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INTELLECTUAL OUTPUT 2

PROMOTING AND DEVELOPING MOTHERS' SOCIAL-RELATIONAL AND EMOTIONAL SKILLS: PATHS, TOOLS, IDEAS AND ACTIVITIES

TASK 2.5 TRANSNATIONAL REPORT: REPORT ON THE DATA EMERGED FROM PARTNER COUNTRIES - ITALY, GREECE, ESTONIA, CROATIA, & ROMANIA

RE-ABILITY: Adult education to promote Relational Ability -
Agreement number: 2020-1-IT02-KA204-079777 Erasmus + KA2 - Strategic Partnership for adult education



Women's Support and
Information Center
There is a way out of violence!





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About this report

The purpose of this report is to collect, present and consequently, compare the data emerged so far between the different partners countries. In particular, it is about country specific information on policies regarding educational autonomy and emotional intelligence of mothers-victims of violence, obtained not only through literature search but also through interviews with professionals in social services. At last, good practices in Europe are also presented, as well as a SWOT analysis of these practices.

1. Educational Autonomy and Emotional Intelligence

Before presenting the data emerged, it is worth defining two key terms, that is educational autonomy and emotional intelligence. Specifically, **educational autonomy refers to the ability of learners to take control and responsibility for their own learning, both in terms of what they learn and how they learn it.** It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies. It has been shown that increased levels of educational autonomy are associated with increased levels of self-determination and motivation, and as a result, women's empowerment is achieved. So, it appears that educational autonomy should be recognized as an important goal for mothers-victims of violence in care centres/services/shelters.

Furthermore, **emotional intelligence refers to a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions** (Salovey & Mayer, 1990). So, it is a cognitive ability that is separate but also associated with general intelligence and has four components. These are self-awareness which refers to recognition of one's own emotions and their effect on thoughts and behaviour, acknowledgement of strengths and weaknesses and self-confidence, self-management which refers to control of impulsive feelings and behaviours, management of emotions in healthy ways, initiatives, commitments, and adaptive behaviours to changing circumstances, social awareness which refers to empathy and recognition of the power dynamics in a group or organization and relationship management which refers to development and maintenance of good relationships, clear communication, good cooperation, inspiration and influence on others and conflict management. So, high emotional intelligence is an important aspect in a mother's life and should be developed in social services.

2. Literature search on the topic of educational autonomy and emotional intelligence of mothers victims of violence

This chapter reviews the existing literature and relevant policies, interventions, and guidelines regarding educational autonomy and emotional intelligence in mothers-victims of violence. More specifically, it refers to tools and methods which aim to develop a sufficient level of educational autonomy and emotional intelligence in mothers victims of violence in care centres/services/shelters in partner countries.



2.1 Specific policies about mothers-victims of violence

There are no specific policies about mothers-victims of violence in Greece, Estonia, Italy, Croatia and Romania. In almost all countries the victims of domestic violence are in general protected by the laws on domestic violence. In particular, laws 3500/2006 and 4531/2018 are applied in cases of domestic violence in Greece, the law on protection from domestic violence and Articles 215a and 179a of the Criminal Code in Croatia, Law no 217/2003 in Romania and Law no154 of 15 April 2001 in Italy. The only exception is Estonia, in which there is no domestic violence offence and in these cases Articles of the Penal Code are applied.

2.2 Specific policies/legislation relating to educational autonomy of mothers-victims of violence

In Greece there are many bodies that organize parental schools, empowerment groups, psychoeducational activities and women's therapy groups to support mothers-victims of violence in their role as women and mothers, as well as strengthen their parental role and relationship with their children.

In Croatia, there is no developed legislation that determines educational plans specifically for women victims of violence. However, in the context of the EU Action Plan on Gender Equality (GAP) III, initiatives such as career counselling for victims of domestic violence and digital technologies and solutions accelerate progress on gender equality and the empowerment of women.

Moreover, educational activities for mothers-victims of violence are not specifically mentioned in law in Romania but within the framework of the Operational Action Plan for the implementation of the National Strategy on the promotion of equal opportunities and treatment between women and men, various institutions should conduct educational programmes, including school-community-family partnerships.

In Italy, educational activities are initiated by various institutions but there are no specific policies relating particularly to educational autonomy of mothers-victims of violence. In Estonia there is no information.

2.3 Responsible authorities for drafting and implementing policies

The General Secretariat for Demography and Family Policy and Gender Equality is the main state authority in Greece which is responsible for the protection and support of women-victims of violence and the Ministry of Justice is responsible for the implementation of Laws. In Estonia, policies regarding criminal proceedings are coordinated by the Ministry of Justice and policies regarding victim support are mostly drafted and implemented by the Social Insurance Board of the Estonian Republic which is a governmental agency belonging to the Ministry of Social Affairs.



The governmental body in Croatia that is responsible for cases of domestic violence is the Ministry of the Interior, in other words, the local police stations, Social Welfare Centres and Family Centres, Hospitals, the State Attorney's Office and the courts. The bodies involved in Romania are the Ministry of Labour and Social Protection through the National Agency for Equal Opportunities for women and men, the Ministries of Education, Internal Affairs and Justice as well as various NGO's. In Italy, various decentralized public institutions of the State, the territorial bodies, provinces and municipalities, associations and anti-violence centres and women's professional organizations are responsible for the policies regarding mothers-victims of violence.

2.4 Provisions/legislations/policies concerning parenting support for mothers-victims of violence

There are several laws that deal with family policy and family support issues in Greece, but no law mentions policies that focus exclusively on mothers-victims of violence. Also, parenting support in general is mentioned in Development Plan for children and families 2012-2020 in Estonia, but there are no official provisions, legislation nor policies concerning specifically mothers-victims of violence. In Croatia, it is mentioned that several institutions and non-governmental organizations, as part of their work, have some comprehensive activities aimed at women-victims of violence and their children related to parenting support.

According to Law no 211 of 2004, victims of violence in Romania have access to information, protection and support, such as financial compensation, yet there is no specific provision regarding parenting support for mothers-victims of violence. On a policy level, the possibility to host mothers-victims of violence in appropriate structures, such as anti-violence centres, together with their children is one of the support measures aimed at mothers-victims of violence.

2.5 Initiatives regarding the empowerment of mothers

In Greece, mothers-victims of violence receive counselling and psychological support and their role as mothers is strengthened through individual counselling, therapeutic support, empowerment groups and "parental schools" that offer parenting counselling. In Estonia, the most important legal lever supporting victim empowerment in general is Directive 2012/29/EU of the European Parliament and the Council establishing minimum standards on the rights, support and protection of victims of crime. Concerning specifically the empowerment of victims of violence who are also mothers, there are activities that are very dependent of the service provider and the counsellor's experiences, such as peer support groups and support groups in which different artistic workshops take place.

In Croatia, some shelters provide psychosocial support to women and children - victims of domestic violence and regularly host group workshops. Group work takes place through self-help groups and through psychoeducational workshops for adults and children as well as through creative workshops. The workshops are mainly related to strengthening parenting skills and competence, health care, biblio-groups, art workshops and other activities according



to the current needs assessment. Regarding the empowerment of mothers-victims of violence in Romania, various organizations provide counselling and support services to help mothers deal with various issues related to children's development and strengthening family life. In Italy, some tools aiming to empower mothers concern the development of a parenting support laboratory for mothers victims of violence with a focus on witnessed violence, various support groups through which women have gained strength and the telephone switchboard of the "Telefono Rosa", which support women victims of violence.

