



Interdisciplinarna mreža
stručnjaka "Ovdje&Sada"

ZAŠTITIMO ADOLESCENTKINJE



Project: "Removing barriers: transforming services for an empowered future for all adolescent girls, through the empowerment of Professionals within the health, social and educational sectors in support of adolescent girls who have survived violence"

**Narrative report of
the SPECIALIZED
TRAINING Project
"CARE ABOUT
ADOLESCENT GIRLS"**

**FOR THE PERIOD
15.02.2023. UNTIL
25.6.2024. QUANTITATIVE
AND QUALITATIVE
EVALUATION**

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INTRODUCTION

The Global Status Report on Preventing Violence Against Children in 2020¹ concludes with recommendations on how to strengthen efforts in implementing INSPIRE; these seven strategies aim to end violence against children and promote national progress. According to the same source, violence affects one in two children annually, between the ages of 2 and 17. It is estimated that 120 million girls have experienced some form of forced sexual intercourse contact before the age of 20. An increasing amount of research corroborates the harmful consequences of abuse, which are detrimental to the abilities of future generations.

Amidst the COVID-19 crisis, limited access to educational, social and health services, combined with other risk factors, has contributed to an elevated probability of children becoming vulnerable to violence and other rights violations (Bhatia et.al., 2020; UNICEF, 2020b).

This document examines the aggravation of the risk and the erosion of protective factors related to physical, psychological, and sexual abuse experienced by adolescents and children, particularly girls, within the context of COVID-19. Multiple available studies caution against heightened levels of stress and an array of risk factors, leading to physical, emotional, gender-based, and sexual abuse among children and adolescents within families (online and offline). This document examines the aggravation of the risk and the erosion of protective factors related to physical, psychological, and sexual abuse experienced by adolescents and children, particularly girls, within the context of COVID-19. Multiple available studies caution against heightened levels of stress and an array of risk factors, leading to physical, emotional, gender-based, and sexual abuse among children and adolescents within families (online and offline). The results of the research conducted by M. Badurina and M. Hadžić in 2022², part of the project initiatives within the collaborative effort of the Interdisciplinary Network of Professionals "Here&Now" in partnership with UNICEF Bosnia and Herzegovina, reveal intriguing findings. Comparing the findings with previous research (Badurina, 2016), a decline of 14.2% is observed in the prevalence of a secure attachment style, accompanied by a surge of 21% in the prevalence of an insecure attachment style. This phenomenon becomes even

¹ <https://www.who.int/teams/social-determinants-of-health/violence-prevention/global-status-report-on-violence-against-children-2020>

² https://bhidapa.ba/wp-content/uploads/2022/12/BHIDAPA_UNICEF_Prezentacija_15122022.pdf

more pronounced in adolescent girls, with a 20% higher occurrence rate compared to boys (Badurina, 2016).

Recognizing adolescence as an inherently delicate life phase susceptible to psychopathological challenges, it becomes imperative to allocate special consideration to this pivotal developmental stage. The significance of early interventions in mitigating detrimental impacts on the mental well-being of adolescents surpasses the current capacity of professionals specialized in adolescent care. That is why we believe that the basic mechanism for understanding and preventing harmful consequences for the mental health of adolescents is the education and empowerment of professionals.

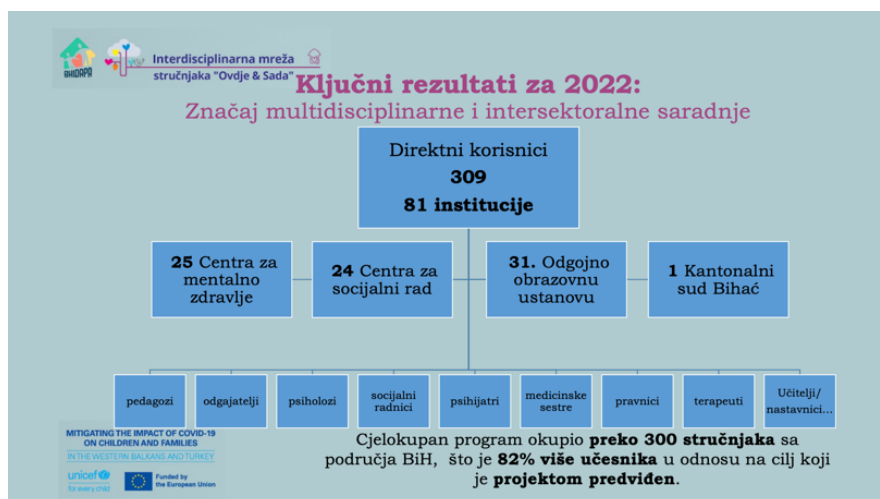
A review of past projects conducted in collaboration with UNICEF underscores key insights.³ The Interdisciplinary Network of Professionals "Here&Now"⁴ has successfully encompassed 40 municipalities within Bosnia and Herzegovina (as depicted in Figure 1). It is noteworthy that this network incorporated over 300 professionals representing 81 institutions across Bosnia and Herzegovina (as indicated in Figure 2). This collaborative network serves as a robust foundation of professionals,⁵ poised to fortify professional competencies and sustain collective endeavours in safeguarding the welfare of children and adolescents.



³ https://bhidapa.ba/wp-content/uploads/2023/05/SM_BHIDAPA_UNICEF_Prezentacija_15122022.pdf

⁴ https://bhidapa.ba/wp-content/uploads/2022/12/Final-report_INP_HereNow_BHIDAPA.pdf

⁵ <https://bhidapa.ba/ovdje-i-sada/interdisciplinarna-mreza-strucnjaka/mapa/>



This aim of this project is to facilitate the breaking of barriers by reshaping services, thereby fostering the empowerment of all adolescent girls for a promising future. This empowerment is to be achieved through the enhancement of expertise within the domains of healthcare, social services, and education. These empowerments are geared towards offering comprehensive support to adolescent girls who have overcome the challenges of surviving (sexual abuse).

ABOUT THE PROJECT

The online specialized training, titled: "Interdisciplinary Training for Professionals of the "Here&Now" Interdisciplinary Network of Professionals: Care About Adolescent Girls," places its focus on preventative psychosocial activities and interventions in the treatment of adolescent girls who have survived (sexual) abuse.

The project comprises three cycles of specialized training, each encompassing five intensive thematic modules designed for 300 professionals. The primary goal is to enhance awareness regarding abuse, associated risks, and effective interventions. These modules encompass theoretical, experiential, and supervisory components. Topics addressed include gender and violence, prevention of various forms of abuse (physical, emotional, gender-based, and social, both offline and online), comprehension of the detrimental consequences, and the reinforcement of service providers' capacities. The training equips them with knowledge and counselling skills for sensitive interventions, multidisciplinary and intersectoral approaches, protection protocols, and psychosocial support, as well as strengthening of specific knowledge and skills adapted to survivors and adolescent girls.

Within the project, 60 adolescent girls actively participated in online focus group consultations. Discussions encompassed aspects such as: Forms of abuse, recognition, protection and interventions. Additionally, adolescent girls are consulted about opportunities and barriers related to adolescent access to MHPSS and other appropriate services, including suggestions for adapting services to adolescents and their needs. These consultations contributed to refining strategies for preventive work aimed at preserving adolescent mental health, fostering open communication with service providers, and enhancing the responsiveness of social, health, and educational institutions. Key insights gathered from the focus group sessions were subsequently shared with professionals. This input plays a pivotal role in designing prevention programs across three levels. This approach paves the way for increased access to service targeting adolescent girls who have encountered abuse, particularly sexual abuse. The benefits encompass not only violence prevention programs but

also the refinement of service providers' practices in educational institutions, mental health centres, and community social work centres.

ABOUT SPECIALIZED TRAINING

Full name of the project:

The full name of the project is: Removing barriers: transforming services for an empowered future for all adolescent girls, through the empowerment of professionals within the health, social and educational sectors in supporting adolescent girls who have survived violence". Program Code & Title: 0530/A0/08/003/ 007/005- Child Protection-Community

The abbreviated name of the project is:

The abbreviated project name is "Interdisciplinary Network of Professionals "Here&Now": Care about Adolescent Girls."

Work Dynamics:

Specialized training for Professionals of the "Here & Now" Interdisciplinary Network of Professionals: Care about Adolescent Girls, focused on preventive psychosocial activities and interventions in the treatment of adolescent girls who are toolived (sexual) abuse. The project was planned to include 434 Professionals from the fields of health, social protection and education sector in the Republic of Srpska, Brčko District and the Federation of Bosnia and Herzegovina.

Specialized training (education/training) consists of **of 6 cycles (with project amendment) of 5 modules** and includes the territory of the Federation of Bosnia and Herzegovina, Republic of Srpska and Brčko District.

Thematic modules integrate modern knowledge and skills in order to prevent the harmful consequences of physical, emotional, gender-based and sexual violence (online and live) focused on adolescent girls.

About specialized training: *Care about Adolescent Girls*

In collaboration with UNICEF and relevant ministries, the European Accredited Psychotherapy Training Institute – BHIDAPA, is conducting targeted virtual education and training. Following the successful completion of three educational cycles under the banner of “Interdisciplinary Network of Professionals “Here&Now,” the initiative persists in expanding and strengthening this professional network. The overarching aim remains the elevation of awareness about abuse, associated risks, and appropriate interventions. This is achieved through a combination of theoretical, experiential, supervisory modules, and focus group engagements.

The specialized training, titled “Interdisciplinary Network of Professionals “Here&Now”: Care about Adolescent Girls,” focuses on preventive psychosocial activities and interventions aimed at aiding adolescent girls who have experiences abuse, with particular emphasis on sexual abuse. This project is executed in response to the global report by the World Health Organization⁶ and UNICEF,⁷ concerning exposure to and prevention of abuse against children. The report highlights the following key points:

- while some progress has been made in achieving gender equality and empowering women and girls in Bosnia and Herzegovina over the past decades, gender disparities remain evident;
- vulnerable groups of girls, such as those from minority groups, those living in poverty and rural areas, girls with disabilities, refugees, and migrant, often face neglect and unfulfilled rights;
- Bosnia and Herzegovina has one of the highest rates of sexual abuse in the region;
- about 19% of children report having experienced sexual abuse during their lifetime, with 14% of cases occurring within the previous 12 months;
- child marriage remains a significant challenge, affecting girls and women more than boys and men;

⁶ <https://www.who.int/teams/social-determinants-of-health/violence-prevention/global-status-report-on-violence-against-children-2020>

⁷ <https://www.unicef.org/lac/media/19616/file/violencia-against-children-and-adolescents-in-the-time-of-covid19.pdf>

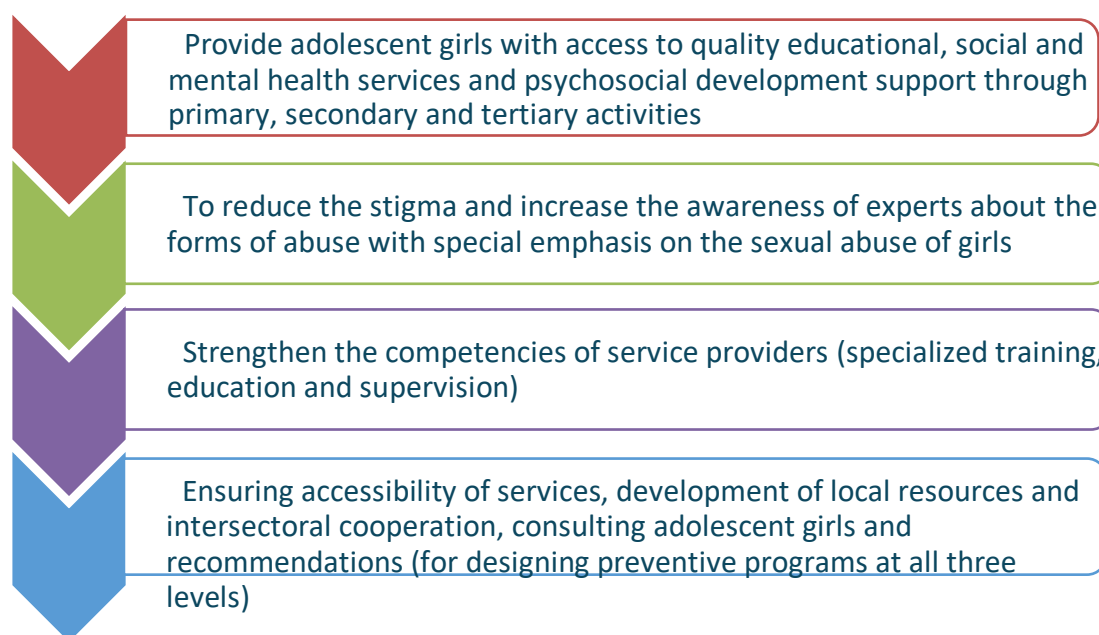
- globally, approximately one billion children – or one in every two children worldwide – undergo some form of abuse each year;
- more and more research confirms the harmful consequences of abuse that destroy the abilities of future generations;
- on a global scale, mental disorders present a significant yet often overlooked source of suffering, impeding the overall well-being, education, protection, and potential of adolescents.

Aligned with this context, the project "Breaking Barriers: Transforming Services for an Empowered Future for All Girls / Mental health and Psychosocial Support Providers Deliver Survivor and Adolescent Girl-Friendly Services" shares a common purpose.

The project strives to empower professionals within the health, social, and educational sectors, thereby facilitating the provision of survivor and adolescent girl-friendly services. The ultimate goal is to offer robust support to adolescent girls who have survived abuse.

GOALS OF THE PROJECT

The project has for **the goal is to direct activities in the direction of contributing to the removal of barriers: transforming services for an empowered future for all adolescent girls, through the empowerment of Professionals within the health, social and educational sectors in support of adolescent girls who have survived violence** (with a special focus on sexual abuse).



The ultimate goal project is to expand and **strengthen the established interdisciplinary network of Professionals** in Bosnia and Herzegovina, through specialized training: "Protecting Adolescent Girls" in the direction of strengthening the capacity of Professionals (434) within the health, social and educational sectors in supporting adolescent girls who have survived violence, raising awareness of violence with a special focus on sexual abuse, risks and interventions through theoretical, experiential and supervisory modules.

Specialized training is focused (from problem identification, protection protocols, to a formal support process and indications for further multidisciplinary diagnostics and treatment):

1. **strengthening the competence of Professionals in recognizing different forms and symptoms of violence (with special reference to sexual abuse of adolescent girls),**
2. **better understanding of the consequences,**
3. **principles and guidelines for conducting a clinical interview in the best interests of the child,**
4. **provision of preventive interventions at all three levels, with the aim of reducing the negative consequences of sexual abuse on the mental health and well-being of adolescents.**

Furthermore, the aspiration of this project is **to contribute** removing barriers and supporting the transformation of services for an empowered future for all **adolescent girls**. Adolescent girls (60 of them) are **consulted on key issues** and methods of preventive work on the topic **violence** with a special focus on sexual abuse and the consequences on mental health and well-being, and feedback was given to service providers, in order to further improve the prevention approach and improve the social, health and educational responsiveness of service providers towards adolescents. Key input data collected through focus groups with adolescents are shared with Professionals through the thematic modules of Specialized training, with the aim of using them to design preventive programs at all three levels, which provides the possibility of better access to services in the community.

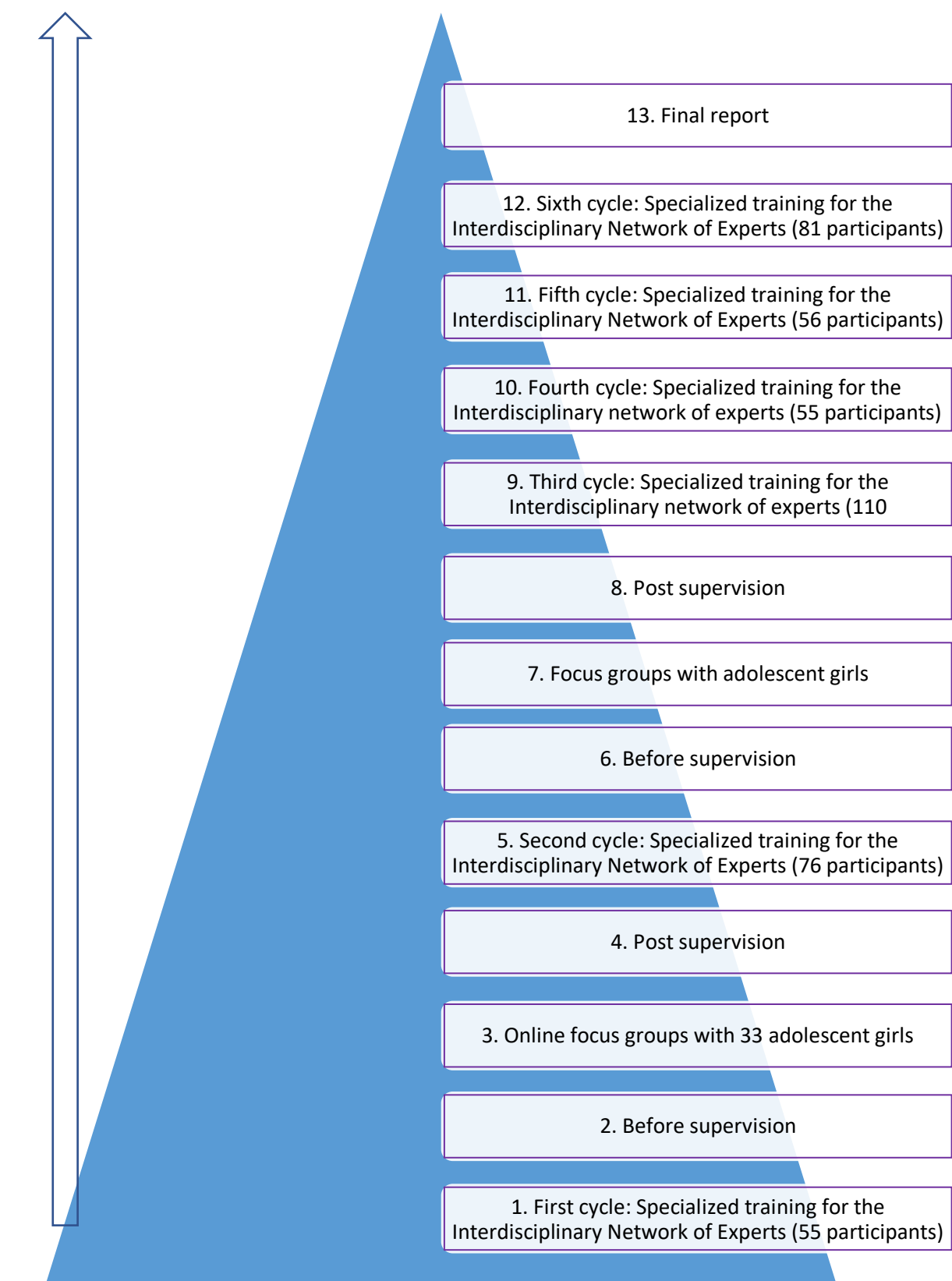
The goal of the focus group

The aim of the focus groups through the module: *Forms of violence, recognition, protection and interventions*, is to consult with adolescent girls about opportunities and obstacles related to adolescent access to MHPSS and other appropriate services, including proposals for adapting services to adolescents and their needs. Adolescent girls will be consulted on key issues and methods of preventive programs on the topic of violence, forms and types, their frequency, consequences and needs in protecting the mental health and well-being of adolescents. Information, collected data from focus groups will be shared with service providers, in order to further improve access to prevention and improve the social, health and educational responsiveness of service providers towards adolescents.

Phases of the Project

The project includes three phases consisting of 10 units (*Graph 1*):

1. **Phase:** Creation and implementation **three cycles of on-line specialized training** *Care About Adolescent Girls* which includes 150 (but eventually included 241) Professionals **from the health, social and educational sectors in Bosnia and Herzegovina (Republic of Srpska, Brčko District and the Federation of Bosnia and Herzegovina).**
2. **Phase:** Contract amendment - Creation and implementation **three cycles of on-line specialized training** *Why? we protect adolescent girls* which includes 150 (but eventually included 193) Professionals **from the health, social and educational sectors in Bosnia and Herzegovina (Republic of Srpska, Brčko District and the Federation of Bosnia and Herzegovina).**
3. **Phase:** Creation and implementation more focus groups with adolescent girls from three primary schools from the Brčko District, Federation of Bosnia and Herzegovina (Brčko, Goražde and Sarajevo).



graph 1

Direct goal:

To establish an expanded and fortified interdisciplinary network of professionals, proficient in identifying specific forms and indicators of abuse, with a focal point on the sexual abuse experiences by adolescent girls. This network will enhance comprehension of the ensuing consequences, the essentials of conducting clinical interviews, and the execution of preventative interventions across all three tiers. The overarching goal is to mitigate the adverse impact of sexual abuse on the mental health and overall well-being of adolescents. This approach encompasses a comprehensive spectrum, ranging from problem identification and protection protocols to formalized support processes and guidelines for subsequent multidisciplinary diagnostics and treatment.

The initiative also seeks to **reinforce the foundation of professionals** from the health, social, and educational sectors. It endeavours to bolster the collaboration within interdisciplinary and intersectoral realms, with the primary goal of providing support. Additionally, the significance of creating unified standards in safeguarding and preserving the mental health of children and adolescents from abuse, whether directed against or between them, is strongly emphasized.

Indirect goal:

By means of focus groups, adolescent girls were consulted regarding pivotal matters and approaches pertaining to preventive programs addressing violence. These discussions delved into the various forms and categories of violence, their occurrence rates, associated repercussions, and the requisites for safeguarding the mental health and overall well-being of adolescents. The data collected from these focus groups will be shared with service providers, with the aim of refining preventive strategies and enhancing the responsiveness of social, health, and educational support systems. This effort is directed towards adolescents and their families in Bosnia and Herzegovina, fostering a more effective approach to prevention and an improved level of support.

DYNAMICS OF SPECIALIZED TRAINING

The dynamics of the specialized training program for professionals associated with the “Here&Now” Interdisciplinary Network of Professionals, known as project “Care for Adolescent Girls,” is specifically oriented towards preventative psychosocial activities and interventions for treating adolescent girls who have experienced (sexual) abuse.

The primary emphasis of this project is directed at fortifying the professional network, augmenting competencies, and nurturing skills pertinent to aiding adolescent survivors of sexual abuse. This encompasses provisions for comprehensive support to families, including provisions for supervision and addressing supervisory matters. The project includes three distinct cycles of specialized training, complemented by two additional focus groups involving adolescent girls.

