August 2021), the project website will be active for the following 5 years, i.e., until 2026. During this time, the six modules of the training developed and piloted during Intellectual Output 2 will be available for consultation and for download in

English, Portuguese, Dutch, Italian, Romanian and Greek, in power point format. At the end of each module, it is possible to find the main references for the training contents, that can be explored for more profound and extensive information.

### **b) Learning modality**

The learning methodology of the training course is highly adaptable, and it can be delivered face-to-face, in b-learning modality or 100% in online format. Therefore, the available contents can be adapted to the organisations and to the participants needs.

In the case of blended learning, for example, the materials can be adapted to deliver the training using an online platform that allows participants to consult the modules online and allow the participants to carry out the training sessions whenever and wherever they want. It's also possible to include other important resources (e.g., Word documents, scientific articles, news articles, video tutorials, and assessments) that complement the training objectives.

For the online format consider providing the contents with a voice-over and when adapting the training materials include attractive images, videos, movie clips (with free license use), animated descriptions, and real-life examples to explain concepts better.

In case you consider delivering the training in b-learning format, give the possibility to your participants to participate in synchronous and asynchronous sessions. While the asynchronous sessions serve to the participant go through the contents at the desired rhythm and schedule, the synchronous sessions (that can be conducted face-to-face or online), will provide the opportunity for a more personalised and scheduled moment for individual questions, discussion among professionals, group dynamics, facilitate networking as well as to conduct practical activities with the participants in order to apply the knowledge gathered during the asynchronous/online sessions.

### **Collaboration**

The collaboration with relevant CSOs in the field of child protection is an essential step as a way to keep spreading the project mission and to be able to impact and involve more people in the process. Use your local connections to reach schools, municipalities, local commission of social action, and community-based organisations. The collaboration with relevant organisations will encourage participants to get involved in the training or other activities, to promote the training and to raise awareness about the topic of child abuse and maltreatment prevention.

### **Dissemination of the training**

Consider creating a dissemination team as well as a mailing list of relevant stakeholders. Since the project and the training are focused on social capital and collective efficacy and in empowering

communities to prevent child maltreatment and abuse, the main target group for the dissemination actions can include schools, organisations that promote occupational activities for children, community associations/organisations, organisations working to prevent violence and child maltreatment, and other institutions that have strong links to the community. The dissemination target can also include institutions that have power to influence public policies and/or even promote the training as recommendations and good practices at a national level, namely, child protection agencies, local authorities and policy makers. The recruitment process can be carried out online, by developing a flyer with the main information in the training (learning modality, calendarisation, duration, etc.) that can be posted in social media channels or sent via email to a previously created mailing list of key stakeholders and relevant organisations.

## 2.6. Evaluation of the training

The training has several moments of evaluation:

1. Self-assessment questionnaire (to be filled by participants **before** and **after** the training).  
The purpose of self-assessment is to help the participants and trainers to know the extent of the participants' knowledge on the subject and verify potential improvements or progress after the delivering of the training.
2. Participants' satisfaction assessment (to be filled by participants **after** the training is over).  
Helps the trainers to understand how the participants assess the organisation of the training (e.g. educational facilities and resources available, duration of the action according to their needs, scheduling and time, etc.); how they evaluate programmatic contents (e.g.: objectives and learning outcomes, practical application of content, etc.); how they evaluate the trainer (e.g.: domain and knowledge of the subjects, etc.); as well as consisting on a source of participants' suggestions and comments on the training.
3. Module's assessment (to be filled **after each of the 5 modules**). This tool is important to obtain detailed information on each of the modules, helping the trainer to understand if the contents are adjusted to the participants needs, if any contents need more exploration or improvement).

The assessment tools:

### !! Self-assessment questionnaire

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

You are filling in this questionnaire...

Before the pilot

After the pilot

This competency self-assessment is designed to help the trainer to identify the level of knowledge and competences you have developed related with community prevention and awareness on child abuse and maltreatment.

It will also help you to assess your personal strengths and development opportunities.

**INSTRUCTIONS:**

Column one identifies the expected knowledge/behaviour of each competency.

Please, check the level of your skills in relation to the described behaviour for each competency. Use the following scale:

1 = No current skill in this area	2 = Low skilled in this area	3 = Somewhat skilled	4 = Skilled	5 = Very skilled
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**Thank you for your participation in this important process!**

Please, select the right option with a cross (X).

