Analysis of good practices for child sexual abuse prevention in the residential care institutions of Bulgaria, Greece, Latvia, Lithuania and Poland
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1. Summary

The present report presents the results from survey of the good practices for prevention of child abuse conducted within the framework of the European Commission project “Sexual abuse of children from the residential care institutions”, Daphne program III / 2007 – 2013/.

The project “Sexual abuse of children from residential care institutions” was implemented by the Social Activities and Practices Institute Association in partnership with Nobody’s Children Foundation, Poland, Center Amelipe – Bulgaria, ARSIS, Greece, Dardedze Center, Latvia, Children Support Center, Lithuania. The project “Sexual abuse of children from residential care institutions” is meant to contribute to the improvement of the policies for prevention of sexual abuse of children in residential care at national and European level.

The present report is a result from the work of the participant countries in studying the situation related to sexual abuse of children in residential care institutions and identifying the good practices of their countries during the last ten years implemented within the framework of the project. The conclusions of the present report will serve to improve the work with children who are victims of abuse in residential care institutions in the countries participating in the project and their partners.

The objectives of the report are:

- To analyze the identified good practices for prevention of sexual abuse of children in the residential care institutions in Bulgaria, Greece, Latvia, Lithuania and Poland
- To analyze the development level of the practices in the participant countries in relation to priorities and lack in development of the practices for prevention of sexual abuse of children in the residential care institutions.
- To draw proposals for improvement of the practices for prevention of sexual abuse of children in residential care institutions.

Methods to analyze good practices used in the report:

The present report is prepared on the basis of analysis of survey on the practices for child sexual abuse prevention in residential care institutions in Bulgaria, Greece, Latvia, Lithuania and Poland. The study comprises practices related to abuse of children in residential care institutions during the period from 2000 through 2010. The choice for duration of the studied period is connected to the situation of dynamic changes in these countries related to improvement of the child protection system and support of children victims of abuse and their families.

In view of objectivity of the analysis of the existing practices for child abuse prevention, the identified practices are reviewed within the framework of primary, secondary and tertiary prevention. For the purpose of the analysis in relation to prevention and its kinds are adopted the following working definitions:
By “prevention” is understood conducting of preventive activities with the purpose of protecting, preventing future violation through measures for improvement/perfection, security and punishment. In this sense “prevention” is an anticipating measure for protecting child or person at social or health risk from violation of its rights to normal physical, mental, moral and social development.

Under primary prevention is understood preventing the occurrence of social problems, in particular – their projection on the personality. It may refer to creation of policy restricting the development and impact of the social problems on children and adults, improvement of the old and establishing of new alternative bodies and institutions; development of complete programs for preventive activities in different trends / prevention of retardation, prevention of violence etc. The primary prevention includes activities that address all children, the whole population and aim at preventing new cases of abuse. The primary prevention comprises rendering universal services to the whole population. In the framework of the present analysis the good practices for training professionals are also included in the group for primary prevention.

The secondary prevention involves development and implementation of specific program for each individual, family or group at risk in order to protect from the consequences of already established social problem. The secondary prevention is addressed to the children themselves in order to be informed about the risk and construct their own idea of their relationship with the adults and it includes identification of the risk groups, development of and working under programs for prevention of abuse among them. The sphere to which are directed the efforts of the secondary prevention are the early occurrence of the problems related to child abuse.

The tertiary prevention calls for immediate social intervention upon already experienced abuse and prevention of recidivism. It includes work with children who are victims of abuse, with parents maltreating their children. The tertiary prevention includes specialized services to these groups.

In the analysis of the practices were used the Recommendations of the European commission / Recommendation No. 93(2) of the committee of Ministers to member states on the medical – social aspect of the child abuse). In the recommendations are defined the following directions in relation to child abuse prevention at primary prevention level:

- to promote through campaigns and other measures the social awareness of the child abuse issue;
- to create conditions for health and social services that will increase the capacity of the family in bringing up children;
- to emphasize the rights of all children and young people for living without abuse and the need of changing the models of bringing up and the attitude to them;
- to minimize the level of violence in society for avoiding the abuse in child upbringing;

The construction of playgrounds, kindergartens and health and social services is recommended to meet the material, psycho-social and medical needs of the children and strengthen their adequate development. The recommendations emphasize on the educational programs that will prepare the children for safe conduct in risky situations of vi-
Summary

Violence. Special attention is given to the support resources – telephone lines, crisis centers for children that have experienced violence and negligence etc.

With the purpose of objectivity of the good practices analysis the following main concepts and criteria of good practice were adopted during the preparation of the present report. In the present report under practice is understood: activity/ies/ or services related to prevention of child abuse and intervention, rehabilitation and integration and re-socialization of children who are victims of abuse and their families. In the analysis are studied mainly practices related to activities and services to children living in the conditions of residential care.

For the purposes of the analysis is accepted that the criteria of good practice are related to activity or service, that:

- meet actual needs of the target group;
- are developed on the basis of studying the needs and problematic situation of the target group;
- the target group/clients for which it is intended have unrestricted access to them;
- involve working with different groups – children who are victims and their families and professionals working with them, authorized bodies and structures;
- have practical results connected with improvement the status of the target group to which they are addressed;
- have stability / implemented or planned continuation;
- there are information and educational materials / for professionals and target groups / which are accessible;
- include work in network with other organizations, structures etc.
- have national /regional impact on policies, development of practices etc.

The research method used in the analysis of the good practices is:

- Comprehensive analysis of reports of the participants in the project that present the good practices in Bulgaria, Greece, Latvia, Lithuania and Poland.
- Comprehensive analysis of information for practices in available electronic sources the participant countries

During the analysis it should be taken into account that reducing the identified practices to these criteria is relative. The services and programs for children who are victims of abuse have been developed during the recent years in the countries participating in this study, which presupposes the lack of standards for good practices as well as availability of few practices that may be related to the criteria for good practices adopted in this report. Due to this reason in most countries it is rather a question of approbation and development of different practices, than attained level of the practice quality accepted with these criteria.
In the analysis of the practices it should be considered also that probably not all practices existing in the counties during this period are included. During the survey were analyzed practices for which there was official information available or the organization involved in its implementation had provided it officially for the purpose of the analysis. The study includes all identified practices related to abuse of all groups of children, part of which are also those addressed to children in residential care institutions and connected with prevention of sexual abuse of children. This approach is necessitated on one hand by the situation that during the last 10 years more dynamic development of activities and services for abuse prevention has been observed and it cannot be expected to exist many practices addressed directly to children in residential care institutions. On the other hand in this way there is a possibility to bring out the specificity and the tendencies related to the issue of sexual abuse of children in residential care institutions.

In the present report the countries are presented alphabetically as the presentation contains introduction to the residential care system in the respective country and the good practices identified by the partners that are directed in support of children who are victims of abuse in the residential care institutions. The presentation of the residential care system for children is necessitated by the analysis attempt to find relation between the condition of the residential care /as types and organization of work and standard of living offered to children/ and the existing practices in relation to diminishing the risks of abuse inside the institution as well as the support that children and youths receive in and out of it. The practices of each country are presented in the context of the kind of prevention and general conclusions have been made about the specificity of each participant country.
2. Presentation of good practices

2.1. Presentation of practices in Bulgaria

2.1.1. Presentation of the residential care structure

At present in Bulgaria there are 144 residential care institutions for children where placement takes place under the provisions of the Child Protection Act following a decision of the court. The capacity of these institutions is between 40 and 170 children and not a small part of them are situated in remote places. The methods of work are based on the collective educative approach and the pressure exerted by the reform in the child care for individual and professional work is more a wish, than a reality at this stage. The efforts of shifting the focus of the personnel working in this institutions from the group to the single child unfortunately is not accompanied by the necessary alterations in the professional standard and training of these specialists.

In the medical and social care centers, which are managed by the Ministry of Health are placed children from 0 to 3 years old.

The Homes for children deprived of parental care are 86 and they are managed by the Ministry of Education and Science but since January 1, 2007 they have been decentralized and now are subjected to the municipalities. According to the law they admit children from 3 to 18 years, but practically they are divided in homes for children from 3 to 7 years and for children from 7 to 18 years. The staff of the first ones repeats the staff of the kindergartens, while that of the latter is closer to the school personnel.

The Homes for children and youths with mental retardation are 26 and there is one Home for children and youths with physical disabilities but preserved intellect. They are decentralized to the municipalities and methodically subjected to the Ministry of Labor and Social Policy.

The Vision of de-institutionalization adopted in the beginning of 2010 sets the closing of the residential care institutions within the following 15 years. During the current 2010 with the “childhood for all” project is prepared the closing of the residential care institutions and taking out the children with disabilities from 0 to 3 years from the centers for medical and social care.

2.1.2. Practices for primary prevention of abuse in Bulgaria

The primary prevention of child abuse in the considered period is presented through campaigns and training of professionals that aim at increasing the information of different groups /children, parents, professional, society about the child abuse issue/.

As far as the campaigns are concerned, they are directed mainly to identifying the types of abuse and their symptoms with the different target groups. Among them as good practices can be identified: the campaign addressed to children aiming to increase their awareness to reporting to the National telephone line for children “Speak to a friend” 0800
19 100, which the State Agency for Child Protection and UNICEF Bulgaria created and implemented together in a pilot project. With their campaign against the child abuse UNICEF and the State Agency for Child Protection try to enhance the public awareness of this phenomenon – child abuse. One of the main accents of the campaign is related to making popular the 24-hour hotline for children. The telephone line is toll-free, with national coverage and offers the children an easy way to receive advice, information and help in cases of abuse and other problems.

Campaigns addressed to adults are conducted by the Social activities and practices institute association with the support of UNICEF, the State Agency for Child Protection and Nadja Center. The campaign “Listen, tell – Parents beating their children try to hide it” started in 2008. The purpose of the campaign is to enhance public awareness of the problem of physical abuse on children and inform about the ways of efficient help for children who are victims of abuse. The objective is adults who become unwilling witnesses of situations in which children are subject of abuse be encouraged to alarm the relevant institutions in order to take action. The campaign, which will continue to the end of 2010 has been developed with a large range of communication materials and implemented with the support of government and 10 NGOs. The materials / posters and leaflets, website http://www.vij-chui-razkaji.bg/ are accessible for society.
In 2009 the Social Activities and Practices Institute Association conducted the campaign “Child- witness with special needs” directed to make the professional groups aware of the issue for friendly interviewing of children. Since June 2010 the campaign is resumed giving information for additional services for children who are victims of abuse. http://www.detetosvidetel.org/. The campaign is conducted with the support of the Bulgarian Judges Association and the Association of prosecutors in Bulgaria. The materials are accessible and financial stability is assured.

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The training of professionals to work directly with children and adolescents are another preventive strategy that has gained hold in Bulgaria. The main objective of these trainings is that the specialist can identify in time the abused and respond adequately to their needs. As good practices can be pointed out the following implemented projects of NGOs:

- **Pilot project for training of social workers from the departments for child protection at the Social Assistance Directorate – Sofia** for work with abused children and adolescents implemented from January 2003 through 2004 by the “Animus Association” Foundation. The project was funded by OAK Foundation and supported by the Ministry of Labor and Social Policy and the State Agency for Child Protection.

- **A project of “Gavroche” Association during 2003 – 2006-** offered training to 140 students from the Medical college- Varna, Shoumen University, Free Univesity-Varna, 108 school counselors and teachers from schools and kindergartens in Varna and the region and 22 experts from local structures of central organiza-
A manual for prevention of child sexual abuse was developed, which presented the practical experience of “Gavroche” Association in child abuse prevention. It is intended for the experts from the social and education spheres and is available in electronic version.

A project of “Animus Association” Foundation from August 1, 2006 through May 31, 2007 provided education for enhancing the skills of judges, jury members and prosecutors for working with underage and minors who are victims of abuse, witnesses of abuse or perpetrators.