GOALS OF THE MODULE

Each module was designed with a distinct and specific goal in mind, closely aligned with the specialized training known as project *Care about Adolescent Girls*. These objectives collectively converge towards shielding against all forms of abuse, advocating zero-tolerance stance against such maltreatment, and nurturing the enhancement of mental well-being among adolescents, families, and communities within Bosnia and Herzegovina. A parallel focus was placed on the augmentation and consolidation of the “Here&Now” interdisciplinary Network of Professionals. This was achieved through the cultivation of group cohesion, a pivotal determinant for the development of resilience capacity. An extensive exploration of self-care strategies was also undertaken within the context of supervision.

The seamless integration of theoretical insights and practical proficiencies in working with the target demographic was a fundamental thread running through each module. This linkage effectively tied together the individual modules and the comprehensive specialized training program as a cohesive whole. Consistent with the project’s stipulated goals, the thematic modules were meticulously crafted with specific goals (as outlined in Graph 2).

Module 1., centred around the theme of: *Forms of Abuse (Online and Offline): Special Focus on Adolescent Girls*, aimed to acquaint participants with the overarching educational framework. The module sought to foster a deep comprehension of the direct and indirect goals, while concurrently strengthening participants' capacity to identify symptoms of distinct forms of violence through the lens of adolescent behavioural characteristics.

Module 2., addressing the theme of: *Sexual Abuse and Its Consequences, With a Focus on Adolescent Girls*. The intention was to refine the understanding of the profound consequences stemming from childhood and adolescent sexual abuse. The module also aimed to bolster competence in comprehending the specific needs of survivors, while integrating supervisory support to further enrich this understanding.

Module 3., with the theme of: *Clinical Interview: Communicating with Sexually Abused Adolescent Girls*, was designed to equip participants with the fundamental principles of conducting clinical interviews with sexually abused adolescents. The module also described the distinction between clinical interviews and forensic interviews. As with all the modules, practical exercises were seamlessly integrated into this one as well. These exercises encouraged experiential self-work aimed at fortifying the capacity to appreciate the significance of conducting interviews with survivors. This module also provided a dedicated space for supervision.

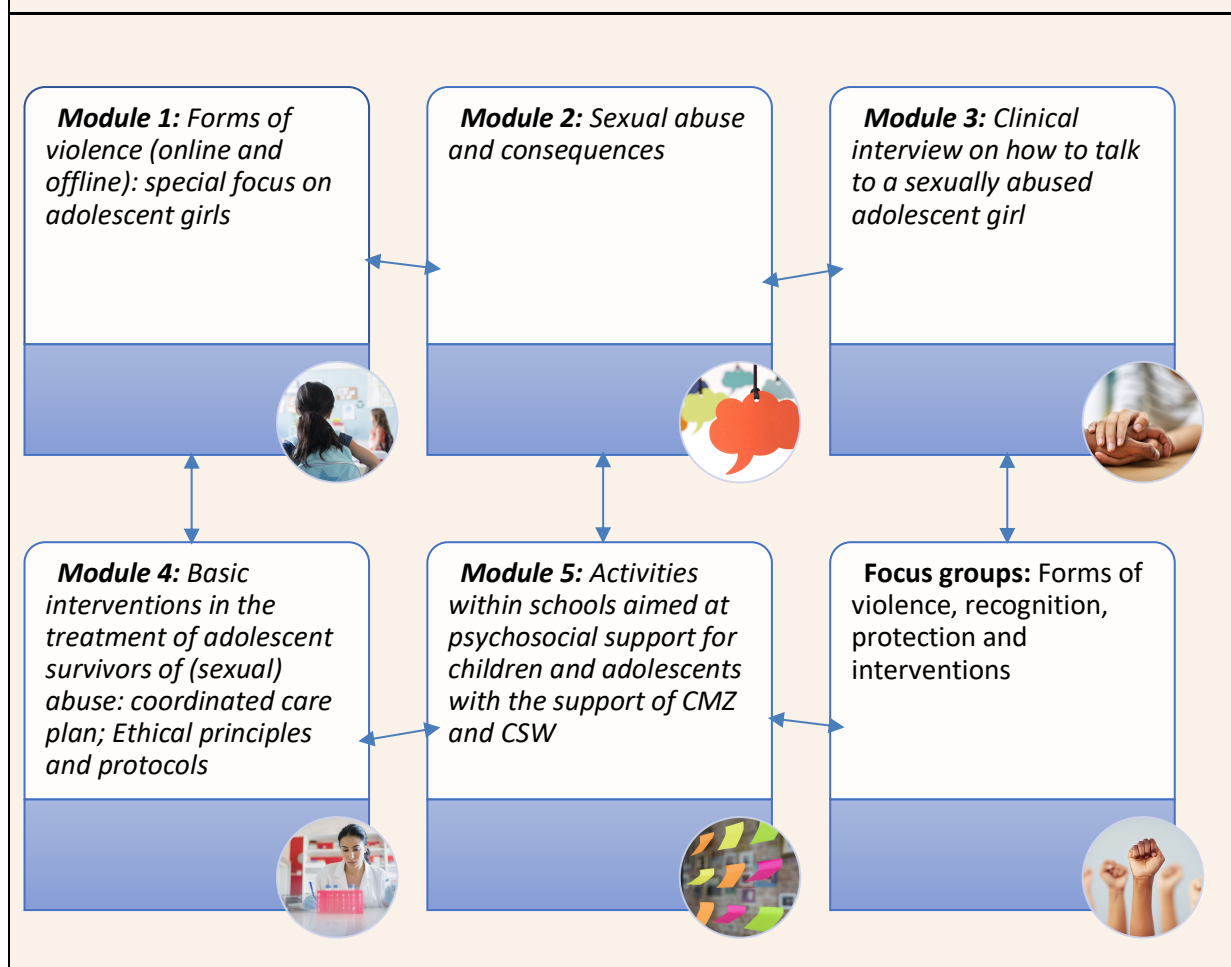
Module 4., the focus theme being: *Basic Interventions in The Treatment of Adolescent Girls Who Have Survived (Sexual) Abuse: Coordinated Care Plan; Ethical Principles and Protocols*. The overarching goal here was to acquaint participants with relevant protocols and fundamental interventions in treatment. This included a comprehensive understanding of notifications to competent institutions and the critical role of a coordinated care plan in safeguarding survivors. The module further aimed to enhance competence in comprehending and administering basic interventions and treatments. A distinctive feature of this module was the provision of supervisory support, which facilitated the deliberation and resolution of ethical dilemmas.

Module 5., centred on the theme of: *Activities Within Schools: Psychosocial Support for Children and Adolescents with the Support of CMZ and CSR*. The objective was to highlight the significance of interdisciplinary cooperation among professionals within the child and youth protection system, particularly in the domains of prevention and intervention. This module also sought to lay the foundation for psychosocial programs (workshops) to be conducted within primary and secondary schools. The culminating intent of this module was to foster experience exchange, mutual support within the network, and collaborative efforts in establishing distinctive protection standards.

Module 6., the final module revolved around: **Focus groups with adolescent girls** on the theme of: *Forms of Abuse, Recognition, Protection, and Interventions*. An online focus group involving 34 adolescent girls was conducted, spanning two schools—Brčko Elementary School and Goražde Elementary School. The conversation with these adolescent girls facilitated insights into their comprehension and awareness of various forms of violence, recognition cues, protective measures, and strategies for preventing violence and sexual abuse. This interactive dialogue emphasized the importance of addressing the needs of adolescent girls, nurturing a supportive environment, and crafting psychosocial programs tailored to their requirements. Additionally, online supervision sessions with school professionals were conducted before and after the focus group discussions.

Module 6. he was: **Focus groups with adolescent girls** on this: *Forms of violence, recognition, protection and interventions*. An online focus group with 34 adolescent girls included two schools (Brcko Elementary School and Goražde Elementary School), where during the conversation with the adolescent girls, it was learned about their knowledge and awareness of forms of violence, recognition, protection, and interventions to prevent violence and sexual violence and to hear the needs of adolescent girls in the direction of support and creation of psychosocial programs in a girl-friendly environment. Hours of supervision with an expert colleague's school were conducted online before and after the focus group.

Work dynamic of the specialized training program for professionals within the "Here&Now" Interdisciplinary Network of Professionals, titled "Care About Adolescent Girls". This approach is squarely centred on preventive psychosocial activities and interventions targeted at assisting adolescent girls who have endured (sexual) abuse.



graph 2

INTRODUCTION TO QUANTITATIVE AND QUALITATIVE EVALUATION OF THREE CYCLES OF SPECIALIZED TRAINING: WE PROTECT ADOLESCENT GIRLS

The core focus of this initiative is on strengthening the professional network, augmenting knowledge and competencies applicable to the treatment of children and families. This emphasis extends to the provision of space dedicated to supervision and addressing supervisory matters. The project encompasses three comprehensive cycles of specialized training.

Specialized training: Care About Adolescent girls were implemented in the period from **15. February 2023 to June 25, 2024.** years. Specialized training covered **six cycles (with amendment contract) of 5 full-day thematic modules (30 full-day thematic modules in total)** in total duration, for each training cycle, from **40 hours** and **of 10 hours of supervision** each one cycle of specialized training and two focus groups with 33 adolescent girls from 3 municipalities in the Federation of Bosnia and Herzegovina and Brčko District (Goražde, Brčko and Novo Sarajevo).

In the **first cycle of education-training** participated is **55 professionals** from Centers for Mental Health, Centers for Social Work and Educational Institutions in the area **7 municipalities from the Federation of BiH, Republic of Srpska and Brčko District. More precisely, the following municipalities are covered:** Bijeljina, Brčko, Goražde, Ilidža, Prijedor, Sarajevo-Municipality of Center, Sarajevo-Municipality of Novi Grad. 50 Professionals actively participated in specialized training and successfully completed it, while 5 participants, due to unplanned business obligations, missed most of the training and did not obtain the conditions for obtaining a certificate.

Second cycle of specialized training embrace her **76 professionals** from the health, social and educational sector in the area **17 municipalities from Federation of BiH, Republic of Srpska and Brčko District. More precisely, the following municipalities are covered:** Bugojno, Brčko District, Jajce, Kakanj, Ljubuški, Mostar, Pale, Prijedor, Sarajevo - Novi Grad, Široki Brijeg, Srebrenik, Trebinje, Tuzla, Vareš, Višegrad, Visoko, Zenica. 67 participants actively participated in specialized training and successfully completed the same, while 9 participants, due to unplanned business obligations, missed most of the education and did not acquire the conditions for obtaining the certificate.

In the **third cycle** covered **110 professionals** from the health, social and educational sector in the area **18 municipalities** from **Federation of BiH, Republic of Srpska and Brčko District**. **More precisely, the following municipalities are covered:** Banja Luka, Bihać, Bosanska Krupa, Cazin, Doboј, Foča, Gacko, Kiseljak, Livno, Mostar, Odžak, Pale, Prnjavor, Sarajevo - Novo Sarajevo, Travnik, Tuzla, Vitez, Živinice. 75 participants actively participated in the specialized training and successfully completed it, while 35 participants, due to unplanned business obligations, missed most of the training and did not obtain the conditions for obtaining a certificate.

The fourth cycle included **57 professionals** from the health, social and educational sector in the area **20 municipality** from **Federation of BiH, Republic of Srpska and Brčko District**. The areas included in this cycle are: from the Federation of Bosnia and Herzegovina, Herceg-Bosnia County, West Herzegovina County, Herzegovina-Neretva Canton, Bosnia-Herzegovina Podrinje Canton, Tuzla Canton, Sarajevo Canton, Una-Sana Canton and from four municipalities from Republika Srpska East Sarajevo, East Ilidža, Rudo and Sokolac and 1. Brčko. 45 participants actively participated in specialized training and successfully completed it, while 12 participants, due to unplanned business commitments, missed most of the training and did not obtain the conditions for obtaining a certificate.

The fifth cycle included **51 professionals** from the health, social and educational sector in the area **17 municipalities** from **Federation of BiH, Republic of Srpska and Brčko District**. The areas covered by this cycle are: Bihać, Bosanska Krupa, Brčko, Bužim, Cazin, Derventa, Goražde, Gradačac, Ilidža, Ilijaš, Ključ, Mostar, Srebrenik. , Doboј, Han Pijesak, Gračanica, Jablanica, Gradačac, Konjic, Kiseljak, Mramor, Prozor-Rama, Kalesija, Foča, Stolac, Tuzla, Živinice, Doboј, Brčko and Zenica. 40 participants actively participated in specialized training and successfully completed it, while 11 participants, due to unplanned business obligations, missed most of the training and did not obtain the conditions for obtaining a certificate.

The sixth cycle covered **85 professionals** from the health, social and educational sector in the area **14 municipalities** from **Federation of BiH, Republic of Srpska and Brčko District**. The areas included in this cycle are: Federation of Bosnia and Herzegovina (Unsko-Sana Canton, Herzegovina county, County Western Herzegovina, Herzegovina-Neretva Canton, Bosnia-Podrinjska Canton, Tuzla Canton, Sarajevo Canton, Una-Sana Canton, Zenica-Doboј Canton,

Central-Bosnian Canton, Canton 10; Republic of Srpska (Derventa, East Sarajevo, Banja Luka, Doboj, Bijeljina, Rudo, Sokolac, Foča and Han Pijesak); Brčko District: Brčko 63 participants actively participated in specialized training and successfully completed it, while 22 participants, due to unplanned business commitments, missed most of the training and did not obtain the conditions for obtaining a certificate.

Inclusive: Project has contained of **434 Professionals from the health, social and educational sectors in Bosnia and Herzegovina, which is almost 50% more direct participants planned by the project. It's covered 59 municipalities from Federation of BiH, Republic of Srpska and Brčko District. More precisely, the following municipalities are covered:** Banja Luka, Bugojno, Bihać, Bijeljina, Bosanska Krupa, Cazin, Doboj, Brčko District, Foča, Gacko, Gorazde, Ilidža, Jajce, Kakanj, Kiseljak, Livno, Ljubuški, Mostar, Odžak, Pale, Prijedor, Prnjavor, Sarajevo - Center, Sarajevo - Novi Grad, Sarajevo - New Sarajevo, Srebrenik, Široki Brijeg, Trebinje, Tuzla, Vareš, Vitez, Visoko, Višegrad, Zenica, Živinice, Bihać, Bosanska Krupa, Brčko, Bužim, Cazin, Derventa, Goražde, Gradačac, Ilidža, Ilijaš, Ključ, Mostar, Srebrenik, Sanski Most, Sarajevo, Sanski most, Velika kladuša, Mostar, Stolac, Ljubuški, Široki brijeg, Goražde, Livno , Lukavac, Kladanj, East Sarajevo, Tuzla, V. Kladuša, Sokolac, Banja Luka, Bijeljina, Rudo, Čapljina, Čitluk, Doboj, Han Pijesak, Gračanica, Jablanica, Gradačac, Konjic, Kiseljak, Mramor, Prozor-Rama, Kalesija, Foča, Stolac, Foča, Stolac, Živinice. **277 participants** actively participated in specialized training and successfully completed it, while 71 participants, due to unplanned business obligations, missed most of the education and did not acquire the conditions for obtaining a certificate.

The specialized training was facilitated by members and associates of the professional multidisciplinary therapeutic and educational team from the European Accredited Psychotherapy Training Institute - BHIDAPA. This team comprised main training trainers, expert supervisors, and various professionals including professors, doctors, psychological and medical sciences, child and adolescent integrative psychotherapists, child and adolescent psychiatrists, court professionals, psychologists, facilitators, and supervisors.

THEMATIC MODULES AND MODULE DATES ACCORDING TO SPECIALIZED TRAINING CYCLES:

Six cycles of project activities focused on the implementation of modules, covered five modules through the BHIDAPA Zoom platform, and planned topics were covered.

1. Forms of violence (online and offline): special focus on adolescent girls - 10.3.2023, 4.5.2023, 16.6.2023, 12.10.2023, 26.01.2024, 19.4.2024.
2. Sexual abuse and consequences: special focus on adolescent girls - 16.3.2023, 12.5.2023, 23.6.2023, 21.10.2023, 02.02.2024, 26.4.2024.
3. Basic interventions in the treatment of adolescent girls who survived (sexual) abuse: a coordinated care plan; Ethical principles and protocols; - 23.3.2023, 19.5.2023, 30.6.2023, 27.10.2023, 16.02.2024, 10.5.2024.
4. Clinical interview on how to talk to a sexually abused adolescent girl - 31.3.2023, 2.6.2023, 7.7.2023, 9.11.2023, 07.3.2024, 17.5.2024.
5. Activities within schools aimed at psychosocial support for children and adolescents with the support of CMZ and CSR - 6.4.2023, 2.6.2023, 14.7.2023, 17.11.2023, 15.3.2023, 24.5.2024.
6. Focus groups with adolescent girls: Forms of violence, recognition, protection and interventions (direction needs); during and after supervision – 13.4.2023, 9.6.2023.

Table 1

TRENERI OBUKE, EXPERTI-SUPERVIZORI, FACILITATORI



Mirela Badurina, PhD, ECP, WCPC, ECIP integrative psychotherapist of children and adolescents, trainer and supervisor



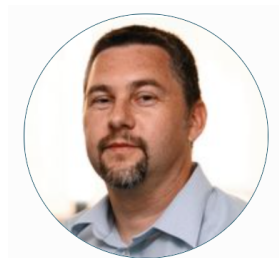
Prof. Gordana Buljan Flander, PhD, clinical psychologist, ECIP integrative psychotherapist for children and adolescents, permanent court expert for abused and neglected children



Dipl. psych. Sabina Zijadić Husić, ECIP integrative psychotherapist for children and adolescents, trainer and supervisor



Prim. Dr. Ranka Kalinić, MD, child and adolescent psychiatrist, psychotherapist i supervisor



Prof. Goran Arbanas, PhD-MD, psychiatrist, psychotherapist, forensic expert and supervisor

WORK METHODOLOGY AND METHODOLOGICAL REVIEW

The thematic modules within the specialized training program were methodologically designed to facilitate constructive interaction between participants and facilitators. The learning sessions were conducted in both large and small groups, utilizing online technology through platforms like Zoom for direct engagement. The incorporation of small group exercises provided a platform for targeted engagement on both a professional and personal level, fostering a deep connection with the subject matter.

The inclusion of supervision sessions offered participants the opportunity to address professional and ethical quandaries, enabling the exchange of valuable experiences and mutual support. The structure of the thematic modules was initiated with an introductory round followed by exercises aimed at fostering group cohesion and orienting participants to the module's theme. Each module comprised a thematic segment supplemented by projective and expressive experiential exercises. These exercises served as an initial exploration of the specific module's subject matter.

This methodology has proven to be highly effective for participants. By recognizing certain aspects of themselves and gaining insights through these exercises, participants were better equipped to comprehend the experiences of their clients. The theoretical underpinning of each module was provided through lectures delivered by the leading facilitator. This theoretical foundation was then practically applied and expanded upon within small groups, and feedback sessions were held within the larger group setting.

Of particular significance was the role of supervision, serving as a platform where ethical dilemmas and intervention-related⁸ queries could be effectively addressed. The systematic arrangement of these elements is outlined in Table 2. This comprehensive approach to learning created an engaging and enriching experience for all participants.

⁸ https://bhidapa.ba/wp-content/uploads/2023/03/1.ciklus-specijalizirane-obuke_Zas%CC%8Ctitimo-adolescentkinje_Dinamika-rada_BHIDAPA_UNICEF.pdf

WORK DYNAMICS AND TOPICS AND OBJECTIVES OF THE MODULE







  Interdisciplinarna mreža stručnjaka "Ovdje&Sada" ZAŠTITIMO ADOLESCENTKINJE 			
Projekat pod nazivom: Uklanjanje barijera: transformisanje usluga za osnaženu budućnost za sve adolescentkinje, kroz osnaživanje stručnjaka unutar zdravstvenog, socijalnog i odgojno-obrazovnog sektora u podršci adolescentkinjama koje su preživjele nasilje, uz obezbjeđivanje girl-friendly okruženja			
Skraćeni naziv projekta je: Interdisciplinarna mreža stručnjaka „Ovdje&Sada”: Zaštitimo Adolescentkinje Interdisciplinary network of professionals "Here&Now": Care about Adolescent Girls			
Dinamika rada: Specijalizirana obuka za stručnjake Interdisciplinarnе mreže stručnjaka "Ovdje & Sada": Zaštitimo Adolescentkinje , fokusirana na preventivne psihosocijalne aktivnosti i intervencije u tretmanu adolescentkinja koje su preživjele (seksualno) zlostavljanje			
  			
Theme	Dynamics	Objective	Duration
Module 1. Forms of violence (online and offline): special focus on adolescent girls	<ul style="list-style-type: none"> Introductory round Pre-test (checking initial knowledge of the module topic) Theoretical part Exercises: Work in small groups (practical work) Work in a large group (exchange of experience from small groups and new insights, questions and discussion) Post test (verification of acquired knowledge and skills) 	<ul style="list-style-type: none"> Specificities of adolescent development Acquaintance with the symptoms of certain forms of violence Experiential work on oneself Strengthening of competencies in recognizing symptoms through behavior 	9-13:30h 4,5 hours
Theme	Dynamics	Objective	Duration
Module 2. Sexual abuse and its consequences: a special focus on adolescent girls	<ul style="list-style-type: none"> Opening round Before the test (checking initial knowledge of the module topic) Theoretical part Exercises: Work in small groups (practical work) Work in a large group (exchange of experience from small groups and new insights, questions and discussion) Post test (checking acquired knowledge and skills) Group clinical supervision The final round 	<ul style="list-style-type: none"> Understanding the consequences of sexual abuse in childhood and adolescence and the needs of survivors Experiential work on yourself Strengthening competencies in understanding the consequences and needs of survivors Supervision 	9-16:00h 7 hours
Theme	Dynamics	Objective	Duration
Module 3. Basic interventions in the treatment of adolescent female survivors of (sexual) abuse: coordinated care plan; Ethical principles and protocols;	<ul style="list-style-type: none"> Opening round Before the test (checking initial knowledge of the module topic) Theoretical part Exercises: Work in small groups (practical work) Work in a large group (exchange of experience from small groups and new insights, questions and discussion) Post test (checking acquired knowledge and skills) Group clinical supervision The final round 	<ul style="list-style-type: none"> Familiarize yourself with the protocols and basic interventions in the treatment, including all notifications to the competent institutions Understanding the importance of a coordinated care plan in protecting survivors Experiential work on yourself Strengthening competencies in understanding basic interventions and treatments Supervision 	9-16:00h 7 hours
Theme	Dynamics	Objective	Duration
Modul 4. Clinical interview how to talk to a sexually abused adolescent girl about Introductory round	<ul style="list-style-type: none"> Introductory round Before the test (checking initial knowledge of the module topic) Theoretical part Exercises: Work in small groups (practical work) Work in a large group (exchange of experience from small groups and new insights, questions and discussion) Post test (checking acquired knowledge and skills) Group clinical supervision Final round 	<ul style="list-style-type: none"> Familiarize yourself with the principles of conducting clinical interviews with sexually abused adolescents and the differences between clinical and forensic interviews Experiential work on yourself Strengthening of competences in understanding the importance of the way in which an interview with survivors is conducted Supervision 	9-16:00h 7 hours
Theme	Dynamics	Objective	Duration
Module 5. Activities within schools focused on psychosocial support for children and adolescents with the support of CMZ and CSW	<ul style="list-style-type: none"> Opening round Theoretical part Exercises: Work in small groups (practical work) Work in a large group (exchange of experience from small groups and new insights, questions and discussion) Final round: oral and written training evaluation 	<ul style="list-style-type: none"> Getting to know the importance of interdisciplinary cooperation of experts in the system of child and youth protection in prevention and intervention Creation of the basic settings of the workshop that would be conducted with adolescents in primary and secondary schools Exchange of experiences 	9-13:30h 4,5 hours

Table 2.