If you have questions don't hesitate to ask to your trainer.

I have the knowledge, skills, and/or ability to:	1 = No current skill in this area	2 = Low skilled in this area	3 = Somewhat skilled	4 = Skilled	5 = Very skilled
...define child abuse and maltreatment					



...define and identify clearly the different types of child abuse and maltreatment					
...identify the needs of children and young people victims of abuse and maltreatment and the impacts of these behaviours					
...differentiate between risk and danger situations					
...understand the child abuse and maltreatment legislation					
...identify key actors within the System of Protection					
...identify the protective measures in the legal framework context					
...understand the importance of involving/listening the child in the process					
...understand the family role					
...identify Abuse and Maltreatment situations within the family					
...understand the implications and impact of abuse and maltreatment for child development and family					
...identify and distinguish normal and disruptive behaviours/attitudes according to the child's age					
...recognise the indicators and concepts of positive parenting					
...identify appropriate strategies and programs for parental education					
...identify, understand and distinguish the Risk and Protective factors					

...identify the alarm signals of abuse and maltreatment					
...raise awareness about child abuse and maltreatment					
...understand the perspective of the abused child					
...understand the appropriate techniques to communicate and intervene with children					
...know the suitable strategies to intervene with the family of the victims					
...understand the notion of social capital					
...be able to clarify the notion of collective efficacy and its relation to social capital and child abuse and maltreatment prevention					
...know how to implement strategies to improve social capital in the community					
...know how and to whom to report abuse and maltreatment situations					
...identify European policies and existing successful practices					
...identify the appropriate strategies to engage with key actors					
...understand the importance of cooperation with the community to prevent child abuse and maltreatment					
...know how to disseminate useful information through the community					

...understand the resources available for professionals and for the community					
...understand the importance of an evidence-based approach for the success in preventing child maltreatment					
...allocate social ability to prevent child abuse and maltreatment					
...identify and understand the Guiding Principles of Intervention					
...understand the importance of working together with parents through a systematic response					
...identify the community resources available					

**Thank you for your time!**

**●! Participants' Satisfaction assessment**

**Name of the training event:** Co-Happiness: Knowledge recycling & new approaches in Child Abuse and Maltreatment Prevention

**Trainer:**

**Date:**

**Place:**

This survey is anonymous and your answers will be used for the continuous improvement of the training programmes. Thank you for your cooperation.

**Fill instructions**



Please mark with a cross (X) the box that best represents your rating for each item.

1. How do you assess the organization of training in terms of?	1 Bad	2 Weak	3 Acceptable	4 Good	5 Very Good
Educational facilities and resources available					
Duration of the action, according to your needs					
Scheduling and time					
Administrative and logistic support					
2. How do you evaluate programmatic content?	1 Bad	2 Weak	3 Acceptable	4 Good	5 Very Good
As for what I expected					
Objectives and learning outcomes					
Practical application of content					
3. How do you evaluate the trainer(s)?	1 Bad	2 Weak	3 Acceptable	4 Good	5 Very Good
Domain and knowledge of the subjects					
Use clear and accessible language					
Promoting a good learning environment					

**4. Considers that the training action was:**

Very Theoretical  Very Practical  Balanced, theoretical and practical

**5. Would you recommend the attendance of this training action?**

Yes  No

**Please indicate any other comments or suggestions for the improvement of the training programme:**



!! **Questionnaire about each module**

Please take a few minutes to fill in this form about how good you think this module was. **Your feedback is very important to us** to improve our trainings. Please be honest and open with your feedback.

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Please circle one score from 1 😞 to 5 😊.  
1 is the lowest score you can give; 5 is the highest.

