

Mar Badia, Xenia Garcia, Pilar Escotorín, and Marc Brundelius

Acknowledgement of child abuse by teachers of pre-school, primary and secondary education: Spanish sample

Abstract: The European project WIDE (Witnessing Domestic Violence and Audit Education in school system ERASMUS + Cooperation for innovation and the exchange of good practices, Strategic Partnerships 2016-1-IT02-KA201-024390) focused on the design of a training model that provides tools and intervention protocols to teachers and school agents in order to detect and intervene properly in the event that students witness intra-family violence against women. The pertinence of the subject was confirmed by 216 teachers, psychologists, social workers and the legal field, from different areas and centres of Catalonia, who voluntarily participated in a 25-hour training process during 2017–2018. The European Project FEEL (Call 2018, KA202 Strategic Partnership for Vocational Education and Training) complements these objectives, offering knowledge on the detection and management of cases of gender violence to vocational and higher education staff. In order to properly contextualise the study, it was necessary to understand the role of education authorities and professionals. A contrasting study highlights that pre-school teachers are the only ones that have received training to a sufficient degree to be considered relevant. In the pre-school cycle, the type of abuse most often detected is negligence, followed by a tie between emotional abuse and children witnessing violence; violence among equals is the third most detected type of abuse. Importantly, a high proportion of teachers have never used the necessary documents to carry out this task, which is concerning. The results highlight the importance of offering training to teachers so that they can anticipate possible cases of violence and reduce the potential risks that occur in this group of children.

Keywords: Knowledge, child abuse, violence, teachers, students, detection

UDC: 376

Scientific article

Mar Badia, PhD., Universitat Autònoma de Barcelona, CERSIN Research center for an inclusive society and Laboratory of Applied Prosocial Research, Plaça del coneixement, Edifici G6, Bellaterra, Spain; e-mail: marbadia@uab.cat

Xènia Garcia Vallès, Universitat Autònoma de Barcelona, CERSIN Research center for an inclusive society, Plaça del coneixement, Edifici G6, Bellaterra, Spain; e-mail: xenia.garcia@uab.cat

Pilar Escotorín Soza, PhD., Universitat Autònoma de Barcelona, LIPA Laboratory of Applied Prosocial Research, Plaça del coneixement, Edifici G6, Bellaterra, Spain; e-mail: Pilar.Escotorin@uab.cat

Marc Christian Brundelius, Autonomous University of Barcelona, (LIPA) Laboratory of Applied Prosocial Research, Plaça del coneixement, Edifici G6, Bellaterra, Spain; e-mail: marcchristian.brundelius@uab.cat

Introduction

From the WIDE (Witnessing Domestic Violence and Audit Education in School System) and FEEL (Femicide Emergency on European Level) projects funded by the European Union, a study has been carried out with teachers of different Spanish educational levels. The study dealt with the knowledge that these teachers had about child abuse and the mechanisms they had available to detect and manage cases in which boys and girls experienced some kind of abuse. This work proposes an analysis of the current barriers in schools that prevent the detection and reporting of abusive situations suffered by students. A review of the scientific literature and the study of the state of the art in the context of the European projects WIDE and FEEL made it possible to identify good European practices and training needs in the area of child abuse.

With the aim of revealing the current training needs of Spanish teachers, a descriptive study was carried out based on the adaptation of the Real and Jolluskin questionnaire (2002), with a sample of 120 teachers from more than 15 schools, comprising all grades and funding mechanisms in Spain. After performing a statistical analysis of the results, it is evident that a large number of teachers have not received training in this subject, and many of them do not know the legal framework within which they can intervene.

The data allow us to visualise that this topic, widely documented in previous studies in the Spanish context (Botton et al. 2012; Santos 2012), continues to have high relevance. The scientific literature and public policies call for greater awareness of this situation (Esqués 2013, Generalitat de Catalunya 2015), not only because the problem affects the entire society but also because its detection can be difficult and ambiguous for educators. The studied aspects address the ignorance—or not—of the steps to be followed by the teachers when a case of abuse is detected and the instruments that are used to identify such cases as well as the local institutions in the area that are responsible for the care, protection and maintenance of child welfare.

When beginning an investigation of this type, it is important to start with a definition of the phenomenon and to present some data that illustrate the seriousness

and relevance of the topic. According to De Paúl and Arruabarrena (2001), child abuse is, any non-accidental action or omission that compromises the satisfaction of the child's basic needs and / or hinders its optimal development'. This problem is also given attention at the international political level. The World Health Organisation (WHO) defines child abuse as: »[...] the abuse and negligence that occurs to children under 18 years of age. It includes all types of physical and / or emotional abuse, sexual abuse, neglect, [...] commercial or other exploitation, which causes actual or potential harm to the health, survival, development or dignity of the child in the context of a relationship of responsibility, trust or power. Exposure to dating violence is also sometimes included as a form of child abuse" (WHO 2016).

