SAVE
Solutions Against Violence in Europe

Violence against Children and Adolescence in Germany

Local Situation Analysis: Support System and
Examples of Good Practice with ICT

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Inhalt

Introduction

Violence against children and adolescents can come in many forms, leaving only rarely visible traces. However, the consequences of such violence experiences can be severe: strong distrust of others, developmental delays, learning disabilities, depression, aggressive behavior or an increased risk of suicide are just some of the possible after-effects (Moggi, 2005, pp 95-99). Violence against children and adolescents usually happens in secret. Out of fear, shame or feelings of loyalty to/against the perpetrator, the young victims often remain silent, so it can be very challenging for parents and professionals to recognize violence against children and adolescents and end it.

There have been efforts made in recent years to improve the situation for young people, but also for professionals. The legislation was developed and networks were built to combat violence against young people more effectively. Nevertheless, it must be assumed that many cases of violence remain either undetected or inadequately supported (Ruch, 2011). It is therefore urgent to find new ways to prevent violence, and to detect and intervene accordingly.

ICTs (Information and Communication Technology) have long taken over our everyday life and changed it in many ways. Whether it is on the computer, tablet or smartphone, the Internet and its offerings are now available almost everywhere. Computer games affect leisure behavior, and chats, blogs or social networks are changing social interaction and communication. Children and young people are now regarded as "digital natives" who grow up with many possibilities for information and communication and use it confidently and naturally. Projects that combat violence against children and young people can and should take up these developments to better come in contact with persons concerned and support them. This report describes how ICTs are nowadays used for this purpose and what further development in this area could look like.

For this, the reports underlying understanding of violence is demonstrated and the prevalence in Germany is discussed in the following (chap. 1). In chapter 2, the legal regulations in Germany and the help system according to violence to children and adolescents are described (chap. 3). Chapter 3 demonstrates good practice projects on the subject with ICT. Chapter 4 discusses the results and presents conclusions.

1 Comprehension and prevalence of violence against children and adolescents in Germany

In this report, violence is understood as

> "the intentional use of physical force or power, threatened or actual, against one-self, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."

Violence against children and adolescents can mean: physical, psychological or sexual violence, neglect or bullying. Violence can happen on the Internet; here cyberbullying or sexual violence especially occurs. Perpetrators can be both adults and peers. Following, a focus will be taken on physical, psychological and sexual violence.

There are 81.8 million people living in Germany. Of these, 18.1% are children under the age of 18, which means 14.7 million (Federal Statistical Office, 2013). There is no national or federal country-wide monitoring, which detects the rise of violence against children and adolescents. Previous studies deal mostly with one form of violence (such as sexual violence: Bieneck, Stadler & Pfeiffer, 2011). In this respect, no precise valid statements, but rather assessments about the extent of violence against children and adolescents can be made. In order to estimate the scope of this assessment, the challenges are presented below in which studies of the phenomenon are facing. On this basis, figures are presented illustrating aspects of the incidence of violence.

The prevalence depends from methodological decisions of the study. For example, only single groups of perpetrators are included (such as adults in cases of sexual violence), but other groups (e.g. peers) are neglected. The results also depend on whether the imposition of medical, criminological or socio-educational perspectives takes place (Fendrich & Pothmann, 2010, p. 1009). Criminologists especially work with criminal forms of violence. In social work, on the other hand, violence is what the child or the adolescent sees as it (Fendrich & Pothmann, 2010, p. 1009).

This means there are studies which describe single aspects of the prevalence (such as different definitions of violence, perpetrators or victims). In this report, a widespread contribution is not possible. For giving statements nevertheless, two official statistics from different disciplines are shown: The nationwide crime statistic of the police (PKS, 2013) and the statistic of the child and youth welfare (2013).

Also here, both statistics can capture only some aspects of the phenomenon. For example, the PKS shows only cases which are punishable. Psychological violence, for example, is not an offense in Germany, so this form of violence is not included. Even with the criminal forms of violence, not all cases are recorded but only those which have been reported. The same ap-

plies to the statistics of the child and youth welfare. This also includes data only on cases known to the youth welfare office.

It is assumed that there were a high number of unreported cases.

The following figure shows how many cases were reported by sexual and physical violence. The "physical violence" includes murder, manslaughter, assault and crimes against personal freedom.

Figure 1: Reports concerning sexual and physical violence against children and adolescents 2013 (PSK, 2013)
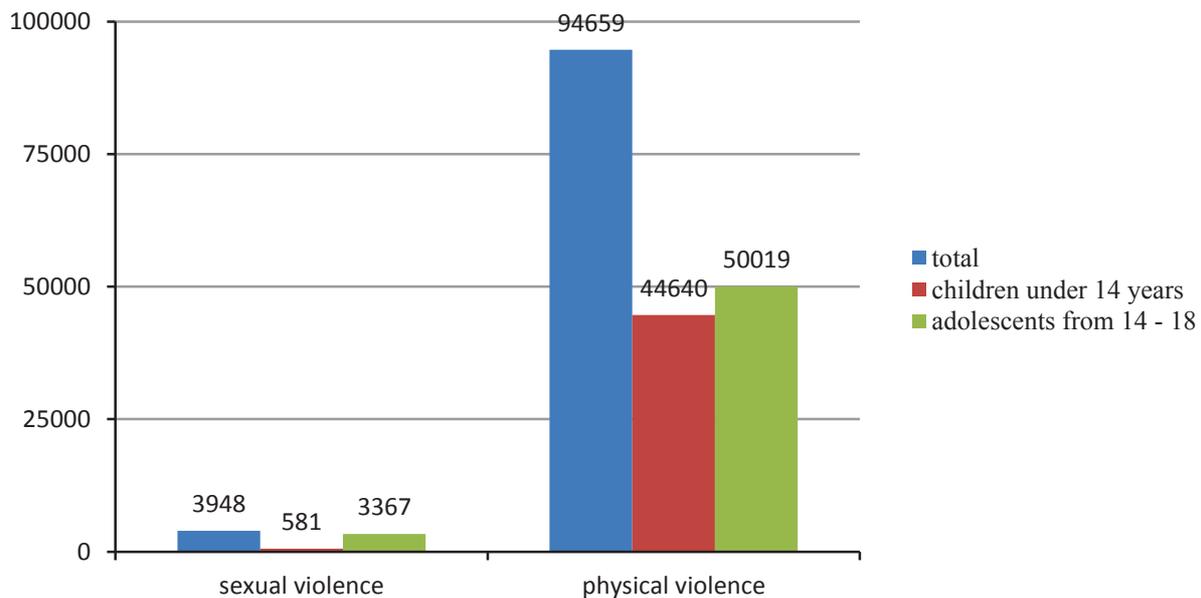
While nearly 170,000 cases of physical violence against children and adolescents were reported, the cases of sexual violence were far less, rounding 6,000. The numbers give the impression that older children are more vulnerable than younger ones. It is likely, however, that the willingness and ability in young children and their caregivers (yet) is lower than in children who are older (Pillhofer et al., 2011, pp 69). This is also indicated by the child and youth welfare report from 2013. The majority of cases for child welfare risk are attributable to children under the age of 14 (79.6%), whereas only 20.4% of cases were the adolescents. The process for child endangerment was introduced particularly for preschool aged children, most of them under one year of age (10,724 of a total of 115,687 cases in children; Federal Statistical Office, 2013, p 7). Not all proceedings verified the suspicion, as the following table confirms.

DAPHNE

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Forschungs- und
Innovationsverbund
an der Evangelischen
Hochschule Freiburg e.V.

