



PROJECT S. A. V. E.  
Solutions Against Violence in Europe  
Violence against Children and  
Adolescence in Slovenia

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

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# 1. PREVALENCE OF VIOLENCE AGAINST CHILDREN AND YOUTH

## **Monitoring system of children - victims of violence in Slovenia is deficient**

The number of child victims of violence is only estimated, because there is no common register of victims of violence. Numbers depend only on individual institutions and their way of evaluating, which is not reliable.

We should establish a register of children in danger, which is a well-known practise especially in Great Britain. The centre for social work has the documentation about the children which they work with. But internal documentation is not enough for broader insight of the situation and efficient action. Purpose of the register would be to offer more protection to the children who are victims of violence. Register of endangered children would offer monitoring on the field of child abuse, changing of measures and activity in the cases of individual children.

The register and the plans to protect the children and their implementation would have to be monitored every six weeks. It should be visible 24 hours a day, but just to the experts that deal with the protection of the children and youngsters or for those that have an urgent case (like doctors). Regarding the problem we had at accessing the correct data about the numbers of victims and their actors and the lack of given information we can now confirm our second hypothesis.

## **Centres for social work**

Centres for social works - CSW do not have any common evidence about the children that are victims of violence. There is a lack of evidence depending on the individual social worker. Regardless that there are local coordinators for domestic violence that should deal and analyse the situation at their region, there are no common analysis that could possess with relevant information victims of violence. CSW has no doctrine of work, which is a reason why they act patchy. It all depends about their interests, references or ambitions that single social worker has.

It is really hard to get the information. Local CSW's say that their evidence's are very deficient and useless. Ministry of labour, family and social affairs still haven't gave us any answer regardless our many interventions.

This kind of unavailability of information shows how messy the state of evidence of victims of sexual abuse is (incl. other forms of violence) and it also shows how unprofessional approach to it all the official state institutions have. The work of the institutions shows the relation of the state and it's politics towards the child, youth and women abuses. This kind of handling of the state shows that child and women violence in Slovenia is not a socially political problem.

We need to work on the evidence and monitoring systems of the victims of sexual violence in Slovenia, because our records show that they are deficient and useless.

## 2. DESCRIPTION OF THE NATIONAL SUPPORT SYSTEM

### 2.1. Description of the national legal regulations

For the legal protection of children from various forms of violence and abuse in Slovenia there were three most important normative shifts:

- Ratification of the Convention on the Rights of the Child(1990)
- Legislation in the field of education, which was created after 1991and
- Act on the Prevention of Domestic Violence(2008).

On the basis of the Convention on the Rights of the Child, Slovenia has developed a comprehensive system of institutional and legal protection of children's rights. Among other things also on the field of preventing violence against children, to which the Contracting States are also obliged. With appropriate legislative, administrative, social and educational measures they must protect the child from all forms of physical and mental violence, injury, abuse and neglect. The guiding principle of the Convention is work in the interest of the child, which includes protection against all forms of violence.

Legislation in the field of education defines the rights and duties of children and the obligations of educational institutions in ensuring the safety of pupils and students and respecting their rights. It also states, how can teachers and other educators in children achieve their respect of the rules and educational goals without interfering in their dignity and fundamental rights.

The Law on Prevention of Domestic Violence is a very important turning point in the prevention and treatment of violence against children in the family. His most important acquisitions are as follows:

- The starting point of the law is that domestic violence is psychological and social condition in which one person is abusing its (over) power over another person with whom he has a special psychological relationship.
- Equivalent addresses the physical, psychological, sexual and economic violence and neglect in the family. As domestic violence also recognizes acts of violence that does not leave any visible damage.
- It offers special protection against violence for younger family members. The child is a victim of violence even if he is present during the violence against other family members or lives in an environment where violence is carried out. The benefits and rights of the child take precedence over the interests and rights of other parties to the proceedings.
- All agencies and organizations impose a duty to report violence against children in the family, to help victims of violence and to take all necessary measures to protect them. In particular this applies to professional workers in social care, health care and education
- It provides professional treatment of victims and perpetrators of violence and therefore all key sectors (social work, police, education, health) provides taking appropriate action protocols for the victims as well as assistance plan.
- It introduces free legal assistance for victims of violence.
- It provides education and training of workers/employees on identification, prevention and treatment of domestic violence.

Domestic violence or violence against children is also engaged in other laws, *regulations* and writings: The Constitution of RS(1991), The Penal Code of RS(2012), The Police Act(2011), *The Health Services Act(2005), The Law on Social protection(2011), The Regulations for the Prevention of Violence against children(2010), The resolution on the national program for prevention of family violence(2009).*

## CONSTITUTION

With The Constitution of the Republic of Slovenia the children are provided with all basic human rights and freedoms other than those acquired through the coming of age. Under the Constitution *children* shall enjoy special protection and care. Human rights and fundamental freedoms children enjoy in accordance with their age and maturity. Children are provided with special protection from economic, social, *physical, mental* or other exploitation and abuse (*The Constitution of RS, 1991, Article 56*).

### The Penal Code of the Republic of Slovenia

In our criminal law *children are* given the criminal justice against all offenses, as adults. Their age and maturity may be taken into account as an aggravating circumstance in sentencing. In addition, children are given special protection against certain practices that attack or threaten their specific rights and interests (*Filipčič, 2002: 178*).

### The Criminal Procedure Act

The changes of The Criminal Procedure Act of 1999 (*Official Gazette of RS, no. 14/2007*) are limited to the situation of child victims of crimes against sexual integrity (*offenses from 180 to 184. Art. Penal Code*), in the case when *in* the criminal procedure act as a witness. In this circle of crime belongs also the criminal offense of "neglect of minors and cruel treatment" (*Article 201. Penal Code*). CPA for juvenile victims of these crimes brought two new features:

- Institute proxy minor injured party
- a ban on direct interviews with the minor victim.

All of the legal regulations that speak about children and their rights are obligatory in Slovenia.

## 2.2. Description of the general structure of the support system

### HEALTH CARE

Medical service is a very important part in identification of domestic violence and for gathering evidence. Violence in health care focuses mainly on curative level when it had already reached such a boom that medical treatment is needed. Organization of health care for children and adolescents in Slovenia has a high degree of availability for children and adolescents and allows the doctors to have frequent contact with children and adolescents through a variety of activities that are prescribed by the program of preventive health care, to gain more opportunities to recognize signs of violence for their patients. Still certain doctors react late and reluctant, not reporting violence, although under Article 65 of the Penal Code they are obliged to disclose confidential information to the competent authorities when they suspect that it is a crime of a sexual nature and crimes of neglect of a minor and cruel treatment.

#### Preventive activities

There isn't any systematic implementation of preventive activities in health care. When dealing with child sexual abuse prosecutors don't involve doctors directly, police only occasionally. The Ministry of Health has no data on how many doctors have reported suspected sexual abuse, neither the police has a record on possible reports from doctors which doesn't necessarily mean that they didn't report any, but are probably not so frequent to stand out or become noticeable. The record of reported cases of sexual abuse by health professionals doesn't exist.

## **POLICE**

Police, in the area of violence against children and adolescents, operates primarily curative, on the other hand, with their presence and their system works preventively (in terms of threats to the perpetrator). With violence against children and adolescents, police officers frequently encounter when the victim of violence or other person calls for intervention. The basic task of the police is intervention to identify the perpetrator and take appropriate action against him. This means to apply a proposal for initiating criminal proceedings on a higher level (justice of the peace). The task of the police is to ensure the safety and prevent further threat to the security of the victim.

### **Preventive activities**

Preventive actions from the police play an important role, especially when it comes to raising public awareness (thematic round tables, organization of workshops, performances in the media, lectures in schools, etc.). How many qualified investigators are dealing with the issue of violence against children and adolescents depends on individual administration. In some police stations all employees are dealing with this issue, elsewhere only specially trained investigators.

### **Curative activities**

If enforcement authorities find out about violence against children and young people, they must immediately inform the Centre for Social Work. Enforcement authorities start an immediate investigation and the initial interview with the child.

### **Staff training**

Systematic training for all categories of officers and criminologists that in any way come in contact with domestic violence has been conducted for several years. The purpose of the education is better and deeper understanding of the issues on domestic violence, which allows appropriate professional response in situations where they come into contact with violence against children, domestic violence and violence in general.

