ChildFund Alliance



WHEN YOU FEEL SAFE, YOU CAN SHAPE WHAT COMES NEXT



ChildFund Alliance World Index 2026

ADOLESCENTS' LEAFLET

WHEN YOU FEEL SAFE, YOU CAN SHAPE WHAT COMES NEXT

You're one of more than **3,000 young people**, in 27 countries, who told us what makes you feel safe and what you would change. We listened, and what you said has been included in a report for leaders and decision-makers, to help shape future decisions.

When you feel safe, it is easier to picture the future you want — and to help make the decisions that shape it. This leaflet is about both — and it is yours to keep.



Hi! I'm ROBIN.

I'll pop up with a question now and then. Write, draw, or just talk it over — whatever works for you. You choose what to share, and you can skip anything that feels too much.

THIS BOOKLET BELONGS TO

ACTIVITY 1 - WHAT YOU SAID

Read these. Does any of it sound like you?

Here are some of the things young people like you told us about what makes them feel safe — in their own words.

"A safe place is where you feel free, and no one does bad things to you." - *a girl in Tanzania*

"Being a young person means being protected, understood, and loved." - *a girl in Senegal*

"I feel safe with my friends — like a small family." - *a boy in Ecuador*

Underline the one that's most true for you. Then write your own.

ACTIVITY 2 - WHAT FEELS SAFE

What makes a place feel safe?



Most of what makes a place feel safe is about trusted people who care, listen, and help children and young people feel safe and welcome.

Tick the ones that matter to you, then add your own.

- [ ] Someone I trust is close by
- [ ] I'm listened to and taken seriously
- [ ] I can go to school
- [ ] No one hurts or frightens me
- [ ] There's somewhere to go if I need help
- [ ] People treat each other fairly

Something else that makes me feel safe

SOMETHING WE NOTICED

HAVING SOMEONE YOU TRUST MATTERS. KNOWING HOW TO REACH HELP MATTERS TOO.

Sam is 15, and has someone they trust completely — an aunt. One day something went wrong, and Sam went straight to her. She listened, and believed them. But then came the hard part: she wasn't sure what to do next, or who to call. It worked out because someone at Sam's school knew exactly where to turn. Having someone you trust is important, but that person may not always have all the information you need. If that happens, remember that there is a network of people around you who can help.

ACTIVITY 3 - REACHING HELP

Have you ever known who to go to — but weren't sure help would come? Share only what you want to — and if it brings something up, tell someone you trust.

ACTIVITY 4 - WHO CAN HELP

If you need help, who can you reach?

Some adults have a job to help keep children and young people safe — this is often called **child protection**. You have a right to ask them for help, to be listened to, and to be taken seriously.

1. Someone I trust
2. A teacher or another adult at school
3. A nurse, doctor or social worker
4. A child helpline you can call for free

If the first person cannot help, it is okay to ask the next one.

< REMEMBER >
You do not have to handle it alone.

< TIP >
Fill this in with an adult you trust: your teacher, caregiver, school principal, or anyone else who you believe may help!

GOOD TO WRITE DOWN NOW

CHILD HELPLINE HERE _____

EMERGENCY NUMBER _____

A SAFE ADULT AT SCHOOL _____

THE WORLD AROUND YOU

SOME CHANGES HAPPEN SLOWLY. SOME HAPPEN FAST.



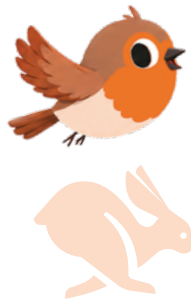
Where you live can change. Sometimes slowly — a hotter season, water farther away, a longer walk to school. Sometimes fast, in ways no one chose.

These changes can shape how safe you feel, and the future you can picture. Remember: changes do not affect everyone in the same way. Some young people may face extra challenges because of who they are, where they live, or what support they have.

ACTIVITY 5 - THE WORLD IS CHANGING

Slowly and suddenly

As we grow up, we notice that the world around us doesn't always stay the same. You are invited to use the next page as a safe space to express whatever you are carrying in your heart. Look back gently at what you've seen. How do these changes make you feel today?



SLOWLY

How has the place you live changed in the last few years? What feels different now?

SUDDENLY

Think of a time something around you changed in a way you didn't expect. How did you feel? Who was there?



BE READY, JUST IN CASE

We are not responsible for big changes, but a small plan can help us feel more ready. Mine goes:

1	2	3
I notice a sign	I tell someone I trust	I go somewhere safe

ACTIVITY 6 - WRITE IT

A LETTER TO YOU, WHEN YOU GROW UP



Feeling safe makes it easier to dream. Write to the adult you'd like to become.

Dear future me,

WHERE I HOPE I FEEL SAFE AND FREE

WHAT I HOPE I'M PROUD OF

WHO NEEDS TO ACT AND SUPPORT ME FOR THAT TO HAPPEN

ONE THING I'LL START NOW

YOUR VOICE COUNTS

ASK FOR SOMETHING. SEE WHAT COMES BACK.

This part is not only for you. What young people ask for goes into the report that leaders read. Your voice matters: it helps build trust and shows adults what young people need for a safer future.

Your idea might be about... SAFETY | A HEALTHY CLIMATE | FAIRNESS & EQUALITY | PEACE

ACTIVITY 7 - YOUR VOICE COUNTS

TO THE PEOPLE WHO DECIDE FOR MY COMMUNITY

THE CHANGE I'M ASKING FOR IS

BECAUSE

SIGNED



Even if you have not been listened to before, your ideas still matter — and it is always worth asking.

STARTING NOW

WHAT YOU CAN DO NOW



As you grow, there are more ways you can take part, support others, and help make things safer. Pick what fits you.

1. **Use your voice where you already are**
   At school, at home, with friends — in person or online. You don't have to speak to a crowd. Start small.

2. **Be the one a younger child trusts**
   A 9-year-old believes someone like you. Help one learn they have rights, and that they can ask for help.

3. **Take it home**
   If you are comfortable, you can share this with family, a teacher, or friends. These ideas help more when you pass them on.

MY NEXT STEP, THIS MONTH

I will...

FOR FACILITATORS

HOLDING THIS WITH 13–18S



This edition of the *ChildFund Alliance World Index 2026* treats adolescents as active contributors with valuable ideas and experiences. Your role is to facilitate, not lead, the discussion. Create space for them to think, question and shape the conversation in their own words.

1. **Start from their experience.** The prompts are intentionally open-ended—let their answers lead, and resist the urge to fill silence or provide the "right" response.

2. **Talk about change gently.** The activities focus on people's experiences rather than conflict or disaster. Never pressure anyone to share difficult or personal experiences. If participants choose to do so, listen respectfully and follow their lead.

3. **Make participation inclusive.** Ensure that girls, adolescents with disabilities, displaced adolescents, and others whose voices are less often heard have equal opportunities to take part. Use accessible, inclusive facilitation techniques so everyone can contribute in ways that work for them.

4. **Be clear about confidentiality.** Respect participants' privacy, but explain in simple language that you cannot keep information secret if you are worried someone may be unsafe. If an adolescent shares that they or someone else is at risk of harm, stay calm, explain that you need to involve trusted adults who can help keep them safe, and follow your organisation's child-protection referral procedure.

5. **Make support real.** Ensure participants know where they can turn for help, with clear, accessible and appropriate support options—not only a trusted adult, but also relevant local services where available.

6. **Close the feedback loop.** Show that their ideas matter by telling them how their contributions were used, what decisions or actions they informed, and what happened as a result. This restitution helps build trust and encourages meaningful participation.

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