This indicates that there are many ways to mistreat a child and that the problem occurs frequently in society.

There are several statistics that indicate the relevance child abuse: In 2015, there were 13,818 cases of children and adolescents under 18 years of age in Spain suffering abuse (Ministry of Health, Social Services and Equality 2017). Some of the 4439 children under the age of 18 (ibid.) were victims of emotional abuse, so this figure probably includes cases of children witnessing intra-family gender violence. The problem of intra-family gender violence, in turn, has several dimensions. According to statistics of the General Council of the Judiciary, there were 166,260 complaints of violence against women in Spain in 2017. Moreover, the true number of cases was probably higher. For example, it is estimated that there were 141,350 women who were victims of some type of gender violence in Barcelona in 2015 (Circuit Barcelona 2017).

Consequently, schools are an important place for detecting abuse. Thousands of children and adolescents spend their time there, and the regular contact between students and professionals working in educational institutions place these institutions in a privileged situation (Farcas and Roth 2011; Ceballos et al. 2007; Pérez de Albéniz et al. 2011; Botton 2012).

Gender violence always has negative impacts and causes harm to the child or adolescent, whether he or she has directly experienced violence, has witnessed it or has indirectly witnessed what he or she perceives as effects of violence (Alemany et al. 2012).

The identification of the problem is complex, as there are children who experience more than one type of abuse, including physical and emotional abuse, negligence and sexual abuse, which requires special training to detect (Larraín and Sepúlveda 1999). Investigations in other contexts of the recognition of cases of victimised children indicate that pre-school education professionals feel that they lack sufficient knowledge to identify the symptoms or signs of intra-family violence. Some professionals, who consider this topic important, also have difficulties relating the issue of witnessing violence with child abuse (Münger and Markström 2018).

It should be noted that although children may not have been directly attacked, they would still be direct victims since living in such circumstances causes a series of serious psychological consequences, as explained below.

The school as the epicentre of the detection of abuse

Previous research on the *Incidence of the Comprehensive Law against Gender Violence* in initial teacher training revealed the lack of specific training offered by Spanish universities eight years ago regarding the prevention and early detection of family violence. In 2010, Spanish Universities were still ignoring the regulations established by the *Organic Law 1/2004* regarding the measures of *Integral Protection against Gender Violence*, despite their specificity (article 7, point c) with regard to the role of educational institutions (Santos et al. 2012), which should ensure that teachers acquire the necessary knowledge and skills that enable them to detect intra-family violence early on, especially that affecting women and children (de Botton et al. 2012). An awareness campaign among the university population was strongly indicated as urgent to 'counteract the social and cultural inertias that prevent identifying gender violence in all its manifestations' (de Botton et al. 2012, p.44).

In the specific plan for the protection of children, *Organic Law 1/1996*, of January 15, on the *Legal Protection of Minors*, in Title II, Chapter I, Article 13, establishes that: »Any person or authority and, especially, those who by their profession or function detect a situation of risk or neglect of a minor, will inform the authorities or their closest agents, without prejudice to provide the immediate assistance to those in need« (Arroyo 2013, p.17).

From this, it could be deduced that it is a priority to attend adequately to the cases that schools report to social services, which are not always identified, either because of ignorance about how to act or because of the excessive academic obligations that consume the time of professionals. Attention must also be given to the cases of minors for whom social services are not acting, given the intrinsic characteristics of the family nucleus, which has probably gone unnoticed by social services.

Ethical issues must also be considered, as teachers do not want to go beyond their own responsibilities. Many question whether they are exceeding their obligations and whether families may feel uncomfortable or upset by this meddling in their private lives. In the case of domestic violence, the decision of whether or not to report a case to social services subjects teachers to an ethical and emotional dilemma. Some professionals feel very insecure and emotionally overcome by this type of dilemma. They lack adequate knowledge to make these kinds of choices, and a perception that they lack emotional and technical support at the institutional level contributes to their feelings of uncertainty about how to act in relation to children who are exposed to domestic violence (Markström and Münger 2017).

Impediments to making a clear and correct detection of the emotional or behavioural indicators

It is important to highlight that the cases reported to social services only represent a few of the total cases of abuse (Cerezo and Pons Salvador 2004). This could be due to the barriers that professionals face when they attempt to make a

correct determination, a culture lacking spaces for the protection of children, the need to educate parents to differentiate discipline from abuse or the scarcity of proposals for improving education about abuse (Mazadiago 2005).