As participants progressed through the modules, a notable development and reinforcement of group cohesion became evident. This strengthening of connections was particularly pronounced on a heightened professional level. Even within the course of each cycle, individuals expressed a compelling need for mutual support, collaborative engagement, and intersectoral cooperation—elements that they regarded as exceptionally significant. The process of complementing and interconnecting was particularly prominent in contexts where the appropriate personnel for specific cases were lacking. Many participants took on the role of disseminating the acquired knowledge and skills to their respective collectives. This role of a "multiplier" was especially evident among those who had previously undergone similar educational endeavours, with experiences shared and echoed during the training modules. Remarkably, schools emerged as primary sites where the participants of the training actively transferred their newfound knowledge and skills to their colleagues. Instances were also noted within the cohort of professionals hailing from mental health centres and centres for social work. In these contexts, the acquired competencies in providing interventions were prominently evident and applied for the betterment of the communities they served.

1ST CYCLE: ANALYSIS OF THE FIRST EDUCATION-TRAINING CYCLE

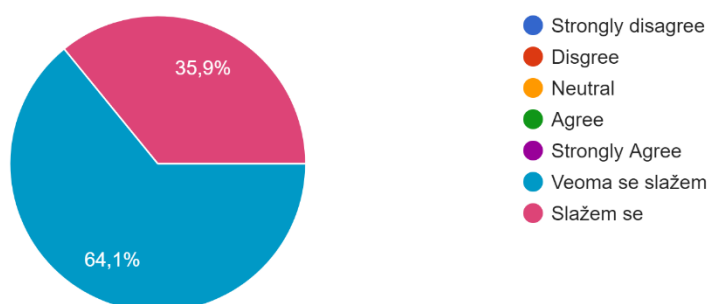
QUANTITATIVE EVALUATION OF EDUCATION-TRAINING

71% of participants filled out the anonymous questionnaire.

ANALYSIS OF GENERAL QUESTIONS ABOUT EDUCATION-TRAINING:

1. The knowledge and skills you acquired in this specialized training are useful for your work now and in the future.

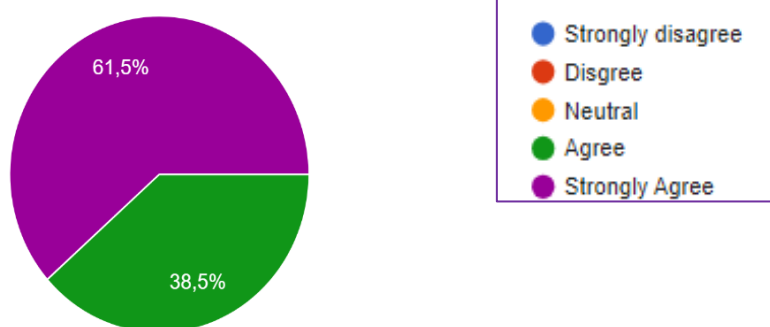
39 odgovora



graph 3

2. The specialized training met my expectations.

39 odgovora

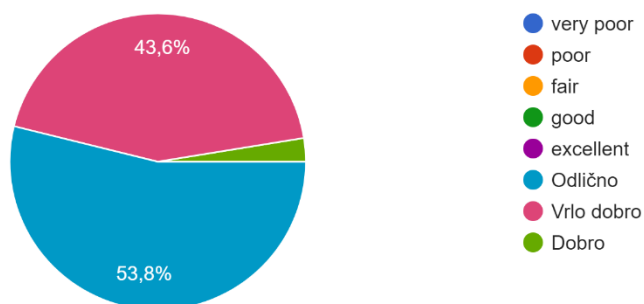


graph 4

ANALYSIS OF THE EDUCATION-TRAINING CONTENT:

1. To what extent do the purpose and goals of the specialized training match your professional needs?

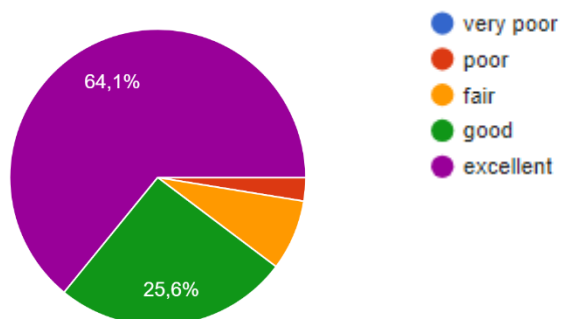
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graph 5

2. Was the time devoted to a particular topic of the module satisfactory?

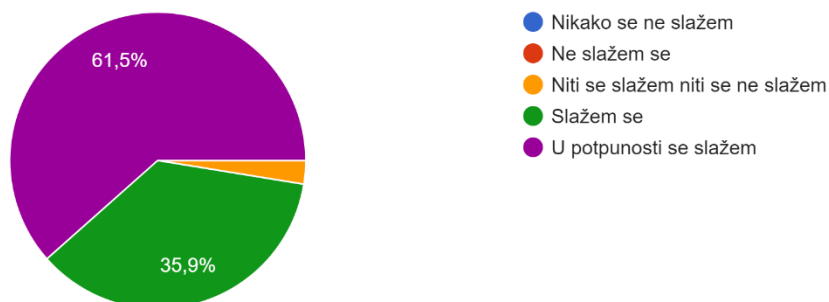
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graph 6

3. The modules met your professional needs with their content and presentation.

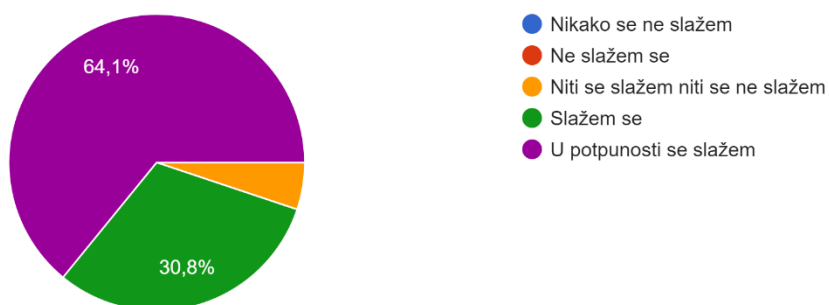
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graph 7

4. Practicing practical skills in small groups has strengthened your professional competences.

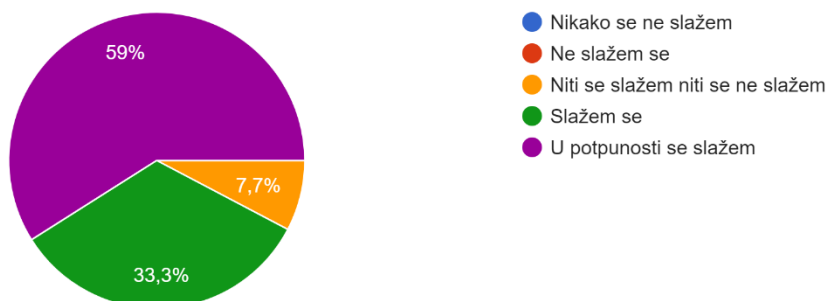
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graph 8

5. Supervision has strengthened your professional growth and development.

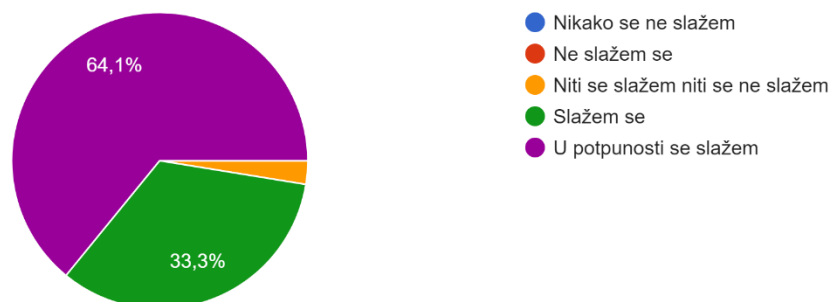
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graph 9

6. You could connect the content of the module (thematic part, exercises, work in small groups and reflection in a large group, supervision) with your personal and professional experience.

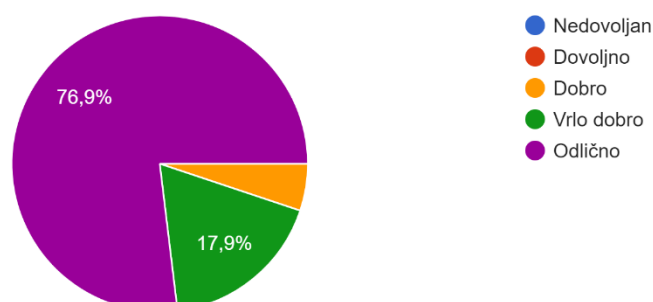
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graph 10

7. How do you rate the quality of accompanying material and exercises (PPT, hand-out, practical examples, projective techniques)?

39 odgovora



graph 11

QUALITATIVE EVALUATION OF SPECIALIZED TRAINING: WE PROTECT ADOLESCENT GIRLS

ANALYSIS OF EDUCATION-TRAINING CONTENT (open questions):

8. Name a topic that you consider unimportant in this specialized training? 39 answers

-
There is no irrelevant topic
there is no unimportant topic
she is gone
She is gone
No topic in this training is unimportant
The text part that we can find on the Internet
All topics were important
They were all necessary
They are all important
they are all important
They were all important
All that are covered are important
.
All topics were very useful and equally important
There is none
There is no such thing
She wasn't there
x
There is no such topic
I find all the topics extremely useful.
everything is important to me
they were all very helpful
all topics are extremely important
I don't consider any of the content unimportant.
There were no irrelevant topics
Everything is important
Each topic was equally important and indispensable
They are not
Everything was important.
there is no excess
there is none
they were all important and useful and they were connected
All are equally important
all topics are very important.
they are all important
all topics were excellent and logically followed each other.

Table 3.

9. Specify the topic that you feel should be covered in this specialized training 20 answers

Working with parents especially
an important part is the multidisciplinary or sectoral protocol of treatment, which we did not fully process, but we recognized as an important part in dealing with victims of violence
Living examples and dealing with children at risk
Treatment of adolescent girls who survived sexual abuse.
Maybe insert a topic related to working with the family of a sexually abused adolescent girl
/
.

Practical techniques in work
work with educationally neglected children
It is very comprehensive
Involvement of competent ministries and the signing of memorandums of cooperation between sectors
More about the prosecution and how to cooperate with them
how to talk to a parent and how to prepare the school for the return of an adolescent girl after a traumatic experience
The lectures were comprehensive
practical exercises for kindergarten teachers on the prevention of sexual abuse
Cooperation with the prosecution and the police, ministries

Table 4.

10. Indicate the module topic that is most important to you personally 39 answers

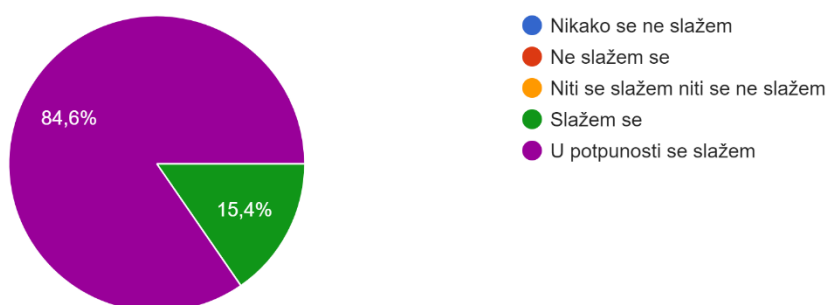
Clinical interview
the interview, but also all the knowledge and experience of professors and colleagues, is a comprehensive topic
interview with a victim of sexual violence
All topics are of great importance in solving these problems, so I cannot single out one.
All topics are very important
Treatment and handling of sexually abused children
Examples from practice
Clinic interview
All topics were very important
Core interventions in the treatment of adolescent survivors of (sexual) abuse: a coordinated care plan
How to conduct a clinical interview with a victim
Clinical interview, how to talk to a sexually abused adolescent girl
Klinick's interview
Work for abused children
Conducting a clinical interview with children and adolescents
Conducting interviews
All topics
Clinical Interview
Every
Ethical principles
Conversation with victims, interview
Basic interventions in the treatment of adolescent girls who survived sexual abuse
coordinated care plan
treatment protocols and interview
work with sexually abused children
Communication with the victim.
Clinical interview, interventions with victims of violence
Every knowledge we gain at educations is excellent and useful
Activities within the school focused on psychosocial support for children and adolescents
Cooperation with institutions
All.
How to have a conversation with a victim of sexual abuse
guidelines and protocols on handling, writing notification of suspected abuse
understanding the symptoms and steps to protect, stop abuse and support
Examples from practice, through which we were given clear guidelines, how, in which way to act
high-conflict divorces and contacting
they are all important
Guidelines for protection and interviewing - how to talk to a sexually abused adolescent girl
preventive programs

Table 5.

Analysis of the opinion of an interdisciplinary network of Professionals on the importance of planning preventive programs and active cooperation between institutions and systems in achieving the principles of the UN Convention on the Rights of the Child

12. Joint multidisciplinary and intersectoral programs are necessary to protect and preserve the mental health and well-being of children and adolescents, and thus society as a whole.

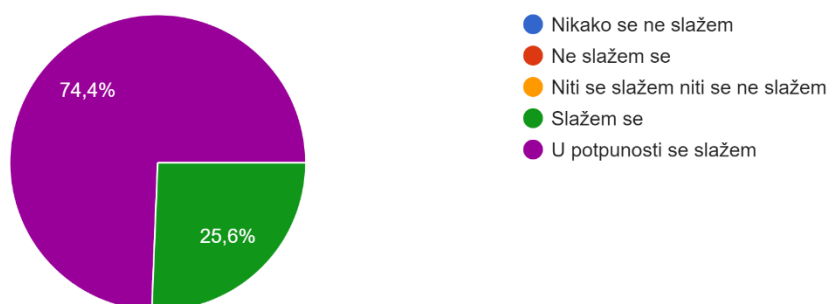
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graph 12

13. Active involvement of the system (competent ministries) is necessary to achieve the principles of the UN Convention on the Rights of the Child.

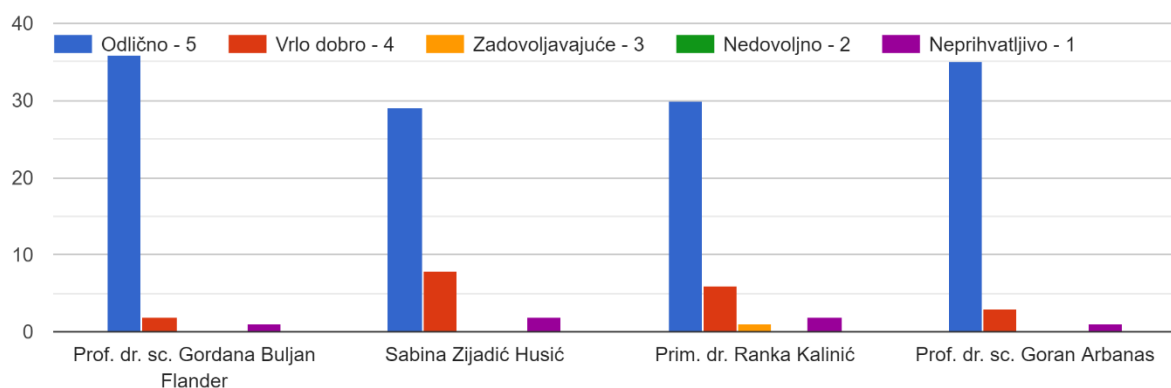
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graph 13

EVALUATION OF HEAD TRAINERS, PROFESSIONALS, MODULE SUPERVISORS:

1. U kojoj su mjeri glavni treneri i ekspert predavači-supervizori bili pripremljeni za specijaliziranu obuku?



graph 14

IMPRESSIONS AND PHOTOS FROM THE FIRST CYCLE OF SPECIALIZED TRAINING

14. A place to write what you want, and we didn't ask you...18 answers

I want the next education not to be online 😊

Excellent education, I really did not expect to like it this much, considering that it is also online. Really, all praise to the educators :)

-

All praise for the education

Thank you for sharing your knowledge and experience.

Thank you for the opportunity to attend this type of question and I suggest that this type of education be organized for the teaching staff.

These trainings are excellent

/

.

Thank you for the very useful education, we learned a lot both theoretically and practically.

Thanks for the very important training! Praise!

Useful, applicable, and thanks for the extensive training

Next time live education in a nice place 🌴

Excellent designed and organized specialized training. Very specific, just the way we need it. Well done! All the best.

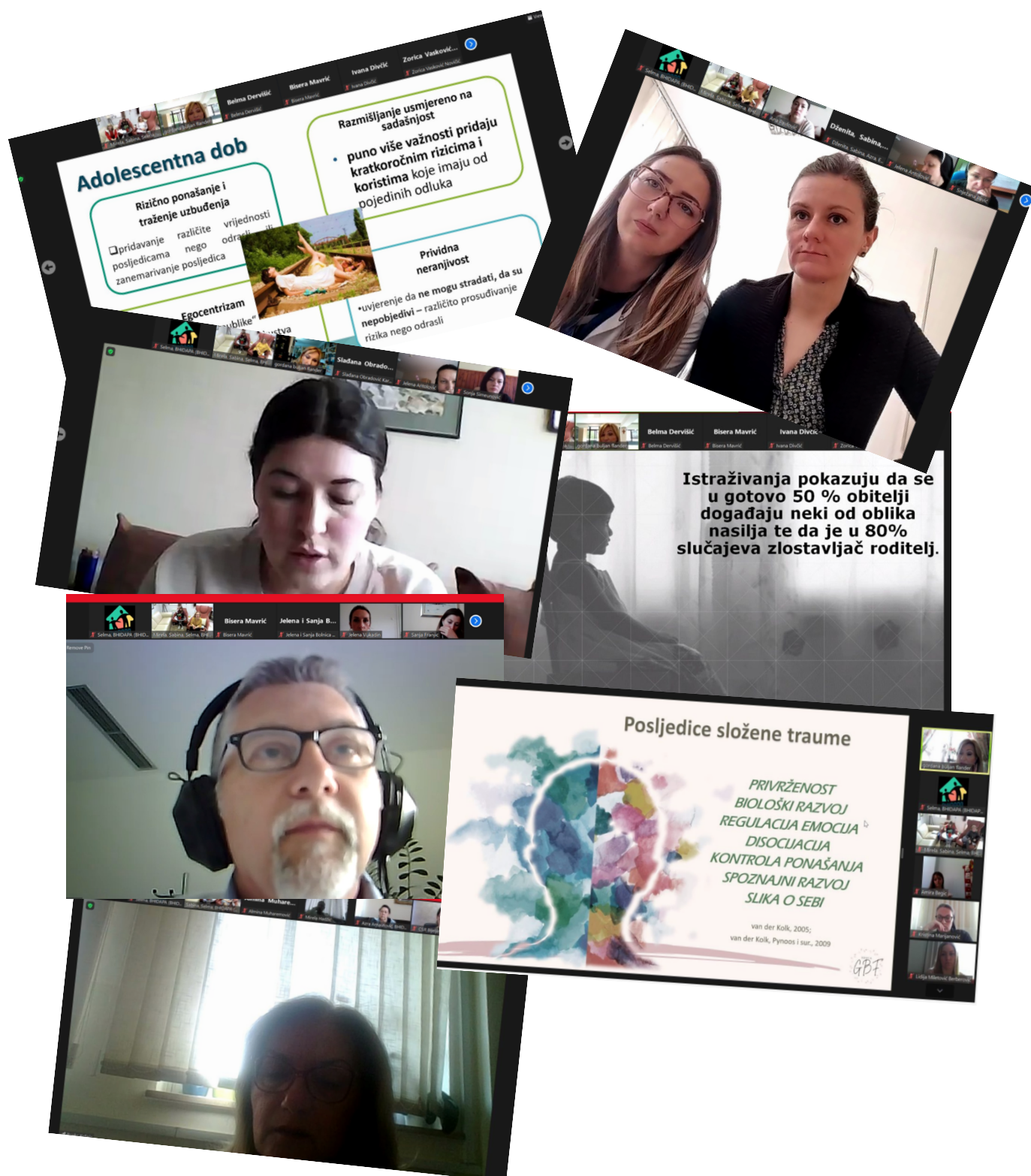
To organize live training, although it is incredible how many advantages online training has, work in small groups, exercises...

Extremely useful education, the lecturers brought shocking stories from practice, but very useful, which strengthened me to be able to act and to face every challenge.

You are a great team. Thank you for selflessly sharing knowledge. Praise!

THANK YOU!

Table 6.