ZfKJ
Zentrum für
Kinder- und
Jugendforschung

Figure 2: Suspicions on endangerment for a child`s well-being – results of proceedings 2013 (Federal Statistical Office, 2013)
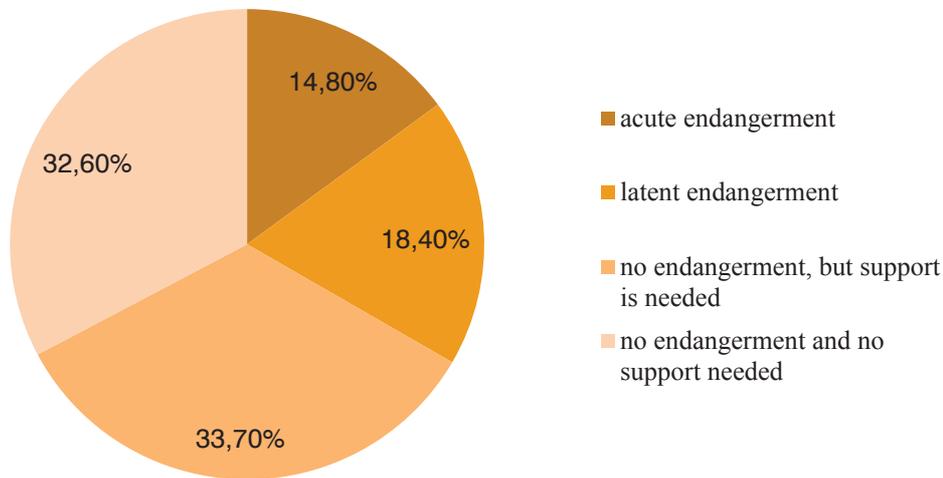
Difference to 100% due to rounding

More than half of the cases initiated showed an acute or latent child endangerment. These were most often justified by neglect and least often with sexual violence:

Figure 3: Reasons for endangerment of a child`s well-being 2013 (Federal Statistical Office, 2013)
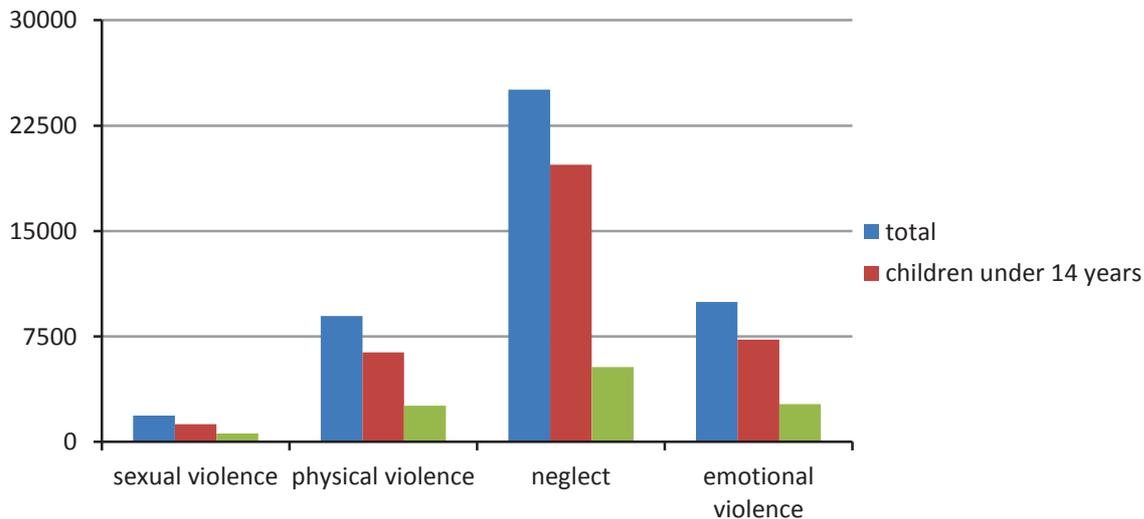
Bieneck et al. (2011) concluded in their representative survey that most cases of sexual abuse affected children under 14 years (p 14).

It is common for violence to come in multiple forms, especially physical violence and neglect occurring often simultaneously. Also, victims of sexual violence in many cases experience additional physical abuse by the parents (Pillhofer et al., 2011, pp 68, quoted in Wetzel, 1997 and Frank & Kopecky-Wenzel, 2002).

The statistic of child and youth welfare can only be seen for the last year (2013). The criminal statistic of the police is described in various ways in the different years. This means, the development of the prevalence can not be retraced. Due to the lack of available data on the prevalence of violence against children and adolescents, there is little to say about the development of the incidences of violence. Furthermore, different prevalence rates over the years are often because of a greater social awareness or a higher willingness to report rather than an actual change in the incidence of violence. Even so, it was shown that many children and adolescents suffer from violence. Against the background of the actual legal regulations, the support system tries to improve the situation of persons concerned. It will be described in the next chapter.

2 The German support system

Each project against abuse is integrated into national and regional structures. Legal regulations and the establishment of support systems form the basis **on which projects are** developed and implemented. Therefore, these legal and structural frameworks are described below in relation to violence against children and adolescents. Finally, the resulting requirements of professionals and institutions are presented.

2.1 Legal regulations

Various legal regulations give attention to violence against children and adolescents. In general, the Children's Convention of the United Nations, which Germany ratified in 1992, applies. The German Constitution guarantees everyone - including young people - the right to life and physical integrity (Art. 2). The rights of children and young people in education are governed by the Civil Code (BGB). Here is the §1631 which awards the right to non-violent upbringing of children. Non-violent means in this sense: no corporal punishment, mental or emotional abuse and other degrading measures. Exercising violence is defined as a form of child endangerment.

Some forms of violence against children and adolescents are punishable, others are not. Physical and sexual violence can be prosecuted up to ten years of prison (§225, 174-176c Criminal Code).

The goal of the child welfare system is less on the prosecution and more on the protection of child welfare. It offers a range of options to avert child endangerment. These deals generally attract not only the candidate underage person, but the parents and the whole family, too. The help structure and arrangements are governed by the Child and Youth Welfare Act (KJHG) (see below).

Here, especially the §8a in 2005, has contributed to the advancement of quality standards for professional assurance of child welfare. §8a specifies the responsibility of professional actors and their cooperation in daycare facilities for children and institutions of youth help.

In Germany, education is considered the natural right of parents and is guaranteed in the Constitution (Art. 6). You have the right, but also the duty to do so. Public authorities have the function to monitor the performance of the education mandate of the parents. Once the parents do not (sufficiently) assume their responsibilities and the child welfare is compromised, the State is obliged to intervene (Schmid & Meysen, 2006, p 1ff). In this case, parents have the right to assistance (the type of support, see below).

In addition, Germany has agreed with the Federal Child Protection Act of 2012, that child welfare endangerment should be prevented as much as possible.

> The law creates the basis to insert long-lasting and easily accessible offers of support for families before and after a birth and in the first years of living of a child on a high niveau. All relevant stakeholders in the area of child protection – as youth service offices, schools, health offices, hospitals, medicals, pregnancy-

conflict counseling service and police – are to consolidated in a cooperation network. (BMFSFJ, 2015)

In this, the "Early Prevention" plays an essential role. These early assistance strategies have the goal to approach to families and support them from the beginning in order to prevent violence or other child welfare endangerment. The target group is mainly families from the beginning of pregnancy until the child's age of three. The focus is on strengthening parenting educational skills as well as early contact with vulnerable families (National Centre on Early Prevention, 2009). "Area-wide obligatory structures" (BKiSchG)) should be created or strengthened on already existing structures.

With this, stakeholders and institutions can inform each other, coordinate activities for child protection and develop support offers. The local stakeholders of the children and youth help are responsible for the realization. For this, the State provides 177 million euros to create the structures from the years 2012-2015. After that, the network is going to be supported by 51 million euros per year (BKiSchG, §§1-4).

2.2 Structure of the support system
(comp. Fröhlich-Gildhoff et al., 2008, pp 95-100)

The german support system is built up of four pillars, which all have different regulations and tasks.

