

Annex 1

In the **Emilia-Romagna** region, several Provincial Plans include awareness campaigns targeted at large segments of the population which involve many different social sectors in training activities.

- In the province of Piacenza, a reader-friendly **informative booklet** has been prepared with the aim to help people **detect symptoms of troubles** among minors and to give them **useful information** to seek for help. The informative booklet has been **distributed** with the involvement of large sections of the civil society (teachers, coaches, doctors, educators, etc.) during meetings with a psychologist aimed at raising public awareness and at promoting debate on this issue.

- The Provincial Plan of Forlì-Cesena includes a project labelled “**A town listening to children**”, whose goal is to create best practices for the protection of minors (through preventive actions, seminars, information campaigns); this project involves teachers, educators and parents of children in nursery and primary schools, as well as the police. The school staff is trained by a team of experts who are in their turn trained by specialized agencies (such as “Hansel e Gretel”, CBM, IRS).

The Region of **Piedmont** has carried out a vast information and training campaign for the prevention of child abuse and maltreatment in collaboration with the Regional Education Office and with several local study centres and cooperatives (e.g. “Hansel e Gretel”, Paradigma...).

Some of the most important projects are:

- “*Impariamo ad ascoltarli*” (lit. “*Let’s learn to listen to them*”), an inter-institutional initiative which aims at coordinating the schools, the health care services, the police and the local bodies in order to train the workers who deal with minors, their protection and education.
- A three-year project about minors at risk in the schools of Cuneo, which includes information and training activities for teachers, parents and social and health care workers in order to get to know and to face this issue.
- “*Le fiabe di Davide*” (lit. “*David’s fairy tales*”), i.e. a cd-rom which includes five fairy tales, narrated by two professional actors, which invite children to think about the sense of responsibility, about confidence and optimism in living life, about their possibilities and skills, about positive attitudes towards the “others” or the “monsters”. This cd-rom has been distributed in all of Piedmont’s nursery and primary schools.
- The activation of a service of protected access to the Internet for minors (*Davide.it*) in all of Piedmont’s middle schools, which allows them to surf the Internet safely, thanks to a system which eliminates, through a constantly updated filter, websites with violent or pornographic content.
- Experimentation of 2 information and training courses in Piedmont’s high schools: the courses included meetings for teachers, parents and students, as well as working groups of students who, under experts’ supervision, prepared informative material (in the form of comic strips, drawings, stories, etc.) on the topic for younger children; this material was elaborated with the most appropriate content and language for children, as it was prepared by their “elder brothers”, rather than by adults. The material was collected in two books, published by FIDAPA, which were distributed in Piedmont’s primary schools. The two volumes were presented to the general public in Alessandria, on 25 October 2003, and in Turin, on 28 February 2004.

- “*Lezioni di fiducia*”(lit. “*Lessons of confidence*”), a kit including a videotape and a manual, to be shown and discussed in middle schools. The video, which shows the various situations in which abuse may occur and which suggests adolescents how to behave, is intended to make them aware of the issue without leading to generalized and groundless fears of adults. The kit was produced by Telefono Azzurro in collaboration with Il teatro La Baracca -Testoni Ragazzi di Bologna

Lombardy's Regional Education Office and the Region of Lombardy have agreed on common programmes to fight against the various forms of child abuse and maltreatment; these plans include the integrated training of teachers and of health care workers, as well as the carrying out of educational activities in hundreds of classes which participated in the project. In particular, the focus is on direct prevention, i.e. targeted at children, with a seminar which teaches minors to recognize negative and ambiguous approaches.

In the **Veneto** region, one of the most important initiatives is the one carried out in the province of Verona by the educational and health promotion services of the local health authorities and by the Centre of administrative services of Verona. This project included training courses for teachers and meetings with teachers, parents and social and health care workers, as well as the production of teaching material which was then used in class.