2ND CYCLE: ANALYSIS OF THE SECOND EDUCATION-TRAINING CYCLE

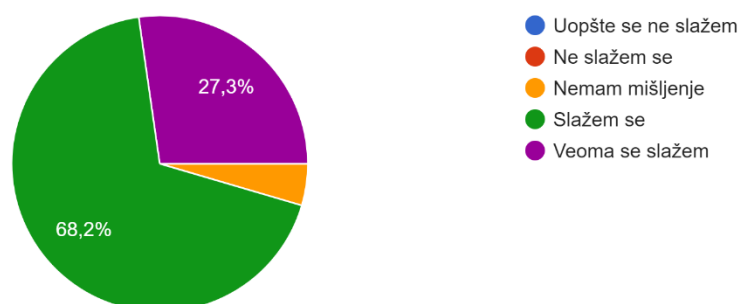
QUANTITATIVE EVALUATION OF EDUCATION-TRAINING

57.89% of participants filled out the anonymous questionnaire.

ANALYSIS OF GENERAL QUESTIONS ABOUT EDUCATION-TRAINING:

1. The knowledge and skills you acquired in this specialized training are useful for your work now and in the future.

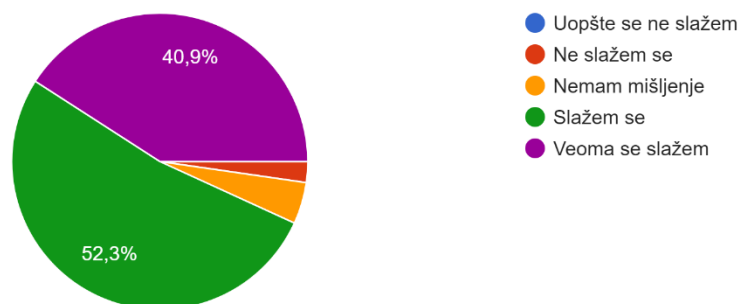
44 odgovora



graph 15

2. The specialized training met my expectations.

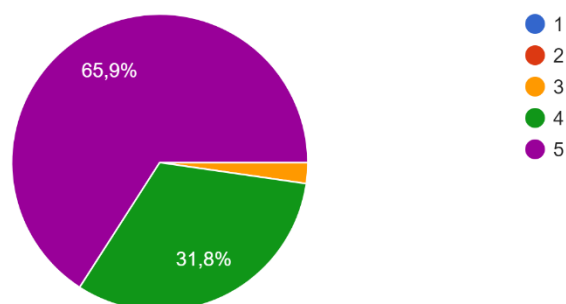
44 odgovora



graph 16

3. You rate this specialized training on a scale of 1 to 5 (1 = unsatisfactory; 5 = excellent):

44 odgovora

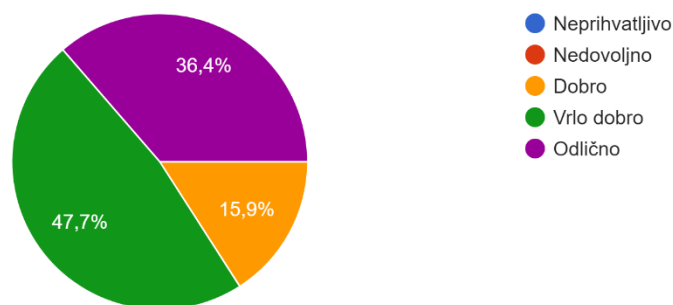


graph 17

ANALYSIS OF THE EDUCATION-TRAINING CONTENT:

1. To what extent do the purpose and goals of the specialized training match your professional needs?

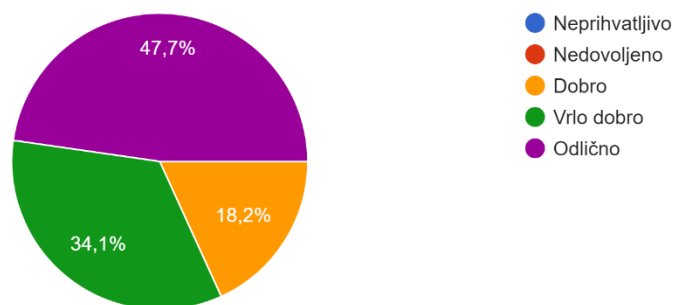
44 odgovora



graph 18

2. Was the time devoted to a particular topic of the module satisfactory?

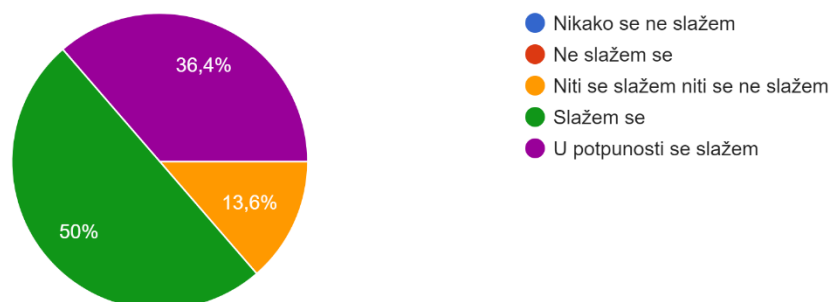
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graph 19

3. The modules met your professional needs with their content and presentation.

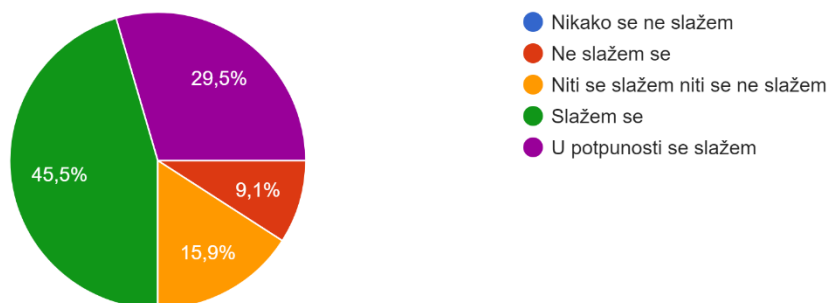
44 odgovora



graph 20

4. Practicing practical skills in small groups has strengthened your professional competences.

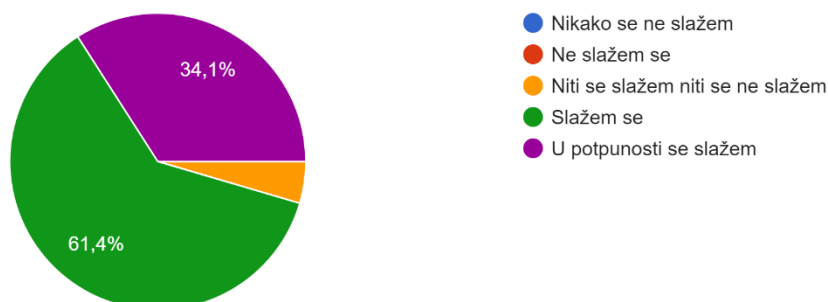
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graph 21

5. Supervision has strengthened your professional growth and development.

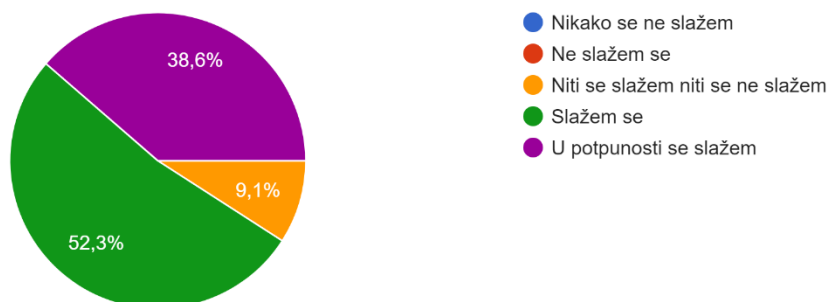
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graph 22

6. You could connect the content of the module (thematic part, exercises, work in small groups and reflection in a large group, supervision) with your personal and professional experience.

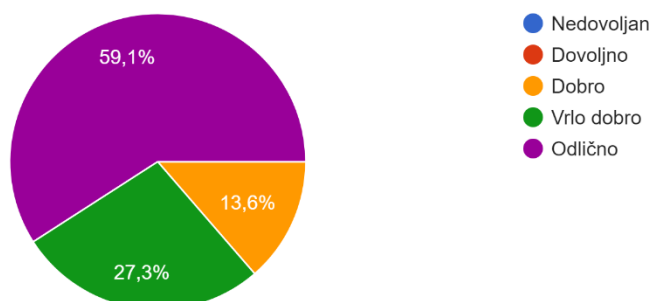
44 odgovora



graph 23

7. How do you rate the quality of accompanying material and exercises (PPT, hand-out, practical examples, projective techniques)?

44 odgovora



graph 24

QUALITATIVE EVALUATION OF SPECIALIZED TRAINING: WE PROTECT ADOLESCENT GIRLS

ANALYSIS OF EDUCATION-TRAINING CONTENT (open questions):

8. Name a topic that you consider unimportant in this specialized training? 44 answers

I do not know

all topics were very important

She is gone

All topics were important

None.

Every topic is important to someone

All topics were good.

Every topic was important.

All topics were very important.

All topics are important

all topics were important and a good source of first-hand information

Education of all professionals.

there is no unimportant topic

Not a single topic is unimportant, all were very important *

I have nothing special to mention.

General information

There were no unimportant topics

everything was important and important!

all topics are important and related to children

I don't have a topic for this answer

There are no unimportant topics in CSR :)

Xx

All topics were adequate

Each topic is significant in its own way

all topics are important

There were no unimportant topics, they all turned out to be appropriate.

They were important everywhere.

There was no unimportant topic.

There were no such topics

If I understood the question correctly, as far as this education module is concerned, there was no topic that was not relevant to the selected topic of the module.

Each topic has its own meaning and importance in training, I would rather formulate what was difficult during this training.

they were all necessary

There were no unimportant topics.

Everything is important

they are all important

All topics covered are important for education.

Table 7.

9. Specify the topic that you feel should be covered in this specialized training 30 answers

R-

How to develop quality use of social networks and media content among children and young people.

Bullying prevention with an emphasis on early growth and development

causes of the abuser's behavior

How to get your child to confide in you about their problem

Self-confidence, self-esteem in adolescents

Psychological support for abused adolescent girls
 Professional combustion
 This last one.
 Self-injury in adolescence
 empowering children - resilience
 Work and approach to an adolescent victim of sexual abuse. Live education, not online.
 Techniques when working with adolescents
 Perhaps, contacting the children for another parent who is not entrusted with the child
 Maintaining children's contact with a parent after a divorce who is not entrusted
 Maintenance of children's personal relationships with both parents during the divorce procedure
 XX
 Work with perpetrators of violence
 High-conflict divorces
 Topics related to relaxation techniques and skills, relaxation that would reduce professional burnout.
 Interview and coordinated care
 There are many topics that can still be covered, but here I would like to single out the topic of healthy child rearing, that is, how to achieve a balance between the requirements and rules set by adults and what children experience at a certain developmental stage.
 I have no suggestions
 Disadvantages of the system and possibilities of overcoming
 Specific tools for working with children who have suffered sexual violence; improving system services for child victims of sexual violence
 We need more support especially for these topics. Thank you
 Just keep deepening the same topic and interventions
 credibility of witness testimony and expert testimony

Table 8.

10. Indicate the module topic that is most important to you personally 39 answers

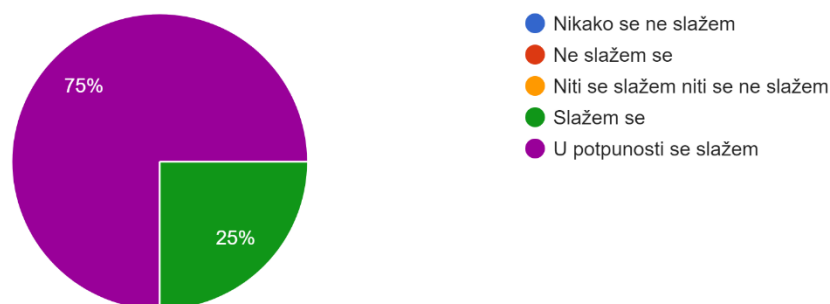
Clinical interview
 Work with adolescents
 working with children and supporting children after the divorce of their parents
 Development of empathy in children and young people
 Interview with sexually abused adolescents
 psychological consequences of victims of sexual abuse
 Supervision
 Prevention of violence in schools
 How to talk to child abuse
 Signs of abuse
 Children's mental health
 Process and method of communication.
 Each equally, but considering the place of work, it is important for me to know how to recognize some signs of abuse and that I am empowered by the information and experiences of the lecturer so that I can deal with a situation in which someone tells me about the trauma of abuse.
 Forms of violence with an emphasis on adolescent girls, Activities within the school
 I work with a wide spectrum of problems, I cannot single out what is the most important
 access to traumatized children and adequate help
 Work and approach to adolescent victims of sexual abuse, not online but live education.
 How and in what manner to conduct an interview with a sexually abused adolescent girl
 Any information is useful
 Activities within schools
 How to talk to a sexually abused adolescent girl
 Psychological development of children 0-6
 How, as a school teacher, can I help adolescent girls and anyone who needs help
 working with victims of violence and maintaining personal relationships of children with the other parent after divorce
 Victims of violence and maintenance of personal relationships between children and parents after divorce
 Maintaining the personal relationships of children with their parents during the divorce procedure
 Family violence
 ADHD
 I stated u as an answer in the question under serial number 9.
 Clinical interview on how to talk to a sexually abused adolescent girl
 Activities within schools aimed at psychosocial support for children i
 adolescents with the support of CMZ and CSW
 Everything related to children's growth and development, and the quality of their mutual relationships as well as relationships with other, important people in the environment.
 clinical interview - how to talk to a sexually abused adolescent girl
 Concrete tools for working with sexually abused children
 Sexual abuse and consequences
 Interview with an adolescent girl
 All
 all the topics covered were important
 How to talk to a sexually abused adolescent girl?

Table 9.

Analysis of the opinion of an interdisciplinary network of Professionals on the importance of planning preventive programs and active cooperation between institutions and systems in achieving the principles of the UN Convention on the Rights of the Child

11. Joint multidisciplinary and intersectoral programs are necessary to preserve the mental health and well-being of children and adolescents, and thus society as a whole.

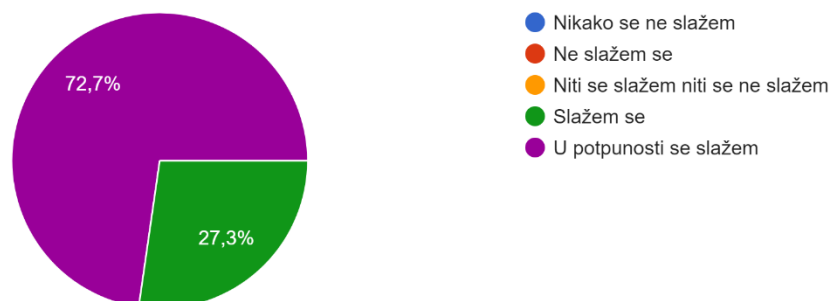
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graph 25

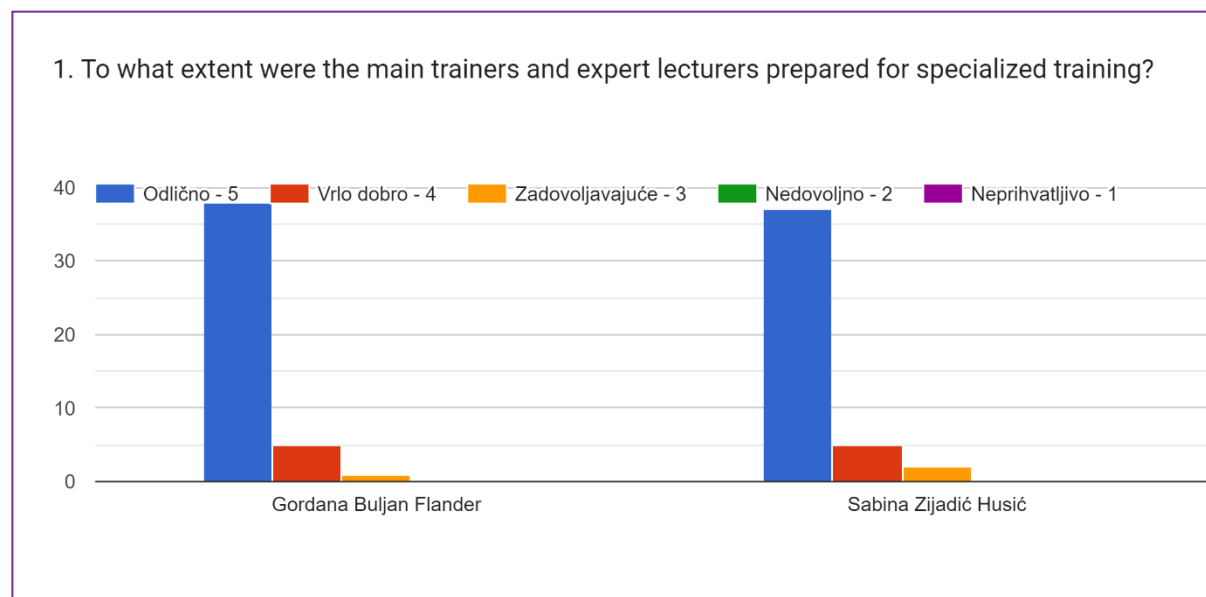
12. Active involvement of the system (competent ministries) is necessary to achieve the principles of the UN Convention on the Rights of the Child.

44 odgovora



graph 26

EVALUATION OF HEAD TRAINERS, PROFESSIONALS, MODULE SUPERVISORS:



graph 27

IMPRESSIONS AND PHOTOS FROM THE SECOND CYCLE MODULE OF SPECIALIZED TRAINING

14. A place to write what you want, and we didn't ask you...18 answers

that it would be better if the following educations were organized live

If the next education was somewhere live, I think the concentration would be much higher.

You have it all covered.

- Would I participate in future educations?

- Yes of course

:)

I would like to see as many organized training sessions as possible, both on the topics I wrote and on any important topic that concerns the well-being of children and their place in society. I believe that we really profit by constantly educating ourselves and exchanging experiences.

More such and even better educations, if possible live

More such trainings and educations are needed, but for the sake of better acquisition of knowledge, trainings with such topics and modules should be live, not online.

Thank you for everything. We always get what we really need from your center. Clear and useful ❤️

Thank you from the bottom of my heart

We need further deepening and strengthening of practical knowledge and skills in this area

-

Table 10



3. CYCLE: ANALYSIS OF THE THIRD CYCLE OF EDUCATION-TRAINING

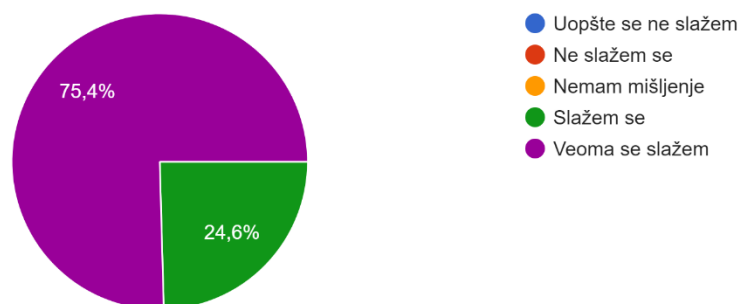
QUANTITATIVE EVALUATION OF EDUCATION-TRAINING

51.82% of participants filled out the anonymous questionnaire.