## **CENTRES FOR SOCIAL WORK (CSW)**

The State has given authority to take measures to protect children to the Centre for Social Work. Authorities, institutions and other organizations, which identify threats to children, minors or persons deprived of legal capacity, are required to inform the Centre for Social Work. When it comes to domestic violence, child neglect, abandonment of care for healthy personality development or violence that threatens the child outside the family, but parents don't prevent it, Centre for Social Work begins with measures to protect the child.

### **Preventive activities**

In the framework of implementation of social welfare services, Centres have been entrusted with implementing social prevention, but it is left to the ingenuity of individual Centre, how do they ensure funding and how much they are willing to work in this field. Replies to the questionnaire of the Expert Council on Violence 2003 (Robnik and others, 2003: 25) show that preventive actions are quite rare in CSD's operating environment (48% of CSD respondents mostly once a year, five times per year 28% of the CSD and more than five times per year 14% of the CSD).

### **Curative activities**

Parents (in case of violence by the other parent), police, schools, NGOs, maternity homes, shelters, schools, anonymous calls, relatives and neighbours notify CSD if violence against children occur but least likely health care employees do so.

Most often they deal with violence in teams (team within the CSD), followed by individual treatment and treatment through inter-institutional professional teams (Robnik and others, 2003: 27). Many decisions on CSD are often dependent on individual professionals, their own beliefs and arrangements within institutions as well as instructions from their superiors. The problem is that the professional workers on CSD are rarely occupied only with victims of violence. Mostly it is just one of the tasks they perform. On some CSD's (especially those with smaller number of employees) the professional staff carries out all social services.

## **PROSECUTIONS**

### **Preventive activities**

Preventive work of prosecutors is to strive for early detection of the perpetrator, perform the procedure and sentencing, which may be seen as a threat to potential perpetrators. Due to ratification of the Convention of Europe Council no. 19/2000 prosecutor play a more active role in the process of victims protection. The prosecutor can actively intervene in the process, easily collect arguments, require and insist on the proposed (often higher) sanctions for perpetrators of the crime.

### **Curative activities**

Public prosecutors come into direct contact with children who experience violence after filing criminal charges. Criminal proceedings of sexual abuse are preferred and can last for only one year. The Prosecutor's office has officially 90 days to prepare for the judicial proceedings. Courts do not have deadlines so processes often go on for a longer period of time. Cases of sexual violence against children are considered to have preferential treatment, but there is no specific time period for the first reading. Problems arise when it comes to violence against children and adolescents in the terms of provability. Violence against children and adolescents (including sexual) are difficult to prove. Problem occurs especially when the main hearing before the court is few years after committing the offense and the victim is living with the perpetrator all this time. Prosecutors who encounter domestic violence and violence against children need to be specialized and this will make the work of Prosecutor's office more efficient. It is also important for family courts which deal with cases of juvenile, family and sexual crime to be specialized for these issues.

## **JUDICIARY**

The Court is an institution, which perform mainly curative activity, in the way to punish the perpetrator and so try to prevent recidivism. Victims of violence are primarily a source of information, which are crucial to achieve Courts objective, which is, to determine whether violence actually occurred and to penalize the perpetrator. The child is often double traumatized. The experience of violence is the first trauma (primary victimization), other trauma is caused by the function of the judicial criminal-justice system (secondary victimization). For the child the period between two events is also stressful - the violence and the beginning of the case court hearing. In the judicial treatment of child abuse it is crucial to have in mind what kind of trauma has the victim already experienced.

Minors' victims of violence should have a representative during the introduction of criminal proceedings. Its mission is to care for the minor's rights, particularly to protect its integrity during the court hearing. If a child who is a victim doesn't have a representative, he is provided by the official duty.

## **EDUCATION (KINDERGARTENS, SCHOOLS)**

### **Preventive activities**

The problem of violence against children in educational content is on all levels, from kindergarten to high school. Each educational institution has its own counsellor service, which is responsible for cooperation between kindergartens, schools and parents when a child needs help and advice.

The role and intervention of educational institutions when they suspect to believe that a child is at risk is:

- Educator/ teacher need to intervene their observations and findings to institution counsellors.
- Counsellor service informs the competent Centre for Social Work about the child at risk, who needs protection.
- Linking school counsellors with medical service, however they needed to inform parents and obtain their consent to medically examine the child.

**INFORMATION ON VIOLENCE AGAINST CHILDREN**

	CENTER FOR SOCIAL WORK	POLICE	HEALTH SYSTEM	EDUCATIONAL INSTITUTIONS	NGO	JUSTICE SYSTEM
	<b>OFFICIAL PROCEEDINGS ON DETECTION</b>					
<b>IMMEDIATELY</b>	-interview / conversation -production of record	-interview/conversation -production of record (prescribed formular)	-interview/conversation -production of record (prescribed formular)	-interview/conversation -production of record (prescribed formular) -inform the school management and professional service	-interview / conversation -production of record	-interview / conversation -production of record
<b>WITHIN 24 HOURS</b>	-inform the police* -acquiring data of child endangerment	-inform the Center for social work* -acquiring data of child endangerment	-inform the Center for social work*	-inform the Center for social work and / or police* -internal team of educational institutions (professional service, class teacher/educator of the child, employee that made a record, the headmaster)	-inform the Center for social work and / or police*	-inform the Center for social work and / or police*
<b>WITHIN 3 DAYS</b>	-organize a multidisciplinary team (MDT) -participation in MDT	-acquiring data of child endangerment -preparation of documentation for state prosecution -constraining order -participation in MDT	-inform the chosen pediatrician -participation in MDT	-participation in MDT	-participation in MDT	
<b>MULTIDISCIPLINARY TEAM</b>	<b>1. MDT</b>					
	- engagement /threat evaluation, safety measures, security plan, a plan of assistance (measures, activities) -Evaluation of activities, reevaluation of endangerment, security plan, a plan of assistance (measures, activities)					
<b>CONTINUOUSLY</b>	cooperation with other institutions	cooperation with other institutions	cooperation with other institutions	cooperation with other institutions	cooperation with other institutions	measures according to jurisdiction (constraining order, penalty sanctions)

*\*in case of life threat immediately*

### 3. DESCRIPTION OF THE CHOSEN REGION

#### 3.1. Classification of the chosen region

##### Classification and general characteristics of the chosen region

Republic of Slovenia has a single-level local administration, which means that the only administrative organizations lower than national government are municipalities. Despite the fact that the Slovenian Constitution foresees wider local communities or regions, they have not been established. The area of the municipality comprises a settlement or several settlements which are linked with common needs and interests of the population. According to the procedure provided by law, city can obtain the status of city municipality. City municipality performs national statutory functions related to urban development as its own. Municipality is independent in performing local matters of public interest.

Administrative matters in Slovenia are decided only at the municipality level. Slovenia is administratively divided into 212 municipalities of which 11 have the status of city municipalities. According to international comparisons, the local government in Slovenia is very fragmented.

In addition to various informal divisions on the provinces, Slovenia is divided into 12 statistical regions according to the standard scheme of classification of territorial units in the European Union (NUTS-3). Statistical regions are grouped into two cohesion regions: Western and Eastern Slovenia (NUTS-2), they have no administrative functions.

##### Functions referring to our topic

The Local Government Act defines the tasks of the municipalities in the field of social protection. The act obligates to the municipalities the following tasks they must fulfil independently: the promotion of welfare services, care for preschool care, basic protection for children and families, care for the socially disadvantaged, people with disabilities and the elderly. The Act does not specify the content of these tasks, but in practice this usually means:

- Contributions to various humanitarian organizations, disability associations, self-help groups, etc.
- Provide additional forms of financial assistance to the families for costs and needs not covered by the Act.

According to the Act, municipalities also provide operation of social institutions and services for a wider area. Such as:

- temporary accommodation for the homeless and self-distribution of the food;
- establishment of social services;
- establishment of maternity homes and shelters,
- establishment of residential communities for specific groups etc.

The municipalities are therefore obligated to co-finance some programs of social security, but the vast majority of social services, in the wider sense, belong into direct jurisdiction of the state.