Figure 4: General view of the support system (ebd. p. 95)
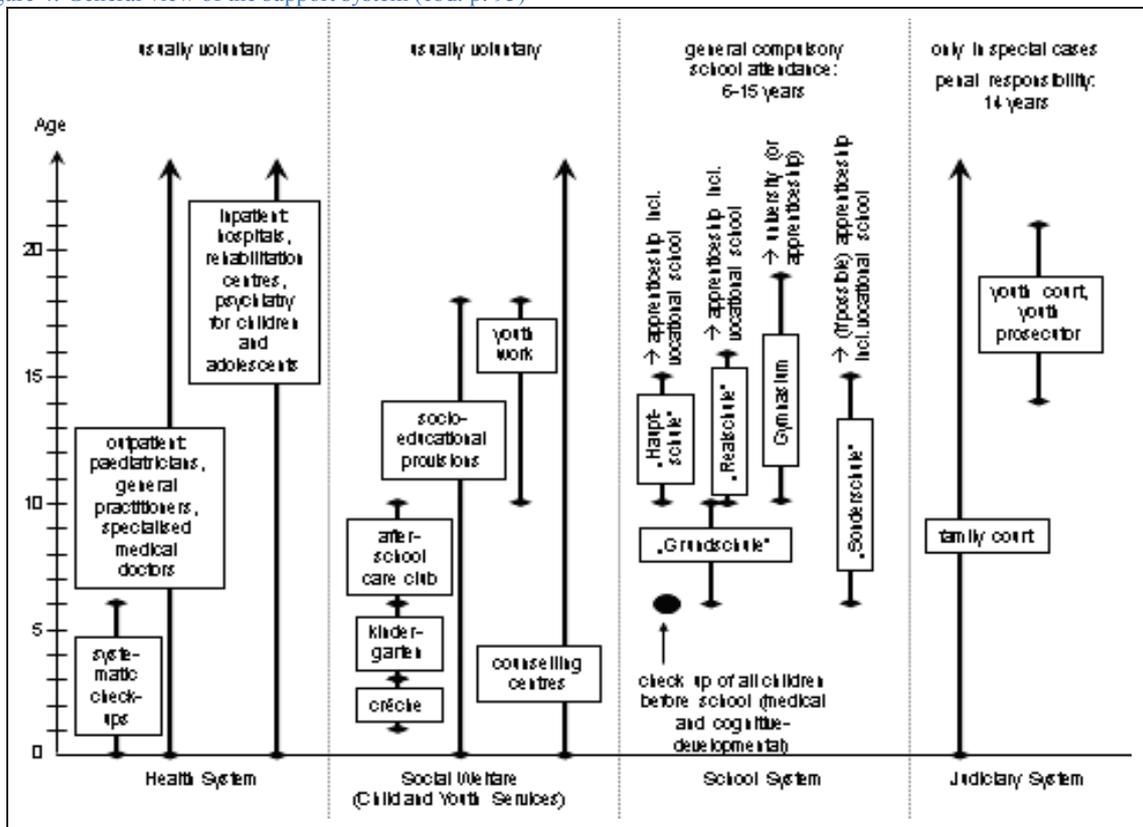
(1) Health system

There exist several fields of the health system which are in contact with children and adolescents. Usually midwives are the first professionals, beside gynecologists, who have contact to a family before a baby is born. They visit the young family at home and visit the baby during its first month of life. They show how to foster the child and answer the parents` questions. Because of this early contact, family midwives are very important professionals to notice first signs of endangerment for a child`s well-being. Therefore, midwives are an important part of the Early Prevention System.

Outpatient medical care mainly consists in pediatricians, general practitioners or specialized medical doctors, e.g. for child and youth psychotherapy. Special check-ups - the so-called "U-Untersuchungen" ("U-Examinations") - take place for babies and small children up to six years with a paediatrician. These examinations have the aim to detect threatened, undesirable development or endangerment of a child`s well-being but are, however, not compulsory.

Regarding inpatient medical care, there are paediatric clinics, hospitals, rehabilitation centers for children (and parents) or psychiatry for children and adolescents. Also, children and youth psychotherapists are related to the health system. An attentive medical provision can help to detect violence against children and adolescents whereas psychotherapists and psychiatrists help victims of abuse to handle the violence experiences. Usually the costs for the treatments are covered by the health insurance. In institutions of youth help, therapeutic offers are often integrated in the support concept.

(2) Social System (Child and Youth Welfare)

The child and youth welfare are one of the central pillars of the German support system for the development of children and adolescents. It's functions are defined in the Child and Youth Services Act ("KJHG") which was created in 1990. Its two main goals consist in achieving prevention through support of the development of young people, and the removing of disadvantages and protection of children and young people from harm. It is based on the principle of participation in offering forms of help co-organized by the people needing the help and not in fulfilling a mere function of control and state intervention. This principle of participation is - or should be - realized in several ways and will be described more closely later in this text.

The particularity of the Child and Youth Services Act is that it is valid at national level. Each municipality (bigger city or district) has to have their own local youth office and follow this legislation. This is not only particular within an international perspective, but also in Germany itself, as numerous other domains, such as the school system, are defined by the federal States. This is due to the country's federal system.

The child and youth services are organized at three levels: the youth offices in the communes organize and finance the forms of help. There also exist youth offices at federal State level ("Landesjugendämter") which mainly have the tasks of counseling the local youth offices, offering vocational training and supporting cooperation between statutory and non-statutory

institutions. Finally, the highest level, the federation ("Bund"), mainly submits proposals on questions of finance and future development.

Most of the time, the forms of help are not carried out by the youth offices themselves but by non-statutory institutions - on a local level - such as "Caritas" or "Diakonie". This is due to the principle of subsidiarity, which is central to the German system of child and youth services. According to this principle, the help, in most cases, must be carried out by actors other than the State.

The general provisions of the child and youth service, referring to the social legislation, include one category for general youth work (e.g. youth centers), one category for help to the family (e.g. counseling centres for single-parents, in cases of separation or divorce) and the support through day-care facilities.

Beside the general provisions, the so-called "socio-educational provisions" exist, which are meant for children, adolescents and families with a special need for help. The particularity of these provisions is that they are voluntary and that they are always decided on together with the parents and usually as well as with the children/adolescents. This participation is ensured through the elaboration of the help plan. The existing socio-educational provisions are as follow:

- Non-residential forms of support, such as educational counseling, social group work, socio-educational family assistance
- Partial residential forms of support, such as day care establishments
- Residential forms of support, such as foster families and residential care centers in which the young people live
- Flexible forms of support, such as intensive individual socio-educational assistance (this consists in an intensive measure between one individual social worker and one young person, either through trips or other types of care where the young person may live in the home of the social worker).

The support offers are voluntary until the child`s welfare is endangered. Child endangerment exists when violence occurs. If the parents refuse help in cases of abuse, the family court has to become involved.

(3) School system

The school system comes into play between the ages of 5 to 7. Before the beginning of primary school, all children are examined on their development by a medical doctor ("Schuleingangsuntersuchung"). While children in primary school usually learn together, the school system is divided – in most federal States – in three different school types with the beginning of class 5: "Hauptschule" (also named "Werkrealschule"), "Realschule" and "Gymnasium". At the end of 4th grade, the teachers make a recommendation on the future school form adapted to the students. However, parents may choose the school for their child.

After finishing "Hauptschule" or "Realschule", students can do an apprenticeship. After the "Gymnasium", students are eligible to study at a university. Another school form not mentioned above is the "special school" ("Förderschule"), a specialized school form for children and adolescents with learning deficiencies and/or showing more serious behaviour disorders. This type of school can be divided in schools with special support themes, such as speech or disabilities. A change to a different school type is possible, but not always easy to realize, especially to a school with a higher claim for benefits (e.g. from a "Realschule" to a "Gymnasium") challenging children and adolescents. According to that, low permeability is critizised (Bellenberg, Hovestadt & Klemm, 2004, p. 80f). Similar to this, changing a school from one federal State to another can be difficult as well. Since the federal States, and not the State, is responsible for the school system, the schools, the class contents and the claims for beneficiaries can differ widely.