ANALYSIS OF GENERAL QUESTIONS ABOUT EDUCATION-TRAINING:

1. The knowledge and skills you acquired in this specialized training are useful for your work now and in the future.

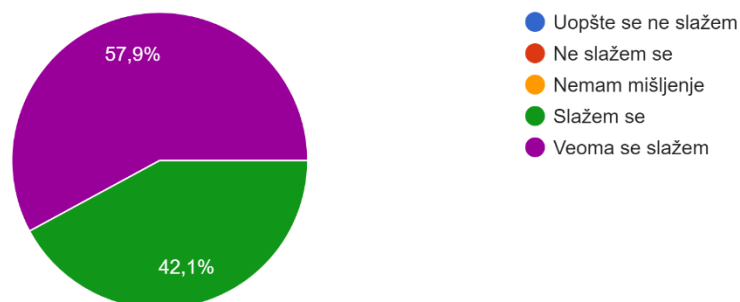
57 odgovora



graph 28

2. The specialized training met my expectations.

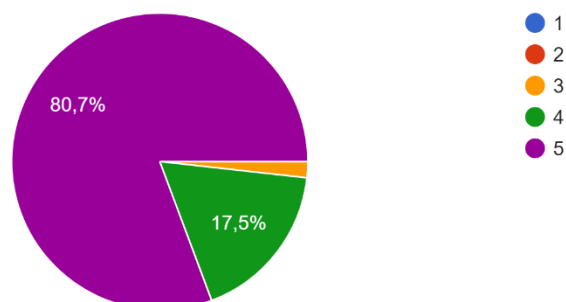
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graph 29

3. You rate this specialized training on a scale of 1 to 5 (1 = unsatisfactory; 5 = excellent):

57 odgovora

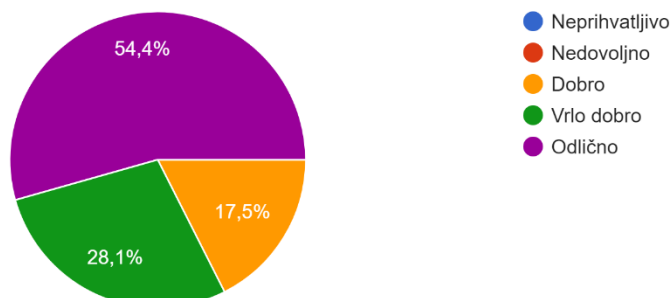


graph 30

ANALIZA SADRŽAJA EDUKACIJE-TRENINGA:

1. To what extent do the purpose and goals of the specialized training match your professional needs?

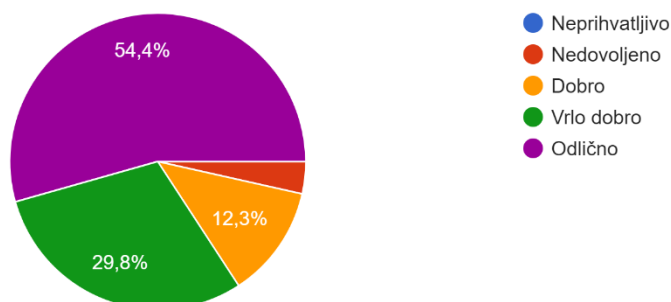
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graph 31

2. Was the time devoted to a particular topic of the module satisfactory?

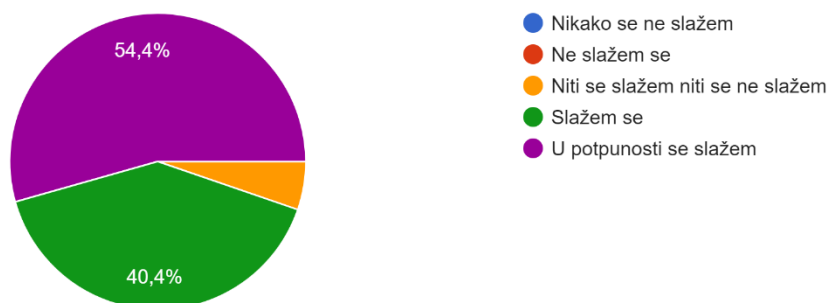
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graph 32

3. The modules met your professional needs with their content and presentation.

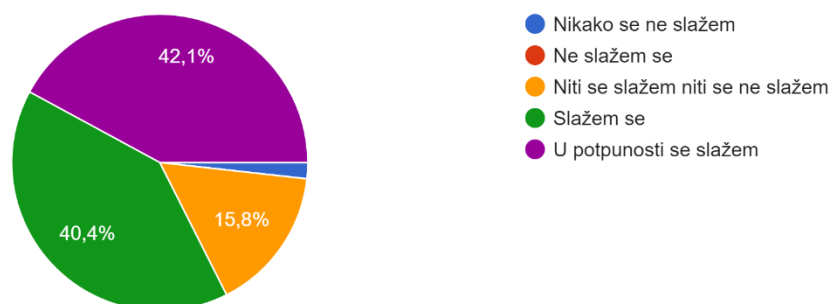
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graph 33

4. Practicing practical skills in small groups has strengthened your professional competences.

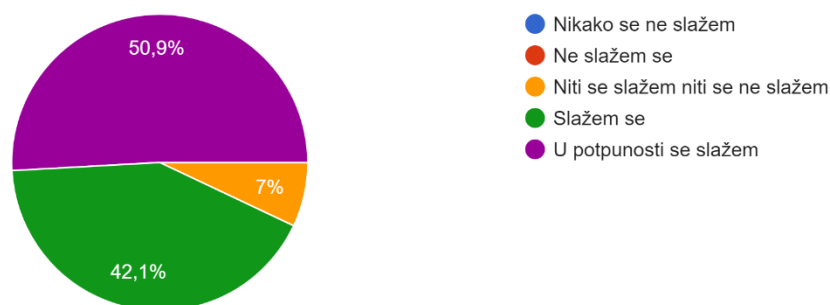
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graph 34

5. Supervision has strengthened your professional growth and development.

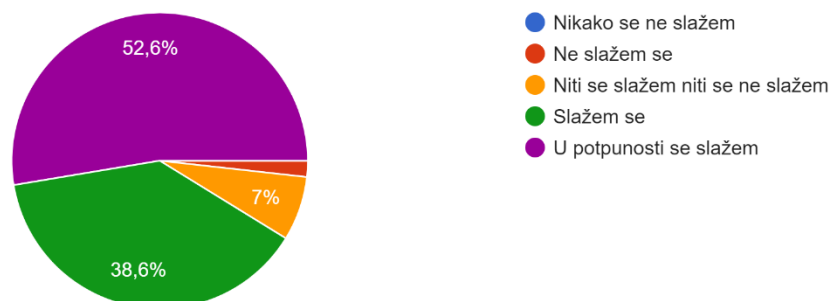
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graph 35

6. You could connect the content of the module (thematic part, exercises, work in small groups and reflection in a large group, supervision) with your personal and professional experience.

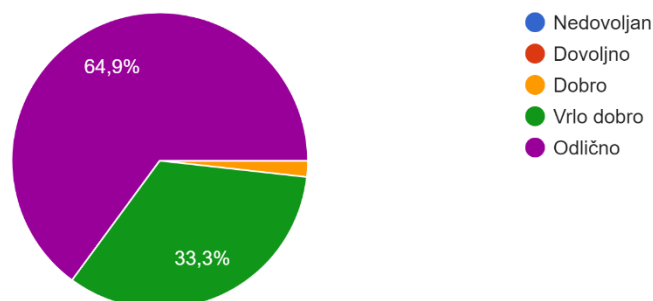
57 odgovora



graph 36

7. How do you rate the quality of accompanying material and exercises (PPT, hand-out, practical examples, projective techniques)?

57 odgovora



graph 37

QUALITATIVE EVALUATION OF SPECIALIZED TRAINING: WE PROTECT ADOLESCENT GIRLS

ANALYSIS OF EDUCATION-TRAINING CONTENT (open questions):

8. Name a topic that you consider unimportant in this specialized training? 57 answers

There is none

-

There's none

She is gone

There were no such topics

All topics are important

There is no excess.

All topics are very important.

They are all important, even the legal context is important to understand the issue completely

None.

None

All topics are important

All topics are really important. It is true that I will use the knowledge within certain topics more in practice, but all topics are important in order to get a complete picture from the detection of violence, through the treatment of victims, and all the way to prevention.

Everything was connected

she is gone

No topic is superfluous, nor do I consider it redundant.

All topics were useful

Everything was important

There are no unimportant topics

I'm not sure I understand the question. Future education or something we talked about but is unimportant?

Cooperation with cooperating organizations

Interview, methods of work in treatment...

All topics are important.

There was no unimportant topic

There was no such topic

All topics were in line with education

I have no such experience
 All topics were important to me and well covered in relation to the topic of education itself.
 all topics were extremely important
 There is no such topic
 There was no such thing, all the topics were good...
 They all matter. For certain institutions, some more, some less, but they are all important
 They were all useful
 They are all equally important
 I think they are all important.
 There were none
 legislative provisions
 First module Goran Arbanas
 All the topics covered are very useful and equally important.
 x
 All topics were very important
 The topics were adequate.
 All
 There was no unimportant topic!
 I think the topics are logically connected and each is important in its own way. I wouldn't say that any topic is unimportant. Only the module with interventions in working with adolescent girls would perhaps cover more time (at least two modules).
 nothing is unimportant
 I wouldn't single out any topic in particular
 All topics covered are of exceptional importance
 None
 all topics can be important

Table 11

9. Specify the topic that you feel should be covered in this specialized training 28 answers

All topics are equally important
 How to overcome social stigmas if someone is sexually abused
 Work with adolescents (boys) and parents (fathers)

 More or less, all topics important for working with the specific issue are covered.
 Working with parents
 How to recognize abused children
 Communication with children and young people
 for future education - Help for families who do not want to cooperate.
 Direct techniques of working with sexually abused children
 In accordance with the duration, the education covered very important topics
 Working with parents
 Professional combustion
 Learned helplessness and diffusion tolerance
 Maybe a little more education and the development of socio-emotional and metacognitive skills that would help adolescents cope with trauma...etc.
 everything related to the sexual abuse of adolescent girls is important
 Professional combustion, prevention
 I think it would be good to devote more time to legal regulations. It would be best to use examples of real or fictional cases. With a starting point from different institutions and chronologically processed from the suspicion of abuse, the finding of evidence, to the end of the court process itself
 Legal framework
 Techniques in psychotherapy treatment with a child victim of sexual abuse

Everything that is in the interest of children
 Divorce of parents - how to "save" the child, so that he remains with as few consequences as possible?!
 Raising public awareness about sexual abuse
 Maybe the topic of how to talk to children about sexual development.
 Communication with children in educational institutions
 I think that the training covers everything that is important for this topic
 Bullying
 All topics are covered
 Everything important is covered
 maybe more about non-verbal communication, body language

Table 12

10. Indicate the module topic that is most important to you personally 57 answers

Prevention
 All
 All topics were significant
 Work on the primary prevention of sexual violence, ways to teach a child to protect and distinguish between good and bad secrets.
 Conducting a clinical interview as well as the role of the school in the prevention and recognition of sexual abuse
 How to talk to abused children
 Prevention of sexual abuse
 As part of this education "Interventions in the treatment of adolescent girls who survived violence"
 Activities within schools aimed at psychosocial support for children and adolescents with the support of CMZ and CSW
 Basic inferences
 All topics are important
 Since I work at the Center, the most important topic for me was related to the interview and conducting the conversation with the victim of sexual violence.
 Networking of the school system and institutions in working with children and parents
 Techniques in working with younger children
 Counseling work with children in general
 interview
 I consider all topics important.
 All topics
 Recognizing sexual abuse of children
 All topics covered
 Way of working with abused children - adequate approach
 Creative techniques in working with children and young people
 Counseling of elementary school-aged children and their parents.
 Interview
 Basic interventions in the treatment of adolescent girls who survived (sexual) abuse: a coordinated care plan)
 They are all equally important
 Activities within schools
 I think that all topics are interconnected, and that one without the other would not form a whole, therefore there is no most important, they are all equally important.
 Working with parents of sexually abused children
 Every topic was important
 They were all equally important to me, although in the end, due to the focus on working with abused children, we often forget how important the topic of prevention is. So the last topic surprised me and was just as useful as the previous ones
 Prevention, recognition, treatment of sexual violence
 Initial and clinical intervention in working with sexually abused adolescent girls
 forensic interview

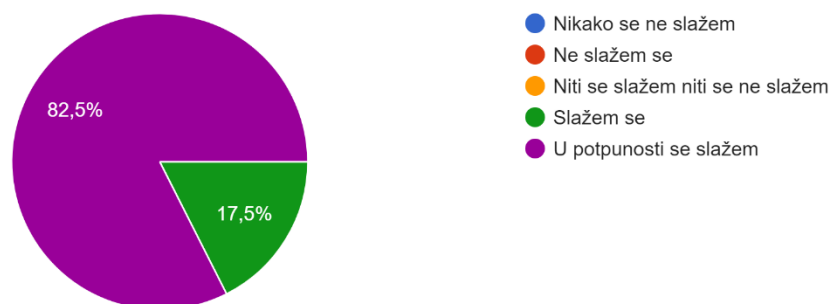
All topics are equally important to me.
 Work with children and young people with behavioral disorders
 Recognizing the signs of potential sexual abuse, both in the person who has been abused and in the abuser
 Treatment with victims
 They are all equally important to me
 How to support abused adolescent girls with, for example, intellectual disabilities...
 All themes are very useful, especially since the whole system is included
 Working with adolescent self-injury
 PREVENTION of all forms of violence.
 All topics were important
 Preventative love
 Access to abused adolescents
 Approach in working with abused adolescent girls.
 Conducting a conversation with the victim
 Individual counseling interview
 Interview and therapeutic work with a victim of sexual violence
 Interventions in work with adolescents.
 conducting a forensic interview
 They are all equally important to me
 Protection of children and adolescents from violence
 Addiction diseases
 Psychotherapeutic work with victims of sexual abuse
 The whole education is very important, it is difficult for me to single out something
 the non-verbal communication and body language mentioned above..I think it is important for working
 with adults and especially with children..and that it is important in many problematic situations..as an
 additional element for assessing the interlocutor in a certain situation and the situation itself. more
 psychological aspect but important

Table 13.

Analysis of the opinion of an interdisciplinary network of Professionals on the importance of planning preventive programs and active cooperation between institutions and systems in achieving the principles of the UN Convention on the Rights of the Child

11. Joint multidisciplinary and intersectoral programs are necessary to preserve the mental health and well-being of children and adolescents, and thus society as a whole.

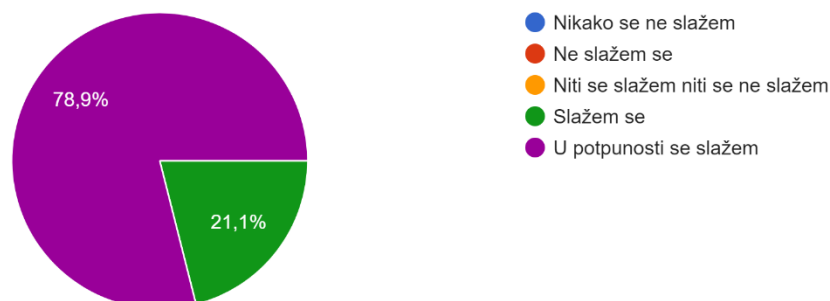
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graph 38

12. Active involvement of the system (competent ministries) is necessary to achieve the principles of the UN Convention on the Rights of the Child.

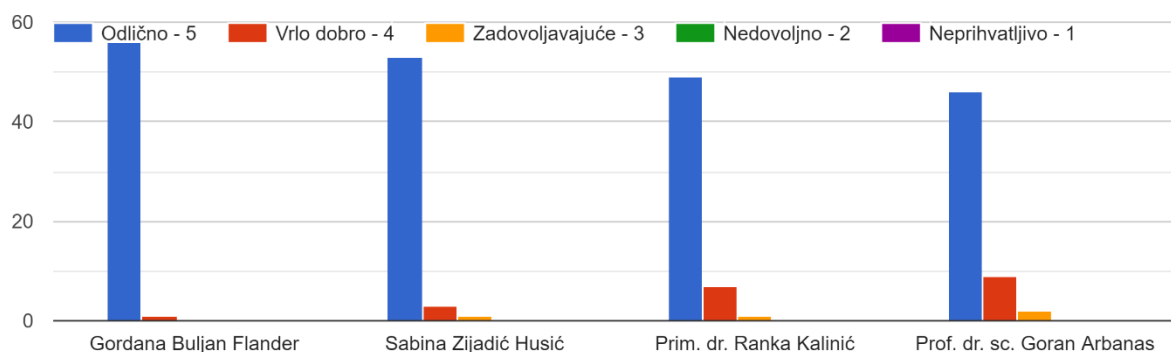
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graph 39

EVALUATION OF HEAD TRAINERS, PROFESSIONALS, MODULE SUPERVISORS:

1. To what extent were the main trainers and expert lecturers-supervisors prepared for specialized training?



graph 40

IMPRESSIONS AND PHOTOS FROM THE THIRD CYCLE MODULE OF SPECIALIZED TRAINING

14. A place to write what you want, and we didn't ask you...18 answers

There is none

You are wonderful, all together.

Excellent education, especially adapted for people who already work with children who have been sexually abused, and I will benefit most from the last module on prevention, because that is my field of activity

Thank you for the opportunity to learn, because not everyone has the opportunity to pay for all the education they would like to hear.

Thank you for organizing very useful trainings

You asked everything

Take into account the breaks when there is a full-day education

Your educations strengthen us, enrich us, change our insights, expand our knowledge. Thanks for being there.

Greeting,

I think the presentation period is very short! Small group exercises online are not practical. My suggestion is that in some future education, you should make an exercise in such a way that the educator participates in it, so that everyone can follow it, and only some can participate. The meaning of working in groups is lost, when there are no clear guidelines, i.e. someone who could accompany and direct it in the right way, half the time is lost on understanding what who should do.

Thank you. I hope there will be more similar programs. We look forward to them!

More such interactive workshops and educations

I would like to thank the organizers, the education was excellent, inspiring, useful...

LP

The lecturers are excellent, I think that the time that was spent in small groups would have been better used with immediate or pre-planned questions to which the lecturers would have given answers.

Everything has already been said...

NARRATIVE REPORT OF THE SPECIALIZED TRAINING "CARE ABOUT ADOLESCENT GIRLS"

I would like to point out useful, practical and very applicable lectures through examples from practice, especially prof. Gordan. All praise indeed!

The lectures were excellent, it just seemed to me that they lasted too short with professor Buljan Flander. It seemed as if he was rushing to explain the given part of the module in an hour... otherwise, a very useful lecture on each module, and a very useful supervision!

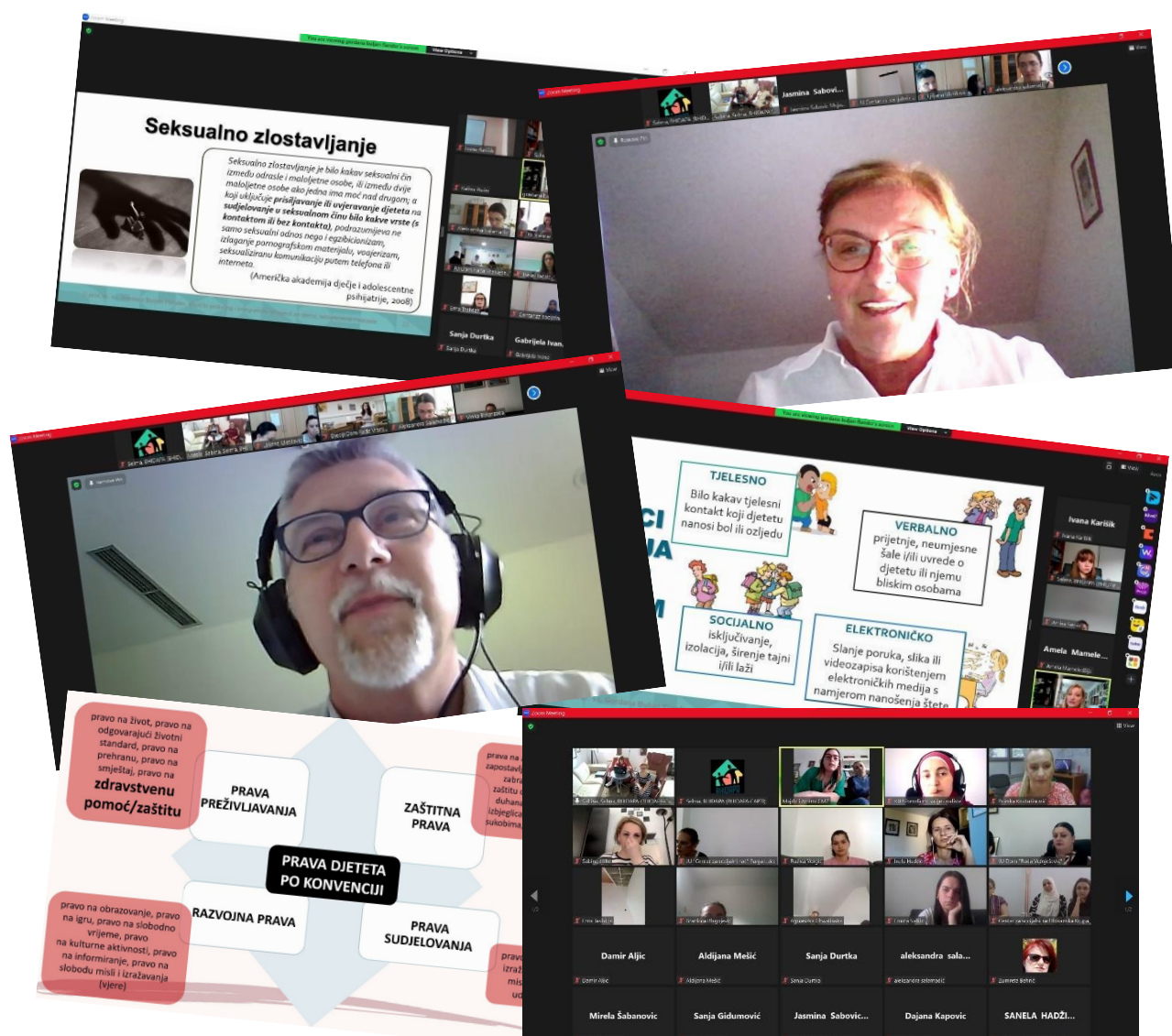
Thanks for organizing the training, the lecturers were excellent. The suggestion is to include more supervision hours in the modules as they are extremely useful.

Thank you

I would like it if the next trainings were held live. I think that would increase the engagement of all participants.

Keep up the educations like this, they are very useful

Table 14.