The Regional Education Office of **Liguria** monitored all the past and present initiatives (training of teachers, activities with students, initiatives with parents) and listed all the material made available (brochures, flyers, videotapes, posters, informative leaflets, questionnaires, collections of documents and laws, forms, children's books, manuals for students and parents, graphic works, poems, re-elaborations of newspapers' articles, cd-roms, agreement protocols between schools and the local health authorities).

In **Tuscany**, even if there have been several initiatives in the various provinces, information is available only for the province of Florence. In 1997, the Education Superintendency of Florence initiated a collaboration with the Office for Minors of the central police station and in 1998 it joined the “Permanent round table against child abuse, maltreatment and sexual exploitation”, which was chaired by the Councillor for Education of the Municipality of Florence and by the Councillor for Social Policies of the Province of Florence.

A series of conferences were held in Florence with the participation of headmasters (in collaboration with the Office for Minors of the central police station), with the aim to spread information about cases of violence and to distribute specific educational material to teachers; furthermore, the collaboration with the local health care and social services has been strengthened, leading to the involvement of practitioners in school initiatives.

A Regional Directorate on this topic was also created and the following are some of its actions:

- creation of a regional round table with the representatives of the Centre of administrative services and of the Region of Tuscany, with the aim to coordinate activities;
- study of a regional protocol (for procedures);
- distribution, in collaboration with the Region of Tuscany (which allocated the necessary economic resources), of books/works for the different age groups.

The material is distributed with the involvement of the local school, social and health care workers in order to agree directly with them the best ways to intervene in troublesome situations.

The Regional Education Office of **Lazio** monitored data on the fight against child abuse and maltreatment and described actions taken at a local level.

Project "Maestramica 1 e 2" (*lit. Friend Teacher 1 and 2*) was carried out in Rome from 1999 to 2004, a project funded by means of the first city local plan of the Municipality of Rome (Law 285/97) and implemented by the professionals of Progetto Girasole from the Bambino Gesù Hospital. The project was repeated twice and trained around 300 teachers and school managers of nursery schools, kindergartens and primary schools in Rome. The end of the first Project was followed by publishing "GUIDELINES" ("Child abuse: action at school. Guidelines and practical indications for teachers, school managers and child professionals, edited by F. Montecchi), 7,000 copies of which were distributed in Rome schools by the Educational and School Policies Department of the Municipality of Rome. Given the high demand for the book from other Italian regions, it has been distributed and is used also in other school contexts in Italy.

In Frosinone, 34 training initiatives targeted at teachers, parents and students have been launched, among which 13 meetings with parents and 12 specific interventions in problematic situations. Collaborations have also been initiated with the Prefecture, the Office for Minors of the central police station, the social workers, the local health care authorities and the university.

The Centre of administrative services of Viterbo, in collaboration with the Province, has continued its project for the prevention of and assistance in cases of child abuse and maltreatment. On 20 November 2002, an agreement protocol specifying the operational aspects of the project was signed by the Centre of administrative services, the central police station, the Prefecture, the local health care authorities and the Municipality of Viterbo.

The first phase of the project involves 100 teachers in nursery and primary schools – with the possibility to involve also high school teachers – who are being trained on how to identify situations of risk and cases of abuse and maltreatment. The second phase, which will involve 50 teachers, will provide them with knowledge on how to support self-confidence and a sense of security in minors who suffered a physical or psychological trauma.

In Latina, schools have organized training courses for teachers and parents in collaboration with other local bodies and associations (such as in the district no. 1 of Terracina, in the district no. 3 of Latina and in the schools of Borgo Sabotino and of Caetani di Cisterna). A Provincial Technical Committee has been set up at the Prefecture of Latina, with the participation of three headmasters in representation of all the schools in the area of Latina.

ANNEXE 2

Projet de questionnaire réalisé par l'IREFORR pour relever les besoins en formation. Le questionnaire veut mettre en évidence de nouvelles données pour établir une liste des besoins formatifs communs.