2.6 Specialised treatment for mothers-victims of violence

In Greece, the support provided to mothers-victims of violence is based on a gender perspective so the feminist approach while looking at the historical and social context of violence is the most appropriate one. Social support counselling and intercultural counselling are also followed in order to protect the victims from multiple discrimination, as well as cognitive-behavioural therapy and systemic-family-couple counselling. Moreover, there are treatment programmes based on therapeutic narrative, as well as relational psychotherapy using the arts including, for example, book therapy and group counselling techniques.

Various approaches are also followed in Estonia within the framework of support provided to mothers-victims of violence. More precisely, family therapy is recommended for changing the way a family works and Emotionally Focused Couple Therapy (EFT) for observing emotions in an already established relationship pattern. Furthermore, psychoanalytic psychotherapy reduces emotional tension and increases self-awareness and motivational interviewing induces positive changes in people's behaviour. Existential psychotherapy helps people live a life in accordance with their wishes, goals and values.

In Croatia, group work related to stress and trauma of mothers-victims of violence has a dual role. The first is fulfilled through educational workshops in which participants learn the sources and effects of stress, as well as activities reducing it. The other role concerns enabling victims to interact with others, normalize their experiences and reactions, receive support from people with similar experiences, and motivate them to go forward.

During 2018-2021 the Ministry of Labor and Social Justice in Romania, through the National Agency for Equal Opportunities for Women and Men plans to promote initiatives for the rehabilitation of the victims through training programmes on non-cognitive skills development, psychotherapy and other therapies, carried out with the aim of increasing autonomy and awareness of the social value of the individual, developing responsibility and regaining social skills. The most common interventions for mothers-victims of violence in Italy are psychotherapeutic and/or pharmacological treatment of one or both parents, couple or family therapy, individual and couple psychological support, admission to a recovery community, economic support as well as educational support and family organization.



2.7 Emotion-focused strategies and programmes aimed at developing emotional intelligence skills of mothers

In Greece, the services provided to mothers-victims of violence for the enhancement of their emotional intelligence and psycho-emotional abilities concern individual support and empowerment counselling, group empowerment counselling (peer counselling), therapeutic groups to improve psychosomatic manifestations in mother-child relationships, psycho-pedagogical interventions with the aim of psycho-emotional empowerment as well as parental schools providing counselling on pedagogical, psychosocial, psychosomatic and spiritual-emotional issues.

In Estonia, most training programs and courses regarding emotional intelligence skills are paid and targeted on a specific group, such as teachers and managers, but the resources for the development of these skills in mothers-victims of violence are scarce. On the other hand, as it is already mentioned, some shelters in Croatia provide psychosocial support to women and children-victims of violence and host group workshops that are mainly related to the development of parenting skills and competence and other activities according to the current needs assessment, including activities aiming at the development of emotional intelligence skills. There are no programmes or strategies in Romania and Italy that aim to the development of emotional intelligence skills, in particular for mothers-victims of violence.

2.8 Programmes targeted to the development of parenting skills in mothers-victims of violence

There is no programme specifically aimed at mothers-victims of violence in any project country, but only parental intervention programmes that aim to enhance the parental role and effectiveness.

2.9 Mother-child focused interventions/guidelines/policies

Although the law provides support for women and child victims of violence in Greece, there is no legal framework that mentions targeted support interventions, empowerment and help of mother-child for strengthening their bond. In Estonia, Internal Security Programme for Women is aimed at women who want to live non-violent lives and who have used educational/up-bringing violence. The issue of violence against children and the mother-child relationship are discussed in more detail during the programme, and thorough handling of feelings and versatile cultivation of empathy is considered important. In Italy, it is mentioned that there are different types of education that parents should work on, such as education in calm and serenity, management of emotions, values, reflection, acceptance as well as trust. Finally, there are no mother-child focused interventions/guidelines/policies in Croatia and Romania.



3. Professionals' views on the topic of educational autonomy and emotional intelligence of mothers victims of violence

This chapter reviews information obtained from a semi-structured interview with social operators regarding policies, interventions, and guidelines aiming to develop educational autonomy and emotional intelligence of mothers victims of violence in care centres/services/shelters. The interview was adapted to the national context and was conducted with 5 to 10 professionals of social services in every country. Due to the restrictive measures imposed by the COVID-19 pandemic, all interviews took place via Zoom. The aim of the interview was explained to the participants and all of them received and signed the Informed Consent Form prior to the interview. All data in the research have been anonymised and analyzed and various types of analysis were used, such as content analysis, thematic analysis and discourse analysis.

Regarding **background experience**, all respondents work for organizations, which provide support services for victims of gender-based violence, including counselling and legal support. Therefore, the specialties mentioned in the interviews include psychologists, counsellors, social workers, lawyers and sociologists in counselling centres, shelters and NGO's and their working experience ranges from 3 months to 16 years. In Italy all the respondents have been in contact with the subject of work in previous positions too and in Croatia, Greece and Romania about half of them. In Estonia none of them have worked in other women's support services before.

All respondents in Greece, Romania and Estonia claimed that they receive trainings in their work. More specifically, it is mentioned that educational programmes, workshops and seminars of various interests are held continuously by public and private bodies such as the Social Insurance Board in Estonia. Some examples of these trainings are educational programmes about issues related to family, violence and disorders, forms of abuse and attachment, trauma, victim and post-traumatic stress management, the Istanbul Convention, juridical procedures as well as about LGBTQI issues, gender perspective, personal development, counselling and alternative ways of therapy. In Italy most of the participants have never had the opportunity to receive trainings related to their work and the rest were unable to participate in the trainings provided due to personal or work issues. In Croatia, the shelters don't provide systematic trainings but it depends on the professional's desire and motivation to search and attend educational programmes.

These trainings in the countries involved allow professionals to enrich their knowledge and acquire specialization as they become familiar with new terms, techniques, tools and methodology in a field that is constantly changing. In other words, the educational activities contribute to the personal and professional development of the staff.

With regard to **work experience**, in Greece, Estonia, Italy and Romania teamwork is valued highly in the working context and all participants assessed their colleagues' experiences as fundamental and necessary to improve their efficiency through the exchange of views. However, in Croatia it is highlighted that there should be a clear division of work through the team. The frequency of meetings within the team varies among the countries. In Greece, Croatia and Romania there are daily to weekly appointments depending on the centre's



needs, but in Estonia and Italy the staff gets together once a month, except of high risk cases that demand daily discussions among the team.

Almost all participants from Italy, Greece, Romania and Estonia evaluated positively their relationship with the beneficiaries claiming that it is based on the principles of trust, honesty, solidarity, cooperation and support. In this context, professionals need to be open-minded, caring, friendly, showing empathy and unconditional positive regard. However, it is worth noting that a respondent from Estonia also highlighted the necessity to keep the relationship strictly professional.

In Greece, Romania, Estonia and Italy, the majority of social operators admitted that they face numerous challenges in their daily practice. Some of them concern the suspicion, dishonesty and low self-esteem of beneficiaries as well as differences in educational level and speaking languages. Other difficulties concern the lack of supervision and different specialties in every shift, the collaboration with other services, the lack of resources and time, the complexity of the requests and possible threats from spouses. Within the shelters, difficulties such as conflicts between beneficiaries and thoughts concerning the extent that professionals should deal with the children are also present.

It is worth mentioning that in Estonia the Individualized Educational Plan (IEP) is referred as Case Management Plan. In charge of drawing up the IEP are psychologists and social workers in Greece, the multidisciplinary team in Romania and Italy and the counsellor who admits the mother in Estonia. So, most of the social operators interviewed participate in drawing up the IEP through the individualization of each plan according to the victim's needs and in monitoring and evaluating the IEP. This evaluation happens through inquiries throughout the counselling cycle, the follow-ups and reports in Greece and workshops and meetings within the team and with the mother in Romania, at different times depending on the case. In Estonia and Italy, the evaluation is continuous through revisions and follow-ups. In Greece and Italy, the mother is indirectly involved in the development of the IEP as it adapts to her needs and it is presented to her, but in Romania and Estonia she is directly involved through her suggestions at first and then through the explanation and her consent regarding the aspects and the steps of the plan.