**1. How useful have you found the module?**

1: not useful at all <-> 5: very useful

Score: 1 😞 2 😓 3 😐 4 😊 5 😄

Comments

**2. How good do you think the topics covered in the training are?**

Score: 1 😞 2 😓 3 😐 4 😊 5 😄

You can write your comments in the box below:

**3. How well do you think this module has contributed to your work in prevention and intervention in cases of child abuse and maltreatment?**

1: not well prepared at all <-> 5: very well prepared

Score: 1  2  3  4  5 

Comments

**3. Are there any topics that you think should be included into this training module, which are currently missing?**

Yes  No

Comments

**4. Did you feel that you got enough support from your trainer?**

Yes  No

Please explain why or why not:

**8. If you have any other comments or feedback please write below:**

**Thank you!**

**Your assistance is greatly appreciated.**

**PLEASE RETURN THE COMPLETED FORM TO YOUR TRAINER.**

## 3.1 The Co-Happiness Game

### 3.1.1 Game Rules

Happy on a Mission is a single player adventure game with integrated mini situations where the player navigates the main character and goes through a variety of tasks trying to complete the game.

The game follows the day of the main character, Happy, who has to go through different daily tasks, without becoming sad. To accomplish the tasks, you will receive help from Joe Guide, a helper, who will appear whenever you need to make a decision and give you advice on the different situations. The player (you) will take control of Happy and help him complete their tasks. With each task successfully completed, the player (you) will earn a golden star. Collect all the stars to complete the game.

You will move Happy through the city with the WASD buttons or the arrows of the keyboard. There will be a minimap in the top right corner of the screen to help you navigate Happy, who is indicated by a white dot, to the next destination. Happy's destination will be seen as a green spot on the minimap. Tasks will also have a red exclamation mark on them. The current task will be visible on the left side of the minimap. The objectives, which are part of the task will also be shown in the order in which they must be completed.

In the bottom right corner of the screen, you will be able to see your HAPPINESS meter, which will indicate how well you are doing. Try not to let it get empty, because then Happy will be sad and you will have to start over the game.

During a task you will face two possible answers. You will be able to pick your preferred answer by pushing the corresponding button (1 or 2) or by a LEFT MOUSE click. If you give a correct answer, you will acquire a golden star and your HAPPINESS will increase\* (\* this only happens when you give a correct answer on your first attempt). If you give a wrong answer your HAPPINESS will decrease and you will be returned to your previous checkpoint, from where you will have to repeat the situation you got wrong.

At any point during the game, whenever you feel that your HAPPINESS is running low, you will be able to replenish it. At different locations throughout the city you will have apple shops, from which you will be able to take apples and increase your HAPPINESS. Each shop will give you an apple only ONCE, so even if you visit a shop for a second time your HAPPINESS will not increase. Shops are shown as apples on the minimap.

A MUTE button as well as an EXIT button will also be visible on the screen and accessible at any time.



### 3.2. Main points to consider when implementing the game

#### 1) Presentation and communication

- ! When presenting the game: the professional must be neutral, deliver simple communication and present a visual and attractive presentation of the theme/game.
- ! The written rules of the game must be simple, explicit and brief.
- ! Use child-friendly language appropriate for their level of development.
- ! The professional should be aware of nonverbal communication, emotional tone and posture, accepting possible inconsistencies, information gaps and contradictions in the child's discourse.
- ! The professional should seek to promote the child's spontaneous speech, by establishing an alliance with the child.
- ! Make empathetic statements that help the child feel understood.
- ! As this game has very specific characteristics and deals with very sensitive issues, parents/caregivers should be aware that it is intended to be applied to their children.
- ! This game can also be applied as a follow-up to a certain topic given in class. It can be applied under the theme of prevention of child abuse and maltreatment.

#### 2) Professional variables

- ! This game must be played by the child with a professional experienced in this area.
- ! The professional must consider the age of the child as well as the emotional situation triggered by the possible abuse experienced and they should be aware of the emotional load that can emerge from this game.
- ! These professionals working with children and adolescents need to know the characteristics and risk factors associated with abusive and maltreatment situations, emphasising the importance of understanding the definition of abuse and maltreatment and their consequences in child and adolescent psychopathological development.
- ! It is important to know the stages of development of children and adolescents, while this should be a competence of all professionals involved in this project.

#### 3) Environment variables

- ! Must pay attention to the environment. It has to be respectful of the child's cognitive and emotional demands. The game should take place in an informal, quiet, humanised, protected, empathic and warm space that transmits safety and confidence, to diminish the possibility of this game being a generator of anxiety, allowing manifestation of emotions, and thoughts.

- ! The professional should be seated next to the child, respecting the child's personal space (but not separated by other objects, like a table for example).
- ! Provide a neutral, peaceful and comfortable setting, respecting children's time and giving them space to feel free without being pressured.

