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SAFE project evaluation

*“Safe Supporting Action to Foster Embedding of child safeguarding policies
in Italian faith led organizations and sports club for children”*

Final Report

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1.Introduction

The present evaluation report has been defined on the basis of the calls for tender for the identification of a project evaluator SAFE 856807 “*Safe Supporting Action to Foster Embedding of child safeguarding policies in Italian faith led organizations and sports club for children*”.

SAFE project wants to respond to the lack of awareness and knowledge on measures to early detect, report and prevent children abuse among person (both staff and volunteers) of faith led organisations committed in social, leisure and sport activities with children. The objective is to support the embedding of child safeguarding policies in some of the biggest Italian faith led organisations and ensure an effective training tool for person who have regular contacts with children, leaders and law enforcements officers.

SAFE address the Call priority 5 “Promoting the embedding of child safeguarding policies across different settings and sectors”, such as sports clubs and organizations, extra-curricular activities and/or leisure/recreation clubs/organisations for children (including faith/church-led; scouts and girl guides, private schools). The objectives of the project are both protecting and safeguarding children as well as equipping staff with the necessary training and guidance, in accordance with the standards of the “Keeping Children Safe”.

Despite Italy has ratified the Lanzarote convention with the law 172/2012, not much has been done on this side. SAFE contribute to fill this gap through extensive training sessions in 27 provinces of 13 Italian regions reaching 1184 persons among local leaders, professionals and volunteers of faith led organisations who have regular relationship with more than 46.300 children.

The analysis describes the outline of the evaluation model followed, and a detailed assessment of the training activities realized in the period 2020-2021. Methods and analyses were shared with the partner institutions of the project in the first months of the start of activities. As required by the call, an interim report on the first results of the evaluation activities was presented in October of the first year (2020).

2. Methods and evaluation tools

The Evaluation Research Questions are:

VAR1: Have the partner organisations incorporated a child safeguarding policy?

VAR2: Has SAFE training contributed to raising awareness among participants in the detection, reporting and prevention of child abuse cases?

The methodologies that the evaluation team used in order to answer to the two research questions and therefore to evaluate the three variables are differentiated, according to the mixed method approach. They will take into account the different subjects involved and the objectives to be achieved. In addition, the evaluation team will adopt a participatory approach, based on a frank sharing of tools and results with the project partners and recipients.

In particular:

To answer to the first research question, we organized two focus group with the directors / managers of the partner organizations. These focus groups aimed at measuring the degree of knowledge about the problem and how extensively this knowledge was disseminated and translated into actions by means of child protection policies within the organizations involved, both formally (statute) and informally (practices). Every factor that hinders or favors child-safeguarding interventions was discussed and highlighted. In the framework of the same focus group, we shared assessment tools and methods.

To reach the goals related to research question VAR, we pursued two comparison strategies:

- A pre / post comparison analysis in which we distributes the same assessment tool (questionnaire) to the participants in the training before undertaking it and after finishing it. For fully exploiting the potential of this type of comparison, the questionnaires had an (anonymous) identification code that allows pairing the pre and post compilations at the individual respondent level. We decided to extend this type of comparison to all participants in the training: 1184 members of the three partner organizations (of which 877 associates and 307 territorial managers), respectively 708 of Comunità Papa Giovanni XXIII (of which 145 managers), 288 of Centro Sportivo Italiano (of which 94 are managers), 188 of Azione Cattolica Italiana (of which 68 are managers). With regard to the method of administering the questionnaire, since "remote" training was provided (due to the lockdowns following the emergence of the pandemic), the participants filled out the questionnaire via the web;
- An experimental type analysis based of treatment / control comparison. In this case we wanted to compare the group of those who have carried out the training ("treatment" group)

with those who have not received it ("control" group) with respect to the objectives of the VAR2 research question. The same questionnaire mentioned above was used for the measurement of ex post evaluation, with some additions in the ex post questionnaire, relating to the satisfaction of the training course and some suggestions for new training interventions. Under ideal conditions, the choice to participate in the training should be randomized, so that individual characteristics do not influence inclusion in one of the two groups. As a second option, assuming that the training involves the entire reference population or a largely majority of it, it is possible to think that those who receive training first identify the "treatment" group, while those who receive it during the second year, constitute the "control" group. In this case, it would have been desirable that the allocation of training participants between those who receive it in the first and those who receive it in the second year, were randomized. In reality, the control group was identified only among associates of organizations that did not participate in the training.

As regards the sample sizes, despite to the initial objective of 250 questionnaires for the pre-post comparison and 150 for the control group from each of the associations, smaller samples were actually available and analyzed, for specific difficulties in distributing the questionnaires and because of non-response. In the case of the paired pre-post analysis 511 questionnaires were matched (not all participants answered and even among the respondents some were not complete and usable for statistical purposes), while for the control sample we have a total 268 questionnaires. The initial determination of the sample size for the paired questionnaires is based on the consideration of a significance level of 5%, a power level of 80% with respect to the ability to identify medium / small effects (as defined by Cohen's d, level 0.3). The main aim of the control sample was that of assessing whether course participants used in the pre-post analysis are representative of the association members populations or are biased and under which respect.

The pre-training analysis focused in particular on:

- level of knowledge of the problem,
- level of diffusion of cases of abuse known at the territorial level,
- level of competence and degree of adoption of practices for identifying, reporting and preventing cases of child abuse on a personal level;
- degree of personal propensity for relational empathy and generativity.

The post-training intervention analysis sought to measure the effectiveness of the training in terms of increasing the awareness and capacity of the participants in relation to the practices of identifying, reporting and preventing cases of child abuse. In reality, we adopted two types of

measurement of the effects of training activities. The first was of a subjective type, as a self-assessment of the participants on the levels of knowledge and ability to respond and protect children in cases of abuse, the second of an objective type with questions / tests of pre and post verification on the various issues related to the defense of child.

The tool used for the evaluative research was an online self-report questionnaire, developed with Qualtrics software.

The research group of the Catholic University carefully considered the evaluation process in order to identify an open method to catch the signals - even minimal - of change in the participants' awareness, but also to show results and knowledge/competences to be strengthened.

The need to pay particular attention to this aspect - the definition of an open and receptive tool - arose also in consideration of the fact that the period in which the survey ended was identified shortly after the training proposal (one week from the end of the courses), and therefore lacked that interval of decantation and personal elaboration which benefits personal reflection and the construction / restructuring of knowledge and skills required by training. Furthermore, the training courses evaluated were not always highly structured, therefore an open and receptive tool was better placed in harmony with the basic objectives, which guide and give meaning and significance to the training work.

The working group has chosen the participatory construction of the assessment tool and a mixed method approach, as assumed in the agreements.

2.1. The participatory construction of the evaluation tool

The evaluation tool, according to a participatory and co-constructed perspective between the different subjects involved - the Catholic University and the other partners - follows the Participatory Action Research approach. Its main objective is the documentation of learning process, that is the assessment of change regarding theoretical knowledge and practical skills. This approach favors the process of "awareness" by the subjects of the change, about their conditions, their needs, their potential, their resources, their limits, their values, and their wishes (Arcidiacono & Marta, 2008). Its main objective is the interest towards a progressive social change or a greater social justice. The participants are the first recipients of the knowledge produced.

Although the partners involved in the project (Comunità Papa Giovanni XXIII, CSI, Azione Cattolica Italiana) share the attention to the abuse, the commitment to raising awareness and promoting knowledge and skills useful for prevention and timely coping, their different contexts (with different subjects and practices) induced to consider the possibility of distinguishing the assessment tool core in two parts: one dedicated to the three partners' common and shared themes and one focused on their specificities. This structure of the tool, that could have been the more

useful and effective in providing comparison stimuli and cultural co-construction shared between the partners, aimed at promoting communication and enhancement of the investment in training of each partner (who can count on the support of the other two, precisely in relation to shared acquisitions) and the deepening of issues strictly related to the specific contexts of each partner organization.

In reality, the final choice of the evaluation tool, shared with the partner organizations, was that of a single questionnaire, the same for the three associations, but with the possibility of segmenting ex post the reading of the results for each partner.

2.2. Evaluation as a monitoring practice

What has been previously stated suggests that the evaluation does not refer only to the construction of a tool to document the training action results, but it should be considered as an integral part of the training process. It represents a social action closely interconnected with all the phases of the intervention, useful for the structuring of the training path and which involves all the subjects of the intervention.

The evaluation plan provided for a plurality of evaluation levels; they then decline in different ways according to the type of intervention and are strongly connected to each other (Dallago, Santinello, & Vieno, 2004).

1. The evaluation of the economic, social and political context in which the intervention takes place (context evaluation - structural data), includes the participants' needs assessment. This evaluation level is aimed at representing the available resources for the planning of the training course and at determining the evaluability assessment. The needs assessment is essential to adapt the intervention to the specific context in which it is carried out, and it is aimed at pursuing clearly identified, defined, and shared aims. The context assessment also includes meetings among the various partners, to acquire useful elements for structuring the evaluation tool.
2. The planning and implementation of the intervention evaluation (process evaluation), which is carried out during the course of the intervention and is aimed at the possible redefinition of the issues to be explored and the methods used, at the evaluation of the congruence between the defined aims and their actual achievement, and the facilitating and hindering aspects.
3. The final evaluation of training results (results evaluation), especially concerning the assessment of changes in attitudes, the acquisition of competences and knowledge, the modification of relationships, the acquisition of specific skills (signals decoding, observational competence and management in "suspicious" situations) to prevent and promptly deal with child abuse.

These evaluation levels have been proposed and discussed with the partners in order to ensure consistency with the expectations and projected results, but only points 1 and 3 have been fully pursued in the evaluation activity.

Finally, a comparison with a control group, which does not take part in the training intervention, was considered useful, in order to better detect the changes and results obtained attributable to the intervention itself and not to the action of other factors.

2.3. A qualitative and quantitative survey tool

The mixed approach with which the analysis and processing of the results of the surveys was carried out, made it possible to have a database of comparable data, traceable to statistical representation, but at the same time it allowed to keep an open mind to welcoming the real, relying on an attention that is “passive receptivity”, according to the lesson of Maria Zambrano declined in methodology of qualitative pedagogical research by L. Mortari.

This provision, in fact, allows us to grasp the acquisitions, meanings, understandings that are being established and that an investigation mortgaged by the only statistical formalization could suffocate or disperse.

In particular, qualitative research has taken the phenomenological-eidetic approach as a reference methodology, borrowed from Husserl's phenomenology (Husserl, 2002; Id., 2005) and declined in a pedagogical perspective (Bertolini, 1988; Id., 2001; Iori, 1988).

The work of investigation and construction of knowledge described in the following chapters is therefore inserted not only in the quantitative evaluation of comparison before and after the training intervention (pre and post analysis), but also in the wake of qualitative survey, in relation to which the epistemic principles are set out and problematized here. as the foundation of a rigorous method for pedagogical recognition in a phenomenological key.

Phenomenological research looks at subjective experience and its intersubjective significance, from which the identification and description of the structures of experience derives (Robinson, 2014).

A path of knowledge conducted in these ways lends itself effectively to illuminating and supporting the educational discourse, intended primarily as a continuous process of reflection and comparison between the perspectives of different subjects on the meaning of the experiences they carry out.

In founding phenomenology as an eidetic science, Husserl aims to grasp the essences of what happens and is experienced by the subjects, essences that are to be understood as constant and general structures of experience. In this sense, phenomenology, as Gallagher and Zahavi suggest, "does not so much have as its purpose the description of experience in an idiosyncratic sense, of the here and now that each inevitably experiences, but rather attempts to capture the stable structures of experience" (Gallagher & Zahavi, 2009, p. 43). Structures that identify at the same time what is

essential in an experience and the sources of meaning for how they are given in what appears by applying the phenomenological reduction.

As the structuralists had already guessed, structure is the source of meaning, which can be grasped by putting precomprehensions and anticipated knowledge out of the way. In this way we arrive at the world of invariances, the object of study of eidetic phenomenology and objective of phenomenological research. Is it possible to follow this same procedure also for investigations carried out in the educational field?

Educational research, which has the qualities of a science of experience, is interested in grasping the specificity of each situation, the unique and individual traits of each object (subject, relationship, situation), has to do with ever-changing reality and unpredictable of becoming; studies the phenomenon itself, in its concrete and unrepeatable uniqueness.

So how to reconcile the propensity of eidetic research, aimed at capturing its ideal qualities in the object of study, and pedagogical research, which is interested in the specific individual traits with which the educational event presents itself?

The meeting point lies in the mutual implication between essence and experience, or in that world of life, made up of people, situations, societies, institutions, human artifacts ... which constitutes the daily reality to which phenomenological research and pedagogical research look.

In fact, essences do not exist independently of the world and the subject that captures them, since, according to the phenomenological orientation, consciousness and the world are linked in a structural unity. Therefore, seeking the essence means first of all immersing oneself in experience, welcoming its particularities and uniqueness, but also understanding its fundamental and invariable constitution, which for Husserl represents the ontological foundation of the empirical sciences. As Luigina Mortari explains: "Looking for the essence means going beyond the contingent, the unique and singular quality of a phenomenon, to identify the essential predicates. The concept of essence is relevant in the epistemological field, since grasping the essence means grasping something essential"(Mortari, 2010, p. 145).

2.4. The phenomenological-eidetic approach

Phenomenological research focuses attention on subjective experience and the meanings that the subject attributes to it. The description that a subject makes of his own experience (impressions, emotions, memories, meanings...) allows the researcher to grasp its essential structures. As Chiara Sità writes: "The essence or structure of a phenomenon is grasped starting from the intentionality of the personal conscience of the subjects involved and emerges in its nature as a synthesis between external and internal: the world out there is known as a phenomenon that it presents to the

conscience, that is in its interaction with the inside of the conscience and with the processes of memory and construction of meaning of which the subject is the protagonist” (Sità, 2012, p. 17).

In empirical research, a translation consistent with Husserlian thought provides for a collection of personal experience from different subjects taken according to a process of phenomenological reduction. The processing of the information collected should lead to a classification of the phenomenon under investigation in response to the research question and the disciplinary perspective of reference. The analysis of the qualitative evidence collected should then lead to the identification of the essential structure of that particular type of experience, which will then be conceptualized at a higher and more refined level than the initial description provided by the participants.

The eidetic method of empirical research aims to grasp the meaning of an experience from the point of view of the subject. The report of the subject or of all the subjects on something that has been experienced directly and which constitutes the field of investigation, goes beyond the single subjectivity, and aims above all to focus on the phenomenon of which the situation speaks.

The phenomenon constitutes the meeting point between reality and subjective consciousness, and the meaning - which is not the result of suppositions but is already present in lived experience - becomes manifest and communicable through description.

The essential components of the phenomenon under study are sought through a methodical reading that leads to the analysis of the text: one begins by reading all the material collected to have an overview, then an analytical reading allows the identification "of units of text capable of giving account of the meaning that the participants attribute to the experience described ”(Sità, 2012, p. 20).

The information collected among the participants in the research was the object of interpretation, in the belief that all knowledge is inevitably also interpretative and that "the very richness of a subject's experience of the world depends on the dialogic space in which this is shared and re-signified" (Sità, 2012, pp. 22-23). In this the phenomenological-eidetic method has incorporated the openness to interpretation suggested by the IPA (Interpretative phenomenological analysis), attributable to the hermeneutic orientation and taken as a perspective with which to face the specific task of qualitative data analysis (Larkin, Watts, & Clifton, 2006, p. 104).

The basic objective that unites the phenomenological-eidetic approach and the Interpretative phenomenological analysis is the attention to individual experience and the attempts made to make sense of the experience (Shinebourne, 2011; Smith & Shinebourne, 2012).

Following the convergence of these orientations, the interpretative work intended to interrogate in depth the contents offered by the interviewees, trying to connect them according to perspectives of meaning and inferring from the words and any other expressive forms (non-verbal communication,

reflection on the words used, recourse to metaphors ...) further meanings not immediately evident or intentionally expressed by the subjects met.

In this way, the listening, the reflective competence and the sensitivity of the researcher are welded to the narrative availability of the interviewees to give an account of their point of view as faithfully as possible. In this way, a participatory process is activated, as foreseen by the Interpretative phenomenological analysis, which reaches results that are highlighted thanks to the harmony between the researcher and the interviewees. Those who know and what is known are not in fact isolated substances, but present themselves within a relationship, in which the sense of the phenomenon is constituted within a broader "horizon of meaning", supported by the common vital world - as an essential structure of human experience - and from the dimension of intersubjectivity.

2.5. Evaluation Team

The working group was set up taking into account that the complexity of the project, the number and diversity of the subjects involved are reflected in the evaluation process, which therefore presented a high degree of complexity, also methodological. The latter was implemented, for example, through the preparation of specific investigation tools with respect to the subjects and the results to be evaluated. Furthermore, the ability to manage and respect budget and time limits are also crucial skills. For this reason, the evaluation group had a multidisciplinary character and included specialized skills in the pedagogical and sociological fields, but also transversal in the statistical and economic fields.

- Elisabetta Musi, Pedagogist. Associate Professor of the Faculty of Education Sciences, Università Cattolica del Sacro Cuore, Piacenza
- Ranieri Sonia, Social Psychologist. Associate Professor of the Faculty of Education Sciences, Università Cattolica del Sacro Cuore, Piacenza
- Barabaschi Barbara, Sociologist. Researcher of the Faculty of Economics and Law Università Cattolica del Sacro Cuore, Piacenza. Contact person for the evaluation team.
- Fabrizi Enrico, Statistician. Full professor of the Faculty of Economics and Law Università Cattolica del Sacro Cuore, Piacenza
- Rizzi Paolo, Economist. Associate Professor of the Faculty of Economics and Law Università Cattolica del Sacro Cuore, Piacenza

3. Child Safeguarding Activities and Policies of Partner Organizations

This chapter presents the main results of the Focus Groups with the national leaders of the partner organizations which took place on February 14 and March 18, 2020 (section 3.1) and the results of the interviews with local leaders of the partner organizations (section 3.2).

3.1. The voices of National Leaders of Organizations

To answer to the first research question (VAR1 “Have the partner organisations incorporated a child safeguarding policy?”), two focus groups will be held (online) with the directors / managers of the partner organizations.

After these meetings, questionnaires were sent via email to verify the same variables at the level of local leaders of the partner organizations: 50 responses from local leaders were collected.

The focus groups and the questionnaires are aimed at measuring the degree of knowledge of the problem and how extensively this knowledge is disseminated within the organizations and translated into actions by means of child protection policies, both formally (statute) and informally (practices). Any factors that hinder or favour child safeguarding interventions will also be discussed and highlighted. In the framework of the same focus group, assessment tools and methods are also shared.

The main results of focus groups and interviews to National Leaders (2.1) and from the questionnaires to Local Leaders/Managers (2.2.) follow. AC and APG have compiled a single cumulative form from the national leaders, CSI instead 6 forms.

Tab. 3.1. Degree of awareness of the problem of child abuse

	AC	CSI	APG
in the organization	No	Yes	Yes
in personal activities	Yes	Yes	Yes

AC = ‘Azione Cattolica’, CSI = ‘Centro Sportivo Italiano’, APG = ‘Comunità Papa Giovanni XXIII’.

Answers to the questions about awareness of the child abuse problem, for the most part affirmative, confirm the importance to promote training activities in the three partner organizations of the project. The role played by these organizations highlights the high probability that operators will intercept cases of abuse, both within the organizations themselves and in the areas in which they operate.

Tab.3.2. Degree of implementation of child protection policies

	AC	CSI	APG
formal child abuse prevention policy in your statute	NO	3 YES 3 NO	NO
formal child abuse prevention policy in your code of ethics	NO	3 YES 3 NO	NO
formal policy for the prevention of child abuse in other documents, agreements, declarations, guidelines of the organization	NO	4 YES* 2 NO	YES**
formal policy for the prevention of child abuse through persons responsible for reporting cases found or suspected	NO	4 YES 2 NO	YES
informal child abuse prevention practices in your organization	NO	4 YES 2 NO	NO***
ethical code	NO	NO	NO

* This Policy includes mandatory requirements that apply to all aspects and fields of the association's work: sports activities, entertainment activities, awareness-raising actions, campaigns, projects. To respond and safeguard the rights and well-being of each child, a General Procedure will be used, which responds to the general principles of this Policy. The staff and their representatives must act in accordance with this Policy, both in professional and private life.

** A first document dated February 3, 2019, a second document for approval by the Association's Board of Directors

*** Approval in progress: some recommendations given to the animators of the summer camps during the preparatory phase of the experiences

AC has no policies or practices for child abuse prevention, neither formal nor informal.

In the case of CSI, half of national leaders declare the existence of policies and practices, especially at an informal level. In particular, the staff of the Association and the staff of Partner Organizations and their representatives must:

1. be vigilant in identifying situations that could pose risks to children, knowing how to manage them;
2. organize the work and the workplace in such a way as to minimize risks;
3. always be visible to others, as far as possible, while working with children;
4. ensure the dissemination and maintenance of a culture of openness that allows staff, representatives, children and those who take care of them to easily raise and discuss any type of topic and concern;
5. ensure that staff members develop a sense of responsibility regarding their work so that inappropriate or abusive actions and behavior towards children do not go unnoticed or tolerated;
6. communicate to children what kind of relationship they should expect to have with staff or representatives and encourage them to report any concerns;
7. enhance the abilities and skills of children and discuss with them their rights, what is acceptable, what is not and what they can do when problems arise;

8. maintain a high personal and professional profile;
 9. respect the rights of children and treat them fairly, honestly and with dignity and respect;
 10. encourage the participation of children in order to develop their capacity for self-protection.
- None of the partner institutions has an ethical code.

Tab. 3.3. Factors that have constrained / delayed / hindered child safeguarding interventions (rating from 1 minimum constraint to 10 maximum constraint; values sorted by National Leaders)

	AC	CSI	APG	National Leaders	Local Leaders
lack of specific training	8	6	8	7.3	6.7
lack of organization policies / directives	8	5	8	7.0	4.9
limited awareness of the problem	6	6	8	6.7	5.8
difficulty in identifying cases of abuse	7	8	4	6.3	7.1
underestimation of the problem	4	6	4	4.7	5.2

With reference to the reasons that delayed or hindered interventions to prevent abuse, the national contacts above all indicated the lack of specific training and, even if to a lesser extent, the lack of knowledge of the problem. These data also reveal the importance of training interventions proposed by the SAFE project. Note the different opinion of national representatives compared to local ones: the former recognize greater responsibility for the lack of policies and directives on the part of the organization, while the latter for the difficulty of identifying cases of abuse.

Tab. 3.4. Factors that favored / facilitated child safeguarding interventions (rating from 1 minimum aid to 10 maximum aid; values sorted by National Leaders)

	AC	CSI	APG	National Leaders	Local Leaders
sensitivity to the problem	8	8	10	8.7	7.9
specific training	8	7	10	8.3	6.7
knowledge of the problem	5	6	10	7.0	7.2
specific policies/directives of the organization	4	6	6	5.3	6.8

Positive case cited

During a summer camp, it emerged that an adult participating but not belonging to the organization had suspicious attentions and attitudes towards children. We put in place some attention to him during the experience and directly resumed in the face of some ambiguous facts found in the ways of being with the boys. We have collected messages and stories from some guys who at the end of summer camp had the courage to share messages and situations that happened. We have reported and documented everything in a report to the competent superior, since it is a priest.

Among the factors favouring child safeguarding interventions, the representatives of the three organizations agree in giving importance to the sensitivity of the operators to the problem and the

specific training received. Likewise, there is a unanimous opinion in listing the policies / directives received by the organization as less important, while knowledge of the problem was a favouring factor only for APG, to a much lesser extent for CSI and CA.

Tab. 3.5. Priority of child safeguarding intervention priorities in your organization
(rating from 1 lowest priority to 10 highest priority; values sorted by National Leaders)

	AC	CSI	APG	National Leaders	<i>Local Leaders</i>
specific policies / directives of the organization	9.0	7.0	10.0	8.7	7.7
specific training on the problem (relational skills)	7.0	9.0	10.0	8.7	7.3
specific training on the problem (management of contexts)	8.0	8.0	10.0	8.7	7.3
dissemination of information on the problem	8.0	7.0	10.0	8.3	7.3
support of experts / consultants	7.0	8.0	10.0	8.3	7.5
specific training on the problem (communication skills)	6.0	8.0	10.0	8.0	7.2
activation of the organization's own offices/ branches	6.0	7.0	8.0	7.0	5.1
activation of offices affiliated with the organization	7.0	6.0	5.0	6.0	5.5

With reference to the intervention priorities that the national representatives would propose for their organization, preferences go to specific policies / directives of the organization, to training initiatives aimed at developing relational and communication skills and management of contexts, but also to the support of consultants/experts on the subject. Less importance is attributed to the activation of dedicated services/offices by the organizations.

3.2 The voices of Local Leaders of Partner Organizations

The awareness of the problem of child abuse in the territory is quite high among the territorial leaders of the three organizations (66.7%), particularly among those of APG (85.7%).