In addition to the function of co-financing certain social welfare programs, including those that relate to our topic, municipalities are obligated to respect Family Violence Act, adopted in 2008. On the basis of which Rules on the cooperation and on the functioning of social work centres, multidisciplinary teams and regional services in dealing with domestic violence was issued in 2009. This, inter alia, sets: procedures of mutual informing and assisting of State authority, holder of public authority, local government bodies and non-governmental organizations. Municipalities are mentioned in the legal framework a duty to cooperate in the prevention and reduction of domestic violence.

##### How is the chosen region integrated in the national administrative organization

Our selected region is, according to the location of Zavod EMMA headquarters, Municipality of Ljubljana. Ljubljana is a municipality with the highest population number in Slovenia. Municipal centre, the city of Ljubljana, is also the capital of the country.

Headquarters state agencies, organizations of national importance, foreign diplomatic missions, foreign consulates, international organizations and representative offices of international organizations are located in the main city. Therefore, the Act of the Capital sets city of Ljubljana in the position of the main administrative centre of Slovenia.

### **3.2. General characteristics of the chosen region**

Slovenia is characterized by scattered and sparse settlement. The population is concentrated in major urban centers, embossed diverse areas affected by significant natural geographical conditions and less accessible areas are less populated. The Municipality of Ljubljana covers the surface of 275 km<sup>2</sup>. Statistical data for Ljubljana show the following figure: in the middle of 2012, the municipality had a population of around 280,300 (approximately 134,750 men and 145,550 women). On the square kilometre lived an average of 1,019 inhabitants; density was greater here than in the whole country.

### **3.3. Data of the region of violence in childhood**

Police administration of Ljubljana collects data on reported and dealt with criminal cases of violence against children. Its area measures 4,290 km<sup>2</sup>, which represents 21.2% of the total territory of Slovenia. It covers several municipalities, including the Municipality of Ljubljana, and in addition to this also the following municipalities: Cerknica, Domžale, Grosuplje, Kamnik, Kočevje, Litija, Logatec, Ribnica, Vrhnika, Hrastnik, Trbovlje and Zagorje.

In the area of Police administration of Ljubljana, 37.354 (37.747 in 2012) offenses of general crime was handled in 2013. Police officers dealt with 2,675 (3,270) offenses against marriage, family and youth. Of these, 514 were treated (498 crimes of domestic violence and 1,789 (2,418) offenses of non-payment of maintenance. Police officers of the Police administration of Ljubljana dealt with 497 (553) crimes against life, limb, or 10.1% less than in 2012, of which 85.9% were investigated (86.3%) offenses. 10 (14) of homicides were handled. Of these criminal offenses, 2 (6) were completed. All these crimes have been investigated. Among the motives and causes of these crimes still dominates domestic violence and revenge.

In the year 2013 there were handled 135 cases (136 in 2012) against sexual integrity, which is 0.7% less compared to 2012. Most, 76 (52) of sexual offenses and 24 (19) cases of sexual violence, were done against a person under fifteen years of age. 12 (18) cases of criminal offenses of rape were handled, of which 83.3% (94.4%) has been successfully investigated. According to the Police administration of Ljubljana the trend of increasing number of such reported crimes, is a result of raised awareness of the whole society and greater involvement of governmental and non-governmental organizations, which encourage victims to report these crimes.

## 4. EXISTING STRUCTURAL CONCEPTS IN THIS REGION

### 4.1. List of existing concepts

In the list we have included all concepts or models that deal with violence against children. The only criteria in the selection was, that model systematically act toward preventing / detecting / managing violence and that realization of the concept /model follow that goal.

Regarding that we have not included in our list models that deal with self-esteem, social inclusion, solidarity, emotions, though they do show positive preventive effect on violence.

We have classified models in two groups: preventive models and models that act upon already committed violence. In preventive models we have included all of the models that act on prevention in any way and are trying to:

- increase sensibilization towards violence, change attitude towards violence, decrease tolerance towards violence, increase recognition of violence
- establish systematic prevention of violence, develop violence preventive strategies
- promote nonviolence communication, conflict management
- inform about violence, its consequences and ways of help
- limit aggressive behaviour
- limit discrimination
- develop good interpersonal relationships between adults, children, teachers, parents

In models that deal with already committed violence we have included models that:

- offer psychosocial, legal and other ways of help
- are offering safe space for victims
- are offering information and guidelines on how to react in cases of violence to schools and other institutions
- are informing about programs and legal rights in the field of preventing violence

### Incomparability of models

In this part of the report, which deals with the review of existing models of prevention of violence in Slovenia, we have strived to reach unified example of models. Despite this objective, we could not quite achieve this for the following reasons:

#### Various availability of resources

In the report we have included models of very different providers: state organizations, public / private financed NGO's, public/private institutions, educational organizations, international organizations, humanitarian organizations etc. Extreme diversity of their legal status, (financial) power, their social role and recognition has influenced the presentation of the models.

Some of the provider presents their models in special publications, other in brochures, flyers, others on websites. Some of the models are presented in all of the above mentioned forms, some just in one, which makes it more difficult to reach the proper information. Some are presented systematically, in details, other are not and do not offer information about steps, forms of work etc. Information about some of the models we have gained directly by their coordinator in person, some were gained through phone or email conversation since they don't have enough presentation materials.

#### Various methods for defining violence and objectives

Violence prevention in models is address in very different ways. It is differently defined and has different starting points. It was therefore impossible to completely review the objectives, content and purpose of the performance of the model. Some models address the violence systematically, at a pre-agreed methodology, while others are geared more flexible, adapting to the dynamics of the target groups and are not entirely predefined.

#### Various duration of models

Some models, that are included in the list, are organized in a form of just one lecture, others in a form of weekend or multiple-days workshops, some are held throughout the year or years, some are part of broader campaigns, some are continuative or even without time limit.

#### 4.1.1. Models of violence prevention

##### 1. The Network Learning Schools: Strategies for prevention of violence

**Coordinator:** School for Headmasters

**Target group:** Elementary schools, secondary schools and kindergartens, which are included in the network: Strategies for prevention of violence; directly involved in the network are development teams from participating schools and kindergartens.

**Model objectives:** To educate and train included schools and kindergartens to work independently and efficiently in search for external professional services and entities in the prevention and treatment of violence; development teams and, through them, students, teachers and parents to raise awareness, educate, inform and teach the necessary skills for the prevention and treatment of violence; stimulate activity, to avoid waiting for better system and legal solutions or change in school politics in this area; taking responsibility for acting upon the phenomena of violence; encouraging kindergartens and schools that have (usually many) existing projects and activities more effectively link the benefit of the formation of strategies for the prevention of violence and the development of non-violent climate; network cooperation of schools and kindergartens, which allows the exchange of information, best practices and support for the implementation of the strategies.

**Work form:** The form of the work is dependent on the activities foreseen in the Action Plans for the implementation of improvements; some examples of activities: the development teams from participating schools and kindergartens, educational seminars, lectures from external experts and professionals; workshops for development teams, the teaching team and other employers: workshops for teachers' collectives, lectures by external experts and professionals; for pupils/students/children: various action according to the chosen action plan (for example: workshops, social games, social class hours, campaigns, visits by external experts, making posters, peer mediation), for parents: lectures, parental meetings and other activities; workshops, campaigns, prevention programs, making posters.

**Steps of model implementation:** A network is done in three basic steps: first, in schools and kindergartens development teams together with the collectives make a snapshot (what forms and types of violence are perceived, what are the risk factors for violence, some preventive measures already implemented and what are their effects, what are the collective values and principles regarding violence, current practice of coping with violence, rules and procedures for dealing with it); considering the identified problem they choose the problem field (area of improvement) and form an action plan, which identify specific activities, their implementers and schedule of work for the students, the teachers council, parents; following the implementation of planned activities and final evaluation of progress.

**Model orientation:** Model focuses on three key activities: increasing sensitivity to the problem of violence in schools/kindergartens and raising awareness for violence and its consequences, the development of self-reflection, learning about violence dynamics and characteristics of different types of violence, learning the skills to effectively and efficiently deal with violence (detection, prevention, intervention and case management).