#### 4) Children variables

- ! Remember that a child's relationship with the professional can be influenced by a set of actors: cognitive, emotional, social and moral development.
- ! If a child cries or has a more negative emotion / reaction, allow them to take time after continuing the game.
- ! If a child has difficulty showing something verbally, help by using the playful material.
- ! At the end of the game, there may be a recap of what was spoken and played, giving the child the opportunity to add something or ask more questions and express any doubts. End with a neutral or positive topic.
- ! Reinforce a child by collaborating in the game.

### 3.3. Playing the game (step by step guidelines)

The game starts with Happy preparing to go to school. The player receives a list of items they have to collect before going to school. After collecting the items, Happy's mom gives Happy their tasks for the day. After the video, the player starts on the map in front of Happy's house.

The first task at hand is to return a book to their friend, Clara. The player has to navigate Happy to Clara's house. Once at the house, a video will start. In the video Clara complains that she feels neglected because her parents go to work and she has to stay with her grandmother, Happy has to choose what advice to give to her. Option 1 is: "You are right to complain. Your parents should spend more time with you." Option 2 is: "It's not right to complain. Your parents love you, but they have to work." If you choose Option 1, a screen will appear telling you that you have given the wrong answer, your happiness will decrease, and you will have to start the task again. You will be returned in front of Happy's house. If you choose Option 2, a screen will appear telling you that you have chosen the right answer, and you will win a star; if you choose the correct option on your first try your happiness will increase. After that, you will be returned in front of Clara's house and the next task will appear.

The second task is to go to school. You have to navigate Happy from Clara's house to the school premises. On your way there you may or may not pass by an old man. If you do, you will see him asking you to help him find his lost puppy. If you approach him, you will be given a choice. Option 1 is to refuse: "No, I will be late for school". Option 2 is to accept: "Yes, I will come to look for your

puppy”. If you choose Option 1, a screen will appear telling you that you have made the right decision and you will be able to continue going to school. If you choose Option 2, a screen will appear telling you that you have made the wrong decision, and a picture of Happy on a missing child poster will appear. In this case, you will have to start the game again from the first task.

Once you get to school, you will have to complete a memory game to get in. After completing it, you will see your class schedule. You will have to click on the first class, and a video will start. In the video, a teacher is emotionally abusing one of Happy’s classmates . You, as Happy, will have to comfort the child. Option 1 is: “I’m sorry. It happens to everyone to get nervous. The teacher was not right. You should talk to the student counsellor.” Option 2 is: “Don’t cry! It is not a big deal. Teachers get angry with us, this is normal and happens all the time”. In this case, Option 2 is the wrong choice. If you pick that, a screen will appear telling you that you are wrong, and your happiness will decrease. You will then be returned to the class schedule screen. If you pick Option 1, a screen will appear telling you that you have chosen the right answer, you will win a star, and if you choose the correct option on your first try your happiness will increase. Then, you will be returned to the class schedule screen, where you will have to choose the second class.

After you choose the sports class, you will see Happy is in the changing room. Happy looks around and sees other classmates changing their clothes. A screen appears with Happy’s silhouette and a question asking: “Which places of your body can be touched, or can you show to other people?” Clicking on the hands, feet, head, and torso will result in those parts becoming green. If you touch the crotch area, it will become red and an explanation will appear. After that you can continue to the sports class.

A video will play, in which while playing basketball Happy notices a boy being sad on the side of the playground. After the boy shares that his parents are late to pick him up as they always are, Happy has to give him advice. Option 1 is: “This is normal. It happens with parents. Don’t you know your way home? If I were you, I would walk home by myself”. Option 2 is: “This is not OK. You shouldn’t be waiting alone so long. Let’s go back to school to tell your teacher”. If you choose Option 1, a screen will appear telling you that you are wrong, and your happiness will decrease. You will then be returned to the class schedule screen. If you pick Option 2, a screen will appear telling you that you have chosen the right answer, you will win a star, and if you choose the correct option on your first try your happiness will increase.

