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"Digitised Education of Parents for Children Protection Project (DEPCIP)"

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INTELLECTUAL OUTPUT 2

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Digitised Education of Parents for Children Protection

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ERASMUS+ PROGRAMME

KEY ACTION 2 - COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

KA204– STRATEGIC PARTNERSHIPS FOR ADULT EDUCATION

PROJECT NUMBER: 2019-1-TR01-KA204-077577

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June 2021

DEPCIP

Training Course

Curriculum

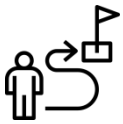
SYLLABUS

Training Course Overview:

The training program is developed into the framework of the Erasmus+ KA2 Project DEPCIP (Digitized Education Of Parents For Children Protection, 2019-1-TR01-K204-077577), which is dedicated to the development of training proposals for parents for the promotion of children's rights and for the prevention of violence against children in five countries: Turkey (leading partner), Greece, Italy, Lithuania, and Spain.

How the Training Course was Created:

A needs analysis was conducted to design the curriculum, taking into consideration data and main topics emerging from literature reviews, together with qualitative-quantitative guided interviews administered through Computer Assisted Web Interview (CAWI) and qualitative in-depth interviews. The interviews involved more than a thousand parents in the five partner countries of the project. The cross-national meta-synthesis of the data highlighted the need for standardized cultural-sensitive training programs based on more information, knowledge about child development, and strategies to address children's behaviors in a positive way. Most of the parents declared the need to receive support in self-reflection (perception of being violent, anger management, self-control, self-esteem) and in learning useful strategies to build a positive parent-child relationship and to deal with some difficult situations that parents find themselves experiencing with their children. Such as learning how to manage conflicts and tantrums, how to improve listening and communication with their children and being able to recognize, understand and consciously acknowledge their children's emotions starting from the recognition of their own emotions. Moreover, most of the parents would like to dialogue both with experts and with other parents, being involved in active teaching methods.



Training Course Purpose:

The aim of the training course is to increase parents' knowledge of violence against children (VAC), as well as their relational skills. The idea of the course is to create a sacred space (Kisfalvi & Olivier, 2015) where parents through Experiential Learning (McCarty, 2010) and self-reflectives (Fook, 2015; Brookfield, 2009) methodologies can discuss the meanings of educational practices (Miller, 1980) and lived experiences (Riva, 1993), exchange ideas and information, share internal states and everyday methods to address difficult situations with their children.

Training Course Goals:

- ✓ Raising awareness among parents about children rights and VAC;
- ✓ Helping parents develop self-reflective skills;
- ✓ Supporting parents in developing positive parenting practices.

Modules Structure and Methodologies:

Each module consists of a 4-hour face-to-face meeting, on a bi-weekly basis, for a total of 16 hours. In case of distance learning due to covid pandemic, the structure will be 3-hour online synchronous meeting and 4 hours of remote activities (documents and video materials).

Each module is structured as follows:

- ✓ Introduction and Aims
- ✓ Presentation of Contents of the Module
- ✓ Discussion among Parents (observation of other parents' views)
- ✓ Reflection on one's Practices and Behaviors
- ✓ Take Home Message (how to apply it into daily life)
- ✓ Assessment and Assignment for the Next Module.

Teaching Methods:

The training is based on experts' presentations, discussion of critical cases, buzz group, role-playing, plenary discussion sessions, narrative writing, use of images and videos. The intention is to create an informal, relaxed environment for participants, based on T-group method (Lewin, 1947), Sensitive Group approach (Rogers, 1970), and Training Through Dialogue (Vella, 2002).

Participants:

Maximum of 25 participants. The training course is open for all the parents of children under the age of 18. No specific qualifications are required.

Trainers:

Minimum of 2 trainers and 1 tutor.

How to Register:

Each local partner will decide the registration modalities.

How to Certify Participation:

A participation certificate will be given to all the parents who will attend the course. To be defined with the leading partner.

Assessment Plan:

The assessment plan (see ANNEX 5) is based on Kirkpatrick's model (2016) of training evaluation, which takes into consideration 3 levels: Reaction (1K); Learning (2K); Behaviours (3K).

First stage pre-evaluation
At the first stage (t0) an evaluation of participants will be made on:

- ✓ Expectations about the course - Open ended questions
- ✓ Knowledge about curriculum contents (2K) - Closed ended questions on modules
- ✓ Parental behaviors and practices (3K):
  - Parental Self-agency Measure (PSAM; Dumka et. al., 1996)
  - Parent Behavior Inventory (PBI; Lovejoy et al. 1999): measures of supportive/engaged and hostile/coercive parenting

Module 1
At the end of M1, participants will be surveyed in terms of:

- ✓ Satisfaction about the module (1K)
- ✓ Knowledge about contents of M1 (2K)

Module 2
At the end of M2, participants will be surveyed in terms of:

- ✓ Satisfaction about the module (1K)
- ✓ Knowledge about contents of M2 (2K)

Module 3
At the end of M3, participants will be surveyed in terms of:

- ✓ Satisfaction about the module (1K)
- ✓ Knowledge about contents of M3 (2K)

Closing stage
At the last stage (tn) an evaluation of participants will be made on:

- ✓ Satisfaction about the course (1K)
- ✓ Parental behaviors and practices (3K):
  - Parental Self-agency Measure (PSAM; Dumka et. al., 1996)
  - Parent Behavior Inventory (PBI; Lovejoy et al. 1999): measures of supportive/engaged and hostile/coercive parenting

Assessment Tools:

(see ANNEX 5)

- ✓ Initial questionnaire
- ✓ Questionnaire at the end of M1
- ✓ Questionnaire at the end of M2
- ✓ Questionnaire at the end of M3
- ✓ Final questionnaire
- ✓ Personal diary (for the observation of progression on a daily basis in the parent's natural environment. A part of the diary will be shared with trainers)

INDEX

The course is divided into 4 Modules:

Each module will be structured as follows:

- ✓ **Training Goals**
- ✓ **Expected Outcomes**
- ✓ **Index**
- ✓ **Main Contents and Methodologies**
- ✓ **Assessment**
- ✓ **Assignment**
- ✓ **References**

MODULE 1

Information on children's rights and protection

1.1 Parent group building

1.2 Child protection and violence against children (VAC)

- 1.2.1 Definition of child protection
- 1.2.2 Definition of VAC
- 1.2.3 Typologies of VAC

1.3 Law, regulation and child protection system

1.4 Children's exposure to VAC risk and consequences

1.5 Safe environment

MODULE 2

Self-reflection. Parental perception and children protection

2.1 Reflection on what is a child

- 2.1.1 Stereotypical vulnerabilities
- 2.1.2 Cultural and personal roots shaping actions and representation of children

2.2. Cultural and personal roots shaping actions and representation of parents

- 2.2.1 Personal roots (familiar stories)

2.3 Recognition and understanding of parents' emotions

- 2.3.1 Boiling point
- 2.3.2 Perception of being violent

MODULE 3

Positive parenting and relational skills

3.1 Children development

3.2 Parenting styles and discipline
- 3.2.1 What is acceptable
- 3.2.2 Corporal punishment and non violent discipline

3.3 Positive parenting
- 3.3.1 How to create a shared spaces for communication

MODULE 4

Conclusion and assessment

4.1 How to translate the course into actions

4.2 Specific issues (optional topics)
- 4.2.1 Relation with the school
- 4.2.2 Parents and the relationship with the body of newborns
- 4.2.3 Parents' role in sexuality education
- 4.2.4 Children and digital media
- 4.2.5 Children and special needs

4.3 Self-assessment

4.4 Evaluation of the course

MODULE 1

Information on children's rights and protection

The aim of Module 1 is to inform about children's rights and protection of violence against children.

Each partner country will provide specific culture-sensitive content.

Training Goals:

- ✓ Parent group building
- ✓ Understand fundamental children's rights
- ✓ Define a «safe environment» and an «at-risk environment»
- ✓ Learn the consequences for children of being exposed to situations of violence
- ✓ Identify main roles and responsibilities in children protection

Expected Outcomes:

- ✓ Parents should be able to recall fundamental children's rights
- ✓ Parents should be able to define what is VAC and the different kinds of VAC, including their effects on children
- ✓ Parents should be able to recognize signs of VAC
- ✓ Parents should be able to identify main roles and responsibilities in child protection, in order to be able to identify "who to ask for help" if needed.

Index:

Main Contents and Methodologies

1.1 Parent group building

The first step is the construction of the parents' group, through the introduction of parents to each other and the presentation of the purpose of the training course, in order to create a protected environment where parents feel free to share their experiences. The idea of the curriculum is to create a sacred space (Kisfalvi & Olivier, 2015) where parents thought Experiential Learning (EL, McCarty, 2010) can discuss, exchange ideas and information, share internal states and everyday methods to address difficult situations with their children. Kolb (1984) has defined experiential learning as "a process whereby knowledge is created through the transformation of experience" (p. 38). Proponents of experiential learning claim that it is second only to direct experience, providing students with opportunities to develop the critical thinking, analytic skills, judgment, insight, and sensitivity necessary to confront the great variety of situations with which they will be faced as managers (MacGregor & Semler, 2012). During the curriculum, an attempt to create a

safe space should be done by the trainers. There is no common definition of what comprises a safe classroom space in the education literature, although the notion would appear to underlie related concepts such as “safe environment” (Debebe, 2011), “classroom environment” (Ames, 1992),and “caring classroom” (Wilson, 2013).

1.2 Child protection and violence against children (VAC)

1.2.1 Definition of child protection

Child protection could be identified in measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.

Child protection aims to guarantee children's rights and to create an enabling environment that supports the positive development of children, by promoting, protecting and fulfilling children’s rights to protection from abuse, neglect, exploitation and violence. Thus expressed in the UN Convention on the Rights of the Child (UNCRC), human rights, humanitarian and refugee treaties and conventions, as well as national laws.

The State has the main responsibility for the fulfillment of children’s protection rights and should establish a national and community-based child protection system with a coordinated and holistic approach, integrating the contributions of the different sectors and actors. Child protection work aims to prevent and respond to abuse, neglect, exploitation and violence experienced by children in all settings. It requires a multi-disciplinary and multi-sectoral approach. Child protection work aims to strengthen the capacity of all stakeholders to protect children and to develop systems that provide meaningful protection for all children in the longer term.

1.2.2 Definition of VAC

According to the World Health Organization (2002), violence is “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation”.

Giving a univocal definition of violence against children is complex. Tracing the history of this definition, we owe to the studies of Lloyd deMause (1997) the recognition that violence against children is not to be understood as a historically exceptional phenomenon, but rather as a constant that has accompanied the history of the development of humanity, intrinsically connected with educational practices. From his research it emerges how the body is the first place where the signs of

violence were made visible. In fact, the first traces of attention to violence against children can be seen in the medical studies at the end of the nineteenth century, in the work of Ambroise Tardieu (1868) on the first clinical considerations regarding children victims of violence, and then of West (1888). But it was only in 1962 that C. Henri Kempe and colleagues brought *The Battered Child Syndrome* to the attention of the scientific community, to the point of proposing a precise definition of child abuse and neglect as a clinical picture due to physical abuse and mistreatment. And only later was it thought about the extent of the effects of violence against children, which went far beyond the body and also affected the psychic growth of the child (Schmitt, Kempe, 1975).

The reference in the contemporary era in terms of violence against children can be found in article 19 of the UNCRC (1989), which offers a multidimensional dimension that includes physical, social, psychic and sexual dimensions.

> States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child (UNCRC, art. 19.1).

In this definition the reference to an articulated phenomenology of manifestation of the violence itself is found: physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. The need to precisely define the types of possible violence has a clear operational mandate: that is, it serves to clarify what is being dealt with, in order to support States in the development of adequate prevention and coping strategies. In fact, the UNCRC itself warns the State parties to take all necessary legislative, administrative, social and educational measures to deal with them, specifying that such forms of violence are not tolerated even where they are committed by parents, caregivers or other people with child care duties. The reference to the need to deal with them even where they are implemented by parents, caregivers or adults in care means that there are no areas of possible legitimation of violence against children, even in family and private contexts (Biffi, 2020).

1.2.3 Typologies of VAC

The World Health Organization (WHO) defines child maltreatment as "all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's health, development or dignity." In this sense maltreatment refers to the quality of care a child is receiving from those

responsible for the child. Maltreatment occurs when a parent or other person legally responsible for the care of a child harms a child, or places a child in imminent danger of harm by failing to exercise the minimum degree of care in providing the child with any of the following: food, clothing, shelter, education or medical care when financially able to do so. Maltreatment can also result from abandonment of a child or from not providing adequate supervision for the child (see https://ocfs.ny.gov/programs/cps/definition.php). Most violence against children involves at least one of the listed types of interpersonal violence that tend to occur at different stages in a child's development:

- *Physical punishment:* hitting with hands or objects, slapping and punching, kicking, shaking, throwing, biting and scratching
- *Bullying (including cyber-bullying):* Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.
- *Youth violence:* Youth violence can be violence either against or committed by a child or adolescent.
- *Intimate partner violence (or domestic violence):* It includes physical, sexual, or emotional abuse, as well as sexual coercion and stalking by a current or former intimate partner. An intimate partner is a person with whom you have or had a close personal or sexual relationship
- *Sexual abuse:* Child sexual abuse, also called child molestation, is a form of child abuse in which an adult or older adolescent uses a child for sexual stimulation
- *Emotional or psychological violence:* Emotional abuse happens when a child is repeatedly made to feel worthless, unloved, alone or scared. Also known as psychological or verbal abuse, it can include constant rejection, hostility, teasing, bullying, yelling, criticism and exposure to family violence.
- *Community violence:* community violence is exposure to intentional acts of interpersonal violence committed in public areas by individuals who are not intimately related to the victim. Common types of community violence that affect youth include individual and group conflicts (fights among gangs and other groups, shootings in public areas such as schools and communities).

1.3 Law, regulation and child protection system

1.3.1 Reference to the international legislative framework

UNITED NATIONS

- UN General Assembly (1989). Convention on the Rights of the Child, 20 November 1989. New York: United Nations.

UN General Comments

- UN Committee on the Rights of the Child (CRC) (2006). General comment No. 8 (2006): The Right of the Child to Protection from Corporal Punishment and Other Cruel or Degrading Forms of Punishment (Arts. 19; 28, Para. 2; and 37, inter alia).CRC/C/GC/8. New York: United Nations.
- UN Committee on the Rights of the Child (CRC) (2007). General comment No. 10: Children's rights in Juvenile Justice. CRC/C/GC/10. New York: United Nations.
- UN Committee on the Rights of the Child (CRC) (2011). General comment No. 13: The right of the child to freedom from all forms of violence. CRC/C/GC/13. New York: United Nations.
- UN Committee on the Elimination of Discrimination against Women and Committee on the Rights of the Child, Joint General Recommendation 31 / General Comment 18 (2014) on harmful practices. CEDAW/C/GC/31-CRC/C/GC/18. New York: United Nations.

UN General Assembly Resolutions

- UN General Assembly (2002). Resolution adopted by the General Assembly. A world fit for children. A/RES7S-27/2. New York: United Nations.
- UN General Assembly (2003). Resolution adopted by the General Assembly. Rights of the child. A/RES/57/190. New York: United Nations.
- UN General Assembly (2015). Transforming our world: the 2030 Agenda for Sustainable Development. A/RES/70/1.

EUROPE

- Council of Europe (1950). The European convention on human rights. Strasbourg: Directorate of Information

- Council of Europe (1961). European Social Charter
- Council of Europe. (1996). European Social Charter (Revised)
- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. CETS No. 201. (2007)
- Council of Europe (2009). Policy guidelines on integrated national strategies for the protection of children from violence
- Council of Europe (2011) Convention on preventing and combating violence against women and domestic violence. The Istanbul Convention
- Directive 2011/92/EU of the European Parliament and of the Council of 13 December 2011 on Combating the sexual abuse and sexual exploitation of children and child pornography, and replacing Council Framework Decision 2004/68/JHA
- Council of Europe Strategy for the Rights of the Child 2016/2021 (DECS- ENF). (2016)

1.3.2 Reference to the national legislative framework

Presentation of some key laws for the prevention of VAC at the national level (see ANNEX 4).

1.3.3 Who to ask for help/support

The national child protection system will be presented, providing parents with a general framework of knowledge and reflection on who they can ask for help.

1.4 Children's exposure to VAC risk and consequences

The purpose of this session is to help parents understand how children can be exposed to violence and its consequences, that children learn through observation and imitation, and that their behavior, actions and environment that they provide teach children how to behave.

Exposure to violence at an early age can have short and long-term consequences for children's mental and physical health, well-being, education and relationships with the parents and with others.

- Various studies have used magnetic resonance imaging, encephalograms, and other neuroimaging tools to understand the consequences of exposure to violence for *children's brain development*. In general, differences in brain structure and function were found between children that had been exposed to violence and their non-exposed peers. The most outstanding differences are evidenced in areas such as the prefrontal cortex, amygdala, and the anterior cingulate cortex (McLaughlin et al., 2019), which can compromise cognitive and regulatory processes, with long-term consequences on behaviour, learning and social relationships, among others.
- Studies have also shown that violence impacts *children's cognitive development*, memory, attention and executive function (Irigara et al., 2013; Su, D'Arcy, Yuan and Meng, 2019) and increases their likelihood of experiencing academic and social difficulties with their peers and teachers (Lansford et al., 2002).
- Similarly, violence in childhood can produce harmful effects on *social-emotional development*, such as emotional dysregulation, greater reactivity to stressful events throughout life, and higher levels of aggressiveness (Herrenkohl and Herrenkohl, 2007; Lavi et al., 2019).
- Maltreated children are more likely to suffer from *internalizing and externalizing problems*; they have some difficulties in perspective taking and may get rejected by their peers (Cicchetti, 2016).
- Exposure to violence in early childhood also has the potential to produce strong and persistent *negative consequences on people's mental health* (Berens and Nelson, 2019). Systematic reviews of scientific literature have found that these consequences include depression, anxiety, and post-traumatic stress (Gardner, Thomas, & Erskine, 2019; Norman et al., 2012). Furthermore, maltreatment may compromise the developing brain and expose children to *physical problems until adult life* (Ahn at el., 2016).
- Exposure to violence additionally increases the *risk of problematic use of substances* such as alcohol, tobacco, and drugs in adulthood (Norman et al., 2012). Children exposed to violence also tend to experience *health problems* more frequently, such as eating disorders, risky sexual behaviours, cardiovascular diseases, diabetes, obesity, hypertension, migraines, and other diseases, compared to children who were not exposed to these adversities (Norman et al., 2012). It was recently discovered that early exposure to violence could lead to more accelerated cellular aging throughout life (Ridout et al., 2019).
- Children's exposure to violence is a *predictor of their future engagement in abusive love relationships and violent parenting* towards their own daughters and sons (McCloskey, 2013).

Finally, besides the evident personal repercussions that take place throughout life in the family, community, social and work environments, violence against children also has *consequences for countries*, since it leads to a significant increase in costs related to public health, social services, administration of justice, human security and productivity. Besides implying greater investments in welfare services for the population, these higher costs also erode countries' productive capacity and the economic wellbeing of future generations (WHO, 2016).

1.5 Safe environment

Parents need the skills, knowledge, and experience to identify signs of abuse (not all behaviors are signs).

The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. The presence of a single sign does not prove child abuse is occurring, but a closer look at the situation may be warranted when these signs appear repeatedly or in combination.

The following signs may signal the presence of child abuse or neglect.