In Greece, the counselling cycle in most cases varies from 8 to 15 appointments/sessions, lasts about an hour and takes place in rooms specifically designed for the purpose served, just like in Romania where the intervention is held in a protected and comfortable space, face to face or by telephone, aiming at optimal communication. In Estonia, shelters are apartments, and the counselling takes place in the living room which is equipped with blankets and stuffed toys and is described as homely and comfortable, despite the lack of natural light and temperature problems in some cases. On the other hand, in Italy, there is no specific context for working with mothers in shelters, but it occurs usually during evenings when children sleep, and mothers share their thoughts with the operator.

Furthermore, in Greece specific workshops, such as creative work activities, empowering programmes, Greek language courses, parental schools and job counselling seminars are carried out in half agencies and in Estonia a client-specific approach is followed focusing on inner awareness and additional activities/workshops for mothers or/and children. In Italy,



some organisations initiate thematic workshops despite the difficulty of organizing activities that involve both mothers and children leading to mother's distraction and in others no workshop activities or specific games are organized for children.

In terms of **emotional intelligence experience**, all social operators in Croatia, Greece, Estonia and Romania are familiar with the term "emotional intelligence", in contrast with some respondents in Italy who needed a brief definition of the term. Most of the professionals in all countries agree that it is an important aspect and they inevitably try to use it in their everyday practice with mothers victims of violence.

Concerning training on emotional intelligence, there are no specific educational programmes in Croatia and knowledge is gained through educational programmes in general that may focus on it, self-initiative research and personal therapy. In Romania, participants highlight the need for specific training in this topic and in Greece and Italy, participants could not identify any specific training for improving the skills of beneficiaries related to emotional intelligence, except for counselling or academic programmes by public and private institutions. In addition, all professionals in Croatia, Romania, Greece and Italy who use emotional intelligence at their everyday practice assess their work with the beneficiaries on emotional skills as well and very well.

However, in all countries there are no specific guidelines and/or protocols relevant for single mothers/mothers victims of violence to develop a sufficient level of emotional intelligence besides some general values; or any tools/models used in their service to educate beneficiaries on emotional intelligence besides some non-structured tools, workshops, techniques and activities such as personal development meetings that are at the counsellor's disposal and are depended on beneficiaries' willingness to follow them.

In Croatia, most of the respondents agree that the motivation and the capacity of mothers is very important for the effectiveness of work on their emotional intelligence, and it is mentioned that in Greece, Italy and Romania working on emotional intelligence with them is important, effective and even vital not only for mothers as it helps them achieving their goals and strengthens them but also for those around them. In Estonia, it is mentioned that working on emotional intelligence is a long process that is affected by the short intervention time and the state of mind of the beneficiaries.

In terms of educational autonomy experience, in all countries mothers are supported in the development of their parenting skills based on their willingness and needs not only directly through group and creative workshops but also indirectly through counselling as well as empowering and psychoeducational activities. The professionals in all countries agree that educational autonomy of mothers victims of violence is a fundamental goal and an integral part of the work within the services, as it is associated with their independence. Moreover, it is mentioned that educational autonomy is directly achieved very skilfully keeping in mind the vulnerability of the mothers through workshops aiming at self-confidence and self-esteem and it is discovered to what extent it is achieved through follow-ups.

Most of the professionals in all countries agree that there are no specific guidelines and/or protocols relevant for single mothers/mothers victims of violence to enable them develop a



sufficient level of educational autonomy besides security plans in Croatia, general indications in Estonia and international protocols that aren't applied at national level in Greece. Most of them could not also identify any tools/models used in their service to enable educational autonomy of beneficiaries except for free legal aid, literacy skills, job and financial counselling in Croatia, structured tools regarding job counselling or skills development in Greece and some workshops and counselling in Romania.

In summary, most of the respondents in all countries noted that there are shortages in developing emotional intelligence and educational autonomy in mothers-victims of violence who turn to these services. Therefore, it is proposed that **the number of employees should be in accordance with services' needs as well as that various trainings such as those introducing the principles of personal recovery to the staff should be organised**, as many specialties are involved with these women on a daily basis.

Furthermore, **a more completed training including workshops and focus groups aiming to improve beneficiaries' skills is considered essential**. In other words, **specific tools should be developed taking into account various issues**, such as the cooperation between institutions and the age of children hosted. The difficulties and the needs of mothers are also reported and **a more substantial state aid, for example in financial issues, is suggested**.



Annex 1: Good Practices & SWOT analysis in Western Europe

Title of the programme/intervention	Name of the organization/service responsible and country/location	Field of activity/Thematic	History of the project (beginning and development and strategic context)	General description (objectives, actions, main features and challenges, organisation, beneficiaries, partners, budget, period of implementation, etc.)	Outcomes, impact
1. The Triple P – Positive Parenting Program ¹	International In more than 30 countries including Germany Triple P Deutschland	It supports the child's development as it prevents severe behavioural, emotional, and developmental problems in children and adolescents through activities that involve parents and enhance their knowledge, skills, and confidence	Developed by clinical psychologist Professor Matt Sanders and his colleagues at Australia's University of Queensland, Triple P is backed by more than four decades of ongoing research, conducted by academic institutions in many countries.	The list of multilevel programs that makes up the Triple P system is designed to create a family-friendly environment that best supports parents in the task of raising their children, with a range of programs tailored to the different needs of parents (eg parents of children with a	Triple P has been shown to reduce costs associated with conduct disorder, child abuse and out-of-home placement, delivering significant benefits when compared to the cost of the program. The Triple P – Positive Parenting Program is one of the most

¹ www.triplep.net



		It gives parents simple and practical strategies to help them build strong, healthy relationships and aims to equip parents with the skills and confidence they need to be self-sufficient and to be able to manage family issues without ongoing support. It aims to prevent problems in the family, school and community before they arise and to create family environments that encourage children to realize their potential For parents of children from birth to age 16.	This program has become one of the most trusted parenting interventions in the world, cited in reports by bodies such as the World Health Organization.	disability; violent, depressed or discordant married parents). Triple P draws on social learning, cognitive behavioural and developmental theory as well as research into risk factors associated with the development of social and behavioural problems in children.	effective evidence-based parenting programs in the world, backed up by more than 35 years of ongoing research. Triple P is used in more than 30 countries and has been shown to work across cultures, socio-economic groups and in many different kinds of family structures.
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2. Compendium of Inspiring Practices on Early Intervention and Prevention in Family and Parenting Support (ottobre 2012), a cura di Eurochild	Save The Child - France	The promotion of targeted educational actions to support the parenting function and the dissemination of training courses aimed at enhancing their specific skills, have a positive impact on the children and families they are addressed to, connoting themselves as a "policy" for a different way of acting and promote new learning. Parenting support: types of intervention	The Eurochild Compendium brings together a dozen case studies relating to different practices in support of family and parenting adopted in Europama united by some fundamental common assumptions.	Building on 5 years of mutual learning and exchange, Eurochild launches its Compendium of Inspiring Practices on Early Intervention and Prevention, presenting 12 case studies which offer a sample of services that have had a demonstrable positive impact on the children and families they aim to serve.	Working with parents, families and their communities to foster the creation of a positive environment where children and young people can grow and thrive. Demonstrate the need to intervene with appropriate timely measures, when children, their parents or families are in a situation of vulnerability.
3. Centre d'Accueil en Urgence des Victimes d'Aggressions – CAUVA	France -Centre d'Accueil en Urgence des Victimes d'Aggressions – CAUVA	The service offers, in a hospital setting, psychological and judicial care for the victims	The emergency reception centre for victims of aggression has been active since 1999 in a city hospital centre	Once admitted to the emergency service of the Bordeaux CHU, the victims are helped by a team of psychologists and social workers to make the first judicial	Hospitality Support Accompaniment