In the study of Farcas and Roth (2011), teachers exhibit difficulties in recognising the emotional or behavioural indicators in their students that would give them clues regarding abuse. There is also a lack of knowledge of the consequences of child abuse (De Paúl and Arruabarrena 2001). For example, it can cause damage to the child's personality or poor academic results (Pino and Herruzo 2000).

It is very important to remember that the establishment of violence as a habitual form of relationship makes it difficult for the victims of abuse to identify maltreatment as such, and they may progressively lose the ability to think and act freely and thus mask this problem in their daily lives. This could result in teachers not being able to perceive what is happening in the families of their students.

Apart from these aspects, there are a number of myths surrounding this topic, some of which we will point out since they seem relevant to the study. It is often said that children who have not seen the violence between their parents will not be affected by it, but the truth is that there are many such children, and they may suffer from other forms of abuse. They are trapped by violence, either by listening to their brothers and sisters explaining that they have observed violent episodes between the parents or by the perception of a climate of fear and abuse among the members of the family (De Paul and Gómez 2003).

Another myth is that those who have experienced violence when they are young do not suffer because they do not realise what is happening. Studies show, however, that at a young age, children are clearly affected by these events and react in various ways expressing their discomfort (Devoe and Smith 2002; Lizana 2012). The damage produced in the early stages of development can have a devastating impact that will influence them in later developmental stages (Groves 2002; Osofsky 2002; Lizana 2012). It is also commonly believed that this problem affects people of low cultural and economic status, but that is not true (de Botton et. al. 2012).

The greatest challenge is that the myths are self-fulfilling, and so society in general remains ignorant and fails to care for and protect these children (Lizana 2012).

A wide range of behaviours can be found in school. On the one hand, there are some children who respond to violence by behaving correctly and becoming excellent students at school. They never fight or argue, and they are self-sufficient. They accept that the situation is not in their control, and so they cannot change the situation. On the other hand, there are children who are dominated by rage or impotence. These children are usually more visible to the teacher, who could sometimes confuse this behaviour with a bad attitude (Ayllon et al. 2011).

Consequences of these processes

There is a broad body of scientific research that has made it possible to determine the effects not only of the direct abuse of children and adolescents but also of a climate of violence in the family directed towards the mother. Moreover,

guides that have been published by public and private institutions in Spain to empower teachers in the detection and protection of abused children indicate that the consequences of violence against women are a social problem (Generalitat de Catalunya 2015; Junta de Andalucía 2014). Gender-based violence at home can become a model - the only model that the children have - which they replicate in their future intimate and family relationships. According to this model, boys tend to replicate the paternal role of the aggressor and girls the maternal role of the submissive. Thus, when educators are confronted with a case of abuse in their class, the symptoms of the child can have multiple facets: a) the victims show affective problems related to a lack of empathy or high levels of anxiety, stress, fear, anger, guilt or shame; b) there can be cognitive problems, such as paying attention and concentration; c) self-destructive, violent but also perfectionist behaviours may occur; and d) hyperactivity and hypervigilance are often seen, or may victims distance themselves from their social contacts and relationships with others (Kearney 1999; McCloskey et. al. 1995; Save the Children 2005).

The complexity of the phenomenon and the variables that influence it can make teachers feel insecure and confused about the procedures they should follow in a suspicious case. As a consequence, they may not take appropriate action. Rather, as the scientific literature reveals, there are different strategies the teachers may apply to handle the problem, such as minimising the suffering of child victims of domestic violence. Other justifications for not intervening include viewing the child's situation as not serious enough and a fear of reprisals from the family (Botton 2012).

Considering this, it is very important that professionals have good training on this subject so that they can intervene in an appropriate manner. They need the right knowledge to understand the situation and the causes and signs of abuse. They must have the ability to work in a network, to choose the right relational space to intervene, to be observers and to facilitate without interfering with an approach, building relationships of trust. Unfortunately, the data indicate that in the educational world there are few professionals who have specific training in these issues (Alemany et al. 2012; Lizana 2012).

Objectives and hypotheses

The purpose of the study was to establish what knowledge Spanish teachers have on this topic, analysing, among several aspects, the dimension of action. The intention was to analyse the weakest points of the teaching staff regarding the identification of cases of children or adolescents who are being mistreated and to plan a response to these needs to generate future proposals for educational innovation. Given that there are a series of barriers that prevent correct detection by professionals, in addition to describing them, proposals are offered that facilitate the work and the fulfilment of the legal requirements.

Method

Participants

The final sample consists of a total of 120 teachers, of whom 84.6% are female and 15.4% are male, belonging to 15 educational centres in the Autonomous Community of Catalonia, including pre-school, primary and secondary levels, who responded to an online questionnaire. The distribution of the samples according to the years of teaching are as follows.