It was funded by the American Agency for International Development /USAID/ and “Initiative for strengthening the judicial system in Bulgaria” program. The objective was the magistrates to develop awareness of the problems and psychological characteristics of minor and underage who are victims of abuse or witnesses of abuse. This improves the communication process with the children in the court increasing the quality and adequacy of the information provided by children during the hearing and reduces the risk of second traumatisation and revictimization of the underage and minor during the criminal proceedings. A collection of educational materials was developed for members of the jury, judges and prosecutors who will participate in the trainings. The collection contains theoretical materials on the subjects of child abuse and the emotional and behavioral consequences for the abused as well as practical issues concerning the role and influence of the judicial system.

In the same sphere were implemented also trainings of the “Social Activities and Practices Institute” Association which in the frames of a few projects during 2007-2009 (“Listen to the Child” and “Child participation in legal procedures”) conducted trainings for social workers, psychologists and magistrates related to the friendly interviewing of children. The trainings will continue during 2010-2011 with sessions for preliminary investigators and mobile team for friendly interviewing of children at a national level.
In relation to the development of programs for diminishing the risks of sexual abuse and exploitation may be identified the project “COoperation between the public and private sectors for prevention of traffic and sexual exploitation in the sphere of tourism” started and implemented by “Animus Association” Foundation as a joint initiative with the Organization for Cross-cultural Exchange, the State Agency for Child Protection and the Austrian NGO “respect” – Institute for interactive tourism and development. The objective was to introduce a new approach in the struggle against traffic of children in Bulgaria mobilizing the tourist industry. The main task of the project is adoption and applying of Ethics code for prevention of sexual exploitation of children in the sphere of tourism.

2.1.3. Practices in the field of secondary prevention of abuse

In the period under consideration can be identified a few practices for education of children from residential care institutions.

A pilot model for training of adolescents brought up in Home for children deprived of parental care on the subject “Empowerment and traffic”, implemented by “Animus Association” Foundation” http://www.animusassociation.org/ funded by Deutsche Gesellschaft fur Technische Zusammenarbeit (GTZ) GmbH from August 1, 2004 through April 30, 2005. The main objective of the project was to navigate a complex model for efficient and stable empowerment and protecting from traffic boys and girls between 15 and 20 year living in homes for children deprived of parental care in Sofia, This complex model contains four main components: education of adolescents, program for correspondence, individual consultations, working with experts involved in care of the children from these institutions.

Training following the method “Coevals educate coevals” for children living in social care homes in regions with high risk of traffic for the purpose of sexual exploitation.
This project was implemented by Gender education, research and technology Foundation with the financial support of the Global Fund for Children. The objectives of this project were to train educators of coevals who would further participate in conducting programs for prevention of sexual exploitation and traffic of children and heighten the awareness and capacity of the children from specific vulnerable groups to defend themselves against abuse, traffic, sexual and other types of exploitation. There were two target groups: the first were the children from residential homes / homes for children deprived of parental care/ and the second were the supervisors and psychologists in the respective institutions. There is no any data about results, materials etc.

The project “Prevention of sexual abuse and traffic of children at risk. “Demetra” Association - Bourgas set as a task of the project activities: to inform the potential victims about the risks of sexual exploitation and traffic; to create skills in the experts working on the issue and increase the efficiency of the multidisciplinary approach; prevention of school dropping out with emphasis on the Roma population. Target groups are secondary schools, three residential care institutions, representatives of Roma youth community, professionals – social workers and educators from the institutions, school counselors; parents of children falling out of school.

For each target group are envisaged certain activities as trainings in prevention of sexual exploitation and traffic of children, team work, free time management, consultation skills, organization of summer school for exchange of good practices and problems, issue of collection with publications of the experts from the summer school. Specially for children and students from the residential care institutions is the educational program “Development of social skills in children at risk” – communicative skills, arrangement of conflicts, child rights, solving of problems, applying the method “Coevals teach coevals; management of children free time through education and joining sporting and dance clubs – participation in holidays and concerts; conducting of information campaigns “Traffic of people exists” in the institutions; organization of discussion club “Me and my future” with youths from Roma community; on-the site work with young people falling out or threatened with falling out of school and without motivation for study and professional training in partnership with Business center- Bourgas; consulting victims of sexual abuse and traffic in Crisis center for children at risk- Bourgas. For the parents from the Roma community is offered education and consultation for the children falling out of school in skills to be better parents and bring up their children better.

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2.1.4. Practices of tertiary prevention in Bulgaria

In relation to practices for rendering services to children who are victims of abuse can be identified the Rehabilitation center for women, adolescent and children victims of abuse, “Animus Association” Foundation /http://www.animusassociation.org/, which offers a set of services:

- Twenty four-hour hotline 0800 186 76 for victims of abuse
- program for adolescents between 14 and 21 years who have been victims of abuse
- program for consultation of girls with abuse problem
- program for social assistance
- program for supporting the children of women clients of the Center
In the framework of the project “Hear the child”, implemented by the Social Activities and Practices Institute Association in partnership with the Bulgarian Judges Association and Nobody’s Children Foundation in Poland, funded by the OAK Foundation during 2007-2009 were set up three specialized rooms for interviewing children who had been victims or witnesses of crimes. The objective was to introduce if possible, a single interview of victims in the presence of a judge and this to be done in friendly environment. The project included training of professionals, lobbying for changes in legislature, conducting of campaign for sensitivation of the professional communities.

Specialized rooms for interviewing children:
- Complex for social services to children and families, Shoumen – 054/801 632
- Complex for social services to children and families, Pazardzik – 034/44 75 30
- Metropolitan directorate of the Internal Affairs, Sofia – 02/987 77 77

At the end of 2006 in Bulgaria were opened the first Crisis centers in the towns of Pazardzhik, Dragoman, Balvan, Alfatar and Montana, They are funded by the state budget. According to information from the State Agency for Child protection nowadays they are already 15. In these centers are placed children who are victims of domestic violence or traffic in order to be provided shelter and initial intervention. The duration of the social service is 6 months. The placement is made by the Departments for child protection as due to security reasons often the placements are made in crisis centers different from the place where the child is living or has lived.

Crisis unit for children, Pulse Foundation, Pernik – the target group of the crisis unit are children and adolescents / victims of abuse, neglect and deviant behavior/ and their families from the town of Pernik and the region. The services of the unit are used also by clients from other cities in Southwest Bulgaria as being the only one of a few centers offering work with victims of abuse. If the child is very small the mother can be accommodated with it at her request. The crisis unit staff (social workers, consultant) is prepared for crisis intervention with children who are victims of abuse. The staff is motivated for trainings and improvement of service, but it is limited in number because offers other services and programs of the organization.
National hotline for children, which lasted from December 2007 till December 31, 2008. The operation of the telephone line was assigned to “Nadja” Center. The national hotline for children offers crisis intervention, consulting, specialized information on the children rights and directing to appropriate service providers. The hotline objectives are: to give children a partner with whom they could talk about issues and problems that worry or excite them; to identify cases of children at risk and undertake the necessary measures; to inform about and promote the system for child protection; to enhance the possibilities for reporting children rights violations. The hotline has an easy-to-remember number and national coverage. It is toll-free and operates 24-hours for the children who want to use it. In its operation are observed the principles of confidentiality and anonymity. The national hotline continues operation and at present has a unified European number and is managed by “Animus association”. The purpose of telephone line 116 111 is to consult, inform and direct children and teenagers to appropriate experts and programs. The line is addressed first of all to the children themselves, but also to their parents and relatives, as well to professionals working with children, who are looking for consultation or information on children related issues.

On the territory of Bulgaria there are eight Emergency reception centers, two of them managed by the Social Activities and Practices Institute Association, which are part of the centers for public assistance according to data of the State Agency for Child Protection. This service is intended to provide shelter, care and psychological support to children who are victims of abuse. The service has one month term. The conditions of accommodation are close to the family and small children may be accommodated with their parent in case of domestic violence. The services are identified by the authorized bodies and structures as places for urgent and safety accommodation of children and place for protection stressing the necessity of their spreading all over the country.
2.1.4. Conclusions related to the practices for children who are victims of abuse

The following conclusions can be made from the analysis of the practices identified in Bulgaria:

In the course of survey, the following activities and services can be identified as good practices according to the adopted criteria:

- National hotline 116 111 – for consulting and crisis intervention and National hotline 0 800 186 76 / operated by “Animus Association” Foundation;
- Rehabilitation center for women, adolescents and children victims of abuse run by “Animus” Foundation, in which are offered a number of different services and programs in support of children and adolescent victims of abuse;
- A good practice is also the project of “Demetra” Foundation that includes activities for different groups – children, professionals and children, namely trainings, campaigns, on-the-site work and consultations;
- Emergency receptions in the Complexes for social services for children and families /Shoumen, Pazardzhik and Russe/;
- Crisis centers for children who are victims of abuse and traffic
- Rooms for friendly interviewing of children who are victims of abuse – Social Activities and Practices Institute Association /Shoumen, Pazardzhik / during the last 3 years that involves lobbying for changes in legislation, training of professionals; services – preparation for hearing at court and in specialized rooms; sensitivation of the professional communities to the issue.
• **A general tendency** in the development of the practices during the period of survey is expansion of the target groups and the set of included activities (e.g. “Animus” Foundation, the project “Childhood without violence” of the Social Activities and Practices Institute Association; the project “Prevention of sexual abuse and traffic of children at risk” of “Demetra” Foundation). This tendency is probably connected with gaining experience by the organization which allows them to prepare and implement practices that are not limited to a single target group and activity.

• **A general specificity** of the identified practices is that a greater part of them include single activities that end in the framework of one project, which does not created possibilities to expand the activities and the achieved results. This specific character is probably connected with difficulties of the NGOs which develop them and with the inadequate support by government structures as well.

• In relation to the **primary prevention**, the information approach implemented through campaigns and training is most widely spread in Bulgaria. It is directed to identifying the types of violence and their symptoms. The campaigns and trainings are regionally limited, which probably is connected with the difficulties a NGO has to secure financially national campaigns and trainings. The practices for training of professionals are time restricted, within the framework of NGOs project, which is not tied down to the functioning of system for assistance / trainings, support and supervision of these professional communities.

• In relation to the **secondary prevention** there exist practices of training children in residential care institutions aiming to improve the knowledge of the children from residential institutions about the traffic and sexual exploitation and training professionals working with children in residential care institutions.

• The analysis of the good practices shows that the prevailing good practices are in the sphere of the **tertiary prevention**, which presupposes the availability of services and activities for supporting children victims of abuse.

• In relation to the **prevention of child abuse in residential** care institutions it was established that the practices address to assisting the children in residential care institutions are not enough in number and are limited as subject matter. During the period under consideration, the practices are connected with trainings for prevention of traffic of children and professionals within the framework of time limited project activities. These are pilot projects and from the available information it does not become clear how the competencies obtained by these groups are maintained after closing the project, which considerably reduces the sustainability of these practices. There is no information whether the abilities acquired by the children and young people in the course of training are maintained by the staff, how much and to what extent it has been trained and how the work with the children and young people is carried on further. As whole, practices addressed to children in residential care are implemented by organizations that are external for the institutions that offer specific activities – consulting, training for children and staff. Such activities are effective in relation to prevention of child abuse since they prepare the children for safe conduct and provide information about the ways to seek help. At the same time, having in mind the specific character of the abuse phenomenon in the residential care institutions, it can be considered that such type
of activities cannot secure in sufficient extent safe environment for the children brought up in the conditions of residential care. Especially when taking into consideration that the residential care cannot be regarded as short-term activity and the children spend more than 3 years. The issue of safety of the residential care institution is connected on one hand with the existence of procedures and on the other hand with the organization of children life and work with them. The procedures make clear what must not take place as violence is concerned and how it could be reacted in cases of abuse of children by other children or adults. The institutions in Bulgaria are obliged to have procedures for safe environment / Procedures for safe conduct /, for which no information is available as to what extent they are observed in practice and to what extent children and staff are informed about them or they exist only in the records of the respective institution. At this stage it is not possible to identify practices aiming to prevent child abuse in the residential care institutions and directed to change the life and care of the children hosted in them. This fact is probably connected with non-acknowledgement of the issue of child abuse in the residential care institutions /by staff or bigger children/ nationwide and by the different authorized institutions and structures. The difficulties at this stage come from the fact that the activities for prevention of violence are in the priorities and competency of NGOs, which cannot interfere in the life of the institution without the support of government and municipal authorities.