Tab. 3.6. Degree of awareness of the problem of child abuse in the territory (% values on total)

	AC	CSI	APG	Average
Yes	62.5%	52.9%	85.7%	66.7%
No	37.5%	47.1%	14.3%	33.3%
Total	100%	100%	100%	100%

The level of awareness of the problem within the organizations is lower than in the previous case, more in APG and AC than in CSI.

Tab. 3.7. Degree of awareness of the problem of child abuse within the organization (% values on total)

	AC	CSI	APG	Average
Yes	62.5%	35.3%	64.3%	51.3%
No	37.5%	64.7%	35.7%	48.7%
Total	100%	100%	100%	100%

The awareness of child abuse in the personal activity of the local leaders is relatively limited. It is just over 50% overall, it is higher for APG (64.3%) and AC (62.5%), lower for CSI (35.5%).

Tab. 3.8. Degree of awareness of the problem of child abuse in personal activities (% values on total)

	AC	CSI	APG	Average
Yes	62.5%	35.3%	64.3%	51.3%
No	37.5%	64.7%	35.7%	48.7%
Total	100%	100%	500%	100%

Investigating the level of knowledge of the phenomenon from a quantitative point of view, the organization aware of the largest number of cases is APG, especially within the organization (6.3), while the number reduced significantly in relation to the number of cases known within the territory (2.2) and in the performance of the individual activity (2.0).

Tab. 3.9. Average number of known abuses (average per person)

	AC	CSI	APG	Average
in the territory		1.7	2.4	2.2
within the organization	1.0	1.5	6.3	4.7
in personal activities	2.0	1.0	2.2	2.0

Types of abuses of which the territorial Leaders are aware

In the territory:

- “3 brothers, in foster care with one of our open families, who are telling their experience of abuse to the foster family (and now to the Social Services)”
- “a boy sexually harassed by a volunteer during a local meeting”
- “abandonment of children and attempted sexual violence”
- “family abuse, peer abuse, unknown abuse”
- “sexual abuse, physical and psychological abuse”
- “sexual abuse of his young athletes by a coach”
- “some organization members report episodes of abuse in the family, bullying, psychological violence”
- “a couple of cases of child sexual abuse in the past 5 years”
- “dozens of situations of children with having suffered abuses within their family, in particular by parents”
- “some situations of abuse committed by members of the clergy, or by other adults, adults with stories of abuses suffered when children”
- “a primary school age child, in foster care with our family for suspected sexual abuse”
- “verbal violence; obscene acts; neglect and abandonment”

In the organization:

- “3 children with trials related to pedophilia”
- “3 girls and 1 adolescent”
- “abuse in the family, by criminal organizations of the trafficking”
- “sexual abuse, psychological abuse”
- “about fifteen situations of people accepted for abuse in the family, 3 situations of abuse perpetuated by educational figures, 1 situation of abuse suffered by a child, at least 3 members with abuse stories”
- “physical and verbal abuse”
- “alcohol and drug administration”
- “few, on some children in community and non-community realities”
- “a child has suffered sexual harassment by cell phone causing significant psychological effects. A figure outside the association was responsible for the harassments”
- “a mildly retarded woman with children”.

In the opinion of the local leaders, up to now the factors that have most delayed or hindered interventions to protect children from abuse are the difficulty in identifying cases of abuse and the lack of specific training in this regard. A lower incidence is recognized to lack of awareness of the problem or underestimation of the same, and finally to the lack of policies / directives by the organization they belong to.

Tab. 3.10. Factors that have constrained / delayed / hindered child safeguarding interventions (rating from 1 minimum constraint to 10 maximum constraint; values sorted by Average)

	AC	CSI	APG	Average
difficulty in intercepting cases of abuse	7.2	7.9	6.2	7.1
lack of specific training	6.9	6.8	6.4	6.7
not knowing the problem	6.0	6.4	5.0	5.8
underestimation of the problem	6.1	5.6	4.1	5.2
lack of organization policies / directives	5.4	5.4	4.1	4.9

According to the territorial leaders, individual sensitivity towards the problem and the knowledge of the same are the most important factors facilitating the protection of children from abuse. A lower incidence is instead attributed to the existence of policies / directives within the organization and ultimately to specific training initiatives.

Tab. 3.11. Factors that favored / facilitated child safeguarding interventions (rating from 1 minimum aid to 10 maximum aid; values sorted by Total)

	AC	CSI	CPG	Average
sensitivity to the problem	7.3	8.2	7.9	7.9
knowledge of the problem	8.2	6.9	7.1	7.2
specific policies / directives of the organization	7.0	6.8	6.8	6.8
specific training	8.2	6.4	6.1	6.7

Positive prevention / response cases

- A reported case of self-disclosure from an alleged abuser willing to cooperate with the investigation. Firmness and clear line of action shown by representatives of the association and open discussion with other members in touch with the alleged abuser;
- A reported case physical violence; reporting to the police and contact with the social protection services;
- A reported case of successful cooperation with a school administration and the public services charged with estrangement from the family of allegedly abused children;

- “case of collaboration with the school, network with services and removal of children from the family”
- The reported case of a street unit getting in touch with a female child, detecting her experience of sexual abuse, helping her to move along the path of psychologically overcome her traumatic experience
- “as a street unit we met a child, with the help of the authorities we welcomed her and followed her in the process of psychologically overcoming the violence; she went back to school and now she is happily living her life today”
- A case occurred during a camping experience in which a sexual abuse case was unveiled by the boy that found the courage to tell his story of abuse and willingness to report the case to the police
- The increased sensitivity to the problem from the representatives, the spread of information about policies and directives within the organization;
- The reported case of a child in a foster care family successfully assisted by psychological care and support through her difficult step to live along the abuse related trauma”
- “a situation between families of communities: the positive aspect is being able to start - after a fair period of preparation of hearts and minds - moments of encounter, listening, comparison and acceptance; we are walking”

Concerning the priorities for intervention, many are those indicated. Considering the average of all the responses, the policies and directives given by the top management ranks first followed by the support from experts, by training aimed at developing relational and communication skills, the dissemination of information, and the management of contexts. At the bottom of the list there are the activation of affiliated services, or dedicated offices within the same organization.

Tab. 3.12. Priority of child safeguarding intervention in your organization
(rating from 1 lowest priority to 10 highest priority; values sorted by Total)

	AC	CSI	CPG	Average
specific policies / directives of the organization	7.2	7.7	7.9	7.7
support from experts / consultants	7.4	7.1	8.0	7.5
specific training on the problem (relational skills)	8.2	6.6	7.7	7.3
dissemination of information on the problem	8.0	7.2	7.1	7.3
specific training on the problem (management of contexts)	7.6	7.1	7.4	7.3
specific training on the problem (communication skills)	7.8	6.7	7.4	7.2
activation of offices/help desk external to the organization	6.1	6.6	3.6	5.5
activation of the organization's own offices/help desk	5.2	6.1	3.9	5.1

Analyzing answers from each organization, we note the importance that CPG attributes to the support from external experts (8.0), while in AC a crucial role is recognized to specific training on the subject as well as to the dissemination of information about child safeguarding (8.2 and 8.0 respectively).

4. The Training Evaluation

This chapter presents the main final results of the training evaluation in the project SAFE 856807 *“Safe Supporting Action to Foster Embedding of child safeguarding policies in Italian faith led organizations and sports club for children”*.

4.1. The characteristics of participants and the evaluation tool

The participants in the training who completed both questionnaires in the pre- and post- phases were in total 511 (Males: 161, 31.5%; Females: 350, 68.5%), belonging to the three associations involved in the SAFE project; specifically, 341 subjects completed the questionnaire for “Papa Giovanni XXII Association” (APG), 120 for “Azione Cattolica” (AC) and 50 for “Centro Sportivo Italiano” (CSI).

Participants were aged between 16 and 87 ($M = 44.04$, $SD = 13.05$) and came from different Italian areas. Regarding the educational level, 9.6% completed middle school, 41.3% completed high school, 43.2% had a university degree, and 5.9% a master’s degree or a Ph.D. Most of them were employed (71.8%), some were economically inactive (15.1%) or unemployed (10.8%) and a small part was retired (2.3%). 62% of respondents were married or cohabitate, 11.4% had a couple relationship but did not cohabitate, 2.5% were separated or divorced, 24.1% were single. 39.3% of the sample had no children, while the others (60.7%) had at least one child. For most of participants who filled out the questionnaire (89.2%) this represented the first training opportunity on these topics.

The instrument used for the training evaluation was a self-report online questionnaire, administered through Qualtrics. Participants were invited to fill out the questionnaire both before the beginning of the SAFE training and at its end to assess whether and the extent to which it contributed to raise participants’ awareness, knowledge, and competence useful to prevent and timely coping child abuse cases. A version of the questionnaire was also administered to a control group, made up of members of the three partners involved in the project not participating in the training activities.

Participants completed the pre- and post-intervention questionnaires, containing questions about their sociodemographic characteristics (age, gender, educational level, current employment, family structure, number of children, membership to Associazione Papa Giovanni XXIII, CSI, Azione Cattolica), some validated scales, and ad hoc questions regarding the topics of interests.

4.2. The effects of the training process: pre-post comparison

Knowledge of child abuse cases

As shown in Table 4.1, the majority of participants were not aware of child abuse cases within their own territory, the organization they belong to, or one's own personal activity: about 3 out of 4 reported they were not aware of it.

Tab. 4.1. Degree of knowledge of child abuse cases in the territory, organization, and personal activity (% values)

	<i>Territory</i>	<i>Organization</i>	<i>Personal activity</i>
<i>Yes</i>	25.5%	22.5%	21.6%
<i>No</i>	74.5%	77.5%	78.4%
<i>Total</i>	100%	100%	100%

Not all respondents that declare to be aware of child abuses in their territory, organization or personal activity were able to specify a number as requested. As the format of the question was free, when they did it they either indicate an actual number, especially when this number was small, or provided generic evaluations like “several”, “many” or even “more than 1,000” in one case. Below we present a table (Tab. 4.2) in which this information is organized in this way: we present the frequency distributions (percentages) for numbers from 0 to 5 and re-classify evaluations like “several” or “many” as “more than 5”. The limited number of evaluations containing verbal expressions like “few” were randomly assigned to numbers between 2 and 5. In some cases respondent indicated 0 as the number of the cases he/she was aware of despite the answer provided to previous question. We left this evaluation in the table. In the bottom part of the table basic statistics are also reported.

Tab. 4.2. Degree of knowledge of the problem of child abuse in the territory, organization, and personal activity

(Estimate of the number of cases, % distributions)

Number of abuses	<i>Territory</i>	<i>Organization</i>	<i>Personal activity</i>
0	4.3%	1.1%	0.0%
1	38.8%	34.5%	33.0%
2	22.4%	27.6%	26.6%
3	9.5%	12.6%	13.8%
4	4.3%	3.4%	4.3%
5	8.6%	1.1%	3.2%
more than 5	12.1%	19.5%	19.1%
Total	100%	100%	100%
n. evaluations	116	87	94
1st quartile	1	1	1
Median	2	2	2

3rd quartile	3	3	4
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From table 4.2 we can observe that consistently with table 4.1 above the three distributions were very similar.

In relation to the question contained in the first questionnaire (pre): If you are aware of cases of child abuse within your organization, please specify the number and type, the responses overall highlight some trends.

First, it can be seen that the meaning of the expression "abuse" is ambiguous and the different declinations that the training course provided do not completely dispel the representations and meanings commonly attached to the expression abuse. Most of the responses specified it as referring to sexual abuse; with a distinct numerical gap evidencing responses that refer to psychological violence and even fewer responses to physical beatings.

A document whose sources are CISMAI, Terre Des Hommes and Telefono Azzurro states that: "In the U.S., generally, the term 'Child Abuse' includes all types of violence against children (verbal abuse, emotional abuse, sexual abuse). In Italy, however, the expression "child abuse" tends to be associated with sexual abuse; therefore, several authors suggest to distinguish the term maltreatment (physical, psychological) from the term sexual abuse. It is therefore necessary to specify and proceed with caution, striving always to make explicit the meaning that one assigns to the term "abuse. In fact, it hides very different forms of annihilation, which have different origins and signals of interception. For example, physical violence is always preceded by a verbal disqualification, while sexual abuse is usually preceded by anything but verbal violence, but by inviting, flattering, seductive words.

Furthermore, research shows that the roots of abuse and mistreatment are generally found in the family and are more widespread than the data indicate, being "encrypted" realities (especially in the case of verbal and emotional abuse, the signs are not very visible). In fact, even in the surveys made possible by the questionnaire, the specifications that lead back to abuse and violence at home are significant.

In relation to the question: "If you are aware of cases of child abuse in your personal activity regarding minors, specify the number and type", what is striking in a recursive reading - which is a practice of the phenomenological method - is the accentuation of a voice that broadens the spectrum of conditions that can be assumed as abuse, namely "abuse of corrective methods", "seriously neglectful behavior", "abuse of power" (in which one can recognize an excessive exercise of authority), "irresponsibility".

This creates a line of continuity between forms of poor consideration of minors and real abuse, highlighting how the drift of abusive behaviors by adults towards children is the result of a slow and progressive slide that begins with improper behaviors, harmful but "submerged", silent, even apparently "harmless" (see the answer: "everything is given without listening to them"), in which, instead, the participants in the training already see dangerous conditions. This binds the ordinary to the extraordinary and challenges pedagogy to further examine everyday life which is a breeding ground for tragic behaviors and events, too often considered "unsuspected" and poorly investigated.

Words associated to child and vulnerable people safeguarding

Participants who filled in the pre- questionnaire were asked to indicate the first three words that came to their mind regarding the safeguarding of minors and vulnerable people.

From the analysis of the frequencies, it emerged that the most chosen word was "listening", indicated by 14.7% of participants; the second most chosen word was "protection" (9.9%), followed by "care" (3.8%), "attention" (3.7%), "welcome" (3.2%), "help" (3%), "support" (2.5%), "closeness" (2.3%), "justice" (2.2%), "empathy" (2%), "love" (2%), "trust" (1.6%), "security" (1.6%), "dialogue" (1.4%), "respect" (1.4%), but also "family" (1.1%), "responsibility" (1.1%), "prevention" (1.1%), "accompaniment" (1.1%) and other less frequent words (Fig. 4.1).

Fig. 4.1. Words associated to child and vulnerable people safeguarding



These words seem to highlight the relevance of communication processes, of attentive and sensitive openness to the minor and to the most vulnerable people, the relevance that minors feel supported and protected within an educational relationship capable of providing affective, trusting, and responsible care (Scabini & Iafrate, 2019).

From the analysis of these words the importance for participants to place at the center of their interests, objectives, and actions the safeguarding and protection of the minors and other vulnerable people emerges, in order to establish and favor an effective and generative relationship with them, to satisfy their developmental needs, and to allow them not only to be passive receivers but to become active protagonists in their own path of growth.

Expectations about the training course

Participants in the training declare that they were guided substantially by two expectations: to increase their knowledge and practical skills in order to be able to recognize, intercept and manage situations of abuse and maltreatment with timeliness and sensitivity, and to grow on the ‘human level’, learning how to give competent help.

Responses are evenly distributed on these two items, which training participants often connect. Some, for example, see the training course as an opportunity for personal, as well as professional, growth, and point out that if one grows as a person by working on oneself, one is more easily able to help others.

Other answers contain precise indications on themes of particular interest and usefulness: cultivating the capacity to pay attention, learning to observe, strengthening the capacity to listen, refining specific tools to take care of the relationship and to activate and manage the helping relationship.

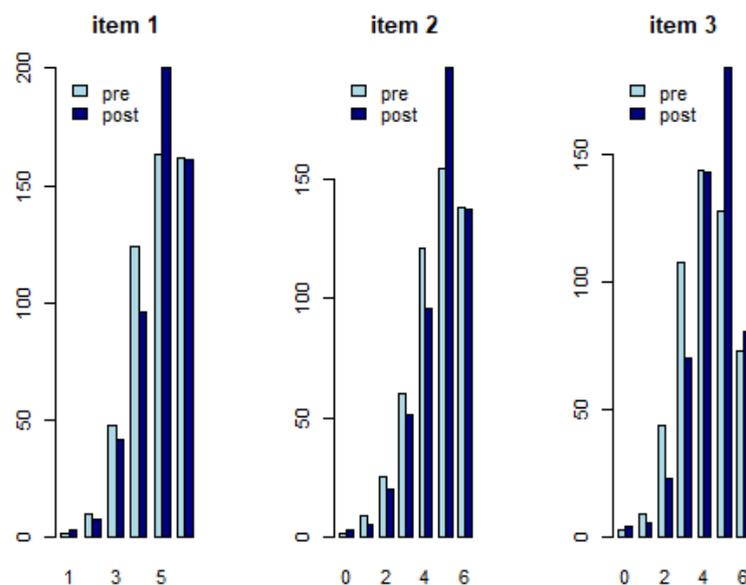
Social Generativity Scale

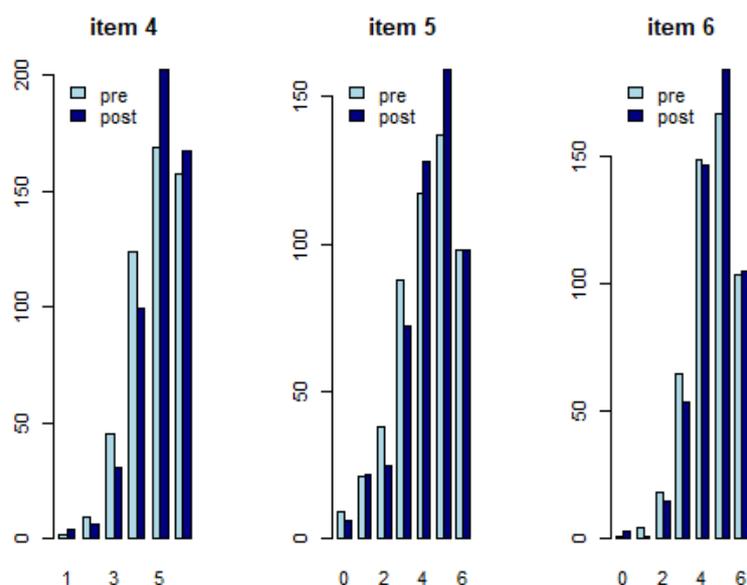
The training evaluation intended to assess participants' self-evaluation of social generativity. Generativity can be defined as the “the adult’s concern for and commitment to the next generation, as expressed through parenting, teaching, mentoring, leadership and a host of other activities that aim to leave a positive legacy of the self for the future” (Marta et al., 2012, p. 149). Social generativity represents a specific type of generativity, that refers to the concerns for future generations, the acceptance of responsibility for young people, and the contribution of present actions to the future of the community. In other words, it refers to the willingness to contribute for the sake of generations that have yet to come and the concern in contributing to the strengthening and continuity of the generations by providing guidance and direction for the growth and well-being of the next generation (Centro di Ateneo Studi e Ricerche sulla Famiglia, 2017; Erikson, 1980, 1984; Marta et al., 2012; McAdams & de St. Aubin, 1992; Morselli & Passini, 2015; Scabini & Iafrate, 2019; Snarey, 1993).

To assess the participants' perceptions regarding this psychological and social process, the Social Generativity Scale (Morselli & Passini, 2015) was used. This scale is composed of six items, rated on a 7-point scale, ranging from 0 = not at all to 6 = very much (Fig. 4.2). Cronbach's alpha for the pre- questionnaire was .81 and .87 for the post questionnaire.

Fig. 4.2. Social Generativity Scale

(Item frequency distribution)





Globally, participants showed a high level of social generativity; in particular, they reported a higher level of social generativity after the involvement in the courses ($M = 4.63$; $SD = .90$; range 0-6) than before the training ($M = 4.49$; $SD = .86$; range 0-6).

To compare the pre- and post- distributions of the scale, a paired Wilcoxon signed rank test was used. This procedure is non-parametric, as it does not require the normal distribution of the variables. The null hypothesis is the equality of the two distributions being compared; of course entails the equality of the medians although it is more general. Beside the p-value, useful for statistical significance analysis, we also computed the effect size. Indeed, when working with large samples, a statistically significant difference may not be relevant from a substantive point of view. The computed effect size offers instead information in this direction. When working with t tests, the effect size measures the size of the effect in terms of standard deviations; in the case of the signed rank test the definition is more technical but goes along the same ways. It aims at guiding the researcher to decide whether a statistically significant difference is also relevant in terms of size of the effect. To help interpretation we can use the following parameters (Tomczak & Tomczak, 2014):

- < 0.3 (small effect),
- $0.3 - 0.5$ (moderate effect),
- ≥ 0.5 (large effect).

The Wilcoxon test was significant, although the effect size was low (Tab. 4.3).

These results seem to suggest that after the training, participants of the three partners feel overall more involved in taking care of the young generations, providing an attentive, thoughtful, and responsible guidance, transmitting values and a meaningful direction, promoting the quality of the

relationships within the social contexts, thus favoring healthy growth and well-being of future generations.

Tab. 4.3. Social Generativity Scale: pre and post comparison

(Mean on scale from 1 = Not at all to 6 = Completely)

	<i>Mean_pre</i>	<i>Mean_post</i>	<i>Test</i>	<i>p value</i>		<i>Effect size</i>
<i>Generativity</i>	4.49	4.63	Wilcoxon	3e-05	***	0.096

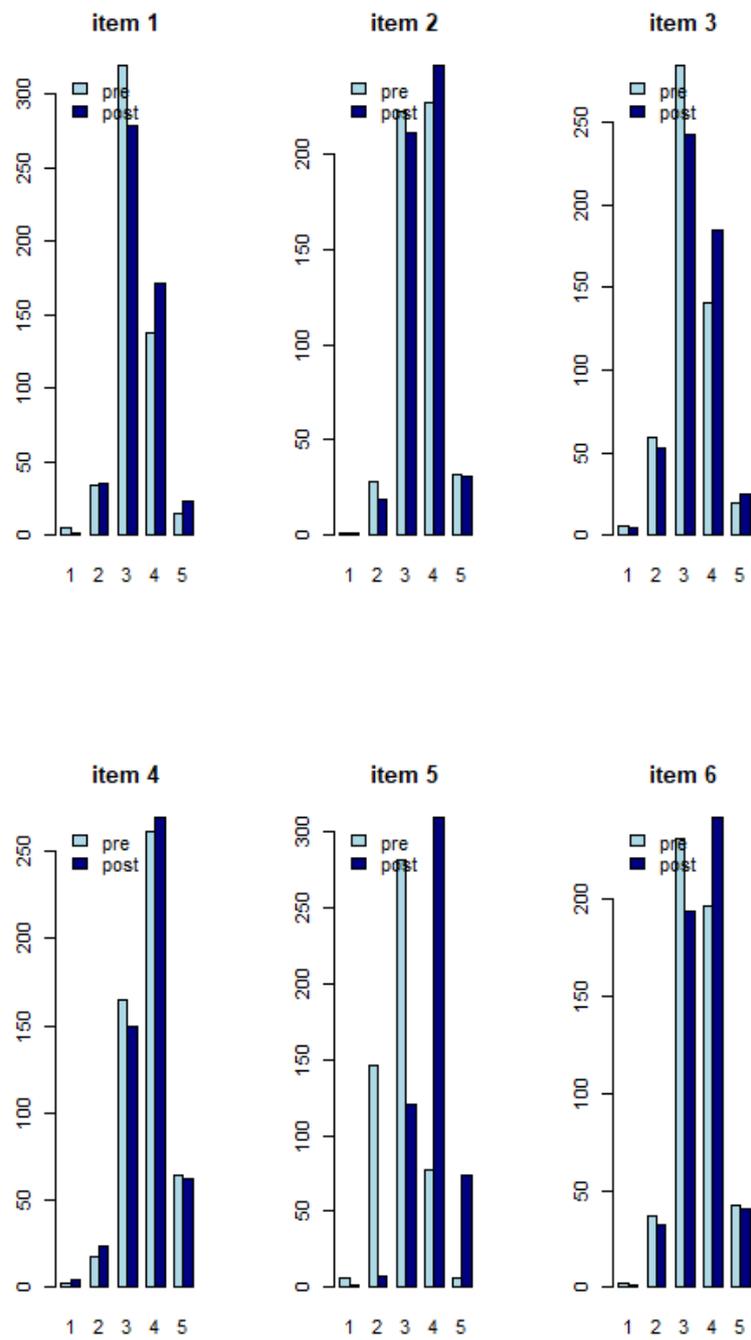
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

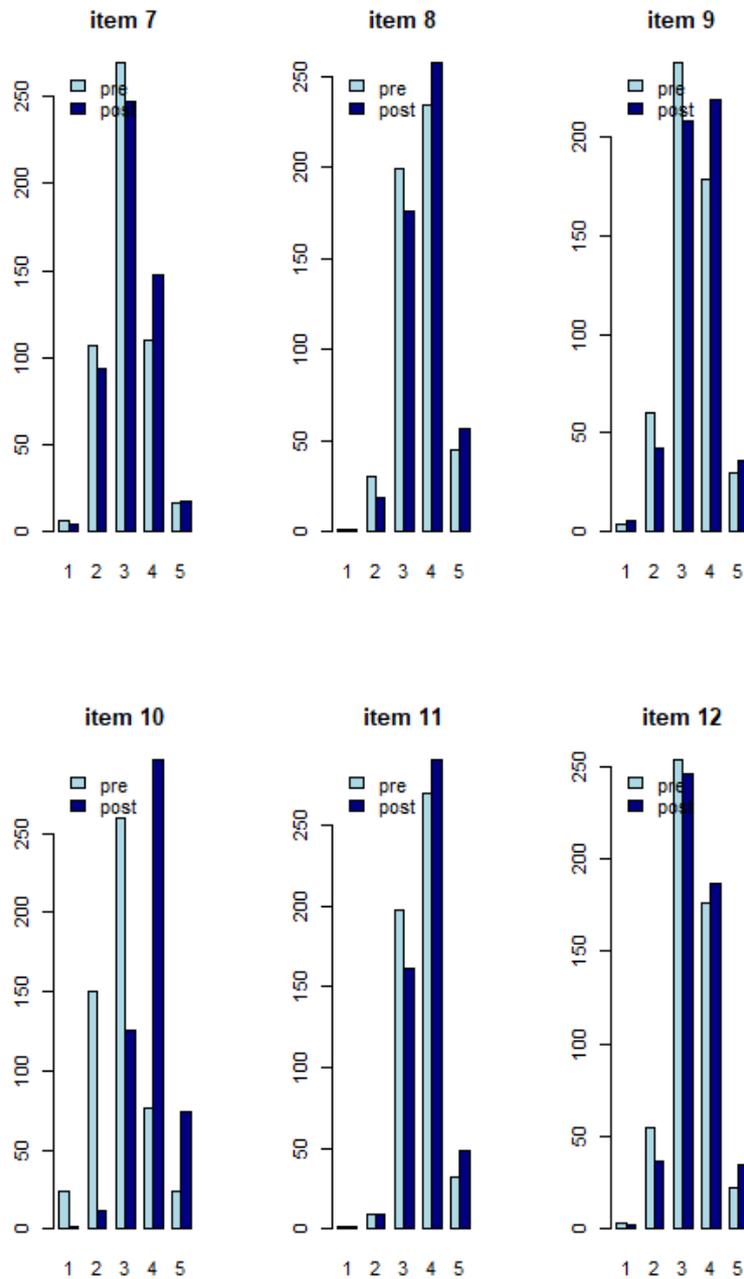
Perceived Empathic Self-Efficacy Scale

Participants' perceived empathic self-efficacy was also measured; it refers to individuals' perceived capability regarding empathic responding to others' needs or feelings (Bandura et al., 2003; Caprara et al., 2001; Di Giunta et al., 2010). There is evidence that self-efficacy beliefs influence performance and achievement in various tasks and that they may be increased through mastery experiences and learning (Bandura, 1997). In particular, beliefs in one's own capacities to be sensitive and to adequately respond to others' feelings and needs play a crucial role for interpersonal functioning, favoring the development of affective bonds, understanding and caring actions between people.