- The child shows sudden changes in behavior
- The child has difficulty in concentrating that cannot be attributed to specific physical or psychological causes
- The child is always watchful, as though preparing for something bad to happen
- The child is overly compliant, passive, or withdrawn
- The child does not want to go to a specific activity/place

Index	Contents	Proposed Methodologies
1.1. Parent group building	Introduce participants to each other	Individual exercise and plenary discussion
	Review of the purpose of the course	Frontal lesson

1.2 Child protection and VAC	Child protection	Work in sub-groups and plenary discussion
	"What does child protection mean for you"?	Wooclap to create a words cloud
	Violence against children: definition and typologies of VAC	Frontal lesson
1.3 Law, regulation and child protection system	Reference to the international and national legislative framework	Frontal lesson
	Children's rights	Brainstorming, work in sub-groups and plenary discussion
	Who to ask for help/support	Individual exercise and plenary discussion
1.4 Children's exposure to VAC risk and consequences	Children's exposure to VAC risk and consequences	Work in sub-groups and plenary discussion
1.5 Safe environment	Violence outside the family: signs that can help identifying the risk of violence	Work in sub-groups and plenary discussion

Assessment

At the end of M1, participants will be surveyed in terms of:

- ✓ Satisfaction about the module (1K)
- ✓ Knowledge about contents of M1 (2K)

Assignment for the Next Module

Try to describe your parent profile.

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MODULE 2

Self-reflection. Parental perception and children protection

The aim of Module 2 is to train participants about the importance of self-perception and cultural aspects in shaping parenthood.

Each partner country will provide specific culture-sensitive content.

Training Goals:

- ✓ Impact of stereotypical views on parents' reactions, understanding specific vulnerabilities (perspective taking)
- ✓ Recognize the cultural roots of parental practices
- ✓ Recognize the personal/familiar roots of parental practices
- ✓ Recognize that conflicts between parents and children often arise from «not-aligned» perceptions
- ✓ Understand what the «boiling point» of parents and children is

Expected Outcomes:

- ✓ Parents should be able to identify stereotypical views and representations of children
- ✓ Parents should be able to recognize cultural roots of their parental practices
- ✓ Parents should be able to recognize personal/familiar roots of their parental practices
- ✓ Parents should be able to identify personal triggers
- ✓ Parents should be able to describe situations in which they had the perception of being violent

Index:

Main Contents and Methodologies

2.1 Reflection on what is a child

Nowadays there is a great formal attention to children: since the UNCRC in 1989, there have been several institutional acts and initiatives at international and European level that have looked at the protection of children. Yet, every day we experience examples of violation of children's rights and exploitation of children (Biffi, 2018).

The UNCRC was the result of a cultural, scientific and social investment in childhood that lasted throughout the twentieth century, what Ellen Key had defined as the century of the child. It was not just a matter of progress for the conquest of rights, it was a progressive cultural and scientific interest (Becchi, 1996): it was precisely the developments of knowledge in the anthropological, psychological and pedagogical fields that demonstrated the specificity - and specialty - of childhood as a phase of life worthy of its own dignity and recognition. Since the Second World War, the States have questioned themselves about the possible ways to safeguard humanity itself, which was dangerously affected during the course of the world conflict and its terrible events. The end of the 1900s therefore ended

with an open bet on childhood and its rights. The UNCRC was born under these auspices but, in the course of these 30 years since its signature, there has been a disorganized evolution of the theory of children's rights. On the one hand, we note the pervasiveness of silent contexts of violence in which children are still victims - especially in the family. Yet, if we look at the international debate on the institutional level, it is possible to notice a growing interest in children, which formally appears today at the center of the main international agendas. An example is the role that childhood takes on within the United Nations 2030 Agenda and its Sustainable Development Goals (SDGs). The United Nations aims at a world where there is "universal respect for human rights and human dignity" , a world capable of investing in childhood: "We envisage [. ..] a world which invests in its children "(UN Resolution A / RES / 70/1, p. 4). In order to do this, the States parties promise to guarantee the possibility for every child to grow up free from violence and exploitation, as defined in a specific objective: "End abuse, exploitation, trafficking and all forms of violence against and torture of children" (SDG, 16.2).

2.1.1 Stereotypical vulnerabilities

Different children have different vulnerabilities; some of them are clearly defined, some other vulnerabilities are linked to parents' stereotypical views and representations.

2.1.2 Cultural and personal roots shaping actions and representation of children

It is important for parents to understand that beliefs regarding childhood are critical for child protection measures.

Any global approach to child abuse must take into account the different standards and expectations for parenting behaviour in the range of cultures around the world. Culture is a society's common fund of beliefs, behaviours and concepts of how people should conduct themselves. Included in these concepts are ideas about what acts of omission or commission might constitute abuse and neglect (Estroff, 1997; Korbin, 1991). Culture helps define the generally accepted principles of education and care of children. Different cultures have different rules about what are acceptable parenting practices. Some researchers have suggested that views on child-rearing across cultures might diverge to such an extent that agreement on what practices are abusive or neglectful may be extremely difficult to reach (Facchin et al., 1998; National Research Council, 1993). Nonetheless, differences in how cultures define what is abusive have more to do with emphasizing particular aspects of parental behaviour. It appears that there is general agreement across many cultures that child abuse should not be allowed, and virtual unanimity in this respect

where very harsh disciplinary practices and sexual abuse are concerned (Bross et al., 2000).

2.2. Cultural and personal roots shaping actions and representation of parents

Violence is rooted in a number of social, economic and cultural factors that impact communities, families, relationships, and the manner in which children experience their daily lives. No single factor can explain a person's tendency toward violence or the higher prevalence of this phenomenon in certain communities. Violence is the result of the complex interplay of individual, relationship, social, cultural and environmental factors.

To expand the analysis and understanding of violence and its effects on public health, WHO introduced the social-ecological model that recognizes a wide and complex range of factors that can increase the risk of violence, perpetuate it or, alternatively, provide protection against it (WHO, 2002). This conceptual model developed by Bronfenbrenner (Bronfenbrenner, 1979) allows understanding the multifaceted and multi-causal nature of violence, as a result of the reciprocal and complex interaction of factors at four levels: individual, relational, community and social. The main idea of these levels is that children's development, a process where caregivers play a key role, depends on two-way and dynamic interactions between individual factors and conditions at the relational, community and social levels.

- *Individual-level risk factors:* include biological and personal history aspects such as sex, age, education, income, disability, impaired brain and cognitive development, psychological disorders, harmful use of alcohol, drug abuse, and a history of aggression or maltreatment.
- *Close-relationship level risk factors:* include a lack of emotional bonding, poor parenting practices, family dysfunction and separation, associating with delinquent peers, children witnessing violence against their mother or stepmother, and early or forced marriage.
- *Community-level risk factors:* include how the characteristics of settings such as schools, workplaces and neighbourhoods increase the risk of violence. These include poverty, high population density, transient populations, low social cohesion, unsafe physical environments, high crime rates and the existence of a local drug trade.
- *Society-level risk factors:* include legal and social norms that create a climate in which violence is encouraged or normalized. These also include health, economic, educational and social policies that maintain economic, gender or social inequalities; absent or inadequate social protection; social fragility owing

to conflict, post-conflict or natural disaster; weak governance and poor law enforcement.

2.2.1 Personal roots (familiar stories)

The meaning attributed to one's personal childhood experiences has a profound impact on the personal way of being a parent. The ability to reflect and understand one's negative experiences allows parents to avoid the reproduction of inappropriate interactive models and favors the development of a secure bond of attachment with their children (Siegel, Hartzell, 2003).

2.3 Recognition and understanding of parents' emotions

2.3.1 Boiling point

Personal triggers, stress and emotions contribute to escalating conflicts and reaching the 'boiling point' of parents. Encouraging the reflection on personal triggers could help parents in preventing conflicts with their children.

2.3.2 Perception of being violent

The purpose of this session is to help improve self-perception during challenging moments of normal daily life.

Index	Contents	Proposed Methodologies
2.1 Reflection on what is a child	Areas of acceptability	Buzz groups and plenary discussion
	Stereotypical vulnerabilities	Individual exercise and plenary discussion
	Cultural and personal roots shaping actions and representation of children	Work in sub-groups and plenary discussion

2.2. Cultural and personal roots shaping actions and representation of parents	Cultural and personal roots shaping actions and representation of parents	Assignment and plenary discussion
2.3 Recognition and understanding of parents' emotions	Boiling point and escalation: triggers, stress and emotions	Frontal lesson
	Perception of being violent	Individual exercise and plenary discussion

Assessment

At the end of M2, participants will be surveyed in terms of:

- ✓ Satisfaction about the module (1K)
- ✓ Knowledge about contents of M2 (2K)

Assignment for the Next Module

Focus on a moment when you use discipline with your child and write it down in your diary.

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MODULE 3

Positive parenting and relational skills

The aim of Module 3 is to train participants on the importance of educating their children according to the principles of positive parenting.

Based on the composition of the parents, the module can be divided into groups of participants according to the age of their children.

Each partner country will provide specific culture-sensitive content.

Training Goals:

- ✓ Define some guidelines of positive parenting
- ✓ Understand the conflict resolution model
- ✓ Endorse positive parental strategies
- ✓ Support communication strategies

Expected Outcomes:

- ✓ Parents should be able to recall developmental needs of children
- ✓ Parents should be able to identify and reproduce positive parental strategies
- ✓ Parents should be able to define different channels of communication with the child and to develop active listening skills
- ✓ Parents should be able to describe a challenging behaviour in their children and experiment basic principles of conflict resolution on actual situations

Index:

Main Contents and Methodologies

3.1 Children development

Healthy development means that children of all abilities, including those with special needs, are able to thrive where their social, emotional and educational needs are met. Having a safe and loving home and spending time with family are very important. Proper nutrition, exercise, and sleep can also make a big difference. It is also important to know the features of different developmental periods, with specific milestones and needs.

Infants (first year of age)

Milestones. In the first year, children learn to focus their vision, reach out, explore and learn about the things around them. They listen to, understand and begin to pronounce the names of people and things. During this stage, children also develop bonds of love and trust with their parents and others as part of social and emotional development.

Parent tips. Children find their parents' voices calming: talking, reading and singing help children feeling safe and stimulate language learning. Taking time for cuddling and holding a baby will help him/her feel cared for. Taking care of oneself physically, mentally, and emotionally is basic to gain energy to be a good parent.

Toddlers (1-2 years of age)

Milestones. During the second year, toddlers increase their exploration of people and objects, therefore they move around more, and gain awareness of themselves and their surroundings. They begin to show greater independence and defiant behavior; recognize themselves in pictures or a mirror and imitate the behavior of others, especially adults and older children. Their language is increasing: from the pronunciation of single words to the first very simple phrases. The pretend play emerges in their interactions with caregivers.

Parent tips. Encourage the child's growing independence by letting her/him help with dressing himself and feeding himself. It is preferable to respond to wanted behaviors more than punish unwanted behaviors, remembering to tell or show the child what she/he should do instead. Encourage the toddler's curiosity and ability to recognize common objects in daily activities.

Toddlers (2-3 years of age)

Milestones. This stage is often called the "terrible twos": difficulties "listenings" and angry outbursts are quite normal in this period. However, this can be an exciting time for parents and toddlers. Toddlers grow in their abilities to follow two- or three-step directions, sort objects by shape and color, imitate adults and playmates, and express a wide range of emotions, including self-conscious emotions like pride and shame. This is a turning point in children's awareness of having a self.

Parent tips. It is important to give the child attention and praise when he/she follows instructions and shows positive behavior, and limits attention for defiant behavior like tantrums. Parents who label a toddler's emotions ("You are really upset about that") can coach her/him to manage disappointment without lashing out.

Preschoolers (3-5 years of age)

Milestones. In early childhood the world opens up and children begin to focus more on adults and children outside of the family. During this stage, children should be able to ride a tricycle, use safety scissors, help to dress and undress themselves, recall part of a story. They are also able to understand that other people can have different perspectives from their own. Children transfer pretending with caregivers to pretending with peers: collaborative pretend play emerges.

Parent tips. It is crucial to be clear and consistent when disciplining a child, explaining and showing the expected behavior. Giving a limited number of simple choices (for example, deciding what to wear, when to play, and what to eat for snack) is a useful strategy, too.

Encouraging socialization with other children helps the child to learn the value of sharing and friendship.

Middle childhood (6-8 years of age)

Milestones. By this time, children's independence from family becomes more important. School brings children into regular contact with the larger world. Friendships and being accepted by peers become more and more important. Mental skills develop quickly: children become adept at rehearsal, selective attention and inhibiting their immediate responses .

Parent tips. Parents' affection and recognition of children's accomplishments, as well as helping them to set their own achievable goals, are crucial for their developing self- esteem and self-efficacy. It is preferable to use discipline to guide and protect the child, rather than punishment to make him/her feel bad about himself/herself. Clear rules should be shared and followed.

Middle childhood (9-11 years of age)

Milestones. Having friends, especially of the same sex, is really important at this age, but peer pressure can become strong. Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. Also, physical changes of puberty might be showing by now, especially for girls: image and eating problems sometimes start around this age.

Parent tips. Spending time with children, talking with them and being interested in their scholastic and extra-scholastic life increase their self-confidence. In this period it is important to help the child develop his/her own sense of right and wrong and responsibility: it is not too early to talk with him/her about risky things friends might pressure him/her to do, like smoking or dangerous physical dares.

Young teens (12-14 years of age)

Milestones. Hormones change as puberty begins. Most boys grow facial and pubic hair and their voices deepen. Most girls grow pubic hair and breasts, and start their period. They might be worried about these changes and how they are looked at by others, therefore they may experience more moodiness, sometimes might seem rude or short-tempered and generally express less affection toward parents. At this age, being able of complex thought, teens make more of their own choices about friends, sports, studying, and school.

Parent tips. A good balance between independence and guidance is basic: for example help your teen make healthy choices while encouraging him to make his own decisions. It is

important that young teens know parents are listening to them and respect their opinions and feelings. When there is a conflict, it is important to be clear about goals and expectations as well as allowing the teen input on how to reach those goals.

Teenagers (15-17 years of age)

Milestones. Most girls will be physically mature by now, and most will have completed puberty. Boys might still be maturing physically during this time. Concerns about body shape and size and eating disorders can be common, especially among girls. They have a deeper capacity for caring and sharing and for more interest in romantic relationships and sexuality. They generally go through less conflict with parents. Relationships with friends are still important, yet teenagers have other interests as they develop a more clear sense of self.

Parent tips. This is an important period for parents to create opportunities for teenagers to use their own judgment, and be available for advice and support. It is very important to talk with a teen about his/her concerns, pay attention to any changes in his/her behavior and seek professional help if necessary. Talking with teens about planning ahead for difficult or uncomfortable situations (like what to do if they are in a group and someone is using drugs or under pressure to have sex) is very helpful to prevent risk behaviours.

3.2 Parenting styles and discipline

Helping parents and caregivers to understand the importance of positive, non-violent discipline in child development and of close, effective parent-child communication reduces harsh parenting practices, creates positive parent-child interactions and helps increase bonding between parents or other caregivers and children – all factors that help prevent violence against children (WHO, UNICEF, End Violence Against Children, 2016).

3.2.1 What is acceptable

The UN Convention on the Rights of the Child (1989) provides for the steps parents have to take in the best interests of the child: ensure living conditions that enable a full and harmonious development of the child, including mental and social development (Art. 27), and provide appropriate direction and guidance in the child's exercise of the rights of the child (Art. 5). Appropriate parental guidance must respect the evolving capacities of the child (Art. 5) and the child's views (Art. 12), and be free from violence and humiliating punishment (Art. 19).

3.2.2 Corporal punishment and non violent discipline

Corporal punishment is the most common form of violence against children worldwide. According to the Committee on the Rights of the Child (2006), it includes

"any punishment in which physical force is used and intended to cause some degree of pain or discomfort". In the view of the Committee on the Rights of the Child, corporal punishment is invariably degrading, including non-physical forms of punishment which humiliates, denigrates, threatens or scares the child.

Positive discipline is based on children's rights to a healthy development, protection from violence, and the value of their participation in their own learning and development. It focuses on forming positive attachments and promoting parent-child cooperation and reciprocity (CTI, 2021).

Four principles of positive discipline (Durrant, 2016):

1. *Identifying long-term educational goals:* In order to effectively provide positive discipline, parents and caregivers need to identify the specific goals they would like the child to achieve in the long-term (e.g. the management of stress, improvement of communication skills and consideration of other people's feelings).
2. *Providing warmth and structure:* Research shows that children learn best when they feel respected, understood, trusted, safe and loved. They also need clear information to help them gradually understand, learn and succeed.
3. *Understanding how children think and feel:* Learning to see and understand the world through the lens of a child helps adults provide warmth and structure in ways that are appropriate to the child's developmental level.

Problem-solving: Parents and caregivers need to take a step back, regulate their own emotions and see the situation through a child's eyes. Problem solving helps children learn important skills. As children get older, they can participate in the problem-solving process.

3.3 Positive parenting

"Positive parenting refers to parental behaviour based on the best interests of the child that is nurturing, empowering, non-violent and provides recognition and guidance which involves setting of boundaries to enable the full development of the child" (Council of Europe, 2006).

Positive parenting is a form of parenting which supposes respect for children's rights and is based on the best interests of the child (UNICEF, 2018). It provides nurturing, empowerment, recognition and guidance, and involves setting boundaries to enable the full development of the child. Positive parenting supposes respect for children's rights and a

non-violent environment where parents do not use corporal or psychologically demeaning punishment to resolve conflict or teach discipline and respect.

According to UNICEF (2018), positive parenting is based on five principles, mutually entwined, which build a good basis and strong child-parent relationship:

1. *Attachment:* Emotional attachment is the primary need that develops with the child's birth. The connection formed between the child and the first adult determines how children build their future relations with the environment. Moreover, this connection has a significant impact on how children develop their ability for personal feelings and on the development of their ability to deal with difficulties. As the child grows, both the behavior of parents towards their children and their mutual relationship influence the children's emotional attachment to their parents. When secure attachment is built, children feel safe and seek comfort in their parents.
2. *Respect:* Children learn best by the personal example set by their parents. Showing affection, attention, care, talking to the child in a respectful way are all signs of the parent`s respect for the child. This will make the child react in a positive way, respect his parents and other people and, respect him/herself and build self-confidence.
3. *Proactive parenting:* It means, when possible, to anticipate, intercept and prevent problems from the start, before they become a source of conflict or crisis. Parents should address problems before they escalate and get out of control. Proactive parents give priority to learning parenting and building positive relations with their children. That is achieved by greater involvement of parents into their children's lives through time spent together and giving children an opportunity to express their emotions.
4. *Empathic leadership:* A positive parent`s approach is filled with warmth, ensures cooperation and achievement of long-term goals. Empathic parents understand their children's needs and treat their children in a way that makes them feel heard and understood, thanks to emotional stability, physical and verbal affection and empathy.
5. *Positive discipline:* Positive parenting means more than disciplining, so positive discipline is one of the principles of positive parenting. Discipline is often confused with punishment and prohibition. However, punishment and discipline are two completely different concepts and imply different parents` behavior.

UNICEF (2020) suggests using the 5Rs Model of Positive and Effective Parenting, which contributes to promoting nurturing care and preventing violence against children, through five specific capacity strengthening actions.

These actions refer to:

1. *Regulating* one's own emotions,
2. *Recognizing* how children learn and the emotions they experience at different stages of development,
3. *Remembering* positive and effective discipline practices,
4. *Responding* appropriately to children's behaviours and needs, and
5. *Reinforcing* positive behaviours and self-care.