				findings necessary for a possible complaint. La Cauva welcomes 3,000 people per year, in equal numbers between men, women and children. The CAUVA boasts a team of 27 members of the forensic service and 5 people at the reception centre, has established very close links with the judicial environment. The reception centre has two socio-educational assistants, three psychologists and a medical secretary. Everything is organized on the principle of the unity of times and places to avoid victims having to relive the past that led them to	
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				ask for help several times.	
4. POSITIVE: VET specialists competencies development in the field of positive parenting teaching	Germany -German Office for International Cooperation in VET (GOVET)	Research carried out by the specialists of the partner institutions involved in the project who will develop the results achieved, will participate in international meetings and training / seminars. in the creation of the methodical material, in the organization of national seminars and workshops (to share experiences and know-how).	Since 2013, the German Office for International Cooperation in VET (GOVET) has been acting with partners to organise numerous study trips, specialist workshops and conferences, to implement pilot projects, to conduct feasibility studies, to draw up materials for training courses and to prepare reports and evaluations., Implementation has taken place at various speeds in the individual countries and with different emphases in line with	It presents the experience of project partners from different European countries, working with teenagers, minors, minor parents, the fundamental principles of positive parenting and the personal skills needed by professionals to work with this type of audience. Practical round tables were also organized, practical tasks with the aim of promoting knowledge of self-development.	Research at national level in the project area (description of examples of good practices at national level, documentation available for specialists working in direct contact with adolescents, similar initiatives in the countries involved, giving space to national youth education, ongoing activities, experiences in the project area, problem areas, challenges, discoveries, etc.). International round tables (presentation of research) organized



			respective needs and political necessities.		during international trainings in the presence of experts and teachers who have already gained experience in this field of teaching, their feedback and reflections.
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STRENGTHS	WEAKNESSES
• Interventions tailored to the different needs of parents • Programmes that have been running successfully for years • Interventions implemented at national and international level • Specialized staff • Collaboration between services • Variety of intervention activities • Knowledge and experience on parental issues • Trusted parenting interventions by international organizations	• There are no programmes for mothers who are victims of violence • European projects of limited duration • Successful interventions only at national level no replicability • Many interventions target to families in general, not only to parents
OPPORTUNITIES	THREATS



• Programmes for mothers who are victims of violence should be designed • Successful interventions at national level can be implemented at international level too • Not only family interventions, but parental interventions should be developed too • Policy changes at national and European level	• Mothers who are victims of violence receive no parental education • Problems in adapting national interventions at international level • Little specialized staff
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Annex 2: Good Practices & SWOT analysis in Eastern and Central Europe

Title of the programme/intervention	Name of the organization/service responsible and country/location	Field of activity/Thematic	History of the project (beginning and development and strategic context)	General description (objectives, actions, main features and challenges, organisation, beneficiaries, partners, budget, period of	Outcomes, impact



				implementation, etc.)	
1. CAP programme	Parent's Association Step by Step (conducted in Croatia, programme originally from USA)	Child protection Primary prevention of child abuse	CAP originated in 1978 in Columbus, Ohio, USA. International Center for Assault Prevention – ICAP, established in 1985, has expanded the programme to most of the states in the USA and 18 countries around the world, one of which is also Croatia since 1999. PA Step by Step is an ICAP Regional Training Centre for Croatia. The goals of the CAP programme are: 1) To reduce the vulnerability of the children and their exposure to various forms of violence by teaching them effective prevention strategies. 2) To encourage the local community to actively advocate the prevention of violence in society. 3) To encourage educational institutions to adopt a systemic approach to primary	-Programme for primary prevention of child abuse in their pre-school and school age, teaches prevention skills in cases of sexual abuse -Programme has a curriculum and numerous accompanying materials -Versions of the programme: pre- school, basic, teen and CAP for children with developmental difficulties	Until this day 24.272 educators, 73.628 parents and 117.228 young people and children have been included in this programme.



			prevention of violence against and among children.		
2. Growing up Together	UNICEF (Croatia, Bosnia & Herzegovina and Bulgaria)	Parental education	The Growing Up Together Centre for Parenting Support was established in 2013. The main goal of the same name programme is to create a stimulating and empowering environment where parents, together with the workshop leaders and other parents: -exchange ideas about the ways in which they live parenthood, -get to know themselves better as parents, -become aware of how they relate to their child, and -learn about other possible ways of raising a child.	Online parenting platform Free parenting courses	-Implemented in kindergartens, associations and family centers at social welfare centers in 77 Croatian cities -Children from the earliest age grow up in a supportive family environment and exercise their right to receive parenting in their best interest, whereas their parents consume the right on receiving appropriate support in fulfilling their parental responsibilities



3. Child friendly city initiative	UNICEF (Belarus, Ukraine, Poland, Hungary, Bulgaria, Croatia, Slovenia and Austria)	Children rights	The initiative was launched in 1996 by UNICEF and UN-Habitat to act on the resolution passed during the second United Nations Conference on Human Settlements (Habitat II) to make cities liveable places for all. A child-friendly city (CFC) is a city, town, community or any system of local governance committed to improving the lives of children within their jurisdiction by realizing their rights as articulated in the UN Convention on the Rights of the Child. In practice, it is a city, town or community in which the voices, needs, priorities and rights of children are an integral part of public policies, programmes and decisions.	-Supports local governments in implementing the Convention on the Rights of the Child within their local jurisdictions by translating these rights into practical, meaningful and measurable results for children, including child refugees, migrants and IDPs	-It is a city, town or community in which the voices, needs, priorities and rights of children are an integral part of public policies, programmes and decisions.
4. Child Protection Hub/The Child Hub Academy ²	Terre des Hommes (International) Bulgaria, Czech Republic, Estonia, Germany, Hungary, Latvia, Lithuania,	Child protection, justice e-learning courses on: 1. child participation.	Initiated By Terre des hommes (Tdh) and its partners in 2015, ChildHub empowers and connects professionals to learn, advocate and collaborate – and achieve more than they could accomplish alone.	The Child Protection Hub is a regional initiative that promotes continuous improvements of	Positive impact on the life of over 500,000 children and their families

² <https://academy.childhub.org/local/staticpage/view.php?page=aboutus#>



	Poland, Romania, Slovakia, Slovenia.	2.supervision 3.multi-disciplinary child protection and the fourth 4.promoting child participatory practice when working with children affected by or at risk of sexual violence.	It is unlocking the potential of thousands of child protection actors by delivering innovative services, content and tools that help them achieve positive change for children. The goal of the ChildHub is to strengthen cooperation and innovation in the fight against child abuse, trafficking and exploitation in Southeast Europe.	child protection practices and policies in South East Europe through a participatory approach and community of practices. This interactive platform brings together child protection professionals from Europe and beyond, where we exchange experiences and knowledge, learn from each other, offer and receive support.	
5. UNICEF Parenting programme ³	UNICEF, HoltS, Ministry of National Education Romania	Parental education Online parenting platform Free parenting courses	Together with authorities and NGOs, they have been developing parenting education activities for all age groups since 2010. This set of good practices developed as part	Strengthen parenting skills to foster: respectful and loving interactions between parents	UNICEF in Romania, HoltIS and the Ministry of Education developed the www.educatieparentala.ro platform which monitors and ensures