The Perceived Empathic Self-Efficacy Scale (Caprara et al., 2001) measured this variable. It is composed of twelve items, rated on a 5-point scale ranging from 1 = very unable to 5 = very able (Fig. 4.3). The Cronbach's alpha coefficient for the pre- questionnaire was .87 and .91 for the post-questionnaire.

Fig. 4.3. Perceived Empathic Self-Efficacy Scale
 (Item frequency distribution)





Participants reported an initial medium-high level of perceived empathic self-efficacy ($M = 3.47$; $SD = .49$; range 1-5), feeling able in acknowledging emotional state and needs of others, responding emotionally and compassionately to others' distress and misfortune, being sensitive to how one's actions affect others' feelings, recognizing when someone wants comfort, emotional support or help, is inhibited by fear or is experiencing depression. This ability turned out to increase after the training ($M = 3.56$; $SD = .51$; range 1-5). Also in this case the Wilcoxon signed rank test turned out to be statistically significant, although the effect size was low (Tab. 4.4): at the end of the training, participants perceived themselves as slightly more able in detecting and affectively experience others' emotional state.

Tab. 4.4. Perceived Empathic Self-Efficacy Scale: pre and post comparison

(Mean on scale from 1 = Not at all capable to 5 = Fully Capable)

	<i>Mean_pre</i>	<i>Mean_post</i>	<i>Test</i>	<i>p value</i>		<i>Effect size</i>
<i>Empathic Self-Efficacy</i>	3.47	3.56	<i>Wilcoxon</i>	0	***	0.098

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Knowledge and competences on child abuse

In the evaluation also self-perception of the degree of knowledge and competence regarding child abuse (Tab. 4.5), body languages (Tab. 4.6), protective and generative communication (Tab. 4.7), shared good practices and codes of conduct (Tab. 4.8) was assessed.

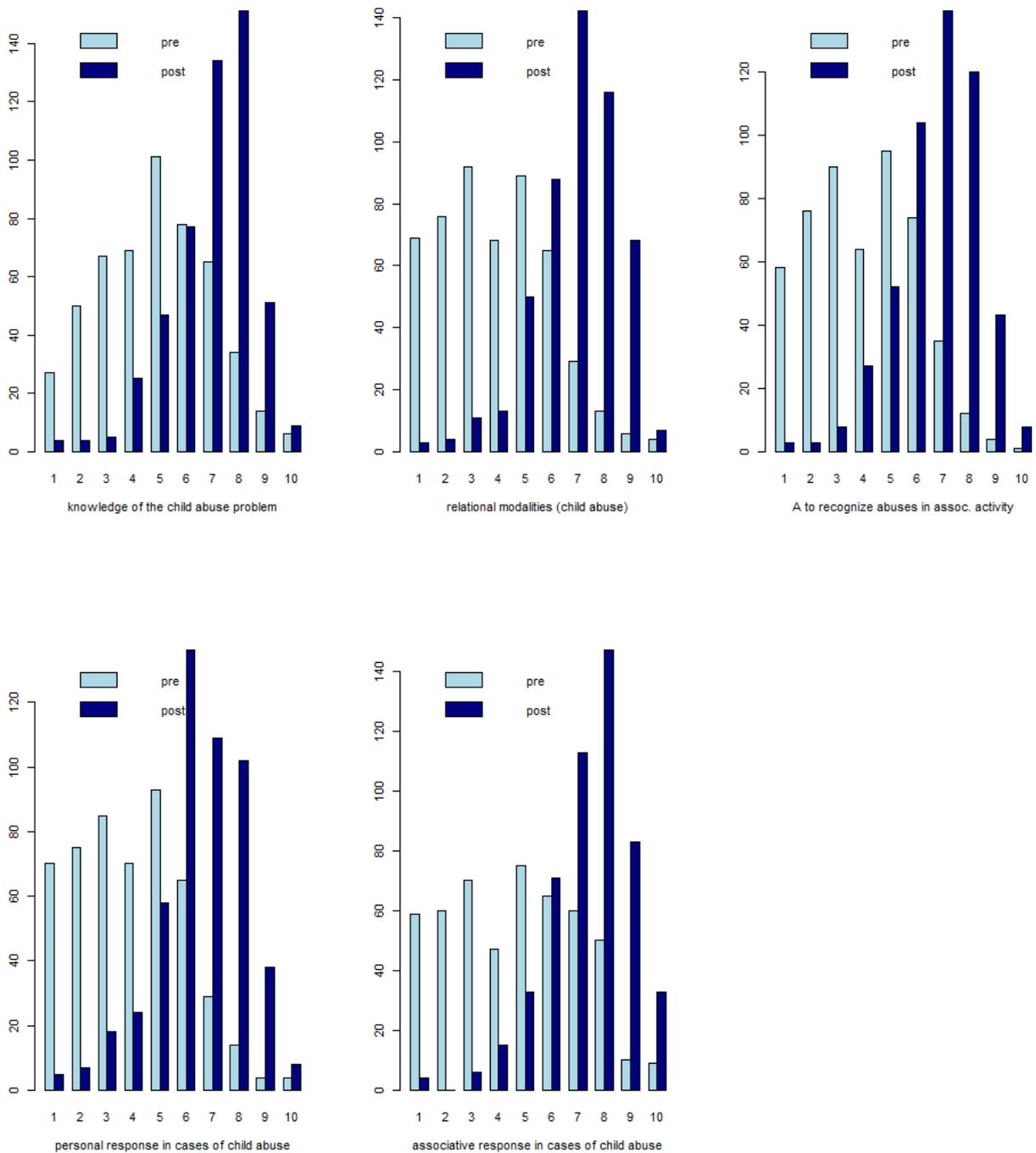
For each topic, a preliminary statistical analysis is provided followed by some figures (Fig. 4.4, 4.5, 4.6 e 4.7). Also in these cases, to compare the pre- and post-distributions of the items considered, a paired Wilcoxon signed rank test was considered.

Tab. 4.5. Degree of knowledge and competence in the field of child abuse (grade from 1 minimum to 10 maximum)

	<i>Mean_pre</i>	<i>Mean_post</i>	<i>p value</i>	
Degree of knowledge of the problem of child abuse	4.87	6.94	<0.001	***
Degree of knowledge of the relational modalities with which to deal with the suspicion of abuse	3.92	6.93	<0.001	***
Ability to recognize cases of child abuse in one's association activity	4.01	6.76	<0.001	***
Ability to give personal response in cases of child abuse found	3.93	6.49	<0.001	***
Ability to give associative response in cases of child abuse found	4.64	7.36	<0.001	***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Fig. 4.4. Knowledge and competence in the field of child abuse
 (Item frequency distribution)



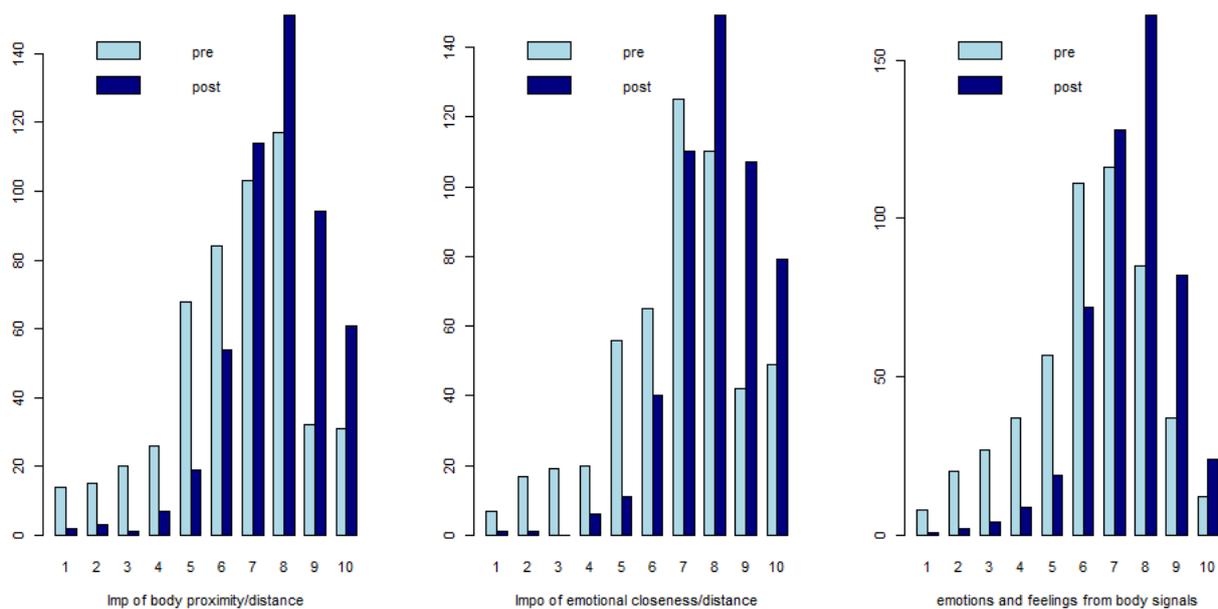
Tab. 4.6. Degree of knowledge and competence in body languages (grade from 1 minimum to 10 maximum)

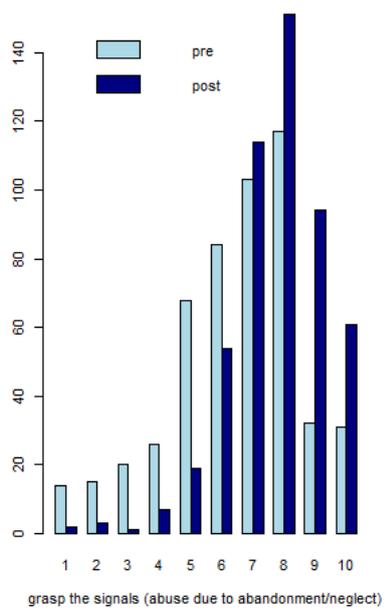
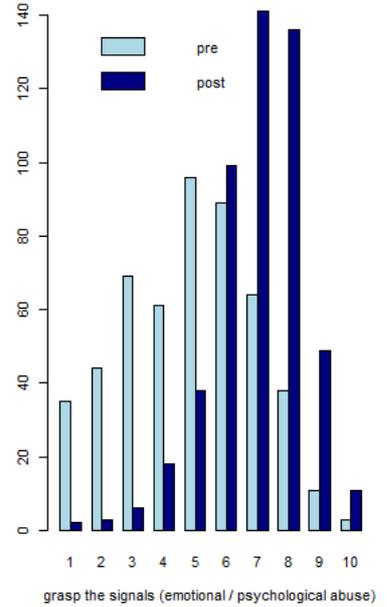
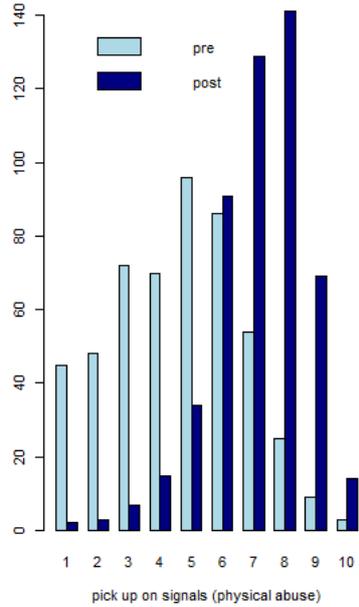
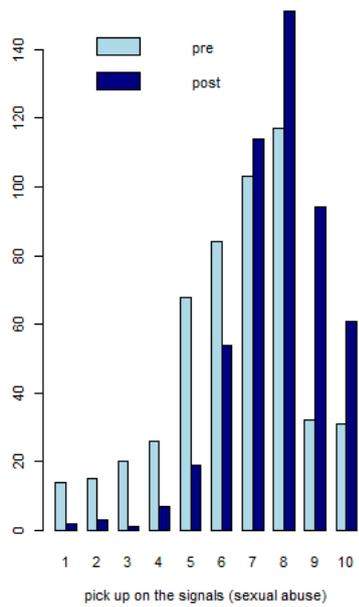
	<i>Mean_pre</i>	<i>Mean_post</i>	<i>p value</i>	
Importance of body proximity/distance in the relationship with the other	6.48	7.75	<0.001	***
Importance of emotional closeness/distance in the relationship with the other	6.81	8.01	<0.001	***
Ability to recognize emotions and feelings from body signals	6.22	7.46	<0.001	***
Ability to pick up on the signals in the case of sexual abuse	4.24	6.82	<0.001	***
Ability to grasp the signals in case of physical abuse	4.57	7.12	<0.001	***
Ability to grasp the signals in the case of emotional / psychological abuse	4.84	6.97	<0.001	***
Ability to grasp the signals in case of abuse due to abandonment/neglect	5.45	7.47	<0.001	***

Signif. codes: 0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Fig. 4.5. Knowledge and competence in body languages

(Item frequency distribution)



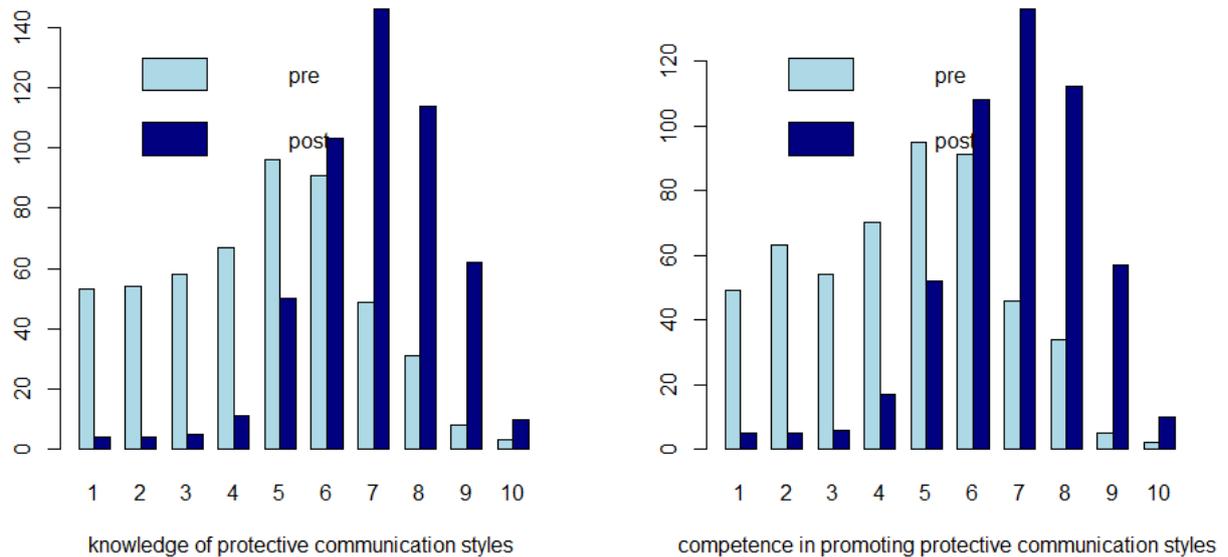


Tab. 4.7. Degree of knowledge and competence relating to a protective and generative communication (grade from 1 minimum to 10 maximum)

	<i>Mean_pre</i>	<i>Mean_post</i>	<i>p value</i>	
Degree of knowledge of protective communication styles with child and among child	4.55	6.94	<0.001	***
Degree of competence in promoting protective communication styles with and among child	4.51	6.83	<0.001	***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Fig. 4.6. Knowledge and competence relating to a protective and generative communication
(Item frequency distribution)

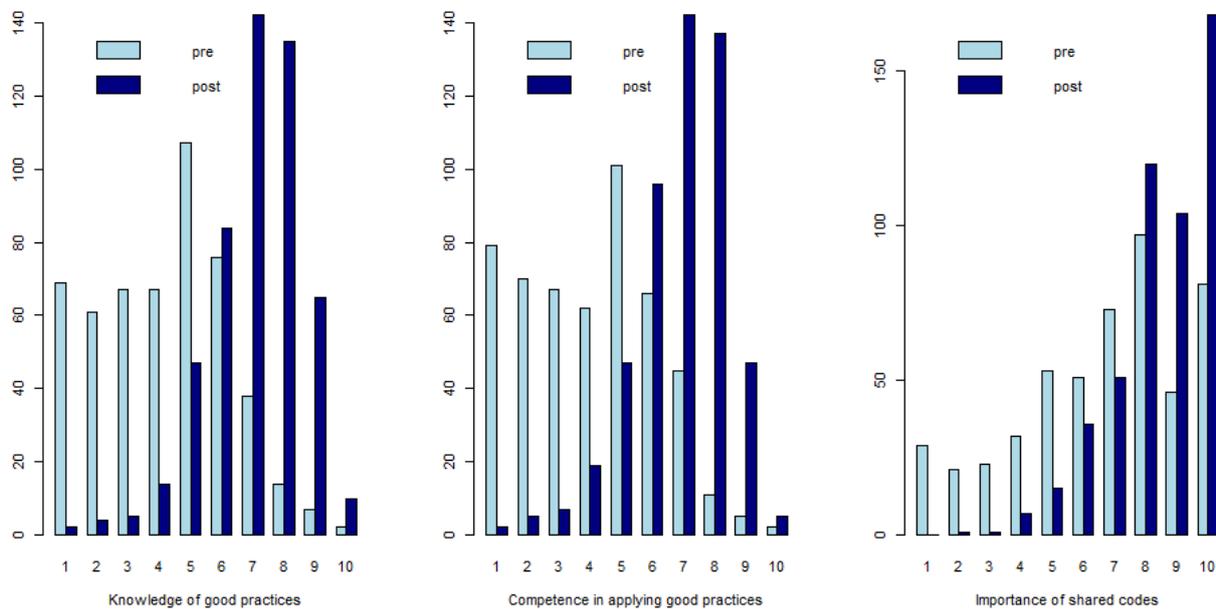


Tab. 4.8. Degree of knowledge and competence in shared good practices and codes of conduct
(grade from 1 minimum to 10 maximum)

	Mean_pre	Mean_post	p value	
Degree of knowledge of good practices in dealing with children injured by abuse and violence	4.16	7.05	<0.001	***
Degree of competence in applying good practices in dealing with children injured by abuse and violence	4.01	6.87	<0.001	***
Importance of having shared codes of conduct at the associative level	6.62	8.46	<0.001	***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Fig. 4.7. Knowledge and competence in shared good practices and codes of conduct
(Item frequency distribution)



Globally, analyses performed evidenced an increase of self-perceived levels of knowledge and competence among participants related to the problem of child abuse, the relational modalities to deal if abuse is suspected, but also in recognizing cases of child abuse.

Moreover, at the end of the training participants reported higher levels of awareness and ability regarding the importance of physical and emotional closeness/distance in the relationship with others and the ability to recognize the body language. In particular, it is worth noting that participants after taking part to the training courses perceived themselves as more capable in grasping signals in the case of different types of abuse in order to favour their identification and reporting and giving a response at a personal level and especially as an association as a whole.

Trainings were also focused on communication, in particular on transmitting knowledge and competence concerning adequate, protective, and careful communication styles in the relationship between adults and children, but also among children. In this case, at the end of the project, both the knowledge and the skills on the communication styles to be adopted in the adult-minor relationship and to be promoted among the minors emerged as strengthened.

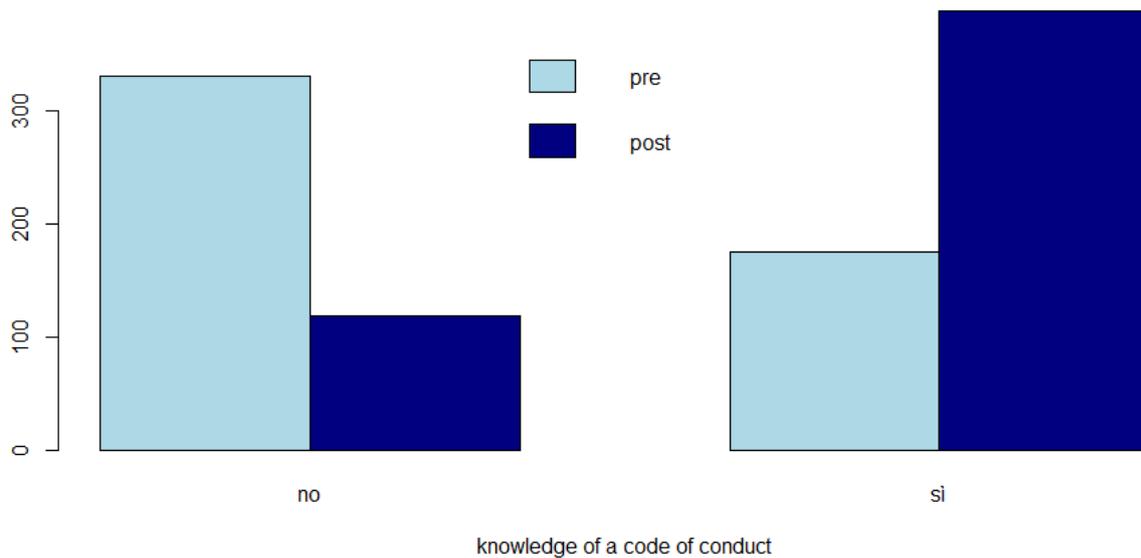
It is relevant to highlight some findings in relation to participants' perceptions related to the level of knowledge and competence in applying good practices in dealing with children victims of abuse and violence; these aspects as well turned out to be higher after the training. Also the awareness of the importance of sharing a code of conduct, already high at the beginning, turned out to be further

strengthened at the end of the course. Participants showed the need and recognized the value to have shared codes of conduct that may give a clear and supportive guide to their activities within the association and contribute in creating and disseminating a culture of prevention and child safeguarding.

Adoption of a code of conduct within the associations

Participants were also asked if they knew whether their associations had adopted a formal code of conduct for the management of suspected abuse cases. It turned out that before the courses only one third (34.6%) of participants affirmed to know if a formal code of conduct was adopted, while after the course those having acquired the information about their association grew to 76.5%. Of course, this variation (Fig. 4.8) was statistically significant (according to a McNemar’s test).