**Contextual field:** All types of violence in primary/secondary schools and kindergartens.

**Evaluation:** There are different types of evaluation in the network: at the end there are evaluation questionnaires' from the National Education Institute and questionnaires' from School for headmasters which point out the process content and are intended for development teams, teachers collective and headmasters; on-going evaluation process at the seminars and workshops for development teams in the form of interviews, seeking solutions for concrete problems that occur in schools and kindergartens.

**Innovation:** The network involves all types and forms of violence that may occur in the area of school or kindergarten, so it is a systemic method. It is based on setting up the strategy, which can be supplemented and upgraded every year

after the program finishes. It is therefore a live strategy that adapts to the challenges of social change, process of upbringing and education that are usually included in annual work plans in schools and kindergartens. Networking between included schools and kindergartens are important as well as best practice exchange.

## 2. Someone cares

**Contractor: Institute for Education of Republic of Slovenia (Mojca Pušnik)**

**Target group:** All involved in the educational process: school (teachers, school management, school counsellors, students and parents).

**Model objectives:** Creating a good working and learning environment; preventing inappropriate events or disruption in the school environment; design and implementation of prevention programs to reduce violence.

**Work form:** Systematic and holistic method, which includes all entities of the educational process.

**Steps of model implementation:** To be aware of the problem and acknowledge that the phenomenon of violence exists; to assess the current situation (scope of the problem, methods already used by the school, school culture and climate, classroom climate, students involvement in the life and work of the school, collaboration with parents); clearly define the problem, objectives and operating procedures; create the program in collaboration with students, parents, other employers and local community (planning activities for the community, students and parents); publish the program; implement it through the school year; evaluate the program.

**Contextual field:** Peer violence.

**Innovation:** The model is adjustable for specific issues and needs of each school. It is characterized by large coherence of activities for parents and students – they are looking for problem solutions together. Prevention contents and forms of work are included in regular school activities and thus become an integral part.

## 3. Workshops on bullying and non-violent dispute solving

**Coordinator: Amnesty International Slovenia**

**Target group:** Primary and Secondary schools pupils.

**Model objectives:** Rising awareness of bullying and non-violent, peaceful ways of resolving; incitement to changing practices; acquiring the basic skills of non-violent dispute solving.

**Work form:** Workshops, which are organized according to the needs and wishes expressed by schools and individual teachers.

**Steps of model implementation:** The workshops are designed so that the participants are their active co-creators; teachers are observers and facilitators of further activities in the presented topics.

**Model orientation:** It is a preventive model that raises awareness and tries to change the relations, conflict resolution and communication.

**Contextual field:** Peer violence, non-violent dispute solving.

#### 4. Peerthink – promotion intersectional approach to preventive work against youth violence

**Coordinator:** Peace Institute

**Target group:** Teachers, educators, specialists and professionals involved in the prevention of violence.

**Model objective:** Links prevention projects that use intersectional method for preventing violence among young people; educate teachers, educators and professionals involved in preventing violence; develop intersectional attitude to youth violence.

**Work form:** Educational seminars.

**Model orientation:** Model is based on the assumption that the causes of youth violence depend on social placement of the juvenile / adolescent. The important categories are gender, race, ethnicity, religion, access to education, etc. Effective prevention programs should therefore systematically include intersectional method.

**Contextual field:** Violence among young people, bullying.

**Innovation:** Model has the prevailing practice of preventive work, which is based on the psychological relationship of violence among peers, brings social dimensions (identity) and thus allows for a more comprehensive understanding and effective prevention of violence among young people.

#### 5. Preventive workshops for pupils and students

**Coordinator:** Association for Non-violent Communication in Ljubljana and Maribor (DNK)

**Target group:** Pupils and students

**Model objective:** To help children and young people develop their own values and views on important life issues (for example, non-violent communication, personal boundaries, values, feelings); to establish an on-threatening dynamics of the group, which emphasizes the importance of each of the individual; build a sense of belonging and self-worth; motivate them to think, discuss, defend their own opinions and listen to opinions of others; encourage expression of their own opinions in a relaxed atmosphere and expression of agreement or disagreement with the idea of someone else; to allow verification of its own means of communication and confrontation, learn constructive conflict resolution.

**Work form:** Getting to know the form of the group, guided conversation in a group, reflection in pairs in small and large group activities, role playing, making posters, interaction and social games, lectures.

**Model orientation:** Model is primarily preventive (raising awareness, changing attitudes, values in relation to violence, learning different practices, communication), but also informs and gives participants the opportunity to talk about the need, or to encourage children to talk about violence.

**Contextual field:** Themes of prevention workshops are non-violent communication, conflict resolution, self-esteem, discrimination, human skills and gender identity.

**Innovation:** In developing non-violent communication model introduced problem of homophobia and gender identity. At the same time builds up tolerance on non-violence, which rarely occurs in preventive models.

## 6. Lectures for parents on violence

**Coordinator:** Association for Nonviolent Communication in Ljubljana and Maribor (DNA).

**Target group:** Parents.

**Model objectives:** To increase the sensitivity to violence, changing attitudes to violence; to inform about the dynamics and consequences of violence; to inform about the signs that indicate violent behaviour of children, adolescents, and young girls; raise awareness about the role of parents in preventing violence.

**Work form:** Lectures with discussion.

**Model orientation:** It is a prevention model, which raises awareness, sensitizing and informing parents about the issue of violence and strengthens their role in its prevention.

**Contextual field:** Violence, nonviolent communication, conflict resolution.

## 7. Forum: violence

**Coordinator:** Trade Union of Education, Science and Culture.

**Target group:** employees in education.

**Model objectives:** To raise awareness to users of the forum on various types and forms of violence in education; encourage public discussion about violence, its consequences and possible forms of treatment; to inform the interested public with SVIZ measures for the prevention and treatment of violence in schools and kindergartens; promote solidarity and mutual assistance to forum users /victims of violence.

**Work form:** The forum on SVIZ website.

**Contextual field:** Violence in school, kindergarten and workplace.

## 8. Project Love is love

**Coordinator:** Amnesty International Slovenia.

**Target group:** Students attending the last three classes of elementary schools, secondary schools students.

**Model objectives:** To enhance the awareness of homophobic violence and the rights of homosexuals; encourage schools to find ways how to open discussion on gender and sexual orientation.

**Work form:** CD application, questionnaires, training of multipliers and workshops.

**Steps of model implementation:** Amnesty International notify the school about ongoing workshops on the topic of homophobic violence and the rights of homosexuals; together with the Institute for Peace and other NGOs issued a CD; followed by cards with a questionnaire on the occurrence of homophobic violence; the training of young multipliers; conducted workshops in schools; planning the activities for teachers and school administrators.

**Model orientation:** It is a prevention model, which raises awareness and tries to change practice in relation to homosexuals.

**Contextual field:** Homophobic violence, youth violence, the rights of homosexuals.

**Evaluation:** A questionnaire at the end of workshops and training.

## 9. Conflict Resolution

**Coordinator:** Association for Nonviolent Communication.

**Target group:** 7. grade elementary school students and secondary school students.

**Model objectives:** Understanding the conflict, its causes and dynamics of learning conflict resolution.

**Work form:** Preventive education workshops.

**Steps of model implementation:** Understanding the conflict; acquiring skills to address it.

**Model orientation:** The model is aimed at acquiring knowledge and skills for constructive conflict resolution.

**Contextual field:** Conflict resolution.

**Innovation:** Project is carried out on the basis of the manual for implementation of prevention workshops – Workshops from close behind, which is assigned to all who work and come into contact with children, adolescent and youth and in their work include the topics of violence, non-violent communication, discrimination, conflict resolution, etc. Its content is helpful in planning, designing, implementing and evaluating prevention workshops.

## 10. Skala - street youth education

**Coordinator:** Institute John Smrekar, OE Skala.

**Target group:** young people from the street (Ljubljana: Fužine, Rakovajelša, NoveJarše, Cerknica, Celje).

**Model objectives:** Preventive activities to develop a positive identity for young people who spend their free time on the street, reducing negative impacts of the street, giving the opportunity to gain social power and maintain personal relations as well as helping young people to improve the relationship between the individual and the environment in which they live in: create a plan for their own life, establishes the street as a place of interaction, integration and self-help without the aid of violence, enabling the reintegration of drug addicts and help them finish school, assistance with job search and motivation for treatment of addiction.