³ <https://www.unicef.org/romania/parenting-programme-romania>



			of UNICEF's projects Come to School Campaign UNICEF has worked with representatives from three Ministries (the Ministry of Labor and Social Justice — through the National Authority for the Protection of Child's Rights and Adoption (ANPDCA), the Ministry of Health, and the Ministry of Education), NGOs and universities to develop a National Parenting Education Strategy. Its purpose is to ensure that all parents in Romania can have access to these classes and that their children receive all the support to thrive.	and children; encouragement and opportunities to learn for parents and children; sharing and helping among parents and children; protection from physical danger, adequate nutrition and health care. It also supports children to: develop independence; take responsibility and make smart choices; engage in activities that support their development and healthy self-esteem; have the opportunity to observe and socialize with positive role models and develop a cultural identity.	quality standards and ethics. Over 800 educators are part of the program and more than 31,000 parents and caregivers in Romania received support through parenting classes.
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6. First Years First Priority campaign ⁴	EuroChild and the International Step By Step Association National Coordinators of the Campaign are: Pomoc Deci (Serbia), Plataforma de Infancia (Spain), Fundação Nossa Senhora do Bom Sucesso (Portugal), Central Union for Child Welfare (Finland), Family, Child, Youth Association (Hungary), Child Rights Alliance (Ireland), For Our Children Foundation and Trust for Social Achievement	Early Childhood Development Social Protection EU policies and funding	First Years First Priority campaign was launched on 15 December 2020 (13:30 – 14:30, CET), via ZOOM Eurochild and the International Step by Step Association (ISSA) launched a Europe-wide campaign on Early Childhood Development (ECD), in partnership with the European Public Health Alliance (EPHA) and the Roma Education Fund (REF), with the support of the Open Society Foundations (OSF). The First Years First Priority campaign is looking to build a strong community of ECD advocates at the EU and national level to ensure ECD stays high on the political agenda.	Building a community of ECD advocates at national and EU level Raising awareness of ECD and collecting and disseminating a strong evidence base The campaign prioritizes children from birth to 6 years old, with a special attention on: the first 1,000 days of the child's life; the most vulnerable children (Roma and Traveller children, children with disabilities, migrant	Advocate for prioritization of early childhood development (ECD) in public policies to ensure every child in Europe aged 0 to 6 receives a fair start in life.
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⁴ <https://firstyearsfirstpriority.eu/the-campaign/>
<https://www.eurochild.org/event/first-years-first-priority-campaign-launch/>



	(Bulgaria), Step by Step Center for Education and Professional Development (Romania), Ensemble pour l'Éducation de la Petite Enfance (France).			and refugee children, children at risk of entering, or in, alternative care, and those living in extreme poverty). The campaign runs in 9 countries across Europe (Bulgaria, Hungary, France, Finland, Ireland, Portugal, Serbia, Spain, Romania) under the leadership of national coordinators, who will help create broad coalitions of national partners for stronger campaigns at the national level.	
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7. The European Family Support Network (EuroFam-Net ⁵)	COFACE Families Europe promotes the well-being, health and security of families and their members in a changing society and serve as a trusted entity for family mainstreaming and for the voice/needs of families in the EU and beyond	Children's rights, family welfare and social equality	Launched in 2019, EuroFam Net will undertake a four year programme of activities funded by the European Cooperation in Science and Technology (COST) program (COST Action no.18123). The EuroFam-Net COST action will: Develop an innovative conceptual framework for family support research, policy and practice. Develop evidence-based resources for family support policy and practice. Develop professional skills and training frameworks for family support services and practice. Adopt a multidisciplinary approach underpinned by commitments to children's rights, social welfare and methodological diversity.	Conceptual framework for family support research, policy and practice Involvement and dissemination across all stakeholders – to improve the accessibility and effectiveness of family support	Young people and families
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⁵ <http://www.coface-eu.org/about-2/what-is-coface-families-europe/>
<http://www.coface-eu.org/european-family-support-network/>



			Promote wide involvement and dissemination across all stakeholders – including young people and families themselves – to improve the accessibility and effectiveness of family support.		
8. Dr. Thomas Gordon’ Parent Effectiveness Training (P.E.T.)⁶	Gordon Training International (GTI) headquartered in Solana Beach, California, is a world-renowned human relations training organization.	Emotional intelligence skills taught Resilience enhanced Internal, intrinsic motivation and ethical Child acts out of consideration for others	GTI was founded in 1962 by Dr. Thomas Gordon, a three-time Nobel Peace Prize nominee, who is best-known for his Parent Effectiveness Training (P.E.T.) and Leader Effectiveness Training (L.E.T.) programs.	The P.E.T. class consists of brief lectures, demonstrations, workbook exercises, role-playing, lots and lots of coaching, some homework and small group discussion.	Program that offers parents the specific communication and conflict resolutions skills it takes to build and maintain an effective relationship with a child, in any and all circumstances.

⁶ <https://www.gordontraining.com/parent-programs/parent-effectiveness-training-p-e-t/>
<https://www.gordontraining.com/who-we-are/>



		Life long relationship developed Skills transferable across all relationships			
9. The Triple P – Positive Parenting Program	<i>See above</i>	<i>See above</i>	<i>See above</i>	<i>See above</i>	<i>See above</i>

STRENGTHS	WEAKNESSES
• Interventions tailored to the different needs of parents • Free parenting courses • Access to online parenting platform • Actions at European, national, and local level • Trainings that help families and professionals to develop various skills • Specialized staff • Trusted parenting interventions by international organizations	• There are no programmes for mothers who are victims of violence • Some programmes focus on babies and young children rather than on parental education



OPPORTUNITIES	THREATS
● Programmes for mothers who are victims of violence should be designed ● Policy changes at national and European level ● Programme's numerous accompanying materials should be used ● Rights of children should be protected by local governments ● Interventions can use a range of delivery mechanisms and can be offered in many different settings	● Mothers who are victims of violence receive no parental education ● Many parents have access to support services for their children but not to parental education



Annex 3: Good Practices & SWOT analysis in Northern Europe

Title of the programme/ intervention	Name of the organization/service responsible and country/location	Field of activity/ Thematic	History of the project (beginning and development and strategic context)	General description (objectives, actions, main features and challenges, organisation, beneficiaries, partners, budget, period of implementation, etc.)	Outcomes, impact
1. Child Development Programme (ICDP)	In 2019, ICDP was present in 46 countries including all Scandinavian countries	The starting point of the ICDP programme is to explore with caregivers how they see their children, by promoting a positive image of their child and by reflecting about their role as caregivers. ICDP psychosocial intervention programme aims to enhance and enrich the relationship	Child Development Programme (ICDP) began developing its training program in 1985, organization was founded in 1992, in Norway, with the objective of working for the development of children and young people. In 2019, ICDP was present in 46 countries. In all Scandinavian countries ICDP continues to have a strong presence.	ICDP is a universal preventive programme offered to parents in groups. The focus is on parental resources and mastering in the role as parents. The main aim of the programme is to strengthen familial conditions for child developmental through supervision of parents. The groups are led by certified supervisors. The ICDP approach is based on the idea that the best way to help children is by helping the children's caregivers. Normal physical development of the brain depends on proper interaction between a caring adult and the growing child. In normal circumstances such learning happens naturally. However, when families are uprooted through social changes, migration, catastrophes, children losing their parents, or having	In 2014 the longer term impact of the ICDP programme on parents looking for sustained changes 6–12 months after the programme were investigated. A non-clinical caregiver group attending the ICDP programme and a non-attending comparison group completed questionnaires on parenting, psychosocial functioning, and child difficulties on three occasions: before, on completion and 6–12