Fig. 4.8. Adoption of a code of conduct within one’s own association
(Frequency)



Psychological, physical, psychosocial, behavioral, and spiritual consequences

In the evaluation training it has been also considered appropriate to investigate whether and the extent to which participants were aware of possible consequences of sexual abuse, from a psychological, physical, social, behavioral, spiritual point of view, thus taking into consideration the person as a whole and the multiplicity of dimensions that contribute in influencing child’s well-being on a physical and psychosocial level.

For these questions, participants were asked to identify the two correct answers for each type of consequence among the four proposed (Fig. 4.9- 4.13).

Fig. 4.9. Psychological consequences

(Frequency of correct answers; 0, 1, 2: number of correct answers)

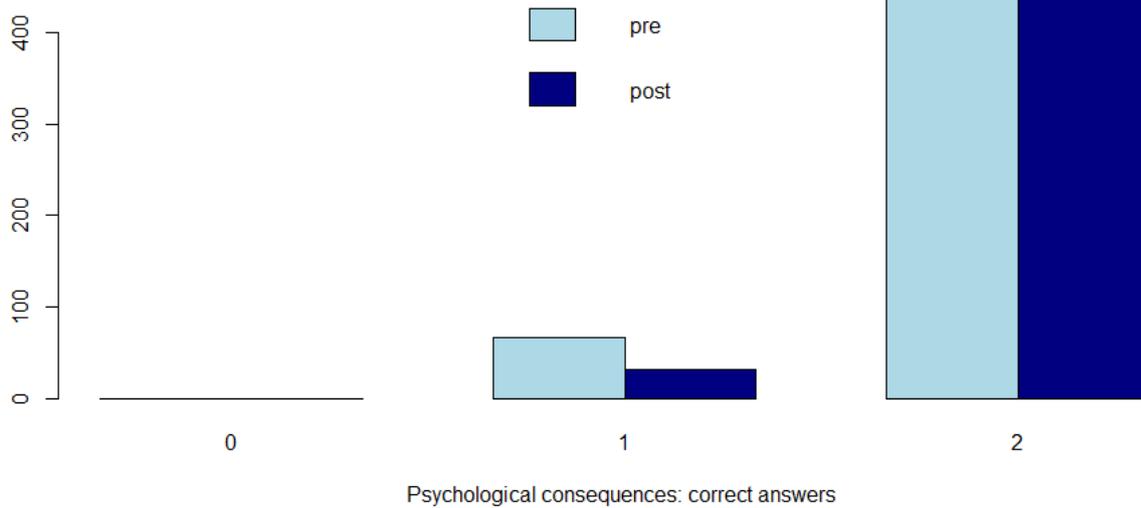


Fig. 4.10. Physical consequences

(Frequency of correct answers; 0, 1, 2: number of correct answers)

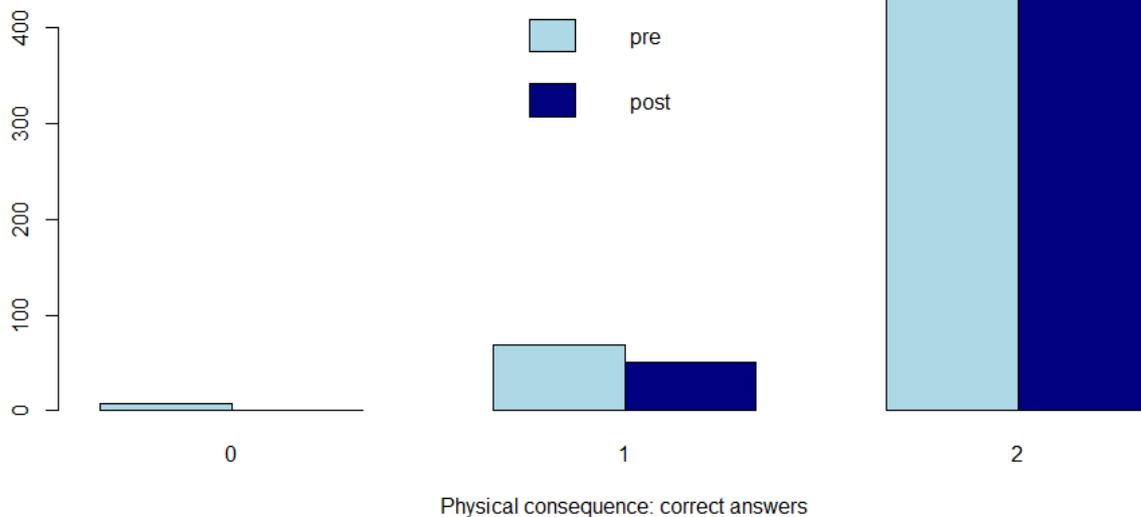


Fig. 4.11. Psychosocial consequences

(Frequency of correct answers; 0, 1, 2: number of correct answers)

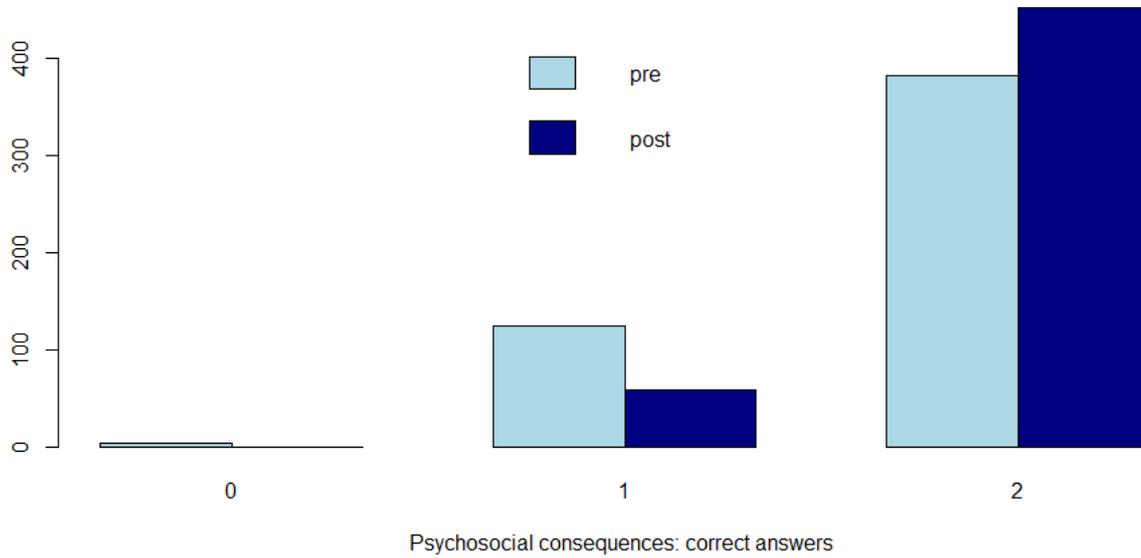


Fig. 4.12. Behavioral consequences

(Frequency of correct answers; 0, 1, 2: number of correct answers)

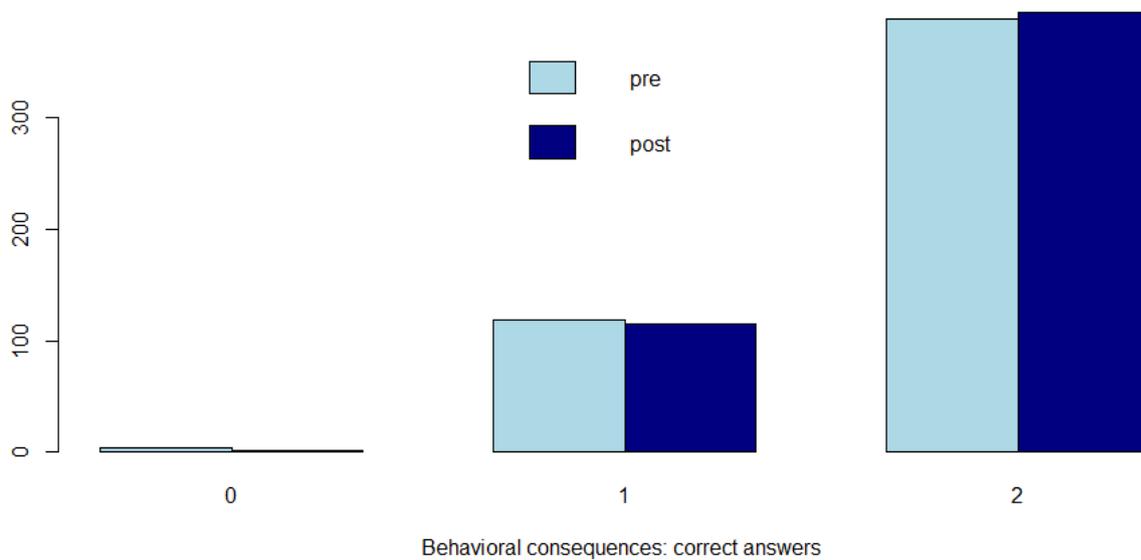
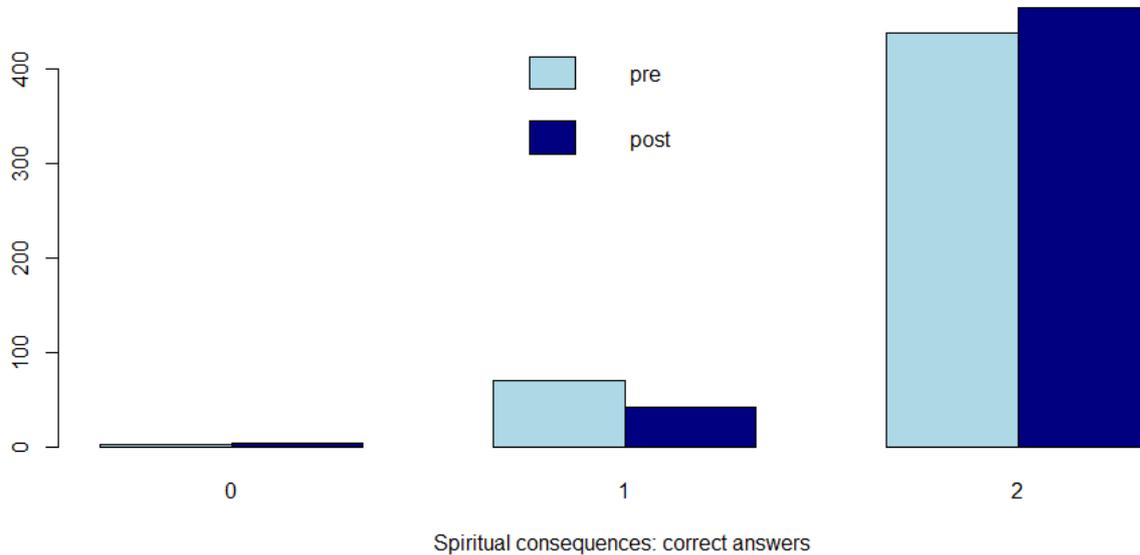


Fig. 4.13. Spiritual consequences

(Frequency of correct answers; 0, 1, 2: number of correct answers)



For each question in the battery we compared the percentage of subjects able to provide both correct answers before and after the training. The statistical significance of this variation in the percentages was assessed using a McNemar’s test (Tab. 4.9). Pre-course levels were on average quite high; nevertheless, in most of the cases the improvement turned out to be statistically significant with the only exception being represented by the question related to the behavioral consequences. However, we can highlight that, even at the end of the training, some participants encountered difficulties in identifying the correct consequences, especially at a behavioral level.

Tab. 4.9. Consequences of child abuse (Correct answers, % values)

	% pre	% post	p value	
Knowledge of psychological consequences	86.7	93.7	<0.001	***
Knowledge of physical consequences	85.3	90.0	0.00528	**
Knowledge of psychosocial consequences	74.6	88.3	<0.001	***
Knowledge of behavioral consequences	75.9	77.1	0.67260	
Knowledge of spiritual consequences	85.7	90.8	0.00702	**

Signif. codes: 0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Signals of call for help of victims of sexual abuse at different ages

The evaluation process also investigated the ability of the volunteers of the three associations to identify the signals and requests for help expressed by potential victims of sexual abuse, taking into account the specific signals that may be expressed by children and adolescents, as their reaction to abuse can be substantially different.

Participants were asked to identify the three correct answers for each phase considered (Fig. 4.14 – 4.15).

Fig. 4.14. Signals of call for help of victims of sexual abuse (children)

(Frequency of correct answers; 2, 3: number of correct answers)

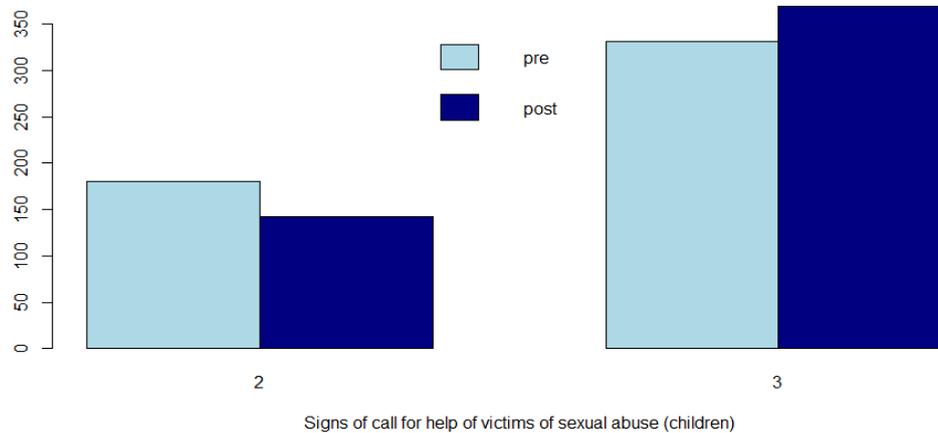
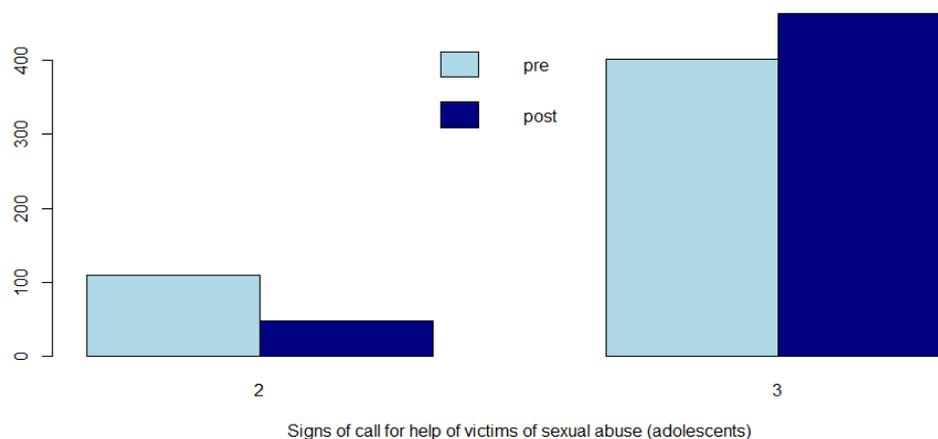


Fig. 4.15. Signals of call for help of victims of sexual abuse (adolescents)

(Frequency of correct answers; 2, 3: number of correct answers)



For each question in the battery, we compared the percentage of subjects able to provide all the correct answers before and after the training. The statistical significance of this variation in the percentages was assessed using a McNemar’s test (Tab. 4.10). This analysis has evidenced that, for both the developmental stage considered, after the training participants felt more aware and able in recognizing signals of call for help of victims of sexual abuse.

Tab. 4.10. Knowledge of signals of call for help of victims of sexual abuse

(% correct answers values)

	<i>% pre</i>	<i>% post</i>	<i>p value</i>	
Knowledge of signals of call for help can victims of sexual abuse exhibit (children)	64.8	72.2	0.0038 6	**
Knowledge of signals of call for help can victims of sexual abuse exhibit (adolescents)	78.5	90.6	<0.001	** *

Signif. codes: 0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

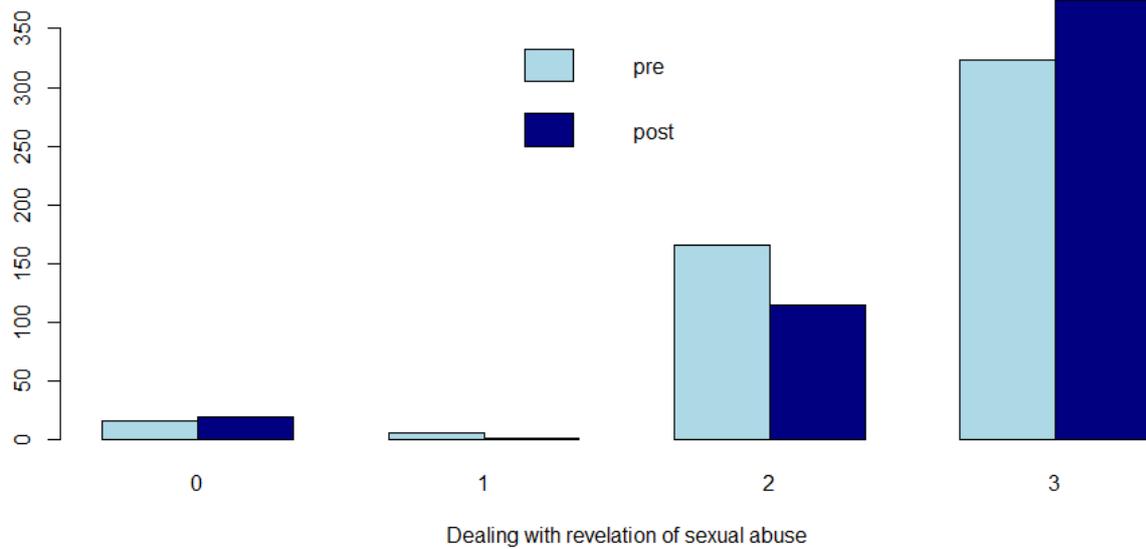
How to deal with cases of revelation of sexual abuse?

As answer to this question, course participants were asked to identify the three steps to take out of a list of five and to order them properly.

Figure 4.16 displays the number of correct steps identified by respondents before and after attending the course.

Fig. 4.16. Steps in dealing with revelation of sexual abuse

(0, 1, 2, 3: number of correct steps)



We tested the improvement in the proportion of respondents identifying all three corrected steps using a McNemar test. The improvement was highly significant from a statistical point of view (p-value <0.001).

Sorting the steps in the correct order appeared to be a more complicated task; the percentage of those succeeding grew from 37% to 44% after attending the course. Although not very remarkable, the improvement was significant from a statistical point of view (p-value 0.015) using a McNemar's test.

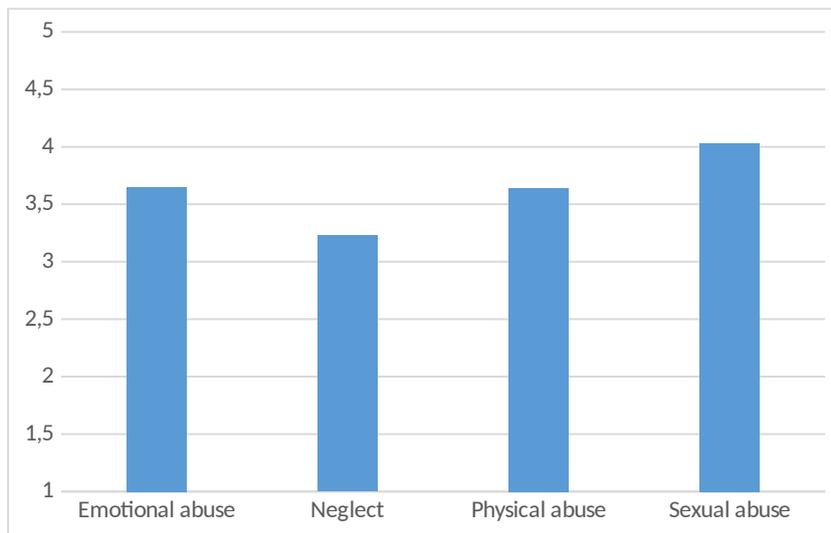
Types of abuse

In the post- questionnaire participants were asked to indicate the degree of detail of the different types of abused covered during the training, thus considering emotional abuse, neglect, physical abuse, sexual abuse.

As shown in the figure below (Fig. 4.17), sexual abuse was the topic that received the most in-depth treatment (M = 4.03; SD = .81; range = 1-5), followed by emotional abuse (M = 3.65; DS = .82; range = 1-5), physical abuse (M = 3.64; DS = .81; range = 1-5), and abandonment / neglect (M = 3.23; DS = .88 ; range = 1-5).

Fig. 4.17. Types of abuse

(range from 1 = not at all to 5 = very much)



Definition of type of abuse

Type 1

The first thing one notices when reading all responses together is that a substantial number of responses do not define a type of abuse, but simply report it (e.g., emotional abuse, sexual abuse, ... as the question suggested by recalling the items in parentheses), which does not make the degree of understanding in relation to the reported abuse verifiable. Excluding the hypothesis that the question might have been difficult to understand or might have given rise to misunderstandings, it can be assumed that those who read it stopped at the first part of the question (Identify two types of abuse) and in fact those who misunderstood the question in this sense for "type 1", used the same criterion for "type 2".

However, there remains a significant amount of responses that report a correct understanding of the question. Overall, the correct answers can be divided into two different categories:

- sexual and physical abuse (where the distinction between sexual intercourse without consent and abuse of power, prevarication by the exercise of force, physical injury is captured),
- emotional/psychological abuse.

To both of these categories, with a clear prevalence of those related to emotional/psychological abuse, are linked, a number of explanations that in turn can be divided into:

- abuse by "lack", which in one case has been called "passive", in another "by omission" or even abuse by "defect" or "deprivation" [of the care and attention needed to grow], and in
- abuse by alteration of the relationship (which has also been referred to as "active psychological violence").

Abuse by "lack" can be traced to responses that can be interpreted as a betrayal of rights ("inability to meet needs," physical such as "malnutrition," psychological and safety-related, written by several training participants, and, before that, "inability" - due to cultural poverty, or addictions such as alcoholism - "to understand a child's needs"), traceable in expressions such as "absence of a secure base," "unsupportive environment," "inadequate adults," "betrayal of trust."

Rich in articulations is the term "emotional/psychological abuse", to which a large number of specifications are attributed: "abuse without contact", "manipulation", "contempt", "insults", "induction of guilt", "omissions that prevent growth (e.g. that do not put in the condition to understand and grow)", "exploitation", "plagiarism", "indifference to requests for attention of a child", "devaluation (ex. 'you're a failure', 'you'll never grow up')", "denigration", "bullying" (by direct abusive actions or by instigation of bullying), "induction of severe anxiety", "intimidation", "belittlement", "submission", "control", "protracted blaming" "neglect", "assigning blame", "harassment", "emotional seduction" that can lead to sexual abuse, "humiliation", "deprivation of

self", "annihilation", "making one feel wrong and inadequate", "compromising self-esteem", "insidious construction of bonds of dependence of the child on the adult", "indifference", "denial of emotional sensitivity", "coercion", "derision", "criticism (the message is passed to the child that he/she has no value, is not loved, is incapable, he is not good as he is)", "submission", "psychological pressure", "rejection", "prevarication", "induction of subjection", "denial" (not better specified in one case and instead declined as "denial of the other" in another, which reads precisely: "denial of a part of the other, such as the emotional part". This response is consonant with another that speaks of "attack on the integrity of the subject"), "subjugation", "discouragement" "even if only verbal", "discrimination", "marginalization", "stinging statements", "control", "induction of states of fear", "indifference", "blackmail" (someone specifies "affective"), "humiliation", "derision", "judgment", "deprivation of liberty," "ridicule," "denigration," "insults," "isolation," "destruction of sense of security," [inducing] "inhibitions," "emotional disturbance," "attack on mental balance," "disrespect that produces injury," "impairment of emotional and intellectual function," "impairment of health and development," "impairment of mental health (e.g., "depression")," "impairment of mental health" (e.g., "health problems"); "destruction of the child's sense of self", "reducing the child to invisibility", "inducing a sense of inferiority to others in the child", "breaking the relationship with the child" (hence isolation, ed.).

A minority of participants extends the definition to include the long-term consequences of emotional and psychological violence, indicating how these leave: "indelible traces" (without further specification), "lack of affective regulation in adulthood", "repercussions on the processes of growth and development", "damage on the formation of the personality", i.e. "impairment of personal maturation", "inhibition" (of cognitive, emotional and socio-emotional development, intelligence, attention, perception and memory).