During the survey it was established that there are no practices connected to the integration of children who are victims of abuse / residential care and service in the community/ among the services for crisis intervention and rehabilitation. The residential care in the country does not offer possibilities for specialized support – for example, group for sexually abused girls or children who are victims of physical abuse. Although no official statistics exist, it can be assumed that a large group of children coming into residential care have suffered abuse before that. The absence of specialized intervention during their living in the institution prevents their successful integration after the abuse even if they receive specialized assistance out of the institution / centers for consulting, psychotherapy and other services/.

In the considered period are missing also practices for working with children and young people perpetrators of abuse placed in residential care. This situation also influences the efficiency of the support which the victims of abuse receive within the framework of services and programs and enhances the risk of their revictimization. The children and youngsters who have abused their coevals or younger children are usually transferred to another institution as a measure of punishment and protection of the victim, but that does not diminish the risk of repeating the abuse on another child or youngster.

Relatively few are the practices that include studies about the needs and efficiency of program or services. In the examined practices such studies are included in the training of magistrates / “Animus Association” and the national hotline of UNICEF “Talk to a friend” – study of the public opinion concerning the telephone line and child abuse.

As a general conclusion it can be pointed out that the working with children in the residential care institutions in Bulgaria in respect to prevention is short / within the framework of NGOs project, which is dealing with the children and part of the staff, but after that the ac-
tivities do not extend further; in reference to prevention – services providing shelter to children who are victims – there are active services funded by the state and are financially sustainable, but have difficulties with staff and its readiness; steady practice are the Rehabilitation centers /consulting and psychotherapy/ Sofia, Pernik, Bourgas/ that are dealing mainly with adults, but have capacity to support also children who are victims of abuse.

At the same time in working with children in the residential care institutions the effect of this support is reduced because there is no information about the existence of institution that can provide adequate care of children who are victims in the course of rehabilitation and re-socialization after suffered abuse. In the residential care institutions there is lack of organization for the life of the children who are victims which is to determine the security and safety they need and diminish the risk of revictimizaton. The fact that a great part of the children that enter the institutions have been victims of abuse is not taken in consideration and that correspondingly their stay in the institution requires special care. On the other hand the inefficient organization of the work in the institutions may bear risks of abuse on the children placed in them by other children or adults. There is lack of standard requirements to the staff working with them. The living conditions in a great part of the institutions are not safe concerning the abuse of the younger children by the elder ones or outsiders. At this stage are not identified practices that are connected with improvement of the institutional care, which to contribute to the prevention of abuse in the institutions alone.

There is not information about navigated practice for working with children perpetrators of abuse, neither for specialized group in residential care of children who are victims of abuse, which creates risks of revictimization of the children.

There are no distinct criteria for follow up efficiency and sustainability – we can confirm that there exists a partial steadiness / where service is funded by government or materials have been issued/ and there is temporary efficiency ( staff fluctuation, children grow up and leave institutions, change of local authorities with the elections). Most of the good practices have local, territorial application and cannot be multiplied.

The obtained conclusions give a reason to make the following suggestions for improving the work on prevention.

- Development of practices oriented to improving the child institutional care and creating of safe institution, which to diminish the risk of abuse on the children placed in them / standards for personnel, efficient procedures for prevention and intervention in cases of abuse etc.
- Rendering special assistance and care to children in the institution who are victims of abuse before joining an institution (specialized group, program etc.) which to support the rehabilitation and re-integration of children who are victims of abuse.
- Development of programs for working with children and young people from institutions, who are perpetrators of abuse, as prevention of revictimization.
- Creation of administrative and financial mechanism for multiplication of the services for prevention of abuse which to guarantee steadiness of an already established practice.
- Development of inter-sectoral /medico-social / services for children who are victims of abuse.
2.2. Good practices in Greece

2.2.1 Presentation of the residential care structure

In Greece, an extensive institutional system continues to be maintained, consisting of large state institutions and many small private ones, oversight and responsibility for which belong to the social welfare service of the Ministry of Health and Social Solidarity. The situation that prevails nowadays in many of them is characterized as satisfactory, but clearly with problems, which can mainly be identified as a shortage of sufficient scientific personnel, as well as the lack of infrastructure, which on the one hand is not sufficient and on the other, is not suitable for hosting minors.

2.2.2 Practices for primary prevention of child abuse

The following viable practices are mainly based on certain experiences of the administrative staff of the institutions and could be put into practice in the way child care centers work as first second or third prevention mechanisms.

- The use, supervision and organization of volunteers in order to render them a standard group of reference persons for the protected children, who live outside of the residential institutions' premises and support the functions of the institute.

In most of the institutions volunteering is growing both in groups and individually. The volunteers are sensitive citizens who want to offer their services in an institution either after personal initiative, or as members of an act of a non governmental organization.

The volunteers, especially those who are included at children activities, like the utilization of free time inside and outside of the institution (artistic or sport activities, outings, participation in events, educational improvement etc.), are considered to be vital reference persons for the children. In cases though, where they are permanent for many years and if they are for a long time connected with one or some specific children, their presence at the institution grows in importance. Between the children and them interpersonal relationships grow, which, although they differ in duration and quality, they always create chances and create the possibility of a more direct, natural and personal communication with the child. The children open their heart to the volunteers about their problems or give important information and facts about their lives at an unexpected moment during an activity and of course after there has been created an atmosphere of trust between them. The child feels naturally in an interpersonal relationship and unveils some aspects of him, with which he doesn’t feel comfortable and wants to share them with the staff of the institution in the full scope of team life. The volunteers often get information by the child, of which even the specialized staff of the institution is not aware, as this relationship is shouldered by this unpleasant label: "I live in the institution, these are the services of the institution" or by perceptions like: "I don’t need a psychologist, anything I say will not be kept in secrecy" or "I don’t want the others to speak about me or "the psychologist is coming here because he is paid". The volunteer does not belong to the institution, so a kind of an independent and not necessarily institutional social relationship is growing. Furthermore, if the volunteer is very close to a child or a group of children in dribs and drabs, this
relationship encourages the child to develop its social skills and its socialization process in general. This fact is of utmost importance, namely when through this normal standard relationship with volunteers the child, who lives in the institution and has been kept far from abuse or neglect, starts to set the foundations of creating and experiencing contact with other people. Even if the volunteers are often substituted annually or in some periods, it is enough for this agreed period to be punctual and right with their obligations and to explain to the children the reasons of leaving. It has been observed that in a limited relationship framework – of whose limits the child is aware –, healthy feelings are observed and the sense of neglect is scarce. The chosen and supervised volunteers are in a position to create the appropriate conditions of expression and interpersonal relationship, as a kind of unofficial education. The child conveys on impulse, inside or outside of the institution, (school, friendships) its positive experiences from its relationships with the volunteers. The sense of inferiority, introversion and aggression recedes replacing them with self-respect and creativity. Since all the children, who live in the institution are related to responsible volunteers, they are educated on their social skills, whose results are becoming obvious in their relationships in the institution. Instead of recreating the pathogeny, that they carry from the place the came from, they gradually use other communication methods: conversation, claiming of what they want by means of speech, not of violence, preference to friendships and not to group influence, solidarity and support to the younger children instead of repression or neglect, search of creative activities and not self-destructive habits.

Adolescents need special support at their first relationships with the other sex (friendship or love relationship). When they have the ability to discuss about the details of this aspect of their life, -their thoughts, fears, expectations events, failures, small pleasures and achievements etc.- with people, with which they have chosen to develop a more intimate relationship among the volunteers, they can process their experiences better. As a result they understand better themselves, their needs, they make more realistic choices, they debunk several kinds of prejudice, which are related to their previous stage of life before their stay at the residential institution and the abuse or neglect trauma.

In order to bring this group of volunteers a positive effect to the child, it is crucial to be followed some supervision and organization guidelines. At first, the institution is expected to see to it, that the criteria concerning the right choice of volunteers, their basic training about the basic characteristics, the needs of the children and the psychology of the neglected child, which was forced to end up at the institution, are implemented through exercises based on experience. Furthermore, it is essential that it organizes its programme and requires that the agreed action framework is followed (punctuality at the meeting hours with the children or their supervisor, abide by the code if conduct, collaboration at any initiative). Moreover, the kind of supervision upon them must instill into them a sense of trust, that their piece of information and observations are important and will be utilized for the most effective care of the children. Supervision should by all means include often meetings, where issues about the children are mentioned and common guidelines are discussed. The volunteers are used in almost every child protection institution; however they are not equally used without supervision. They could just be assistants without evaluating or without their evaluations being evaluated. Some could also give negative impetus or treat the children with pity or become victims of manipulative behavior by the children. In all those cases the pathology that the child carries from its past lingers while non-healthy behavior and feelings are strengthened. Their relation to the volunteers are characterized by confusion, flux and confirm the insecurity that the child...
feels. Nevertheless, the institute would not definitely oust them in order not to lose their help at the basic activities of escort and occupation or because it is not in a position of supervising them or that they don’t accept being judged by them and take the responsibility of handling their piece of information. The institute is also likely not to encourage volunteering condemning the children in institutionism, while their problems are not solved in the close framework of institutional life. A special aspect of supervision has also a great importance concerning the way, that children behave themselves, in order not to express any type of harassment, especially sexual. The scientists- collaborators of the institution, who are in charge of organizing the group of volunteers, need to be specially trained, educated, work with specialized services or organizations, which occupy and train standard volunteers. Extra attention should be given to the way incidents are handled as well as to the observation of the relation between volunteers and children. It is also imperative that some rules and restrictions are followed, like the prohibition of remoting themselves or that physical contact is not encouraged especially without the presence of other people too.

As the target group of the volunteer network is the total of children, who reside in the institution, it would be more functional and effective that the volunteers were divided in smaller groups depending the age or the children or their special participation e.g. the academics who help the adolescents at their homework. In the same way there could function smaller and more flexible supervision groups, which aim at better relay and processing of information, their constant education through the tackling of incidents and at a coordinated initiative taking in the interests of the enhancement of the structure, in which they participate. For example, the academics, which help the adolescents, could process written resources, guides of handling the development learning skills, search for specialized technical know-how about their field of study. As a result, the volunteers are actively included in the support of the normal psychosocial development of the children. At the same time, in the institution prevail the healthier types of relationships and factual interest to every child and its needs with the result of the possibilities of any kind of abuse being diminished.

The child protection carriers, including many supervised volunteers, offer more and more substantial attention to the children. We also get more information regarding function problems, which could escape from the experts’ attention as they linger and form pathogenic situations of institutionalism. When a problem regarding a child is discussed not only by the staff, but also by the participating volunteers, who are directly linked with it, a broad spectrum of factors, reasons and parameters comes to the surface, which justifies the behavior of the child and offer new solutions. Consequently, all the people, who are close to the child, make a concerted effort to help it overcome this problem under the best circumstances.

Every institution separately is responsible for the occupational expenses of the scientific staff for the recruiting, training and supervision of the volunteers, as part of the responsibilities of their social service.

The economic difficulties they might face at times, because of which the occupational hours of collaborating scientists might be reduced, contributes to the supervision of the volunteer network being undermined. This could also lead to an insufficient number of volunteers or to their faulty supervision with respective negative effects.
The success of this practice is highly depended on the economic efficiency of the carrier, the will of the administrative members or even a special support by the non governmental organisations or research institutions, which support the institution with volunteers, whom they train and supervise.