Le questionnaire est ainsi structuré :

- identification du professionnel ;
- formation sur le thème par rapport au propre parcours professionnel ;
- impact de la formation suivie sur les compétences professionnelles spécifiques ;
- formation actuelle sur le thème ;
- projet d'analyse d'une formation à laquelle participer pour améliorer les propres compétences dans la phase d'écoute du mineur

QUESTIONNAIRE

1. Profession :

- Avocat
- Psychologue
- Procureur
- Assistant social
- Médiateur social
- Autre (préciser) _____

2. Si vous avez participé dans le passé à des formations sur le thème en question, donnez-en les titres :

1° Titre : _____

2° Titre : _____

3° Titre : _____

4° Titre : _____

3. Les objectifs de chaque formation étaient :

Objectif 1° Titre :

Objectif 2° Titre :

Objectif 3° Titre :

4. Les interventions formatives étaient :

Mise à jour d'une durée maximum de 30 heures

Séminaires courts d'un jour

Cours structurés d'une durée supérieure à 30 heures

Autres typologies formatives (spécifier) _____

5. Les arguments développés avaient pour objectif le développement de savoirs (indiquer la valeur de 1 (très bien) à 7 (très mauvais))

Base							Transversaux							Professionalisants						
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

6. Aujourd'hui, il y a une demande précise pour une amélioration de l'activité professionnelle spécifique :

- Oui
- Non
- Je ne sais pas

7. Si oui, pouvez-vous indiquer les objectifs didactiques pour renforcer cette compétence ?

8. Si non, pourquoi ?

9. À qui doit s'adresser cette offre de formation ?

- à tous les acteurs impliqués dans l'écoute
- seulement à l'opérateur impliqué dans l'activité d'écoute
- seul et/ou avec des collègues
- à d'autres sujets (par ex. Les parents ou autre) – précisez:

10. Comment peut être réalisée l'activité de formation selon vous?

11. Quelles sont les hypothèses d'intervention à faire pour améliorer la collaboration entre les autres acteurs (professionnels) impliqués dans la phase d'écoute ?

1° Intervention :

2° Intervention :

3° Intervention :

12. Indiquer quel type d'évaluation il faut faire à la fin de la formation :

13. Indiquez quel type d'évaluation il faut faire lors de la phase de renforcement de l'activité d'écoute :

14. Pour chaque module de formation suivi, complétez les parties sur la méthodologie didactique, la durée, l'évaluation et le résultat de la formation en termes de compétences acquises :

Module de formation	Méthodologie didactique	Durée	Evaluation	Résultat de la formation
<i>Les compétences pour les relations de base</i>				
<i>Applications pratiques des techniques de relation</i>				

<i>Aspects psychologique, social et épidémiologique de la victime</i>				
<i>Aspects psychologique et social de l'auteur</i>				
<i>Les signes physiques et médicaux du mauvais traitement et des agressions sexuelles</i>				
<i>Les caractéristiques de la famille incestueuse</i>				

Formation et formateurs pour les professionnels impliqués dans le processus de l'écoute

Un autre aspect important à relever est celui de la formation des formateurs. Il faut aussi analyser les compétences spécifiques du formateur qui s'occupe de formation sur les thèmes des phases d'écoute du mineur. Le parcours spécifique du formateur est important. La formation du formateur devrait être structurée de façon à comprendre l'acquisition de compétences transversales et sociales capables de développer dans l'apprenant/professionnel une motivation et prise de conscience adéquate pour gérer le processus d'écoute avec une plus grande attention et dans une optique de collaboration et de coopération entre les différents professionnels qui interagissent et sont partie intégrante d'un système pluri professionnel. Le formateur devrait être capable de transmettre et de développer des compétences capables d'activer un changement actif dans la gestion individuelle des tâches spécifiques de chaque professionnel. Développer un changement dans les habitudes professionnelles est sans nul doute un résultat positif pour la gestion actives du processus d'écoute.

Les compétences sociales à acquérir sont :

- développer connaissances et savoirs sur les modalités du travail de groupe ;
- être capable de gérer les techniques d'apprentissage actif structuré sur le changement ;
- être capable de gérer les différentes phases du processus de communication active et partagée ;
- savoir travailler par objectifs commun.