3.3.1 How to create a shared space for communication

It is important to create a shared space of communication with the child, improving active listening skills and understanding different channels of communication. In this way parents will be able to establish a relationship of trust with the child.

Everything the parent does with the child is a form of communication. The way in which the parent communicates with the child can send different messages. Communication does not only include spoken words, but also the parent`s tone of voice, facial expressions and body language. The way in which the parent communicates with the child could also become a model which teaches the child how to communicate with other people, how to solve problems, respect him/herself and the others.

The parent-child interaction is a combination of verbal and nonverbal communication. Children communicate in many different ways. They express themselves not only through words, but also through their behaviors.

- *Nonverbal communication:* It refers to the intentional or unintentional communication through body language. Parents communicate with their children in different ways, conscious or unconscious, through non-verbal communication. Such as with eye contact, facial expressions, gestures, silence, touch and physical contact. It is also important to recognize the children's personal space, that is the space immediately surrounding the child and that is considered a safe zone where they feel comfortable. This space is different for everyone, and it should be respected and not invaded without permission.
- *Verbal communication:* It refers to any exchange that uses words to communicate information and comprises different elements, such as the rhythm and tone of the voice. It is important to share the same language and, even within the same language, to pay attention to slang or dialect that

ascribes different meanings to words and that can be confusing for children. Not sharing a vocabulary can make it difficult for children to understand parents through verbal communication. Thus, it is essential to pay even more attention to non-verbal language with children, especially in the first years of life when they have not yet acquired verbal language.

According to UNICEF (2018) parent-child communication can be improved through:

- *Active listening:* Parents should let their children express themselves freely and leave them to say what they think and how they feel.
- *Reflective listening:* Parents could act like a "mirror" for their children, i.e. by repeating what they have just heard or be silent and don't say a word.
- *Parents` speech should be clear and understandable for the child:* It is very important that the parent uses a language that is understandable for the child and appropriate to his/her age. The language must be clear and specific, without derogatory words, and the conversation must make the child feel respected and loved.
- *Parents should not use conditioning, threats and accusations*
- *Commenting the child's behavior, rather than his/her personality:* Comments should be adapted to the child's age and the reason for it.

Parents need to extend their vocabulary to describe feelings: This will help children to develop emotional intelligence. If the child expresses his feelings nonverbally,, the parent may help him/her verbalize his/her feelings. That way the child may recognize the same feeling in a different situation.

Index	Contents	Proposed Methodologies
3.1 Children development	Developmental needs of children, needs and skills of parents	Frontal lesson
3.2 Parenting styles and discipline	Parenting styles	Assignment and plenary discussion

	What is acceptable	Individual exercise and plenary discussion
	Attitudes about discipline strategies	Individual exercise and plenary discussion
	Problem solving about child behaviours	Work in sub-groups and plenary discussion
	Corporal punishment and non violent discipline	Buzz groups and plenary discussion
3.3 Positive parenting	Positive behaviors	Individual exercise, work in sub-groups and plenary discussion
	Endorsing positive behaviors	Buzz groups and plenary discussion
	Parent-child communication	Individual exercise and plenary discussion
	Conflict management	Plenary discussion

Assessment

At the end of M3, participants will be surveyed in terms of:

- ✓ Satisfaction about the module (1K)
- ✓ Knowledge about contents of M3 (2K)

Assignment for the Next Module

Observe your behaviors and the situations experienced at home and describe them in your diary.

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MODULE 4

Conclusion and assessment

The aim of Module 4 is to give participants time and space to reflect on both the contents and useful strategies they have learned during the training course, and understand how to use them in their daily life with children.

Each partner country will provide specific culture-sensitive content.

Training Goals:

- ✓ Improving critical thinking and self reflective competences in facing children behaviours and internal states
- ✓ Improving awareness in self monitoring parent behaviours and internal states
- ✓ Overall course assessment

Expected Outcomes:

- ✓ Parents should be able to reflect on coping with children's behaviours and internal states
- ✓ Parents should have improved their awareness in self monitoring their behaviours and recognising internal states
- ✓ Parents should be able to reflect on the contents and strategies learned during the training course and on how to integrate them into their daily family life
- ✓ Parents should be able to self-evaluate their participation in the course
- ✓ Parents should be able to evaluate the training course: contents, methodologies, trainers, positive and negative aspects encountered

Index:

Main Contents and Methodologies

4.1 How to translate the course into actions

This last Module is dedicated to the reflection on the contents and strategies learned during the training course and on how to integrate them into the parents' daily family life.

4.2 Specific issues (optional topics)

If needed or requested by parents, optional topics could be further developed by trainers.

3.4.1 Relation with the school

Schools have been identified as one of the crucial contexts for conducting violence prevention efforts. They offer an important space where children, teachers and educators can learn and adopt pro-social behaviours that can contribute to preventing violence (WHO, 2016). Teachers and educators are in a position to contribute to the early identification of maltreatement and family violence in general, although it is a complex task (Walsh, et al., 2008). At the same time,

teachers and educators have a professional relationship with families that allows them to support parents and promote a positive parental attitude. Indeed, several studies have underlined the role of schools (Baginsky, 2003; 2007) and demonstrated that, if child protection is to be effective, it is crucial for teachers and educators «to be clear and confident about their own pastoral role with regard to sensitive issues of child protection, especially when collaborating in multidisciplinary child protection work» (McKee, & Dillenburger, 2009, p. 3). Teachers can play a key role, helping to build a "violence-free world" (UNESCO, WHO, UNICEF, End Violence Against Children, 2020), both by promoting positive relationships and by identifying signs of violence early. In fact, while international strategies provide a necessary framework for the promotion and protection of children's rights, it is the people who can make a difference in the prevention and detection of violence against children (Biffi, 2018).

3.4.2 Parents and the relationship with the body of newborns

In the relationship with the newborns and their bodies there is an issue of ambiguity, with respect to what is legitimate to act on them. This relationship should not be underestimated by parents and if the course participants have babies it would be very useful to dedicate a part of the module to this topic.

3.4.3 Parents' role in sexuality education

Sexuality education for children and adolescents plays a crucial part in their sexual and reproductive health and general well-being. Research indicates that parents play an important role in the sexual health education of their children. Although parents may find this role challenging, parents can be effective sexual health educators when provided with support and accurate information. However, many parents underestimate their role in teaching their children about sex. As a result, many adolescents report little or no communication about sex with their parents.

3.4.4 Children and digital media

Children's lives are increasingly mediated by digital technologies. Online technologies present many possibilities for children and young people to communicate, learn new skills, be creative and contribute to establishing a better society. But they can also bring new risks such as exposing them to issues of privacy, illegal content, harassment, cyberbullying, misuse of personal data, grooming and even child sexual abuse (UNICEF, 2021).

Some parents are mistakenly convinced that their child is safer using the computer at home or at school than elsewhere. This is a dangerous misconception because the

internet can take children and young people virtually anywhere in the world and, in the process, they can be exposed to potentially dangerous risks, just as they could in the physical world. Protecting children is a common responsibility and parents, together with educators, should ensure that children and young people are utilizing Internet sites safely and responsibly (International Telecommunication Union, 2020).

3.4.5 Children and special needs

Particular attention could be paid to parenting and children with special needs, as this could be a challenging situation for some parents in the training course.

4.3 Self-assessment

Parents will self-evaluate their participation in the course (see ANNEX 5).
A questionnaire investigating parental behaviors and practices will be given:

- *Parental Self-agency Measure* (PSAM; Dumka et. al., 1996)
- *Parent Behavior Inventory* (PBI; Lovejoy et al. 1999): measures of supportive/engaged and hostile/coercive parenting

4.4 Evaluation of the course

Parents will evaluate the training course: contents, methodologies, trainers, positive and negative aspects encountered (see ANNEX 5).

Index	Contents	Proposed Methodologies
4.1 How to translate the course into actions	Daily situations and parental behaviours	Assignment and plenary discussion
4.2 Specific issues (optional topics)	Relation with the school	Work in sub-groups and plenary discussion

	Parents and the relationship with the body of newborns	Individual exercise and plenary discussion
	Parents' role in sexuality education	Individual exercise and plenary discussion
	Children and digital media	Buzz groups and plenary discussion
	Children and special needs	Buzz groups and plenary discussion
4.3 Self-assessment	Self-assessment	Individual exercise and plenary discussion
4.4 Evaluation of the course	Evaluation of the course	Course evaluation questionnaire

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USEFUL RESOURCES

- ✓ UNICEF Parenting
- ✓ Educar en positivo Positive Parenting
- ✓ CDC Parenting Videos
- ✓ ACT Child Development Fact Sheets
- ✓ ACT Challenging Behaviors Fact Sheets
- ✓ Triple P Positive Parenting in uncertain times
- ✓ Parenting in the time of COVID-19
- ✓ 3 steps to positive parenting under pressure
- ✓ Home-based psychosocial wellbeing activities for children, teens and parents
- ✓ Self-help
- ✓ Advice for parents
- ✓ Magination Press Help children and teens cope with stress and anxiety
- ✓ ITU Guidelines for parents and educators on Child Online Protection

ANNEXES

- ✓ **ANNEX 1: ACTIVITIES FOR MODULE 1**
- ✓ **ANNEX 2: ACTIVITIES FOR MODULE 2**
- ✓ **ANNEX 3: ACTIVITIES FOR MODULE 3**
- ✓ **ANNEX 4: NATIONAL LAWS ON CHILD PROTECTION**
- ✓ **ANNEX 5: ASSESSMENT PLAN AND TOOLS**

ANNEXES

ANNEX 1

Training Activities for Module 1:

Information on children's rights and protection

Suggested by
Università degli Studi di Milano-Bicocca (Italy)

"Something that shape my past"

- ✓ **Objective:** Introduce participants to each others
- ✓ **Duration:** 15 Minutes
- ✓ **Materials:** Flipchart, paper and markers

Procedure

1. Distribute a sheet of paper and a marker to all participants.
2. Ask everyone to divide the sheet of paper into three columns. In the first section (on the right side) ask them to write something about an important episode that has shaped the experience as parents. At the center, ask to participants what they would like to find from this day of course. In the third section (left side), participants should describe reasons for which it is important to participate in this session
3. Using a table round ask each participant to say what was written on the paper. In addition, to introduce themselves, after saying their name, each participant says an adjective whose initial letter is the same as the name of the person. The adjective should be the best adjective that describes him/her as a person
4. In large group discussion session ask participants to discuss what they wrote with each other.
5. Facilitators can use the flipchart to summarize experiences from the past and reasons for participating at the session. In addition, information about participants' expectation can be used by the facilitators to model the conduction of the session.

Suggested by
M&M Profuture Training S.L. (Spain)

"We all have been abused"

- ✓ **Objective:** Understanding / being able to reason about Children's Rights being based on actual life experiences. Children's rights are not an abstraction, but a real need-based regulatory frame.
- ✓ **Duration:** 60 minutes
- ✓ **Materials:** Post-it, Children's Rights' Charter, color markers, a famous person's life experience of childhood abuse/VAC printed or on a video support. If the activity needs to be online, materials will be adapted to this context)

  For instance:
  - Drew Barrymore talks about childhood neglect:
    https://youtu.be/khhZXDR4FTk
    https://youtu.be/6ZF7Rgj6lvw
  - Taylor Perry about childhood abuse:
    https://youtu.be/iD30zjxV-ew
    https://youtu.be/AKKeeistggY

Procedure

This exercise can be used with every type of team / group of trainees. Attention to group's linguistic skills need to be considered. Having an English video or printed life experience in English as the activity's support may not be appropriate to your participants' needs. Translating the famous person's life experience of child abuse into your participants language is a good option; otherwise finding an example of a famous person who has suffered from child abuse-VAC in your country / culture is an even better option for the sake of developing empathy.

Preparation

Make sure you have the necessary materials ready for as many groups as you will have.

Activity description

1. Organize the group into three subgroups according to big group size. For example, if you have 12 participants 3 groups of 4 persons will do. Each sub group will watch its own video or collectively read its own document describing a famous person's childhood abuse/VAC/neglect. The group needs to write a list of items in response to the following question:
    a. *"WHAT BASIC NEEDS OF THE CHILD WERE NOT CARED FOR / GRANTED / NEGLECTED BY ADULTS IN THIS PERSON'S CASE?"*
2. The group members list down as many needs as they think relevant. The team needs to agree on the list. If there is any disagreement, they need to be noted down by the person acting as group "secretary". If the group can meet in person, the list will be made using color post-it. If not, the group's secretary will list the items down on a screen-shared WORD document.
3. Afterwards, the group will be given a Children's Rights Charter in the group's language. They will connect each need to one specific right that has been violated in the case of that person's experience. The Rights could be listed down on a WORD document if the training is online and the needs not cared for will be written next to each right and highlighted in yellow. Each group's participants share their thoughts about the case. If those rights had been respected what would have happened? How would that person's life have changed?
4. In the big group, each group secretary will share about his/her group members' thoughts and findings.
5. A final round will take place in which all participants are invited to share about any real-life case they have known about in their social circles. The aim is to reflect about social awareness on human rights. This round opens up the possibility for participants to talk about cases close to them even about their own life experiences. The trainer needs to insist about setting up a confidentiality agreement between all.

Suggested by
Mykolo Romerio Universitetas (Lithuania)

"Child protection"

- ✓ **Objective:** To understand the forms, manifestations and protection options of violence against children
- ✓ **Duration:** 45-60 minutes
- ✓ **Materials:** Flipchart, paper and markers, printed version of UNCRC's 19 art.

Procedure

1. The activity starts by asking the participants "What should the child be protected from? What are the forms of violence?" from their perspective.
2. The facilitator writes the answers on the flipchart (10 minutes).
3. The facilitator shares the UNCRC's 19 art.
4. After sharing the UNCRC's 19 art., the participants are divided into 4 groups. Each group is assigned to the forms of violence against children (Physical violence and Corporal punishment; Mental violence; Sexual abuse and exploitation; Neglect or negligent treatment) to discuss the following topics: 1) where (in the home and family, in schools and educational settings, in care and justice institutions, in places of work, in the community, online) and how the particular form of violence manifests; 2) how the form of violence manifests in specific groups of children, such as developmental stages, girls/boys, children with disabilities, children separated from their families or on the move – as migrants, refugees or asylum seekers, imprisoned children; 3) what are the consequences of the form of violence for the child; 4) how specifically a particular form of violence manifests in your culture; 5) what measures (legal, administrative, social, educational and others) are necessary to protect children from particular form of violence.

5. Ask each group to present what they discussed.
6. In the different moment of the session, the facilitator should use ANNEX2 (Convention on the Rights of the Child), ANNEX19 (Protection from Violence) and ANNEX34 (Protection from Sexual Abuse).

References

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- Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (2003). https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx
- General comment No. 13 (2011): The right of the child to freedom from all forms of violence. https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f13&Lang=en
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- A Framework for the Protection of Children (2012). https://www.refworld.org/docid/4fe875682.html

Suggested by
Kutahya Dumlupinar University (Turkey)

"Violence against children"

✓ **Objectives:**

- Give the definition of child abuse
- Understand the types of child abuse
- Give examples of types of child abuse
- Realize that emotional abuse is a type of abuse
- Discuss examples of parental behavior in terms of abusive behavior

✓ **Duration:** 90 minutes

Procedure

Activity 1. Finding Types of Child Abuse! (30 minutes)

Participants are divided into four groups. Each group is given a chart called "types of child abuse". On the left side of this table, the titles of the types of child abuse and on the right side, the definitions of the types of child abuse are written in a "mixed" way. The groups are asked to match the types of child abuse with their definitions. Then, groups of volunteers are asked to share the matches. At the end of the activity, each group is asked to define the concept of child abuse based on the characteristics of the types of child abuse and to share this definition.

Types of child abuse	Definitions
Physical Abuse	It is defined as forcing a child to engage in sexual activities such as genital or oral contact, exhibitionism, and child pornography. (Barth et al, 2013).
Emotional and Psychological Abuse	The fact that the persons responsible for caring for and / or educating the child do not properly fulfill their duties in meeting the basic needs of the child such as care, nutrition, shelter, love, trust and education. (Polat, 2007)
Sexual abuse	It is the physical harm and injury of the child without an accident. It is defined as the bodily harm of a child by a parent or other adult for reasons other than accidents. (WHO, 2015)
Neglect	All kinds of behaviors that make the child feel unloved and worthless, an undesirable individual. (Slep at al, 2011).

Each group is given a new chart called “Child abuse examples”. On the left of this chart, types of child abuse are written, while on the right, mixed examples of child abuse are written. Groups are asked to match examples of child abuse with types of abuse. Then, volunteer groups are asked to share their matches.

Types of child abuse
Physical Abuse
Emotional and Psychological Abuse
Sexual abuse
Neglect
Examples of Child Abuse
Getting angry - yelling - raising their voice,
Threating
Pulling child’s ear
Getting offended

Not letting them going out
Not letting the child play games on the phone in order to relax
Not giving food for a while
Don't let child to play outside from morning till night
Warning like "It doesn't suit you"
Insulting
Slapping

Activity 2. Case Study (20 minutes)

Participants are given the following case study and asked to read it individually.

Case Study:

Mrs. Ayşe X works as a sales representative in a store and Mr. Ahmet X. works as a worker in a factory. Mrs. Ayşe X. and Mr. Ahmet X. have a 14-year-old son who is studying at high school, a 10-year-old daughter who is studying at primary school, and a 3-year-old son who has not yet attended school. When she comes home on Wednesday evening, Mrs. Ayşe X. feels tired and sluggish due to the intensity of the day. For this reason, she over-estimates her daily responsibilities such as setting the table, preparing the next day's meals, checking her children's homework going to school, and playing games with her little girl. After completing her work in the kitchen Mrs. Ayşe X entered her eldest son's room to ask if he had done his homework or not, she saw that her son was playing games on the internet. Mrs. Ayşe X also understood that her son did not obey the rule about the internet and had not done his homework yet. Faced with similar situations constantly, Ayşe started to shout at her son in a humiliating way like "You are not a man, you are not doing anything" and threatened her with sentences such as "You are restricted going out for a week, if you do not follow the rules, I will give you to the child welfare institution". When she went to her 10-year-old daughter's room to check her homework, she found that her daughter's room was very messy. Very disturbed by this situation, Mrs. Ayşe X. shouted loudly at her daughter for not cleaning her room and slammed the door of the room saying "I will not talk to you as long as your room is messy like this". When Ayşe went to the living room with her anger towards her children, she saw that her husband Ahmet was watching TV and their young son trying to put a metal toy in his hand in the socket. In a great panic, she first shouted at his little boy, "Stop, you will get a shock", and hit his hands, pushed the boy against the wall and said, "Stop here, you are punished"; Then she then began to tell her husband that he did not take care of anything.

The case study is discussed with the following questions.

- What are the abusive / bad behaviors in the case study?
- What do you think about Mrs. Ayşe's behavior towards her children?
- How would you behave if you were Mrs. Ayşe X?
- Can you give examples of abusive / bad behaviors that you have seen in your own life or from your environment?

Activity 3. "No violence against children! " Station technique (40 minutes)

Station technique (Gözütok, 2006) is applied through a campaign called "No violence against children". In this context, first of all, three groups are formed from the participants and the groups are asked to move to the tables on which "story station", "slogan station" and "poster station" are written. Large colored cardboards, coloring pencils, scissors, etc. materials are left on the tables. Each group is asked to work separately at three stations, depending on the time given by the leader and the instructions, and to produce stories, slogans and posters about the "No violence against children" campaign. At the end of the event, the written products are read out loud to the large group by the group leaders.