This specific practice introduces the institution into a more open way of functioning, puts its everyday life into question and thus runs more possibilities of preventing institutionalism and the on-going failed practices. Finally, it encourages children’s socialization process through a normal psychosocial development and the restoration of a social fabric around them after being dragged off from the intimate, delinquent though, environment, ensuring in this way their social integration for one more time.

- **Caregiver training**

It has been shown by relevant applications that training and constant supervision of the caregivers has brought highly positive results, regarding the prevention and early diagnosis of several cases and types of abuse. The staff members, who are in charge of taking cares of the children’s daily needs, replacing the mother model, vary in title, the number of responsibilities, the occupation relationship (e.g. the “mothers” at the children’s villages live with them on a daily basis, which in other types of child care centers they work on shifts 5 days per week, 8 hours per day), in any case, however, they are considered to be main reference persons for a child, who resides in an institution. From know on they will be called “educators”. The educators are most of the times women.

The “educator” lives with the child to the fullest daily on the institutional premises, while it also escorts it in extra curriculum activities educating it in terms of participation and conduct in the broader spectrum of society. As a result, the educator observes it, discusses with it, participates in all of its activities and thus, in its respective behavior in and out of the institution. So, she has turned directly and constantly into a submitter of multiple facts, which, nevertheless, vary as for the way they are expressed. Of course, special knowledge is required that the “educator” can be in a position to detect them, evaluate them and choose about which ones she is going to inform to her supervisors and diagnose abuse problems, wherever they stem from.

Spare time hours need also a lot of attention, when the children meet together and express themselves on impulse outside of an organized activity, so it is easier to behave in an offensive way towards the other children or even in a self-destructive way. In such a case, the educator should intervene in a smart way and give a discreet reprimand. In this way, she does both the job of the social worker and the psychologist during the individual or group therapies with the children.

Night hours need even more attention, one or more children could abuse one or a group of children with the tolerance of the others. As the number of adults among staff, collaborators and volunteers is less during the night, the possibility of faulty behavior by the children or even staff members is becoming bigger. Although they have not been kept in record, children have often reported cases of aggression between the children during night hours and according to them, the staff did nothing more than punish them or even turn a blind eye. Most of the cases of physical or mostly verbal violence and threat during the night are not even perceived by the staff, a great effort is required to make the children talk about that.
In the interests of detecting unusual kind of behavior, discreet supervision by the volunteers of the institution is highly important. This doesn't mean that when the volunteers are with the children, the educator can rest, but she participates discreetly, observes and informs the social worker. Finally, the time of departure and arrival of the child from the house either of biological relatives or volunteers or godparents is crucial to get important information about the security of the child and its real disposition towards those people.

Far from the educator and her neuralgic role at children’s care, every staff member is duty-bound to participate in the life of the institution and is a reference person to the children, since they have built a relationship of communication, even if they are not included a lot in their life, they should also be trained to diagnose behavior, that shows some abuse problem. However far from the diagnosis they should coordinate with the instructions of the psychologist and the social worker about the techniques of effective and direct intervention to handle with isolated incidents, behaviours and tendencies of the children.

Training and constant scientific supervision upgrade and specialize the work of the educator – and every staff member- inside the institution, reaching a new scientific approach of child care, so that observation can turn into diagnosis. It also helps the educator to prevent abuse cases, to tackle them in collaboration with a psychologist and a social worker, while through her behavior encourages the children to conduct themselves more creatively.

As far as the children are concerned, such an attitude of the educator influences them indirectly positively, as they feel that their messages are heard and not neglected. They feel secure and they ask more and more for direct expression or stand up for their rights. They ask easier for help to the educators, if they become victims of abuse, when are scared of something or someone or when they observe misbehavior, as they know that they will find protection and not neglect.

At this time every institution that feels the need of training and specialization of educators, they hold the scientific collaborators responsible- social worker and psychologist or extracurricular experts. It also sees to it that the educators take part in special seminars organized by other child protection carriers and have to do with specialized issues about children and especially children of the residential institutions. As this act requires special expenses, as well as many workers have to work less, it is avoided by most of the educators.

As a result of course, the working educators are not supported in their exceptionally demanding role and become institutionalized. As a result the most important relations of the child in the institution are weakened. If the educators neglect the evil behavior of children, do not pay attention to the third persons, who are related to the institution, feel neglected and scared towards the responsibilities they have to shoulder and don't know how to handle them, the children feel nowhere to turn to in the institution. They become insecure, feel a sense of inferiority, while the problems of neglect, that they have already experienced before the institution, have not receded.

The training process of the educators is funded by the budget of the institution itself as well as by specialized national or European programmes.

This practice represents a change already in terms of scientific problem handling, that a residential institution for children has to solve and guarantees a high quality of care.
Specialization of the psychologist or social worker of the institution and constant co-operation with experts, other institutions and services.

The specialization of psychologists and social workers, as well as their co-operation with other services in charge proved to be a matter of great importance.

These two kinds of scientists need to have been specialized in diagnosing, preventing and tackling any kind of harassment – especially sexual, as it is the most traumatic kind. Constant training, co-operation with experts and exchange of experience and technical know-how are also essential. Far from co-operation with children (individual or group therapies), they are also responsible of training and supervising other staff members too concerning their behavior towards children and this specialized issue (sexual harassment). At the same time they are supervisors of an amount of volunteers and plan the practices of the institution and their constant enhancement through experience utilization.

A very unique part of their responsibilities has to do with the relationship between the child and people from its biological environment, from which it has been cut off due to neglect or abuse. It is generally acceptable this contact has be encouraged, even at its minimum, so as to manage slowly but steadily a restoration of this trauma and even make an effort to go back home, if it is decided to be adequate. For this reason the institutional scientists are expected to devote time and attention to those relationships. Needless to say, that for this matter special training and co-operation with experts is needed so that facts and information regarding the behavior of the child will be conceived and processed in the right way.

This neuralgic role of scientist aims at creating an atmosphere in the institution, where not only cases of sexual abuse or any kind of abuse will be diminished but they will also be easily diagnosed and confronted. This could be managed by organizing methods of sex education and self-protection classes, which include meetings with experts, group discussions about institutional life, dramatherapy or other techniques for a more aimed orientation to issues like sexual development, identity, sex, relationships with the other sex.

Better quality of supervision and prevention is guaranteed through co-operation with specialized scientists as well as through constant training. The other staff members are supervised and trained in all three levels of sexual abuse prevention. They are in contact with institutions of psychic health, they are up to date with relevant publications or meetings etc. so that they can utilize this new technical know how in special programmes or research, which will benefit the structure of the institute in the long run.

Staff members are more secure to relay to the experts information about the children, as they trust their work and know that they will contribute to better institute conditions. This feeling of security and connection between the institution and the scientific renders its function more flexible towards anything new leading to the avoidance of institutionalism, which could bring about abusive behavior.

Thus, not only are the co-operating scientists benefited in a direct way in this sensitive and complicated duty to organize and supervise the services provided to the children that the institution takes care, but also the staff members indirectly because they act, they are supported, upgraded and ready to take initiative regarding its scientific support.

Finally, the protected children are introduced to orthological pedagogic parameters, which condemn harassment either between them or by adults without defending
themselves. They are aware of their rights and are educated through their group therapies with scientists to assert them through self-respect, arguments and abiding by the limits of respect to the others.

This collaboration, education and supervision system in order to come to fruition requires its respective expenses. At least part of the expenses for training and supervision by interest groups could be met by public supervision services. When such an integral aspect of institution function is depended on the disposition of the administrative members of the institution or its economic situation, then there does not exist even the basic organization structure, which is supposed to be in accord with the recognized rights of the children.

For the time being this system is the case only in institutions, where the administrative members have understood the value and necessity of scientific intervention in the institutional structure. In some institutions it is also mentioned in their charters or the function regulations. In any case it is not imposed or funded by the state leading to many institutions working without serious scientific supervision rendering institutionalism and its consequences unavoidable. The state only offers piecemeal training and supervision programmes without putting any act into effect. However, even those do not have an obligatory character so again it is left to the administrative members’ hands and to the mood of scientific collaborators, if they will follow them.

In an organized group life it is observed that all forms of child abuse, which live in institutions, run more possibilities of taking place without being perceived only in order to meet their basic needs.

Interdisciplinary collaboration for the organization and supervision of institutional life and issue handling like sexual abuse in the system function clearly have to do with all three prevention levels. Of course it focuses on primary prevention, so that the structure of the institution itself will be weakening the cause of the incidents with their open and supervising acts, as the scientists, who function the way institutions function, will be constantly trained.

It goes without saying that the act of specialized scientists is crucial in the other two prevention levels and that their skills and knowledge need constant upgrading. Not only diagnosis – through information processing brought by the staff, the volunteers at school and every person of the child’s environment-, but also coordination of the way isolated incidents, repeated acts and attitude are treated require complicated and sensitive supervision functions.

Also, special care, knowledge and care is required on organizing and realization of integration ways. One of the most basic responsibilities regarding child’s rights to have a normal personality development and social integration process is the organization of individual and group methods, which will help him to be prepared for its independent life. Every institution should organize them at their best, encourage the scientists to look for other supporting carriers and aim at constantly renewing their technical know-how skills. Cases of abuse are also possible to be found in independent co-existing structures, where the children live for a transitional period of time, in the working place or during an internship, even in institutions of tertiary education or while meeting new friends or a lover after becoming an adult.

The social service of the institution should prepare the child in order to diagnose and tackle every abuse case without having to succumb to any manipulative or self-destructive behavior.
This specific practice is considered to be a set of function rules by the social service of the institutions and is bound with the child care center supporting the development possibilities of provided help to the protected children.

- **Development of individual and social skills of the children**

  In the field of team life on the institutional premises, prevention highly encourages individual identity development and self-respect resulting in the children standing up for their personal security and not becoming sexual victims by adults or peers.

  First of all, the institution should organize an individual and team programme for the children and its respective space planning and use, which follows a deeper strategy to manage a normal psychosocial development of personality and relationships.

  The following parameters are the most important ones:

  **The educator should be responsible for small groups of 5 or 7 children.** She is going to be observing them and taking care of them more carefully reducing in that way possibilities of abuse by a third person. Thus more intimate relationships are expected to be made, which will bring about a normal psychosocial development process of the child, and a more strong sense of self respect and self-protection instilled into it. Thus, the child feels more confident to open its heart, face the traumas of the past, share them with the educator and under the guidance of an expert, solve it. This process will make it stronger, in order not to accept or report any other kind of abuse.

  **Enhanced space planning inside the institution, which meet different and special needs of every age and sex.** Firstly, the rooms and the space for the recreation activities should different for each age group. For example, adolescents have a completely different way of entertaining themselves and managing their time. They are annoyed by the minors and molest them resulting in fights or even worse the formation of group influence, where an older child controls and threatens the younger ones. Personal space, namely bedrooms and spare time space, should be an asylum to every child. Relationships of fear tend to create the abuse phenomenon and do not let the child gain its self-esteem again, which has already been harmed after being transferred into a residential institution and having experienced problematic situations, which brought it here.

- **Foster care as a tool of deinstitutionalization and better supervision** of the life and development of children, both during their life in a residential institution and after their placement in a foster care family.

  Different forms of foster care –short-term, long-term, regular hosting on holidays-, moreover all types of outside institutional, steady relationship with adults or a family, which include constant participation in the child’s life–study, entertainment, school events, spending the day or staying overnight etc- offer a nexus of personal relations, which allow the child a smooth psychosocial development.