It can be seen that all of these forms of violence involve the use of words (one respondent even said that sexual abuse means in the first instance "the sexualized use of language", followed by other examples involving the body), an essential tool in the educational relationship, but also - obviously - the first "weapon" of possible violence. In confirmation of this indication, some answers expressly denounce as forms of mistreatment "words and tone of voice" or "contents and verbal and paraverbal communication" or even disturbances induced by "words and images". This opens up a particularly important reflection on the pedagogical level that we can outline by enucleating some passages:

- the nature of words is ambiguous and ambivalent, and its correct exercise pertains to a capacity for discernment and choice that cannot be improvised;
- words can be the first form of educational and affective care but also an instrument of maltreatment;

- the damage caused by violent and mistreating words is not obvious, does not leave flashy wounds, does not show immediate damage, but digs deep, silently and over time;
- the moments and contexts that are the scene of humiliating exchanges against minors are not easily visible (secluded moments, violent relationships within the family);
- the threshold of sensitivity to verbal abuse is not univocal: by virtue of communication methods and lifestyles, there may be family contexts in which high tones of voice or the use of humiliating expressions are commonplace. This does not make them less harmful, but more tolerated (in this proposal Paola Di Blasio speaks of a "normalization" of mistreatment and discomfort, Di Blasio, 2000), which can originate forms of sensitization (for defense or approval) that can be the basis of the same abusive use of words towards others, horizontally (peers) and vertically (adults, authorities and, in the long term towards their potential future children).

These brief considerations highlight the need to work first of all on a more conscious use of words and their effects on the perception of self by those who receive them, on the construction of identity, on the strengthening or, on the contrary, on the decrease of self-esteem from which many existential and proactive skills originate, and consequently attitudes of attention/care/respect towards others.

The answers that report and describe sexual abuse highlight in the vast majority of cases the imposition of sexual relations, but some answers point out the problem even before it reaches the violation of consent for access to the body of others, indicating behaviors of seduction, solicitation, induction to take photographs that violate privacy or that violate the intimacy of the body. Some answers specify that sexual abuse is the involvement of a minor in acts that he/she does not fully understand ("he/she does not understand what is happening to him/her") and in relation to which he/she cannot express consent. In other, more numerous responses, it is stated that physical abuse in relation to sexuality is such even if the child is consenting.

In a small number, but not insignificant, are some answers that betray an imprecise understanding of the type of abuse reported: "emotional abuse: does not allow the person to emerge"; "emotional/psychological: where reference figures do not meet the educational, training and emotional needs of a minor"; "emotional abuse: difference in the relationship between major and minor (such as teacher and student)"; "physical abuse the child witnesses violence"; "socialization with strangers" (this response is joined by the second type indicated by the same participant, which confirms the misunderstanding of the question: "being overconfident"), "failure to supervise in case he or she gets hurt" (another similar one: "failure to protect from danger"; and another: "failure to supervise, inadequacy to take care of a child"), "when the child stays a long time without rules from the parent", "serial", "mood change, sudden drop in school performance, sudden attitude of nervousness". These are indications that can be linked to abuse (in particular to neglect before direct violence), or to the signs of what a child is experiencing, but certainly do not constitute the

distinctive feature (evidence of this is the fact that they are also found in non-abusive relationships, furthermore harmful and violent behavior can also be not "serial". In this regard, "seriality" is more easily attributable to domestic abuse, while in contexts where there are several minors, seriality can be understood as the replication of the same behaviors on different subjects, not on the same child).

One answer, particularly articulate and subtle, lists a series of conditions that are not entirely uncommon: "emotional/psychological abuse: the child is subject to criticism, mortification, association with nicknames, comparisons with other people or siblings. May be blackmailed on an emotional level by having to provide a service/take a vote/win some competition to receive affection. He may be used as support by the parent, as a friend and confidant, he may have to take charge of the parents' emotional situation and their stress management in areas that do not concern him." This is an answer that offers much food for thought, starting with the denunciation of the roots of emotional/psychological abuse in the most "unsuspected" of educational everyday life.

Very few responses define sexual abuse as a crime with compromises not only on a psychological and relational level, but also on a "spiritual" level.

The report of sexual abuse, therefore, is not limited to physical violence, but in many responses highlights the violation of the integrity of the subject and can also occur without contact: "Sexual abuse is the intentional involvement of a minor in forced or inappropriate sexual experiences, which can also occur without physical contact. Sexual abuse can occur within the family, outside the family, and through the internet." Regarding the absence of physical contact, consonant with this is another response which states, "Sexual abuse: the set of acts intended to obtain sexual pleasure without the consent of the other. It is always abuse of power and abuse of trust. It can be exercised both with physical contact and without." The visual dimension and virtual reality are therefore considered as a "place" of possible sexual abuse, as this answer expressly states: "sexual abuse occurs when the adult exploits the weakness and trust of the child to get closer to him, physically or through the web, abusing his body, convincing him to be photographed or recorded, it can also occur simply by showing certain videos at an inappropriate age. Through the web you can lure the child, have long-distance relationships, ruin his image indelibly by forwarding his videos").

Some responses indicated the family as the main - when not exclusive - culprit of abuse (e.g., abuse is spoken of when parents ..., or when in the family ...) underestimating the fact that abuse and mistreatment do not occur only in the family and that contexts declared to be educational (services for children, school in its various orders and degrees) sometimes are not, so it is necessary to sharpen the gaze and catch the shadows of education.

A response in relation to sexual abuse also indicates exploitation, without specifying it further. Because of the connotation that this expression has in common language, this clarification opens up a new scenario, that of induction to prostitution.

A definition of sexual abuse operates an inversion between the parties, which discourages and alters the conception of abuse: "Sexual, when the minor has a strong attraction to adults who are close to him touching or wanting to be touched on intimate parts. In this case, the active subject is the victim.

Another response, establishes a "totalizing" connection between genitals and abuse: "all behaviors having to do with genitals".

A particularly articulate response touches on the topic of spirituality, providing other insights as well: "Emotional/psychological abuse destroys the true self of the child or youth. Internalized injunctions lead to untrue beliefs and inappropriate behavior, impoverishing personal and social relationships to the maximum. Like sexual abuse [emotional/psychological abuse], it affects all the psycho-social-spiritual spheres of the person that can be recomposed with good support that takes care of the wounds in order to heal them. In this answer there are two striking elements: the reflection on the "true self" that suggests a possible consequence of abuse, namely that in the abused subject is produced a split, a psychic split (as in fact confirmed by studies and research, Anda, Felitti, Bremner, Walker, Whitfield, Perry et al., 2006; Humphreys & Campbell, 2004; Jaffe, Wilson, & Wolfe, 1990; Johnson, Cohen, Smailes, Skodol, Brown, & Oldham, 2001) with consequent internal oscillations, as well as external projections (behind the world as it appears there is a reality not to be trusted, as well represented by the animated film *Coraline and the Magic Door* by Henry Selick, USA, 2009). The second element to reflect on - and which also emerged in some other answers - is that the spheres of the person (which we could read as "dissociated" can be "recomposed with a good accompaniment that takes care of the wounds to heal them". However, due to the seriousness of the trauma, a good accompaniment is not enough to heal the wounds; a specialized, deep and prolonged intervention is needed to help people live with wounds that may continue to bleed and will probably need care for the rest of their lives (as the myth of Chiron, referring to the dialectic between care and wounds, teaches). Confirming this observation, another response argues that sexual abuse has repercussions on all other planes of life (physical, emotional, cognitive, relational...) and "perpetually destroys identity." In a response that gives the impression of underestimating the problem of abuse, it states, "physical abuse: are actions that result in actual or potential physical harm by the caregiver." As abuse, according to the widespread conception in the dominant culture, it is likely that the writer is referring to sexual abuse, which however as such always results in actual and not potential damage.

Interesting is the food for thought contained in an answer that, referring to physical abuse, specifies: "it can also be a caress, given in the wrong way". But what is the right or wrong way to express affection, to offer a caress? What is the perception of the person offering or receiving that gesture? In offering an acted, physical affection, what precautions should be taken? And what aspects affect

those behaviors? (e.g. being male/female; relating to boys or girls,; expressing oneself habitually with gestures or exceptionally...; therefore gender, age, unusual behavior...).

An answer that exemplifies physical contact, ascribes to abuse a deprivation (mentioned above) of affective care: "don't take a child in your arms, leave him in the crib": it is interesting to note that with young children a form of maltreatment is linked to missed contacts, while with older children it is in the quality of contact.

One response suggests a broader idea: "responsibility is broken". Another response, which can be linked to this one, speaks of a betrayal of the child's trust by a person who has an educational role.

Isolated, but also significant, is a response that suggests looking at indirect abuse, e.g.: "threat of suicide if the partner leaves". It is clear that the situation is not immediately referable to the "educational" relationship (which is not always such) between adult and child, but it is equally interesting to note a particular form of blackmail, which falls on the blackmailer and not - as it often happens - on the blackmailed.

A few answers also included witnessing violence. This violence, if it is usually registered in the family, could be contemplated also in educational contexts, inducing a state of fear, awe even in subjects who are not direct recipients of harmful behaviors (e.g. verbal abuse).

One answer goes so far as not only to indicate a form of abuse and to explain it, but to point out the risk factors and indicators to capture a violent situation: "Risk factors: poor education, low socio-economic status, external locus of control. Indicators: contusions, bruises, scars, bites, injuries. Behavioral signs: hyperactive, angry, refusal to control, aggressive, depressed, labile attention."

In some cases, sexual abuse is indicated as a form of "total violence", which affects all levels of the subject's life: emotional, physical, cognitive, relational, moral (damages dignity), with damage and consequences in the present and future ("violation of the person in its entirety", is one answer).

On the other hand, the physical dimension of the subject is inseparable from the cognitive, psychological, emotional and spiritual dimension (as we can read in this answer that links the two levels: "Sexual abuse: when a person manages to enter the intimacy - not only physical - of the other to gain pleasure or a personal outlet").

Type 2

The second series of responses, ascribable to the same question, present similar specifications both in the quantity of types reported (there are many reports of physical and sexual abuse, accompanied by essential descriptions, and emotional and psychological abuse, richer in articulations and nuances in the explanations), and in the proportions (more numerous are the responses referred to emotional and psychological abuse, evidently considered more insidious because less visible and

also for that reason underestimated, on which it is therefore necessary to refine the skills aimed at intercepting the signals, the risk factors and to put in place protective measures of prevention). On the whole, there is an integration between the two categories of abuse indicated as the main ones: those who in the first category focused on emotional and psychological abuse in the second one focused on physical and/or sexual abuse and vice versa.

There are some sporadic but significant indications that add elements of reflection to what has already been expressed in the first typology of responses; for example: "sexual and cultural abuse has its roots in the history of peoples": although it is not clear whether sexual abuse can be traced back to a culture that has its roots in the history of peoples, it is relevant that violence against minors is linked to a cultural, historical and extended dimension, which if on the one hand highlights the shadows of education (Iori, Bruzzone, 2015) or black pedagogy as inextricably intertwined with "good" education, on the other calls the entire community of adults to be and feel actively responsible for the protection and care of minors (Pourtois & Desmet, 2005).

Only one response makes explicit reference to the religious dimension: "Grooming example of abuse in a religious setting that leverages socioeconomic family problems to legitimize sexual abuse and make it a normal situation."

Further descriptions of states of deprivation are contained in some sporadic but significant responses: "neglect, even at the level of sanitation, and/or making participation in the various aspects and phases of growth inadequate, difficult or deformed". The theme of participation, in fact, has been touched on tangentially (as an induction to isolation or bullying of minors, even by adults), while it can be properly considered a form of indirect maltreatment, aimed at mortifying and further weakening a subject who is already in many ways inferior to an adult (in the exercise of power and responsibility, in knowledge and skills, in emotional subjection and in the ability/possibility of self-determination...).

Another singular answer has unspoken implications that should not be underestimated: "physical abuse: the child is beaten with and without reason". Similar is the following answer: "Physical abuse: using violence in an unmotivated way and lying about the reasons of the bruises on the child". The question referable to both responses is the same: Can there be a valid reason for resorting to the use of violence?

Sexting ("insistent request of nudity photos under blackmail") and, suggested by the same person, stalking ("insistent, continuous messages and phone calls, excessive request for non-consensual contact") are indicated as forms of abuse.

Overall, the majority of participants in the training returned a representation of the phenomenon that was articulate, rich in nuances, and understood in its seriousness, its implications on the level of identity and its long-term consequences.

Indicate the reasons for choosing these two types of abuse

This question contemplated two possible answers, inviting the training participant to express themselves in relation to the first or second type of abuse defined. Thus, the responses are not to be read in order of importance, they simply make explicit the reasons that were behind the abuses reported above.

The types of responses can be explained through some "predicates":

- motivations related to experience. Respondents focused on types that affect them closely (these are generally states of abandonment and experiences of abuse), and therefore want to know more about them in order to learn how to manage and prevent them (in this regard, one response, related to abuse for "abandonment" and "physical" says that there is a "need for more coordination by the association");
- motivations related to the seriousness of the type of abuse (usually psychological and sexual), which is believed to need more exploration;
- reasons related to the prevalence of the type of abuse (physical and sexual);
- motivations related to personal needs (e.g., "I feel vulnerable to psychological and sexual abuse") or educational needs ("I need to learn more, especially about sexual abuse," sexual abuse has particularly affected me").

With an interpretation that may be risky, it is perhaps possible to hypothesize that, with regard to the second motivation (linked to the importance of the topic), there is an investment that goes beyond the perimeters of history and personal need and attributes to adults - and obviously to adults with educational responsibilities in particular - the task and responsibility of knowing and taking responsibility for serious situations to the detriment of minors. This is the condition of those who feel invested with a public ethos, and who engage and propose themselves as a means of raising awareness on a topic that requires an increased level of attention from the whole of society.

The need for increased education focuses on sexual abuse and especially psychological and emotional abuse. This second report is not surprising because, unlike sexual abuse, which is more easily recognizable, psychological abuse has less clear and defined boundaries. Confirming this consideration, one response reports verbatim that emotional/psychological abuse "is less specific but percentually more likely," "as are neglect and abandonment," it adds.

Some identify types of abuse "closer" to the reality of the association, in particular with regard to "experiences of abandonment" and "psychological abuse".

Several reports are collected regarding the opportunity to deepen our knowledge of these themes, which are often defined as "underestimated" (in particular states of abandonment, sexual and psychological abuse), hidden or submerged. In this regard, one response states that the writer would

need "continuous training, repeated several times". In effect, such complex themes can be understood and internalized in their articulation through a sort of "formative recursiveness" that, after basic information and training, increasingly refines sensitivity and competence.

Some say that discovering the complexity of the theme has made more evident the importance of being prepared to grasp it, knowing how to act.

Some respondents explain that during the training course, psychological and sexual abuse topics were more and better treated and therefore the definitions were intended as a demonstration/verification of understanding.

With regard to sexual abuse, in some responses it is stated that because the topic is difficult, it is not talked about enough, and therefore it is not known, and consequently it is not intercepted and not dealt with. Another response highlights how sexual abuse is a particularly emotional subject, for which it is therefore necessary to acquire tools, knowledge and skills that help maintain a "proper distance" in order to be effective. There is also a widespread lack of knowledge about emotional/psychological abuse, which the course helped to address. This position is reinforced by an answer that says: "in Italy we lack a serious education in affectivity and sexuality".

A participant writes that in the host communities of her association there are more minors in conditions of abandonment and neglect, who are therefore more at risk of "frequenting dangerous relationships"; the same person, explaining the motivation that led her to indicate sexual abuse in the previous question (to define a type of abuse), explains that the pervasiveness and access to the network makes sex on the network easily available to minors, but also to fragile adults, which undermines the balance and integrity of the person. In this response, the risk of "fragile adults" (yet responsible for educative relationships) is highlighted and who find themselves accompanying growing-up minors who are constitutively, "naturally" fragile. However, there is also a need for greater knowledge of the possibilities of abuse through social networks, and this opens up a broader reflection on the generational gap and the estrangement that many adults experience with regard to the digital worlds frequented by minors, who can therefore access and cultivate relationships that are not always positive in absolute solitude.

Many people motivate their interest in the topic (especially in relation to sexual and psychological abuse) by making explicit reference to their own personal history (for example: "I chose those types because I had experience of the same"), in relation to sexual abuse and neglect. For sexual abuse, it is mostly women. This situation, while not surprising (those who have suffered violence are more likely to get caught in the webs of violence: in the worst cases by proposing it again, in other cases - such as this one - by making professional choices or choosing paths of elaboration of the evil suffered), on the other hand, it highlights particularly delicate situations, in which the encounter with abused minors can arouse memories, consonances, anxieties related to their own experiences,

with the risk of inducing projections, confusions, and identifications that take away solidity, balance and lucidity from the educational relationship.

One response indicates a link between emotional abuse and sexual abuse: the former is the condition for arriving at the latter. It is inferred that focusing attention on the former is also a way to avoid the latter. This same response points to abandonment and neglect abuse as the least studied. Others also consider emotional abuse the door opener for all others.

On the whole, it is possible to observe a certain satisfaction with this type of training (someone expressly wrote that he was satisfied with the training and the "vigilance" action put in place by his association), which interested and involved him. Another response from a training participant comments on psychological abuse saying that "before the course she thought that this form of abuse would have been more difficult to individualize".

This means that, also thanks to the training, people realize they can intercept critical issues and therefore they can take on responsibilities (starting from the ability to "see") to which until then they felt alien and from which they probably did not feel challenged.

Protective factors related to the child

Answering the question about protective factors related to the child, ranking the answers by importance is not required. Therefore, the answers can be grouped into main categories, regardless of the order in which they were written. We find, almost in a specular manner, the same indications contained in the answers to the previous part, relating to risk factors (Name three main factors of protection for the minor), but with a positive and preventive meaning.

Supportive contexts

In relation to the contexts, the training participants indicated the following: family (in some cases, family types were indicated: "being an extended family"), "extracurricular educational contexts", school, sports environments and parish groups.

Someone dwells on the "affective quality" of the context more than on its type, writing in this regard: "warm relational and affective context", "suitable family context", "welcoming family", "adequate family context", "united family with stable parents" and other similar expressions. The responses that emphasize the solidity of relationships as a guarantee of protection are also significative: "networks of secure relationships", "safe environments", "reference adults", "transparency of contexts", "multiple reference figures", "safe and authoritative reference figures", "caregivers that authentically dispense affection", "healthy extra-familial social relationships", "Quality of affective and family ties", "Level of integration between educational and social figures", "Meaningful relationships with minors by reference figures such as educators (present at school

and/or in the sports context"), "territory and environment rich in opportunities and stimuli", "integration in school and social training".

The integration of the minor in his or her life context is also a protection factor, as several answers point out. On the other hand, a marginalized subject is not only isolated and lonely, but also more vulnerable.

In general, the answers invest adults with the willingness and the ability to listen, to read the signals, to take action to protect minors. But there are also those who believe that protection can be guaranteed by giving good advice and by the ability to be obeyed.

The relationship with peers is an ambivalent area, since for some it can be a condition of risk, while for others it can be a protective factor.

Perhaps it is possible to assume as "inner contexts" those that some training participants suggest with the expression: "moral and religious values" or more simply "values" or "strong network of moral values", "strong presence of values in the family context", "Presence of moral or religious values". The assumption of values-guidance can therefore also be a powerful protective factor.

Actions

It is possible to read the answers that refer to actions hypothetically assuming them in a progressive order, from the minimum degree (some write "relationship", probably meaning that the relationship is the first action and condition that can be a factor of protection) to others that are gradually more demanding and require targeted skills, such as metacognitive skills such as mentalization, which originates from feeling understood by attachment figures or reference figures and through listening and communication. Self-confidence, the ability to understand the affective manifestations of others, the ability to affective regulation, impulse control and self-monitoring derive from here.

There are many actions that are reported that can increase the possibility of guaranteeing protection, where attitudes, postures that manifest an orientation towards the other can also be considered as actions: "observation", "attention", "affection", "love", "empathy" (probably in the sense of exercising, cultivating), "respect", "listening" (the most numerous indication), "empathic listening", "emotional closeness", "protection", "welcoming", "dialogue", "positive care and good example", "physical welcoming", "affective welcoming", "giving trust", mentalization" (someone specifies "to be able to read the mind of the minor" and "to consider the mind of the minor different from that of the adult"), "dialogue", "care", "guardianship", "help" (giving help), expressing "interest" (for the minor and "for what he/she does"), "accompanying in making choices".

Some answers combine contexts and actions: "prevention in the school environment".

Among the actions, someone proposes to overcome the taboos that lead one to never deal with subjects that are considered awkward, and which, however, research and many direct experiences

show to be more present and closer than one thinks. The overcoming of taboos takes place by starting to remove topics that have been "forbidden" up to now from the shadows and from the silence and to begin, for example, to "talk openly but gently about good and bad caresses", "talk gradually and openly about sexuality and about what abuse is", "be educated to name and talk about the genital parts of one's own body".

In addition to actions aimed at strengthening relationships with minors, there are those aimed at equipping the child so that he/she does not slip into risky situations: "avoid isolation" or actions that openly appeal to adults: "communicate suspicious situations" or that can be read as caring invitations to minors, "explain to the child the dangers according to his/her age". This indication is in line with the principles of the UN Convention on the Rights of the Child and Adolescents, which not only affirm the importance of giving children a voice (and a listening ear), but also of informing them of their rights and of what can harm them.

Competencies

Halfway between conditions and competences we find references to the individual characteristics of the subject ("Sociable, expansive character", "Individual characteristics (e.g. self-esteem)"); there are several answers that go in this direction: "high self-esteem/assertiveness", "self-confidence", "self-efficacy", fulfillment (also by virtue of experiences of achievement, such as those that can occur at school or in sport) and friendships.

In relation to competences, the following can be assumed as relational competences: "listening", "observing", "paying attention to which leads to noticing changes in behavior", "networking" (an expression that can be understood both as a competence and as a tool). In particular, the network, is referred to as a network of support to the family. But someone writes "presence of a network open not only to family members", and this identifies a wide network supported also by adequately trained professionals, as we can see from the answer of the writer: "Work in multidisciplinary team".

Interesting is one of the three answers of a participant who simply wrote: "presence", as if to say that sometimes knowing how to be close to the other with quality is already a protection factor. This indication is confirmed by the answers that report "closeness", "being there" and "sharing time with him/her".

Indicated expressly as capacities, there are suggestions that concern what we might call "personal endowment" (e.g., "ability to defend oneself/safety"), to be distinguished from experiences of self-affirmation that can lead to an increase in self-esteem, indicated here as a condition of contrast to slipping into harmful experiences ("ability to succeed").

"Cognitive skills", "intelligence", "objective evaluation of the subjects involved", "responsibility" are reported as protective factors

Someone opens a very interesting discussion about the use of words and the search for new ways of protection ("Giving meaningful words, words of consolation, choosing new ways of saying things").

Resilience is also mentioned in the protective factors, albeit by a minority of responses. However, to invoke resilience (not to be confused with resistance) raises the doubt that one is appealing to a competence that is put into action *ex post* (after the trauma, after negative and unpleasant experiences), and is about not avoiding, it isn't about the ability to re-establish the present order before a rupture, but it is about transformation, going through a negative experience and succeeding in being reborn. It is a work that may require accompaniment, having an adult at one's side: physically, symbolically. An adult who, as such, has an authentic identity, not perfect but in perfect/full search (cf. Tagliagambe, 2017). *The look and the shadow*. Rome: Irruzioni.). It means, therefore, the courage of self-awareness processes, of the honest look at oneself proper to *mindsight* (Siegel, 2011). *Mindsight. The new science of personal transformation*. Milan: Raffaello Cortina) and the commitment to help re-write traces of the self.

Tools and conditions

There are conditions that spontaneously guarantee protection to minors: "secure attachment", "empathy (social)",

Other elements that can be understood as tools (to understand, to protect oneself, to ask for help), e.g.: "education", "culture".

In this case there is an evident divide between the protection whose conditions depend on others (family, secure attachment, "not feeling judged", "teachers informed on the subject and able to listen", adults capable of "critical look") and the protection related to the tools that are provided (and here we feel the external responsibility) or that the subject cultivated, strengthened independently to avoid negative experiences, such as: "determination", "ability to defend oneself", "ability to defend oneself", "determination", "ability to defend oneself", "self-confidence", "positive self-concept", "desire to achieve", "courage". The answer that refers to freedom ("freedom of expression") can be traced back to trust (towards others, as well as towards oneself), as if to say that if one has trust in the context, one can feel free to express oneself (and therefore perhaps to ask for help or to share painful experiences, usually kept in the secret of intimacy). This interpretation seems to be confirmed by the answers that say: "giving trust", "giving well-being", "synchronization".

An educational action can reinforce self-awareness, awareness of one's own fragilities and resources and is invoked by those who wrote: "Education of emotions" as a factor of (self)protection of the minor.

Among the suggested actions for the protection of minors, one reads "supervise", "vigilance", "monitor", attention/monitoring/constant attention, and "training" (in some cases, not clearly specified, so it is not clear whether it refers to the adults who should guarantee the protection of minors or to the minors themselves); in other cases, instead, it is specified "training for minors and adults"; in one answer, "knowledge" is indicated, referring to situations that, if they can be recognized, can be more promptly and better faced. A significant answer is one that seems to be in continuity with the many indications regarding formation, which should tend, as one participant writes, towards "the psychic maturity of the educator".