Instruments

The data collection was performed by adapting the questionnaire of Real and Jolluskin (2002). It was validated by four qualified and independent experts, who assessed its consistency, relevance and unambiguity. Socio-demographic data, gender, age, teacher cycle and years of education were assessed. In a general way, and referring to the study objective, the questionnaire information has been divided into the following categories:

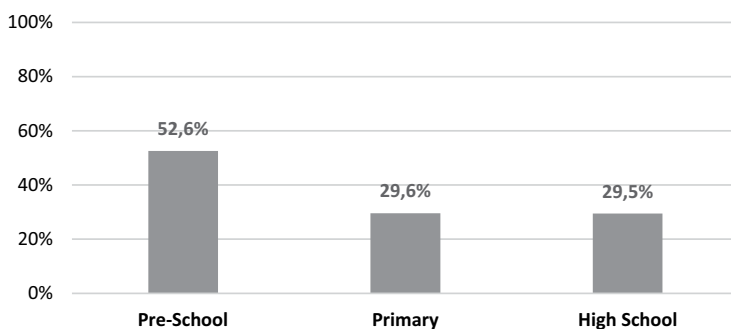
- Teachers' knowledge and training received on child abuse.
- Detection by the teachers in the school of cases of abuse.
- Actions taken by the teachers.

Procedure

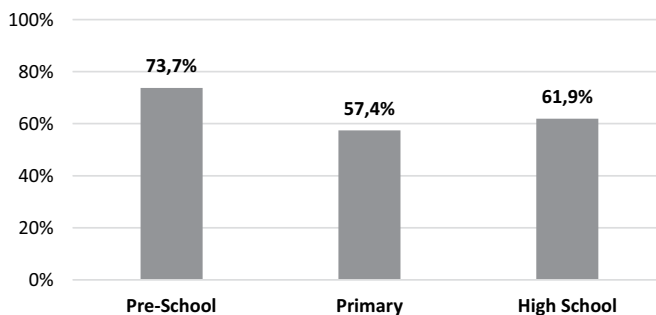
Descriptive univariate analysis of all the selected questions was carried out. Questions were chosen that make reference to the three thematic blocks of interest: The training and knowledge of the teachers, the experiences of the teachers and the actions they have taken (the latter refers to actions that the teachers have already taken as well as the actions expected in hypothetical cases). In addition, when required for the accomplishment of the goals of the research, comparisons were performed based on two key variables: the educational cycle in which the classes are given and the years of experience as teachers. Variables, such as gender or the age of the teacher, were not taken into account, the first because of a lack of variability (85% of the sample are women) and the latter because of its close relation with the years on the job, a variable that is better distributed within the sample and which is a better indicator of classroom experience. The analysis was performed using the statistics program SPSS22.

Results

The comparison study highlights that the teachers of the pre-school cycle are the only ones that received training in a high enough percentage that can be considered relevant, although not adequate, since a little more than half received training (52.6%). For the rest of the cycles (primary and high school cycle), less than half were trained, which is an insufficient level (29.6% and 29.5%, respectively). Pre-school teachers also have higher levels of knowledge about the steps to take after detecting a case (73.7%).

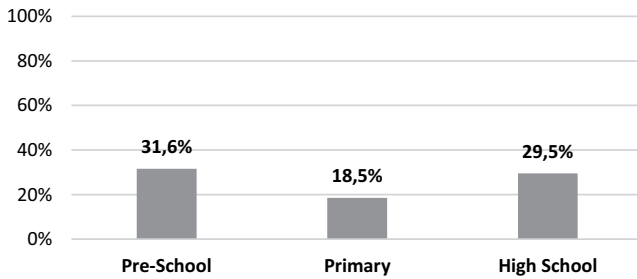


Graph 1: Teachers who declared being trained (Teachers who declared they had received some kind of training on child abuse, according to the educational cycle they give classes in).

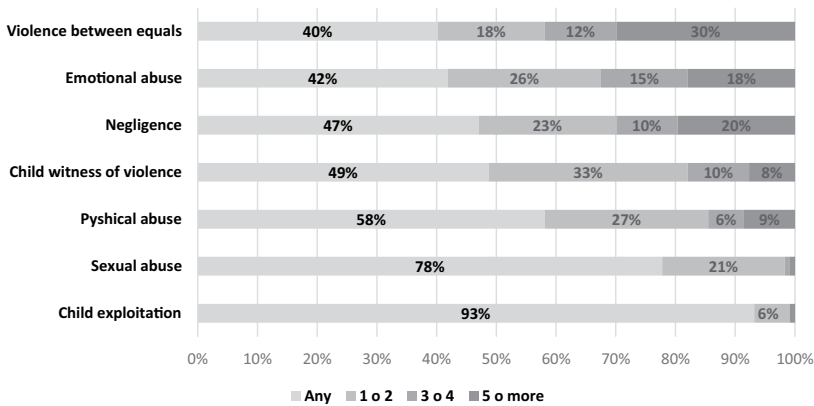


Graph 2: Teachers who declared knowing the steps to take (Teachers who declared knowing the steps to take in the event of detecting a case of child abuse, according to the educational cycle in which they give classes).