  The development process and all kind of issues regarding a child are facilitated by the cooperation of foster parents. Their observations, pointing outs and initiatives form a thorough care of the child and enrich the rationale of both the institution and the decision making qualified pedagogue’s team.
The child would easier open and reveal to foster parents incidents of abuse which personally experienced or heard in the residential institution, because they are persons felt closer, non-representative of the institution.

Of course, so as foster care and hosting to function properly, specialized supervision and corresponding training of the staff members, which are going to organize the foster care parents’ network, are needed. From the point of the suitable volunteers selection to the relation course surveillance and problem dealing, qualified staff should be working methodically, not as a parergon to the rest of their responsibilities in the home. Even after the most appropriate and safest foster care parents selection –which anyway cannot always secure the good course of the foster care or hosting relationship-, foster parent training, support, guidance and utilization is a complex and continuous challenge with particular dynamics, that the supervising expert is required to monitor for the child’s best interest.

However, incidents of sexual abuse even by foster parents or their family or friend circle might come up. It is obvious, that special care during the inspection of both foster parents’ and their surroundings is required, detailed instructions on how they should keep the child they host safe, regular meetings and unscheduled home visits during hosting. Furthermore, both the good relationship between the qualified experts and the child and the well organized, scrupulous supervision of his/her relations with the foster parents allow early detection of signs, so incidents would be prevented or even foster care interrupted.

Foster care relations, as long as they work supportingly to the residential institution, hosting the child and developing personal relationships of trust, they help towards the development of the child’s personality. Much information about the everyday life problems the child faces in the residential institution, at school, with friend mates etc. reach the qualified stuff through foster parents. Therefore, indications of sexual abuse or other are detected earlier and faced jointly by the residential institution and the foster parents.

All forms of foster care benefit directly the children under protection of the residential institution, because they substitute partly or totally the family context they are deprived of. The child enjoys thorough care, an explicit interest focused on his/her personal needs. The child’s self esteem steps up as he/she feels that he/she builds up personal relationships, wins the love of the foster parents, can express him/herself freely and is given the time and space to unfold him/herself. The child receives enriched stimuli and broadens his/her horizons. Even more, foster care could gradually evolve to a permanent status and the child could join the family, which is equivalent to total reintegration. This positive experience heals the wounds of the past and awakes the children’s creative powers, healthy ambitions and desires. Consequently, they avoid recreating abuse patterns in their relationships or towards themselves.

This also benefits the residential institution, since both children and personnel are relieved of the constant conflict dead ends in the common life. Supported by foster care hosting, the child’s psychosocial development is enhanced, his behavior and cooperation will within the structures of the institute as an active unit taking part in the course planning –education, professional orientation, socialization etc.- improve. The child is not any longer passive to the provided care. This activation creates the necessary emotional background, so the child does not commit or give in to abuse.

Foster care and hosting supervision requires the constant employment of qualified staff and interdisciplinary cooperation of psychologists, social workers and lawyers, as well as experts. Therefore, a particular cost budget must be considered, which is up to resi-
dential institution administration at the time, since foster care development is not a mandatory institution. On the other hand, very few foster care and hosting cases have been successful without this constant and specialized surveillance. On the contrary, in most cases, the failure to connect—often multiple failures—burden the child with a repeated sense of abandonment and more self-depreciation that can have a disastrous impact on the course of his/her life.

In Greece, foster care practice barely exists, due to funding difficulties that actually prohibit the sustainment of the necessary surveillance. Moreover, the legal framework that would facilitate the foster care procedures by entrusting them to public services imposing the mandatory cooperation of the residential institutions does not exist.

Although, it is not possible that such a significant way of deinstitutionalization and social reintegration of the abandoned or abused child be left to the disposal of any protection child agency and not be approached by the public services.

Foster care and hosting forms relate mostly to primary prevention, as they are supportive of an out-institutionalized child care network. But they also contribute to the remaining two prevention levels, due to both the information confided in foster parents by the children, and foster parents remarks on details of children's behavior.

Residential institutions practicing foster care and hosting programs enhance their operation through the creative involvement of volunteers in child care. As the child regains her/his confidence, envisions the future and strives for it through the creative influence of personal relationships that foster care bring into his/her life, the residential institutions care provision becomes more effective. The child, not feeling trapped, makes a better use of his/her staying in the residential institutions. On the other hand, volunteers foster care parents network provides solutions to the everyday needs of the residential institutions, of which they become aware through their relation to the children. This way, the residential institutions is open to the community and backed up by it in the whole range of its activities and needs.

2.2.3 Practices for secondary prevention of abuse on children in institutions

- **Creative time planning aiming at individuality and development of personal skills and talents.** From the moment that the child enters the institution until the last day, a plan should be made about the services, which will be provided to it in order to feel protected, develop its personality, be socialized and integrated in the society again. An important aspect of this planned act are considered to be the following activities inside and outside of the institution like:
  - responsibilities about the function of the space (individual e.g. room care or group e.g. shifts about the care of the shared spaces, sharing the costs of food, co-operation in cooking etc.)
  - supplemented supporting lessons in order to overcome the difficulties that the children face at school both in the lessons and in the social life.
  - artistic and sport activities
— outings with a socialization character e.g. participation in cultural events in the city, participation in creative laboratories etc. By means of those activities the child is creatively occupied, supervised, develops the positive aspects of its character and boosts its self-esteem. Also the possibilities becoming violent or receiving violence by a third person, who, in some cases, is not controlled by the institution, are mindering. Even in such a case, however, the experiences that are gained from self-organization and cooperation have boosted the inner feeling of standing up for their rights, their limits as well as the instinct of danger and healthy reaction.

From this practice the children are directly benefited as these new circumstances are closer to family life, so they develop the sense of security creativity and self-esteem through those mechanisms of self protection. The staff is also indirectly benefited, as their occupation renders them co-operators of the children and not guards of problematic ones, so this does not urge them to abuse them in any way.

This practice is totally dependent on the way each institution works. Firstly, it does not require any special funds. However it is crucial that the staff is constantly trained, there is an exchange of experience and technical know-how, and that there is research and translation of bibliography in order to enhance the quality of organization, which of course requires a certain budget. Furthermore, the planning of activities is guaranteed by staff members, volunteers and sponsors. Additive expenses are required for supplementary courses or classes to learn a music instrument, which is the reason that the institutions avoid them.

In order to succeed this programme we need to take into consideration the position that every institution takes towards this services. For their realization the help of the whole staff is required, who have understood the importance of this type of organization in the institutional life, follow it, try to improve it with their observations and develop it by taking initiative. Moreover, they have to take advantage of the possibilities of developing limited relationships and avoid any expression institutionalism through superficial, unmarginalised group or selected relationships.

This practice functions to a bigger or smaller extent nowadays in institutions in a more modern form. It has to do with primary prevention, as the organizational structure aims at preventing cases of abuse. Nevertheless, if such cases come up, the system of the institution is ready to determine relevant evidence and manage them or eradicate directly dangerous situations for the child's security.

This specific practice restructures the spirit and function of the institution not under the guidelines that they guard the children because of being taken away by force but that they contribute to their normal psychosocial development and healthy socialization process, so that they can take advantage of their rights and that the trauma of the maltreatment they had to put up with will be healed.

**Informing the children about the Child’s Ombudsman institution.**

This includes the printing and handing out of specially designed information material for children, through which they learn about their rights and the role of the Child's Ombudsman. The material is placed in conspicuous and approachable by the children points in the residential institutions. The Child’s Ombudsman would previously have visited the home, met and informed the children.
- **The implementation of Health Education Programs.**
  Prevention Centers operating in municipalities have practiced in residential institutions the program “Standing on my own feet”. This program is carried out by specially trained psychologists and includes group sessions of children living in residential institutions. The program’s aim is to enhance self-esteem and self-awareness, to develop and re-inforce personal skills.

- **Educating children on human rights.**
  This practice is based on the application of experiential exercises of the manuals COMPASS and COMPASSITO published by the Council of Europe. They deal with various aspects of human rights, specially referring, among other things, to child abuse.

- **The role of the Commissioner of Social Welfare**
  The role of the Commissioner of Social Welfare is important, as he controls the function of the institutions, identifies the problems and sums up the common needs. He surveys the actions taken to improve the quality of services provided for children. He organizes the further education of the residential institutions staff. In general, he is responsible of the observance of the institutions’ operation rules so they implement the modern child care views. In this framework, he can intervene in all tree levels of abuse prevention within the institution.

2.2.4 Conclusions for Greece

Until today there have not been organized any special programmes by public services, non-governmental organizations or research institutions in Greece in order to prevent child sexual harassment-abuse during their stay in child care centers (residential institutions) yet, neither do the regulations or the institutional framework of the residential institutions themselves include ways to protect, prevent and treat the possibility of child sexual abuse on the premises of the residential institution.

Far from the relationship between the children and the adults, staff, volunteers and maybe other people, who are involved in the residential institution life, special cases come up, when adolescents and under ten year old children co-exist.

Even if such a programme has been organized, their practices, results or suggestions have not been published in order to be widely known. Most of them have a limited character and have to do with the individual needs of each organization, which conducts the programme. However the exchange of ideas and attempts would be utterly useful in order to manage common and accomplished approach and supervision guidelines for each child care center, where minors are hosted.

In order to tackle this phenomenon effectively, an institutional framework is crucial, as well as continuous specialized control by the supervising public services in co-operation with research institutions for the psychic health of minors and adolescents. It is also crucial that the special regulations of the social services are complied with in the institutions.
2.3. Presentation of good practices in Latvia

2.3.1 Children population and children in institutions

There are 2,2 million inhabitants in Latvia, out of which 408,2 thousand are children from 0 till 18 years of age. Part of these children live in residential institutions. Since year 2006 the number of children who need extra-familial care has increased: 1872 children in year 2006, 2064 children in year 2007 and 2337 children in year 2008. But at the same time the number of children living in institutions has decreased: 923 children in year 2006, 672 children in year 2007 and 735 children in year 2008. Rest of these children receives other kind of extra-familial care – guardian or foster family is provided. At the same time there is a tendency of the number of children living in residential institutions to decrease: 3093 children in year 2004, year 2005 - 2881 children, year 2006 – 2621 children, year 2007 – 2207 children, but 2182 children in year 2008.

There are two kind of residential institutions in Latvia: children social care centers and children’s home. Children up to 2 years of age live in children social care centre, children who are mentally and physically handicapped live until they are four years old, but mentally handicapped until they are 18 years old. These institutions are monitored by Ministry of Welfare. In turn, children who need long-term extra-familial care are taken to children’s homes where they can live until 18 years of age, with special municipality decision until they are 21 years old. Children’s homes are supervised by local municipalities.

Boarding school is another institution in Latvia where children live long-term. Here children come from families, social care centers as well as children’s homes. Although the primary task of this institution to provide adequate education, it also provides children care, because some of the children return to family or extra-familial care institutions for long holidays, that is twice a year in winter and summer. Thus, many of extra-familial institution problems are observed in this institution as well. Boarding schools are supervised by Ministry of Education and Science.

2.3.2 Good practices for primary prevention of abuse on children

There was a campaign from 2005 till 2009 with the aim to raise society’s awareness that many children in Latvia suffer from violence. There were several activities, distribution of information in mass media; organizing conferences and using environment advertising. These campaigns was organized in the framework of OAK Foundation financed project in cooperation with organization “Nobody’s Children Foundation” from Poland, as well as with partnership organizations in Bulgaria, Lithuania, Macedonia, Moldova and Ukraine./Project“Childhood without abuse”,www.canee.net/ Campaign’s „Put down your belt” main goal was to raise public understanding about the physical punishment for children in the family, expand discussion and provide practical tips on how to discipline child without raising hands against him/her.
Dzimba Safety program is child focused program for reducing child victimization. We believe that every child should receive instructions on personal safety that are positive, comprehensive and effective as well as parents and educators should receive support and guidelines on how to teach personal safety to their children. The goals of the program are:

To enhance a child’s ability to avoid victimization; To enhance a child’s self-esteem; To reduce the feelings of guilt and blame that often are associated with victimization; To promote disclosure of abuse and victimization.