CYCLE 4: ANALYSIS OF THE FOURTH CYCLE OF EDUCATION-TRAINING

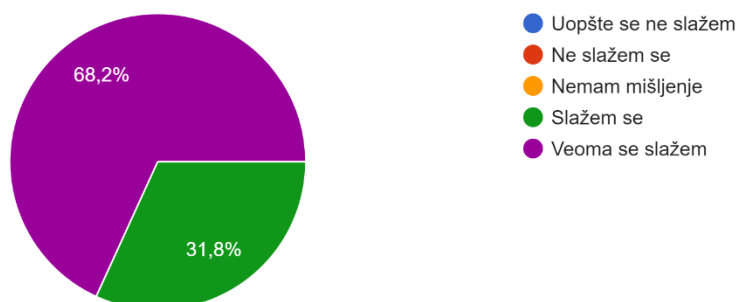
QUANTITATIVE EVALUATION OF EDUCATION-TRAINING

41% of the participants filled out the anonymous questionnaire. (TOTAL 57)

ANALYSIS OF GENERAL QUESTIONS ABOUT EDUCATION-TRAINING:

1. The knowledge and skills you acquired in this specialized training are useful for your work now and in the future.

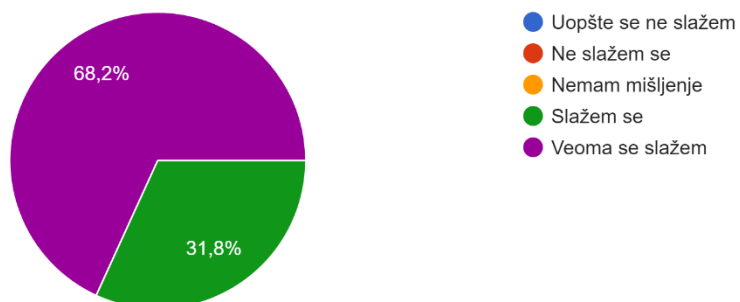
22 odgovora



graph 41

2. The specialized training met my expectations.

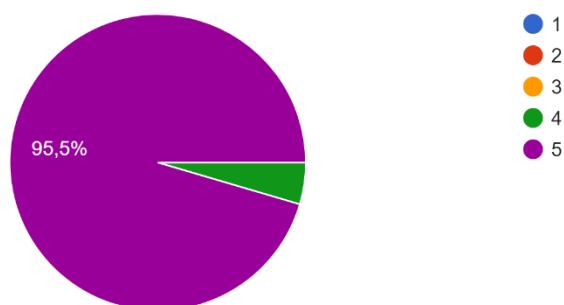
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graph 42

3. You rate this specialized training on a scale of 1 to 5 (1 = unsatisfactory; 5 = excellent):

22 odgovora

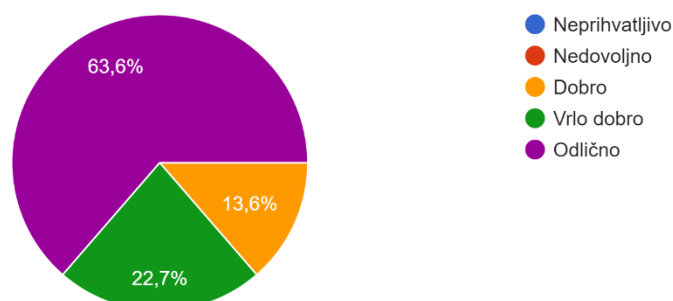


graph 43

ANALYSIS OF THE EDUCATION-TRAINING CONTENT:

1. To what extent do the purpose and goals of the specialized training match your professional needs?

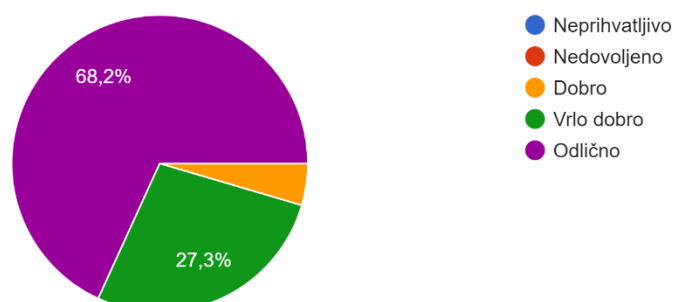
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graph 44

2. Was the time devoted to a particular topic of the module satisfactory?

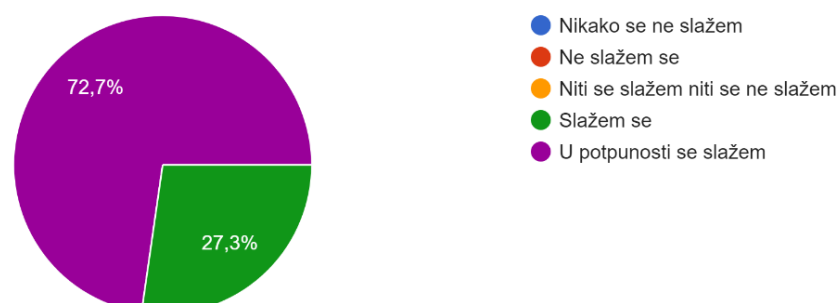
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graph 45

3. The modules met your professional needs with their content and presentation.

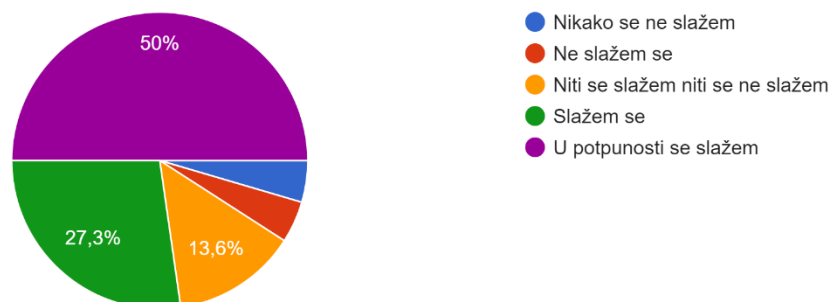
22 odgovora



graph 46

4. Practicing practical skills in small groups has strengthened your professional competences.

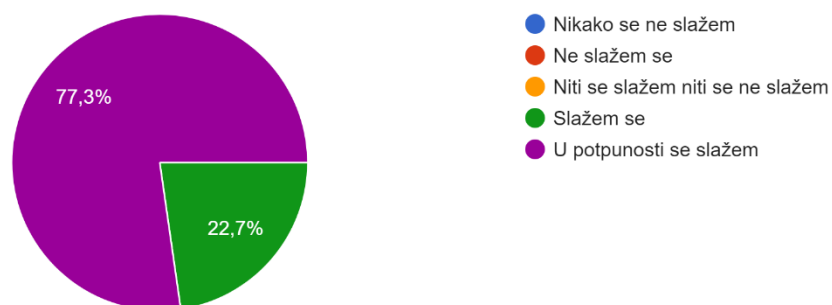
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graph 47

5. Supervision has strengthened your professional growth and development.

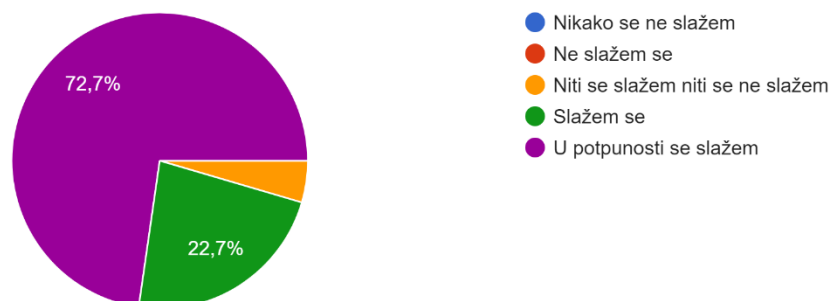
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graph 48

6. You could connect the content of the module (thematic part, exercises, work in small groups and reflection in a large group, supervision) with your personal and professional experience.

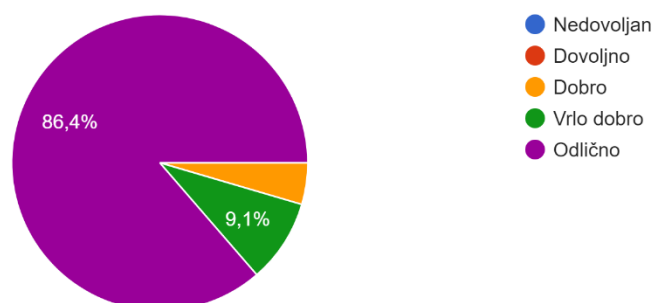
22 odgovora



graph 49

7. How do you rate the quality of accompanying material and exercises (PPT, hand-out, practical examples, projective techniques)?

22 odgovora



graph 50

QUALITATIVE EVALUATION OF SPECIALIZED TRAINING: WE PROTECT ADOLESCENT GIRLS

ANALYSIS OF EDUCATION-TRAINING CONTENT (open questions):

8. Name a topic that you consider unimportant in this specialized training? 22 answers

There was no such topic
 I think every topic was equally important.
 They are all important to me
 Everything was very useful for my work. And more than my expectations.
 there is none
 I have nothing to single out
 She is gone
 They are all important.
 They are all important
 There is none
 When it comes to children and adolescents, I believe that there is no unimportant topic
 -
 All themes are great
 They are not
 They are all very important and useful.
 There were no unimportant topics.
 Each of the presented topics has its own importance
 All topics are equally important
 All topics are important.
 They are all important
 nothing we heard during training was unimportant

Table 15

9. Specify the topic that you feel should be covered in this specialized training 12 answers

Interviews with victims
 /
 -
 everything is covered
 I like to be a doer
 Everything you need is included.
 Forensics
 I really have nothing to add at this point
 Everything is covered. I hope that we will have the opportunity to live conduct an interview with a client, as well as to be in the position of the client himself.
 Basic interventions in the treatment of adolescent girls, clinical interview
 Basic interventions in the treatment of adolescent girls
 An expert in the role of witness or expert in court - what to say and for what purpose?.

Table 16

10. Indicate the module topic that is most important to you personally 22 answers

Activities within the school focused on psychosocial support for children and adolescents
 Interview with the victim and professional burning
 All
 How to conduct an interview with a victim is a module that I found very useful
 child neglect
 Clinical interview
 Victim support

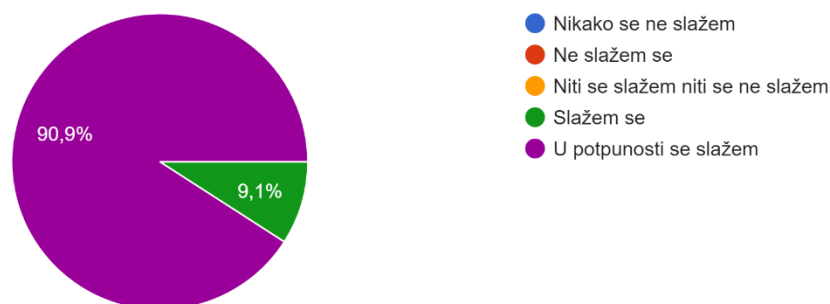
Communication with adolescents and gaining their trust.
 First contact with the victim and gaining trust
 Everything related to psychotherapy
 Peer-to-peer sexual abuse
 -
 Complete education is excellent
 Prevention
 How to recognize and how to work with a sexually abused child, what to do and what not to do.
 How to work with abused children?
 clinical interview
 Basic interventions in the treatment of adolescent girls
 Techniques for working with abused children
 Basic interventions in the treatment of adolescent girls who survived sexual violence.
 work with adolescents
 Conducting interviews with children and adolescents victims of sexual abuse of the interlocutor in a certain situation and the situation itself. more psychological aspect but important

Table 17.

Analysis of the opinion of an interdisciplinary network of Professionals on the importance of planning preventive programs and active cooperation between institutions and systems in achieving the principles of the UN Convention on the Rights of the Child

11. Joint multidisciplinary and intersectoral programs are necessary to preserve the mental health and well-being of children and adolescents, and thus society as a whole.

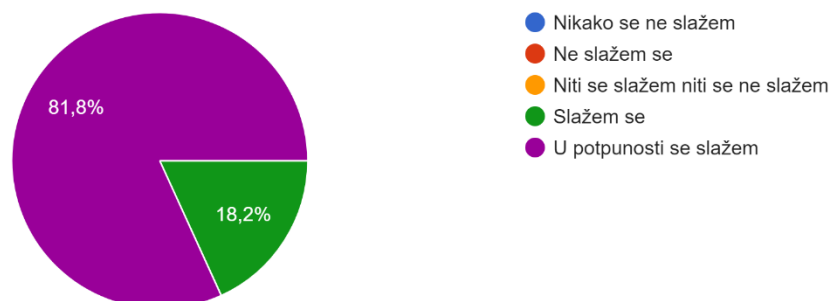
22 odgovora



graph 51

12. Active involvement of the system (competent ministries) is necessary to achieve the principles of the UN Convention on the Rights of the Child.

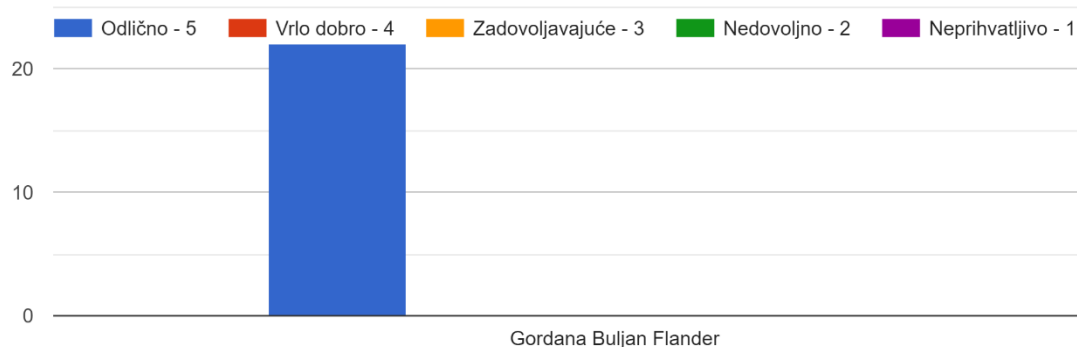
22 odgovora



graph 52

EVALUATION OF HEAD TRAINERS, PROFESSIONALS, MODULE SUPERVISORS:

1. To what extent was the head trainer and expert lecturer-supervisor prepared for specialized training?



graph 53

IMPRESSIONS AND PHOTOS FROM THE THIRD CYCLE MODULE OF SPECIALIZED TRAINING

13. A place to write what you want, and we didn't ask you...9 answers

Such and similar educations are necessary for strengthening Professionals

/

I would like to thank the professor for the learning opportunity provided.

Thanks for the extremely useful education!

Excellent learning experience, exchange of experiences and acquisition of new skills applicable in everyday work.

Kudos to everyone, especially to the very approachable and simple prof. Gordani.

I want more

Keep up the educations like this, they are very useful

Everything was phenomenal, I am delighted.

I hope that there will be more such trainings in the future. I would like it if the next trainings were held live. I think that would increase the engagement of all participants.

Table 18.



5TH CYCLE: ANALYSIS OF THE FIFTH EDUCATION-TRAINING CYCLE

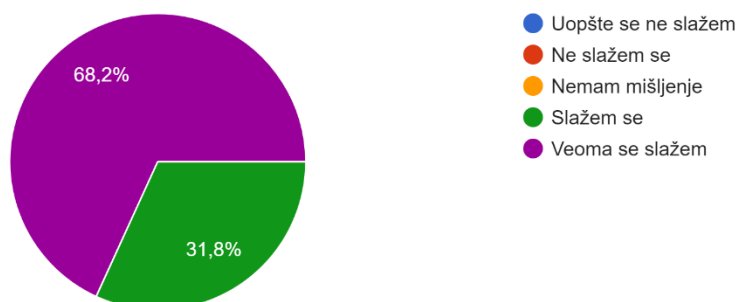
QUANTITATIVE EVALUATION OF EDUCATION-TRAINING

40% of the participants filled out the anonymous questionnaire.

ANALYSIS OF GENERAL QUESTIONS ABOUT EDUCATION-TRAINING:

1. The knowledge and skills you acquired in this specialized training are useful for your work now and in the future.

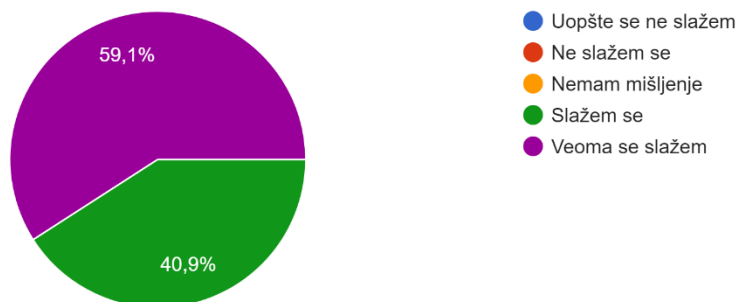
22 odgovora



graph 54

2. The specialized training met my expectations.

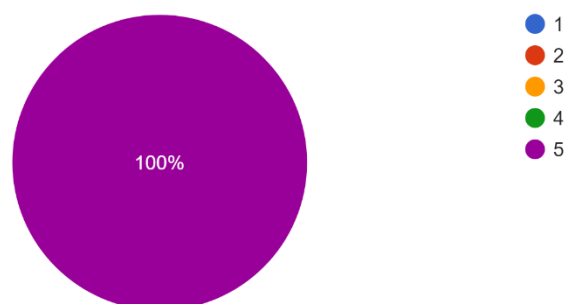
22 odgovora



graph 55

3. You rate this specialized training on a scale of 1 to 5 (1 = unsatisfactory; 5 = excellent):

22 odgovora

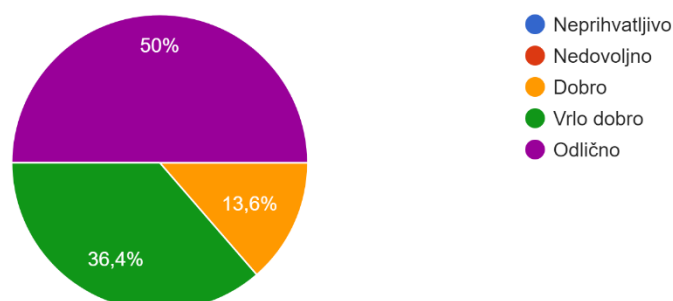


graph 56

ANALYSIS OF THE EDUCATION-TRAINING CONTENT:

1. To what extent do the purpose and goals of the specialized training match your professional needs?

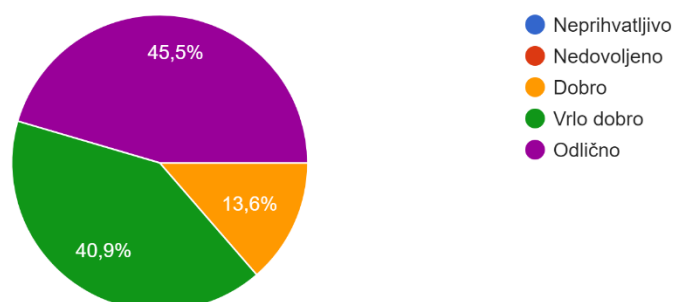
22 odgovora



graph 57

2. Was the time devoted to a particular topic of the module satisfactory?

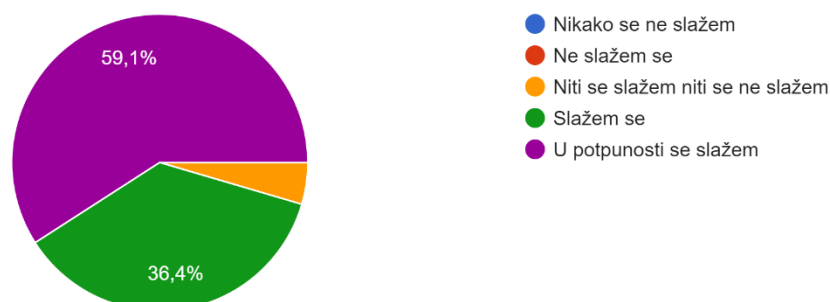
22 odgovora



graph 58

3. The modules met your professional needs with their content and presentation.

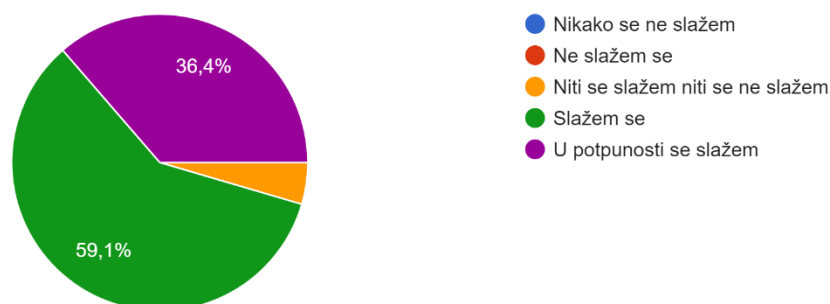
22 odgovora



graph 59

4. Practicing practical skills in small groups has strengthened your professional competences.

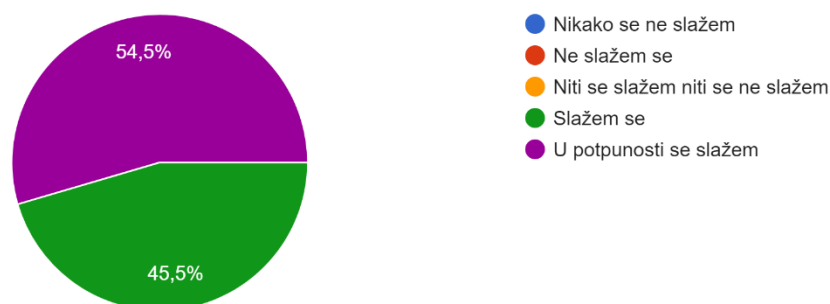
22 odgovora



graph 60

5. Space for supervisory issues strengthened your professional growth and development.

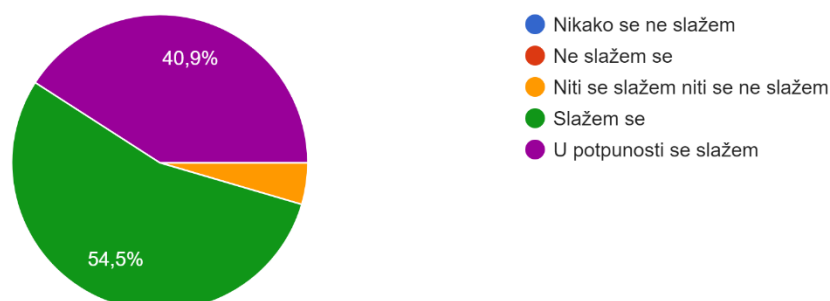
22 odgovora



graph 61

6. You could connect the content of the module (thematic part, exercises, work in small groups and reflection in a large group, supervision) with your personal and professional experience.

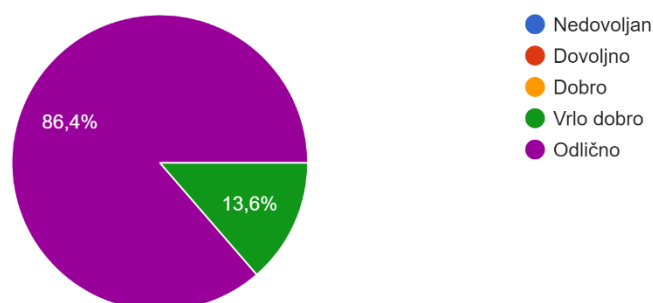
22 odgovora



graph 62

7. How do you evaluate the quality of accompanying material and exercises (PPT, hand-out, practical examples...)?

22 odgovora



graph 63

QUALITATIVE EVALUATION OF SPECIALIZED TRAINING

ANALYSIS OF EDUCATION-TRAINING CONTENT (open questions):

8. Name a topic that you consider unimportant in this specialized training? 22 answers

There is none

-

/

?

Clinical interview

She is gone

She wasn't there

ALL TOPICS WERE EQUALLY IMPORTANT

All are important.

Everything is important

there were none

All topics were important and useful

I think this training has no unimportant topics

All are equally important.

All topics are equally important.

I believe that each of these topics is important and useful in our further work and that I cannot single out any of them as unimportant.

I find everything useful

neither topic is

They are all important

Table 19

9. Specify the topic that you feel should be covered in this specialized training 13 answers

Interviews with victims

-

Institutional support

Treatment of children

Violence in the digital environment

maybe more techniques that we can apply in working with children and parents

Practical work, training for working with children

supervision
 Work with minor sex offenders
 All are covered
 The training is well designed and planned, so I believe that all topics important for this topic are included in the training
 What are the consequences of psychological and sexual abuse?