Qualitative differences exist between the three school forms: in recent years, the "Hauptschule" has gotten a bad reputation ("problem school") because many young people who attend the "Hauptschule" do not have future perspectives (e.g. no chance for an apprenticeship training position.). For students of the special schools it can be even more difficult. Some efforts are currently made to integrate students with special needs into the regular schools. A further development can be seen from the half-day-schools to the full-time school. While some years ago most school had been only in the morning (both primary and secondary schools), more and more schools change to an all-day schedule. A full-time school includes not only classes, but also lunch, supervision of homework and care in leisure time.

Schools are bounded to the legislation of the school system and have no specific obligation to react or offer special forms of help when they notice that students have social problems. Since social problems are increasing, more and more school social workers ("Schulsozialarbeiter") are employed. However, this is not compulsory for the schools. School social workers counsel students, parents and teachers and work also with classes, for example, in cases of bullying.
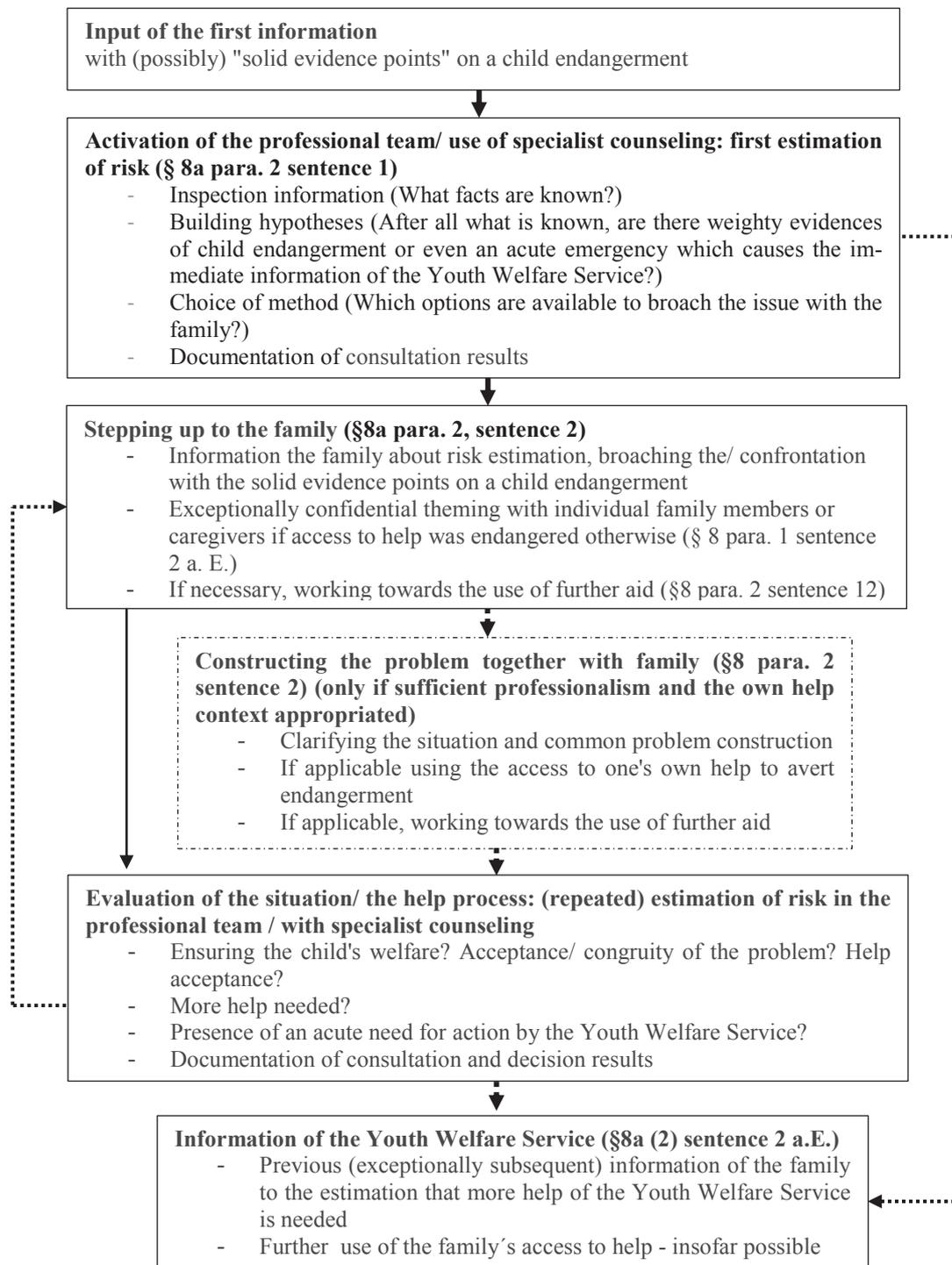
(4) Judiciary system
Only the family court can arrange support against the will of the parents. These non-voluntary forms of help are the same as in the child and youth welfare. If the parents are not willing or unable to avert an endangerment for the child`s well-being or to secure it, the family court can deprive the child custody in parts or in total.

2.3 Requirements for institutions and professionals

The §8a institutions have received a responsibility to respond after certain professional standards in cases of suspected child endangerment. In order to assess a possible child endangerment case, different scales are now available, for example, the "Kiwo-Skala Kita" of the Municipal Association of Youth and Social Affairs of Baden-Württemberg (Bensel et al., 2011). In each institution, a "so far experienced professional" (§8a (2)) has to be available and should be used for advice in suspected cases of child endangerment. This requirement asked many institutions not for small challenges, because many further qualifications were called for. It is also not fully clear what a "so far experienced professional" is considered and what qualifications are required.

In the event of an estimation of endangerment, professionals of the institution in which the threat was perceived should speak with the parents and initiate possible assistance. This is to ensure the relationship of trust between parents and the institution taking damage from a message to the youth office. The youth office turns only in the event of a hazard when parents appear uncooperative or unable to avert the risk, don`t accept help, or further measures are necessary. The entire process, from the first suspicions about conversations with parents and their results, to the inclusion of other institutions such as the youth office, should be clearly documented and justified. The single - ideal typical - steps are summarized in the following table:

Figure 5: Ideal procedure when a suspicion of child endangerment occurs (Münder et al.., 2006, p. 183)

Input of the first information
with (possibly) "solid evidence points" on a child endangerment

Activation of the professional team/ use of specialist counseling: first estimation of risk (§ 8a para. 2 sentence 1)
- Inspection information (What facts are known?)
- Building hypotheses (After all what is known, are there weighty evidences of child endangerment or even an acute emergency which causes the immediate information of the Youth Welfare Service?)
- Choice of method (Which options are available to broach the issue with the family?)
- Documentation of consultation results

Stepping up to the family (§8a para. 2, sentence 2)
- Information the family about risk estimation, broaching the/ confrontation with the solid evidence points on a child endangerment
- Exceptionally confidential theming with individual family members or caregivers if access to help was endangered otherwise (§ 8 para. 1 sentence 2 a. E.)
- If necessary, working towards the use of further aid (§8 para. 2 sentence 12)

Constructing the problem together with family (§8 para. 2 sentence 2) (only if sufficient professionalism and the own help context appropriated)
- Clarifying the situation and common problem construction
- If applicable using the access to one's own help to avert endangerment
- If applicable, working towards the use of further aid

Evaluation of the situation/ the help process: (repeated) estimation of risk in the professional team / with specialist counseling
- Ensuring the child's welfare? Acceptance/ congruity of the problem? Help acceptance?
- More help needed?
- Presence of an acute need for action by the Youth Welfare Service?
- Documentation of consultation and decision results

Information of the Youth Welfare Service (§8a (2) sentence 2 a.E.)
- Previous (exceptionally subsequent) information of the family to the estimation that more help of the Youth Welfare Service is needed
- Further use of the family´s access to help - insofar possible

3 Examples of Good Practice

On the basis of the described structural regulations, following good practice projects from Germany will be described. Quality criteria have been developed that allow a definition of good practice. The criteria are consistent with the criteria for good practice of Cooperation Network Health Equity and were adapted in collaboration with project partners to the issue of violence against children and adolescents. The criteria are divided into mandatory and non-mandatory criteria. For a project to be regarded as good practice, the minimum mandatory criteria must be met. The mandatory criteria are:

(1) The project is based on a written policy which contains goals and methods including prevention and/or detection and/or case management in cases of violence against children and adolescents.
(2) The target group is clearly defined and is clear how it can be achieved.
(3) The budget is sufficient to reach the described aims[1].
(4) The project includes a systematic documentation and evaluation of the work process.
(5) The project structure and methodology are so transparent that they (at least partially) can be transferred to other subject areas or regions.