To enhance and coordinate community response; To enhance communication between parents and children about personal safety; To reinforce adult supervision and protection.

“Dzimba’s safety school” for preschoolers

The aim of this program is to provide basic information on personal safety in communication with people. “Dzimba’s safety school” is open for four days, during which trained professionals with the help of different activities (songs, stories, work paper, theatre, movies, etc.) in especially adjusted premises acquire skills of personal safety and skills in contacting with grown-ups, equals of age, as well as with strangers and familiar people. The task of the preventive educating program is to teach children in understandable ways for them how to recognize dangerous situations, how to react, where to look for help and how to protect themselves and others.

http://www.centrs.dardedze.lv/eng/campaigns/
Target group of “Dzimba’s safety school” is children from 4-7 years of age and their parents. During the first and the last day there are special conversations with parents in order to inform them what child will be taught while going on Dzimba’s safety trip. On last day parents receive materials which they can use for further talk with child about personal safety in contacting with other people, in order to ensure that skills and knowledge obtained remain.

**Dzimba’s safety trip** for children 7-9 years of age aims to provide basic knowledge on personal safety in contacting with people. Dzimba’s safety trip is three hour long preventive educating, interactive program with the aim to teach children skills of personal safety in contacting with other people – familiar persons, strangers, equals of age or grown-ups. During the program children live through different situations which help children to know how to recognize dangerous situations, how to react and where to turn for help. Safety trip takes children to Brave Dzimba – protective character, who has come to live in Latvia from special island to pass on the knowledge of communication which is important in order to reduce the risk for child to become victim of abuse, cruelty and maltreatment and encourage self-esteem and skills of how to react in different situations.

Target group of “Dzimba’s safety trip” is school children of 1st-2nd grade together with their class teacher. Before children take part in safety trip, teacher is invited for a meeting with program leader to get to know the course of Dzimba’s safety trip. Program leaders participate in parents’ meeting at school in order to inform parents about what children will learn while taking part in Dzimba’s safety trip. At the end of program teacher receives methodology that can be used in work with children, continuing to educate children about personal safety in contacting with other people, in order to ensure that skills and knowledge obtained remain.
There many **training programs** organized and managed for different professionals in Latvia, who come into contact or might contact with abused children. Training program is focused on recognition of abuse, appropriate behavior in such situation, as well as on consequences of abuse and necessary help for victims. These training programs are carried out within different projects, as well as financed from state and municipality budget.

**Training program for psychologists, psychotherapists and social workers of abused children rehabilitation**

Program is foreseen for social workers, psychologists, psychotherapists who come into contact or might contact with abused children in daily work.

The aim of this program is to provide theoretical and practical knowledge in order to do rehabilitation on high professional level of abused children in place of residence and/or institution. Training program provides wide theoretical overview on violence definitions, risk factors and consequences. Practical training is taking place to learn how to evaluate risk factors in family and consequences of abuse against child. Latvian legislation (Protection of the Rights of the Child Law, Criminal Process Law, Criminal Law, Social Services and Social Assistance Law) that is connected with cases of abuse against child is discussed during the training program. Special attention is paid to professional code of ethics of social workers, psychologists and psychotherapists.

Training program provides theoretical overview about institutions that are involved in solving case of abuse against child, their role, responsibilities and functions, as well as responsibility of specific professionals, area of competence working with abused child. Inter-disciplinary and inter-institutional cooperation is analyzed. Methods of social work and psychological study of abused child are discussed during the training program that helps to diagnose the abuse against child. Training of practical use of these methods is performed. During the program survey on leading psychotherapeutic approaches of trauma (abuse) processing is done, as well as ethical basic principles of professional work and syndrome of professional burn-out and strategies of how to overcome it is looked at.

Supervision is offered during the training program, during which it is possible to practically solve complicated case of abuse against child.

**Training program for professionals of state and municipal institutions, who hear cases connected with protection of children’s rights**

Latvian Protection of the Rights of the Child Law prescribes that State ensures that cases regarding protection of children rights shall be carried out in all state and municipal institutions by professionals who have specific knowledge in this field. Procedure of how to acquire specific knowledge in the field of protection of children rights and contents of this knowledge is prescribed by Cabinet of Ministers.

Cabinet of Ministers prescribe that professional should acquire training program of 40 academic hours (prosecutors 20 hours) that includes following subjects:
— System of protection of children rights and laws and regulations of protection of children rights issues;
— Adaptation of international legislation in protection of children rights;
— Rights and obligations of parents and children;
— Abuse against child, types and indications, inter-institution cooperation in case of abuse;
— Basic principles of creating contact according to peculiarities of children age.

Professionals (except judges and prosecutors) are trained and certificates on acquiring the training program is issued by institution registered at register of educational institutions. Professional must acquire the training program in one year’s time after entering the duties or recruitment. Professional should improve their professional skills every five years in the field of protection of children rights, acquiring training program of 24 academic hours.

2.3.3 Practices for secondary prevention of child abuse

- **Courage to be friendly**

  The program is implemented in collaboration of center Dardeze with Swedbank, Save the children (Sweden)

  As the base for this project has been the study made by The State Inspectorate For Protection Of Children’s Rights, where they found out that 32% of respondents (students) have experienced physical abuse at school and 41% have experienced emotional abuse. The study found that 76% of respondents (students) have ridiculed and made gossips about other peers due to a difference in appearance, belief, attitude or behavior. 51% of respondents admitted that they feel excluded!

  Program “Courage to be friendly” is program for 5-9 grade students. It is developed a special program based on the Sweden’s 10 years of experience in the fight against peer abuse or anti-bullying. Program is based on a play in which each student can identify themselves either as abuse doer, or victim, thus directly encouraging to analyze their behavior in a similar situation. After the play there is conversation with the audience about what happened in a play and what particular class has experienced in similar situations. At the end students are invited to sign a "memorandum" where they will try to join for mutual friendship, tolerance, respect.

  Program “Courage to be friendly” includes: 40 min sessions at schools; Campaigns; Anti-bullying policies at schools

  Program Web site – www.drosmedraudzeties.lv
2.3.4 Practices of tertiary prevention

In this group are identified the following practices:

In Latvia has been identified the practice of rehabilitation and treatment of sexual abused children is funded from State budget in Latvia. It is prescribed in Regulations of Cabinet of Ministers No.719 “Procedures for the Provision of Emergency Assistance to a Child Who Has Suffered from Illegal Activities” of September 8, 2008. Social rehabilitation services shall be provided to a child who has suffered from violence at the place of residence, place of imprisonment, educational institution for social correction and childcare institution (hereinafter – institution) (not more than ten consultations of 45 minutes each) or in a social rehabilitation institution (a social rehabilitation course). Rehabilitation in institution from State budget received 869 children in 2008, and finances are provided for rehabilitation in institutions for 836 children in 2009.

Fact that State guaranteed rehabilitation does not depend on whether the fact of illegitimate act is recognized by law enforcement institutions or not can be estimated positively – it is enough with assessment and statement of social worker that rehabilitation of child is necessary.
Since October 1, 2008 State guaranteed range of social rehabilitation course is expanded, stating that cases if criminal proceedings have been initiated in relation to a criminal offence child can receive a complex social rehabilitation course of up to 60 days (usual social rehabilitation course of up to 30 days).

If, according to the opinion of a psychologist or a social worker in the country, it is necessary that a family member of the child or a person who takes care of the child stays at the social rehabilitation institution, the stay of such person in the respective institution shall be financed from the funds of the State budget.

2.3.5 Conclusions

Referring the identified good practices in Latvia can be made the following conclusions:

- There exist good practices for direct working with children conducting primary and secondary prevention /Dzimba safety school/ directed to training of children from 7 to 9 years old for safety conduct of children /Courage to be friendly/
- But concerning the tertiary prevention can be brought out the conditions that the state create in relation to rehabilitation of children who are victims of abuse providing the necessary means for rehabilitation of abused children/ legally this ensured by going through 60 day rehabilitation course for abused children/
- As far as the abuse prevention is concerned, the adopted standards for training of professionals also have their impact providing the necessary competence and the state recommends that the professional attend a training course of 40 academic hours / 20 hours for prosecutors/, which include the following subjects:
  - System of child protection and legislature for protection of children rights;
  - International laws for child protection;
  - Rights and obligations of parents and children;
  - Children abuse, types and identification, multidisciplinary approach in cases of abuse;
  - Basic principles of contact depending on the child age;
- The training of professionals with exception of prosecutors and judges is conducted by licensed educational institutions. The training must take place one year after taking the duties job and should be improved every five years acquiring training program of 24 academic hours
- There are not identified practices and programs meeting the criteria for good practices for prevention of abuse on children in residential care and related to the prevention of sexual abuse.
2.4 Presentation of good practices in Lithuania

2.4.1 The Institutional System

Four forms of child care are established under the laws of the Republic of Lithuania: care in a foster family, care in a large/extended foster family, institutional care, and adoption. The Law on Child Care also defined two kinds of children’s care – long-term, or permanent, care and short-term care.

**Short-term care**

Returning a child to his/her biological family is the goal of short-term care. The law does not stipulate the duration of short-term care. It is used in the following cases:

- When a child’s parents are missing or are being searched for;
- When parents temporarily cannot take care of their child because of illness;
- When parents neglect their child, abuse child by physical or psychological violence.

**Permanent care**

Permanent care is applied in cases when a child cannot return to his/her biological family. A child cannot return home in these cases:

- When his/her parents are dead;
- When a child is separated from his/her parents because of existing danger for his/her security;
- When parents are deemed incapable of taking care of their children.

**The forms of child care include:**

- Care in a foster family.
- Care in a large/extended foster family.
- Institutional care.
- Adoption.

Institutional care is developed according to the age and needs of children. There are infant homes, special institutions for children with disabilities, children with emotional and behavioural problems. Almost every county and municipality in Lithuania has several care institutions.

Current state policies are aimed at the deinstitutionalisation of child care. Moreover, county RFCI are being reorganised and transferred to municipalities due to the balance of human and financial resource changes.
2.4.2 Practices for primary prevention of abuse

In accordance with the national programmes and plans of the Republic of Lithuania, NGO’s are performing a considerable part of work in the improvement of child abuse and child sexual abuse prevention. NGOs Paramos vaikams centras (Children Support Centre), Vaiko Namai (“Child’s House”), Saugaus vaiko centras (“Safe Child Centre”), Pastoge and Gelbekit vaikus (“Save the Children”) are the leading organisations which have an important role in developing the best practices in Lithuania for the prevention and intervention in cases of child abuse at residential and foster care institutions.

Most attention will be paid to the steps and actions designed to improve the situation of child well-being at residential foster care institutions and special centres in Lithuania.

Complex Evaluation of the situation at foster care institutions was made by Children support center in order to find out the situation and cases of all kinds of possible abuse. It was state financed.

Trainings of professionals – among the practices for training of specialists could be identified as good practices the trainings conducted by the Children support center, which comprise different groups of professionals.

- **Complex training, case discussions and counselling for the management, staff and children** at SOS Kinderdorf, Vilnius, Lithuania. Since 2003, the Children support center has developed and has been running trainings for the foster care institution SOS Kinderdorf and Youth home staff about child sexual abuse detection, intervention and prevention. CSC also runs case discussions with the staff on a regular basis. Children support centre develops recommendations for the prevention of abuse and sexual abuse and provides psychotherapeutic counselling for children. Financed mainly by SOS kinderdorf / www.pvc.lt and www.sos-kaimas.lt/

- **Complex Improvement of Vijoliu RFCI** (Kelme, Lithuania) 2008. The CSC took part in a professional skills improvement training for the residential and foster care institutions’ staff. Child sexual abuse detection and intervention was the core topic of this training. Financed by EFTA. Training is offered on request.