Table 20

10. Indicate the module topic that is most important to you personally 22 answers

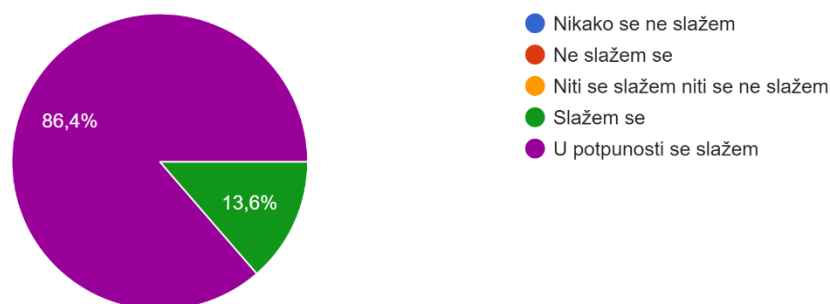
/
 Therapeutic interventions
 Internet violence
 Clinical interview
 Treatment of children
 Each topic had its own role
 Protection factors
 All topics were excellent
 PREVENTION AND APPROACH AT THE FIRST CONTACT WITH A PERSON WHO EXPERIENCED VIOLENCE
 Media and information literacy, violence
 Concrete work with adolescents, preventive workshops, education and counseling
 Primary and secondary prevention
 Practical development of the program
 Clinical interview on how to talk to a sexually abused adolescent girl
 How to interview children who have survived sexual violence
 The topic we discussed at the previous meeting, which concerns the clinical interview with victims of abuse
 All are equally important.
 All topics are equally essential and important.
 Clinical interview on how to talk to a sexually abused adolescent girl
 Last module
 work with high school students

Table 21.

Analysis of the opinion of an interdisciplinary network of Professionals on the importance of planning preventive programs and active cooperation between institutions and systems in achieving the principles of the UN Convention on the Rights of the Child

11. Joint multidisciplinary and intersectoral programs are necessary to preserve the mental health and well-being of children and adolescents, and thus society as a whole.

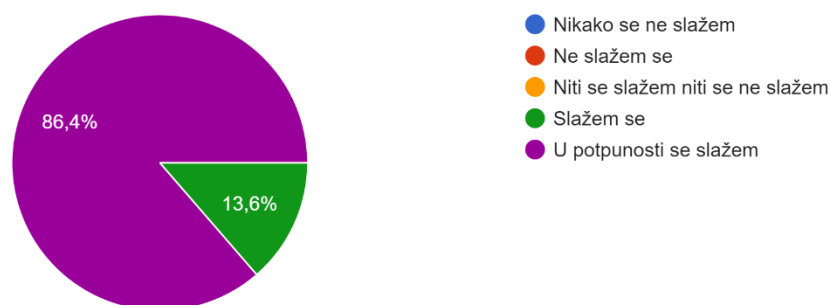
22 odgovora



graph 64

12. Active involvement of the system (competent ministries) is necessary to achieve the principles of the UN Convention on the Rights of the Child.

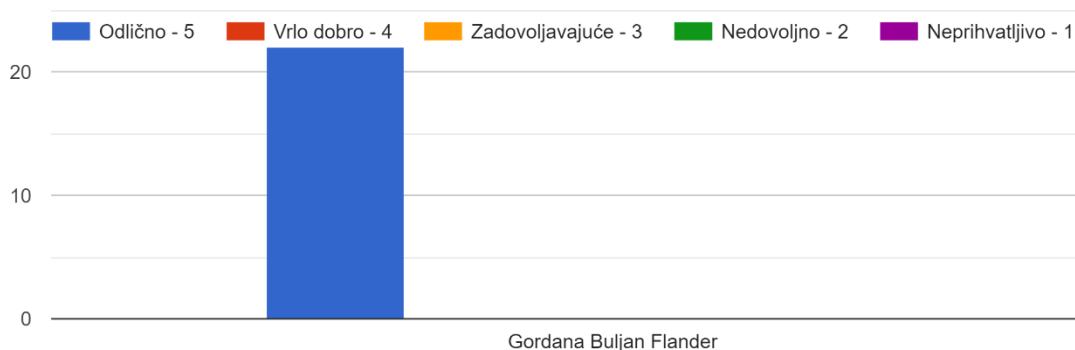
22 odgovora



graph 65

EVALUATION OF HEAD TRAINERS, PROFESSIONALS, MODULE SUPERVISORS:

1. To what extent was the main trainer-expert lecturer, supervisor prepared for specialized training?



graph 66

IMPRESSIONS AND PHOTOS FROM THE THIRD CYCLE MODULE OF SPECIALIZED TRAINING

13. A place to write what you want, and we didn't ask you...12 answers

Thank you for the opportunity to participate

Such education should continue

Just keep empowering us and uniting us.

Thank you

Thank you UNICEF and Thank you BHIDAP

Thank you for everything!

There is nothing I would like to mention

How and in what way do we start communication when we come to a situation where an adolescent girl is closed, does not want to participate, and by her facial expression and bragging we feel that she needs our help but does not have the courage to bring up the problem?

the education provided more than expected, the professor perfectly described each sphere of a certain problem and explained how to act in relation to the above.

Table 22.

NARRATIVE REPORT OF THE SPECIALIZED TRAINING "CARE ABOUT ADOLESCENT GIRLS"

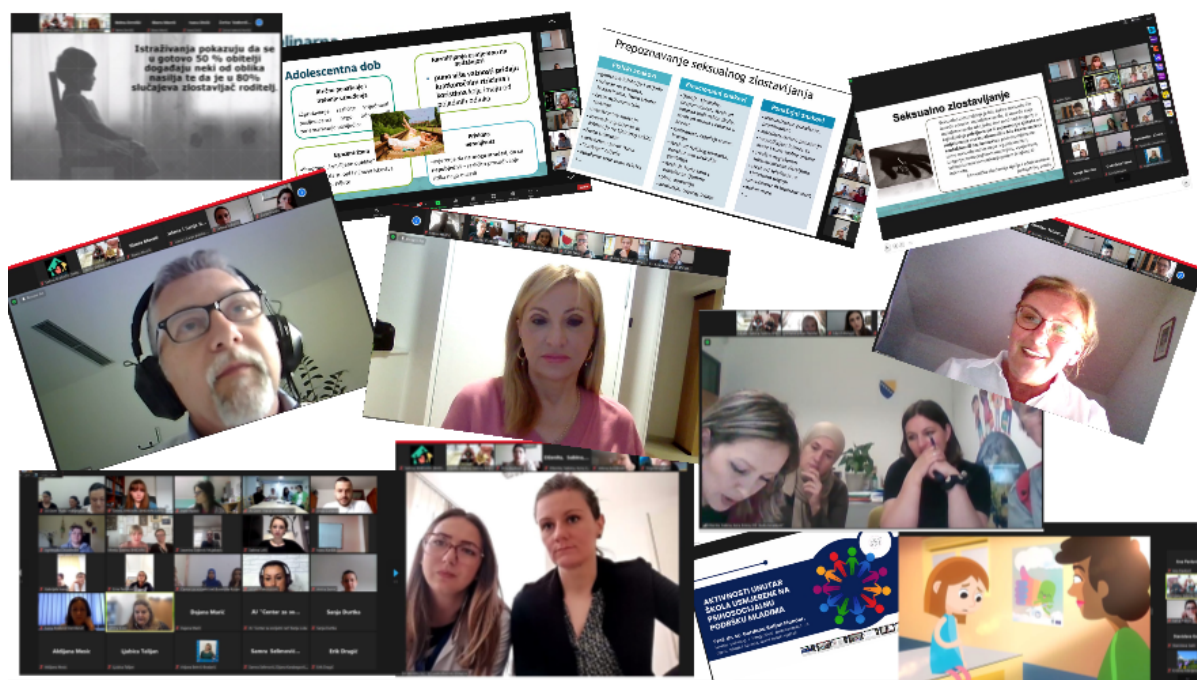


Figure 72.

CYCLE 6: ANALYSIS OF THE SIXTH CYCLE OF EDUCATION-TRAINING

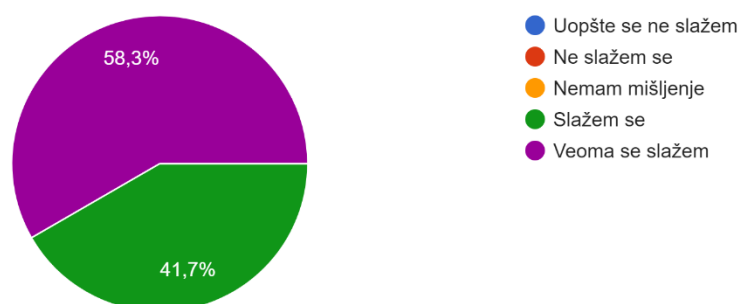
QUANTITATIVE EVALUATION OF EDUCATION-TRAINING

59.2% of the participants filled out the anonymous questionnaire.

ANALYSIS OF GENERAL QUESTIONS ABOUT EDUCATION-TRAINING:

1. The knowledge and skills you acquired in this specialized training are useful for your work now and in the future.

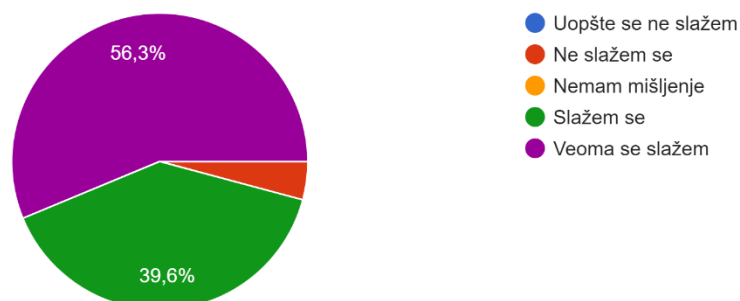
48 odgovora



graph 67

2. The specialized training met my expectations.

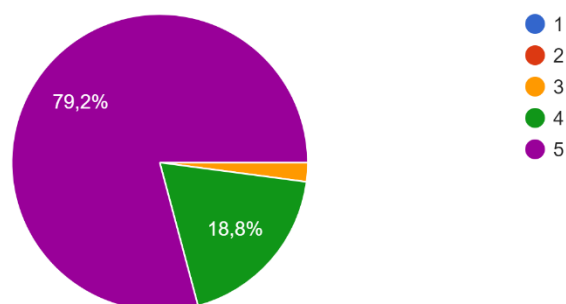
48 odgovora



graph 68

3. You rate this specialized training on a scale of 1 to 5 (1 = unsatisfactory; 5 = excellent):

48 odgovora

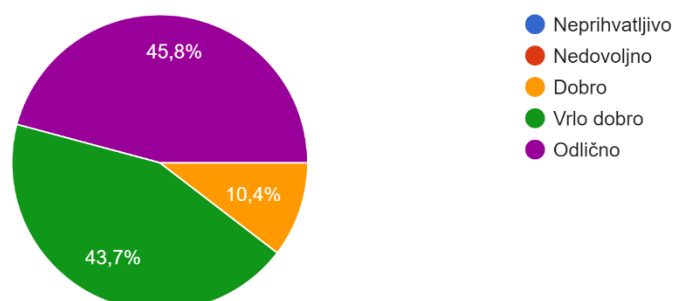


graph 69

ANALYSIS OF THE EDUCATION-TRAINING CONTENT:

1. To what extent do the purpose and goals of the specialized training match your professional needs?

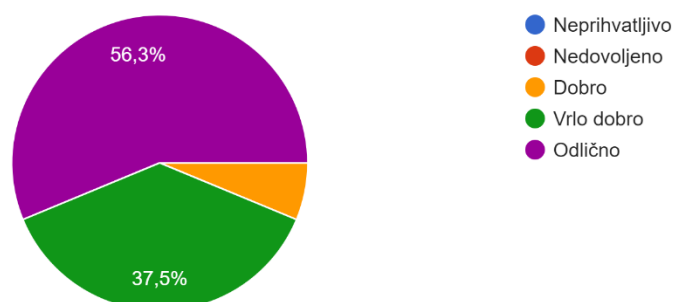
48 odgovora



graph 70

2. Was the time devoted to a particular topic of the module satisfactory?

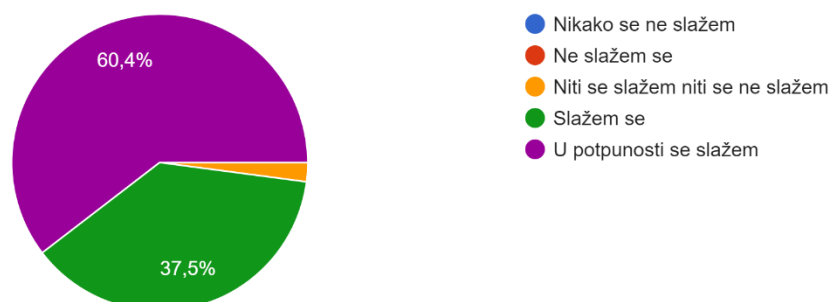
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graph 71

3. The modules met your professional needs with their content and presentation.

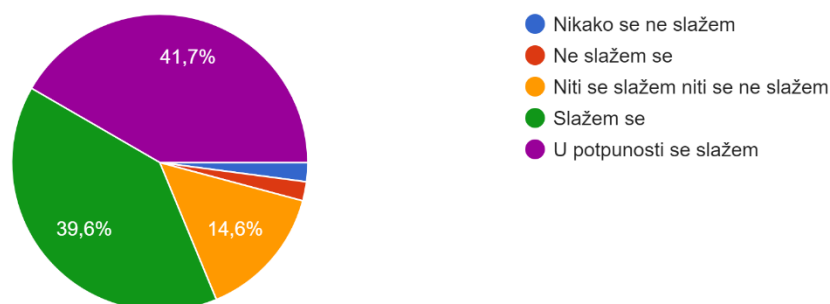
48 odgovora



graph 72

4. Practicing practical skills in small groups has strengthened your professional competences.

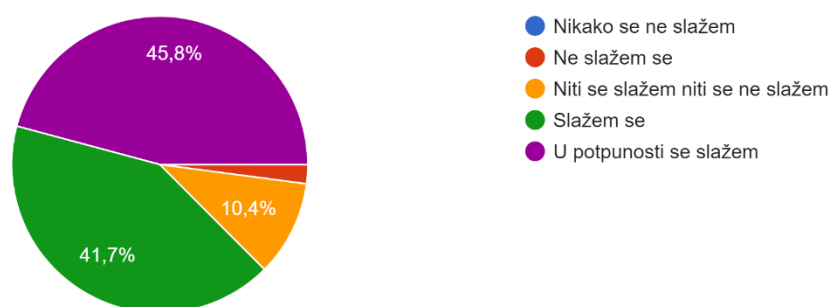
48 odgovora



graph 73

5. Space for supervisory issues strengthened your professional growth and development.

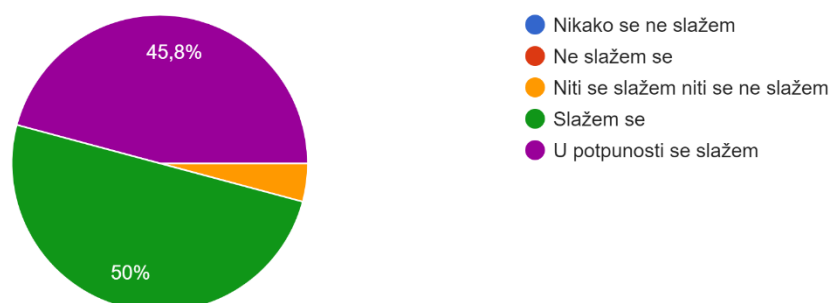
48 odgovora



graph 74

6. You could connect the content of the module (thematic part, exercises, work in small groups and reflection in a large group, supervision) with your personal and professional experience.

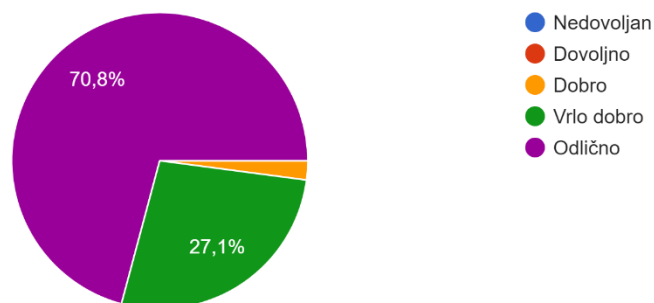
48 odgovora



graph 75

7. How do you evaluate the quality of accompanying material and exercises (PPT, hand-out, practical examples...)?

48 odgovora



graph 76

QUALITATIVE EVALUATION OF SPECIALIZED TRAINING: WE PROTECT ADOLESCENT GIRLS

ANALYSIS OF EDUCATION-TRAINING CONTENT (open questions):

8. Name a topic that you consider unimportant in this specialized training? 48 answers

-

they are all equally important

All topics covered are important

she is gone

I believe that the topics covered in this training are equally important.

All topics are very important, none should be left out.

All topics were very significant, systematized and well presented.

all topics are important

/

I believe that all topics were significant and in relation to each other, so I would not single out any of them as unimportant.

everything was OK

.

All topics in this training were very important

I don't think there was an unimportant topic

There is no such thing

They are all important

Children's rights (certainly important but maybe not so extensive..)

All the topics we covered were equally important.

Everything was extremely important

All topics are important.

A detailed presentation of studies of cases of sexual violence, as terms used during the same presentations.

In my opinion, all topics were very important for this exam.

They are all important.

There were no unimportant topics

Each topic is important in its own way.

At a given moment, only some more or less necessary.

I believe that absolutely all topics were useful, both personally and professionally.

She wasn't there

All topics are equally important.

All topics are extremely important and significant.

Not a single topic was unimportant or superfluous!

There is no such thing as an unimportant topic

all topics are important

There were no such topics, considering that it is an extremely delicate topic, and every piece of information is useful and productive for the professional as well as personal growth and development of a professional worker.

THERE ARE NO UNIMPORTANT TOPICS, ALL THE TOPICS WERE EXCELLENTLY CHOSEN AND VERY EDUCATIONAL.

I would not say that it is unimportant, only the topic of characteristics of adolescents is familiar to me and therefore not as useful as the other topics of the module

There were no irrelevant topics during the education

they are all important

All topics were excellent, there are no irrelevant ones

Approach, skills and techniques of working with abused children

All topics were equally important and interesting.
There is none
All topics were important
There are no such topics
All the topics covered are important.

Table 23.

9. Specify the topic that you feel should be covered in this specialized training 29 answers

how to protect yourself like a pro
Topics related to violence against the LGBT POPULATION
All the topics that should have been covered in this training were.
THE IMPORTANCE OF STRENGTHENING AND PRESERVING THE MENTAL HEALTH OF ALL OF US, FROM CLIENTS TO PROFESSIONALS
/
The importance of secure attachment
The importance of the supervisory work of Professionals in helping professions, with a focus on raising awareness of their own prejudices and culturally established stereotypes, especially those related to the poor, girls, and members of minority groups such as the Roma population.
I got everything I need
Physical characteristics of abused and sexually abused children in adulthood
maybe extend it to other types of abuse and not be narrowly bound to sexual abuse
Everything was OK.
Projective techniques
—
Work with families, work with children/adolescents who are both victims and perpetrators of sexual violence...
Empowerment and professional development of professionals (supervision)
Emotional disorders, as a cause-and-effect relationship of violence.
clinical interview and treatment interventions with child/adolescent victims of violence
Self-control, Self-acceptance, Individual in society, I can be better
The topic of loss and grief in children and young people.
Protection of adolescents
Clinical interview on how to talk to a sexually abused adolescent girl, Activities within schools aimed at psychosocial support for children and adolescents with the support of CMZ and CSW,
Psychotherapeutic work with abused adolescents
Work with trauma, anxiety and depression in adolescents
Basically everything is covered
activities within schools aimed at psychosocial support for children and adolescents
Identifying parents who, in high-conflict divorces, manipulate and baselessly report the other parent for sexual exploitation of a child.

Table 24.

10. Indicate the module topic that is most important to you personally 48 answers

/
how to talk to the victim
Last module - Activities within schools aimed at psychosocial support for children and adolescents with the support of CMZ and CSW
RDA WORKS WITH CHILDREN WHO ARE SEXUALLY ABUSED
The most important topic for me was how to conduct a clinical interview.

Conducting interviews/conversations with sexually abused children
 Clinical interview with a sexually abused person.
 RESOCIALIZATION OF EDUCATIONALLY NEGLECTED CHILDREN,
 WORKING WITH CHILDREN WHO HAVE BEEN ABUSED BY ANY KIND OF VIOLENCE...
 /
 All topics within the module are significant
 Clinical interview, how to talk to a sexually abused adolescent girl.
 the latter Activities within schools aimed at psychosocial support for children and adolescents with the support of CMZ and CSW
 All topics are very useful,
 well, in my opinion, the most important thing is that first contact and conversation, the interview
 Clinical interview with sexually abused adolescents
 Way of talking with "victims"

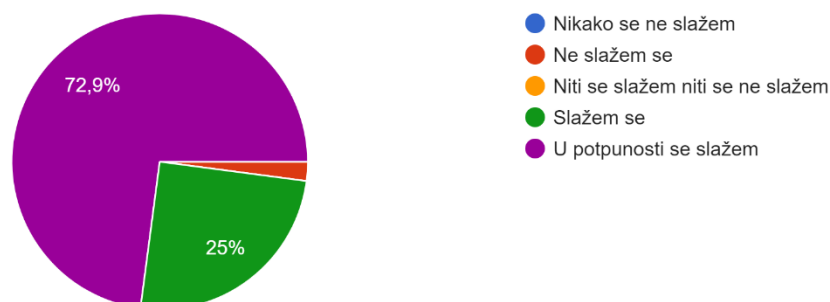
Why are children silent, absence..
 Guidelines and way of talking with the child during the initial interview
 Clinical interview
 Working with street children, children on the move, children engaged in begging, prstup, way of acting....
 Discussion on prevention program ideas.
 Detailed elaboration of primary prevention-education for the elementary school level; Detailed elaboration of secondary prevention - effective treatments for victims, perpetrators and observers of violence. School programs - centralized national plan;
 clinical interview - how to talk to a sexually abused adolescent girl
 Clinical interview, how to talk to sexually abused adolescent girls.
 Prevention of bullying in schools.
 Clinical interview with sexually abused adolescent girls
 Problems of young people today, Working on yourself for yourself, Individual and society
 Strengthening personal competences in working with traumatic experiences in children and young people.
 Conducting interviews and concrete next steps in dealing with victims of violence
 Clinical interview - how to talk to a sexually abused adolescent girl.
 Clinical interview on how to talk to a sexually abused adolescent girl
 How to talk to sexually abused adolescents
 Basic interventions in the treatment of adolescent girls who survived (sexual) abuse: a coordinated care plan; Ethical principles and protocols;
 Preservation of mental health
 -
 Activities within schools aimed at psychosocial support for children and adolescents with the support of CMZ and CSW
 Basic interventions in the treatment of adolescent survivors of (sexual) abuse: a coordinated care plan, as well as ethical principles and protocols.
 MODULE 2 Sexual abuse, special focus on adolescent girls
 Sexual education of children and adolescents
 Basic interventions in the treatment of adolescent girls who survived (sexual) abuse
 practical work/tools for working with adolescents
 Clinical interview
 My reflections as a professional in order to improve my work
 Clinical interview.
 Everything related to the education of young people.
 How to talk to a sexually abused adolescent girl
 Therapeutic part - work with clients
 Providing support and psychotherapeutic work with sexually abused children.