References

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- World Health Organization. (WHO). (2002). Child abuse and neglect by parents and other caregivers, World report on violence and health. http://www.who.int/violence_injury_prevention/violence/world_report/en/introduction.pdf?ua=1 adresinden alınmıştır.

Suggested by
Hellenic Mediterranean University (Greece)

"Reaching out for help"

- ✓ **Objective:** We all need a bit of help sometimes. But it can be difficult to know how - or who - to ask. Here are some tips to help, as well as information on what support is available.
- ✓ **Duration:** 45 minutes
- ✓ **Materials:** Pencil, paper, catalog of local services and support-lines, appendix 1

Procedure

Sometimes things can seem overwhelming, and you can feel you can't cope. You may simply just be having a bad day, or you may have an ongoing problem that needs support. The important thing is not to try to cope on your own.

1. The first step is to organize in a paper all people on your network that could give support and are willing to hear you. You must know that you're not alone in this and people around you want to help you. "So please take the paper and draw significant others that are available to hear and support you".
2. After drawing we will discuss and please write at the table below at what level each one of them will give your support. The second step is to understand "What's stopping you asking for help?"

What is the main obstacle to contact each one of those groups.
Your family , siblings, grandparents, aunts, uncles or cousins
Trusted friends – your own friends, or friends of the family, neighbors
People you work with
Professionals – your GP, a doctor or nurse, a social worker
A community support group, or online community

Notes: "You might not like asking for help. You may feel that you don't want to burden other people. You may worry about what they might think about you, or that they could tell other people. You may even be afraid that they'll laugh at you. But the truth is, people who care about you will want to help you. You just have to ask".

3. Step 3: How to ask for help. "Even if you're feeling completely alone right now and that you have nowhere to turn or that nobody cares, you are not alone. There are social services and helplines and online services (listed at the bottom of this page) where you can get support from trained professionals who really do care and want to help you through it" *This step must be adjusted in each country and specifically in each town with a catalog of proposed groups, helpline, etc*.
4. "Let's follow the Appendix 1 steps to organize your next steps".

Appendix 1: ***How to ask for help. Step guide***

- **Decide who is the best person to talk to**. *Who would you feel most comfortable talking to? Many of us prefer talking to family or friends, but you may prefer to talk to professionals, support groups, helplines or online discussion forums.*
- ***Pick your time and place***. Choose a good time and somewhere you feel comfortable, so you can talk uninterrupted in a relaxed environment.

- ***What outcome do you want?*** Do you simply want to be listened to? Would you like more practical or emotional support? It's okay if you don't know, but it can help to think about what you would like to achieve.
- ***Make notes***. Write down the things you want to say so you remember to include them in your conversation. Or you could let the other person read your notes if talking is difficult.
- ***Explain how you feel and what support you would like***. The other person will then have a better idea about how to try and help you.
- It may be difficult to talk about your feelings. But, as the saying goes, "**a problem shared is a problem halved**," and you'll probably feel better simply for having talked to someone.

References

↘ Young Minds, Available at: Find help - for parents (youngminds.org.uk)

ANNEX 2

Training Activities for Module 2:

Self-reflection

Parental Perception and Children Protection

Suggested by
Università degli Studi di Milano-Bicocca (Italy)

"Is this acceptable for you?"

- ✓ **Objective:** Reflecting on space of acceptability of children condition
- ✓ **Duration:** 45 minutes
- ✓ **Materials:** Paper, pencil. For facilitators: Checklist of acceptable situation (Appendix 1)

Procedure

1. Introduce the participants with a description of the activity.
2. Divide the group into buzz groups (two-three participants) and distribute copies of the checklist (Appendix 1) to all buzz groups.
3. Explain that they must read each statement and score it from 1 (totally unacceptable) to 5 (totally acceptable) depending on how participants think that the situation is acceptable
4. The work must be first complete individually, then each buzz group must:
    a. Discuss their choices
    b. Identify statements where there was less agreement in defining the bottom line of acceptance
5. In the plenary session, the facilitator promotes the discussion by focusing on identifying how "lines of acceptance" are shaped by different factors (age of the child, contextual aspects, personal perceptions).
6. Discuss with participants elements that can help in expanding or contracting the "space of acceptance".

Appendix 1

Each partners should develop their set of roles according to need analysis and by adopting a cultural sensitive approach.

	Scenario	Ranking 1 to 5
1	A parent sharing on social media pictures of her 8 y.o daughter in swim case	
2	Parents allow their 16 y.o children to smoke cigarettes	
3	A 14 y.o. girl get up every morning at 6 am to help in household chores before going to school	
4	On Sunday, a 15 y.o. boys helps their parents in selling goods at the local market.	
5	Parents give condoms to their 14 y.o. boys.	
6	Parents refuse to vaccine their children due to religious reasons	
7	9 y.o. girl is left alone in the house for the full day while parents are at work	
8	Parents allowed their 15 and 13 y.o. boys to drink alcohol during family meetings	
9	A 10 y.o. child playing a 13 P.G. videogame.	

Suggested by
Mykolo Romerio Universitetas (Lithuania)

"Boiling point and escalation"

- ✓ **Objective:** To recognise stress, to choose appropriate stress coping strategies and apply them
- ✓ **Duration:** 90 minutes
- ✓ **Materials:** Paper, pen, list of stress symptoms (Appendix 1), table of stress analysis (Appendix 2)

Procedure

1. Introduction (introduction of participants, presentation of the activity's plan) and a question for excitation - Are emotions important during parenting? When? Why?
2. Theoretical input on emotions, feelings, frustration, normative and non-normative stressors and crisis dynamics (for ex., Stress is a non-specific physiological response to the body's need to adapt. Thus, a person is stressed every time he is faced with a certain subjectively threatening stimulus (stressor) to which he needs to adapt (adapt or eliminate). Stressors in the human environment are very diverse, such as an unexpected person on a dark street, an exam, a selective job interview, a conflict with a loved one, thoughts about a pending job search, and so on).

Task 1. Aim is to help a person self-assess the effects of stress

- ✓ *Time:* About 15 minutes.
- ✓ *Task type:* Individual
- ✓ *Instruction:* Read and note your symptoms for the last two months
- ✓ *Tools:* Pen, paper, list of symptoms (Appendix 1)

Questions for discussion:

1) How did you feel after filling in the list of symptoms?
2) What conclusions could you draw for yourself?

- *Theoretical input on parental reactions during a psychological crisis.* Human reactions in the case of a psychological crisis are predictable, they are characterized by certain regularities, stages: the end, research, new start. Typical behaviour - on such situations we usually behave: passively i.e. we give up, give up, fulfil unacceptable demands, etc; or aggressively i.e. at all costs we try to achieve our goals, prove our truth, ignore, blame others, "attack". Survival reactions - fighting and running are associated with unpleasant emotions of anger and fear. Physiological changes take place in the body, which prepare us for certain behaviours (to fight, to run; after the fight - to switch to energy-saving mode). We act automatically and quickly. These reactions are helpful because they help you survive (seeing a robber - running, pressing the brake - when an obstacle suddenly appears in front of us), but very primitive. Fight or run are primitive survival reactions, but we can learn how to react, to learn how to manage stress and choose coping techniques (suggested additional activity - to present the chart of typical behaviours and discuss arising emotions; annex is not prepared, but could be added)
- *Stress management and coping techniques.* Analysis of stress situations and their solution. In stressful situations you can: agree; choose another time; avoid; shorten; modify; otherwise organize the work; change meaning, etc.

Task 2. Aim is to develop a person's ability to deal with stressful situations

- ✓ *Time:* about 45 min.
- ✓ *Task type:* Individual/group.
- ✓ *Instruction:* Each individually describes the recurring stressful situations and typical reactions during them. Discuss the situations in groups and find at least two solutions for each situation.
- ✓ *Tools:* pen, paper, stress analysis table (Appendix 2).

Question for discussion: Ask several participants to present the result of the analysis of stressful situations, discuss it together:

1) How did you manage to find ways to change the situation? What was the hardest part?
2) What methods seem most acceptable?
3) What experiences could you gain from peer presentations?

Possible coping strategies. Coping with stress can also be helped by not to get into a fight, adequate targets, positive internal speech, an advance plan that can be used in a stressful

situation, relaxation, setting priorities, sleep, external support, regular physical activity. It helps to eliminate the negative effects of stress and strengthen the body.

3. Closing the session. Participants reflection, questions, suggestions.

References

- https://www.parentingscience.com/parenting-stress.html
- https://www.empoweringparents.com/article/temper-temper-keeping-your-cool-when-kids-push-your-buttons/
- https://self-reg.ca/wp-content/uploads/2020/06/Discussion_Guide_Self-Reg.pdf
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- https://www.parent4success.com/2011/11/07/boiling-point-how-do-you-keep-your-cool-when-your-child-drives-you-nuts/
- https://www.consciousparentingrevolution.com/wp-content/uploads/2020/06/Conscious-Parenting-Revolution-eBook.pdf
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Appendix 1. ***List of stress symptoms***

Physical symptoms	Psychical symptoms
Excessive need for sleep	Feeling of constant tension
Insufficient sleep, insomnia	Feeling of loneliness, isolation
Constant physical fatigue	Pessimistic thinking, personalization of the situation
Stomach problems, pain	Sensitive reaction to criticism from others
Sexual problems, temporary impotence	Feeling incomprehensible
Alcohol or drug abuse	Avoiding asking for help, avoiding any problem
Persistent physical ailments (indigestion, constipation, nervous diarrhea)	Difficulties in making decisions
Back pain	Feeling excluded from work or society Frequent anger at spouse/partner
Increased or decreased appetite	Greater than usual often overwhelming anxiety
Pain behind the sternum or heart area	

Headache	Annoying thoughts about distant, unattainable goals Frequent feelings of sadness Failure to enjoy previously enjoyable activities Feeling "caught" Exaggerated self-exaltation

Appendix 2. ***Table of stress analysis***

Typical situation which causes stress	Typical reaction	Possible alternatives

Suggested by
Kutahya Dumlupinar University (Turkey)

"Triggers, stress and emotions"

✓ **Objectives:**

- Explain the feeling of anger
- Develop awareness of sources that can cause anger
- Develop awareness of the sense of anger experienced in parent-child communication
- Understand the relationship between anger and aggression
- Illustrate the ways of expressing anger
- Realize the anger expression styles used in communicating with their children
- Use expressions of dealing with anger

✓ **Duration:** 80 minutes

Procedure

Activity 1

✓ *Time:* 20 minutes.

Participants were asked, "what is anger, what is it like? After receiving responses from participants, the sense of anger is explained.

The following form is distributed to participants and asked to fill out it individually in written form. Volunteer participants are asked to share their responses with the larger group.

1. What behaviors of your child do you get angrier with?
2. Why do you get angrier with these behaviors of your child?
3. What does your face look like when you get angry with your child's behavior? How do you feel when you get angry?

4. What do you do when you get angry with your child's behavior? Do you always reflect your anger on your child? Why is that?
5. How would you feel after your anger has passed?
6. Do you feel regret and guilt after your anger has passed?
7. What would you do to control your anger?

Activity 2

- ✓ *Time:* 20 minutes

Participants are first asked the question "What are the factors that can cause you to be angry?" Then the form below is distributed and asked to fill in individually. Volunteer participants are asked to share their answers with the large group.

List of Events that Induce Anger	Always	Sometimes	Never
When my child doesn't take my word			
When my child isn't doing his/her homework			
When my child spends a long time on the Internet - in front of TV			
When my child does something dangerous things inside the home			
When my child doesn't come home on time			
When my child is constantly seeking attention			
When my child doesn't collect his/her room / toys			
When my child chooses the wrong friend			
When my kids fight between them			
When my child is disrespectful to me / stubborn with me			
When my child lies			
When my wife/husband doesn't help me			
When my wife/husband is violent to children			
When my wife/husband criticizes children negatively			

When I am tired			
When I am unhappy			
When I have a health problem			
When I have household responsibilities that I don't want to do			
When my financial means are not enough			
When grandparents interfere with my upbringing			

Activiy 3

- ✓ *Time:* 20 minutes

By the leader, the concepts of anger and aggression are discussed together and the relationship between them is explained. The question "How do you behave when you get angry?" is asked to participants. Following the responses, the following form is distributed to the participants. Participants are asked to read the form individually. Then, the ways of expressing anger are explained by the leader. Participants are asked to write their own examples of expressions based on the examples on the form and the explanations made. Volunteer participants are asked to share their statements with the large group. The examples given are discussed and feedback is provided.

Ways of Expression of Anger

Anger can be expressed in 3 ways:

Aggressive anger: Anger expressed in this way is directed to the other person to hurt them emotionally, physically or psychologically. Like yelling, silencing, cursing, hitting, kicking.

Passive Anger: When the person refrains from resisting the situation that has a share in his anger, s/he throws his/her anger in. It can then be expressed through anger, caution, holding a grudge. Like lying to revenge, making ugly rumors, not speaking to a person, damaging property.

Rightful Anger: This is often the best way to convey emotions in anger. Because the person expresses his/her anger in a non-threatening way. Like "I get angry when you ……."

Activity 4

- ✓ *Time:* 20 minutes

It is said by the leader that there are many ways to deal with anger. It is emphasized that one of these methods is "Coping with Anger Expressions" and these expressions are explained with examples. Providing the following list, participants are asked to try to use these expressions when they get angry with their children until the next session and to keep a diary of these trial studies.

Expressions of Coping With Anger

1. Keep calm! Relax.
2. As long as I am calm, I control myself.
3. Time to take a deep breath and calm down.
4. Think about what you want to get out of this.
5. Count to 10.
6. You don't have to prove yourself to anyone.
7. There is no point in going crazy.
8. Look positive.
9. I will not let it anger me.
10. It's a shame to act like that.
11. My muscles are tense, time to relax.
12. I am self-conscious, I can handle this issue.
13. I will not be pushed, but I will not be angry when I do.
14. Let us respect each other and ourselves.
15. S/He must be unhappy indeed if s/he's behaving so irritating.
16. We can solve this problem. Maybe s/he knows a solution.
17. I can't always expect people to behave the way I want
18. I'm under control, I can handle it.
19. Slow down, take a few deep breaths.
20. Try to understand, treat the other person with respect.

21. Go and have a glass of water

References

- Gürsel, A. (2019). Duygusal İstismarı Önleme Ve Müdahale Programı Geliştirme ve Etkisinin Test Edilmesi. Yayınlanmamış Yüksek Lisans Tezi. Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü (Emotional Abuse Prevention and Intervention Program Development and Testing Its Effect. Unpublished Master Thesis. Hacettepe University Institute of Educational Sciences)

Suggested by
M&M Profuture Training S.L. (Spain)

"That one time"

- ✓ **Objective:** Understanding one's own violent triggers and body violent language
- ✓ **Duration:** 90 minutes
- ✓ **Materials:** List of authentic emotional needs as used in NVC (Non-Violent Communication). See below:

CC Commons image: https://www.pinterest.es/pin/544302304953685245/

Procedure

This activity involves great emotional exposure by participants. Confidentiality needs to be reminded and enough time for sharing granted even if it exceeds the allotted time frame. If all participants cannot do the practice, make sure - if there is a felt need - to continue it in another time frame of the training. It may be important to some of your trainees to be able and do it.

Preparation

Sub Groups will have to be organized. These subgroups can be the result of random shuffling by online software if the practice is online. Keep in mind that many people will be new to this type of activity and it may not be obvious to them.

Activity description

1. The trainer will lead an ice-breaking activity such as a brief self-massage of face chest and arms, head and face. By means of gentle tapping and relaxing movements.
2. The trainer will then lead a self-observation session by locating body parts (as in a relaxation session) and observing any thoughts or sensations that arise at the passage through each one of them.
3. At the end of the parkour through the body (starting with the left foot to the right foot and ending with the top of the head and the entire body…) the trainer asks participants to choose a body part that appears as dominant to their awareness (for any reason) and remember it for later on. After gently massaging their face, participants will be asked to slowly open their eyes again and stretch as if waking up in the morning. Then the trainer will ask what body part comes to their awareness and if there was any thought or emotion associated to it. Participants can share if they want to.
4. Trios will be created. Each participant will take a couple of minutes to recollect an incident that has happened with her / his child in which he or she lost her temper and shouted or threatened, or had a physically violent behavior towards the child. Then they will share it without interruption during 4 minutes each. At the end of their explanation, each participant will close his/ her eyes and indicate which body part is prominent to his / her awareness after the narration of that experience.
5. The other two members of the trio will ask the participant who just spoke if she or he wants to know from them what they felt and saw in her body language during her / his narration of the incident. The same is done for each participant.
6. A brief skit will take place in which the participant acts as him/herself, another participant acts as his/her child, and the other one is an “outside” observer. The

child is asked to imitate the behavior that triggers the violent response. The parent will reproduce what she said or did when he / she was angry/vuio0lent. This can be repeated a few times until the participant whose turn it is feels that the scene is really close to the actual experience in its intensity.

7. Then the observer will ask the participant what body part is dominant to her/his awareness and provide feedback about body language that he/ she observed during the violent crisis.
8. A corrective scene is organized by which the participant keeps a hand on the body part that was prominent to her awareness and an alternative script is generated. The scene is replayed with the new script (no actual script needs to be written down as such).
9. Then it will be another participant's turn. The same method will be implemented.
10. All participants will meet in the big group and share about how they felt during the practice and how much the awareness of a specific body part helped to enact a different type of scene.
11. In the end, the trainer will introduce a small theoretical pill by describing the theory of authentic needs as in Non-violent communication by explaining the "Universal Basic Needs" diagram above, and ask each participant to reflect for himself / herself which emotional need on the list was dominant during the incident enacted.

Suggested by
Hellenic Mediterranean University (Greece)

"Empathize!"

- ✓ **Objective:** This exercise is an empathy exercise. More specifically, through the random assumption of roles, each parent will undertake a role. The goal is to understand limitations or benefits a person experiencing in real life because of the gender-roles through a process of meditation. Finally, they will acquire knowledge regarding basic terms and concepts in which stereotypes are rooted.
- ✓ **Duration:** 45 minutes
- ✓ **Materials:** 18 Cards (depending on the number of participants), a box and paper.

Procedure

1. The facilitator will put the role cards in a box and each participant will randomly choose from a card without revealing the specific role to anyone.
2. After all participants take a card they will be given five minutes to draw a character.
3. Then everyone will be in a row and the facilitator will read some suggestions-statements. Whoever considers that his role corresponds to the sentence-statement that was described takes a step forward and whoever does not remain in the same position.
4. When the reading statements is completed, the roles will be revealed and the people will talk about how they felt with this activity. Some questions that the facilitator may ask the group are:
    - How did you feel when you saw someone moving forward and you standing still?

- How did it feel to move on while someone else was behind?
- Can you think of a person or child from your environment who has elements of your role given or who is experiencing a similar situation?
- What if this person or child is excluded from an activity because of its gender, what would you say?

5. Closing, the facilitator should tell the group that the exercise is based on the concepts of sexism, heterosexuality and patriarchy and should analyze these concepts. To make the meeting even more interesting, the participants themselves could think of examples of these concepts through everyday life.

Term

Heteronormativity is what makes heterosexuality seem coherent, natural and privileged. It involves the assumption that everyone is 'naturally' heterosexual, and that heterosexuality is an ideal, superior to homosexuality or bisexuality (FRA, 2009).