The non-mandatory criteria provide further evidence of the quality of the project. The more criteria that is fulfilled, the more the project will be in line with what is currently understood to be good practice. The distinction between mandatory and non-mandatory criteria was made during the kick-off-meeting together with the project partners. The entire list of quality criteria can be found in the appendix.

Furthermore guidance for an interview with experts has been developed. One person responsible of the "Passt!-prevention program" was interviewed (Mr. Keim). The interview was analyzed by the content analysis from Mayring (2010). The interview guidance can be found in the appendix. An interview with an expert for the second project ("Protect") was not possible due to deadlines.

The two following projects fulfill the mandatory and parts of the non-mandatory items. Beside summaries of the project, citations of the interview will be given to illustrate the description.

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[1] The project was not excluded if no information to this topic has been found.

3.1 "Passt!-prevention program" of Breisgau-Hochschwarzwald

Breisgau-Hochschwarzwald is a district of the federal State Baden-Württemberg in the south of Germany. A rural district (or urban district, too) is the next administration unit under a federal State. Breisgau-Hochschwarzwald has 250,000 inhabitants, from which 44,406 are children (17,8%). This percentage is a bit lower than the nation-wide average (18,6%). The population density from 181 inhabitant per km2 shows, that Breisgau-Hochschwarzwald is sparsely populated. (Federal Statistical Office, 2013a).

Just like the missing knowledge of the prevalence of violence against children and adolescents in Germany there is no (accessible) statistic for the rural district Breisgau-Hochschwarzwald.

In cooperation with other actors and institutions concerned with welfare, health, criminology and social education areas, the district office Breisgau-Hochschwarzwald developed the "Passt!-prevention program". It is meant to structure and to coordinate the prevention work and continuously adapt it to the latest developments. In general, the concept will help to improve the quality of prevention activities and to enable young people to grow up healthy. Since 2007, efforts have been made to bring the existing individual networks and prevention services together on a common basis and work with different departments and institutions which work with prevention, but without denying the differences.

> *"For a while one tries to bring that all together under certain guidelines, which are developed together. But this, I think, cannot be the way. It may not be just a matter of looking at what you have in common, but also what you have for differences and to externally transport them. For it is clear that the police prevents another order than the addiction treatment- or child guidance." (Mr. Keim, District Office Breisgau-Hochschwarzwald)*

Instead of punctual prevention, the goal is to anchor prevention structurally - in concepts of institutions, for example – and to implement it in all-day-businesses.

> *"For not being realized in one class; one`s doing one day of addiction prevention and is thinking of addiction on prevention is done, we haven´t to do anything else. But to consider the atmosphere in class, to have certain rules, to implement and to live prevention in everyday life of school."*

Among other areas, in the "Passt!-prevention program" child endangerment is subject.

Concept structure

The "Passt!-prevention program" consists of three main parts:

(1) The manual

This includes the principles and recommendations for prevention in children and adolescents in the district of Breisgau-Hochschwarzwald. These eleven principles are:

- Participation
- Living Environment Setting
- Earliness
- Resilience
- Networking
- Different methods and approaches
- Inclusion
- Integration
- Gender aspects
- Sustainability
- Quality assurance.

The focus of all activities is the promotion of resilience.

> *"If shocks in life are coming from the side, you manage to get back into the upright position. It is important to teach that it is not just about protecting children or even adults, but also to make them strong enough that you can cope with these challenges."*

On this basis, current prevention topics are presented in the guidelines and thematic objectives and recommendations are developed for action. When it comes to child endangerment, the goals are:

> - No case of child endangerment is overlooked.
> - In any case, reaction is appropriate and timely.
> - In working with children and adolescents, only suitable persons are employed.

To achieve these goals, it was suggested to create networks for child protection and actively participate in or provide appropriate assistance (Guidelines for the prevention, 2013, p 31f)

(2) The Working Group Prevention

The Working Group Prevention consists of approximately 30 members, for example the district office, counseling services, schools, police and the District Center for Media. It occasionally occurs where special stakeholders are missing, so the Working Group Prevention contacts further stakeholders. Also interested institutions can contact the working group. That

means the composition of the group can change. It meets four times a year. These meetings are about the exchange of prevention work. There are current topics taken up and considered about how to respond to it. In this way, not only the prevention work can be developed, but also a continuous reflection and further development process of its own cooperation takes place.

In addition, there are several thematic or regional sub-groups that deal with specific prevention topics, such as the subject of addiction or media. Further networks outside of "Passt!" exist for prevention issues, where possibly individuals act as interfaces that are designed to ensure the exchange between them and the Working Group Prevention".

(3) PlAn Database ("preventive and promotional life skills offers")

The third component is the PlAn database that brings together and lists all the practical measures for preventive care in the county. The online database can be searched by target group, by theme or by setting. Providers of prevention services have the option of using a checklist - which is based on the manual of prevention work - to reflect on their project and to develop it further. It is clear that with the project focuses on these principles, the Working Group Prevention may give the "Passt!"-seal of approval, which stands for high quality.

ICT[2]

On one hand, ICTs are used to facilitate access to prevention services. The PlAn database can be viewed online. Here, you can search specifically for particular services. Also, a series of talks are provided to new media for 2015 in order to get a better insight into today's media use by children and adolescents, and possibly to develop new ideas for their own prevention work with new media.

Connection between prevention, detection and intervention

The "Passt!-prevention program" has the aim to improve the preventive offers in the region of Breisgau-Hochschwarzwald. At the same time, the prevention offers are a connection to further counseling or support offers. The preventive offers are often realized by professionals who are counsellors in the corresponding support offer. This is to reduce the inhibition threshold to make demands on the offer.

> *"In any case there has to be a transition to the counseling services. The counslling services are always to be named. Personally, I prefer when the persons already seen are present. I can go to them and be counseled. This is Mr. Müller-Maier and he is not that bad, because I would not go to the addiction counseling, actually. First this sounds deterrently, but I can go to Mr. Müller,*

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[2] "Information and communications technologies (ICT) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (Blurton, 1999, p. 1).

the same in educational counseling. This is an approach, too. If present at the parent-teacher-conferences, later they can be accessible in the counseling service."

Success factors and transferability

According to Mr. Keim, the success of the "Passt!-prevention program" is due to the fact that it did not come from the outside as a project, but is the result of existing structures. Possibly all actors who are active in the prevention work are involved. In this way, many institutions are involved, despite the voluntary participation. It is also important that a stakeholder governs not only the management, but that the administration also provides money and jobs. In "Passt!-prevention program", this task is performed by the district office Breisgau-Hochschwarzwald.

The connection and networking is a process which lasts several years and is not to be finished soon. This implementation is not a single project, but needs durable cooperation with repeated development and adaption of the structures so the program can "grow".