**Contextual field:** Self-image of young people and empowerment, social inclusion, reintegration, finding alternative livelihoods and quality of leisure time, developing communication, interaction and relationship with the environment; self-help non-violent dispute resolution.

**Innovation:** The activities of professionals and volunteers (consulting, training, monitoring) transferred to the street, where young people spend time and find it as their second home.

## 11. Police for Children

**Coordinator:** Ministry of Interior Affairs, Police.

**Target group:** Children and pupils to 8th school grade.

**Model objectives:** Informing children about the role of the police in ensuring the safety of children; to inform about police phone number, which they can call when threatened; reconciling work and the role of police in society (particularly at the local level).

**Work form:** The puppet show that present the work of the police. 500 performances were carried out between 1995 to 2005. Theatre Lutke Zajec performed it, in cooperation with the police.

**Steps of model implementation:** Children watch the puppet show "One one three" by the author Svetlana Makarovič. Presentation of police officers, their vehicles, equipment and service animals follows.

**Model orientation:** It is a preventive model, which raises questions of safety and child endangerment and makes them aware of police work and its role in ensuring the safety of the population.

**Contextual field:** Child abuse, violence, threats to child safety.

**Innovation:** Performance of the model is due to interesting combinations: puppet shows, which playfully and humorously through animal figures present the problem of endangerment and police intervention to protect the children; presentation of the police station, which is responsible for the safety of residents, including children.

## 12. Training for the identification, prevention and treatment of child sexual abuse

**Coordinator:** Association Against Sexual Abuse.

**Target group:** Adults who have to deal with children, adolescents and their families (home care and nurse educators / teachers in kindergartens, teachers, doctors, social workers, investigators, prosecutors, police officers, investigating magistrates and other specialists).

**Model objectives:** Open talk about sexual abuse, sensitization of participants to identify sexually abused children, learning steps for a successful disclosure of abuse, learning teamwork.

**Work form:** Lectures, group work on specific cases, the use of audio-visual equipment, work in pairs etc.

**Steps of model implementation:** Association Against Sexual Abuse conducted two trainings each year, namely a three-day training and a two-day continuing education. The group for the respective training had 20 participants.

**Contextual field:** Child sexual abuse.

**Innovation:** Association Against Sexual Abuse conducted the most comprehensive and high-quality education in this field in Slovenia. Typically, they involve very different groups of participants with different powers and methods of work and teach them a common goal and team collaboration. Therefore it systematically modifies existing practice treatment of child sexual abuse.

## 13. Lecture "I also cause violence"

**Coordinator:** Association for Nonviolent Communication in Ljubljana and Maribor (DNA).

Lecturer is a professional associate of DNA, who caused violence.

**Target group:** Students of 8<sup>th</sup> and 9<sup>th</sup> primary school classes and secondary school students.

**Model objectives:** To identify the stereotypical messages that are a product of primary and secondary socialization and that maintain and justify violent behaviour; understanding the dynamics of violent relationships, abuse of power and responses of the surroundings when they find out that violence is taking place; to learn to accept responsibility for the violence committed; changing views and attitudes to violence; understanding the importance of coping with feelings of shame, guilt, fear and anger.

**Work form:** Lectures with discussion.

**Model objectives:** It is a preventive model, which raises awareness, informs, encourages, originates open talk on violence, encourages public speech on violence also offers forms of assistance for those who experience violence.

**Contextual field:** Domestic violence, violence in relationships, bullying.

**Innovation:** Model is innovative because its coordinator is a grown man with the experience of causing violence in a relationship and family. The immediacy of having own experience with causing violence greatly increases the persuasiveness and credibility of the selected topic.

#### 4.1.2. Models intended to act upon and manage committed violence

- **Show courage to tell**

**Coordinator:** Ministry of Interior Affairs, Police.

**Target group:** Elementary school students.

**Model objectives:** Recognizing various forms of violence among peers; to inform about possible forms of assistance and the role of the police in preventing and dealing with domestic violence; awareness of children and adolescents violence among peers; self-help education; changing views and attitudes towards violence among students and school staff.

**Work form:** In collaboration with the Ministry of Interior Affairs and police officers from the relevant police stations prepare school-day preventive project "Show courage to tell."

**Steps of model implementation:** Presentation movie (with comments) as an introduction to the preventive model; deals with peer violence (possible use of transparencies from the website MIA): what is bullying, where is it happening, its characteristics, why violence happens, who are usually the victims; information about what a child or a young person should do if is a victim of peer violence; poster presentation "Are you being bullied? Beaten? Blackmailed?" with the police phone number.

**Model objectives:** It is a preventive model, which raises awareness, open public speech in schools about bullying, provides information about police work, encourages and promotes children and young people to speak out about violence of adults, reinforces the responsibility for mutual security in the school; fosters tolerance and respect for diversity.

**Contextual field:** Peer violence.

**Innovation:** Model is innovative because it involves the police as an active participate. Interpretations and explanations given by children and young people placed with responsible police officers, acting very convincing, arousing feelings of safety for the participants and strengthen social responsibility and cohesion at the local level. Important is also the emphasis on the role and responsibilities held by the police in preventing and dealing with domestic violence.

- **Safe points**

**Coordinator:** UNICEF

**Target group:** Children, adolescents and young girls between the ages of 7 to 17 who, because of personal distress, need an advice and / or assistance.

**Model objectives:** Aims to create an atmosphere of greater security; mitigation of the child, adolescent distress; safe points for children and adolescents to invoke the assistance at time when they need it; for help resorting to places where they aren't visible; information and referral organization where they can get professional help; strengthen links between different social factors that affect the safety of the city.

**Work form:** Setting up public space that is designed for children, adolescents in distress; interview and counseling; information; referrals to look for other forms of assistance.

**Steps of model implementation:** Secure points may be at different places in the city (for example, hairdresser, pharmacy, library, bookstore, youth center) where the security is ensured by bystanders involved in the project.

**Contextual field:** Peer violence, distress in children and adolescents, domestic violence.

**Innovation:** Entire project is completely innovative as it is an original idea and the first project of its kind in Slovenia.

The program takes place in the framework of the UNICEF Child friendly cities (Nova Gorica, Ruše, Piran). Partners in the project are professional men and women from UNICEF Slovenia, municipalities, local project coordinators, police, SCD, school, health center, youth center, employees at safe points. Safe points are labelled with "Safe Point" and all have the same visual appearance. Children and adolescents are informed about the program through brochures, leaflets and conversations at schools. The public is informed about the project through the media, mayors, etc.

- **Say it! Let's talk about violence among children**

**Coordinator:** UNICEF, Zaletalnica Society.

**Target group:** Students from Šentvid, Kette and Murna Elementary school in Ljubljana and Prežihov Voranc in Maribor.

**Model objectives:** To increase the level of awareness about the consequences of peer violence among students, teachers, other school staff, parents; participation of teachers, students and parents in the prevention of peer violence; information about what we can do and who can we tell if we are victims of violence; raise public awareness on the issue of peer violence.

**Work form:** Workshops tailored to class lessons, parents meetings, public campaign against bullying.

**Steps of model implementation:** In schools they determine the rules of conduct and consequences of violent acts and behaviours together. Younger students get the "tutor" from older primary school students who they can trust to protect them.

Professionals from Society Zaletalnica work directly with students, teachers and other employees in the prevention and treatment of violence among peers. At its regular hours and parent-teacher meetings all are acquainted with the measures at acts of violence.

**Contextual field:** Peer violence, distress in children and adolescents.

**Evaluation:** The models are regularly assessed together with all the persons involved. The model has been well received in three pilot schools.

**Innovation:** Company Ljubljana Passenger Traffic, UNICEF and marketing agency (Dušan Grobovšek) have jointly designed and implemented the idea of a city bus, whose appearance is equipped with inscription: Tell! Let's talk about bullying. Safe School is a public campaign against bullying. In May the Slovenian primary schools distributed UNICEF footballs under the slogan: Kick the ball, not a peer! This activity was represented in elementary schools by a former member of the famous Slovenian national football team.