Referring to the amount of detection, 24.8% of teachers reported that, in the present year, they detected an anomaly in the attitude or normal behavioural development of a pupil, which could indicate a risk for the child. Regarding the different types of detected abuse, during their career as a teacher, violence between equals was most frequently detected while child exploitation was detected least often.

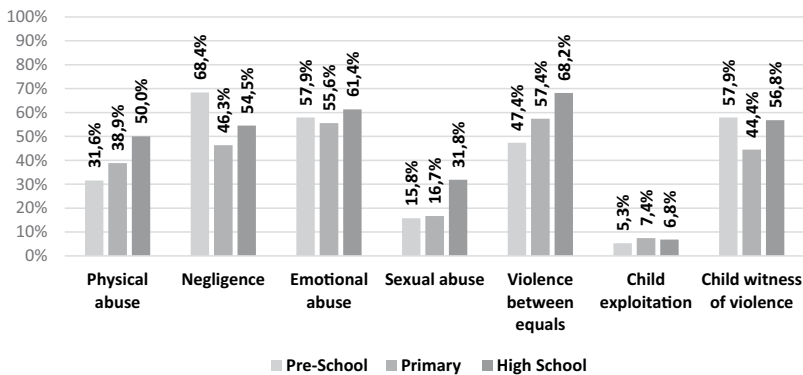


Graph 3: Teachers who declared observing an anomaly during the past year that could indicate a risk situation for the child, according to educational cycle.



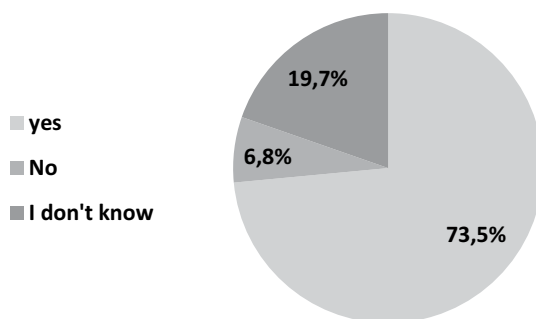
Graph 4: Detection of abuse during the career as a teacher (violence among equals, emotional abuse, negligence, children witnesses of violence, physical abuse, sexual abuse, child exploitation).

Teachers in the pre-school cycle detected the highest percentage of anomalies that could represent some kind of risk situation in the last year.



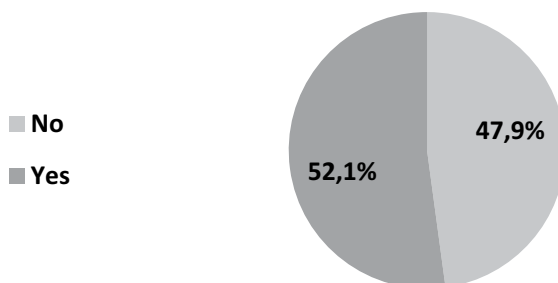
Graph 5: Detection of abuse by educational cycle.

In the pre-school cycle, the type of abuse that was most often detected was negligence, followed by a tie between emotional abuse and children witnessing violence; violence among equals was the third most commonly detected type of abuse. In contrast, the most commonly detected type of abuse in the primary and secondary cycles was violence among equals, followed by and coinciding with pre-school, emotional abuse. The third most commonly detected type of abuse in primary school was negligence, and in secondary school cycle it was children witnessing violence.



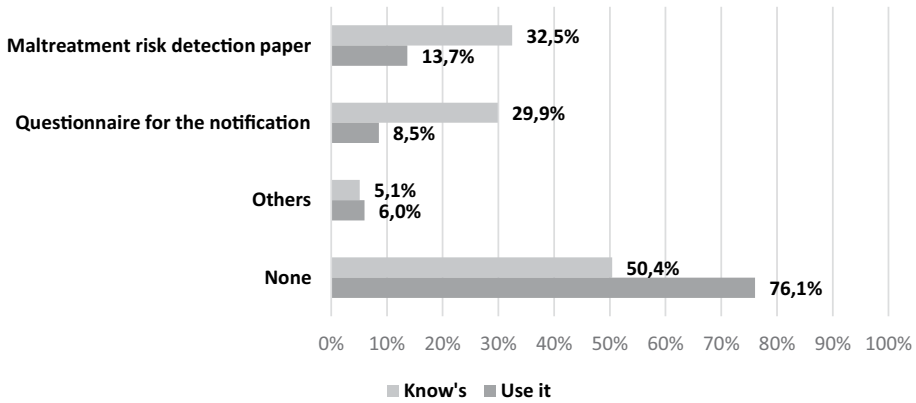
Graph 6: Notification as a responsibility of teachers.