Sexism is linked to beliefs around the fundamental nature of women and men and the roles they should play in society. Sexist assumptions about women and men, which manifest themselves as gender stereotypes, can rank one gender as superior to another. Such hierarchical thinking can be conscious and hostile, or it can be unconscious, manifesting itself as unconscious bias. Sexism can touch everyone, but women are particularly affected (Counsil of Europe, 2020).

A stereotype is a mistaken idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true. Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is.

Patriarchy is commonly described as "a system of social structures and practices, in which men govern, oppress and exploit women".

Roles
1. I am a 13-year-old girl living in ancient Athens. I feel that my family is treating me badly. Even my brother who is 3 years younger than me has more freedom and respect.
2. I am a 6-year-old girl. My family and I recently moved to a village and my classmates are only boys. 3 days ago I wanted to play football with them and they did not want me because I am a girl.

3. I'm a trans teenager living in a city of 100,000 and I haven't done the coming out.
4. I am a teacher and I work in a high school in the city where I live for the last 5 years. Through the art class I realized that one of my students has a talent for designing women's clothing. His parents want him to become a lawyer.
5. I am a working mother. From morning until night I run to meet my obligations. Recently my husband lost his job and while in theory we could share the housework he does not want to because he thinks it will be a bad role model for our children if they see him doing the housework.
6. I am a 25-year-old woman who grew up in a small village and recently did the came out to my parents. The reason I did not reveal my sexual orientation earlier is because the society in which I grew up is not familiar with this idea.
7. I am 8 years old and I dream of becoming a ballet dancer.
8. I am a female truck driver and I have two children. My husband is not working at the moment. When we got married my husband wanted me to leave my job because he did not like the idea to be away from home for a few days. Even today it pushes me on this issue.
9. I am a 17-year-old girl, I am attending a vocational high school and I want to become a thermo-plumber. I am the only girl in school who is in this direction. The other girls are in the kindergarten department.
10. I am a 5 year old boy and I am tired of being brought small soldiers as a gift.
11. I am a military woman and my colleagues treat me with contempt. When I took exams at school, my parents insisted that I become a teacher.
12. This year my son has a male kindergarten teacher. I am afraid that it will not be able to meet the needs of the children and there will be a serious problem.
13. My son saw a video on Youtube with a boy who makeup. He came and asked me "Dad, why am I having a make-up ?" and I told him that men do not do that.
14. Today at school I fell and hit my hand. I cried because I was in pain and my teacher said ''Nick stop crying like a woman.
15. Today at school we had elections. For the first time, a girl president was elected and I am sure that she will not succeed.
16. In 2 weeks is the school parade. I have not paraded again. The trainer divided us into boys and girls and told us that girls should wear skirts and shirts while boys should wear pants, shirts and ties.

17. Today was the first day of school. Our teachers handed out the books. As I was flipping through them I saw that the names of the heroes of this book are Roula the Housewife and Takis the Protector. I found these names strange and asked my dad. He replied that sometimes books write things that are not correct.
18. Yesterday, while my father was washing the dishes, he told us that he had become the slave of the house. I asked him what he meant and he replied ‘’Don't do this to me! These are for women.

Statements
1. The society in which I live provides equal access to me and my fellow citizens to various social goods such as education.
2. I believe that I can engage in the profession I love with the support of those around me and without accepting criticism
3. In my family, the housework is done collectively.
4. When I became a parent or when I was born my mom left her job for a while to raise me.
5. I believe that through my behavior and attitude I have contributed to gender inequality.
6. I can wear my favorite clothes without being criticized on the street or without fear
7. The gift I gave my child on his last birthday (or as a child) was a little soldiers
8. I believe that women and men should behave in a certain way based on their gender.
9. I have noticed that art (music, books, movies) sometimes presents women and men with a specific pattern.
10. I have felt ashamed at some point in my life of who I am because I believe I do not live up to the standards I have been taught by society and school.

References

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ANNEX 3

Training Activities for Module 3:

Positive parenting and relational skills

Suggested by
Università degli Studi di Milano-Bicocca (Italy)

"Playing with positive discipline"

- ✓ **Objective:** Introducing the parents to the practices of positive discipline.
- ✓ **Duration:** 60 minutes
- ✓ **Materials:** Paper, pencil. Appendix 1, Appendix 2.

Procedure

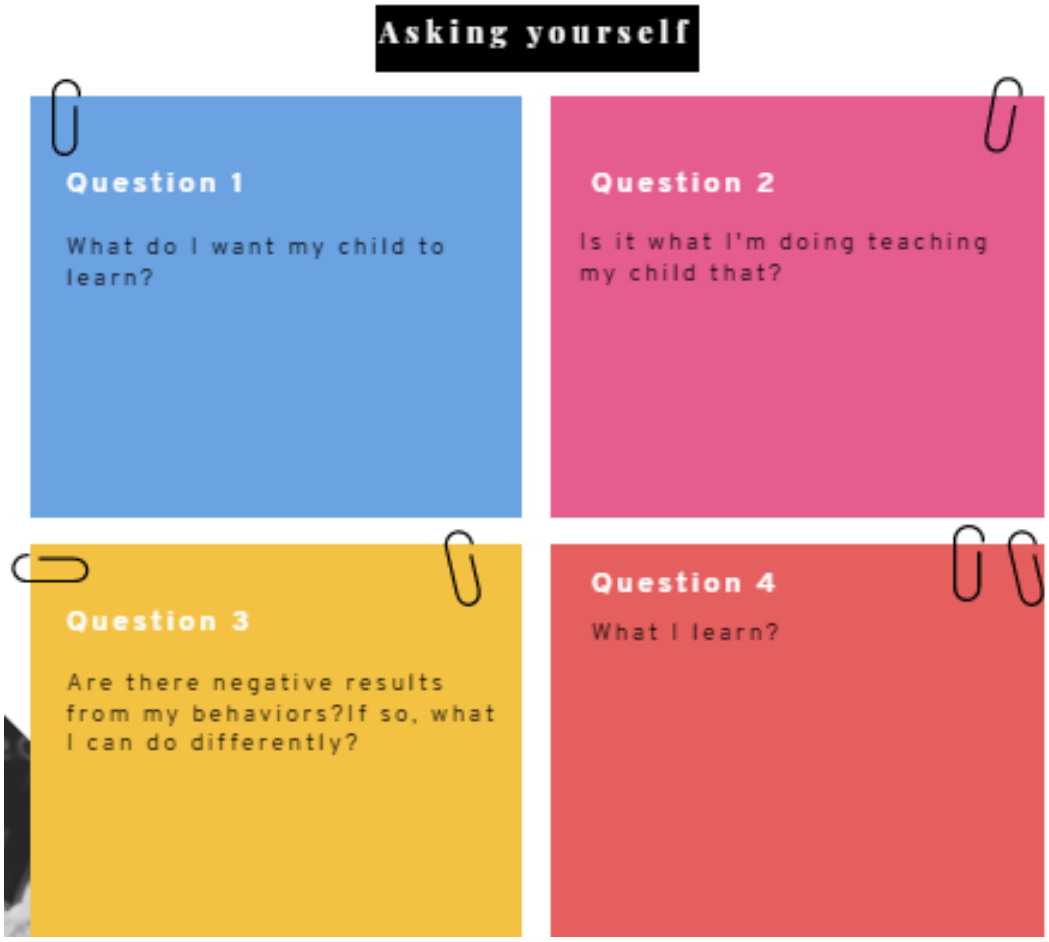
1. The facilitator introduces the new session by explaining to participants that the whole day will be dedicated to exploring the parental practices of positive discipline.
2. The first activity of the day is about understanding the positive behaviors of children and the best way to encourage them. First, give participants five minutes to write down a list of behaviors they would like their children to do.
3. The participants should work individually on the activity, they should also determine or identify children's actual behaviors rather than parents' interpretation of those behaviors. For example, "tidy up his/her room" is a behavior, "behaving nicely" is an interpretation.
4. After completing the list, the facilitator asks (10 minutes):
    a. It was easy to compile the list?
    b. Is it easier to think about "bad behaviors" or about "good behaviors"?
    c. On a very busy or complicated day, you would have chosen the same behaviors you have chosen today?
6. The second part of the exercise is based on materials gathered during Module2, in particular with the use of the "Grid of typical situations and reactions" (Appendix 1). The facilitator divides participants into four groups and randomly assigned one or more grids to each group. Starting from typical challenging situations, the participants should try to address each situation by answering the 4 questions (Appendix 2, 30 minutes).

7. At the end of the task and in the plenary discussion section, the facilitator discusses with the participants the results of the activity by focusing especially on questions 1 and 2. The first session ends with the facilitator stressing how, very often, our intentions from an educational point of view do not get the results we hope.

Appendix 1

	Situation	Feelings	Boiling meter	My turn	Consequence
	What are the typical situations that risk to trigger you?	How I feel?	(1-10)	How I react?	What usually happened?
1					
2					
3					
4					
5					
6					
7					
8					
9					

Appendix 2


Asking yourself
Question 1
What do I want my child to learn?
Question 2
Is it what I'm doing teaching my child that?
Question 3
Are there negative results from my behaviors?If so, what I can do differently?
Question 4
What I learn?

Suggested by
Kutahya Dumlupinar University (Turkey)

"Positive attitudes"

- ✓ **Objectives:**
  - Develops awareness of the positive attitudes and behaviours that children expect from their parents
  - Exemplifies attitudes and behaviours related to positive parenting
- ✓ **Duration:** 140 minutes

Procedure

Activity 1

- ✓ *Duration:* 30 minutes

Participants are asked to form a group of four. Each group is given one big piece of paper. Participants are asked to create a profile of ideal parental behaviour by writing down what the children's expectations from their parents are on the big paper. After the groups create their profiles, the attitudes and behaviours that ideal parents should demonstrate are discussed. In this process, the leader asked the participants, "What kind of behaviours and attitudes do the children expect from you? Have you noticed the similarities and differences between the profiles you have prepared, and if yes, what are they? What kind of parents are you in the eyes of your children? How do you evaluate yourself about meeting the attitudes and behaviours that your children expect from you? " such questions are asked.

Activity 2

- ✓ *Duration:* 30 minutes

Exemplifying democratic attitudes and behaviours in the context of positive parenting to participants (democratic, tolerant, supportive, open communication channels, able to set

healthy boundaries, acknowledging that the child is only and unique, helping the child to develop and reveal his/her interests-abilities, showing unconditional love, giving the child confidence, making the child feel valuable, etc.) worksheets in which sample events are written are given. Participants first read the case studies in the worksheets individually and silently, and then the participant touched by the leader reads the case study aloud. After the readings, the leader asks which features of positive parenting are mentioned in the case studies.

Activity 3: Role-Playing

- ✓ *Duration:* 60 minutes

Participants are asked to form groups of four. Each group is given a list of "behaviours that parents consider children deserve punishment", which are obtained as a result of an up-to-date research. Each group is asked to choose an item on the list, create a scenario where they cover the subject of the relevant item, and portray the scenario so that all of the group members take the role of one of the characters in the scenario.

The Behaviours That Parents Think Their Children Deserve Punishment	
Coming home late	Using volatile substances
Spending a long time on the Internet	Fighting with his/her siblings
Doing dangerous work in the home	Making mistake
Not tidying up his/her room and toys	Not tidying the house
Not washing hands before and after meals	Not listening to the parent's word
Choosing wrong friend	Being disrespectful to the parent

Activity 4. Discussion

- ✓ *Duration:* 20 minutes

The role-playing animations are discussed in terms of expected behaviours / positive parental attitudes and behaviours.

References

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- Gürsel, A. (2019). Duygusal İstismarı Önleme Ve Müdahale Programı Geliştirme ve Etkisinin Test Edilmesi. Yayınlanmamış Yüksek Lisans Tezi. Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü (Emotional Abuse Prevention and Intervention Program Development and Testing Its Effect. Unpublished Master Thesis. Hacettepe University Institute of Educational Sciences)
- Kulaksızoğlu, A. (1989). Çocuk yetiştirme tutumları ve aile. Eğitim ve Bilim. Kulaksızoğlu, A. (1989). (Child rearing attitudes and family. Education and Science)1, 13, 74.

Suggested by
Mykolo Romerio Universitetas (Lithuania)

"Endorsing positive behaviors"

- ✓ **Objective:** Develop the ability to apply the "I message" method in various conflict situations with children.
- ✓ **Duration:** 90 minutes
- ✓ **Materials:** Pen, paper, list of statements (Appendix 1); instruction for role 1 - three different situations (Appendix 2); each participant receives 2 sheets, sheets are given (Appendix 4).

Procedure

1. Teacher's introduction, presentation of training content.
2. Theoretical input: of four types of human behaviour: aggressive, passive task observation, passive aggressive and assertive behaviour. Short definition of assertiveness - (recall what was said in Module 2) with focus on assertiveness. Definition of assertiveness. Methods of assertive behaviour and their application.
3. Introduction of method of assertive behaviour "I-message"/ "I-Statement" and it's application. "I" message. In situations where you seek to assert your rights, you use the pronouns "I", "me" (as opposed to the pronouns "you", "you"). When you say "I", you emphasize what is important to you, what you want or don't want, you take responsibility for your well-being and decisions, without blaming the other person and making him or her feel responsible for your well-being. In situations where you seek to assert your rights, you use the pronouns "I", "me" (as opposed to the pronouns "you", "you"). When you say "I", you emphasize what is important to you, what you want or don't want, you take responsibility for your well-being and decisions, without blaming the other person and making him or her feel responsible for your well-being. As important as it is to listen attentively to your children's feelings, there are times when it is helpful to share with your children how you are feeling. It can be difficult to do this in a way that does not shame or blame them

when you are frustrated or upset with them. Using an "I" Message is a way to express your own needs, expectations, problems, feelings or concerns to your children in a respectful way that does not attack them.

4. Explain detailly how to construct "I" message and provide examples (appendix): There are three parts to a formal "I" Message. You do not have to use all three parts every time, nor do you have to use them in this order.
    - Describe the specific behaviour: *When I see/hear . . .*
    - Describe how you feel: *I feel . . .*
    - Describe the tangible and specific effect of the behaviour on you. *Because…*
    - Describe your wish: *I'd like/ I want/ What I need is …*

Task 1

- ✓ *Aim:* develop the ability to apply the "I message" method
- ✓ *Time:* about 15 minutes.
- ✓ *Task type:* individual
- ✓ *Instruction:* Read the statements and paraphrase them in positive speech (I message)
- ✓ *Tools:* pen, paper, list of statements (attachment)

Questions for discussion:

1. How did you feel after paraphrasing it?
2. What conclusions could you draw for yourself?

Task 2

- ✓ *Aim:* develop the ability to apply the "I message" method
- ✓ *Time:* about 25 minutes.
- ✓ *Task type:* role play; group, in groups of 3.

Instruction:

- Stage I, participants are divided into groups of 3, it is explained that each will have to play 3 roles (will change roles during the task): 1) a person who uses the method; 2) the person in respect of whom applies; 3) an observer who is on the observer's sheet as it was the method used and provides feedback to the person upon completion of the task, who applied the method;
- Stage II, each participant receives instruction (given below) for role 1 (i.e., the role when applying the method), instructions are not shown to others. 2-3 minutes are given to read the instruction and prepare for the task;

- Stage III, each group decides who will start (i.e., which of them will be applying the method, who is the person to whom the method will be applied; who is the observer) and how the roles will be exchanged;
- Stage IV, after the start given by the teacher, each group completes the task (2 min. Group completes the task and 2 min. The observer provides feedback); after feedback, the teacher asks for a change of roles and gives again start to complete the task (this is repeated 3 times for each participant in three roles);
- Teachers' observation: monitor the progress of the task and give a signal on when to start and when to complete the stages of the task described above. In Task IV, observe how the method is applied and ultimately provide feedback to the whole group: what was done well, what are the most common mistakes.
  Tools: task observation sheets (each participant receives 2 sheets, sheets are given in the annexes).

Questions for discussion:

1. How was the application of this method;
2. What difficulties have arisen in applying this method.

References

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Appendix 1. ***Some examples of "I message" for theoretical part***

Unwanted Behavior	"I" Message option 1	"I" Message option 2
Not cleaning up for lunch	I would like you to put away the toys now.	I feel angry that you are still playing with the toys, because other children are hungry and waiting for lunch.
Throwing sand	I need for you to keep the sand in the sandbox.	It scares me when I see you throwing sand, because it can get into other children's eyes and hurt them.
Knocking down another child's block tower	I want you to help Billy rebuild the tower.	When you knock down Billy's tower, it makes me sad because he worked really hard to build it.
Keeps getting up from mat at nap time	I need you to stay on your mat.	I am feeling upset that you are getting up from your mat because it is quiet time and some children are trying to sleep.

Appendix 2. ***List of statements***

Examples of "YOU" messages	Write your version of "I-message"
You never keep your promises.	
Get off me.	
Hurry up!	
Be quiet!	
You are lying all the time!	
What nonsense have you done here?!	
Couldn't you warn me you're late?	
Don't tell me what I have to do.	
Where are you?	
Get organized!	

Appendix 3. ***Possible instruction for role 1 (three different situations).***

- You say that your 15 years old son is lazy at schools and this is the reason of impaired school assessment.
- You ask your teenage daughters to do the dishes after the family gala dinner, without pay.
- Asking 6 years old twins to stop making noise when talking on the phone

Appendix 4. ***Task Observation Sheet***

Observe and evaluate whether "I message" had all the key elements; if necessary, suggest adjustments.

"I message" elements	Rating: yes, or not	Proposed corrections
Described the situation		
Said their thought in that situation		
Named their feeing in the situation		
Said what they want		
Said how to behave in the future		

Suggested by
Hellenic Mediterranean University (Greece)

"The cycle of communication and feelings"

- ✓ **Objective:** Positive communication between children and parents aiming to children's education to active listening, expression of emotions, setting healthy boundaries.
- ✓ **Duration:** 45 min (for children 6-10 years old)
- ✓ **Materials:** Cards, pencil, paper.

Procedure

1. The participants are parents and children and they all sit in a circle.
2. There are two types of cards, in the first type each card contains 6 different emoticons that reflect all the basic emotions according to Parrot's theory of emotions, which are love, anger, fear, joy, sadness and surprise. The other type of card contains pictures of parents arguing with their children, parents hugging their children, swimming in the sea, cooking together, doing puzzles, painting, playing, tidy children's room, non a tidy children's room, a child who does not seem to listen to their parent, children who leave their things in the living room etc.
3. In each lot each player must have a card of each type. The goal is in each one's turn to externalize the feeling caused by the second card they hold in hands. Through this process parents and children will express their feelings and discuss about right and duties at home etc.
4. This will result in a better understanding of their boundaries and will support a quality discussion among children and parents. Through this process children are supported to communicate with their parents, to express their feelings and problems and build healthy.

5. Parallel a productive discussion about events and behaviors that resulted conflicts between children and parents will be encouraged, i.e. review through cards a situation make children understand their attitude better.
6. Finally, parents and children could keep notes with their thoughts, concerns and feelings and create new cards create for discussion.

References

- Would You Choose Yourself As Your Parent? Available at: https://www.glagios.com/my-book/

Suggested by
M&M Profuture Training S.L. (Spain)

"If I was a kid"

- ✓ **Objective:** Identifying and sharing about one's negative values and perceptions inherited by formative environments that may be interfering in one's communication with his/her children.
- ✓ **Duration:** 60 minutes
- ✓ **Materials:** Post-it and markers or a WORD document to be shared. A4 sized papers and drawing materials.