Someone does not limit him/her self to individual formation (to refine sensitivity, skills, knowledge...), but speaks of "formation of the community and families", and another one of "education/training of parents". Other responses confirm this indication when they point out the level of education of parents as a protective factor.

The suggestion to pay more attention to information can be linked to training, which can be drawn from this response: "preventive dialogue about risks".

The use of "supervision," as someone notes, has links to training.

Returning to supervision and numerous similar expressions, many respondents point out that not only the construction, but also the frequentation of the contexts by minors is an adult responsibility: "attention to where and with whom they are left"; "evaluation of the people who frequent our environments".

Networking, repeatedly indicated as a condition of protection and safeguard, is described by some as referring to institutional subjects and actions that allow them to work together, reinforcing each other: "Synchrony with the family, social services, public prosecutor's office", "Coordination with social services", "Networking with institutions"; other reports also indicate this progression of concentric circles: "relationship with parents", "good parent-teacher contact", "good neighbourhood relations".

Other indications with a "hybrid" valence among the different typologies are those related to: "coordination" and "reciprocity".

In some applications, reference is made to objective and regulatory tools, such as the "Guidelines", One of the tools that can be counted on is "effective communication", which someone specifies as verbal and non-verbal, probably capable of counteracting the risk of isolation and keeping the possibility of asking for help open for minors who slip into negative experiences.

Even "group work" can be read as an item that indicates both an effective tool for adults with educational responsibilities who find themselves in front of minors to be supported in their growth path, and also as a way to counteract the isolation that makes boys and girls even more fragile. Among the suggested tools are "computer monitoring tools", "listening desks".

Some indicate how high socioeconomic status may be a protective factor. Probably the answer refers to abuse as abandonment and neglect, because other forms of abuse cut across different socioeconomic statuses.

One answer seems to suggest a progression of movements of prevention and protection, which go from the inside of the child to the outside world, according to wider and wider circles: sustaining a good self-confidence, assuring him careful family relations, guaranteeing him a protective network of external relations. (see above)

One response suggests cultivating a habit of storytelling. In fact, an invisible deficiency is the contraction of narrative spaces and, as a consequence, a depotentiation of narrative practices, which do not occur spontaneously and therefore are difficult to share intimately and deeply. This answer is echoed by another one that stresses the importance of "acquiring and analyzing the minor's story".

Another answer seems to suggest clear and direct normative instruments, indicating: "Shared codes of conduct".

One answer indicates social surveillance in the form of "the presence of free services or help-desks on the territory and their publicity and acceptance by families".

The responses that we could classify as "regulative" can be counted in the tools. They refer to giving rules, inducing obedience, activating limitations such as parental control or websites with filters. These interventions are inspired by protection intentions, but they can't help but seem scarcely effective in the face of the many possibilities that minors have to access digital media and the virtuality they convey.

Main factors of protection for minors within your associative and community reality

Different recommendations were given in response to the question on the protection factors present in the associative and community reality of the participants in the formation. The recommendations are grouped into categories.

Adults of reference

It is important for a minor to have a solid family to lean on ("family support", "competent parents", "promotion of family relationships", ...) or at least being supported and accompanied by a family member is highlighted.) or, at least, be supported and accompanied in his or her growth by authoritative and reliable adults ("listening and praying adults", "network of welcoming adults", "good associative network", "relational stability", "adult and affectively stable educators", "presence of a mother and father", "stable and reassuring relationships", "protected social life", "belonging to a family", "guarantee of daily family routine", "family-like environment", "being a present figure of reference", "protective presence of an adult", "authoritative parents/educators", "stable and familiar relationships", "living in a protected environment", "good family relationships", "attention from parents", "living in a serene and positive environment", "reliability" [of reference adults], "good foster family", "presence of educating adult figures", "responsible fatherhood and motherhood", "healthy emotional ties", "foster family to be relied upon".

Significant presences, of human depth and competence

The reports do not limit themselves to highlighting the importance of the adult figure, but also outline his/her characteristics, so that he/she can act as a caring, attentive but also firm guide for minors: adult figures characterized by attitudes of "understanding", "affective parenting style", "authoritative parenting style", "dialogue in the family and in groups", "positive and reassuring family environment", practices of "sharing", "clear and authentic educational style", "family openness", "co-presence of responsible adults", "example", "strong morality", "close relationship with parents", "support from more experienced people", "responsible relationship", "personal maturity", "meeting with responsible adults", "selected people", "association support", "plurality of positive figures").

Emotional and ethical postures

The feelings, attitudes, and existential postures that should characterize relationships, moods, and sentiments from which the emotional climate of living together derives are then listed: "love", "trust", "empathy", "sharing", "protection", "being present", "support", "welcoming", "patience",

"calm", "showing care and attention", "[giving] security", "seriousness [in work]", "gratuitousness", "absence of judgment", "brotherhood", "strong member values", "desire and commitment to the improvement of the human condition", "to love in gratuitousness", "respect", "attention to needs", "affection", "understanding", "desire to establish relationships", "attention to children's happiness", "hope", "co-responsibility", "living and growing together in faith", "awareness of educating", "altruism", "serenity", "making oneself responsible for the minor", "instauration of a sense of community", "fraternity", "faith in Christ", "really feeling them as children", "love", "fighting for their good", "religiosity", "inclusion", "giving importance [to minors]", "Christianity", "confidentiality", "keeping them close with serious attitude", "lovingly scolding them", "parental love", "openness to welcoming any age/pathology", "protection [of the minor]", "educational intention", "willingness to listen", "moral support", "listening and empathy from adults", "strong spirit oriented to justice and protection of the weakest, especially vulnerable minors", "strong willingness to change what is wrong for a more protective and safe sharing", "unconditional acceptance", "authoritativeness", "[being a] "guide", "awareness of roles", "high religious and ethical sense", "interest", "sense of belonging", "valuing differences", "seeking the other", "willingness to serve", "flexibility", "having confidence to speak up", "[being able] "to ask for help", "consistency", "encouragement and support".

Psychophysical conditions of the minor

With regard to existential postures, some of the answers to the questionnaire also indicate the actions that the educational intervention must aim at, in order to make minors less exposed to the risk of drifts: "increasing self-esteem", "good resilience skills", "improving or building self-esteem", "strengthening skills and autonomy", "absence of stress", "feeling wanted well", "sense of self-efficacy", "awareness".

Practices and skills

In order to guarantee minors a serene, encouraging and supportive living environment, capable, that is, of sustaining their growth, practices, conditions and competencies have been indicated; many of which can (or rather, should) characterize the relationship with families, as well as those that take place in associations or communities; other answers refer to the professionalism of the operators: "attentive network of confrontation", "welcoming adult network", "confronting", "vigilance", "personalized care", "competence", "confidentiality about the history of the minors", "listening", "collaboration", "closeness", accompaniment", "promotion of family relationships", "religious formation-education", "promotion of the group - altruism", "care of relationships", "attention to the other", "dedication", "dialogue", "confrontation", "attention", "coherence", "affection",

"perceptiveness", "emotional closeness", "sharing and communication with the family", "adult training", "supervision", "experience", "deepening of life in all its aspects that the minor has experienced", "strong choice and mutual help by taking charge of the minor's situation at 360°", "family willingness", "sharing of experiences", "care", "relationship of trust between educational figures and minors", "holding and requesting respectful behavior", "passion for one's job", "commitment", "collaboration with parents", "inclusion activities", "family support", "personal relationship with parental figures", "shared management", "control", "friendship", "interpersonal affective relationship", "care of relationships with parents and educators", "group cohesion", "entrusting the minor to those one knows", "entertainment", "help", "monitoring", "not doing it alone", "close relationship with parents", "dedicated space and time", "care of their spiritual and human growth", "not 1 to 1 relationship, but always in a group", "follow the minor in his/her educational path", "observe the relationship with parents", "observe the relationship with peers", "activity based on cardinal values", "share their feelings", "understanding of needs", "ability to recognize risk factors", "psychological support to parents", "care of relationships", "education of the minor", "respect spaces", [rules:] "no posting photos", "don't differentiate between athletes", "take action and explain it to the group", "create free and non-dependent relationships", "promote talents and skills so that [minors] gain confidence", reprocessing of the violence one suffered from", "help by making the subject understand", "ability to manage conflicts", "family care", "family-type reception", "transparent communication to parents of proposals for minors and their organization"

Educational networks and services (territorial or not)

The territorial networks or other educational structures that should support families and the contexts that work alongside them, such as, in this case, communities and associations for minors, are also indicated: "attention of the school", "work in educational teams in a network between families and educators", "community size", "multiple responses", "external relations", "family-school", "community association", "good relations between known people", "social services", "observation of the minor's behavior and collaboration with the ASP", "being sustained by a community", "school", "parish", "healthy youth aggregation", "small community", "associationism", "non-isolated play spaces", "teachers", "influencers", "community network", "parish reality ('protected' environment)", "services and activities", "sharing open spaces", "school protection", "gathering points", "very extended sociality", "network of families", "intense community life", "checks for families with problems", "presence of associations and committies with specific competences", "groups where to make friends", "support from adults", "network of families", "network and comparison between reception facilities", "strong internal help and self-help network",

"collaboration with local administrations", "working in close contact with services", "friendship networks", "territorial networks", "neighbourhood networks", "collective care", "community support", "family advice bureau", "help desk for minors and family", "support network of friends/relatives", "associative and parish educational network", "solid family network".

Tools

Finally, the responses suggest a series of devices and tools (in a broad sense: to be understood also as conditions and processes through which educational contexts are created) with which to promote the competencies of operators and counteract the isolation and loneliness in which families in difficulty, as well as operators and contexts (associations, communities, educational structures) that would like to support them, can find themselves: "creation of a team", "monitoring" actions, "model with constant supervision", "comparison/continuous training", "team work", "behavioral guidelines", "dialogue between families/single hosts", "training/information", "serene environment", "play", "psychological paths", "weekly sharing meetings", "system of values", "indications of Pope Francis", "teamwork", "continuous training on the problem", "community life", "confrontation", "supervision", "communication between operators", "continuous checks", "psychological support", "dialogue with the family", "dialogue with the minor", "synodality", "dialogue with those in contact with the minors", "careful evaluation of volunteers", "filter", "observation", "conscientization", "denunciation", "information", "knowledge of the risk", "talking about the problem", "evaluation of operators", "ongoing dialogue with teens," "education," "protection," "relatively small group," "guided inner work," "rules," "diverse skills," "expertise," "reporting authority," "personalized relationship," "dialogue with the community," "continuous training for educators," "c. managers," "c. f. highly supervised by the association", "RDZ supervision and evaluation", "experience", "team sports", "physical activity", "sheltered meetings", "ongoing comparison between operators", "dialogue with families and minors", "specific interventions", "continually offering good opportunities", "daily dialogue with the team", "more communication with the family", "recreational sports activities", "checks and evaluations with supervisors", "creation of environments where the minor can really show who he/she is", "parent-educator trust", "playing, talking, telling fairy tales", "stable presence of the persons in charge", "continuous presence of the person in charge", "economic support", "education in values", "increase of competences and selection", "presence of several areas where to confront each other", "presence of many specialists", "training in view of the global development of the person", "working in teams", "presence of supervisors in individual and group projects in the development of the projects of the guests and of the structures", "protection of privacy", "being a community: many people to supervise", "knowing", "knowing how to communicate", "clarity of information", "economic support" [to

families], "schooling" [of minors], "possible intervention of the community authority", "human and spiritual formation", "sports activities", "social service supervision", "positive educational models", "transparent communication", "path of accompaniment for the minor", "family support figures", "always be at least two to protect the minors", "planning", "selection of educational figures", "tools for comparison at the community level", "discussion of cases among operators", "protected structures", "protected parental visits", "preparation of the management", [knowing] "to observe behaviors in the group", [knowing] "to create friendly relationships", "presence of permanent welcoming adults", "area manager", "training of operators", "preparation".

Two particular themes run through, albeit to a small degree, the responses: the vocational dimension, which enhances and focuses attention on the choice of adults to carry out educational work and on the motivation that sustains it (if it responds to a vocation, the motivation is existential fulfillment, which constitutes a powerful driving force for action, but it also constitutes the risk of slipping into an excess of investment, thus losing that "right distance" that guarantees balance and lucidity). Another item mentioned several times (and also found in some items on the list) is the recommendation not to leave minors alone. This is a recommendation that should not be necessary in a society that guarantees the protection of the youngest, but it is particularly surprising as a protection factor in a context (associative and community) in which adults expressly propose themselves as a reference point for the safeguarding and protection of minors.

From an overall re-reading of the responses, it is evident that attention is paid to adult figures as the main factor of protection. In addition, the delicacy of the situations that workers and volunteers deal with on a daily basis requires particular solidity, balance and deep morality. Aware of human frailty and the risk of failure in highly emotional situations, the participants emphasize the absolute importance of training: specialized and ongoing, and of community involvement in a mission, education, which by definition can only be collective.

Risk factors related to the child

Since the question did not require to indicate the factors in order of importance, the answers are grouped in categories that include the greatest number of similar answers, highlighting also possible isolated answers that are particularly significant.

From a first, overall, reading of all the responses, different types emerge, providing significant indications regarding the risk factors.

The responses can be grouped into these categories:

contexts

Actions

Skills

tools.

Deprived contexts

Places of life and primary relationships can be deprived, that is, characterized by a "deprived" connotation, as some answers clearly show, with a higher numerical concentration in reference to the family (which can be "absent", "distracted and neglectful" or just abusive and violent", or present "conflicts in the parental couple"): "no reference figures", "economic situation [distressed] of the family", "single-parent families" (in this case it is clear that the family lacks a parent, but - strictly speaking - it is not said that the presence of both parents automatically makes the family better, especially when there are tensions and conflicts in the couple), "compromised family environment", "Separation of parents (anxiety), couple conflicts", "family climate without boundaries", "complex family context", "poor dialogue in the family", "fragility of parents", "violence in the family", "a bereavement or serious illness", "an unstable family context", "loneliness", "abandonment to oneself", "neglect", "emotional emptiness", "depriving context of origin", "promiscuity", "not knowing how to curb or say no", "adult immaturity", "family poverty and degradation", "inability of adults to talk", "family stress", "ignorance", "poverty", "unsupervised contexts", "disturbed adult personality", "adults focused on their own state of mind".

The child victim of abuse is often not in a position to name and denounce what he or she is suffering. For this reason, it is necessary that the adults of the community in which he or she lives - and in particular the professionals of the educational, scholastic and social services - "detect the cases of minors who suffer and remain silent" (Cirillo, 2005, p. 15) and, even before that, from a preventive point of view, sensitize parents and operators to recognize the signs that may warn of possible forms of maltreatment and abuse (Monteleone, 1999). In this regard, the recommendations contained in Save the Children's Report on violence against minors and addressed to the Ministry of Health, the Ministry of Education, the Ministry of Cultural Heritage and Activities, the Italian National Association of Municipalities and Regions and the local authorities insist on awareness-raising actions aimed primarily at care professionals, so that they can find in their curricula effective training support on the issue of maltreatment of "children and pregnant women, on the issues of diagnosis, care and recovery". There is also an explicit invitation to intensify training for parents, promoting "innovative ways of serving children that contemplate the possibility of real educational hubs, where the strictly educational component is integrated with a constant activity of

support and promotion of parenthood, also for the purpose of preventing abusive and violent behavior within the family "3.

And again: in confirmation of the fact that the protection and safeguarding of minors is an issue that concerns the whole of society, it is pointed out that fragile families are exposed to risk by a social context that does not take care of them sufficiently: "Isolation of the parental or guardian figure".

The deprived context is not only the one experienced by the minor within his/her family, but also the one experienced by the family within the social context or among other families (as indicated by the answer: "family loneliness").

But it is also considered a risk factor the condition that a minor lives with respect to himself: "lack of self-esteem", "personal insecurity", "emotional fragility", "little self-knowledge", "illiteracy", "closing in on himself", "mistaken trust in strangers". For this reason, action to combat abuse, neglect and maltreatment of minors must go hand in hand with support for the growth and maturity of minors but also of adults, in the belief that the promotion of the person is in itself an action of prevention of harmful experiences and restorative protection interventions (Milani, 2018).

Actions

Actions may include not only behaviors that harm minors, but also the postures, attitudes, and existential conditions of those who are close to them, as indicated by the following responses: "failure to decentralize", "invasion of the minor's sphere", "manipulation", "underestimation", "fragility/disability", "denigration", "irresponsibility", "lack of mentalization", "failure to accompany the family", "family environment", "preserving the minor from certain situations by telling lies", "naivety", "lack of vigilance", "carelessness", "superficiality", "neglect", "mental problems", "lack of attention", "lack of relationship", "misinformation", "little time for play and dialogue", "hurry", "loneliness", "isolation", "discomfort", "overprotection of the child/youth that does not allow him/her to grow", "lack of meaningful relationship", "submission", "not understanding them" "not listening to them", "adult disruption", "lack of rules of conduct of the educating adults", "confusion in interventions", "overwhelm", "improper approaches", "unattendance", "abandonment", "anaffectivity", "little empathy", "adult indifference", "lack of listening", "self-referentiality", "not believing the child", "overprotectiveness by parents", "bribery through hyperattentions that are reserved only for him/her", "low level of education of the adult", "Stress and low tolerance to frustration on the part of the adult", "derision", "opportunism", "abuse of power", "abuse of trust", "disinterest", "contempt", "feigned understanding", "material or affective neglect"

Among the missed acts, numerous are those that refer to a relational fragility between adults and minors and that refer to "insecure or avoidant attachment", and "superficiality of the educator-minor relationship".

A series of psychophysical conditions directly concern minors and constitute risk factors: "low self-esteem", "agitation", "fear", "poor education", "fragility", "incapacity", "emotional subservience", "neonatal pathologies", "learning deficits", "physical and psychic disabilities", "not feeling loved", "insecurity", "feeling different", "not feeling considered", "chronic illnesses", "sleep disorders", "eating disorders and pathologies", "emotional fragility", "emotional immaturity", "low self-awareness", "psychological weakness", "sadness", "not giving voice to emotionality", "need to feel accepted".

Paradoxically, the conditions for which minors should receive the most help are those that expose them to the risk of suffering maltreatment, abuse and violence.

Bad experiences can also be considered as actions, which, by deeply marking them, weaken them and probably can more easily allow abuse. Some answers that this type signal: "pedopornography", "bullying", "harassment".

Minor but emblematic are the answers that refer to the relationship between adult and minor as a risk factor: "trust in the adult", "misplaced trust", "excessive attachment to the educator of reference", "excessive bodily closeness", "being able to distinguish the people one can trust", "lack of trust in the adult in whose care one is entrusted", "negative example of the adult", "excessive confidence", "distrust towards the adult references". As if to say that minors should trust adults to be safe, but also protect themselves from adults, keep their distance as a preventive move against possible harm.

Tools and conditions

There are also reports that point to the means by which harm can be done, for example: "wrong messages", "social", "internet", "unsupervised cell phone use", "precarious or absent information about sex education", "lack of training", "media channels", "lack of networking", "friendships", "absence of guidelines", "taboos", "poor knowledge in sex education", "the topic of sexuality is taboo", "absence of rules", "unregulated use of devices", "self-management of technology", "phone", "online games".

Even positive conditions can become risk factors if they slip into excess, as these responses show: "too much freedom/autonomy", "too much sexual knowledge", "being overconfident", "excessive self-regard".

The relational environment, has a discrete incidence, as evidenced by numerous responses that indicate as risk factors: "exclusive relationships", "exclusive education", "isolation", "loneliness".

Some answers highlight the correlation between abuse and the possibility of being an adult abuser, and therefore potentially dangerous for a child, as well as having been abused exposes to the risk of being abused again. Verbatim: "Past experience of abuse suffered or witnessed by parents", "Past history of abuse suffered by parents", "past history of abuse", "parents in turn have experienced violence", "an abused child is more at risk of experiencing further abuse", "past parental abuse", "family history of violence", "past history of abuse", "unstable parents: substance dependent and/or themselves abused", "family history of domestic and/or physical violence or abuse", "presence of prior violence", "prior history of abuse in the family", "prior history of abuse of the same parents".

Among the conditions that predispose to risk and is reported by more responses is age, in particular "the young age of the parents", "Adolescent parents". Certainly parental responsibilities imply maturity, intentionality, commitment, but it is necessary to pay attention not to slip into preconceived notions and generalizations (young age of the caregiver = risk factor, therefore caregiver who is an adult = safe reference point), which can arise from concrete and direct experiences.

Some answers report that even games can be places and reasons of risk: "interactive games", "recreational activities or anyway doubtful if they are related to the age of the child", and school: "school problems" and school failures, "school bullying".

Someone mentions training as a protective condition, and therefore its absence as a condition of risk: "Lack of training by the adult", "Not knowing, not confronting, not talking", "inability to work in a network", "poor training".

The repeated reports of the age between 9 and 11 years, suggest to pay particular attention to a passage of life that evidently can be understood as a fact of risk in itself.

Finally, only one answer denounces as a risk factor the "moral degradation", which perhaps can be understood as the result of the numerous critical considerations referred to the contexts of life and to the adults of reference.

Main risk factors for minors within your associative and community reality

In relation to the risk factors for minors within the associative reality, the responses are numerous and diversified. But before entering into the merit of the reports, it is necessary to say that the question has not been interpreted univocally. In fact, the number of reports similar to those already provided regarding the risk factors to which minors are exposed suggests that the request to refer only to one's own association or community of reference was not understood.

Similarly, the responses are acknowledged here in their multiplicity, which also include a part that can be traced back to the original intent of the request, that is, to report the risk factors registered within the educational context to which the participants in the training belong.

First of all, there are numerous reports of relational difficulties as the main risk factor: the minors who attend or are hosted by the associations and communities that participated in the Safe project are exposed to various risks, especially in relation to their families. The list of the most recurrent items allows us to grasp the different facets of family discomfort: "suffering of parental figures", "cultural poverty of the family of origin", "parental loneliness", "authoritarian parental style", "parental separation-alienation", "lack of family", "domestic violence", "family closure", "inadequate family environment", "family fragility", "parents in prison", "high numbers in the family", "family distress", "excessively large families", "abandonment by family of origin", "neglect by parents", "absence of parents", "families in which love is not nurtured", "economic status of family of origin", "experiences of abuse among family members", "family degradation", "domestic violence", "parental incapacity", "problems with parents", "little listening from parents", "humiliation in the family", "disintegration of the family", "in the family: little attention to needs, lack of care, neglect", "abusive family of origin", "parents who do not see the small but important signs because they are too caught up in the daily routine", "difficult relationships with families of origin", "low family education", "difficulty fitting into family", "no parental support", "isolation by families of origin", "divided families", "parental figures too busy", "poor family life", "parental work", "couple conflicts and domestic violence", "suffering of parental figures", "family closure", "no parental care", "family affectivity denied", "humiliation in the family"),

- social ("discrimination", "bullying", "cyberbullying", "isolation", "labeling", "misunderstanding", "lack of vigilance", "abandonment", "territorial deficiencies", "marginalization", "devaluation", "racial intolerance", "exclusion").

The theme of the relationship with the family of origin is mentioned several times and, if it constitutes a problematic condition for the children removed from the nucleus, for the operators it is also burdensome and involves relational difficulty (some answers: "perceiving the family of origin as wrong", "conflictual relationships with the families of origin", "idealizing the foster family", "estrangement from the family", "abandonment by the family of origin", "relationship with the family of origin", etc.).

Other risk factors include harmful experiences and conditions considered to be impoverishing that minors may experience directly or indirectly within their living contexts: "promiscuity", "lack of effective protection", "lack of help in relationships with others", "cultural degradation", "exclusivity of relationships", "liquid relational network", "abusive environment", "difficulty in relating to services in and outside the territory", "abandonment", "contact of minors with psychologically or socially disadvantaged subjects", "criminality", "economic poverty", "lack of collaboration with services", "poor monitoring by social services", "school abandonment", "psychological abuse", "loneliness", "emotional violence", "psychological violence", "lack of safety", "contiguity with problematic people", "coexistence of many problematic cases", "low income level", "living with problematic adults", "lack of understanding", "loneliness", "school dropout", "precocious sexuality". Therefore, the theme of formal and informal contexts returns as decisive conditions for the minors who are growing up.

Then, as like what happened in the more general question on risk factors, character traits, lifestyles, postures and existential conditions of minors are mentioned as being subject to 'drifts'

(expressions of identity which, however, could also be the result of compromised life contexts): "fragility", "handicap", "naivety", "lack-absence of values", "emotional fragility", "low self-esteem", "insecurity", "fear", "poverty", "low confidence", "too much security", "weakness", "experience of neglect, maltreatment, abuse", "shame", "shyness", "experience of abandonment", "naivety", "desire to draw attention", "psychic dysfunction", "needing the adult a lot", "lack of order in lifestyle", "cognitive delay", "marginalization", "previous experiences of abuse", "abandonment", "coexistence of different problems", "previous abuse", "ethnicity", "selfishness", "agonism", "inner emptiness", "fear of being able to trust", "desire to return home", "disability", "psychic fragility", "lack of affectivity", "stress", "social network filtered relationships", "smartphone addiction", "self-enclosure", "insanity", "fear of not being seen", "listlessness", "difficult backgrounds", "previous

abuse", "naivety", "proximity to others with difficult backgrounds", "mental or cognitive retardation", "vulnerability", "minors with an unprocessed history of abuse", "low self-esteem", "educational poverty", "criminality", "mental retardation", "psychiatric pathology", "low schooling", "temperament of the child".