Finally, the analysis of the dimension of performance, on a general level, revealed that 73.5% of the teachers believed that notification and reporting of child abuse was indeed the responsibility of teachers.



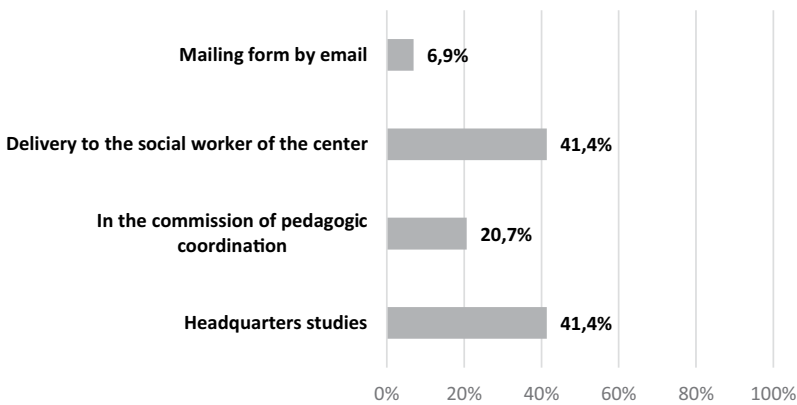
Graph 7: Collaboration in the resolution and monitoring of a detected case

Regarding the reporting of abuse, 52.1% of the teachers said they had collaborated in the resolution and follow-up of a detected case.



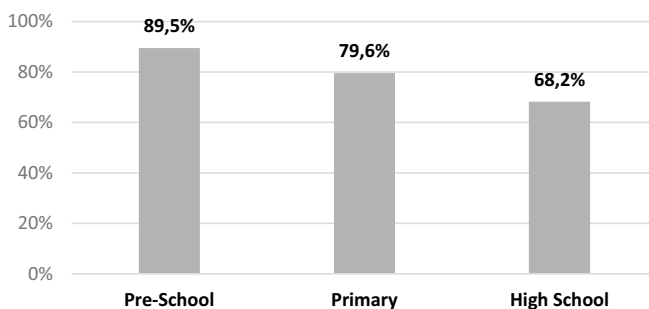
Graph 8: Knowledge and use of documents of child abuse treatment.

A little more than half (50.4%) did not know, and 76.1% had never used the necessary documents to carry out this task, a worrying finding.



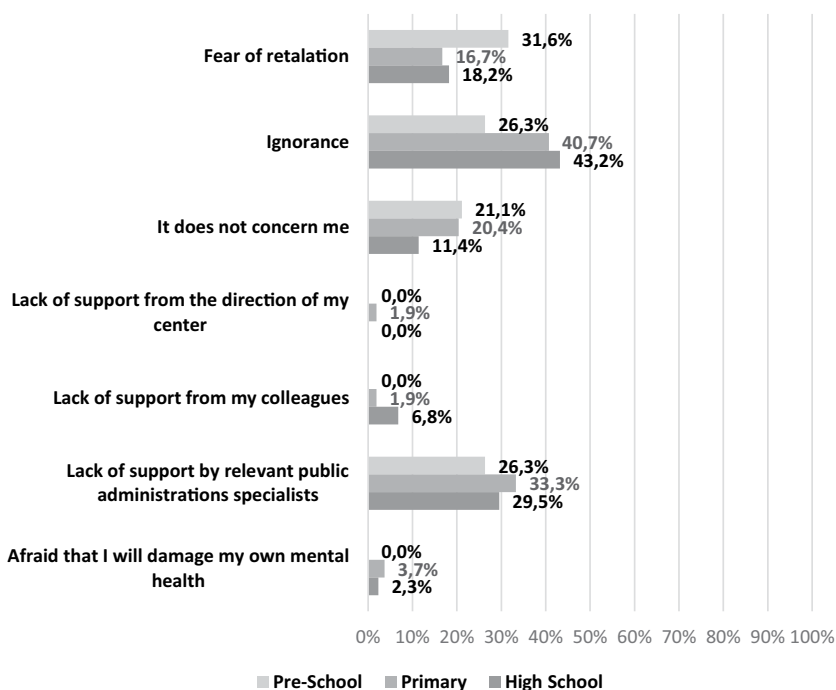
Graph 9: Medium used to file the report.

The medium most often used to file the report was, with the same percentage, submission to a social worker in the centre and the head of studies.



Graph 10: Teachers who would report cases of child abuse, according to educational cycles.