> *"There it is no theoretical concept, which is to be settled, when someone says, this is to be implemented. Now look how you'll get used to it or how you include your existing offers. But the Passt!-program is a grown concept. It has been orientated at the structures, we were thinking together how to improve the structures that everybody is comfortable with."*

Accordingly, important conditions for the applicability of the concept to other regions or countries seems to be that the concept is not imposed from the outside on existing structures. Rather, it takes an inventory of existing services and structures that are developed in conjunction with local actors:

> *"The biggest challenge is first to look at what is actually already there, who is there that we may pick up and what is needed for further development. ... I believe that is the challenge, that you can not simply put it down and inside out, but it really grows from the base of bottom up and is further developed. Then it will be sustainable. "*

3.2 The app "Protect" of MOSAIK GmbH, Mannheim University and the district Bergstraße

Bergstraße is an urban district in the federal State of Hessen. An urban district corresponds to the same administrative unit as the rural district Breisgau-Hochschwarzwald. The urban district Bergstraße had 262,322 inhabitants in 2013, of whom 33,313 were children under 15 years old (12.7%). With a population density of 365 inhabitants per km^2, Bergstraße is more densely populated than Breisgau-Hochschwarzwald (Hessian Office of Statistics, 2013).
Also, the urban district of Bergstraße lacks reliable data on the prevalence of violence against children and adolescents.

Smart phones have progressed in the last few years. With its numerous functions, they have become for many people a constant companion in everyday life. In 2014, 48% of the german-speaking inhabitants over 14 years owned a smartphone (Institut für Demoskopie Allensbach, 2014). In children and adolescents' smartphones are primarily for older children or young people of relevance. According to the recent study KIM (2012) one out of five children aged 12-13 years have company smartphones (p 54). With a smartphone, children and young people to take pictures at any time and are able to go online to chat etc. Also children without their own cell phone come in contact from parents or friends with the devices.
Another feature of smart phones is the ability to use so-called applications (apps), which provide more functions to the device that are targeted to be downloaded. These apps can help users find specific offers, convey information or contribute to entertaining. Regardless of one's own smartphone, 24% of the surveyed children aged between six and 13 years regularly (at least once a week) or sometimes use apps (ibid. p 56).
The app "Protect" refers to this development in order to improve the protection of children and young people from child welfare endangerment. In collaboration by students of the University of Mannheim, MOSAIK mobile solutions GmbH and the urban district Bergstraße, a free app was developed for children, young people, parents and relatives, and also professionals, volunteers and individuals to sensitize and inform.

Concept structure
The app has five menu items:

- <u>Information</u> on child well-being with the sub-points parent-child relationship, sexual abuse, child abuse and self-endangerment that can be accessed online and offline.
- <u>Addresses</u> of advisory and support services include national and regional focal points and offers of help. Currently, this search is expanding especially for the circle mountain road; other regions are to follow. The app is even linked to the websites of assistance. The contact points may be called or emailed directly.
- The <u>Glossary</u> explains the terms and legal basis
- For acute crisis situations, an <u>emergency call</u> button is present. The youth office and/or the police can be contacted directly.

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ZfKJ

- About us" provides information about the creator of the app and their sources. An integrated feedback form allows for ongoing quality control and further development (MOSAIK et al., n.d.).

In a first test-run of the app, with subsequent evaluation of the first version, it was tested for usability and usefulness and adjusted accordingly. The aim is to adapt the app for further regions than Bergstraße and possibly create own customized apps for specific target groups, such as young people.

Cooperation

Through the cooperation between the three different project partners (IT company, university, city district) competences could be pooled and different perspectives incorporated into the app. While MOSAIK GmbH operated the technical execution, the University of Mannheim and the district Bergstraße designed the content. This collaboration appears to provide especially fertile, because professionals from social welfare hardly have the necessary knowledge in the IT sector to develop an app on its own.

Transferability

The approach to build an app on the subject of child endangerment seems not only sustainable, but also transferable both nationally and internationally. However, the app must include the relevant legal provisions and address relevant help.

3.3 Comparison of the projects

In the following, the two presented projects are compared and discussed along the quality criteria.

Both projects have the connection to existing aid structures in common. Despite their different approaches, both projects are based on the cooperation of the different departments and institutions. This networking enables to integrate different perspectives and to combine forces. The app "Protect" especially offers a low-threshold access. It can be downloaded free; professionals, but also private users can use the app during daily life. The "Passt!-prevention program" has, inter alia, the approach of participation. Here, members of the target group (e.g. young people) are directly involved in the creation of precisely tailored offers. The "Passt!-prevention program" has evolved over the years from existing structures and embedded in them. So the execution no longer depends on individuals. Instead, there are appropriate structures and sometimes even own (part time) jobs, which are intended to ensure the durability and sustainability. This is notably illustrated by the fact that Mr. Keim explains, that the project partners have developed - implicity - understandings and standards to be transported outside. For example, a request for a fast response to an incident at a school will meet jointly

with the message that says prevention structures are necessary rather than just one-off prevention actions.

On the other hand, the app "Protect" seems to have a stronger project character. This is due to the fact that the app is partially a student project as part of a Master's program. The app is indeed further developed and evaluated. This is due to the commitment of the supervisor of students, Prof. Dr. Törnig, who involves new students in the development again and again. However, the participation of students has the advantage that care of the App is cheaper, because it is a learning project within the examination regulations for students and no fee is applicable.

Both projects seek to develop and increase their quality. Mr. Keim speaks explicitly to assume that the "Passt!-prevention program" is not a rigid project, but needs to be further developed and adapted according to the social developments consistently. At the regular meetings of the Working Group Prevention, not only current issues in prevention work are taken up, but continue to develop the handout with the quality criteria for good prevention work. This project structures allow constant - informal - reflection and adaptation of the project. For the app "Protect" a formal evaluation has been conducted and it was adapted according to the results. This means, it can be spoken of a quality development for the app, too.

Overall, both projects are examples of good practice and have great similarities in their approach, despite the different realizations. These may be used for the discussion of further possibilities for ICT use in the area of violence against children and adolescents (see below).

3.4 Further examples of Good Practice with ICT as method

Further projects are to be presented which use ICT for fighting violence against children and adolescents. For that, projects were researched and tested along the criteria for quality (see chap. 3 and appendix). According to the results, the single project was either included or excluded.

Most of the institutions have their own mail address already, which allows for easy contact. It"s the same with homepages, on which the institutions describe their work. In this report, these forms of ICT which are a kind of standard ICT are not used, but rather projects which use the different possibilities of ICT for innovative ways to prevent and detect violence against children and adolescents or to attenuate the consequences of violent experiences.

Following, general results are presented in order to show the kinds of ICT being used, the forms of violence and the area of intervention (prevention, detection, case management). After that, projects are described which fulfill (at least) the mandatory items of the criteria for good practice.

3.4.1 General Results

General research showed that many online sites already inform about the issue of violence against children and adolescents. These pages are intended for adults (especially parents and professionals), and partly to children or adolescents. In addition to information about what violence against children can be and how it may look, these offers also usually include addresses for further assistance outside of the Internet.

This is especially true for institutions that are active in the area of child protection (youth welfare, psychosocial / family counseling, etc.). Homepages clarify and contain specific target groups to include adults, children and young people about types of violence and encourage patients and their relatives to contact. In these cases, the use of ICT serves the purpose to initiate contact and to draw attention to their offering outside the new media.

Other projects use ICT as a separate method of intervention. Providing online counseling as the most commonly used form, it includes email counseling, individual and group chats with counselors or - as a form of self-help – supervised topic Forums (e.g. www.save-me-online.de or www. jugend.bke-beratung.de).

In addition to these counseling services, there are other projects to combat violence against children using ICT in innovative ways. These, however, are lagging further behind. An example of these innovative projects is "Save Selma" (www.save-selma.de). Here, young people can play the role of an age-matched violence victim and liberate it from the situation, consequently expanding the capabilities of the participants in cases of abuse.

Differentiating the projects according to different forms of violence, there are mostly projects for sexual violence, in particular projects on prevention. Children and young people are encouraged to listen to their feelings and possibly say "no" to something or to get help.