- **Phone young to young**

**Coordinator:** MISSS - Youth Information and Counselling Centre of Slovenia.

**Target group:** Young people

**Model objectives:** To connect adolescents with peer problems, who know how to listen and to help.

**Work form:** Trained youth counsellors to answer phone questions about problems of their peers. Themes for the training for telephone counselling are: self-esteem, relationships, developmental characteristics, abuse, sexuality, addiction. The phone is designed for children, adolescents and their parents.

**Contextual field:** Young people in need.

**Innovation:** Young consultants are actively involved in planning and implementation of activities with the help of a mentor. Thus, in telephone counselling the flow of thoughts, experiences, skills of young people to young people are enabled. Practice has shown that young people can be better advisors to their peers to help them overcome problems and find appropriate behaviours or assistance.

- **Protect children from violence, stop violence against children**

**Coordinator:** The Association Against Sexual Abuse

**Target group:** Children, adolescents, parents, teachers.

**Model objectives:** Awareness of children and adolescents of the right to be safe and to live a life free of violence; information for parents, teachers, educators of their obligations and responsibilities when they detect that a child is bullying, being bullied, or intimidated by peers; to be informed on the signs, which usually show that a child is bullied by peers; to be informed about various forms of peer violence; to be informed about what can be done when violence is happening to us, or when we detect it.

**Work form:** Leaflets.

**Model orientation:** Model is aimed at raising awareness of children and adults as well as counseling on where to seek help in case of peer violence.

**Contextual field:** Peer violence, bullying.

**Innovation:** Model is innovative because it is the opposite from psychological treatment of violence among young people and their peers. It asserts social, group, identity aspect of violence, ie. And it is an intersectional method. In order to understand violence among young people using categories such as gender, race, ethnicity, religion, which in Slovenia so far in the field of research and systematic education of violence among young people we did not know.

- **Sexual abuse of children**

**Coordinator:** Association Against Sexual Abuse.

**Target group:** Children, adolescents, parents, other adults who come into contact with children and adolescents.

**Model objectives:** To advise parents whose children are (were) sexually abused; transmission of knowledge and facts about sexual abuse; to inform on possible forms of assistance to the Association Against Sexual Abuse; awareness about the various forms of sexual abuse of children, adolescents and teenagers.

**Work form:** Flyer, which helps finding aid for victims of sexual abuse.

**Contextual field:** Sexual abuse of children.

- **SOS phone for women and children - victims of violence (free hotline)**

**Coordinator:** Association SOS phone for women and children - victims of violence.

**Target group:** Children, adolescents and women who are victims of violence or of different types of abuse.

**Model objectives:** Psychosocial support, education, information, empowerment, when appropriate accommodating in shelter for women and children - victims of violence or any of the other safe houses or crisis centers for young people.

**Work form:** Anonymous telephone counselling.

**Steps of model implementation:** SOS phone has been operating since 1991. Calls for children, adolescents and women are received every workday from 8 a.m. to 22 p.m. and on weekdays from 18 p.m. to 22 p.m. In case of sexual abuse the program provides assistance in reporting a criminal offense and advocacy. Attending self-help groups is available for young girls and women.

**Model orientation:** Model focuses primarily on psychosocial support, information and empowerment of victims. Councillors, in case of threatened person (with children), help to find out the possibility of withdrawing to the shelter, provide advocacy in case of crime of sexual violence and assist in the application of violence against children and adolescents.

**Contextual field:** All forms of domestic violence in recent years in their consulting work include bullying, mobbing and other forms of workplace violence, violence against the elderly and those with special needs and disabilities.

- **Free hotline - Peter Klepec phone**

**Coordinator:** Ministry of Labour, Family and Social Affairs (MDDSZ).

Project advisors are professionals who work in crisis centers for young people (with free hotline calls to all seven crisis centers for young people in Slovenia).

**Target group:** Children and adolescents exposed to violence or are victims of various types of abuse.

**Model objectives:** Psychosocial support, awareness, education, informing, empowerment, when appropriate accommodation in one of the crisis centers for young people.

**Work form:** Anonymous telephone counselling.

**Steps of model implementation:** In the framework of the project "Adults are here to help you" MDDSZ produced and financed printing of an information leaflet on identifying violence for pupils of primary schools in the country and through the Ministry of Education distributed such material (in class hours).

**Model orientation:** Model is primarily focused on the detection of violence against children and adolescents and its treatment in case of emergency, and to guide the caller to a crisis center for young people. The model contributes to a better awareness of children about what is violence, why it is unacceptable, and what are the possible forms of assistance and intervention.

**Contextual field:** All forms of violence against children and adolescents: domestic violence, sexual abuse, bullying and other forms of violence.

- **Safe House**

Safe houses and shelters belong to the network of public social programs for the Resolution on the National Social Assistance Programme. Public social programs are a supplement to social security services. The programs are designed to help victims of domestic violence and partner violence. Most of the users of safe houses are women with children who are exposed to violence in the living environment and are forced to withdraw to a safe place.

**Coordinators:** Centres for Social Work, Association SOS phone for women and children - victims of violence, Association for Non-Violent Communication, Women's Counselling Association, Institute of Charity Samaritan.

**Target group:** Children, adolescents, young girls and women who are at risk of domestic violence.

**Model objectives:** Enabling the withdrawal to a safe place when threatened by violence; providing psychosocial, legal, material and other forms of assistance; reflection experience with violence and empowerment of victims of violence; the creation of an alternative social network for victims of violence; managing legal, social and material status of the users; simulating conditions for an independent life without violence after leaving the safe house.

**Work form:** Safe space (house or apartment), in which all users (mothers with children and / or women without children) are staying for a fixed period of time (usually one year). In the meantime, they take psychosocial assistance, advocacy, legal and material assistance. The operators of these social programs in safe houses for all users organize other activities.

In Slovenia operates numerous safe houses: Safe House Gorenjska in Kranj, Safe House Charity for Primorska in Solkan, Safe House Novo mesto, Safe House Celje, Safe House Slovenj Gradec and Velenje Safe House, Association SOS phone - Shelter for women and children - victims of violence in Ljubljana, Safe House Society for Non-violent Communication in Ljubljana, Women's Crisis Centre Ljubljana, Safe House Maribor, Ptuj Safe House, Safe House for women and children - victims of violence in Ljutomer and Shelter Pepcin dom in Krško.

**Contextual field:** Domestic violence, in partner and relative relationships.

- **Crisis centers for youth (KCM)**

**Coordinator:** Centres for Social Work Celje, Ljubljana Bežigrad, Radovljica, Krško, Maribor, Grosuplje, Murska Sobota, Slovenj Gradec.

**Target group:** Adolescents, who are at risk in the family, school, have other serious problems or are in need.

**Model objectives:** Enabling the first social assistance and personal support to young people in need who will seek shelter in the center; reception and care for children and young people to solve their problems, but no more than three

weeks (possibility of extension); enabling shelter for young people, which require quick and temporary removal from the family; preparation of measures to return to their families; cooperation with competent Centers for social work, government and organizations responsible for dealing with minors.

**Work form:** Crisis centers for young people in Slovenia are operating since 1996, when the first KCM in Ljubljana opened. They operate under the auspices of the Centres for Social Work and the Ministry of Labour, Family and Social Affairs. They operate continuously 24 hours a day, they also perform regional emergency services in case of violence. They also conduct one-day treatments, interviews, consultancy, offering educational assistance; organize thematic workshops, working with volunteers, informing the public to participate in the supervision group.

**Model orientation:** They are designed for all children and adolescents from 7 to 18 years of age who find themselves in acute distress, what makes it urgent to eliminate them from the environment where they live. Approximately half of young people come alone to crisis center.

**Contextual field:** Violence against adolescents, domestic violence, child abuse and adolescent self-harm.

- **Crisis center for children – Shelter House Palčica**

**Coordinator:** Center for Social Work Grosuplje.

**Target group:** Pre-school children, aged 0 to 6 years.

**Model objectives:** Admission of children to short-term accommodation (up to three weeks), while the Center for Social Work is intensively searching for the most suitable foster family to place the child in; adequate care, providing safe shelter and comprehensive assistance to the users of the Crisis Centre.

**Work form:** The house is a development pilot project, which has a priority to focus on the activities necessary for the admission of preschool children from the whole country.

**Model orientation:** Designed for children, for whom Center for Social Work decided they needed protection and because of that, to protect their best interests, need to be retreated from the threatening environment (for example: family, school).