Procedure

This activity involves great emotional exposure by participants. Confidentiality needs to be reminded and enough time for sharing granted even if it exceeds the allotted time frame. If all participants cannot do the practice, make sure - if there is a felt need - to continue it in another time frame of the training. It may be important to some of your trainees to be able and do it.

Preparation

Make sure that all participants have the materials needed.

Activity description

1. The trainer will lead an ice-breaking activity. Each participant will write 3 things about himself / herself briefly (in caps) on a paper / WORD document for others to see. Out of the three statements two will be false and one will be true… let others decide which one is the true one… the crazier the statements the merrier! After all have their say about your statement you can reveal the truth.
2. The trainer will then give the following individual assignment: you have 5 minutes to draw on an A4 paper you in your family with your parents and grandparents and

each relative's name written in uppercase. After everyone completes the drawing it will be shown to others without any comments but simply introducing who each relative is.

3. Next, the trainer will give the following assignment: write each relative's motto, or key sentence in connection with you. Simply write the sentence as it was said or if there was no specific sentence that used to appear between you and that relative, you can write one that best summarizes what that person's life motto could be.
4. Trios will be created. Each participant will be helped by the other to in order to find common elements between those statements and see if one global message can be written in terms of a "message that you family has given you". Do not write the word "BUT" to connect statements of contradictory meaning. Use instead the word "and". Look at the statement that comes out. Tell your partners how you think that statement has affected the way in which:
    a. You feel about yourself.
    b. You communicate with your child
5. Then the other partners' turns will come too to receive help about synthesizing the message they have received from their family.
6. When everybody is ready, a short round of "how do you feel right now in one word" will take place and from the ones' participants had received from their parents and grandparents.
7. The trainer will introduce a small theoretical pill by describing the transgenerational emotional factor as dealt with by Freud and Gestalt therapy and comment on the concept of "introject" as something we have received and "eaten but not digested emotionally speaking" from our family environment when we were growing which was not really healthy for us. The trainer ends by asking all if they have a sense of how the introjects each one may have taken from his/her family environment may be interfering with his/her communication with their kids? The question may be left open ended or a final round by each participant to share about it can take place.

ANNEX 4

National Laws on Child Protection

ERASMUS+ PROGRAMME
KEY ACTION 2 - COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES
KA204– STRATEGIC PARTNERSHIPS FOR ADULT EDUCATION
PROJECT NUMBER: 2019-1-TR01-KA204-077577

Title: CHILD PROTECTION IN PARTNERS COUNTRIES
Italy, Spain, Greece, Turkey, France, Lithuania

Developed by: K. Koutra, G. Kritsotakis, Brigita Kairiene, Agata Katkoniene, Montserrat Renedo & Ömer Turan
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1. CHILD PROTECTION IN ITALY

There is no univocal definition of "violence against children" in the Italian legislative framework. Despite this, boys and girls in Italy enjoy attention and protection. This protection derives directly from the Italian Constitution, which in its article 3 prohibits all forms of violence aimed at citizens, specifying that all citizens are equal before the law without distinction of conditions (including age). Besides, article 30 of the Italian Constitution presents the right and duty of parents to maintain and educate their children born inside and outside the marriage. Furthermore, the State is given the task of replacing parents in cases where they are unable to perform their functions temporarily or permanently. In this sense, adoption becomes an instrument for the protection of minors and guarantees the right to a family. Mention should be made of article 21 which explicitly refers to the protection of children and youth: the State facilitates the formation of the family and the fulfilment of related tasks with economic measures and other provisions. It protects motherhood, childhood and youth by promoting the necessary institutions for this purpose. This is the article that allowed the realization of a whole series of interventions in support of parental figures, and which also supported the implementation of the entire protection system for minors.

From this perspective, the Italian legislative framework has within it what is necessary for the protection and promotion of children. The penal code also sanctions violent behaviour against minors, be they physical or psychological violence, abuse, neglect, mistreatment and exploitation, with the definition of specific crimes and aggravating circumstances.

Regarding the process of adapting the Italian legislative system to what is required and envisaged by the United Nations, it should be noted that in 1991 Italy has ratified[1] the UN Convention on the Rights of the Child (UNCRC), made in New York on 20 November 1989, and established[2] the Parliamentary Commission for Children and Adolescents (*Commissione Parlamentare per l'Infanzia e l'Adolescenza*), which has the task of directing parliamentary action in the matter of childhood and adolescence, while checking the implementation of international agreements in this regard. With Law 112/2011, the national Guarantor Authority for Children and Adolescents (*Autorità Garante per l'Infanzia e l'Adolescenza - AGIA*) was established, to provide a system of control and monitoring of the conditions of childhood and adolescence. Another functional body for monitoring the conditions of childhood and adolescence is the National Observatory for children and adolescents

[1] L. 176/1991, Ratification and execution of the UN Convention on the Rights of the Child (*Ratifica ed esecuzione della convenzione sui diritti del fanciullo, fatta a New York il 20 novembre 1989*).

[2] L. 451/1997. *Istituzione della Commissione parlamentare per l'infanzia e dell'Osservatorio nazionale per l'infanzia*, amended by L. 112/2009. *Modifica della denominazione e delle competenze della Commissione parlamentare per l'infanzia di cui all'articolo 1 della legge 23 dicembre 1997, n. 451.*

(*Osservatorio nazionale per l'infanzia e l'adolescenza*), established with Law 451/1997 and currently regulated by Presidential Decree 103/2007. The Observatory has the task of preparing the National Plan of action and interventions for the protection of the rights and development of children (*Piano Nazionale Infanzia*). The National Plan aims to coordinate the programs relating to minors, also identifying methods of support and funding, as well as planning and ensuring the coordination of the actions carried out at regional and local level. Although the Plan does not directly address violence against minors, the intent seems to create a protective context, thereby preventing it.

Italy has also ratified the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography (OPSC) and the Optional Protocol on the Involvement of Children in Armed Conflict (OPAC) in 2002[3], and the Optional Protocol on a Communications Procedure (OP3) in 2005[4]. Other important acts were the ratification of the European Convention on the Exercise of Children's Rights in 2003[5]and the ratification of the Lanzarote Convention in 2012[6].

Italy, as a UNCRC member country, is required to carry out a monitoring plan directed to the UN Committee on the Rights of Child. The latest report[7] highlights the role of the UNCRC in the framework of the UN 2030 Agenda for Sustainable Development, where many focal points are directly or indirectly connected to the protection and promotion of the rights of children and adolescents. About violence against children, the Report specifies the need for Italy to have a data collection system that is widespread throughout the national territory; to create a culture in the population, in minors and especially in all those professions in contact with children and adolescents; to take in charge the victims by highly specialized and specially trained personnel, as well as equip the investigative forces with the most suitable tools to repress the phenomenon.

[3] L. 46/2002. *Ratifica ed esecuzione dei protocolli opzionali alla Convenzione dei diritti del fanciullo, concernenti rispettivamente la vendita dei bambini, la prostituzione dei bambini e la pornografia rappresentante bambini ed il coinvolgimento dei bambini nei conflitti armati*.

[4] L. 199/2015. *Ratifica ed esecuzione del protocollo opzionale alla Convenzione dei diritti del fanciullo che stabilisce una procedura di presentazione di comunicazioni.*

[5] L. 77/2003. *Ratifica ed esecuzione della Convenzione europea sull'esercizio dei diritti dei fanciulli, fatta a Strasburgo il 25 gennaio 1996*.

[6] L. 172/2012. *Ratifica della Convenzione di Lanzarote (Council of Europe Convention on the Protection of Children against Sexual*
Exploitation and Sexual Abuse, Lanzarote, 25 October 2007).

[7] 10° Rapporto di aggiornamento sul monitoraggio della Convenzione sui diritti dell'infanzia e dell'adolescenza in Italia, 20 novembre 2019.

Another innovative legislative aspect is offered by the Law 47/2017[8] which regulates the protection of unaccompanied foreign minors through the establishment of a specific protection system with structures dedicated to the first reception and identification of minors before the subsequent transfer to the protection system for asylum seekers and refugees[9]. It establishes uniform standards for age assessment and identification with the presence of a cultural mediator.

For the national protection mechanism to work, situations of alleged mistreatment and abuse against minors must be reported. Public officials and persons in charge of the public service are obliged to report crimes of which they became aware in the exercise of their function. Failure to report may result in criminal liability.[10] (art. 331 and 334 of the criminal code and the articles 361 and 365 of the criminal code). All adults have the responsibility to protect minors and have the right to report[11], referring to the police, Ordinary and Juvenile Court; Municipal Social Services; First Aid / Pediatric First Aid.

Within this framework, the school plays a specific role. For instance, law 107/2015[12] ensures implementation of equal opportunity principles. Some documents also move in that direction, as the plan endorsed by the Italian Ministry of Education in 2017[13] which promotes a culture of respect and incorporate what was already outlined in 2015 in the National Guidelines[14]. Worth mentioning also the Guidelines for the prevention and contrast of cyberbullying issued by the Italian Ministry of Education in 2017[15], which entrust the role of governance to the school in the fight against cyberbullying.

2. CHILD PROTECTION IN SPAIN

The process of reforming the child protection system in Spain was on 1990 ratified the United Nations Convention on the Rights of the Child: https://www.boe.es/buscar/

[8] L. 47/2017. *Disposizioni in materia di misure di protezione dei minori stranieri non accompagnati (Legge Zampa)*.

[9] *Sistema di protezione per richiedenti asilo e rifugiati (SPRAR)*.

[10] Articles 331 and 334 of the Italian Criminal Procedure Code, and articles 361 and 365 of the Italian Criminal Code.

[11] Article 333 and 334 of the Italian Criminal Procedure Code.

[12] L. 107/2015. *Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti (Buona Scuola)*.

[13] Ministero dell'Istruzione, dell'Università e della Ricerca. (2017). *Rispetta le differenze. Piano nazionale per l'educazione al rispetto.*

[14] Ministero dell'Istruzione, dell'Università e della Ricerca. (2015). *Linee Guida Nazionali. Educare al rispetto: per la parità tra i sessi, la prevenzione della violenza di genere e di tutte le forme di discriminazione.*

[15] Ministero dell'Istruzione, dell'Università e della Ricerca. (2017). *Linee di Orientamento per la prevenzione e il contrasto del cyberbullismo.*

doc.php?id=BOE-A-1990-31312. Partial modification of the Civil Code and the Civil Procedure Law for including the Childhood and Adolescence Protection System are:

- Ley Orgánica 1/1996, de 15 de enero, de Protección Jurídica del Menor, de modificación parcial del Código Civil y de la Ley de Enjuiciamiento Civil (texto consolidado de 29 de julio de 2015): https://www.boe.es/eli/es/lo/1996/01/15/1/con

Modification of the Childhood and Adolescence Protection System

- Ley Orgánica 8/2015, de 22 de julio, de modificación del sistema de protección a la infancia y a la adolescencia: https://www.boe.es/buscar/pdf/2015/BOE-A-2015-8222-consolidado.pdf
- Ley 26/2015, de 28 de julio, de modificación del sistema de protección a la infancia y a la adolescencia: https://www.boe.es/buscar/act.php?id=BOE-A-1889-4763

From 2015 we have worked together with all political groups to achieve the objective of drafting and approving an Organic Law for the Eradication of Violence against Children and Adolescents, which contains comprehensive protection measures for children against any girl type of violence but only a **PROPOSED DRAFT ORGANIC LAW FOR INTEGRAL PROTECTION OF CHILDREN AND ADOLESCENCE AGAINST VIOLENCE** (MINISTRY OF HEALTH, CONSUMPTION AND SOCIAL WELFARE / MINISTRY OF JUSTICE / MINISTRY OF INTERIOR) – 07-09-2018: https://www.mscbs.gob.es/normativa/audiencia/docs/LO_proteccion_ integral _violencia_menores.pdf has been done

WHY: The council of Ministers approves the LAW but does not qualify as urgent and the successive elections have stopped the final ratification

WHAT INCLUDES: FEW IDEAS

- Definitions and scope. The law will prohibit all forms of violence against minors following the definition contained in the Convention on the Rights of the Child in aspects such as abuse, physical and mental abuse, abandonment, exploitation and sexual abuse and restoration of rights of the victims. It will also contain specific measures against internet harassment and protection for the most vulnerable groups, such as children with disabilities or LGBTI.
- The duty to report. The new regulations will include the duty of anyone to communicate the signs of a crime against a minor. To protect whistleblowers, they can declare anonymously and under conditions of confidentiality.
- Schools, protocols for action. All schools must have a responsible person to protect children, whose work will be supervised by the Autonomous Communities. Likewise, health centres, social services or leisure and sports centres will have protocols on how to detect cases of violence and how to respond to them. The training in these

crimes of teachers, police, judges and prosecutors will be increased, and public service officials will be considered public authorities in emergencies.

- The unique registry of data of all types of maltreatment and old age, to know more precisely the magnitude of the problem, as well as who are the subjects who exercise the violence, so that the society becomes aware and the administrations can adopt measures
- Specialized Courts and Prosecutors
  The NGOs have requested that specialized courts for child violence be set up, similar to those already in the field of sexist violence and that minors only have to testify once. And justice is one of the black spots of this scourge. It is estimated, for example, that only 15% of minors who suffer sexual abuse dare to report and of them only 30% of proceedings are prosecuted.
- Increased prescription periods
  One of the reasons for the impunity of pedophiles is that when their victims dare to report what they suffered, on too many occasions the crime has already been prescribed. For this reason, the Congress approved, on the initiative of ERC, that the limitation periods - of between 5 and 15 years depending on the crime - begin to count when the offender turns 30 years old.
- Disqualification and guard and custody
  The law will also include an update on the special disqualification that applies to professionals and volunteers who want to work with children in the case of being convicted; as well as measures to restrict parental authority, guardianship, custody or adoption in those cases in which the father is being investigated or convicted of machist violence.

3. CHILD PROTECTION IN GREECE

Children are entitled to enjoy the full range of human rights enshrined in a series of international human rights treaties. Indicative is the United Nations Convention on the Rights of the Child (UNCRC), the Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR), the European Social Charter, and other international human rights standards, the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse and the Council of Europe Convention on Preventing and Combatting Violence against Women and Domestic Violence.

Legislation

Convention on the Rights of the Child was ratified in Greece in 1992 (Law 2101 FEK192 2-12-1992) (http://www.et.gr/index.php/nomoi-proedrika-diatagmata). The Convention protects the rights of the child and aims at child protection at 3 major categories: a) Protection of

children from all forms of abuse, exploitation, discrimination, racism. b) Its benefits are related to the right to education, entertainment, health, welfare. c) The participation of the child, having the right to expression, self-determination, information, leisure. etc. The target group is children aged 0-18. The Convention is used by all Contracting States from 20-11-1989 until today 2020 from 193 countries worldwide, in the context of Child Protection, in the Family, in Organizations, etc.

The current legal framework governing the process of dealing with child abuse or neglect, consists of Greek, European and international law, relating to the protection of children, and the punishment of those who violate their safety and integrity. Childhood and youth are protected by the Constitution. Also constitutionally guaranteed is the free development of one's personality in the sense of life, honour, and freedom, without discrimination of any kind. The Civil Code contains rules that regulate legal relations between individuals (citizens). It includes general principles and specific arrangements. Specifically, in matters relating to child abuse or neglect, there are rules on family law (parental responsibility), criminal law (liability for delinquency) and some general principles (protection of personality).

The Criminal Code describes the circumstances that establish criminal offences against physical integrity, personal liberty, sexual freedom, crimes of economic, exploitation of sexual life or the family, as well as the penalties imposed on the perpetrator. Also, within the framework of our country's contractual obligations to comply with European conventions, directives, decisions and recommendations, a specific law on combating domestic violence was adopted, Law 3500/2006.4.

It is now foreseen that offences committed within the family or in a caring relationship (parents, relatives, permanent companions, carers in social care) against physical and mental integrity or sexual liberty and dignity should be prosecuted ex officio and be punished more severely when the victim is a child. Also, under the Constitution, international treaties ratified by law, constitute domestic Greek law of increased formal validity. Thus, the International Convention on the Rights of the Child, signed in 1989 by the United Nations General Assembly, has been in force since 1992, when it was ratified by law (Law 2101/1992). Greece is also bound by the 2nd Optional Protocol to the Convention on the Rights of the Child (2002) on sexual abuse or exploitation, on the sale of children, child prostitution and child pornography, which is signed and ratified by Law 3625/2007, as well and the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Abuse (Lanzarote, 2007), which was ratified by Law 3727/2008. Finally, the Guidelines for Justice in Issues Concerning Child Victims and Crime Witnesses set out several basic principles for dealing with the child well during the criminal process.

The legislation for the institutions of Acceptance and Adoption, 2018 (Law 4538 Government Gazette A '85 16-5-2018) (http://www.et.gr/index.php/nomoi-proedrika-

diatagmata) promote of the institutions of adoption and adoption of children who have been removed from their family environment due to abuse/neglect. The main purpose of the law is to de-institutionalize children. The law enforcement process aims to place children in a suitable family environment. Acceptance and adoption become simpler as the whole process takes from 8-12 months. All children aged 0-18 who have suffered any form of abuse and after a prosecutor's order are removed from their biological family. The Law 4538/2018 is a modernization change, which significantly reduces the length of stay of children in institutions, shows accelerations in bureaucratic procedures for the well-being of children experiencing these difficult conditions.

The legislation dealing with domestic violence (2006) (Law 3500 Government Gazette 232 / A / 24-10-2006) (http://www.et.gr/index.php/nomoi-proedrika-diatagmata) and punishing various forms of domestic violence, among other things, includes violence against any minor in the family. The law analyses the criminal proceedings of a person who commits some kind of violence against a member of his family, as well as the forms of violence that are punishable. The target group is all family members who have been abused.

Finally, Greece has to deal with the protection of unaccompanied children. According to the Greek National Center for Social Solidarity (EKKA) and UNICEF publish regular updates on the situation of unaccompanied children in Greece; the latest of those dates from November 15, 2019. In it, the two organizations say that they have 5,162 unaccompanied children in total, 93.1% of them reportedly are boys and just 6.9% of them are girls. Only 7.7% are aged younger than 14 years old.

Currently, Greece has 1,836 children in a long term or temporary accommodation. 1,660 are living in reception and identification centres (RICs); about 260 are in protective custody, 160 in open temporary accommodation facilities and 1,246 are living in insecure housing conditions. UNICEF stated that since July 2019 "there has been a sharp increase in refugee and migrant children arriving by sea." Currently, UNICEF is working with the Greek Government and EKKA to put into operation a new law on guardianship as well as expanding community-based care programs for refugee and migrant children. "This includes," states a UNICEF document dated September 2019, on the response to the situation across the Mediterranean, "developing professional guardians, revising the national strategic plan for accommodation and care of refugee and migrant unaccompanied children," as well as building on their training of frontline staff proficient in stress management and clinical supervision.

The charity is working on improving access to formal educational opportunities in Greece as well as offering digital learning in Greek and English while increasing the numbers of centres which can offer some kind of education for the children, many of whom have seen their education interrupted for several years already. As well as pushing for more education, UNICEF monitors and protects children's rights across the country. UNICEF has identified "a

very high rejection rate for unaccompanied children - 56% - in addition to low levels of family reunification transfers to other European countries." They are advocating for this trend to be reversed and for things to improve for unaccompanied minors still awaiting decisions on their asylum claims or waiting for places in centres around Greece.