You will then be returned to the map. The new task will appear. You will have to navigate Happy to the drama class, firstly, by catching the bus. So, you will have to go from school to the bus stop. Once you get to the bus stop a video will start with Happy getting on the bus. In the bus Happy will be touched by a stranger. You will have to choose how Happy reacts. Option 1 is: “You call out for help immediately, report to the bus driver”. Option 2 is: “You walk away, go home and don’t tell anyone about that shameful story”. If you choose Option 2, a screen will appear telling you that you

have chosen the wrong answer and your happiness will decrease. Then you will be returned to your last checkpoint, next to the playground, and you will have to get to the bus station again. If you pick Option 1, a screen will appear telling you that you have chosen the right answer, you will win a star, and if you choose the correct option on your first try your happiness will increase. You will get out on the next bus stop and you will have to walk to the theatre.

When you get to the theatre building, you will see a woman next to it, asking if you want candy. If you decide to approach her, you will have to make a choice. Option 1 is to accept: “Yes, it looks delicious and the lady seems nice”. Option 2 is to refuse: “No, thanks. I don’t know you”. If you choose Option 1, a screen will appear telling you that you have made the wrong decision, and a picture of an ambulance will pop up. You will have to start the game again from the first task/mission. If you choose Option 2, a screen will appear telling you that you have made the right decision and you will be able to continue to drama class.

Once you enter the theatre, a video will start. Happy will see how one of the other children is getting bullied. You will have to choose what Happy should do. Option 1 is: “No, it is better not to interfere”. Option 2 is: “I am going to report what is happening to the teacher”. If you choose Option 1, a screen will appear telling you that you are wrong, and your happiness will decrease. You will be returned to the bus stop and will have to walk to the theatre building again. If you pick Option 2, a screen will appear telling you that you have chosen the right answer, you will win a star, and if you choose the correct option on your first try your happiness will increase. After that, rehearsal starts.

A video of Happy and another child rehearsing a scene will start. Tony, the other child, has not learned his lines and the teacher scolds him, after which Tony goes behind the curtains and cries because he believes that the teacher has done that on purpose. Happy has to comfort him. Option 1 is: “The teacher is right. Let us talk to her and ask for advice on how to learn the lines easier”. Option 2 is: “I agree with you! The teacher did it on purpose”. If you choose Option 2, a screen will appear telling you that you have chosen the wrong answer and your happiness will decrease. Then you will be returned in front of the theatre building. If you pick Option 1, a screen will appear telling you that you have chosen the right answer, you will win a star, and if you choose the correct option on your first try your happiness will increase. In this case, you will be returned to the map and the next task will appear.

The last task is to go to your friend’s house, so you can play together. You will have to guide Happy from the theatre to the house of their friend. When you get to the house a video will start. Happy is playing with Alex, when they hear Alex’s parents argue, followed by the dad coming angry to the children and slapping Alex. Happy quickly returns home. Before entering the house Happy has to choose whether it is good to share with his parents what happened at Alex’s house. Option 1 is: “This was bad. I will keep the secret and not tell anyone what happened”. Option 2 is: “I will share with my parents what happened at Alex’s house. We should call someone for help”. If you choose

Option 1, a screen will appear telling you that you are wrong, and your happiness will decrease. You will be returned to the last checkpoint, in front of the theatre. If you pick Option 2, a screen will appear telling you that you have chosen the right answer, you will win a star, and if you choose the correct option on your first try your happiness will increase.

After the last task, the game will be completed. A video with Happy celebrating with the other kids will play.