- **Training for kindergarten and elementary school professionals on early detection of child sexual abuse**, Vilnius, Lithuania 2008. Educators from foster care institutions also took part in this training. The training was aimed at the detection, assessment, internal policy development and interdisciplinary cooperation in cases of suspected child sexual abuse. The basics of prevention for adults and children were taught as well. www.childunderprotection.eu

- **Let’s know our child.** Ministry of Health, Vilnius County, Lithuania 2008. The project was devoted to the basics of detection and intervention in acute cases (including child sexual abuse cases) for the staff of kindergartens, temporary care groups at kindergartens and elementary school teachers. Materials for the staff, parents and children were developed. /www.sam.lt and www.pvc.lt projects/. Available under request.
- **Training for trainers on early detection of child sexual abuse**, Vilnius, Lithuania 2009. The training was aimed at coaching trainers – psychologists and social workers – in running workshops on detection, assessment, internal policy development and interdisciplinary cooperation in cases of suspected child sexual abuse throughout Lithuania. DAPHNE project / www.childunderprotection.eu and www.pvc.lt/

- **Professional case group supervisions** for psychologists who also work at residential care. These group case discussions are dedicated to developing professional knowledge and skills in the field of child sexual abuse prevention and treatment. It is OAK foundation and later institutions finance this project. Running on. available under request. / www.pvc.lt/

- **Complex training for Antazave Residential care** institution was provided under the Norwegian project. It was initiative of NGO *Pasaulio vaikai.essence* – complex training for staff and children in child abuse prevention. target group – staff and residents of institution. unavailable; NGO Pasaulio vaikai. team of different professionals Financing of Norwegian funds.

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**The „Second Step“ program** is a structured, comprehensible, easy to use, appealing and effective violence prevention program, which the Children Support Center began implementing in 2004.

„Second Step“ helps children learn vital social and emotional skills. It is geared toward preventing aggressive behavior in children, and teaching children how to manage their emotions, avoid acting impulsively, resolve conflict, solve problems and understand the consequences of their behavior. Since the program’s introduction, teachers using the program in their classrooms have responded positively and confirmed positive long term effects. According to teachers, children learn to be more spontaneous, are not afraid to
voice their opinions, and are able to find more varied solutions to problems. Children also are better able to voice their feeling (instead for resorting to fighting), and the incidences of aggressive behavior have decreased. In addition, children who participate in the program are better able to focus their attention and their academic performance improved. Studies show that there is a direct correlation between social and emotional skills and academic achievement.

This program is a very effective tool for teachers because it provides engaging and easy to use lessons and uses hands-on, activity-based lessons to captivate young learners.

The program uses kits which consist of photo lesson cards. On one side of the card are instructions for the teacher and on the other side - a photo. 26 cards are used in the first grade, 22 in the second grade, 18 in the third grade and 26 in the fourth grade. Using the information and guides provided, teachers conduct lesson that are 30 - 40 minutes long.

Also included in the kits are: a video cassette or DVD, which show the five parts of a lesson, and 3 classroom posters: „Ways to Calm Yourself Down”, „What to Do When You are Angry” and „How to Solve Problems”.

Children learn and practice vital social and emotional skills through role play, repetition and positive reinforcement.

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2.4. 3. Practices for secondary prevention of child abuse

The following good practices have been identified among the practices for secondary prevention:

- **Positive sexual skills and safety training for girls** from Socialisation Centre, Vilnius, 2002. This centre is a special residential centre for girls with minor behavioural problems. The training was aimed at teaching about sexuality, safe sexual relations and sexual abuse prevention. The training was aimed at teaching about sexuality, safe sexual relations and sexual abuse prevention. It was funded by USA Virginis Gildersleeve foundation and has no continuation at present.

- **Program PEPP”e 2003 "Child House”/ Vajko Namas** has started a new project with a very attractive for children name- "PEPP’E". This project is a continuation of the project "Children in Institutions at high risk: educational project for prevention and assistance of sexually abused and exploited children" (Child House, 2002-2003 years). This project is aimed for children in institutions- to teach them how to solve abuse situations.

  The main goal of the project is to prevent children at institutions from sexual, physical and emotional abuse.

  - To raise social skills of children from foster care homes.
  - To raise ability of girls and boys to solve problems and not get lost in critical situations.
  - To raise children safety skills.
  - To teach children to recognize different forms of abuse and preview different solutions for themselves. After that they will be able to choose the best appropriate

  It has been chosen one of the most effective teaching method- action and playing. Children will solve everyday abuse situations by playing and acting.

  Children are not taught how to solve critical situations when they are endangered to be abused. Almost all directors from foster care said, that the children after they leave institution, do fail to adapt effectively to new conditions. They also experience difficulties in social situations and are not able to react to emotional, physical and sexual abuse.

  The reasons for creation the program are related to the needs of the children connected with:

  - Children in foster care get least amount of attention when they try to talk about their important social questions (like friendship, sex, social norms, etc.);
  - Commonly teachers choose lectures as a method to teach children. Psychological research show, that children do learn more by observing than by hearing.

  The program uses a play mode where the children communicate and are emotionally involved in the play. The program includes children and adults working with them.
This is a good way to secure some continuation of the work with children talking about abuse. The staff for the PEPP’E will be selected by children (as who of them are trusted) and regarding their qualification and interest.

The program includes 1000 children to participate in the program.

This is a one-day prevention workshop (duration about 4 hours) using theatre, game and psychodrama elements. On the whole, it is planned to organize 20 PEPP’E events.

In every institution are formed 4 teams of children (one team consists of 5-6 persons) and one team of staff. Every team will have to prepare to play one of the abuse themes that may happen to the children from the institution. Teams will have to play the situations. There is the competition among teams to find out the best way for an abuse victim to solve the situation. The teams will have to play solutions as well.

During the PEPP’E event there is experienced Jury (our team members) who will lead discussions and choose the best solutions how to solve the played situations. Teams of children, who will solve abuse situations in the best way, will be rewarded by prizes. Not only team members, but also other children from foster care children, will participate in PEPP’E events. So they will be able to get information about abuse observing other children and seeing, how they are trying to solve different abuse situations. After PEPP’E event professionals describe most typical situations of sexual, physical and emotional abuse adding to it how it may be solved effectively and what solutions should be made by the child.
2.4. 4 Practices of tertiary prevention

NGO Vaiko Namas www.children.lt has developed and carried out Group therapy for children from orphanages after abuse and sexual abuse. The total number of participants included 25 children /school year/ representative of residential care. They also run training for staff (2 topics on child sexual abuse prevention are included) Essence to raise communication and interpersonal skills to diminish traumatic experience. Access now is according request of institutions. Program funding has been state and private, but at present is at institution request.

- Paramos vaikams centras/Children support centar

Program Objectives of the center are:

- Provide comprehensive (psychological, social, legal) services to children and families in an apparent incident of abuse. Assistance provided is child-oriented, taking into account the needs of the child and the situation of the family.
- Develop the skills and knowledge of professionals working with victims of child abuse, thus implementing an effective long-term system of training and consulting specialists.
- Establish and reinforce collaboration between organizations working with victims of child abuse.
- Represent child rights and defend children’s welfare by participating in various coalitions/ groups involved with legal and social issues affecting children.

The services are addressed in support of children who experience abuse and their families were able to receive these services.

In relation to children psychological assistance is provided related to:

Evaluation of the child's condition; Counseling/ psychotherapy; Children's Group.

For parents/guardians and other family members the center provides: Counseling for parents/guardians and other family members and counseling for the entire family.
Children Support Centre has also opened and is running a child-friendly Interview room for children. Children Support Centre published materials on child abuse identification. Moreover, Children Support Centre developed recommendations on interdepartmental cooperation for solving occurrences of sexual abuse.

Children Support Centre took part in several task forces in the development of the above-mentioned National programs and Action plans in policy and legislation making groups. Children Support Centre has also opened and is running a child-friendly Interview room for children. Children Support Centre published materials on child abuse identification. Moreover, Children Support Centre developed recommendations on interdepartmental cooperation for solving occurrences of sexual violence against children “The European Guidebook to procedures in the cases of child sexual abuse”. Assen - Poznan – Vilnius 2008 (www.childunderprotection.eu). Children Support Centre took part in many national, international and EU projects dedicated to child abuse prevention and participated in round table discussions about the situation regarding child sexual abuse at residential foster care institutions in all districts of Lithuania. Centre has also developed and run many programs for the staff of residential and temporary care institutions:

2.4.4 Conclusions

Safety of children in care is vulnerable according to statistical data and surveys. Some children have already had a history of abuse or violence in their families.

- Cases of child sexual abuse at residential foster care institutions are more frequent than in general children population.
- Physical, emotional and sexual abuse coincides together and thus become more overwhelming for children. Younger children are under pressure of older children.
- The offenders are peers, male relatives and acquaintances as well as staff members.
- The survey by the Children’s Rights Ombudsman Office confirmed that the incidence of sexual abuse of boys is higher than sexual abuse of girls.
- Some victims of sexual abuse at institutions later become offenders or prostitute themselves.
Professionals and other staff members at RFCI must have the necessary skills and powers to identify report and follow cases of suspected sexual abuse.

There is a lack of knowledge and skills of professionals in the areas of child sexual development and child sexual abuse. Postgraduate trainings and courses are optional. Staff members are not always graduates of educational or social work programmes at higher schools.

Staff members also need support and counselling in cases of suspicion of sexual abuse of children in care.

The need for professional help for victims and young perpetrators is much greater than it is now available throughout the country.

Structured procedures for providing safety for children from RFCI under the trial procedures are necessary.

The age of consent is very low in Lithuania. This makes many children even more vulnerable because the possibility to put offenders on trial is restricted. Advocacy for raising the age of consent is necessary.

The overall situation of protecting children from sexual abuse at Lithuanian foster care institutions is expected to be analysed. Certain steps in implementation of legal procedures and rehabilitation plans have to be taken. Professionals who work with children need to be capable and empowered to assess, intervene and prevent child sexual abuse at institutions.
2.5 Good practices for prevention of abuse in Poland

2.5.1 Definition of a residential institution

Residential institutions are institutions for children who have been partially or completely deprived of parental care in situations when all means of providing help in the natural family or of placing the child with a foster family have been exhausted. Residential institutions provide day care or 24-hour care, permanently or temporarily.

The project “Sexual Violence against Children in Residential Institutions”, carried out as part of the Daphne programme, focuses mainly on residential institutions specialising in the socialising processes, intervention facilities (short-term emergency care facilities) or multifunctional institutions.

- Percentage of children in facilities
  Residential institutions for children and youth – 24 hr (31 December 2007):
  - total: 697, children in residential care: 19,774 (0.27 % of population of children)
  - interventional: 29, children: 1,041
  - family: 239, children in families: 1,892
  - socialising: 273, children in care: 9,830
  - multifunctional: 156, children in care: 7,011

The problem of sexual abuse of children in residential institutions

Sexual abuse is significantly more common in case of children from residential institutions (children’s homes) than in case of their peers from outside of such facilities. Both the data on the present experiences, as well as childhood experiences show that the life situation of children from such institutions is exceptionally endangered by the occurrence of sexual abuse. It is difficult to assess on the basis of research data whether this is a result of negligence, lack of supervision, unsatisfied emotional needs, or a need to be present in an environment where norms prohibiting the treatment of a child as a sexual object are not followed. Bearing in mind the difficult biographies of children from residential institutions, one could presume that it is all the above elements which make this group particularly vulnerable to victimisation.