Child protection bodies in Greece

Child protection bodies may take the form of a Legal Entity of a Public Body as well as a Legal Entity of a Private Entity, such as Non-Governmental Organizations (Fasoulis, 2016). Stathopoulos (1999) classifies child protection practitioners in Greece as follows:

- Institutions for preschool children, which are aimed at children aged 0 to 5.5 years and do not have a natural family. These are orphans or abandoned children from their families or children from unmarried mothers. These institutions operate as an intermediate solution until the possibility of returning to their natural family is explored. Alternatively, efforts are being made to place them in a foster family or to adopt them. If none of the above options applies, the children will be accommodated in institutions for older children.
- In institutions for school-age children. These include Child Care Centers for children aged 6 to 19 years. It provides housing, food, education, medical care and even vocational training. Also, the Children's Cities are provided with care and protection throughout the day. They can accommodate children from the age of 3 to 18 and who come from troubled family environments.
- In the institutions that operate under the supervision of the Church as well as other charitable associations, which have a non-profit character.
- The needs of children are analyzed in biological, mental and social. The first category includes the need for their physical health, the second includes the need for acceptance, love, security and appreciation, while the last category includes the need to socialize with people, to socialize, to receive education and to integrate into society. The family plays an important role in meeting all of the above needs. However, in cases where the family environment is not able to cope and meet these needs, there is state intervention. That is, through special measures, it provides social protection for children (Tsabora & Filippidou, 2003).

A report by the National Center for Social Research (2006) describes that children live in institutions and shelters due to social problems such as abandonment by natural parents, out-of-wedlock births, parental illness, death, and large families. with severe economic weakness, immigration. Also, due to legal reasons, such as parental inadequacy, the occurrence of delinquent behaviour due to a mental problem and finally, due to medical

reasons, such as the mental illness of children. The main goal of the child protection services after the removal of children from their families is to make efforts to overcome the crisis in the family. So it will be possible to reunite with the family. However, there are cases in which children are under state protection for a long time, either because the parents do not want to take care of the children, or if they do not exist in life, or because of neglect or abuse, the prosecutor does not allow it (Tsabora & Filippidou, 2003).

From the search on the internet, it is possible to find that in Greece several organizations are active in the protection of children. Some of them are:

- SOS Children's Village
- Association of Parents and Guardians of Mentally Retarded Persons "Agioi Anargyroi"
- Association of Parents, Guardians and Friends of Autistic People "Agios Nikolaos"
- Treatment of Child Trauma
- Help
- Ammoni
- I love children
- White Butterflies
- Child Asylum
- Child and Adolescent Psychosocial Health Society
- Greek Refugee Council
- Association of Parents and Guardians of Children with Kidney Diseases "ELPIDA"
- Voula Children's Recovery and Rehabilitation Center
- “MOTHER” Baby Center
- Children's Care Center “Ag. Dimitrios ”
- Day Care Center for People with Mental Retardation
- Ark of the world
- Greek children's village SOS
- “I Hara” Center for Special People
- “Melissa” Children's and Adolescent Women's Home
- Faith
- Sicilian Foundation
- Association of Parents & Guardians of the Disabled of Kalymnos Province "O Agios Panteleimon"
- Turn - Open Adolescent Therapeutic Program
- Child Protection Association

- The Laboratory
- ARSIS
- Hadjikyriakeio Children's Protection Foundation
- Child's smile
- Association of Social Initiative of Veria "Initiative for the Child".

4. CHILD PROTECTION IN TURKEY

Turkey, after signing the United Nations Charter on 14 September 1990, became a party according to Find Affordable Act of Turkish Grand National Assembly of Turkey with 4058 number and 09 September 1994 date. The contract entered into force on 4 May 1995, after the ratification documents were forwarded to the United Nations (UN) Secretariat. The UN Convention on the Rights of the Child is the agreement with the largest participation within the UN system. Setting the universal standards for the protection of children, the contract creates a legal framework for programs aimed at improving the situation of children.

In the national plan, by the Prime Ministry Circular dated January 11 January 1995, the General Directorate of Social Services and Child Protection Agency (SHCEK) has been made responsible as the coordinator body for monitoring the implementation of the principles and provisions of the UN Convention on the Rights of the Child in our country.

Under Article 44 of the Convention on the Rights of the Child, the countries are obliged to periodically submit a national report to the United Nations Committee on the Rights of the Child, the supervisory body of the Convention. For Turkey, the preparatory work for first national report was conducted on 23 May 2001 by a delegation of representatives of Turkey's relevant institutions and organizations during the 27th session of the United Nations Committee on the Rights of the Child, held in Geneva, in coordination with SHCEK and the cooperation of related Ministry.

Our country attended the Children's Summit held in 1990 with a delegation chaired by the President of the time. Turkey is a party as of the date of May 1995, brought universal standards for the protection of children's rights and a special sensitivity and protection of children in need of care and arrangements bringing about the safeguarding of the various rights to the protection prepared in addition to the Children's Rights Convention of the United Nations on 25 May 2000 General "Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography" and "Optional Protocol for the Participation of Children in Armed Conflicts" on September 8, 2000, within the framework of the United Nations Millennium Summit held in New York in September 2000 related protocols were signed by Turkey. These protocols entered into force on September 19, 2002, and May 4, 2004, respectively, for Turkey. First national report on "Voluntary Protocol on Child Sale, Child

Prostitution and Child Pornography" was submitted to the UN Committee on the Rights of the Child on 22 June 2005.

In addition to the above agreement as Turkey is also a party to the following basic international documents in the framework of the importance given to the development of children's rights:

UN Convention on the Elimination of All Forms of Discrimination Against Women (for girls) and the Additional Protocol to this Convention. European Convention on the Enforcement of the Rights of the Child. ILO Conventions 138 and 182 on Child Employment. Protocol on the Prevention, Suppression and Punishment of Human Trafficking to be a Trafficking in Women and Children, Additional to the UN Convention Against Transnational Crimes. With the amendment made in Article 90 of the Constitution on 17 May 2004, the provisions of international treaties are based on the international treaties regarding fundamental rights and freedoms enacted by the procedure and the laws contain different provisions on the same subject. In this framework, the UN Convention on the Rights of the Child has been brought to a superior position in the face of national regulations that may be against it in terms of the hierarchy of norms.

Within the framework of the obligations of Turkey arising from the United Nations Convention on the Rights of the Child, the "Child Rights Monitoring and Evaluation Supreme Boards" established on May 26, 2000, with the Prime Ministry Circular No. 2000/14 started on June 22, 2001.

In Turkey, the main responsible ministry related to Protection of Children's Rights and legal acts related to saving children against violence, is the Ministry of Family, Labour and Social Services. In addition to these, other ministries have also important roles in preventing violence against children in their responsible areas. In addition to these, there are some important civil society organizations which are working on protection of children rights and fighting against violence against children. (In the creation of this text, the website; http://www.mfa.gov.tr/cocuk-haklari-konusunda-turkiye_de-yapilan-calismalar.tr.mfa has been used)

There is also national legislation to protect children in Turkey. Child Protection Law No. 5395 was adopted by the Turkish Grand National Assembly on 3 July 2005. The purpose of this law is to regulate the procedures and principles for the protection of children who need protection or who are dragged into crime and to guarantee their rights and well-being. The child in need of protection is defined as "a child who is at risk of physical, mental, moral, social and emotional development and personal safety at risk, neglected or abused, or a crime victim". Protective and supportive measures;

Article 5- (1) Protective and supportive measures are measures to be taken in the fields of counselling, education, care, health and shelter, primarily aimed at ensuring the protection of the child in his family environment. Of them;

a. Counselling measure on raising children to those responsible for the child's care; to guide children in solving problems related to their education and development,
b. The education measure means that the child continues to an educational institution, day or boarding; to go to a vocational or art acquisition course for the purpose of obtaining a job and a profession or to be placed next to a master with a profession or in public or private businesses,
c. The care measure includes the use or placement of the child in an official or private nursing home or foster family services, if the person responsible for the child is unable to perform his duty for any reason.
d. Health precaution, temporary or permanent medical care and rehabilitation required for the protection and treatment of the child's physical and mental health, treatment of those who use addictive substances,
e. Accommodation measure is a measure to provide suitable accommodation for people with children without a place of residence or pregnant women who are at risk of life.

Child Advocacy Centers (CAC): In order to prevent secondary abuse of children aged 0-18, who are victims of sexual abuse, under the roof of a hospital affiliated to the Ministry of Health, all the forensic and medical procedures are carried out in one center, in a single center, with physical features indistinguishable from other hospitals. It is a child-friendly environment. The first CAC in Turkey was established in 2010 and they are, now, increasing in number all around the country. Currently, 47 centers provide services in 44 provinces and dissemination activities continue in 81 provinces.

Another official application for children's rights is child ombudsman. The child ombudsman was established in order to resolve the problems that children experience with public institutions (health, educational institutions, rehabilitation centres, prisons, etc.) and to resolve the grievances. This ombudsman aims to ensure awareness of children's rights throughout the society and to ensure the enforcement of the rights granted to children in the United Nations Convention on the Rights of the Child. It can be categorized under three headings: developing legislation, producing policies and practising by the legislation. In this sense, the best interests of the child are very important. Child ombudsman is an important intermediary institution in transferring these rights included in the legislation to practice. It is an institution that can make decisions by investigating the violations of rights by examining the attitudes and behaviours, actions and processes of children in institutions.

5. CHILD PROTECTION IN FRANCE

The protection of children at risk in France has two components: administrative protection; judicial protection of minors. In the international context, France is aware of the International Convention on the Rights of the Child of United-Nations.

There is also national legislation in France that guarantees children's rights. Child protection was deeply reformed by the law of March 5, 2007, with three objectives: better prevention, better identification and better care. The law of March 5, 2007, reforming the protection of children, reaffirms the essential role of the general council, by entrusting it with the responsibility of ensuring the collection, processing and evaluation of worrying information relating to minors at risk. It makes prevention one of the major axes of the child protection system. It improves professional secrecy and establishes the primacy of administrative protection over judicial protection. The law of 2007 therefore sets three successive objectives, and clearly marks their progressiveness: first, prevention; if necessary the accompaniment of families; failing this, if prevention and support were not sufficient, partial or total care for minors.

The results of the implementation of this law in terms of identifying children at risk, carried out in 2013 by senators Muguette Dini and Michelle Meunier, testify to the progress made. The parliamentarians particularly welcome the establishment by the departments of cells for the collection, processing and evaluation of information of concern (CRIP) and the development of devices to diversify methods of intervention in child protection. But they also point to the difficulties of implementing the law and the areas for improvement. Built on a foundation of common values drawn from the Convention on the Rights of the Child, the law of March 14, 2016 organizes a double change of perspective by affirming on the one hand the need to focus interventions on the child, and on the other hand the role of the State in the protection of the most vulnerable children. These advances are reflected in Article 1 of the law by a new definition of child protection, centered on taking into account the needs of the child.

"Child protection aims to ensure that the child's basic needs are taken into account, to support his physical, emotional, intellectual and social development and to protect his health, safety, morals and education, in the respect for his rights.

"It includes preventive actions in favor of the child and his parents, the organization of the identification and treatment of situations of danger or risk of danger for the child as well as the administrative and judicial decisions taken for his protection . A hotline is provided within the relevant departments.

"The methods of implementing these decisions must be adapted to each situation and objectified by imperative visits to the child's living places, in his presence, and be based on the resources of the family and the child's environment. They imply taking into account the difficulties that parents may face in the exercise of their educational responsibilities and the implementation of appropriate support actions by ensuring, where appropriate, partial or

total support for the child. In all cases, the child is involved in decisions that concern him according to his degree of maturity.

“These interventions can also be intended for adults under the age of twenty-one who are experiencing difficulties that could seriously compromise their balance.

"Child protection also aims to prevent the difficulties that may be encountered by minors temporarily or permanently deprived of the protection of their family and to ensure their care. […] ”

The other major change brought by the law of March 14, 2016, is the reaffirmation of the role of the State in child protection, a partner State more than a parent State, a State guarantor of renewed governance.

Placed with the Prime Minister, the National Council for Child Protection (CNPE) is a body established by law n ° 2016-297 of March 14, 2016 relating to the protection of children (article L.112-3 of the social action and families code).

The departmental services for social assistance for children (ASE) implement various actions within the framework of the child protection policy, for the purposes of prevention, identification of situations of danger or risk of danger , and protection. Two main modes of intervention are differentiated: home help and material care. The first covers both home interventions and financial aid. The second corresponds essentially to placement measures outside the family environment. The specificity of this policy is that social assistance measures for children fall under both administrative and judicial powers.

The Maternal and Infant Protection Service (PMI) is a departmental service, placed under the authority of the president of the departmental council and responsible for ensuring the health protection of mothers and children. It organizes consultations and medico-social prevention actions for pregnant women and children under 6 years of age. It also plays an essential role in the care of young children: examining requests for accreditation of childminders, carrying out training activities; supervision and control of childminders as well as establishments and services for children under 6 years of age.

Another service for child protection is the departmental social service. The departmental social service participates in actions to prevent ill-treatment and to care for minors who are ill-treated under the conditions provided for in the sixth paragraph of article 40 and in articles 66 and 72 of the Family and Social Aid Code.

A national strategy for the protection of children 2018-2022 is being developed. It is linked to other ongoing strategies such as the parenting support strategy and the strategy for preventing and combating poverty, or developed such as the national health strategy and the sexual health strategy.

6. CHILD PROTECTION IN LITHUANIA

The human person shall be inviolable. Human dignity shall be protected by law. It shall be prohibited to torture or injure a human being, degrade his dignity, subject him to cruel treatment, or to establish such punishments. No one may be subjected to scientific or medical experimentation without his knowledge and free consent, under-age children shall be protected by law (The Constitution of the Republic of Lithuania, 1992).

Parents rights and duties. Parents have priority against other persons for the implementation of the child's rights. The father and the mother shall have equal rights and duties in respect of their children. Parents shall have equal rights and duties by their children irrespective of whether the child was born to a married or unmarried couple, after divorce or judicial nullity of the marriage or separation. Parents shall be jointly and severally responsible for the care and education of their children. Parental authority may not be used contrary to the interests of the child. Failure to exercise parental authority shall be subject to legal responsibility under the law. Where the parents (the father or the mother) fail in their duties to bring up their children or abuse their parental authority or treat their children cruelly or produce a harmful effect on their children by their immoral behaviour or do not care for their children, the court may make a judgement for a temporary or unlimited restriction of parental power (that of the father or the mother). (Civil Code of the Republic of Lithuania, 2001, AR 2020-01-01).

Involvement of a child in the implementation of his or her rights. In considering any question related to a child, the child, if capable of formulating his or her views, must be heard directly or, where that is impossible, through a representative. Any decisions on such a question must be taken about the child's wishes unless they are contrary to the child's interests. In deciding on the appointment of a child's guardian/curator or a child's adoption, the child's wishes shall be given paramount consideration. If a child considers that his or her parents abuse his or her rights, the child shall have a right to apply to a state institution for the protection of the child's rights or, on attaining the age of 14, to bring the matter before the court (Civil Code of the Republic of Lithuania, 2001, AR 2020-01-01).

The Law on Fundamentals of Protection of the Rights of the Child (1996, AR from 2020-01-01) defines the main rights, freedoms and duties of a child. It also guarantees the protection of the child's rights and defines the duties and responsibilities of the children's rights protection institutions, parents, and other entities. Every child has a right to live with his or her parents, to be brought up in the family environment and have regular communication with his or her parents, regardless of whether or not they live together, unless that contradicts the best interests of the child, or the law provides otherwise (Civil code, 2001, AR 2020-01-01, Art. 3.161).

On 14 February 2017, during a special session devoted to the protection of children's rights, the Lithuanian Parliament banned all forms of violence against children, including corporal punishment, also known as the "law against beating children". Were made definitions of

violence against a child and all forms of violence – physical, psychological, sexual, neglect against child and corporal punishment.

Institutions ensuring the child rights protection

The Seimas (Parlament) of the Republic of Lithuania – participates in the process of the Children Rights Protection Policymaking, adopts the laws governing the Children Rights Protection and other legal acts, and carries out parliamentary scrutiny over their implementation.

The Ombudsman for Children's Rights – established in 2000 - by the procedure laid down by the law exerts a role of supervision and control of ensuring children rights and legitimate interests and their protection, investigates cases of violation of children's rights and legitimate interests, seeks to improve the situation of the children's rights protection in Lithuania.

The Ministry of Social Security and Labour of the Republic of Lithuania – participates in the process of the Children Rights Protection Policymaking, is responsible for this policy and coordinates its implementation, draws up family policy and coordinates its implementation.

The Ministry of Justice of the Republic of Lithuania – participates in the process of the Children Rights Protection Policy making within regulatory scope of the Ministry - implements the measures ensuring the provision of the state-guaranteed legal aid to children; ensures Children Rights Protection in the authorities and institutions that are within its scope of management.

The Ministry of Education and Science of the Republic of Lithuania – participates in the implementing the Children Rights Protection Policy in the field of public education policy.

The Ministry of Health of the Republic of Lithuania – participates in the process of the Children Rights Protection Policy making in the healthcare field and implements - guarantees children's access to healthcare services and their adequacy; ensures the implementation of Children Rights Protection through health activities by the authorities and institutions.

The Ministry of the Interior – participates in the process of the Children Rights Protection Policy making within regulatory scope of the Ministry - prepares and implements within its area of expertise the programs relating to child crime, violence against children, child trafficking and other matters relating to the prevention of violations of Children Rights Protection; takes steps of prevention in the field of preventing juvenile violations.

The child rights protection system in Lithuania is centralized. The State Child Rights Protection and Adoption Service – the central institution for the protection and defence of the rights of the child that implements the Children Rights Protection Policy in the territories of the municipalities and participates in the process of the state policymaking in the field of Children Rights Protection itself or through its territorial structural divisions.

The Prosecutor's Office of the Republic of Lithuania – in the exercise of the functions stipulated in the Law of the Republic of Lithuania on the Prosecutor's Office related to prosecution and defence of the public interest carries out and leads pre-trial investigations. The prosecutors who have the special knowledge necessary for working with children support public prosecution in criminal matters and defend the public interest.

The Police Department under the Ministry of the Interior of the Republic of Lithuania (the territorial police divisions) – when there is a threat to the child's safety, health or life, in cooperation with the State Child Rights Protection and Adoption Service or its territorial division, takes necessary steps in order the child would be taken immediately from his or her parents or other legal representatives of the child, or from another neutral environment that is unsafe for the child.

The Interdepartmental Child Welfare Council under the Government of the Republic of Lithuania is a collegial institution that seeks to improve the coordination of the activities of the state and municipal authorities and institutions, their cooperation with non-governmental organisations and the implementation of the legislation in the field of Children Rights Protection.

Municipal authorities and institutions: organise and finance the availability of social, healthcare, education, mediation and other necessary services for children and families and complexity of such services giving priority to the provision of the services in the community; analyse the child welfare status in the municipality, plan and ensure the implementation of the measures of Children Rights Protection; ensure the initial information and counselling assistance to the child and family, organise provision of social services and other assistance to a family, ensure that the case managers and, when necessary, other specialists of case management are timely appointed by the heads of social service institutions or other institutions authorized by the municipality to provide social services to a family in the particular territory of the municipality or in a part thereof, take care of the provision of the measures and services that are set out in the assistance plans; ensure proper organisation of the services provided in a coordinated manner to the families with children with special needs, school-avoiding children and those committing offences.