### 3.4. Frequently asked questions

Q	Can two or more children play the game at the same time?
A	No. The game should be played individually because there is a whole set of precautions that the professional should take in the interaction of the child with the game. In addition, it is important that the child identifies with the character in the game and puts themselves in their role and this should be done individually.
Q	Can children with no prior knowledge play the game?
A	Yes. One of the purposes of the game is to provide children with new knowledge on the subject of child abuse and maltreatment in a playful way.
Q	Can the child lose in the game?
A	No. Every time the child gives a wrong answer despite his happiness level going down, they return to the last checkpoint, enabling them to perform the task again.
Q	If a child does not provide the right answers should the teacher/professional explain the concept further?
A	Yes. The teacher will be able to better explain the reason for the wrong answer using their knowledge of the topic and respecting the child's developmental stage.
Q	If a child asks for help should the teacher/professional intervene?
A	The teacher/professional may intervene in a neutral way and make the child feel understood by clarifying their doubts. This is why some previous knowledge of the professional on certain subjects is essential.
Q	Can children play it at home?
A	Yes, but it is recommended to be played under the supervision of someone with experience in the area/thematic.
Q	Can a child give up the game?
A	Yes, but it is up to the teacher/professional to understand why the child does not want to finish the game.
Q	If the child always gives the wrong answer to a situation, should the teacher/professional intervene?
A	Yes. The teacher/professional should intervene and clarify the issue in question with the child, in order to make them understand the correct answer.
Q	If the game goes down, what can I do?
A	Check your internet connection. You need a good internet connection to play the game. After restoring the good internet connection, you should restart the game through the browser.
Q	If the child cannot progress to the next scenario because the game has blocked, what can I do?
A	Check your internet connection and restart the game.
Q	Can the game be stopped at any time and replayed later?
A	If you leave the game open on the device you are playing, it can be continued; there is no option to save the progress after closing the game.
Q	Can the game be saved?
A	The game is not linked to personal accounts, so individual progress and results cannot be saved.
Q	If the game crashes, do we have to start again?

A	Yes, you have to start over. The game is not linked to personal accounts and does not recover individual content and the progress of the game if something happens. If you experience repeated crashes when playing or when starting the game, your computer's current graphics configuration may not be compatible with the game. Try downloading the latest video card driver for your system, installing some simple updates, or adjusting your graphics settings.
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### 3.5. Methods of transferability and sustainability

#### Sustainability of the game

The game will be available for use for a minimum of 5 years after the official end of the Co-Happiness project, in August 2021.

#### Strategic Cooperations

To exploit the game fully, strategic cooperations can be formed with a broad scope of organisations and key persons in applicable domains. Domains in which the game will be efficient and effective are all domains in which children in the age of 6-9 years old can be reached. Strategic cooperations could be (1) collaborations with self-organisations in different social and cultural contexts, in which key persons can be trained (train-the-trainer) to use the game and apply it in their network, (2) collaborations with umbrella organisations in the education-sector, which could disseminate the game and train schools and teachers, (3) collaborations with umbrella organisations in the care- and welfare- sector which could disseminate the game, and (4) collaborations with municipalities which could use the game as part of their programmes to prevent child abuse and neglect, and disseminate the game widely, for instance in municipal community centres. Moreover, the game will be available in all languages to be used in other EU-projects working on the topic of child abuse and neglect.

#### Strategic connections with other *good practice* methods

In order to provide a more holistic approach in making children aware of boundaries and how to recognise child abuse and neglect, strategic connections can be made with other *good practices* focussing on the same goal by using another method. Examples of these are: (1) *Kiku and the Hand*, also known as *The Underwear Rule*, which helps parents explain to their children which body parts can or cannot be touched and the child learns while playing, (2) the board-game 'Let's Prevent! The adventures of Buzio and Coral' which teaches children about sexual abuse and how to respond to these situations, or (3) TV-shows and school TV-programmes aimed at children such as 'Het Klokhuis' in the Netherlands, that focus on educating children and raising awareness on different topics, and seems highly effective in reaching this goal.

Using the game in combination with these previously developed *good practices* - which all focus on enhancing children's well-being, preventing child abuse and neglect and raising awareness in children on how to respond wisely in these situations - might help to consolidate the knowledge needed in children to recognise abuse and neglect early-on and act in an appropriate manner.

### Exploitation methods in professional contexts

The game will be available for dissemination in a wide range of professional contexts. To disseminate the game in (e.g.) Teachers' Unions, Parents' Unions, Regional/Local Educational Authorities or in other networks or unions, there are several options. Professionals, unions or organisations could, for instance, place the link of the game on their own website, along with the training guide on how to use the game, both in the preferred language. The game and the training guide can be found on the website [www.co-happiness.eu](http://www.co-happiness.eu), the game at ....(where will the game be put?), and the training under the heading Training Materials – Programme on the project website mentioned above. If desired or necessary, one of the (national) partners in the Co-Happiness consortium could also be asked to provide the training on how to use the game, share more information about the Co-Happiness project or the use of the game, or answer questions about the dissemination of the game. As the coordinator of the Co-Happiness project, Stichting Dona Daria in the Netherlands will always be open for questions and provide support when necessary.