The responses that are most in line with the intent of the question, which was to grasp possible criticalities of the associative or community context in which the minors live, have highlighted a series of personal and/or professional fragilities of the adults with educational responsibilities together with scarce specific competencies. These reports could offer a useful reference for training (the most numerous items are listed below): "untrained adults", "educators with difficult backgrounds", "incorrect evaluations", "lack of adequate preparation", "superficiality", "superficial knowledge of the fragilities of the minor", "not listening", "untrained people", "not understanding them", "anaffective educational style", "not being able to recognize the signs", "unprofessionalism", "inadequate manager", "lack of empathy and listening", "lack of knowledge of the phenomenon", "people with hidden experiences", "neglect [towards minors]", "arrogance", "misinformation", "ignorance about the issue and how to intervene and prevent in situations of abuse", "a lot of work, little attention", "minors who have already been abused", "affective instability of educators", "lack of supervision", "disinterest", "lack of knowledge about the spread of the phenomenon", "hasty listening", "prevarication", "excessive spontaneity", "inadequate supervision", "reduced moments of sharing", "excessive emotional involvement", "confusing roles", "placing oneself on the same level as the educated person", "burn out", "personalities that are welcoming but unbalanced", "psychological abuse of a child", "physically abusive educator", "fear of supervisor", "operators with prior injuries", "self-referentiality of operators", "not understanding the problem", "failure to keep the rules", "taking for granted", "excessive workload of supervisors", "incompetence", "little knowledge of families", "little affective training of educators", "improvisation of operators", "ignorance of psychological/educational theories", "presumption of not needing support/thinking of being self-sufficient", "difficulty in creating bonds with problematic minors", "insufficient and in-depth knowledge of the people one is willing to take in", "manipulation", "lack of training on body language so far", "incompetence", "misinformation", "adults with an unprocessed past of abuse", "lack of preparation to recognize the signs of possible abuse", "plagiarism", "lack of specific training for volunteers", "not knowing the minor's past history", "not (knowing) how to enter into a relationship with the minor", "not constant presence of the operator", "difficulties with services such as school", "social management", "not containment", "too much of a burden on those in charge", "presence of problematic adults", "commitment in many areas of intervention that takes away from the depth of the interventions", "difficulty in entering family life to know the real situation", "contact with difficult situations of others' lives", "contact with people potentially exposed to burn

out without knowing it", "self-referentiality", "insufficient training", "too many people", "confusion", "not involving the community", "unprepared to pick up on signals", "depression", "psychological stress", "little observation", "volunteer turn over", "passing figures", "little psychological support", "no knowledge", "inadequate people", "little listening", "too many users", "inability to communicate", "underestimation of family situations", "many responsibilities to account for", "overload", "lack of team", "family experiences of association managers", "non-coordination of caregivers", "manipulative and ambiguous style", "individualism", "lack of listening and willingness to be involved of institutional bodies", "relational incapacity", "personal fragility", "emotional illiteracy", "difficulty in understanding one's own limits", "affective disorder", "lack of sharing", "underestimation of risk", "poor empathy", "poor networking", "communication and relational incapacity", "lack of prevention", "abuse suffered by the adult when he was a child", "poor skills in the dynamics of relationships", "spontaneity", "not always adequate self-control of managers", "inability of operators to act", "overload of work and commitment of managers", "little dialogue, closed environment", "little interconnection", "affective immaturity", "insecurity in knowledge and skills", "too many kids for each educator leads to not seeing the signals of individuals", "lack of listening", "educational incompetence", "absence of a protocol", "abuse of power".

Finally, some material difficulties and those related to the community lifestyle are reported that contribute to the discomfort of boys and girls within the association/community context: "excess of people received", "presence of lots of people in the family houses including minors, rehabilitated adults, volunteers", "risk of closure within", "high turn over of people", "multi-user", "shared use of images from cell phones", "social", "social network", "rigid educational methods", "psychological dependence", "lack of supervision", "publication of photos", "intergenerational presence".

In extreme synthesis, the risk factors found in associative and community contexts also question the adult presence in their various roles: institutional, managerial, professional and volunteer. If, in fact, the operators are not in the condition to carry out their task of responsibility in a serene and effective way (due to personal fragility, professional unpreparedness and lack of knowledge and skills required by the complexity and delicacy of the situations, or due to organizational criticality: these are the main critical categories that the responses highlight), what should be a protected context of growth for minors and, indirectly, also for their families, risks becoming a risk factor (from the risk of ineffectiveness to the risk of causing damage to people who are already suffering).

Preconditions that characterize an abusive relationship

The percentage of course attenders able after finishing the training to identify all the four correct preconditions among the six proposed was 36.8% while those identifying at least three was 86.4%. This evidence shows that target was only partially reached for this specific subject and some residual confusion remains. Nonetheless we can note that a large majority correctly identified 3 out of the four preconditions.

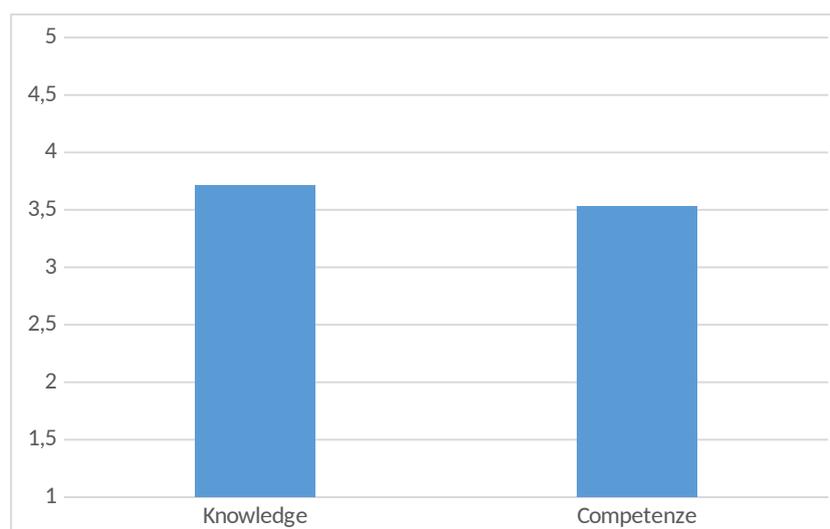
Child safeguarding knowledge and skills

The last group of questions of the post-intervention questionnaire intended to assess participants' perceptions about training efficacy. Specifically, they focused on the improvement in child safeguarding knowledge and skills of course attendants, the aspects that might have favored the learning process, as well as the unexpected aspects of the training, the main difficulties faced, and the aspects to be modified and/or further strengthened in future training experiences.

As shown in the figure below (Fig. 4.18), respondents felt on average that participation in these specific training courses allowed them to improve in both their knowledge (M = 3.71; DS = .74; range = 1-5) and their skills (M = 3.53; DS = .75; range = 1-5) in the field of child safeguarding.

Fig. 4.18. Improvements in child safeguarding knowledge and skills

(range from 1 = not at all to 5= very much)



Participants reported that the main elements that favored learning during the training were, first of all, the ways in which the themes were proposed (67.1% of participants), followed by the specific

topics covered (46.8%), the working style of the trainers (44.4%), and the involvement in workshops (29.7%; Fig. 4.19).

Fig. 4.19. Aspects favoring the learning process

(% values)



Unexpected results from the training

As anticipated, in the post- questionnaire the participants' evaluation of unexpected aspects of the training was also considered.

For this answer the transcripts were analyzed using the textual analysis software T-LAB (Lancia, 2004; Molgora, Facchin, & Tamanza, 2009), a mixed-method software that analyzes one or more texts - the corpus - and highlights their key features. Specifically, the thematic analysis of elementary contexts was performed. This analysis allows to explore a representation of corpus contents through few and significant thematic clusters, composed of a set of elementary contexts (i.e. sentences, short texts) characterized by the same patterns of key-words and described through the lexical units (i.e. words). This analysis implemented on the whole corpus of the answers to this question showed a three-clusters solution. Clusters explained 36.36%, 15.15%, and 48.48% of the data variance.

From the analysis of the lexical units of each cluster (Tab. 4.11) and the related elementary contexts (participants' responses to this open-ended question), Clusters 1 and 2 turned out to include words more directly and explicitly connected to the training process, whereas Cluster 3 includes words that refer to a wider relational perspective in identifying, reporting, preventing child abuse and promoting child safeguarding.

Specifically, Cluster 1 is structured around the narration of the training process in its more formal and practical aspects, linked to the group setting and its actors, the “trainers” and the participants (“we”, “our”), the verbal and “body” “language” used and examined, its “simplicity”, “understandability”, but at the same time the potential “risks”. Cluster 2 encloses a dimension related to the active “involvement” and “listening” of participants within the training “concrete experience” dealing with multiple “aspects” of child abuse and safeguard. Cluster 3 includes such words as “relationship”, offline and online “network”, “group”, as well as it refers to “higher” awareness and “knowledge” of “signals” of the “problem” of child abuse and also its “legal” aspects. Globally, these results seem to suggest that participants positively evaluated the richness and the level of detail of the courses and at the same time the simplicity and the accessibility, despite the complexity and sensitivity of the themes covered. Furthermore, they appreciated the opportunity to have an active, participative role and to reflect on one’s own self, emotions, and experiences. These characteristics of the training may favor the creation of affective, collaborative, friendly, and respectful bonds within the group and the association. Moreover, this may promote the awareness of the necessity of create good, supportive, and trusting educational relationships and the value of taking care of family and social bonds, to promote healthy and safe developmental context for young generations.

Cluster 1					
Table 4.11. Lexical units of each Cluster		Cluster 2		Cluster 3	
Words	χ^2	Words	χ^2	Words	χ^2
language	13.75	involvement	34.791	relationship	7.528
we	11.775	appreciate	23.776	network	5.928
trainer	9.804	listening	11.911	regard	5.636
show	9.804	concreteness	11.911	signals	5.636
risk	9.804	experience	8.434	higher	4.861
simplicity	9.804	emotional	6.17	problem	4.861
body	8.451	sexual	4.601	group	4.693
our	8.451	psychological	4.388	legal	4.693
understandable	7.837	aspects	4.318	knowledge	4.427

Difficulties and challenges faced during the training

Another question was focused on the participants' evaluations of difficulties and challenges faced during the training.

Also for this answer the thematic analysis of elementary contexts was carried out with the software T-LAB, which showed a three-clusters solution.

Regarding the verbal narratives about difficulties and challenges faced in the courses, content analysis on the answers of all participants identified three main semantic areas. Clusters explained, respectively, 15.15%, 48.48%, and 36.36% of the data variance.

The first refers to personal and "emotional" commitment of each "participant" and to the "interactions" among them and with the "trainer", sometimes "difficult" to "maintain" in the online context of the training (Tab. 4.12). The second area seems to be more related to the complexity and sensitivity of the "topic", covered in a short time and that would "need" more "days" for a deeper analysis and understanding, more discussion and workshops. Finally, the third area refers to more practical and operative aspects connected to the "course", to the "challenging" commitment required to "follow" the online "meetings" and to "carry out" the proposed "tasks" and activities, and to the difficulties and problems linked to the online administration of the courses.

Table 4.12. Lexical units of each Cluster

Cluster 1		Cluster 2		Cluster 3	
Words	χ^2	Words	χ^2	Words	χ^2
emotional	13.801	topic	10.124	fact	7.809
interact	11.006	deepen	9.469	challenging	7.014
maintain	11.006	activities	8.991	not always	7.014
needed	7.716	days	8.991	course	6.848
difficulty	6.171	surely	8.991	tasks	6.713
trainer	5.919	short	7.861	follow	6.608
participant	5.582	some	7.861	meetings	4.858
technique	4.109	related	6.732	carry out	4.858
		need	5.605	web connection	4.572

4.3. The effects of the training process: comparison with the control sample

We now introduce the analysis of a control sample, drawn at random from the population of all possible members of the three associations, eligible to attend the course. This analysis aimed at assessing whether the participants were systematically different from the rest of the association members. If no systematic differences emerge, we can rule out that course participant represent a biased sample from the population of associations' members; on this turn this would limit the validity of the pre- and post- comparison we conducted in previous sections.

The control group was composed of 268 members (Males: 101, 37.7%; Females: 167, 62.3%), belonging to the three associations involved in the SAFE project; specifically, 161 subjects completed the questionnaire for "Papa Giovanni XXII Association" (APG), 59 for "Azione Cattolica" (AC) and 48 for "Centro Sportivo Italiano" (CSI).

Participants were aged between 17 and 83 ($M = 41.03$, $SD = 13.74$) and came from various Italian areas. Regarding the educational level, 7.8% obtained a middle school diploma, 35.8% a high school diploma, 49.3% a university degree, and 7.1% a master or a doctorate. Most of them were employed (75%), some were economically inactive (8.2%) or unemployed (10.1%) and a small part were retired (6.7%). 60.1% of the people who answered the questionnaires were married or cohabiting, 18.2% were engaged in a relationship but not cohabiting, 2.2% were separated or divorced, 19.4% were single. About half of the sample (54.5%) has no children, while the others (45.5%) had at least one child.

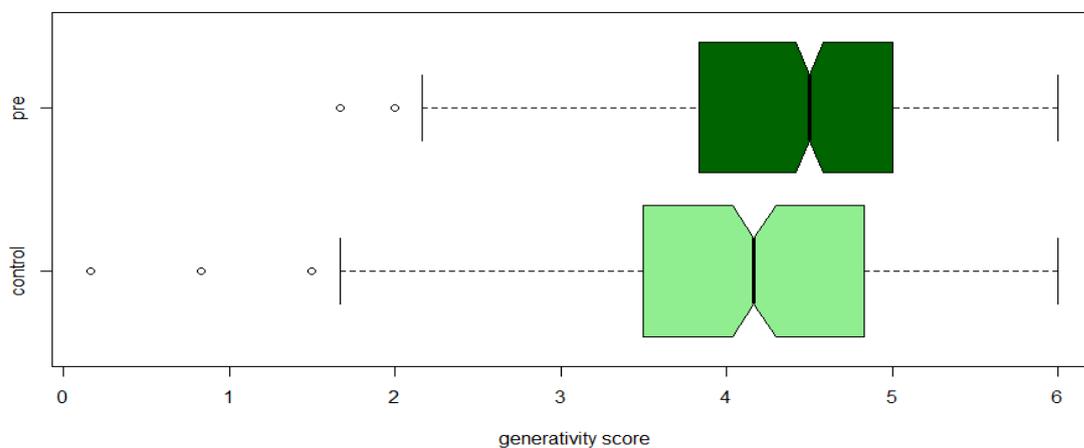
From a statistical point of view, those selected in the control group turned out to be slightly younger than those actually attending the course ($M = 44.04$, $SD = 13.05$). The difference is statistically significant (p -value equal to 0.0016 according to a Wilcoxon signed-rank test) but the modest effect size (0.11) does not point in the direction of a relevant difference. The composition of the control and the sample of course attendants with respect to sex is not statistically different.

Apart from the demographics we just discussed, we compare the control group and the course participants with respect to many important dimensions. In the first place, we re-consider the Social Generativity and Perceived Empathic Self-Efficacy Scales. Next, we focus on battery of questions objectively assessing levels of knowledge and competence (that is questions for which it possible to assess whether the respondents provide the correct answer or not). Eventually we compare course participants (before starting the course) and the control group also in terms of self-evaluations of degrees of knowledge and competence with respect to various subjects.

The Social Generativity Scale proved reliable also in the control group questionnaire, with a Cronbach’s alpha equal to 0.83. The comparisons of the generativity scores in the “pre” and “control” group is graphically displayed in Figure 4.20.

Figure 4.20. Social Generativity Scale

(Course attendants (pre- questionnaire) vs control group)

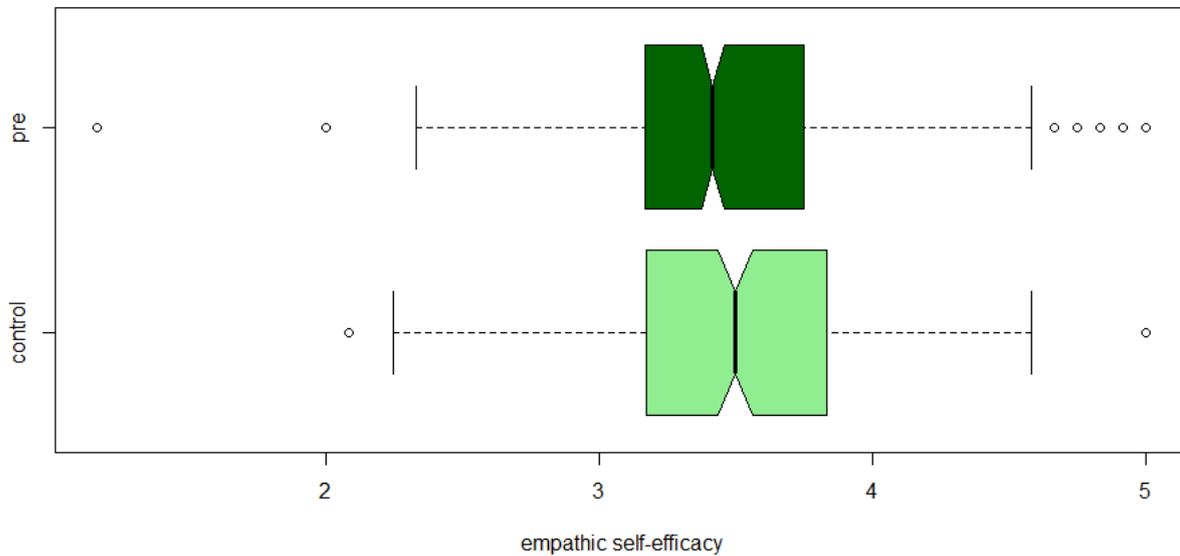


Although the distributions look somewhat similar, the average level was higher for those who actually attended the course. The means in the two groups were given by 4.17 (SD = 1.01; range 0-6) in the control group vs 4.49 (SD = 0.86; range 0-6). The null hypothesis of equal distributions was rejected at ordinary significance levels using a signed-rank Wilcoxon test as the p-value was very small (<0.001); nonetheless the effect size (0.17) was relatively small.

As far as the Perceived Empathic Self-Efficacy Scale is concerned, we note that, in the first place the reliability found in the analysis of pre- and post-course questionnaire was confirmed from the analysis of the control sample (alpha = 0.83). Moreover, as displayed in Figure 4.21, the difference between the two distributions was smaller than in the case of social generativity just discussed.

Figure 4.21. Perceived Empathic Self-Efficacy Scale

(Course attendants (pre- questionnaire) vs control group)



The difference between the two distributions was not statistically significant according to the signed-rank Wilcoxon test (p.value 0.239).

Here we compare to what extent course attendants (before attending the course) and those selected for the control group are aware of the possible consequences of sexual abuse from a psychological, physical, social, behavioral, spiritual point of view. In doing this, we consider the person as a whole and the multiplicity of dimensions that contribute in influencing child's well-being on a physical and psychosocial level.

For questions in this battery, participants were asked to identify the two correct answers for each type of consequence among the four proposed. Our expectation is that no significant differences emerge between the course attendants and the control group. This would confirm the result in the pre-post analysis as not biased from selection. This is actually, what we get from Table 4.13, where the percentages of people answering correctly are compared. Percentages are compared using a Z Test for comparing proportions (independent samples). We have that only for the behavioral consequences of the sexual abuse there is some positive evidence that course attendants had an a priori better level of knowledge. We note that, despite non-significance, the percentage of correct answers is higher for the course attendants in at least three out of four cases. The evidence in favor of a higher level of

knowledge for course attendants remains weak and non-conclusive.

Tab. 4.13. Consequences of child abuse

(Correct answers, % values)

	<i>% pre</i>	<i>% control</i>	<i>p value</i>	
Knowledge of psychological consequences	86.7	89.9	0.232	
Knowledge of physical consequences	85.3	82.8	0.420	
Knowledge of psychosocial consequences	74.6	73.9	0.905	
Knowledge of behavioral consequences	75.9	69.0	0.047	*
Knowledge of spiritual consequences	85.7	82.1	0.221	

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

We further explore the level of knowledge that we can infer from questions with correct and incorrect answers considering another question. Specifically, we analyze the ability of course attendants and association members selected in the control sample to identify correctly signals and (implicit) requests of help from victims of sexual abuse. Actually, the questions were two, one for children and the other for adolescents, as their reaction to abuse can be substantially different.

In table 4.13 the percentages of respondents accomplishing the task correctly are compared by means of a Z Test for the comparison of proportions, independent samples.

Tab. 4.14. Signals of help of child sexual abuse

(Correct answers, % values)

	<i>% pre</i>	<i>% control</i>	<i>p value</i>	<i>stars</i>
Knowledge of signals of call for help can victims of sexual abuse exhibit (children)	64.8	69.8	0.1852	
Knowledge of signals of call for help can victims of sexual abuse exhibit (adolescents)	78.5	81.7	0.3305	

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

From table 4.14 we note that the proportions are not significantly different in both cases; moreover, the percentage of correct answers are (slightly) higher for the control group. This means that we do not have evidence of selection bias for course attendants.

We now turn our attention to the comparison of the self-perceived degree of knowledge and competence, on a scale from 1 to 10, regarding child abuse (Tab. 4.15), body languages (Tab. 4.16),

protective and generative communication (Tab. 4.17), shared good practices and codes of conduct (Tab. 4.18).

For each topic, a statistical analysis is provided. Also in these cases, to compare the pre- and post-distributions of the items considered, a paired Wilcoxon signed rank test was considered.

Tab. 4.15. Degree of knowledge and competence in the field of child abuse (grade from 1 minimum to 10 maximum)

	<i>Mean_pre</i>	<i>Mean_control</i>	<i>p value</i>	
Degree of knowledge of the problem of child abuse	4.87	4.74	0.3837	
Degree of knowledge of the relational modalities with which to deal with the suspicion of abuse	3.92	3.8	0.4954	
Ability to recognize cases of child abuse in one's association activity	4.01	4.07	0.8901	
Ability to give personal response in cases of child abuse found	3.93	3.93	0.9542	
Ability to give associative response in cases of child abuse found	4.64	4.68	0.8775	

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Table 4.16 shows that differences between those enrolled for the course and those selected for the control group are in line, with minor differences, always far from being significant. The same lack of any evidence of statistically significant difference emerges also from the comparison of course attendants and the control group with respect to the battery of questions related to self-evaluation of the degree of knowledge and competence in body languages. Results, with comparisons based on Z Test for the comparison of proportions in independent samples are displayed in table 16.

Tab. 4.16 Degree of knowledge and competence in body languages (grade from 1 minimum to 10 maximum)

	<i>Mean_pre</i>	<i>Mean_control</i>	<i>p value</i>	
Importance of body proximity/distance in the relationship with the other	6.48	6.56	0.7767	
Importance of emotional closeness/distance in the relationship with the other	6.81	7.02	0.1517	
Ability to recognize emotions and feelings from body signals	6.22	6.34	0.4577	
Ability to pick up on the signals in the case of sexual abuse	4.24	4.32	0.7141	
Ability to grasp the signals in case of physical abuse	4.57	4.74	0.3855	
Ability to grasp the signals in the case of emotional / psychological abuse	4.84	4.91	0.8741	
Ability to grasp the signals in case of abuse due to abandonment/neglect	5.45	5.41	0.7848	

Signif. codes: 0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Eventually, we conduct similar comparisons for the degree of knowledge and competence in relation to a protective and generative communication (Tab. 4.18) and shared good practices and codes of conduct (Tab. 4.19). From both tables no significant differences emerged.

Tab. 4.17. Degree of knowledge and competence relating to a protective and generative communication (grade from 1 minimum to 10 maximum)

	<i>Mean_pre</i>	<i>Mean_control</i>	<i>p value</i>	
Degree of knowledge of protective communication styles with child and among child	4.55	4.71	0.349	
Degree of competence in promoting protective communication styles with and among child	4.51	4.59	0.717	

Signif. codes: 0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Tab. 4.18. Degree of knowledge and competence in shared good practices and codes of conduct (grade from 1 minimum to 10 maximum)

	Mean_pre	Mean_control	p value	

Degree of knowledge of good practices in dealing with children injured by abuse and violence	4.16	4.11	0.687	
Degree of competence in applying good practices in dealing with children injured by abuse and violence	4.01	4.01	0.958	
Importance of having shared codes of conduct at the associative level	6.62	6.49	0.566	

Signif. codes: 0 ‘****’ 0.001 ‘***’ 0.01 ‘**’ 0.05 ‘.’ 0.1 ‘ ’ 1

All in all, the comparisons between the course participants (as assessed before they start the course) and the randomly selected course participants show only occasional differences between the groups, and also in these cases, not very large from a substantive point of view. This allows us to conclude that the course participants are not systematically different from the rest of the association members and rules out the hypothesis that course participants represent a biased sample from the population.