**Contextual field:** Violence against children, domestic violence, violence against children in schools, children at risk. Franciscan Family Institute in Ljubljana offers therapeutic help for children and adults, victims of domestic violence, who experienced either emotional, physical or sexual violence.

## 4.2. Good practice concepts with ICT

In spite of our in-depth research, we couldn't find no practice concepts that use ICT in the field of violence prevention. There is one institution that uses ICT for prevention /management of violence against women. This is SOS phone for women and children victims of violence, which has produced a phone application that assist women to report violence, that shows them nearby help centres – police, health institutions, safe spots, and is giving them an option to make a call to help to all of the preimported contacts in the app. However this app focuses only on women, not children.

There are lots of concepts that are focusing on prevention of violence against children, but are using conventional methods.

### 4.3. Detailed description of 3 concepts

#### 4.3.1. CAP MODEL

General information	
State and region	Slovenia
Institution	ISA institute
Name of the project	CAP program for prevention of child abuse
Project runs from ... to ...	1998 - /
Project is funded by	European social fund, Ministry for education, science, culture and sport.
Number of employees	4
Target groups	<i>Children, from 3 – 10 years, parents, school and kindergarten employees.</i>
Interview partner	Mateja Štirn
Profession and position/ role of the interview partner	Coordinator of the project
Date and length of the interview	12th February; 1,5h

- **description:**

CAP PROGRAM FOR child abuse prevention is a prevention program, whose primary goal is to strengthen the protective factors of children. It works proactively with the aim for children and adolescents to understand and be able to protect against violence, abuse. The main message of the CAP program for children and adults is that all children have the right to be safe, strong and free. Previous experiences and responses of children and parents, as well as professional public, were very good. For many years the CAP program is pursuing the objective to strengthen as many children with prevention information and skills and thus contribute significantly to the prevention of violence against children. They collaborate with schools, kindergartens and other educational institutions where the implementation takes place.

The target group of the program are children from 3 to 10 years old, their parents and staff in kindergarten and elementary school.

Adults take part of the presentation about:

- CAP program and its platform,
- background information on domestic violence and child abuse
- possible consequences of violence, abuse,
- recommendations of how to talk to children about violence, abuse,
- adequate response to the disclosure of violence, abuse,
- workshop for children.

At the beginning of the program representation for employees in elementary school is implemented. We invite all employees. After the presentation for parents is implemented. Parents of children who will participate in workshops for children as well as parents of other children in school may attend this presentation. The meeting lasts two teaching hours.

Children take note and learn:

- the rights of all children to be safe, strong and free,
- how to recognize potentially dangerous situations of violence, abuse and how to respond to them confidently,
- about communication skills,
- how important is the help and support of peers,
- how to speak about the experience of violence or of your distress to confidential adult person.

The workshops for children contain 3 topics, sorted in three types of situations when children may be victims of violence or abuse (violence against peers, violence or risk of abduction by an unknown perpetrator and sexual abuse by a known adult). Topics are implemented by means of photos, songs, through role play and group discussions. Workshops encourage active participation of children. The workshop is completed with a role play in which their teacher plays a trusted adult person.

The workshops in the classroom are followed by time provided for individual interviews with performers of workshops. In this time children have the opportunity for repetition of information's presented in the workshop and time to exchange their experiences, ask additional questions or assign their distress because of the experience of violence and get help.

- **Innovation:**

CAP program for the prevention of child abuse represents a three-way approach to the prevention of child abuse. In addition to workshops for children, it also contains a program for staff in schools and kindergartens, and for parents who are an important part of a child's supportive social network. It represents a simple and effective way to talk about violence, child sexual abuse with young children in elementary school. As a target group of children it also focuses on employed in elementary school and parents of children as an important person in the child's social network. It derives from the power enjoyed by children and adults, and focuses on strengthening child protective factors: strong social network of peers and adults the right information and knowledge, socio-emotional competence and self-confident behavior of children, practical support and help when a child needs one. CAP offers a positive way to deal with serious and complex topics such as violence and sexual abuse of children. It addresses them in a positive way and according to their age. It aims to strengthen them in order to be able to respond appropriately, to protect themselves.

CAP program emphasizes self-confident behavior, peer assistance, communication skills and reporting skills as a preventive strategy. As it is typical for primary prevention programs, it captures a large sample of children in non-selective way.

One of the preventive strategies the CAP workshops teach children is to tell about experiences of violence, abuse, distress and problems to trusted adults. Adults willingness to take time for such and know how to respond appropriately to the child's disclosure and distress is of great importance. In line with this, it is important that adults are aware about the problem of violence and child abuse. Only in this way, they will be able to recognize the plight of children associated with the experience of violence in the first place. They will be able to talk to the children about such topics in an appropriate manner, with the aim of preventive action.

In addition, CAP program contains also an effective structure, as there are three ongoing thematic workshops in three consecutive weeks (3 workshops / 1x per week / school meetings in the extent of 1.5 hours). This enables greater efficiency of memorizing and internalizing lessons learned. Furthermore, workshop topics follow in order of increased sensitivity and discomfort – they start with peer bullying, continue with violence or risk of abduction by an unknown perpetrator and end with the most sensitive topic of sexual abuse by a known adult.

- **Structures of the concept**

- **Which institutions/ professions (and maybe kind of civic engagement) are involved and how are they organized in the general support system (topic 1)?**

The concept involves professions such as: psychologists, clinical psychologists, educators, psychotherapists, counsellors with different background (gestalt, psychosocial support and psychotherapy), supervisors in social care area. ISA Institute, coordinator of the project, takes part in prevention of violence against children. Moreover with its program it also detects violence against children. Institute of Education, partner in project, takes part in valuing CAP program. It implements fundamental, development and applied research in all areas of education. Schools and kindergartens are part of the educational system. They take part in preventive and detective part of support system.

- **Public-private partnership: Which kind of public-private partnership can be found?**

There is a private public partnership between ISA institute and governmental educational institutions. ISA institute is a private organization which provides preventive program for public organizations such as: kindergartens and schools. It is implemented in collaboration with its employees. Counsellors, educators and teachers are actively included in the whole process, which means that they are able to carry on with the concepts of the project. Moreover, evaluation of the project is made in partnership with public research institute - Institute of Education.

→ **Sustainability/ degree of liability: How are the structures implemented and connected?**

The structures are implemented through the following forms of active participation:

guided group discussion, role play, active participation, individual discussion, exchange of experiences, opinions, practical examples and issues.

The program emphasizes strategies of assertive behaviour, assistance and support to peers, enhancing communication skills of children and strengthening their supportive social networks of adults and peers to whom they can trust.

Structures are implemented with discussion of topics mentioned next: my body-intimate body parts, secure and non-secure touches, secure and non-secure secrecy, who are my trusted persons. The workshops for children are implemented using different utilities, such as: dolls, photos, songs.

Workshops for parents and employees are implemented through the exchange of experiences, opinions, dealing with practical examples and issues and therefore demands active participation.

Workshops are carried out in a pair of two performers.

Sustainability is provided with the involvement of educators and teachers in the workshop implementation. Therefore educators and teachers become potential trust persons, they are able to observe the outcomes of the workshops, upgrade and continue preventive activities. With the presentation and training they gain skills to recognize and help violence and hardship associated with experienced violence. This way the objectives of the program are not tied to a specific person but actually included in programs system structure. This establishes the sustainability of the project. Educators and teachers become multipliers.

The cost-value ratio is adequate. The amount for the Implementation of project on five kindergartens is € 10,830.

• **Management of Quality:**

There is a consistently managed documentation process, comprising next documentation:

- Records of workshops and number of participants
- Attendance list of workshops for employees
- Attendance list of workshops for parents
- Evaluation questionnaires for the participants of workshops for staff and parents,
- Evaluation questionnaires for teachers in groups of children, where we conducted workshops
- A short report prepared by teachers / educators, carried out workshops
- Evaluation questionnaires for performers of CAP workshops
- Attendance list at of the intervision meetings
- Attendance list of the meetings of supervision

Furthermore the essential part of the program is evaluation which is monitored through:

- Evaluation questionnaire for providers of CAP workshops for children (filled in immediately after the workshop for children)
- Evaluation questionnaires for teachers / educators in the group where workshops for children was implemented (completed by a certain time after the completion of the workshop for children)  
Questionnaires at the end of workshops for parents and staff in kindergarten (filled in directly after the completion of the presentation)
- Check list for monitoring the effects of the program for the children – filled in by teachers / educators in the group of children involved in the program,

- Short reports of teachers / educators about monitored changes in the level of the educational process, including about integrating the contents of CAP program directly with educational practice (integration of objectives in Kindergarten and Education curricula with the objectives of CAP program)
- Intervention meetings
- Of supervision meetings
- Records of the meetings and the number of participants.