Pre-school and primary cycle teachers reported their suspicions more frequently (89.5% and 79.6%, respectively), in comparison with secondary cycle teachers (68.2%).



Graph 11: Why they would not denounce, according to the teaching cycle.

The reasons that the teachers chose to ignore or proceed with these complaints varied and were closely related to the training received. In the case of the pre-school cycle (the only one where teachers claimed to have received training), teachers

who did not pursue a complaint indicated that it was because of a fear of reprisals, whereas primary and secondary cycle teachers failed to do so due to ignorance.

Discussion and conclusion

Despite increased awareness of the issue of child abuse in the mass media and social media, there is still a gap in the education provided by universities to professionals studying teaching in Spain. There is an urgent need to improve the training plans of teachers to adequately address and differentiate the types of child abuse and their management strategies. It is untenable that in the twenty-first century teachers continue to intervene based on intuition and that they suffer from the lack of information about this topic. The lack of collaboration between educational cycles and between related professions that should normally collaborate closely also needs to be addressed.

Training and knowledge

Compared with the situation described in previous studies (Santos et. al. 2012; de Botton 2012), there is still a high percentage of teachers who have not received any training on child abuse (67.5%). Ignorance about the legal framework that regulates the rights of children is a subject that schools and universities must address when providing training to teachers.

We should highlight that the vast majority of teachers have knowledge about the steps to follow if they detect a case of abuse in the school. It is also remarkable that most of the teachers know which organisations could collaborate with. However, although the initial analysis regarding the knowledge of the steps to be followed was favourable, when the documents and procedures used were analysed in detail, a clear lack of training emerged, especially in the secondary and primary cycles. There was incoherence among the answers to “Have you received training?” and “Do you know the steps to follow?” Only 20% of the primary and secondary cycle teachers said they had received training in child abuse, and 57% and 62% indicated that they knew which steps to follow, respectively. Finally, further data analysis of the dimension “action” demonstrated that the results were related to the training received. The pre-school cycle, in which a greater percentage of teachers was trained, was the group that demonstrated the highest degree of understanding of the steps to follow, while primary and secondary schools demonstrated a proportional decrease related to training.

The fact that pre-school cycle teachers receive the highest level of training on child abuse issues can be highlighted as an opportunity and a positive finding. The pre-school cycle, due to greater interpersonal bonding and school–family proximity, could be seen as a favourable space for the implementation of better protocols focused on the needs and emotional situations of teachers and students. The data can determine a good baseline for the design of efficient and adapted protocols

for schools, which are not based only on legal regulations but also incorporate the relational component in decision-making.

The teachers of the pre-school cycle, having more applied knowledge tools, could be a valid source of collaboration for the design of policies at each centre that benefit the children. Moreover, they could also generate common workspaces with professors of higher cycles, who, although they know the steps to follow in the case of complex actions, have less pedagogical information to act in an integrated manner.

Detection

In the area of detection, we see the influence of training again. In the pre-school cycle, more cases of abuse were detected than in the other cycles. Even though secondary cycle teachers have detected more cases, this fact could be related to the higher numbers of teaching years of secondary professionals. This aspect should be analysed in future research.

It is evident that the types of abuse that are detected more easily, or which teachers feel more secure to intervene in, refer to violence between peers and negligence, probably due to the clearer presence of objectively verifiable indicators. Meanwhile, child exploitation or cases of children witnessing gender violence are detected less often and are characterised by greater complexity and emotional involvement by the teacher, which is consistent with the findings of the European WIDE project.

Action

A positive point is that 70% of teachers consider the detection and response to abuse to be the direct responsibility of the teacher. Indeed, more than 60% of teachers from all cycles affirmed that if they detected a case they would report it. Although we believe that better education of the teachers would increase this percentage and their commitment, as we specify below, in terms of action, this positive attitude is not enough to materially affect the reporting of the cases.

In this study, 50% of the teachers reported having participated in the resolution of a case of child abuse. Worryingly, however, more than 50% did not know how to do this or did not use documents when the detection or reporting was carried out, clearly revealing a lack of training.

Thus, we see a narrow relationship between not reporting and lack of knowledge (no formation) in the primary and secondary cycles. When the teachers fail to report abuse, it is generally because of a lack of knowledge of the process. This fact implies a reduction in complaints in the secondary cycle. Accordingly, training in the process should result in an increase in the number of cases reported. This is confirmed by the fact that 87.2% of the teachers claimed not to have had confrontations with or suffered threats or coercion from families or students in their centres. Also, with regard to the complaint, it is essential to consider the issue of social, institutional

and emotional support of teachers who report cases of child abuse. This is one of the factors that influences which type of training is appropriate in the pre-school cycle. It may be assumed that the fear of reprisals, which is evident in the pre-school cycle, does not disappear in the primary or secondary cycles, especially in cases of schools with greater social vulnerability and in which teachers can be more influenced by the environment.