### 3.6. Evaluation of the training

Self-report scales for collecting opinions and objective evaluations are a common method in various fields of research. For example, scales where individuals evaluate a game without external influence through answers given in a questionnaire can be used. Among them, one of the most used is the Likert scale, where the respondent in each question indicates the degree of agreement or disagreement about something, with a five-level scale (the most common being: strongly disagree, disagree, neutral/indifferent, agree, strongly agree). In Game Design, these scales are a tool in collecting evaluations about the game, either during the production process, collecting evaluations from the team as a way to identify points to be improved or corrected; or after the game has been released, to analyse its receptivity.

The structure of the questionnaires consists of: 1) initial instructions on how to fill them out, 2) the questions themselves, and 3) an open and optional field, where respondents can write considerations about the questionnaire itself, giving feedback on their experience using it.

In the case of the Co-Happiness Game it would be interesting for teachers/professionals to evaluate the criteria below regarding the training and the game presented in the training by using a 5-point rating scale to indicate how satisfied they feel about the game (1-very unsatisfied to 5-very satisfied).

For example, professionals can build a:

- ! **Questionnaire on teachers' satisfaction with the game "Happy on a mission"**

Please rate the criteria listed below regarding the game “Happy on a mission”, using a 5-point rating scale to indicate the extent to which you are satisfied or dissatisfied with each aspect described below. Select the number that applies.

**1= Very dissatisfied 2=Dissatisfied 3= Neutral 4= Satisfied 5= Very satisfied**

E.g. “Very satisfied” with the “Accuracy of material for teachers/coaches” or “Very dissatisfied” with the Usefulness of the content for teachers/technicians”.

<b>1. Aspects to be evaluated</b>					
Accuracy of material for teachers/professionals	1	2	3	4	5
Usefulness of the content for teachers/professionals	1	2	3	4	5
Adequacy of the game in relation to issues of maltreatment and sexual abuse	1	2	3	4	5
Relevance of the game tasks this subject	1	2	3	4	5
Easiness of use of the various stages of the game	1	2	3	4	5
Methodology of the game on prevention/awareness raising and protection of children	1	2	3	4	5
Pedagogy/The knowledge that the game gives to the children	1	2	3	4	5

<b>2. Would you use this game as a tool in your workplace and with the children you work with? If yes, please justify?</b>	YES	NO
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**THANK YOU!**



●! **Questionnaire on children’s satisfaction with the game "Happy on a mission"**

Please rate the criteria listed below regarding the game “Happy on a mission”, using a 5-point rating scale to indicate the extent to which you are satisfied or dissatisfied with each aspect described below. Select the number that applies.

**1= Very dissatisfied 2=Dissatisfied 3= Neutral 4= Satisfied 5= Very satisfied**

1. Aspects to be evaluated					
I enjoyed playing the game	1	2	3	4	5
The game is easy to play	1	2	3	4	5
I learned something today with this game	1	2	3	4	5
The teacher/professional helped me along the way during the game	1	2	3	4	5

<p><b>2. Would you tell a friend to play this game with their teachers? Why?</b></p>					
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**THANK YOU!**

The effectiveness of programmes could be evaluated not only in terms of the degree of satisfaction of the participants, but also through the analysis on whether the programme has achieved the goals for which it was designed.

Therefore, its evaluation can include whether there were changes in the knowledge of the people who played the game. A questionnaire can be constructed based on the knowledge that the game aims to give to the children. The content of the questions can be related to the themes of the game.

For data collection, a questionnaire constructed with multiple-choice questions can be used to obtain the necessary data to assess the child's prior knowledge of maltreatment and sexual abuse. This process occurs in 3 moments: first, the questionnaire is applied (pre-test) to identify the children's prior knowledge; secondly, the game is performed with them; and finally the questionnaire is applied a second time (post-test), it could be within 3 months. With this we intend to measure the amount of information learned regarding important beliefs and facts about child abuse and also the knowledge and skills which could potentially prevent abuse.

For example, professionals can develop a:

- ! **Questionnaire for the child to assess their knowledge (before and after playing the game):**

*You will find some sentences that represent other children's ideas. For each one we would like you to tell us whether you think they are **true** or **false**, by putting a cross (X) in the answer that you think is most appropriate; If you **don't know**, you can choose the answer "I don't know" by **putting an X**.*

	True	False	I don't know
1.! A Stranger is someone we know.			
2.! A Stranger can be a man or a lady, someone old or young, someone of any colour or social group.			
3.! If I get lost in the street or elsewhere, I should ask an adult for help.			
4.! All strangers can potentially harm you, but if someone that you trust introduces you to a stranger - that stranger can become a friend; unless someone you love and trust introduces you to a stranger you should never talk to them on your own.			