On the basis of mentioned evaluation documents, recommendations and proposals for upgrading and continuation of the CAP program are being made.

- **ICT-Tools**

World Wide Web and e-mail.

They are used for communication and networking with schools and kindergartens and for informing public about the program.

ICT-tools are take part in the process of preparation, organization and promotion of the program.

- **Transferability of the concept in international contexts**

CAP program was developed by the International Centre for the Prevention of Violence (ICAP, New Jersey, US). The program has been successfully implemented in Slovenia in 1998 year.

Concept is easily transferable because it was developed and transferred from International center for assault prevention in USA. The project has already proved to be adaptable for international transferability.

#### 4.3.2. LEARNING SCHOOL NETWORK

General information	
State and region	Slovenia
Institution	School for principles
Name of the project	Learning schools network – strategies for violence prevention
Project runs from ... to ...	2003-2014
Project is funded by	European social fund, Ministry for education, science, culture and sport.
Number of employees	/
Target groups	Teachers, educators, headmasters of schools and kindergartens, children, peers, parents; teams of involved schools and kindergartens are directly working in the network.
Interview partner	Doroteja Mugnaioni Lešnik
Profession and position/ role of the interview partner	coordinator of the project
Date and length of the interview	February, 1h

- **description:**

In the school year 2003/2004 there was in the School for Leadership in the program Networks of Learning Schools 2 established Network: Strategies to prevent violence in schools, which co-ordinator has been a lecturer Doroteja Lesnik

Mugnaioni. In this network of learning schools there were from 2003 to 2014 included approximately 90 schools and kindergartens.

The program is designed so that on the educational seminars at the School for Leadership are being trained development teams from various educational institutions and acquired knowledge is passed on to their collective through workshops. The training seminars also include external experts; thereby facilitating a highly professional level of implementation of the program of Networks. In the years 2009 - 2011, for example, there was, in the area of family violence, The Family Violence Act and the Regulations on dealing with domestic violence in educational institutions presented by Ingrid Klemenčič, co-author of a manual for educational institutions: Dealing with domestic violence (Filipčič, K., Klemenčič, I., 2011 Institute of Criminology at the PF).

In the Network there has been since 2003 systematically discussed:

- all types of violence (bullying, violence against children in the family and child sexual abuse, violence in the relationship teacher / educator - learner / child, violence in the relationship school / kindergarten - parents and violence among employees and
- all forms of violence (physical, verbal, psychological, sexual and material violence and abuse of the Internet). The main focus has been on peer violence and on violence against children in the family and sexual abuse of children.

In the Network the work is done in three basic steps: first, in schools and kindergartens development teams together with collectives make a snapshot (what forms and types of violence are perceived, what are the risk factors for violence, what preventive measures are already in place and what are their effects, what are the values and principles of collectives to violence, current practice of coping with violence, rules and procedures for dealing with it); on the basis of an identified condition they choose a problem field (area of improvement) and form an action plan, which identify specific activities, their contractors and schedule of work for the students, the teachers' council, parents; follows the implementation of planned activities and a final evaluation of progress.

The Network is equally engaged with the planning of preventive activities and the development of approaches to effective response to perceived acts of violence. We start from the principle that the best prevention against violence in schools is effective deals of violent acts. Only synchronous operation at both levels ensures success. Even so numerous and various preventive activities cannot replace the effects of which are in the school room or nursery school leaving fast, fair and professional treatment of violence.

Balanced attention is also paid to:

- Increasing the sensitivity for the violence,
- The acquisition of knowledge and
- Training in the use of appropriate skills and social competencies in this area.

- **Structures of the concept**

→ **Which institutions/ professions (and maybe kind of civic engagement) are involved and how are they organized in the general support system (topic 1)?**

In the realization of this project has been included the Ministry of Education, Science, Culture and Sport, as well as their individual "subordinate" organizations as well as NGOs Association SOS phone, Association for Non-Violent Communication. The biggest role in the project had coordinator and lecturer DOROTEJA M. LESNIK, who has more than 20 years of experience working on various projects for the prevention of violence, INGRID KLEMENČIČ, spec. teacher and university graduate soc. ped professor and co-author of the manual Dealing with domestic violence for employees in education, KATJA FILIPČIČ from the Institute of Criminology, author of the Family Violence Act and co-author of the manual Dealing with domestic violence for employees in education, VINKO LOGAJ and MOJCA PUŠNIK, National Institute of Education. NGOs participated in the research project - an overview of the implemented modules to prevent violence in schools, the definition of violence and in the preparation of a manual Non-violence/violence for teachers, advisory services and school managements, which was actually the basis for the launch and implementation of the project.

→ **Sustainability/ degree of liability: How are the structures implemented and connected?**

The network includes all types and forms of violence that may occur in the area of school or kindergarten, so it is a systemic method. It is based on setting the strategy, which schools and kindergartens after the end of the network each year can complement and build upon. It is therefore a live strategy that adapts to the challenges of social change and

the process of education and that schools and kindergartens as a rule include in their annual work plans. It is also important networking between the participating schools and kindergartens as well as the exchange of good practices.

- **Management of Quality:**

During the program included schools and kindergartens are attempting to improvements in the selected field in three steps:

First step: First they make a snapshot of the situation in kindergarten or school (what forms and types of violence are perceived, what are the risk factors for violence, what preventive measures are already in place, what are the values and principles of educational institutions in relation to violence, what are the current practice of coping with violence in school and where they are perceiving the greatest difficulties in coping with violence);

Second step: Follows the selection of areas for improvement and development of an action plan for the implementation of improvements in the field of violence prevention (educational institutions set targets of improvements and develop an action plan, identifying specific activities for students, teachers and parents as well as how to monitor or evaluate the implementation of activities);

Third step: Implementation of action plans with a final evaluation of progress. Improvement becomes an integral part of the functioning of educational institutions, and thus the sustainability of the improvement in the field of violence prevention is achieved.

- **ICT-Tools**

World Wide Web.

- **Transferability of the concept in international contexts**

The basic condition for the success of the concept is the insight of the country how the project is needed, so that they could provide the financial resources to sustain the project, well-trained staff to transfer the knowledge, motivation of employees for the program.

The Network of Learning Schools 2: Strategies for prevention of violence is a program that provides a systematic, comprehensive and sustainable-oriented prevention of violence in educational institutions. About the issue of violence in the school and about the program there were several articles and publications issued at the School for Leadership:

## 5. OVERVIEW OF THE PRESENTED CONCEPTS

- Above is the presentation of models, which we could find in Slovenia. All of them are recent and as such do not offer analysis, evaluations, reflections etc. Despite of a thorough review we made on existing models there were only two of them which met our criteria.
- All the models are preventive, only a few of them deal with management of violence. Preventive activities in the models are aimed at detecting and preventing the causes of aggression and violent relationships: how we communicate, solve conflicts, social inclusion, self-esteem...
- Most of the models do not differ various forms of violence (physical, verbal, sexual, economical, psychological) and use only one term.
- Ngo's prevail as the coordinators of the models.
- There is a lack of connections and coordination between coordinators of the models. We have also noticed conceptual and professional discrepancy between them.
- There is a prevalence of shorter models (seminars, workshops) which last a day or even an hour or two. They are conceived as one time event that are not continued or upgraded.
- There is very few models, which would be comprehensive in a content or systematic level and would last longer (ex. Year or more), although it is generally known that longevity and systematic focus is necessary in violence prevention. Only a few of the institutions offer longer models – School for principles, ISA institute.
- Most of the models are education in its nature and focused on training, knowledge formation, practically none is focused in other forms (ex. Interactive, multimedia methods, media campaigns, field work, web forums etc.)