		between caregivers and their children. The task of ICDP training is to sensitise, build competence and confidence in members of a community or an existing child caring system, so as to withdraw after some time and transfer the project to the local resource persons. The aim is to bring to surface the caregivers' inner resources, by creating a warm human environment, where people		been numbed by severe deprivation and emotional shock, this care often breaks down and has to be reactivated through skilled help.	months after the ICDP programme. Changes in scores over time were analyzed. The ICDP group showed significantly improved scores on parenting measures, less loneliness, and trends towards improved self-efficacy compared to the comparison group 6–12 months after programme completion. The ICDP group also reported that their children spent significantly less time on television and computer games and a trend towards fewer child difficulties. Key positive effects sustained over time but at a somewhat lower level, supporting
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		feel free to express themselves, reflect, explore, experiment, test out new ways of interacting and share personal experiences. The person facilitating the ICDP programme is trained to use certain pedagogic principles in relation to the caregivers they are working with.			community-wide implementation of ICDP as a general parenting programme. It is concluded that more intensive training with follow-up sessions should be considered to sustain and boost initial gains. ⁷
2. Parent Management Training-	Iceland	Child Behaviour Problems; Family Process	The program was initially developed in mid 1960s by Gerald	Parent Management Training-Oregon Model (PMTO [®])) is a set of theory-based parenting programs with status as	Core Parenting Practices: Encouragement;

⁷ https://www.researchgate.net/publication/265074802_The_long-term_effectiveness_of_the_International_Child_Development_Programme_ICDP_implemented_as_a_community-wide_parenting_programme



Oregon Model			R. Patterson. It is a social-interactional model tailored for serious behaviour problems. Its core belief is that parents are their children's best teachers. The implementation strategy is following: Teach therapists to teach parents to teach children. It is also described as strengths-based, active, and fun. ⁸	evidence-based treatments. Parents, the presumed agents of change, learn core parenting practices, specifically skill encouragement, limit setting, monitoring/supervision, interpersonal problem solving, and positive involvement. The intervention effectively prevents and ameliorates children's behaviour problems by replacing coercive interactions with positive parenting practices. PMTO is an effective method to treat children's behaviour problems in a Northern European culture and supply evidence for the method's successful implementation in community settings in Iceland. ⁹	Problem Solving; Limit Setting; Monitoring/Supervision ; Positive Parental Involvement. Key Support Practices: Directions; Emotion Regulation; Active Communication.
3. The Triple P – Positive Parenting Program	<i>See above</i>	<i>See above</i>	<i>See above</i>	<i>See above</i>	<i>See above</i>

⁸ <https://www.sunflowerhealthplan.com/content/dam/centene/sunflower/pdfs/PMTO-ECHO.pdf>

⁹ <https://pubmed.ncbi.nlm.nih.gov/25410965/>



4. Nurse-Family Partnership ¹⁰	Norway	Helping first-time parents to succeed.	Nurse-Family Partnership empowers first-time moms to transform their lives and create better futures for themselves and their babies. Over more than four decades, research consistently has proven that Nurse-Family Partnership succeeds at its most important goals: keeping children healthy and safe and improving the lives of moms and babies.	The program works by having specially trained nurses regularly visit young, first-time moms-to-be, starting early in the pregnancy and continuing through the child's second birthday. The expectant moms benefit by getting the care and support they need to have a healthy pregnancy. At the same time, new mothers develop a close relationship with a nurse who becomes a trusted resource they can rely on for advice on everything from safely caring for their child to taking steps to provide a stable, secure future for them both.	In Norway, programs like PMTO (Parent Management Training, Oregon Model) or Triple P are offered by municipalities to enhance parenting skills to prevent increases in behaviour problems. Some of the programs, like Nurse Family Partnership (currently piloted in Norway) has a global objective of improving life circumstances for at-risk families and prevent suboptimal development in children, globally. Parents are informed about available programs when in contact with health
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¹⁰ <https://www.nursefamilypartnership.org/>



					centres, welfare service providers, and health providers and information is available online. ¹¹
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STRENGTHS	WEAKNESSES
• Programmes that work across cultures, socio-economic groups and different family structures • Long-term positive impacts reported through questionnaires • Programmes that have been running successfully for years • Specially trained staff and certified supervisors • Collaboration between services • Theory and evidence-based programmes	• There are no programmes for mothers who are victims of violence • Many programmes focus only on child's behavioural problems • Some programmes are provided to parents only for the moment of birth and during the first two years of child's life

¹¹ http://archive.isotis.org/wp-content/uploads/2018/06/ISOTIS_D3.2-Inventory-and-Analysis-of-Promising-and-Evidence-based-Parent-and-Family-Focused-Support-Programs.pdf , pg 67



• Innovative ideas and approaches	
OPPORTUNITIES	THREATS
• Programmes for mothers who are victims of violence should be designed • Intensive training with follow-up sessions could boost initial gains • These programmes can improve life circumstances for at-risk families • These programmes can enhance parental skills and child's potential	• Mothers who are victims of violence receive no parental education • Some programmes are effective only in a Northern European culture • Social and emotional changes raise a need for a more skilled help



Annex 4: Good Practices & SWOT analysis in Southern Europe and British Isles

Title of the programme/intervention	Name of the organization/service responsible and country/location	Field of activity/ Thematic:	History of the project (beginning and development and strategic context)	General description (objectives, actions, main features and challenges, organisation, beneficiaries, partners, budget, period of implementation, etc.)	Outcomes, impact
1. The DAPHNE project "Raising a Child through Prison Bars" ¹² : "Raising a Child through Prison Bars"	Lead organisation: Institute of Child Health, Department of Mental Health and Social Welfare, Centre for the Study and Prevention of Child Abuse and Neglect: Bulgaria, Greece, Romania Partners: 1) Babes-Bolyai University, Sociology and Social Work Faculty, Social Work Department, 2) SWU - South-West University "Neofit Rilski", 3) EAVN -	Gendered violence, Sexual violence, Violence in family	Most of women prisoners in Europe are mothers and a significant proportion of them are the sole caregiver of their children. The fact that they have suffered from social exclusion and abuse already prior to their imprisonment can lead to impaired parental abilities. In addition, the imprisonment of a	The Project's target groups are women prisoners (imprisoned mothers, imprisoned pregnant women), children of imprisoned parents (living inside the prisons - infants, living outside the prisons - up to 18 years old) and women's prison's scientific personnel (social workers, psychologists, health visitors, physicians, etc.) and operational staff. Direct beneficiaries of the project are imprisoned mothers, pregnant inmates, the children	The Project's Publications and Outputs are the following: Publications: 1) Raising a Child through Prison Bars: A manual for professionals, 2) Step-by-step guide for facilitating a mothers' support group in prison, 3) Step-by-step guide for facilitating a child's