In contrast, there are few ICT-related projects that prepare the topics of physical and psychological abuse. Occasionally you find a so-called "quiz" in which parents and professionals can check and improve their knowledge of children's rights and the laws for child endangerment (e.g. http://www.fachstelle-kinderschutz.de).

All the above projects so far, however, do either not have a accessible) concept or that there is no form of quality assurance and evaluation yet. Examples of good practice that meet these criteria are presented below.

3.4.2 Good practice – descriptions of projects

In total there were five projects dealing with the issue of violence against children using ICT and met at least the obligatory quality criteria. Although the focus lies on physical, psychological and sexual violence, projects will be described which refer to cyber-bullying, too. These can give important impulses for the development of projects in the other three forms of violence. Three of these projects are online offers; two are applicable as apps on a smartphone and as a computer game. All the projects described below are free.

Each project is briefly shown on the basis of quality criteria and demonstrates the methods used by ICT. This compilation provides an overview of existing projects and identification of opportunities for development.

"Juuuport"
The State Media Authority of Lower Saxony (NLM)

"Juuuport" is an online portal for young people for young people. Young people can get help on the Internet with questions and problems. You will receive answers from trained and volunteer scouts between the ages of 15 and 21 years old. The scouts are managed by professionals. Among others, "Juuuport" offers support for cyber bullying.

Although children and adolescents are now considered "digital natives", they often seem to have little knowledge of safe behavior on the Internet when dealing with uncertain online resources (Kuhlmann et al., n.d.). The goal of the project is to empower young people to protect themselves through the safe use of Internet services. By "Juuuport" providing information and advice to protect its own data, the site contributes to the prevention of violence on the Internet.

For this, "Juuuport" cooperates with other online resources that help young people to move safely in the net. The project has already received several awards.

Project /	"Juuuport"
Responsible:	NLM
Target group:	Young people
Form of violence:	Questions related to the Internet, cyber bullying
Intervention Type:	Help from peers in prevention and detection
ICT:	Website with videos, online peer counseling
For more information:	www.juuuport.de

„Wildwasser e.V."
Association against sexual abuse

"Wildwasser e.V." (engl. "Whitewater") is an association that advocates for prevention and combats against sexual violence. The association consists of 29 local offices throughout Germany. The individual counseling centers each form their own work priorities. Thus, the counseling center "Wildwasser" in Freiburg, for example, concentrates on the target group of girls and women.

Affected children, adolescents and adults can participate in "Wildwasser e.V." on topics related to the handling and can advise the management of sexual violence (e.g. possibilities of therapy, monitoring during the trial). In addition, "Wildwasser e.V." offers workshops and training, in the counseling office or at schools, to prevent or to better handle sexual violence. Its intention is also to give advice for family members, friends, volunteers or professionals if they have a suspicion of sexual assault or need support in helping those affected.

Both the association and the individual counseling centers offer online counseling, which is carried out by professionals and volunteers. In addition, "Wildwasser e.V." hosts a forum led by professionals and volunteer facilitators who have experienced sexual violence themselves. The forum provides no therapeutic treatment, but can be considered a kind of self-help for those concerned to share experiences and support each other. The involvement of people affected in "Wildwasser e.V." allows intensive participation of the target group. The opportunity to anonymo axperiences in the forum or to seek advice in the e-mail consultation provides a low-threshold access to support services.

Project/	"Wildwasser e.V."
Responsible:	Association against sexual abuse
Target group:	Children, adolescents, adults, family members, professionals, volunteers
Form of violence:	Sexual abuse
Intervention Type:	Prevention, detection, case management
ICT:	Homepage, online counseling, self-help forum
For more information:	www.wildwasser.de

"TRAU DICH!" (engl. "DARE YOU!")

Nationwide initiative for the prevention of child sexual abuse by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) and the Federal Centre for Health Education (BZgA)

The aim of the initiative "TRAU DICH!" is to educate children, adolescents, parents, professionals and improve public awareness of sexual violence against young persons and appropriate support offers. The initiative combines various projects to combat sexual violence against children and adolescents and consists of three components: a play, an online portal for children, and training opportunities for professionals. By cooperating with the state ministries, organizations and agencies, "TRAU DICH!" will be integrated into the measures of existing structures. Moreover, multiplicators are trained who will work in their institutions for better protection of children. As a result, the project will be implemented in the structures in the long term.

The online portal for children contains numerous animations, simple explanations of bodily self-determination and borders, games and short films. For example, children can practice in small games to recognize affirmative and negative facial expressions or to distinguish between "good" and "bad" secrets. The aim of this portal is to encourage children to listen to their feelings and boundaries, say "No" if they do not want to be touched, and to ask for help when needed. Thus, the project focuses on the prevention of sexual violence against children.

Project/ Responsible:	"TRAU DICH!" Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ); Federal Ministry of Health (BZgA)
Target Group:	Children, parents, professionals, institutions, federal states
Form of Violence:	Sexual violence
Intervention Type:	Prevention, uncovering
ICT:	Website, children's portal
For more information:	http://www.multiplikatoren.trau-dich.de

"Luka and the mysterious silver horse"
Police Crime Prevention of the Federal States and the State (ProPK)

"Luka and the mysterious Silver Horse" is a computer game for children ages eight to twelve years with the objective of finding non-violent solutions to various conflicts in a fun and entertaining way. In the game, children take on the role of a character who must help a time-traveling knight of the Middle Ages to get along in today's world. The character comes into conflict situations and experiences bullying, extortion, criminal damage, etc. The child at play may choose from several alternatives of how the character should respond and thus determines the progress of the game. This can be escalating and de-escalating as different courses of action are chosen and their consequences experienced.

Since individual game sequences can be targeted on specific issues, the game can also be used for educators and other professionals. The game is available online, and the download is free. It can also be ordered along with a booklet, with background information and assistance supplies to the game.

Project/	"Luka and the mysterious Silver Horse"
Responsible:	Police Crime Prevention of the federal State and State (ProPK)
Target Group :	Children ages 8-12
Form of Violence:	Various conflict examples (e.g. bullying)
Intervention Type:	Prevention
ICT:	Computer game

Clever im Netz (engl. „Clever on the Web")
Innocence in Danger e.V.

Innocence in Danger e.V. campaigns against sexual violence. This app is designed for children and parents and to protect children from sexual violence, which can happen online or start online. It contains information about dangers to children on the Internet and explains what things like Cyber-Grooming, -Bullying or Sexting are. The app offers information for parents on how to educate children about safe network behavior. The information is processed child-friendly and should enable children to move safely on the Internet.

Project:	"Clever im Netz"
Responsible:	Innocence in Danger e.V.
Target Group:	Children ages 9-11, Parents
Form of Violence:	Sexual violence
Intervention Type:	Prevention
ICT:	Smartphone App
Further Information:	http://www.clever-im-netz.com/

4 Discussion of results and conclusions

In general, in Germany the laws for the protection of children and adolescents against violence have significantly improved in recent years. Especially with the §8a SGB VIII for the procedure in the cases of child endangerment professional standards were specified. However, the more orderly procedure in the case of endangerment a child`s well-being should not delude over the fact that the data available to the incidence of violence, especially in the forms of psychological and physical violence, is very low and too often based on estimates. Without knowledge of the actual extent of violence against children and adolescents, the support offers can not be matched. It would be helpful, therefore, to establish a statewide or countrywide monitoring, which merge not only all yearly statistics, studies, and reports but also operates actively in dark field research.

The use of ICT in violence against children and adolescence may have benefits, but it also hinders the implementation of the protection order after §8a. The advantages of online counseling lying in the low threshold are anonymity, high clients' internal autonomy and fast response ability. Due to these elements Messmer & Weinhardt (2011) suggest that in online consultations issues can be easily addressed, which seem often to be taboo in a face-to-face contact, as the endangerment of a child`s well-being is normally. At the same time, the advisory professionals are limited in their scope for action, just because the online consultation is anonymous in most cases. This dilemma in online counseling may make it impossible for the protection order after §8a SGB VIII by (p 7ff).