4.4. Conclusions

Comparing individual answers to a variety of questions before and after attending the course was intended as the main tool to assess the impact the course had on its participants.

The main conclusion that emerges from this training evaluation is that the course did have an impact that is not only statistically significant, but, more importantly, relevant from a substantive point of view. The course aimed at the transfer of knowledge and competence, but at the same time it acted on the awareness association members and volunteers had of the child abuses, their causes, risk and protective factors, wide ranging consequences, and the way the association they belong to should or should not handle these cases. On more general grounds, the course could have some impact even on psychological attitudes of course attendants and on the relational climate within the associations and in the broader social context of belonging. The structure of the questionnaire flows from the general to the specific and we kept this order to overview the results: we started with the evaluation of social generativity and perceived empathic self-efficacy as measured with appropriate scales. In line with expectation, we observed minor changes in the general level, but in both cases they are consistently in the direction of growth and this growth, although small in magnitude, was statistically significant. Then we moved to self-evaluation of the degree of knowledge and competence in the field of child abuse, ability to interpret the signals of help from potential victims, protective communication, shared good practices and codes of conduct. In all cases we found that, on average, the self-evaluation of course attendants was moderately negative but improved remarkably after the course. This means that the course was needed and the perception of this need was clear among association members; moreover, it means that they left the course with a more

positive evaluation of the knowledge level and skills related to child abuses. This more positive evaluation is confirmed by the analysis of questions related to task for which the course attendants were asked to identify correct answers among those offered to them. The improvements were more or less marked depending on the task, but the impact was always positive and statistically significant. More generally, participants have showed their awareness, strengthened at the end of the training course, of the importance of promoting and fostering an educational relationship able to simultaneously offer affective aspects of “care” (listening, protection, trust, acceptance) and ethical aspects of commitment and “responsibility” (rules, values). It is an issue of recognizing and relaunching an authentic educational alliance, a pact of co-responsibility, among all the adult generations who, while respecting the different roles and specific skills, are called to pave the way and responsibly take care of the growth path of the new generations.

5. Research indications: taking care of oneself in order to take care of others

Mistreatment of children and adolescents in the form of abuse of all kinds (from abuse of power, including insults, threats, ridiculing, beatings to emotional abuse, even sexual abuse) has always accompanied the history of education, especially daily family education. The study of this phenomenon, which is still underestimated because it is underreported, denied, covered by silence, has highlighted the consequences on the development of personality, cognitive, affective and relational processes. The damage, however, is better known to health specialists, but there is less awareness of its seriousness among teachers, educators, parents and those who spend a lot of time with children. This calls for a renewed commitment on the part of pedagogical reflection, politics, institutions and the third sector. But is raising awareness of the damage caused by abuse and maltreatment enough to combat a phenomenon that has deep roots in people's life-stories? It is certainly necessary to increase the level of sensitivity of those who come into contact with children, who share the contexts of life and educational spaces with them, as well as to strengthen the culture of the rights of children and adolescents by strengthening the ability of adults to intercept early signs of mistreatment, violence and abuse.

All this, however, can be defined as late, if it merely focuses on "protection" actions (to be ascribed to a logic close to the reparative one) towards children and adolescents that should instead be anticipated by interventions of "prevention" and especially of "promotion" of an attentive and respectful culture towards the most fragile.

In this regard, the project shows that overcoming the taboos that for too long have led to denying or neglecting the most burning issues of the educational relationship or that can be established between adults and minors is an essential condition to guarantee children respect and care. A sort of *pars destruens*, an action of destructuring of the barriers that have prevented and still prevent us from

dealing seriously and decisively with the problem. But the *pars destruens*, as a prerequisite, must be followed by a *pars costruens*, as a project of change.

Training is needed for this, and targeted policies, specific codes of ethics and behavioural policy provided by organizations to their members and collaborators, guarantee concrete tools for early detection of possible violations of the rights of children and young people and for timely intervention.

It is, in fact, the massive, significant and prolonged investment aimed at a critical reinterpretation of one's own educational history and the development of relational, communicative and context management skills that can effectively contribute to making extracurricular places of socialization into properly educational contexts, as many respondents to the questionnaire suggested. In this sense, the support of consultants/experts in the field - another recommendation to consider carefully - can be an important reference for adults with educational and care responsibilities.

Violence insinuates itself into the deepest patterns of the inner life and not infrequently colludes with repressed anger, badly tolerated discomforts, memories of mortifications that still pulsate hidden and are reactivated by virtue of new stimuli. Dialogue with these reverberations of suffering is not only inevitable, but must be undertaken intentionally so that unreflective reactions do not take over.

Theorizing about this invisible and corrosive dimension of violence, through self-exploration of one's own life story (Biffi, 2016; Demterio, 2003) and comparisons with the one of others, can help deactivate its grip on affective relationships and educational circuits, while at the same time enhancing sensitivity to what is harmful to others, especially children, and can have effects that are not immediately apparent but are irreversible and prolonged over time. Reconstruction alone does not save, nor does interpretation disable propulsive thrusts. What is decisive, however, is the work of picking up the fragments of nonmeaning that send life to pieces, and the willingness to keep them in sight anyway.

This willingness to encounter the shadows of education - not only in the history of mankind, but in the biographical story of each one - contributes to legitimizing the use of experts and paths that lead to self-exploration: in order to be responsible for the experiences that are proposed to children and young people, it is necessary, first of all, to be aware of and therefore responsible for the shadows that lurk in our adult lives; and in order not to be self-referential, the continuous dialogue with a competent and well-equipped guide can be a reference point and a guarantee of balance, equity and moral support.

When it is said that by educating we educate ourselves, this is precisely what is meant: the presence, the words, the face of the other question us and ask us to reposition ourselves within our own history, welcoming what emerges from deep within, without falling hostage to it.

It is not a question of fishing out past educational experiences in order to transfer them to those for whom we are responsible. The dynamic between inside and outside implies a difficult, and sometimes even painful, task of listening to oneself, of renewed acceptance of one's own history, of selecting the problematic segments on which to focus attention, to be transformed into awareness and adult skills (Erikson, 1984). Otherwise, there is the risk that those who find themselves in the role and in the right to expect an indication, a guide, an orientation end up being functional to an elaboration that has nothing to do with them anymore.

If we want to understand violence, maltreatment, abuse, we must therefore first of all question what is around it, until we see the tentacular extension that has crossed or at least touched the culture we live in, approach the topic from different angles, go back to links and connections, probe the areas in which it hides and camouflages itself with "normality", gain a perspective that is not purely cognitive and theoretical, but practical and transformative. It is necessary to move into the territories of critical reflection and change, of skills aimed at renewing knowledge and responsibility, of the existential reasons behind political action, of the foundations of rights and their contextualization. It is a question of moving from the denunciation of the problem to the focusing of the conditions that counteract its onset. And this leads naturally into the territories of pedagogy and education.

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Annexes

I. Survey Form for National Managers

1. Degree of awareness of the problem of child abuse

Are you aware of any child abuse cases?

-in your territory YES NO
if yes specify number and type _____

-within your organization YES NO
if yes specify number and type _____

-in your personal activities for children YES NO
if yes, specify number and type

2. Degree of implementation of child protection policies

Do you have a formal child abuse prevention policy in your statute?

YES NO
if yes, report the extract of the document _____

Do you have a formal child abuse prevention policy in your code of ethics?

YES NO WE HAVE NO CODE OF ETHICS
if yes, report the extract of the document _____

Do you have a formal child abuse prevention policy in other documents, agreements, statements, guidelines of your organization?

YES NO
if yes, report the extract of the document _____

Do you have a formal policy of preventing child abuse through persons who are responsible for reporting detected or suspected cases?

YES NO
if yes, report the extract of the document _____

Do you have informal policy of preventing child abuse in your organization?

YES NO
If yes, specify _____

3. Factors that constrained/delayed/hindered child safeguarding interventions

(rating from 1 minimum constraint to 10 maximum constraint)

- no knowledge of the problem _____
- lack of organisation policies/directives _____
- underestimation of the problem _____
- difficulty in intercepting cases of abuse _____
- lack of specific training _____
- other (specify _____) _____

4. Factors that favored/facilitated child safeguarding interventions

(rating from 1 minimum aid to 10 maximum aid)

- knowledge of the problem _____
- organisation policies/directives _____
- sensitivity to the problem _____
- specific training _____
- other (specify _____) _____

Indicate a positive/successful case of prevention/response

5. Child safeguarding intervention priorities in your organization

(rating from 1 minimum priority to 10 highest priority)

- specific policies/directives of the organisation _____
- dissemination of information on the problem _____
- setting up of own service counters _____
- setting up of service counters with other organization _____
- support of experts/consultants _____
- specific training (communication skills) _____
- specific training (relational skills) _____
- specific training (context management) _____
- other (specify _____) _____

II. Survey Form for Local Managers

1. Degree of awareness of the problem of child abuse

Are you aware of any child abuse cases?

-in your territory

YES

NO

if yes specify number and type _____

-within your organization

YES

NO

if yes specify number and type _____

-in your personal activities for children

YES

NO

if yes, specify number and type _____

2. Factors that constrained/delayed/hindered child safeguarding interventions

(rating from 1 minimum constraint to 10 maximum constraint)

- no knowledge of the problem _____
- lack of organisation policies/directives _____
- underestimation of the problem _____
- difficulty in intercepting cases of abuse _____
- lack of specific training _____
- other (specify _____) _____

3. Factors that favored/facilitated child safeguarding interventions

(rating from 1 minimum aid to 10 maximum aid)

- knowledge of the problem _____
- organisation policies/directives _____
- sensitivity to the problem _____
- specific training _____
- other (specify _____) _____

Indicate a positive/successful case of prevention/response

4. Child safeguarding intervention priorities in your organization

(rating from 1 minimum priority to 10 highest priority)

- specific policies/directives of the organisation _____
- dissemination of information on the problem _____
- setting up of own service counters _____
- setting up of service counters with other organization _____
- support of experts/consultants _____
- specific training (communication skills) _____
- specific training (relational skills) _____

- specific training (context management) _____
- other (specify _____) _____

III. III. Ex-ante Questionnaire for participants

1. Socio-anagraphic information

1.1. Age: ____ years

Gender: Male Female

1.2. Where do you live? (Name of city)

1.2. Where do you live? (Name of district)

1.4. Highest level of education completed:

1. Less than High School
2. High School
3. College/University
4. Master's/Phd

1.5. Current employment:

1. Unemployed
2. Taking care of the household
3. Employed (Specify job): _____
4. Retired

1.6. Job _____

1.7. You are currently:

1. Married or in a couple
2. Single
3. Divorced
4. Widowed

1.8. Do you have children?

Yes No

If yes, how many children are there in your family? _____

1.9. Have you already attended a similar training?

Yes No

2. Social Generativity Scale

2.1. Please, indicate the degree in which the following statements apply to you.

Not at all= 0 1 2 3 4 5 6 = Completely

	1	2	3	4	5	6
I carry out activities in order to ensure a better world for future generations.						
I have a personal responsibility to improve the area in which I live.						
I give up part of my daily comforts to foster the development of succeeding generations.						
I think that I am responsible for ensuring a state of well-being for future generations.						
I commit myself to do things that will survive even after I die.						
I help people to improve themselves.						

2.2. The following statements describe some situations that can be difficult to deal with. Please read each statement carefully and indicate how capable you are of dealing with each situation described.

Not at all capable, Not very capable, Medium capable, Very capable, Fully Capable

When I meet new friends, I quickly find out what they like and what they don't like
Recognizing a request for discussion and emotional support even when it is not explicitly stated
Understanding the feelings others have for you
Recognizing if a person is seriously upset with you
Knowing if a person is sad and unhappy
Understanding if a person is seriously blocked by fear
Understanding the state of mind of others when you are very involved in a discussion
Knowing when a friend needs your help without asking you explicitly
Understand that a person has particular sympathy for you
Put yourself in the shoes of a friend who is in trouble
Understanding the mood of your friends
Understanding the effect of your actions on the feelings of others

3. Knowledge, awareness, competences on child abuse

3.1 Are you aware of child abuse cases?

-in your area?

If yes, please specify number Yes No and kind of abuse:

-in your organization

If yes, please specify number Yes No and typology:

- in your activity with children

If yes, please specify number Yes No and typology:

3.2. Degree of knowledge and awareness

(score from 1 to 10)

Degree of knowledge of the problem of child abuse	
Degree of knowledge of the relational modalities with which to deal with the suspicion of abuse	
Ability to recognize cases of child abuse in one's association activity	
Ability to give personal response in cases of child abuse found	
Ability to give associative response in cases of child abuse found	

3.3. Knowledge and competence in body languages

(score from 1 to 10)

Importance of body proximity / distance in the relationship with the other	
Importance of emotional closeness / distance in the relationship with the other	
Ability to recognize emotions and feelings from body signals	
Ability to pick up on the signals in the case of sexual abuse	
Ability to grasp the signals in case of physical abuse	
Ability to grasp the signals in the case of emotional / psychological abuse	
Ability to grasp the signals in case of abuse due to abandonment / neglect	

3.4. Knowledge and competence relating to a protective and generative communication

(score from 1 to 10)

Degree of knowledge of protective communication styles with children and among children	
Degree of competence in promoting protective communication styles with and among children	

3.5. Knowledge and competence in shared good practices and codes of conduct

(score from 1 to 10)

Degree of knowledge of good practices in dealing with children injured by abuse and violence	
Degree of competence in applying good practices in dealing with children injured by abuse and violence	
Importance of having shared codes of conduct at the associative level	

3.6. Are you aware of the adoption by your association of a code of conduct?

Yes

No

3.7. Indicate three main risk factors for childrens within your association and community (use key words or essential phrase).

3.8. Indicate three main protection factors for minors within your associative and community reality (use key words or essential phrase).

3.9. Indicate some of the possible consequences of sexual abuse from a psychological, physical, legal, social, behavioral, spiritual point of view.

Identify the two correct answers for each type of consequence

PSYCHOLOGICAL CONSEQUENCES

- Shock, fears, wounded trust, feelings of shame and guilt, helplessness, depression, mood disorders, inner emptiness (1)
- Narcissism, compulsion to repeat (2)
- Disturbed self-image, desire to dissolve into nothing (3)
- Cleptomania, hysteria (4)

PHYSICAL CONSEQUENCES

- Wounds, inflammation in the genital and anal area, infections (1)
- Convulsions, tics, gingival recession (2)
- Bad breath, hypothermia, loss of vision, loss of balance (3)
- Sexually transmitted diseases, pregnancy, diarrhea, nausea, itching (4)

PSYCHO-SOCIAL CONSEQUENCES

- Pyromanic tendencies, sado-masochistic attitudes, complacency to evil (1)
- Lost trust, social withdrawal, avoiding people and places, difficulty concentrating (2)
- Suicidal ideation, panic in the locker room, neglect of hygiene (3)
- Excessive altruism, naivety and naivety, uncritical openness (4)

BEHAVIORAL CONSEQUENCES

- Repetitive and persecutory behaviors, selective hearing, provocative mockery of the authorities (1)
- Imitative and demeaning behaviors towards adults, aspiration to street life (2)
- Running away from home, self-harm, degradation or change in school performance, destroying objects, age-inappropriate sexual expressions (3)
- Sleep disturbances, eating disorders, body weight, regressions: enuresis, defecating, torturing animals or younger siblings (4)

SPIRITUAL CONSEQUENCES

- Anger, disappointment, uncertainty, doubts, despair, foolishness, avoid all contact (1)
- Obsessive search for Churches in which to take refuge (2)
- Obsessive tendency to imitate spiritual authorities and the ecclesial hierarchy (3)
- Conflicts with the image of God, feeling **abandoned by God** (4)

3.10. What signs of call for help can victims of sexual abuse exhibit at different ages? Identify the three correct answers for each age group listed.

CHILDREN

- Acts or gestures that recall adult sexuality and mood instability (anxiety, aggression, fear of people and places) (1)
- Strange rituals around food or cleaning oneself, others, the environment and unusual sexual games for the age (2)
- A language that expresses terms related to sexual knowledge that are not foreseen at this age (3)
- Obsessive sexual lullabies (4)

Q14.2 ADOLESCENTS

- Verbosity, maniacally repeated housework (1)
- Sudden lack of interest in friends or (favorite) activities (2)
- Social withdrawal, regressive communication patterns, poor personal hygiene (3)
- Reaction of anxiety and surprise to physical contact, interest in sexual activities, hostility towards authority figures or contact persons, difficulty or sudden drop in academic performance (4)

3.11. How to deal with sexual abuse disclosure cases? Identify the three steps and put them in order by indicating a number from 1 to 3 in the boxes below.

- Recourse to the bodies provided for by the protection policies of each partner (1) ____
- Collaboration with the authorities and services, openness to the social dimension understood as civil and ecclesiastical (2) ____
- Listening to the victim's friends (3) ____
- Retaliatory actions against the abuser (4) ____
- Listening to the victim (5) ____

3.12. Write the first three words that come to your mind when thinking about the protection of childrens and vulnerable people.

3.13. What do you expect from this training course?

IV. IV. Ex-post Questionnaire for participants

1. Degree of knowledge and awareness

(score from 1 to 10)

Degree of knowledge of the problem of child abuse	
Degree of knowledge of the relational modalities with which to deal with the suspicion of abuse	
Ability to recognize cases of child abuse in one's association activity	
Ability to give personal response in cases of child abuse found	
Ability to give associative response in cases of child abuse found	

2. Knowledge and competence in body languages

(score from 1 to 10)

Importance of body proximity / distance in the relationship with the other	
Importance of emotional closeness / distance in the relationship with the other	
Ability to recognize emotions and feelings from body signals	
Ability to pick up on the signals in the case of sexual abuse	
Ability to grasp the signals in case of physical abuse	
Ability to grasp the signals in the case of emotional / psychological abuse	
Ability to grasp the signals in case of abuse due to abandonment / neglect	

3. Knowledge and competence relating to a protective and generative communication

(score from 1 to 10)

Degree of knowledge of protective communication styles with childs and among childs	
Degree of competence in promoting protective communication styles with and among childs	

4. Knowledge and competence in shared good practices and codes of conduct

(score from 1 to 10)

Degree of knowledge of good practices in dealing with children injured by abuse and violence	
Degree of competence in applying good practices in dealing with children injured by abuse and violence	
Importance of having shared codes of conduct at the associative level	

5. Are you aware of the adoption by your association of a code of conduct?

Yes

No

6. What types of abuse were investigated during the course?

Not at all (1) A little (2) Somewhat (3) A lot (4) Very much (5)

7. Identify two types of abuse among the four covered in the course (emotional / psychological abuse, abuse due to neglect / neglect, physical abuse, sexual abuse) and define them.

o Type 1 _____

o Type 2 _____

7.1 Indicate the reasons for choosing these two types of abuse.

With respect to to type 1

o I feel poorly trained and I need to further train

o I feel the context in which I operate more at risk for the minors accepted

o Other (specify)

7.2 Indicate the reasons for choosing these two types of abuse.

With respect to to type 1

o I feel poorly trained and I need to further train (1)

o I feel the context in which I operate more at risk for the childrens accepted (2)

o Other (specify) (3) _____

8. Indicate three main risk factors for children within your association and community (use key words or essential phrase).

9. Indicate three main protection factors for minors within your associative and community reality (use key words or essential phrase).

10. Indicate the four preconditions that predispose a person to abuse. Find the four correct answers.

Realize fantasies and activate motivation (1)

Create complacent alliances with other children (2)

Overcoming the resistance of the victim (3)

Overcoming internal inhibitors (4)

Creating complacent alliances with other adults (5)

Overcoming external inhibitors (6)

11. Indicate some of the possible consequences of sexual abuse from a psychological, physical, legal, social, behavioral, spiritual point of view.

Identify the two correct answers for each type of consequence

PSYCHOLOGICAL CONSEQUENCES

- Shock, fears, wounded trust, feelings of shame and guilt, helplessness, depression, mood disorders, inner emptiness (1)
- Narcissism, compulsion to repeat (2)
- Disturbed self-image, desire to dissolve into nothing (3)
- Cleptomania, hysteria (4)

PHYSICAL CONSEQUENCES

- Wounds, inflammation in the genital and anal area, infections (1)
- Convulsions, tics, gingival recession (2)
- Bad breath, hypothermia, loss of vision, loss of balance (3)
- Sexually transmitted diseases, pregnancy, diarrhea, nausea, itching (4)

PSYCHO-SOCIAL CONSEQUENCES

- Pyromanic tendencies, sado-masochistic attitudes, complacency to evil (1)
- Lost trust, social withdrawal, avoiding people and places, difficulty concentrating (2)
- Suicidal ideation, panic in the locker room, neglect of hygiene (3)
- Excessive altruism, naivety and naivety, uncritical openness (4)

BEHAVIORAL CONSEQUENCES

- Repetitive and persecutory behaviors, selective hearing, provocative mockery of the authorities (1)
- Imitative and demeaning behaviors towards adults, aspiration to street life (2)
- Running away from home, self-harm, degradation or change in school performance, destroying objects, age-inappropriate sexual expressions (3)
- Sleep disturbances, eating disorders, body weight, regressions: enuresis, defecating, torturing animals or younger siblings (4)

SPIRITUAL CONSEQUENCES

- Anger, disappointment, uncertainty, doubts, despair, foolishness, avoid all contact (1)
- Obsessive search for Churches in which to take refuge (2)
- Obsessive tendency to imitate spiritual authorities and the ecclesial hierarchy (3)
- Conflicts with the image of God, feeling abandoned by **God (4)**

12. What signs of call for help can victims of sexual abuse exhibit at different ages? Identify the three correct answers for each age group listed.

CHILDREN

- Acts or gestures that recall adult sexuality and mood instability (anxiety, aggression, fear of people and places) (1)
- Strange rituals around food or cleaning oneself, others, the environment and unusual sexual games for the age (2)
- A language that expresses terms related to sexual knowledge that are not foreseen at this age (3)
- Obsessive sexual lullabies (4)

Q14.2 ADOLESCENTS

- Verbosity, maniacally repeated housework (1)
- Sudden lack of interest in friends or (favorite) activities (2)
- Social withdrawal, regressive communication patterns, poor personal hygiene (3)
- Reaction of anxiety and surprise to physical contact, interest in sexual activities, hostility towards authority figures or contact persons, difficulty or sudden drop in academic performance (4)

13. How to deal with sexual abuse disclosure cases? Identify the three steps and put them in order by indicating a number from 1 to 3 in the boxes below.

- Recourse to the bodies provided for by the protection policies of each partner (1)
- Collaboration with the authorities and services, openness to the social dimension understood as civil and ecclesiastical (2)
- Listening to the victim's friends (3)
- Retaliatory actions against the abuser (4)
- Listening to the victim (5)

14. Write the first three words that come to your mind when thinking about the safeguarding of children and vulnerable people.

15. Did the course improve your knowledge of child safeguarding?

- or Not at all
- o Little
- o Pretty
- or A lot
- or very much

16. Did the course improve your child safeguarding skills?

- or Not at all
- o Little
- o Pretty
- or A lot
- or very much

17. What did you find in this training course that you did not expect?

18. We ask you to indicate the most significant elements that favored learning in the training course (maximum two):

- The topics covered
- The way in which the proposed themes were addressed
- Workshops
- Activities in plenary
- The working style of the trainers
- None

19. We ask you to indicate the difficulties and criticalities that this the training course has presented

20. On which contents / competences could further study be focused?

21. Please, indicate the degree in which the following statements apply to you.

Not at all= 0 1 2 3 4 5 6 = Completely

	1	2	3	4	5	6
I carry out activities in order to ensure a better world for future generations.						
I have a personal responsibility to improve the area in which I live.						
I give up part of my daily comforts to foster the development of succeeding generations.						
I think that I am responsible for ensuring a state of well-being for future generations.						
I commit myself to do things that will survive even after I die.						
I help people to improve themselves.						

22. The following statements describe some situations that can be difficult to deal with. Please read each statement carefully and indicate how capable you are of dealing with each situation described.

Not at all capable, Not very capable, Medium capable, Very capable, Fully Capable

When I meet new friends, I quickly find out what they like and what they don't like
Recognizing a request for discussion and emotional support even when it is not explicitly stated
Understanding the feelings others have for you
Recognizing if a person is seriously upset with you
Knowing if a person is sad and unhappy
Understanding if a person is seriously blocked by fear
Understanding the state of mind of others when you are very involved in a discussion
Knowing when a friend needs your help without asking you explicitly
Understand that a person has particular sympathy for you
Put yourself in the shoes of a friend who is in trouble
Understanding the mood of your friends
Understanding the effect of your actions on the feelings of others