¹² <http://mothers-in-prison.eu/>



	European Anti-Violence Network		parent can have serious consequences on child's development and mental health. Children of imprisoned parents are also at greater risk of being homeless, institutionalized, incarcerated themselves as well as being exposed to abuse due to inadequate parental supervision.	of imprisoned parents that will participate in the support groups and the children living in prison. Indirect beneficiaries of the project are children of all ages that will benefit by their mother's improved parenting skills, as well as their families. The project's objectives are to: -support imprisoned mothers and future mothers to deal with their own experiences of abuse and fulfil their parental role in the most effective way possible -prevent and fight against child abuse and neglect providing support to children of imprisoned parents in order to both disrupt the cycle of violence and enhance children's resilience -collect data with the aim to map the imprisoned mothers' population regarding	support group, 4) Leaflet for imprisoned mothers, 5) Leaflet for children of imprisoned parents, 6) Electronic Publication - CD which will contain all the above publications in all languages and 7) Article submitted for publication in a scientific Journal Research outputs: 1) Data regarding the number of children of imprisoned women in Greece, Bulgaria and Romania and their needs regarding their parental role, 2) Data measuring child abuse and neglect, intimate partner violence, stalking victimization
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				demographic information, needs and problems faced by them, intimate partner violence experience of imprisoned mothers, mental health of children of imprisoned parents as well as child abuse and attachment style for both imprisoned mothers and children of imprisoned parents. The expected results include enhanced resilience and functionality of children of imprisoned parents, enhanced imprisoned mothers' parenting skills, strengthened mother-child relationships, enhanced skills and raised awareness of prison personnel. Project Start Date: 01/12/2009 and Project End Date: 01/12/2012 Funding: The Project "Raising a Child through Prison Bars" is co-	and perpetration, mental health and attachment style in children and women prisoners from Greece, Bulgaria and Romania and 3) Questionnaires measuring child abuse and neglect, intimate partner violence, stalking victimization and perpetration, mental health and attachment style in children and adults translated in four languages Building capacity outputs: 1) Training of national task forces: One train-the-trainers seminar, 2) Training of scientific personnel of eight women's
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				financed by the DAPHNE III Programme of the European Commission (80%) and partner organizations (20%).	prisons: 10 Seminars and 3) Sensitization of the operational personnel of women's prisons: 13 courses (if feasible) in eight prisons Intervention outputs: 1) Mothers' support groups, 2) Children's support groups, 3) Family ties building activities - special day: if feasible in eight prisons and 4) Three exhibitions with creations from the family ties building activities Other outputs: 1) One Conference organized in Greece, 2) The project 's website, 3) Four managerial meetings, 4) Final
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					report, 5) External evaluation report and 6) Six consolidated reports for each country
2. Ελάνη – Δίκτυο Υποστηριζόμενων Υπηρεσιών ΣΠΑΒΟ (Elani-Network of Supported Services of the Association for the Prevention and Handling of Violence in the Family (SPAVO) ¹³	Association for the Prevention and Handling of Violence in the Family Cyprus	Gendered violence, Violence in family	The aim of this programme is to offer substantial opportunities to children hosted in shelters. Therefore, they could feel important, competent, and equal to other children who live in a more stable family environment.	Objective: Meeting the medical, educational and leisure needs of the children hosted in shelters due to domestic violence. This prevention programme is fully financed by Cyprus National Addictions Authority (NAAC) and is implemented by the Association for the Prevention and Handling of Violence in the Family (SPAVO). The programme's target groups are women and their minor children hosted in women's shelters of SPAVO, as they are in	The programme serves a preventive purpose and offers support and hospitality to children hosted in women's shelters.

¹³ <https://www.naac.org.cy/el/adeiodotimena-proliptika-programmata>



				immediate danger within the family context. The programme took place in 2020 and it was implemented in Nicosia District with the aim to cover the medical and leisure needs of children hosted in the shelters of SPAVO.	
3. Positive Parenting Interventions: Incredible Years ¹⁴	Czech Republic, Denmark, Estonia, Finland, Ireland, Malta , the Netherlands, Norway, Portugal, Slovenia, Sweden, and the UK	Supporting child's development through activities that involve parents	The Incredible Years series consist of several interlocking, comprehensive, and developmentally based programmes addressed to parents, teachers, and children. The training programmes are guided by the developmental theory on the role of multiple interacting risk and	Through Incredible Years, parents receive assistance so that they will be able to successfully meet the social and emotional needs of their children.	1) Positive parenting promotion 2) Treating child behavioral problems and 3) Reducing or preventing harsh or abusive parenting

¹⁴<https://ec.europa.eu/social/main.jsp?catId=1251&langId=en&reviewId=204>



			protective factors in the development of conduct problems. The programmes are developed to work together in order to foster emotional, social, and academic competence as well as to prevent and treat behavioural and emotional problems in young children.		
4. L.E.I¹⁵ project against domestic violence Work Empowerment and economic independence (Italian Acronym: Lavoro,	ActionAid Italy, project leader, Italy. The project was carried out in Lombardy, Italy	Promoting the economic independence of women who have been victims of domestic violence. The aim is to provide them	The project starts from a survey launched in 2014 by the National Institute of Statistics, according to which about 31.5% of women in the 16-70 age group in Italy have experienced sexual or physical violence.	The overall objective of the project is to promote economic independence for women coming out of violent situations or relationships. In addition, it aims to provide basic skills in business creation and management as an area of employability.	Outputs: -Women participate in courses that optimise their employability; -Women enhance their sense of empowerment; Outcome:

¹⁵ https://morethanprojects.actionaid.it/it/projects/lei/?fbclid=IwAR2fr_l1mw5_yeDwRyLZDdUEBYk4nKQs9t6KJoHU9mVT7kO9IV3kV7ALrU



Empowerment, Indipendenza)		with theoretical and practical tools to facilitate them to enter the labour market.	Often, partners are responsible for the violence. Most women are forced to stay in these relationships because they are not economically dependent. Added to this is, it is evidenced the difficulty of gaining access to certain sectors and thus the possibility of reorganising their lives for women. To overcome these points, the project activities can be summarised as follows: -Realization of two tailoring courses;	The implementation period has been 01/03/2018 - 31/03/2019 and involves: Direct addressees: -22 Women who have experienced violence; Indirect addressees: -The relatives of the women involved; Stakeholders: -Anti-violence centres; -Private companies; -Private companies; The partners involved are: -Women's House; -Cooperativa I Sei Petali;	-Women get useful skills to find a job; -The women involved strengthen personal sewing skills for professional and personal use; -Women increase their self-esteem; -Women gain self-confidence;
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			-Implementation of a career guidance course; -Self-empowerment paths through individual and group meetings; -Tutoring through individual and group meetings; - Realization of a course on self-entrepreneurship;	-Adecco Foundation for Equal Opportunities; The donors are private companies (UPS).	
5. WE GO 2 against gender-based violence. Strengthening women's economic independence as a	The project is implemented in 4 European countries Italy, Bulgaria, Spain and Greece and involves 6 organisations: ActionAid Italy, project leader, Italy.	Supporting women victims of violence on an economic level is the central theme of the project. The main activities can be	The project stems from a survey conducted in 2014 by the European Agency for Fundamental Rights (FRA), according to which one in four women (22%) suffers	WE GO 2 was created to support the socio-economic empowerment of women coming out of situations of violence with an implementation period from 01/12/2018 to 31/03/2021, co-funded by the Rights, Equality and Citizenship (REC)	Outputs: -Territorial protocols for the employment of women; -Participation of workers from anti-violence centres



way out of violence. ¹⁶	Institute for Social Research (IRS), Italy. Rel.azioni Positive Società Cooperativa Sociale, Italy Foundation Gender Project for Bulgaria (GPF), Bulgaria. SURT - Fundacio de dones, Spain. Women's Center Of Karditsa (WCK), Greece.	summarised as follows: 1. Training for professionals and social workers working in anti-violence centres. - Knowledge exchanges between the various institutions. 3. Elaboration of a development plan for anti-violence centres.	domestic violence within the European Union. Moreover, women who suffer violence are economically dependent. Anti-Violence Centres play a central role in providing support to women who have experienced any form of violence, providing psychological and physical support through a unique and individualised pathway.	Programme of the European Union. The project aims at strengthening and reinforcing local and national support systems for women through the exchange of good practices and networking among public, private and labour market stakeholders. There are three lines of action: -Capacity Building: the intention is to address good practices aimed at services that support the economy in the 4 project partner countries. -Network Building: to consolidate the resilience of local systems to promote the socio-economic empowerment of women.	together with employers; -Team networking between anti-violence centres; -Creation of career plans for women; Outcomes: -100 women were included in job paths; -100 women improved their relationships; -120 professionals improved their skills; -80 companies were trained on the topic of violence;
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¹⁶ https://www.irsonline.it/materiali/WeGO2_Pieghevole_ITA_web.pdf
https://morethanprojects.actionaid.it/it/projects/wego2-indipendenza-economica/?_ga=2.101762884.412808873.1621025543-804041575.1621025543&fbclid=IwAR2wb1OxZr7OU1ZHVDm4_M1Je2kaDahmdqaoURqIXbuu30viMk2LLGMC9dM