Regarding the means of carrying out the complaint, it is clear that it is easier for teachers to report abuse if they can delegate it or feel that they share responsibility with other professionals. Thus, they are more likely to act by delivering the documentation to a social worker of the centre or to the head of studies. This fact reinforces the previous idea of supporting professionals throughout the process, from detection to action.

In terms of future research, the social relevance of the topic is confirmed, and it is necessary to highlight teachers' obligation and ethical responsibility to inform and intervene in any suspected situation of abuse or domestic problems, following schemes that guarantee privacy and confidentiality (de Botton et al. 2012). For this reason, it is crucial for universities to actively incorporate legislation, detection protocols and risk factors into their curricula. However, the insecurity of teachers to intervene or their ignorance of the subject cannot be linked to the overabundance of existing diagnostic materials, which reinforce the existence of the problem and the scarcity of educational materials and non-legal support. For this reason, the usefulness of educational innovation projects is confirmed, such as the European WIDE and FEEL projects, which have allowed financing a pilot intervention at the institutional level in each school, offering training in personal and technical tools for teachers as well as work in the classroom. The design of this type of project favours the subsequent reflection that will help generate new and more appropriate public policies.

The challenges of teacher training in interdisciplinary spaces, as offered through WIDE, include the development of adequate materials to use in the classroom, working with families and training all involved agents on pro-social skills.

As demonstrated in the European WIDE project, child abuse has an impact on the social, emotional and academic development of students. Advancing educational models that transform the school into a social laboratory free of all types of violence requires trained and informed teachers.

Acknowledgments: This research has been carried out within the European project WIDE (Witnessing Domestic Violence and Audit Education in school system), ERASMUS + Cooperation for innovation and the exchange of best practices, Strategic Partnerships (2016-1-IT02-KA201-024390) and the European Project FEEL (Femicide Emergency on European Level) WF616062. 2018-1-IT021-024390.

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Mar BADIA (Univerza v Barceloni, Španija)
Xenia GARCIA (Univerza v Barceloni, Španija)
Pilar ESCOTORIN (Univerza v Barceloni, Španija)
Marc BRUNDELIUS (Univerza v Barceloni, Španija)

USPOSABLJANJE VZGOJITELJEV IN UČITELJEV OSNOVNIH IN SREDNJIH ŠOL ZA PREPOZNAVANJE ZLORAB OTROK: PRIMER ŠPANIJE

Povzetek: V okviru evropskega Erasmus+ projekta WIDE (Witnessing Domestic Violence and Audit Education in school system) smo se osredotočili na zasnovno modela usposabljanja, ki bi šole in učitelje opremilo z orodji ter protokoli za zaznavanje in ustrezno odzivanje v primerih, ko bi bili otroci in mladi podvrženi nasilju v družini. V raziskavi je sodelovalo 216 vzgojiteljev, učiteljev in drugih strokovnih delavcev iz različnih ustanov v Kataloniji, ki so med letoma 2017 in 2018 prostovoljno sodelovali v 25-urnem programu usposabljanja. Evropski projekt FEEL (del operacije Strateško partnerstvo na področju poklicnega in strokovnega izobraževanja) je k tem ciljem še dodatno prispeval, saj je razvijal znanje, ki ga o zaznavanju in odzivanju na primere nasilja potrebujejo strokovni delavci v strokovnem in visokošolskem izobraževanju. Da bi študij v okviru projekta ustrezno umestili v širši kontekst, je bilo potrebno razumeti vlogo izobraževalnih oblasti in strokovnjakov. Ugotovili smo, da so bili le vzgojitelji predšolskih otrok v zadostni meri deležni usposabljanj, ki bi jih lahko šteli za relevantna: na področju predšolske vzgoje vzgojitelji najpogosteje zaznavajo zanemarjanje otrok, čemur sledi preplet čustvenih zlorab in izpostavljenosti otrok nasilju; medvrstniško nasilje je tretji najpogosteje zaznan tip zlorabe. Pomembna je ugotovitev, da veliko vzgojiteljev in učiteljev nikoli ni uporabljalo potrebne dokumentacije, ki bi jim omogočila zaznavanje zlorab, kar je zaskrbljujoče. Rezultati nakazujejo velik pomen usposabljanja vzgojiteljev in učiteljev, ki bi jim omogočilo, da pravočasno zaznajo primere nasilja in zmanjšajo tveganja, ki so jim v tem pogledu izpostavljeni nekateri otroci.

Ključne besede: znanje, zloraba otrok, nasilje, učitelji, učenci, zaznavanje zlorab

E-naslov: mar.Badia@nab.cat