Structure of the system of residential institutions in Poland

1) Full-time Residential Institutions

- Emergency Care
- Family Care
- Socialization Centre
- Multifunctional
2) Institutions for disabled children
   - Special Educational and Care Centers
   - Special Educational Centres
   - Revalidation and Educational Centres

3) Resocialization Centres
   - Youth Educational Centres
   - Youth Sociotherapy Centres
   - Youth Correctional Facilities

4) Children Villages SOS

5) Foster Families
   - Family Emergency Care
   - Professional Family Care
   - Specialist

2.5.2 Good practices for primary prevention

- Standards of child-safe organisations / foundation Nobody’s children/

The solutions regarding the prevention of endangerment by employees of residential organisations and institutions which are presently implemented in Poland are UK-based. British experience shows that an instrument which is very useful in protecting children against sexual abuse by professionals is a child protection policy and standards created in a given organisation, institution, or facility, regulating the behaviour of employees towards children, employment of personnel, as well as mode of reacting to any suspicions of harm being done to a child.

As much as such standards are not legally binding, they are mandatory in a given institution and clearly indicate that the organisation does not tolerate improper behaviour of its employees towards children, and that it only employs workers, who have no criminal record of offences against children.

Nobody’s Children Foundation is the first organisation in Poland to have made the attempt to create such a policy and standards. A working group of 4 employees of the Foundation (2 lawyers, and 2 psychologists) has developed a draft version of standards in many fields. These include, e.g. rules of conduct when in direct contact with a child (defining such concepts as acceptable physical contact with a child), telephone, e-mail, chatroom contacts (e.g. the principles of confidentiality), verification of employees from the point of view of criminal history, etc. These standards are now in the process of consulta-
tion by teams in the different programmes of the Foundation. Once the process is complete, the final formulation of standards will be decided on and accepted by all employees. Such mode of commonly agreeing on their formulation will guarantee that each employee accepts the standards and will, therefore, follow them.

- „We Protect Children“ /фондация Nobody’s Children / foundation Nobody’s children/ is a program addressed to children’s homes, nurseries, kindergartens, primary schools, lower secondary schools and NGO’s working for the benefit of children in the district of Praga Południe.

The idea behind the program is to award „We Protect Children” certificates to facilities maintaining confirmed high standards of child protection and ensuring high quality of programs focusing on protecting children against abuse.

The aim of the program is to prevent and counteract violence against children by introducing child protection policies in education facilities and care institutions and by providing such facilities with access to opportunities and tools promoting professional development of employees, as well as education of parents and caregivers in the area of protecting children against abuse. The program additionally entails informing children about how to avoid danger or obtain help and support in difficult life circumstances.

“We Protect Children” pilot program will be executed in the years 2010-2011, with an assumption that it will be continued. Facilities eligible to apply for certification include children’s homes, nurseries, kindergartens and primary schools located in the district of Praga Południe.

“We Protect Children” certificate confirms that certified facilities maintain high standards of child protection and offer high quality programs aimed at preventing and countering violence against children.

**Standards for protecting children against violence and abuse**

- Standard No 1: The facility has developed and implemented adequate policy for protecting children against abuse and ensuring their safety.
- Standard No 2: The facility monitors its employees in order to prevent child abuse.
- Standard No 3: The facility provides proper education to its employees in the area of protecting children against abuse and helping children under threat.
- Standard No 4: The facility offers to educate parents in the area of violence-free upbringing and protecting children against violence and abuse.
- Standard No 5: The facility offers to educate children in the area of children’s rights and protection against violence and abuse.
- Standard No 6: The facility provides access to information about available assistance in cases of child abuse or when a child is under threat of violence or abuse.
The second edition of the “Bad Touch” campaign organized by the Nobody’s Children Foundation and the Polish Ombudsman for Children was launched in Poland under the slogan: “Children Harmed by Bad Touch Want to Become Invisible”. It focuses on the education of parents and professionals (teachers, pedagogues and psychologists) about means of protecting children against sexual abuse and supporting sexually abused children.

The campaign is divided into two stages: the media campaign (May-June 2010) and educational activities (May-December 2010).

The media campaign comprised of TV and Radio spots, posters and the launch of a new website devoted to the problem of sexual abuse of children (www.zlydotyk.pl). The site offers, among others, information on the problem (diagnosis, prevention and support), e-learning courses and advice on where to seek help.
The Nobody’s Children Foundation’s standpoint in the “Bad Touch” campaign that:

- every child has the right to be protected by family members, the society and the state from sexual abuse and any other forms of abject behaviour for sexual purposes
- the experience of sexual abuse has a destructive influence on the health and socio-psychological development of a child
- preventing and fighting against child sexual abuse and abject treatment of children for sexual purposes requires – because of the alarming scale of the problem – interdisciplinary cooperation and collaboration on the international level.

Supervisions for psychologists and pedagogues from children’s homes

In Children’s Home No 1 in Warsaw children who have experienced sexual abuse are placed in a therapy group with the possibility of taking advantage of psychological help. The personnel of the facility has been trained in diagnosing, intervening, and providing psychological support to children who had been harmed. Since 2006, supervision sessions for the personnel have been taking place once a month, and are dedicated to their experiences in the support and therapy of abused children.

2.5.2 Practices for secondary prevention

- **Course in providing help to sexually abused children, Nobody’s Children Foundation**

  The objective of the 240-hour course is to improve the expertise and skills of psychologists and pedagogues in the diagnosis, intervention, and therapy for sexually abused children. The course started in 2001 and is run by experts from Nobody’s Children Foundation. 7 editions have been completed so far.
Course in preparing psychological court opinions in cases with the participation of children

The course is an element of a nationwide programme run by the Nobody’s Children Foundation aimed at providing help to children – victims of crime, participating in legal procedures. The programme of the course includes issues related to the diagnosis of harming and sexually abusing children, as well as developing opinions for the system of justice. The course is recommended by the Polish Psychological Society. 3 editions of the course have been completed thus far.

Expert Psychologist Club

The Club is a programme for improving the professional competences of psychologists in interviewing and supporting children – victims of crime, including sexual abuse. The programme is run as part of the activities of Nobody’s Children Foundation by "Mazowiecka" Centre of Help for Children with a seat in Warsaw.

Programme “Przywrócić dzieciństwo” [Restore Childhood], 2003 – 2005

In 2003, a programme of psychological help was devised entitled “Restore Childhood” for children from children’s homes who had been subject to sexual violence or molesting. The programme was created with the help of “Przyjaciołka” Foundation and the World Childhood Foundation, and took place from 1 April 2004 to 31 August 2005. The programmed entailed a survey in 70 children’s homes, which was carried out by the Nobody’s Children Foundation. The results of the survey are contained in the research part of the present report.

The programme also included workshops for psychologists and employees of children’s homes (all in all, 167 psychologists, and 224 employees of children’s homes were trained). The course also included a Training in Channelling Aggression, i.e. an intense training on counteracting aggression and peer violence. The courses for psychologists – diagnosis and intervention in cases of children – victims of violence – were aimed at helping to diagnose disturbances in children with experience of sexual violence and abuse.
One of the tasks of the programme was to provide individual help, therapy, and support for 319 children from children's homes, and to develop a preventive programme. The programme included 10,000 children from children's homes who received information leaflets about violence, prepared especially for young readers. Each children's home participating in the programme received handbooks “Domestic violence – a Handbook for Victims of Violence”, as well as “Counteracting Violence in the Family – Handbook for Consultants”.

There were also courses organised for volunteers – diagnosis and counteracting the phenomenon of sexual abuse of children. The programme involved 90 volunteers helping out in 70 children’s homes.

Over 200 residents participated in field therapy courses. These were aggressive children, who had experienced different types of violence in their lives and were often themselves violent. The camps were organised in a few places in Poland and lasted 14 days.

2.5.5 Conclusions and proposals

The incidence of sexual abuse in the population of children in residential institutions is much higher than in the total population of children.

The offenders of sexual abuse against children in residential institutions are both members of the children's families, as well as peers, and personnel of these institutions.

The main causes of the intensified scale of sexual violence against residents of such facilities are dysfunctions in the children's natural families (alcoholism, lack of care, low level of moral awareness), as well as a dysfunctional institutional care of children (overcrowding, lack of care and support, lack of control of the personnel, second life in institutions).

One of the frequent causes of peer violence in residential institutions is the presence of minors whom the court ordered to be placed in youth educational centres and youth socio-therapy centres as a result of manifested symptoms of demoralisation. The situation leads to intensified aggression and violence, including sexual violence, as well as acts of vandalism among residents of these institutions.

Polish law does not provide sufficient protection of children in residential institutions against sexual abuse by the institution's personnel. Employees are not obliged to present certificates of having no criminal records. Despite the fact that when a residential care officer employed at a residential institution is accused of having committed an offence with the use of violence, he/she is suspended in performing professional tasks, or – in case of conviction – is dismissed from work, the regulation does not refer to cases of sex-
ual abuse which do not necessarily entail violence but more commonly are related to threatening, deceiving, persuading, or offering material or personal gratification.

The specialist offer of a diagnosis and a psychological support for children – victims of sexual abuse, is insufficient in Poland. The issue is not included in the mandatory curriculum of psychological or pedagogical university courses. There are very limited possibilities of improving the competences of professionals in the scope of providing help. As a result, only few help-providing institutions in Poland offer aid to sexually abused children and their families.

Children who had been previously sexually abused are placed in residential institutions. It sometimes happens that experience in the family is the immediate reason for placing a child in such a facility. It is necessary to ensure the offer of a specialist psychological support for children who are victims of sexual violence and were later placed in an environment of a high risk of secondary traumatisation.

The diagnosis of the scale of conditions of sexual abuse in residential institutions in Poland is far from sufficient. A strategy of counteracting the issues should be based on deeper empirical studies.

The situation requires Polish Parliament to ratify as soon as possible the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse accepted by the Committee of Ministers on July 12th 2007, and signed by the Republic of Poland on October 25th 2007.

In order to ensure comprehensive implementation of the provisions of the Convention to the Polish legal system we request taking action and implementing legal changes, such as:

- Establishing a legal requirement of certifying of a clean criminal record for sexual offences against children for people who have regular contact with children at work.
- Providing those who have regular contact with children at work with relevant knowledge on the problem of child sexual abuse, identification of such cases and intervention.
- Providing information to children during their education about the dangers of sexual abuse and ways of protecting themselves against it, adapted to the possibilities of comprehension of children at different stages of development.
- Providing victims of sexual abuse with immediate or long-term help in recovering physically, psychologically and socially, as well as providing necessary support to their relatives and caregivers.
General Conclusions

From the analysis of the identified good practices for prevention of sexual abuse in the participant countries the following conclusions can be made:

In relation to the similarities and common tendencies in the researched countries:

- A common characteristic of the practices for sexual abuse prevention is that relatively few of them are oriented specifically to prevention of child sexual abuse in institutions. This probably is connected with the extent of phenomenon identification and understanding for the risk of violence in the institutions;
- The prevailing activities include mainly educational and consulting activities;
- The prevailing activities in all countries are connected to the support of professionals (trainings, supervisions) by specialized institutions. Relatively less and not in all countries are the identified practices which have the children in institutions as a target group.
- Most practices including children in residential care implement specific activities for children out of residential institutions.
- Relatively the best developed practices are related to the tertiary prevention concerning the development and providing services to victims of abuse.
- The practices implemented at this stage do not consider the quality of the institutional help as a condition for successful prevention of child abuse. The improvement of care and organization of work is not taken into account as a possibility to diminish the risks of victimization and revictimization.
- In neither of the counties participating in the survey was identified a institution/group where the children-victims of sexual or physical abuse may receive the necessary support. At the same time the analysis of the issue shows that a great part of the children have been abused before going to the institution, which presupposes that the residential care will create conditions for rehabilitation and resocialization of the abused children. The lack of specialized support to the victims of abuse living in residential care creates conditions for their secondary traumatization or perpetration of violence by them.
- The analysis does not identify good practices with children and youth in residential institutions, who have committed violence, which increases the risk of revictimization of other children;
- There have not been identified administrative and financial mechanisms for multiplication of the activities and services for prevention of abuse, which will ensure the sustainability of the practices.