		4. Development of social plans for women's careers. 5. Raising awareness among companies on supporting women victims of violence, considering the consequences of violence. 6. Support companies in facilitating the labour inclusion of women victims. 7. Creation of territorial protocols with the involvement		-Awareness-raising and direct actions with enterprises and institutions: to support women's entry into the labour market by promoting awareness, coordination and cooperation of companies against violence. The importance therefore of disseminating the project results among the various institutions. The target groups of the project can be divided into direct and indirect. Direct ones include: • 100 women coming out of violent situations •120 professionals involved in preventing and responding to domestic violence •80 companies including employers and staff involved. Indirect ones include:	-The products of the project were useful to 27 EU countries, professionals and policy makers;
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		of several actors able to guarantee a socio-economic empowerment for women who have suffered violence. 8. National and international publication, to disseminate project objectives and results.		• Women supported by 8 anti-violence centres • Professionals and policy-makers at local, national and EU level • EU citizens involved in project activities	
6. S.A.R.A. Project - Support for Anti-Violence Active Network ¹⁷	Fondazione con il Sud, Rome, Italy.	The project aims to combat and prevent violence against women, in the municipalities	The project stems from an analysis by the World Health Organisation, according to which even today one	The S.A.R.A. project was set up in 2018 with a duration of two years, thanks to the support and contribution of the Fondazione Sud, which aims to strengthen actions to combat the	The S.A.R.A. project aims to achieve the following results: -Fighting and reducing discrimination,

¹⁷ https://www.differenzadonna.org/en/progetto-s-a-r-a-sostegno-antiviolenza-rete-attiva/?fbclid=IwAR0cYcTzb06CSMwC5UB90tVOZGW4u_Imjrlrcn1ssolyc05Njdee1
<https://www.esperienzeconilsud.it/sara/2020/08/04/presentazione-focus-group-per-donne-con-disabilita/?fbclid=IwAR1FPxbWBPs2IRQ5W2yekkoeBVSNPkpHnweiz-EE66kTjVZUGAj7qICYB2c>
https://www.fondazioneconilsud.it/news/9-progetti-la-violenza-genere-al-sud/?fbclid=IwAR23hfBnoC8Klqc2VArzJ3axUo_-wt2C7yvVS5glMVsl1Gh_-0USckesoLyc



		of the S9 and S10 Social Zone Plans of the province of Salerno, through the strengthening of two Anti-violence centres. This intervention allows women to approach the services, to free themselves from violent relationships together with their children. Activities include: -Creation of a Network of	woman in three is a victim of violence. In particular, in Italy, according to the ISTAT analysis, there are about 7 million. About 36% of women in poor health have suffered violence, together with 36.6% of them with severe limitations. It is estimated worldwide that women with disabilities are twice as likely to suffer violence and are often not believed. In Campania, in 2016, feminicides according to the national data, were 12 out of 116, i.e. 10.% of the total, in 90 % of cases by the partner.	phenomenon of violence against women in the municipalities of the S9 and S10 Social Zone Plans in the province of Salerno. The objective is to guarantee that women victims of violence can leave these relationships through a psychological and economic pathway, favouring independence for them and for their children. The intention is to bring about short and long-term changes in the territories involved through specific actions that can be measured over time. Strengthening the Aretusa and Iris Anti violence centres, is necessary to make them more accessible to women and to create a direct involvement with institutional and territorial stakeholders so that they can guarantee safety for women.	violence and exploitation against women; -Activate and strengthen territorial services to support women in difficult situations; -Inclusion and empowerment of the most vulnerable; -Integrating women into the labour market; -Training the direct target audience in the area; -Acquisition of relational and affective competences for students and for
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		Anti-Violence Centres -Health screening and educational meetings to promote women's health rights; -Pathways for women with disabilities who are victims of violence; -Orientation and accompaniment courses to find work and housing, to promote economic independence, in particular:	The S.A.RA project wants to bring a change through the strengthening of the Anti-Violence Centre of Atena Lucana - Aretusa (Ambito S10) and of Sapri - Iris - Sportello Pierangela (Ambito S9). Both are in the province of Salerno, but are located in areas isolated from transport services, thus creating difficulties for the host women in moving around. They provided services to women of Italian, Romanian, Ukrainian and Brazilian nationalities.	In fact, the direct beneficiaries of this project are: -Municipalities where itinerant Anti Violence Centres have been activated; -Hospitals establishing violence against women and accommodating those with severe limitations; -Associations and cooperatives working with people with disabilities; -Employers in the area working together to bring women into the labour market; -Associations helpful in finding housing solutions for women; -ASL, Police, Social Services for the activation of training courses;	women who have experienced violence.
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		• Specific job orientation paths; • The activation of vouchers aimed at activating work experience in companies located in the area; • training paths aimed at job placement, taking into account the individual paths of women; • economic support for women with and without children, useful		- Schools for the implementation of information and knowledge transfer paths; Indirect recipients: - 30 Volunteers; - 100 Parents/families; - 100 pupils and 20 teachers; - 30 Citizens of foreign origin; - 120 minors and 20 foreign minors; - 35 Third sector workers; (educators) - 50 Public administration workers; - 50 Operators in the sector. The final recipients: - 120 women leaving a situation of violence;	
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		for payment of house rents. -Training and Relationship Education courses for social and health workers, teachers, law enforcement, parents and students. The training enables people to acquire knowledge and skills about the phenomenon of violence and to be able to intervene in it.		The project involves the following partners -Difference Woman NGO Association -Municipality of Sala Consilina MUNICIPALITY OF SAPRI Confcooperatives Campania Salerno Community Foundation onlus -HERMES Social Cooperative Society Together with Piazza San Giovanni Società Cooperativa Sociale arl -La Rada Consorzio di Cooperative Sociali Società Cooperativa Sociale -MESTIERI CAMPANIA CONSORTIUM OF SOCIAL COOPERATIVES - Social Cooperative Society	
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				Campania Region - Directorate General for Social Policies -Atena Lucana Anti-Violence Centre - Arethusa -Iris Anti-Violence Centre - Pierangela Help Desk	
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STRENGTHS	WEAKNESSES
• Economic support for women/mothers • Theory-based interventions • Interventions implemented at national and international level • Specialized staff • Collaboration between services • Enhanced skills and raised awareness of professionals and families	• There are no programmes for mothers who are victims of violence • Projects' limited duration no sustainability • Some centres who offer support services are located in areas isolated from transport services
OPPORTUNITIES	THREATS



● Programmes for mothers who are victims of violence should be designed ● Project's theoretical and practical tools should be used ● Knowledge exchanges between the institutions involved from different countries ● Policy changes at national and European level ● Training for professionals ● Raising awareness on violence issues ● Creation of territorial protocols for woman's employment	● Mothers who are victims of violence receive no parental education ● Many parents have no access to parental education
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