5.! If some stranger says to me: "Your Mummy asked me to pick you up from school as she is running late", I go with them.			
6.! I can give my personal information (e.g. name, address, name of school) to someone I don't know.			
7.! I can say "No" to an adult if they do something that makes me feel bad.			
8.! My body has private parts that are protected by my underwear and that cannot be touched by anyone.			
9.! It's okay for someone to take pictures of your private parts.			
10.!If someone touches me in a way that I don't like, I should tell immediately to an adult that I trust.			
11.!I always have to keep all the secrets.			
12.!In School, if something bad happens to a friend or me by an adult I shouldn't go talk to another adult of trust (for example a counsellor or parents).			
13.!If a friend gets hurt by an adult, I should go talk to my parents and explain what happened.			

**Thank you!**

## 4.!Conclusion

The overall objective of the training for community actors and the Co-Happiness Game was to provide innovative and useful tools to the community in order to support the prevention and combating of child abuse and maltreatment. Following the approaches of social capital and collective efficacy, these tools aim to enhance the involvement of the community in the prevention and tackling of the phenomenon, highlighting that child abuse and maltreatment is not a private,

but a public matter and that people should not remain passive bystanders, but take action towards the wellbeing and best interest of the child.

The training curriculum that was developed includes information and resources for the different aspects of the phenomenon, including general information on child abuse and maltreatment, the European and national legal framework and system of protection, the dynamics between the child and the family, the child perspective, social responsibility, as well as prevention and intervention. Considering that the training addresses a wide variety of community actors, such as early childhood educators, practitioners, parents, teachers, families, neighbourhoods, local communities, and others involved in children's education process, it was of vital importance to include all the necessary information to equip the target audience with knowledge, practical information and skills to be able to identify and handle cases of child abuse and maltreatment.

The training constitutes the basis for professionals to familiarise with the different aspects of the phenomenon and further explore its elements, as well as prepare themselves to address relevant cases. Co-Happiness aims to cover the potential existing gaps in training and continuous professional development in the matter of child maltreatment prevention, not only with the aforementioned training, but also with the Co-Happiness Game that was developed and constitutes a helpful tool to engage children in the discourse. The Game, played by children with the guidance of adults, provides the stimulus to start relevant conversations and prepare the child to identify and handle relevant situations. It constitutes an innovative tool, friendly to the child, supporting them to learn in a playful way. By playing the Game, the child will learn about different kinds of abuse and will be able to distinguish cases that indicate child maltreatment and cases that do not, while it will prepare children on ways to react in these cases, as well as support their peers who are (potential) victims. Furthermore, it provides a tool to professionals, supporting them in guiding children and teaching them about the phenomenon in a smart way.

Both of these tools presented in this guide constitute supportive material for early childhood professionals and active members of the community to take a stand in the prevention of child abuse, neglect and maltreatment. By enhancing social capital and community bonds, as well as by increasing parental skills and familial bonds, the prevention factors towards the phenomenon are also enhanced<sup>5</sup>.

The presented tools also aim to increase the reporting of cases, so as child protection agencies can intervene and handle the respective incident more quickly. Co-Happiness sets the child in a more centred role, encouraging the child's reaction and active role not only in identifying cases of maltreatment, but also in supporting their peers in case they are a –potential- victim. Moreover, the project highlights and follows the importance of investing in open and innovative practices in a

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<sup>5</sup> Dinesh Sethi, Yongjie Yon, Nikesh Parekh, Thomas Anderson, Jasmine Huber, Ivo Rakovac & Franziska Meinck, *European status report on preventing child maltreatment* (Denmark, World Health Organisation – Regional Office for Europe, 2018).

digital era to achieve its main objective. By playing the Game developed, children will cultivate their critical, technological and digital skills, while conceptualising the knowledge to be transferred. The Co-Happiness Game, that can be played in the context of the school classroom supports educators to enhance children's communication abilities and prevention skills.

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