Researches on projects with ICT who meet the quality criteria and go about running their own homepage have produced few results. Most offers were found in the area of prevention of sexual abuse. Adults and especially children are reached through online portals and smartphone applications, and find enlightenment and support when help is needed. These results suggest that ICTs are used to prevent or detect sexual abuse.
In contrast physical violence is, when addressed, subsumed under the topic of child endangerment. ICT projects that have targeted this form of violence could not be identified. The issue of psychological violence is even more unspecified, as it was addressed only in passing.
Also striking was that most of the projects employ with the prevention and detection of violence. Any suspicion was often referred to secondary focal points who work with face-to-face contact. In contrast, there were no approaches that included ICT for case management.
Overall, so far there is only a very limited range of innovative ICT-based services that help in cases of violence against children and adolescents. This is in no proportion to the importance new media has nowadays in life of people. A further development of the supply of prevention, detection and case management in case of violence against children and adolescents appears to be meaningful.
However, the processing of violent experiences or mitigating its effects solely through online counseling seems very limited. The relationship with the person of aid (e.g. therapist for a trauma processing) is – as is in therapy in general - an important factor (e.g. Holm-Hadulla,

2000; Lammers & Schneider, 2006). This, however, is severely limited in an online consultation, because there is no face-to-face contact and so, for example, the non-verbal communication as information about the state of the client disappears. Laszig & Oak Mountain (2003) concluded that an online consulting for processing of trauma cannot replace classical psychotherapy (p 193).

ICT projects that combat violence against children and adolescents do no substitute for the other offers of help, but at most complement and enhance what they represent. So in both the "Passt!-prevention program" in Breisgau-Hochschwarzwald and the app "Protect" ICTs are used to especially improve the access to information, projects and/or focal points. The projects therefore represent less their own form of intervention as a way to do it outside of ICT.

The number of children and young people who play computer games in their spare time has grown more and more in recent years. Even and especially younger kids play more computer games (Klimmt, 2008, p 57f). A survey from 2012 shows that two-thirds of the six are 13-year-olds use a computer, console and online games at least once a week, including 22 percent even daily (KIM 2012, p 46).

The games are a separate world where the players are faced with problems they must solve in order to reach the goal. As a result, computer games provide a way to educate children and young people not only about violence, but to let them develop (constructive) solutions to violence situations themselves.

The proposed computer game is intended for police prevention of violence and crime and addresses violence against children and adolescents in the form of bullying. Although violence is addressed marginally, it indicates the potential for combating violence against children and adolescents with this ICT. Computer games encourage players to deal with the matters set forth apart and develop solution strategies.

Approaches to stimulate the development of skills through computer games which protect children and adolescents from violence or help them in cases of violence have been rarely discussed. The implementation options are numerous. Computer games that promote empathy of the players or constructively encourage in setting limits could have a preventive effect. By playing as the game characters, and trying coping methods for emotions such as anger, fear and helplessness, for example, young persons could develop coping skills that can mitigate the consequences of violence experience. These are just some ideas on how computer games can be implemented to combat violence against children and adolescents. If it was possible to meet the expectations of children and young people in an appealing and entertaining computer game, children and adolescents, who are difficult to reach via regular offers of help, can engage in that issue.

An inexpensive method for prevention offers is developing apps for smartphones. However, only little is known about how many children will be reached with apps and what (sustainable) effect they have on the user behavior of children and adolescents.

The presented apps - such as the online offers - especially give information and support addresses. It is conceivable to combine the interactive learning opportunities of computer games with the permanent availability of smartphone apps. In this way, children and adolescents

using apps within their daily lives play while learning about their rights, solutions of violent situations and even the accomplishment of violent experiences.

The two projects "Passt!-prevention program" and "Protect" have also shown that the development of such ICTs should be done together with other stakeholders. It would be useful as well, for new projects that use ICT not to evolve from previous offerings in isolation, but embed in existing programs. For example, if a games app on violence would be integrated in the prevention of "Passt!-prevention program", they could develop a greater awareness and reach to children and adolescents. The other way around, could the game app draw attention to offers of help, which could then reach more clients. The embedding of ICT products in existing structures and services would strengthen all offers of support, which would be good especially for the affected children and adolescents.

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6 Appendix

Criteria for Best Practice – Checklist

In dependence on: Kooperationsverbund Gesundheitliche Chancengleichheit (BZgA)
(http://www.gesundheitliche-chancengleichheit.de/good-practice/good-practice-kriterien/)

(1) Concept
  a. *Concept* (<u>mandatory</u>)
     − There is a (written) concept.
     − This has clear references to one or more of the following areas: Prevention, Detection and/or Case Management for victims of violence in childhood.
     − The concept contains the objectives of the program.
     − The concept has reference to methodology and activities/ tools.
  b. *Target Group* (<u>mandatory</u>)
     − The target group is clearly identified (e. g. age, sex etc.).
     − It can be seen how to reach the target group.
  c. *Setting approach („Living environment approach")*
     − The program has references to the real living environment of the target group (social environment, living environment, etc.)
  d. *Innovation* (<u>mandatory</u>)
     − The program has an innovative character or implies innovative aspects (e. g. actual knowledge, new ideas or methodology, etc.).
  e. Formal networking
     − The program implies networking and cooperation with other institutions.

(2) Orientation at the target group
  a. *Low-threshold*
     − The program will be prospecting, attending and/or pursuing the target group.
     − Barriers for the target group to join the program will be reflected, reduced or avoided.
  b. *Participation*
     − The target group can participate in an active way (e.g. express ideas, wishes and images for planning, implementing and realizing).
  c. *Empowerment*
     − In developing skills, the target group becomes self-acting and self-determined.

(3) Sustained yield
  a. *Sustained yield*
     − Successful parts of the program are to be continued.
     − The realizing of the program is not depending on one dedicated person, but is included in system structures.
     − The effects on the target group are sustainable.
  b. *Multiplicators*
     − Multiplicators will be qualified.

   − Multiplicators assume jobs of the program (e.g. information, realization, development).
  c. Cost-value ratio
   − There is information on budget and beneficiaries. (<u>mandatory, but program is not to excluded, when no information can be found</u>)
   − The cost-value ratio is adequate.

(4) Networking/ Cooperation
  a. There is a realized networking/ cooperation with other stakeholders in the local and professional environments.

(5) Development of Quality
  b. Documentation und evaluation (<u>mandatory</u>)
   − Documentation shows the content of the working process.
   − Evaluation uses this documentation to analyse the processes and the results against the background of the program objectives.
   − There is a good impact on the target group.

  c. Management and developing of quality
   − There is a continuous and systematic process of reflecting the program.
   − The program will be adapted and developed consistently.

(6) Transferability
  a. There is access to the methodology and how the concept is realized (e. g. process description, manual etc.) (<u>mandatory</u>)
  b. The program has already successfully been transferred to another region.
  c. The program can be transferred to other frame conditions in international contexts
   − The program does not rely too heavily on specific aspects of the national system
   − The program is not too dependent on one/ few specific professional qualifications and/ or profiles

(7) ICT-tools
  a. The program uses ICT-tools.

Interview with experts - Questionnaire

1. Concept
  − What are the core contents or specific aspects of your concept?

2. Structures of the concept
  − Which institutions/ professionals/civic engagements are included and which functions/ duties do they have?
  − How are the structures implemented and connected?

3. ICT-Tools
  − What kind of ICT-tools are being used and for what? Which ICT-tools are being used to work with the target group?
  − How is the using of ICT-tools structurally integrated in the concept?

4. Management of Quality
  − Which structures are there to secure and develop quality?
  − How are they realized in the all-day-business?
  − Are there certain aspects of the concept which needed developing, adapting or even changing?

5. Transferability
  − Which are the main conditions, for the concept to be effective?
  − Which chances and risks are there to transfer the concept in other regions or systems?

Table of figures