Non-governmental organisations – participate in ensuring the rights of the child and in providing services to children in crisis centres, crisis services, family centres, children's day centres, centres of complex assistance, telephone helplines, etc.

Foster care (guardianship and curatorship) of children

A foster care (guardianship/curatorship) is established for a child in cases where the child's parents due to various adverse circumstances such as addictions, diseases, lack of social skills, failure to take proper care for a child or abuse of parental authority cannot raise a child by themselves.

Foster care (guardianship/curatorship) is caring, upbringing and education of a child removed from parental care who following the laws has been entrusted to a natural person or legal entity, also ensuring and maintenance of other proper conditions that are necessary for the child to develop both spiritually and physically, the protection and representation of personal, property rights and legitimate interests of a child.

When placing any child under guardianship, the following principles must be followed: the best interests of the child as the primary concern; close relatives of the child have the right of priority to become guardians if this is in the best interests of the child; child guardianship (curatorship) in a family; and non-separation of brothers and sisters except for cases where this conflicts with the child's best interests.

The guardianship can be established for children under the age of 14 (legally incapable person). The curatorship can be established for children older than 14 (person of limited active capacity). There are two kinds of child guardianship/curatorship:

1) temporary child guardianship/curatorship (not longer than twelve months). Temporary child guardianship (curatorship) means to care for and upbringing of a child temporarily deprived of parental care, also representation and protection of the child's legitimate interests in the family, social family or institution. The purpose of temporary child guardianship (curatorship) is to return the child into the child's natural family. Temporary child guardianship (curatorship) can end when the child: is returned into his family; attains majority or emancipation; permanent guardianship/curatorship is established for him; is adopted; enters into a marriage.

2) permanent child guardianship/curatorship. Permanent child guardianship/curatorship can be established for children deprived of parental care who, under the existing conditions, are unable to return into their natural family, and their care, upbringing, representation and protection of their rights and legitimate interests are entrusted to another family, social family or guardianship/curatorship institution. Permanent child guardianship/curatorship shall end when the child: attains majority or emancipation; is returned to his or her parents; is adopted; enters into a marriage.

Forms of child guardianship/curatorship:

1)foster family (guardianship (curatorship)). Child guardianship (curatorship) in a family can involve no more than 3 children placed under guardianship in the environment of a natural family (the total number of children in the family including the parents' natural children may not exceed 6).

2)household (social family guardianship /curatorship). A household is a non-profit limited liability public legal entity established under the legal acts.

A household fosters four and more children (the total number of children in a household including own children – no more than eight children) in the family environment. The total

number of children can be higher when the brothers and sisters are not separated from each other or lower when a disabled child is fostered.

A household is a foster parent (guardian) of the children that ensures the implementation and protection of the rights and interests of the children who are fostered in the household, provides social foster care for the children, necessary assistance as per individual needs of the children in the family environment.

3) Foster centre. The on-call guardian working under foster centre supervises the child: in emergencies (up to 3 months), when a child needs urgent accommodation at any time of the day/night in a safe environment; until the child's temporary custody ends and he or she returns to his or her biological parents, or will be placed in permanent custody, or will be adopted.

4) institutional guardianship/curatorship. A child removed from parental care can be placed in the childcare institution only in exceptional cases where there is no possibility to take care for (guard) the child in the family of foster parents, care centre or household.

Care for the child under three years of age in the care institution can be established only in exceptional cases with the consent of the State Child Rights Protection Institution. The State Child Rights Protection Institution consents to the care of a child under three years of age in the childcare institution only in exceptional cases after identifying at least one of the following reasons:

- the child concerned requires specialized healthcare and/or nursing services the provision of which cannot be ensured by establishing care for the child in the family of foster parents, care centre or household;
- the separation of a child from his/her siblings would compromise the best interests of the child;
- care is established regarding the urgent taking of a child into care from his/her legal representatives and there is no possibility to establish care for the child in the family of foster parents, care centre or household.

Duties of a child's guardian/curator.

A child's guardian/curator shall be obliged to:

1) ensure the child's physical and mental safety;
2) take care of the child's health and schooling;
3) educate the child;
4) decide issues related to the child's interests in co-operation with the municipal administration, foster centre, state child rights protection and adoption service and interested central and local government institutions;
5) create no obstacles for the child's contact with his or her biological parents provided this is not detrimental to the child's interests;

6) maintain contact with the child's parents, inform the child's parents and close relatives, if they so request, about the child's development, health, studies and other important issues;
7) organise the child's leisure activities, taking into account the child's age, development level and inclinations;
8) prepare the child for independent life and work in the family, civic society and the State.

Adoption.

Adoption should be possible exclusively for the interests of the child. Only the children who have been included on the list of children offered for adoption may be adopted except in cases where a spouse adopts the other spouse's child or the child lives in the family of the adopter. Only children over the age of three months may be adopted. Adoption of one's children, sisters or brother shall be prohibited. An adopted child may be adopted only by the stepfather's (stepmother's) spouse. Separation of siblings through adoption shall be allowed in exceptional cases where it is impossible to ensure their life together for health reasons or where the siblings have already been separated due to other circumstances and there are no possibilities to ensure their life together.

Intervention to the family.

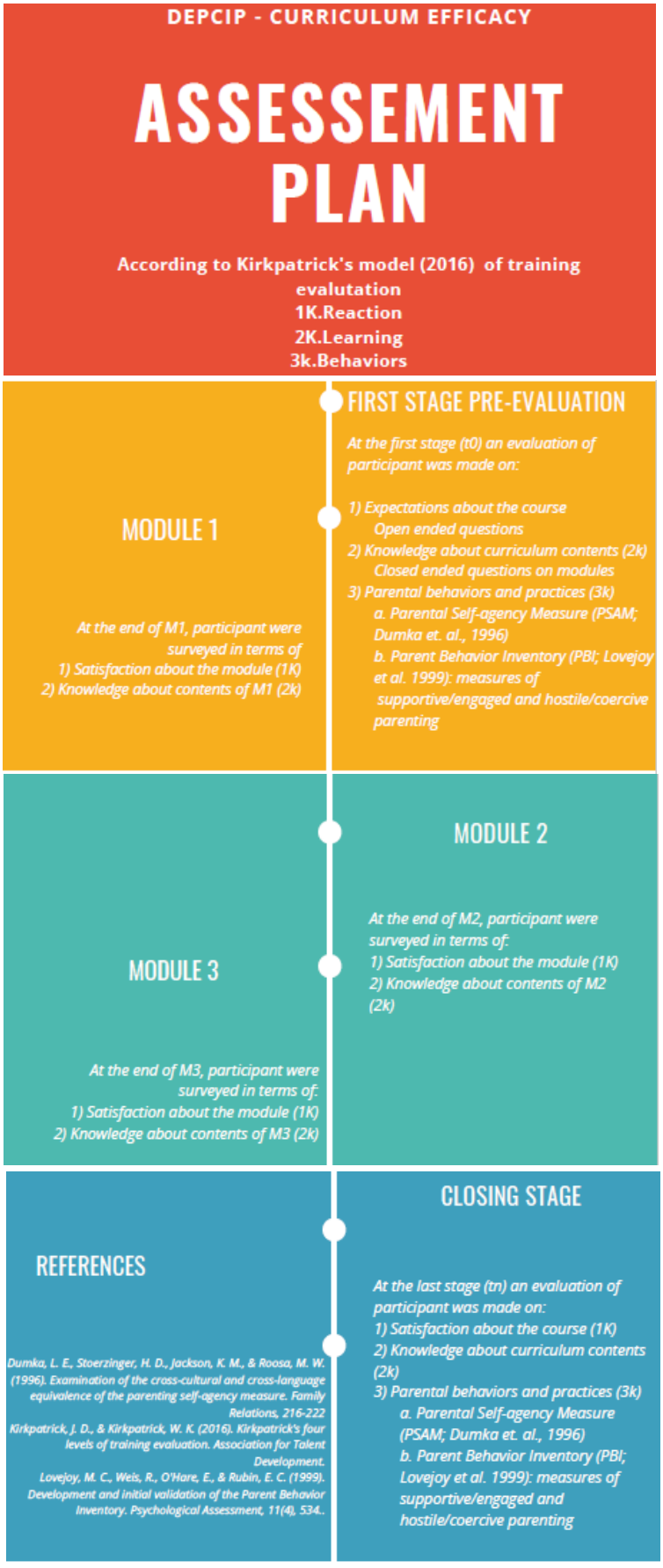
Responding to a notice of possible violation of the rights of the child. Under receipt of the notice of the alleged violation of the rights of the child the State Child Rights Protection and Adoption Service or its authorized territorial unit assess the child situation in the family. The conclusions of the assessment of the child situation in the family:

- if the State Child Rights Protection and Adoption Service or its authorized territorial unit does not identify violations of the rights of the child, the report is closed;
- ascertains the need of child protection– if identifies a real danger to the child's physical or mental safety, health or life, or a hazard that may result in significant harm to the child's health and social environments, related with child's parents or other legal representatives and in a relationship with a child. The child can be taken from family or establish temporary supervision by the relatives or persons in close relatives to the child. The case manager and mobile group begin work with family and (or) child. The case manager does subordinate to the municipality. The mobile group consists form social worker, psychologist and addiction specialists; subordinate to the State Child Rights Protection and Adoption Service; work with family and (or) child 30 days and produce the recommendations for the case manager concerning further working with family.
- ascertains the need of help for the child and (or) family - determines the risk factors of the child's functioning and social environment, as well as the risks related to the child's parents or other legal representatives and their relations with the child, and if

the child's parents or other legal representatives do not guarantee the rights and legitimate interests of the child. The child stays with the family. The case manager begins to work with family and organize services.

ANNEX 5

Assessment Plan and Tools


DEPCIP - CURRICULUM EFFICACY
ASSESSEMENT PLAN
According to Kirkpatrick's model (2016) of training evalutation
1K.Reaction
2K.Learning
3k.Behaviors
FIRST STAGE PRE-EVALUATION
At the first stage (t0) an evaluation of participant was made on:
1) Expectations about the course
Open ended questions
2) Knowledge about curriculum contents (2k)
Closed ended questions on modules
3) Parental behaviors and practices (3k)
a. Parental Self-agency Measure (PSAM; Dumka et. al., 1996)
b. Parent Behavior Inventory (PBI; Lovejoy et al. 1999): measures of supportive/engaged and hostile/coercive parenting
MODULE 1
At the end of M1, participant were surveyed in terms of
1) Satisfaction about the module (1K)
2) Knowledge about contents of M1 (2k)
MODULE 2
At the end of M2, participant were surveyed in terms of:
1) Satisfaction about the module (1K)
2) Knowledge about contents of M2 (2k)
MODULE 3
At the end of M3, participant were surveyed in terms of:
1) Satisfaction about the module (1K)
2) Knowledge about contents of M3 (2k)
CLOSING STAGE
At the last stage (tn) an evaluation of participant was made on:
1) Satisfaction about the course (1K)
2) Knowledge about curriculum contents (2k)
3) Parental behaviors and practices (3k)
a. Parental Self-agency Measure (PSAM; Dumka et. al., 1996)
b. Parent Behavior Inventory (PBI; Lovejoy et al. 1999): measures of supportive/engaged and hostile/coercive parenting
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ASSESSMENT TOOLS

First Stage Pre-Evaluation

INITIAL QUESTIONNAIRE

1) Expectations about the course: Open ended questions

Questions	Answers
Why did I decide to participate in this training course?	
What do I expect to find in this training course?	
What would I not like to find?	
What do I hope to learn from this course?	
What would I like to take home from this training course?	

2) Knowledge about curriculum contents (2K): Closed ended questions on modules

How much do you feel you know the following topics?
Please rate from 0 to 5 (0 = not at all, 5 = a lot)

Questions	Rate (0 to 5)
I can define what violence against children is	
I know the effects of different forms of violence against children	
I recognize what a safe space for children is	
In case of need, I can identify who to ask for help	
I recognize what stereotypical views about children are	
I am aware of cultural roots of parental practices	

I am aware of personal/familiar roots of parental practices	
I know what the "boiling point" for parents is	
I can describe developmental needs of children	
I can define what corporal punishment is	
I know what positive parenting is	
I can define different channels of communication with the child	

3) Parental behaviors and practices (3K)

a. Parental Self-agency Measure (PSAM; Dumka et. al., 1996)

Questions	Rate (0 to 5)
I feel sure of myself as a mother/father	
No matter what I try, my child will not do what I want.	
When something goes wrong between me and my child, there is little I can do to correct it.	
I know I am doing a good job as a mother/father.	
I feel useless as a mother/father.	
My child usually ends up getting his/her way.	
I know things about being a mother/father that would be helpful to other parents.	
When my child gets upset with me, I usually give in.	
I can solve most problems between my child and me.	
When things are going badly between my child and me, I keep trying until things begin to change.	

b. Parent Behavior Inventory (PBI; Lovejoy et al. 1999): measures of supportive/engaged and hostile/coercive parenting)

Questions	Rate (0 to 5)
I lose my temper when my child doesn't do something I ask	

him/her to do.	
I have pleasant conversations with my child.	
I grab or handle my child roughly.	
I try to teach my child new things.	
I demand that my child does something (or stops doing something) right away.	
My child and I hug and/or kiss each other.	
I complain about my child's behavior or tell him I don't like what s/he is doing.	
I laugh with my child about things we find funny.	
When my child misbehaves, I let him know what will happen if s/he doesn't behave.	
My child and I spend time playing games, doing crafts, or doing other activities together.	
I listen to my child's feelings and try to understand them.	
I thank or praise my child.	
I spank or use physical punishment with my child.	
I offer to help, or help my child with things s/he is doing.	
I threaten my child.	
I comfort my child when s/he seems scared, upset, or unsure.	
I say mean things to my child that could make him/her feel bad.	
I hold or touch my child in an affectionate way.	
When I'm disappointed in my child's behavior, I remind him/her about how much I've done for him/her.	
When my child asks for help or attention, I ignore him/her or make him/her wait until later.	

Questionnaire at the end of each Module

AT THE END OF MODULE 1

1) Satisfaction about the module (1K)

Question	Answer
Which is the main message I take home today?	

How much do you agree with the following statements?
(1 = strongly disagree; 5 =strongly agree)

Questions	Rate (0 to 5)
I was interested in this module	
I am satisfied with the contents of the module	
The information received was useful and improved my knowledge on the subject.	
The topics covered were useful for my parenting practices.	
I am satisfied with the training activities of the module	
I am satisfied with the trainer's leading style	
The materials of the module were appropriate	
I was interested in this module	
I am satisfied with the contents of the module	
The information received was useful and improved my knowledge on the subject.	

Question	Answer
Any other comments	

2) Knowledge about contents of M1 (2K)

How much do you feel you know the following topics?
Please rate from 0 to 5 (0 = not at all, 5 = a lot)

Questions	Rate (0 to 5)
I can define what violence against children is	
I know the effects of different forms of violence against children	
I recognize what a safe space for children is	
In case of need, I can identify who to ask for help	

AT THE END OF MODULE 2

1) Satisfaction about the module (1K)

Question	Answer
Which is the main message I take home today?	

How much do you agree with the following statements?
(1 = strongly disagree; 5 =strongly agree)

Questions	Rate (0 to 5)
I was interested in this module	
I am satisfied with the contents of the module	
The information received was useful and improved my knowledge on the subject.	
The topics covered were useful for my parenting practices.	
I am satisfied with the training activities of the module	
I am satisfied with the trainer's leading style	

The materials of the module were appropriate	
I was interested in this module	
I am satisfied with the contents of the module	
The information received was useful and improved my knowledge on the subject.	

Question	Answer
Any other comments	

2) Knowledge about contents of M2 (2K)

How much do you feel you know the following topics?
Please rate from 0 to 5 (0 = not at all, 5 = a lot)

Questions	Rate (0 to 5)
I recognize what stereotypical views about children are	
I am aware of cultural roots of parental practices	
I am aware of personal/familiar roots of parental practices	
I know what the "boiling point" for parents is	

AT THE END OF MODULE 3

1) Satisfaction about the module (1K)

Question	Answer
Which is the main message I take home today?	

How much do you agree with the following statements?
(1 = strongly disagree; 5 =strongly agree)

Questions	Rate (0 to 5)
I was interested in this module	
I am satisfied with the contents of the module	
The information received was useful and improved my knowledge on the subject.	
The topics covered were useful for my parenting practices.	
I am satisfied with the training activities of the module	
I am satisfied with the trainer's leading style	
The materials of the module were appropriate	
I was interested in this module	
I am satisfied with the contents of the module	
The information received was useful and improved my knowledge on the subject.	

Question	Answer
Any other comments	

2) Knowledge about contents of M3 (2K)

How much do you feel you know the following topics?
Please rate from 0 to 5 (0 = not at all, 5 = a lot)

Questions	Rate (0 to 5)
I can describe developmental needs of children	
I can define what corporal punishment is	
I know what positive parenting is	
I can define different channels of communication with the child	

Closing Stage

FINAL QUESTIONNAIRE

1) Satisfaction about the course (1K)

Questions	Answers
Which is the main message I take home from the training course?	
What do I know now that I didn't know before?	
During the training course I found ...	
During the training course I would have liked to find ...	
What other aspects of parenting would I like to explore further?	

How much do you agree with the following statements?
(1 = strongly disagree; 5 =strongly agree)

Questions	Rate (0 to 5)
I was interested in the training course	
I am satisfied with the contents of the course	
The information received was useful and improved my knowledge on the subject.	
The topics covered were useful for my parenting practices.	
I am satisfied with the training activities of the course	
I am satisfied with the trainer's leading style	
The materials were appropriate	
The training course day and time is convenient for my routine	
The training course duration was appropriate	

Question	Answer
Any other comments	

2) Parental behaviors and practices (3K)

a. Parental Self-agency Measure (PSAM; Dumka et. al., 1996)

Questions	Rate (0 to 5)
I feel sure of myself as a mother/father	
No matter what I try, my child will not do what I want.	
When something goes wrong between me and my child, there is little I can do to correct it.	
I know I am doing a good job as a mother/father.	
I feel useless as a mother/father.	
My child usually ends up getting his/her way.	
I know things about being a mother/father that would be helpful to other parents.	
When my child gets upset with me, I usually give in.	
I can solve most problems between my child and me.	
When things are going badly between my child and me, I keep trying until things begin to change.	

b. Parent Behavior Inventory (PBI; Lovejoy et al. 1999): measures of supportive/engaged and hostile/coercive parenting)

Questions	Rate (0 to 5)
I lose my temper when my child doesn't do something I ask him/her to do.	
I have pleasant conversations with my child.	
I grab or handle my child roughly.	
I try to teach my child new things.	

I demand that my child does something (or stops doing something) right away.	
My child and I hug and/or kiss each other.	
I complain about my child's behavior or tell him I don't like what s/he is doing.	
I laugh with my child about things we find funny.	
When my child misbehaves, I let him know what will happen if s/he doesn't behave.	
My child and I spend time playing games, doing crafts, or doing other activities together.	
I listen to my child's feelings and try to understand them.	
I thank or praise my child.	
I spank or use physical punishment with my child.	
I offer to help, or help my child with things s/he is doing.	
I threaten my child.	
I comfort my child when s/he seems scared, upset, or unsure.	
I say mean things to my child that could make him/her feel bad.	
I hold or touch my child in an affectionate way.	
When I'm disappointed in my child's behavior, I remind him/her about how much I've done for him/her.	
When my child asks for help or attention, I ignore him/her or make him/her wait until later.	