Table 25.

Analysis of the opinion of an interdisciplinary network of Professionals on the importance of planning preventive programs and active cooperation between institutions and systems in achieving the principles of the UN Convention on the Rights of the Child

11. Joint multidisciplinary and intersectoral programs are necessary to preserve the mental health and well-being of children and adolescents, and thus society as a whole.

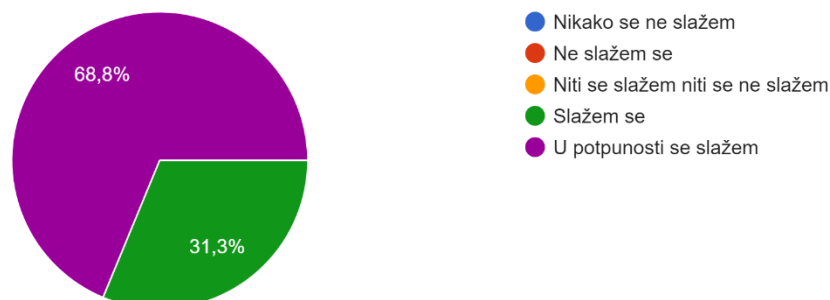
48 odgovora



graph 77

12. Active involvement of the system (competent ministries) is necessary to achieve the principles of the UN Convention on the Rights of the Child.

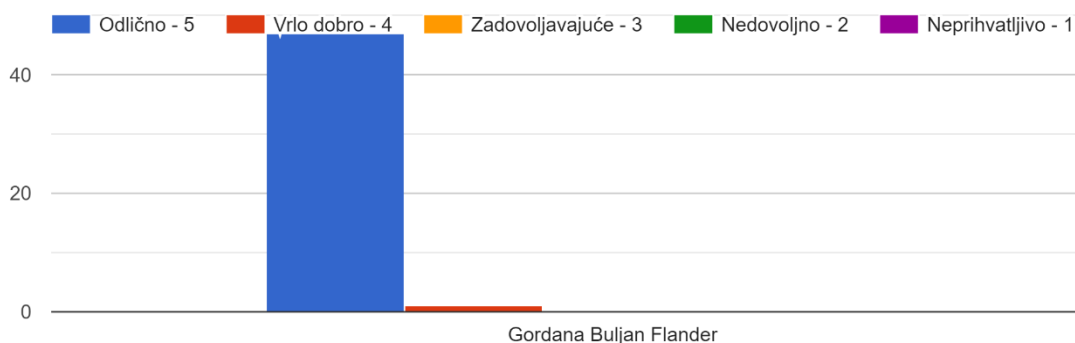
48 odgovora



graph 78

EVALUATION OF HEAD TRAINERS, PROFESSIONALS, MODULE SUPERVISORS:

1. To what extent was the main trainer-expert lecturer, supervisor prepared for specialized training?



graph 79\

IMPRESSIONS AND PHOTOS FROM THE THIRD CYCLE MODULE OF SPECIALIZED TRAINING

13. A place to write what you want, and we didn't ask you...20 answers

All praise for the training and work with colleagues. I advise you to organize the next training after working hours, because it was very difficult to follow and get involved this way.

Thank you, for a very important education that was very useful and a big thank you to the professor for sharing her experiences and knowledge with us.

/

Thank you for the opportunity to learn from top Professionals.

In addition to the fact that sexual violence or abuse in the developmental period leaves emotional and mental difficulties through which a person develops, I am interested in how and in what form sexual abuse or any abuse can define physical development, appearance, posture and body structure in adults. All the organization during the entire training program was at a very enviable level, so I have no complaints about it, except that due to business obligations I was not able to attend to everything, and the connection was bad and the connection broke, but all in all, everything was great.

I would like to thank you for the opportunity to participate in the aforementioned workshop

Thank you for the opportunity to participate in education.

thank you very much for the education

Thank you for these trainings.

More such or similar topics for education...

Kudos for a very high-quality and successfully determined training. Good luck in your future projects

-

With this kind of training with different topics per module, I learned a lot, thank you!

My expectations for the last module were in the direction of specific project proposals, such as what would be useful if implemented within institutions. The exercise was useful in terms of thinking about potential steps, but I personally would have benefited from more concrete informational support.

Well done to you once again

Everything is covered

Everything was in the best order.

Good organization of project implementation. Very important topics that are little talked about. Although it would be much better if we had the opportunity to participate "live" in these trainings and with such a

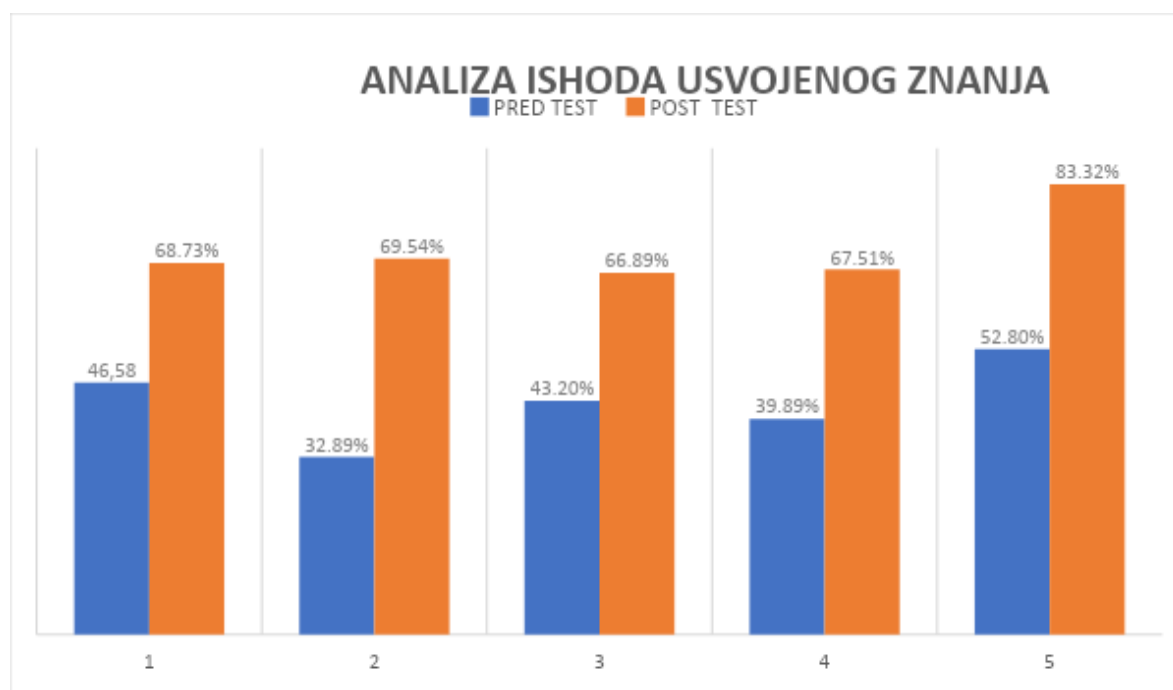
heart and coach as Prof. Ph.D. Gordana Buljan Flander with rich experience and Dr. Mirela Badurin. I'm sorry that I couldn't fully devote myself to education because of work. A big THANK YOU to the organizers and trainers of the training.

Are you motivated to continue specialized training?

Table 26.



Figure 87.

ANALYSIS OF KNOWLEDGE OUTCOMES OF SPECIALIZED TRAINING BY MODULES

graph 80

Graph 80 shows the percentages of correct answers for each module, which represent the prior and post-knowledge of the training participants. The biggest differences in prior knowledge, compared to the thematic units, are observed in modules 2, 3 and 4 (Topic 2. Sexual abuse and consequences: special reference to adolescent girls, Topic 3. Clinical interview on how to talk to a sexually abused adolescent girl and Topic 4. Basic interventions in the treatment of adolescent girls who have survived (sexual) abuse: a coordinated care plan; Ethical principles and protocols) which leaves room for further deepening of knowledge and skills, as well as strengthening the competences of Professionals within the framework of specialized training.

Based on the processed evaluations, it can be concluded that this specialized training, which included theoretical, practical and supervisory knowledge and skills, reached a percentage of more than 30% of the total acquired knowledge and skills.

The results indicate that continuous multidisciplinary and intersectoral improvement of knowledge and skills is necessary, especially of Professionals who are in contact with children and adolescents, in order to reach unique standards in protection, understanding, and treatment to preserve the mental health and well-being of children and adolescents.

DIRECT AND INDIRECT USERS OF THE PROJECTDirect users:

Specialized training: Care About Adolescent girls was implemented in the period of **February 15, 2023 to June 25, 2024**. Specialized training covered **six cycles of 5 full-day thematic modules each (30 modules in total)**, and additional hours of supervision held before and after the focus groups. Dynamics of work: Specialized training for Professionals of the Interdisciplinary Network of Professionals "Here&Now": Protect Adolescent Girls, was focused on preventive psychosocial activities and interventions in the treatment of adolescent girls who have survived (sexual) abuse, which is aimed at Professionals from the health, social and educational sectors and three focus groups with adolescents. Focus groups were organized, monitored and evaluated based on the basic principles of the Code of Ethics for research with and about children in Bosnia and Herzegovina.⁹ Adolescent girls were informed about how their views were interpreted and for what purposes they would be used. In addition to the consent of the parents, school management and professional associates, consent was also obtained from the adolescent girls, as well as the possibility that they could withdraw and/or not participate in the discussion at any time.

IN the first cycle of specialized training participated 55 professionals from Centers for Mental Health, Centers for Social Work and Educational institutions in the area **7 municipalities from the Federation of BiH, Republic of Srpska and Brčko District. More precisely, the following municipalities are covered:** Bijeljina, Brčko, Goražde, Ilidža, Prijedor, Sarajevo-Municipality of Center, Sarajevo-Municipality of Novi Grad. **50 Professionals** actively participated in specialized training and successfully completed it, while 5 participants, due to unplanned business obligations, missed most of the training and did not obtain the conditions for obtaining a certificate.

The second cycle of specialized training included **76 professionals** from the health, social and educational sectors from the area **17 municipalities from Federation of BiH, Republic of Srpska and Brčko District. More precisely, the following municipalities are covered:**

⁹ Muratbegović, E. Šućur Janjetović, V. (2013). Code of ethics for research with and about children in Bosnia and Herzegovina. Repro Karić d.o.o. Tuzla.

Bugojno, Brčko District, Jajce, Kakanj, Ljubuški, Mostar, Pale, Prijedor, Sarajevo - Novi Grad, Široki Brijeg, Srebrenik, Trebinje, Tuzla, Vareš, Višegrad, Visoko, Zenica. **67 participants** actively participated in specialized training and successfully completed it, while 9 participants, due to unplanned business obligations, missed most of the training and did not obtain the conditions for obtaining a certificate.

In the third cycle, the Specialized training included **110 professionals** from the health, social and educational sectors from **18 municipalities** from **Federation of BiH, Republic of Srpska and Brčko District**. **More precisely, the following municipalities are covered:** Banja Luka, Bihać, Bosanska Krupa, Cazin, Doboј, Foča, Gacko, Kiseljak, Livno, Mostar, Odžak, Pale, Prnjavor, Sarajevo - Novo Sarajevo, Travnik, Tuzla, Vitez, Živinice. **75 participants** was active and participated in specialized training and successfully completed it, while 35 participants, due to unplanned business obligations, missed most of the education/training and did not obtain the conditions for obtaining a certificate.

The fourth cycle included **57 professionals** from the health, social and educational sector in the area **20 municipalities** from **Federation of BiH, Republic of Srpska and Brčko District**. The areas included in this cycle are: from the Federation of Bosnia and Herzegovina, Herceg-Bosnia County, West Herzegovina County, Herzegovina-Neretva Canton, Bosnia-Podrinje Canton, Tuzla Canton, Sarajevo Canton, Una-Sana Canton and four municipalities from the Republic of Srpska East Sarajevo, East Ilidža, Rudo and Sokolac I 1. Brčko. 45 participants actively participated in specialized training and successfully completed it, while 12 participants, due to unplanned business commitments, missed most of the training and did not obtain the conditions for obtaining a certificate.

The fifth cycle included **51 professionals** from the health, social and educational sector in the area **17 municipalities** from **Federation of BiH, Republic of Srpska and Brčko District**. The areas covered by this cycle are: Bihać, Bosanska Krupa, Brčko, Bužim, Cazin, Derventa, Goražde, Gradačac, Ilidža, Ilijaš, Ključ, Mostar, Srebrenik, Sanski Most, Sarajevo, Sanski most, Velika kladuša, Mostar, Stolac, Ljubuški, Široki brijeg, Goražde, Livno , Lukavac, Kladanj, East Sarajevo, Tuzla, V. Kladuša, Sokolac, Banja Luka, Bijeljina, Rudo, Čapljina, Čitluk, Doboј, Han Pijesak, Gračanica, Jablanica, Gradačac, Konjic, Kiseljak, Mramor, Prozor-Rama, Kalesija, Foča, Stolac, Tuzla, Živinice, Doboј, Brčko and Zenica. 40 participants actively participated in

specialized training and successfully completed it, while 11 participants, due to unplanned business obligations, missed most of the training and did not obtain the conditions for obtaining a certificate.

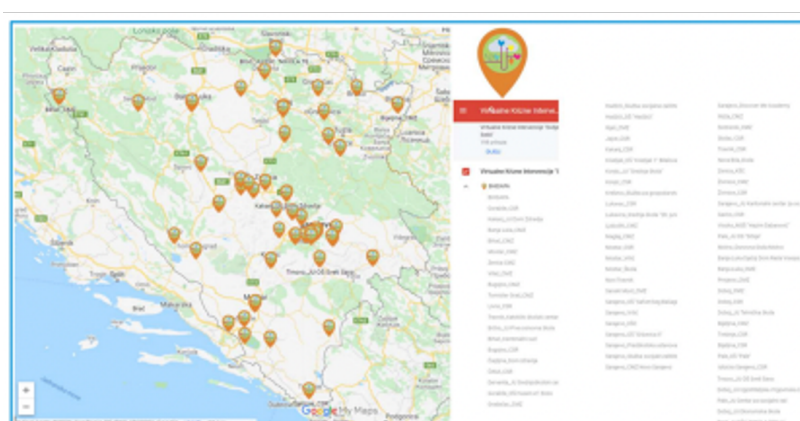
The sixth cycle covered **85 professionals** from the health, social and educational sector in the area **14 municipalities** from **Federation of BiH, Republic of Srpska and Brčko District**. The areas included in this cycle are: Federation of Bosnia and Herzegovina (Unsko-Sana Canton, Herzegovina-Bosnia County, West Herzegovina County, Herzegovina-Neretva Canton, Bosnian-Podrinje Canton, Tuzla Canton, Sarajevo Canton, Unsko-Sana Canton, Zenica-Doboj Canton, Middle-Bosnian Canton, Canton 10; Republika Srpska (Derventa, East Sarajevo, Banja Luka, Bijeljina, Rudo, Foča and Han Pijesak); Brčko District 63 participants actively participated in the specialized training and successfully completed it 22 participants, due to unplanned business obligations, missed most of the education and did not acquire the conditions for obtaining the certificate.

Inclusive: It is a project **included 434 Professionals from the health, social and educational sectors in Bosnia and Herzegovina which is 45% more direct participants planned by the project. It's covered 59 municipalities from Federation of BiH, Republic of Srpska and Brčko District. More precisely, the following municipalities are covered:** Banja Luka, Bugojno, Bihać, Bijeljina, Bosanska Krupa, Cazin, Doboj, Brčko District, Foča, Gacko, Gorazde, Ilidža, Jajce, Kakanj, Kiseljak, Livno, Ljubuški, Mostar, Odžak, Pale, Prijedor, Prnjavor, Sarajevo - Center, Sarajevo - Novi Grad, Sarajevo - New Sarajevo, Srebrenik, Široki Brijeg, Trebinje, Tuzla, Vareš, Vitez, Visoko, Višegrad, Zenica, Živinice, Bihać, Bosanska Krupa, Brčko, Bužim, Cazin, Derventa, Goražde, Gradačac, Ilidža, Ilijaš, Ključ, Mostar, Srebrenik, Sanski Most, Sarajevo, Sanski most, Velika kladuša, Mostar, Stolac, Ljubuški, Široki brijeg, Goražde, Livno, Lukavac, Kladanj, East Sarajevo, Tuzla, V. Kladuša, Sokolac, Banja Luka, Bijeljina, Rudo, Čapljina, Čitluk, Doboj, Han Pijesak, Gračanica, Jablanica, Gradačac, Konjic, Kiseljak, Mramor, Prozor-Rama, Kalesija, Foča, Stolac, Foča, Stolac, Živinice. 277 participants actively participated in specialized training and successfully completed it, while 71 participants, due to unplanned business obligations, missed most of the education and did not acquire the conditions for obtaining a certificate.

The specialized training was held by members and associates of the professional multidisciplinary therapeutic and educational team of the European Accredited Psychotherapy Training Institute - BHIDAPA: main training trainers, expert supervisors, which brings together: professors, doctors of health, psychological and medical sciences, child and adolescent integrative psychotherapists; child and adolescent psychiatrists, court Professionals, especially court Professionals for abused and neglected children, psychologists, facilitators and supervisors.



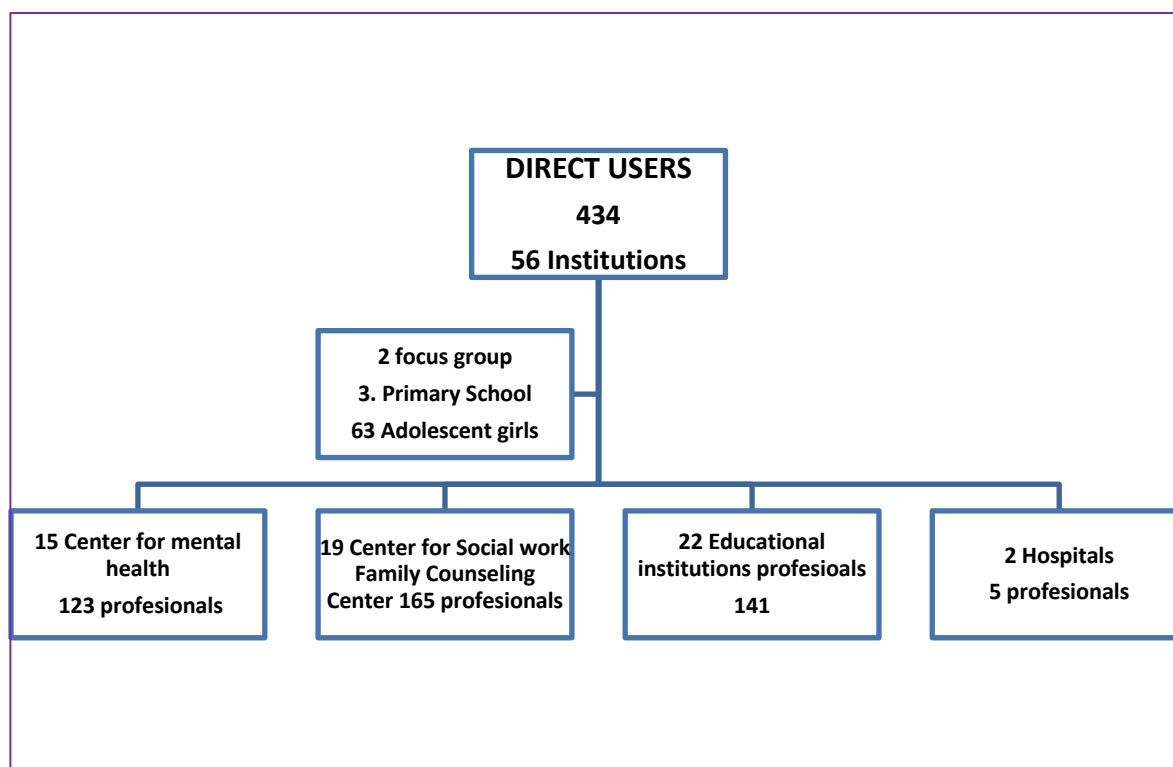
graph 81



<https://bhidapa.ba/ovdje-i-sada/interdisciplinarna-mreza-strucnjaka/mapa/>

Out of the participating specialists from the health, social, and educational sectors in Bosnia and Herzegovina, a total of 434 participants actively engaged in the specialized training and successfully completed its requirements. Regrettably, 71 participants encountered unexpected business obligations that led them to miss a significant portion of the training, rendering them ineligible to meet the conditions necessary for obtaining a certificate.

The array of specialists encompassed in this specialized training project comprises a diverse range of professions. Among them are social workers, nurses, psychologists, lawyers, pedagogues, sociologists, professors, educators, philosophers, speech therapists, somatopedic therapists, oligophrenologists, professional associates, psychiatrists, rehabilitators, directors, occupational therapists, criminologists, psychotherapists, defectologists, and speech therapists. The collective expertise and multidisciplinary backgrounds of these professionals contributed to the comprehensive nature of the specialized training.



graph 82

The entire program gathered **is 434 Professionals** from the territory of Bosnia and Herzegovina, which is **45% more participants** in regards to **provided by the project** number of direct users.

Indirect users:

Indirect beneficiaries in the period from March 2023 to June 25, 2024 are: adolescents, parents and guardians (**a total of 3897 users**, from that **adolescents**). The data were provided by Professionals involved in the Project (41% of participants provided data) and are presented in table 27.

Institution	Number of adolescent users		Number of adult users		
	Adolescent girls	Teenagers	Woman	Man	Indeterminate
Education sector	188	57	124	44	1
CSR	251	251	491	355	
CMZ	354	223	821	651	
Hospital	2		57	22	
In total	795	531	1493	1072	1
In total	1326		2570		

Total: **3897 Indirect users**

Table 27.

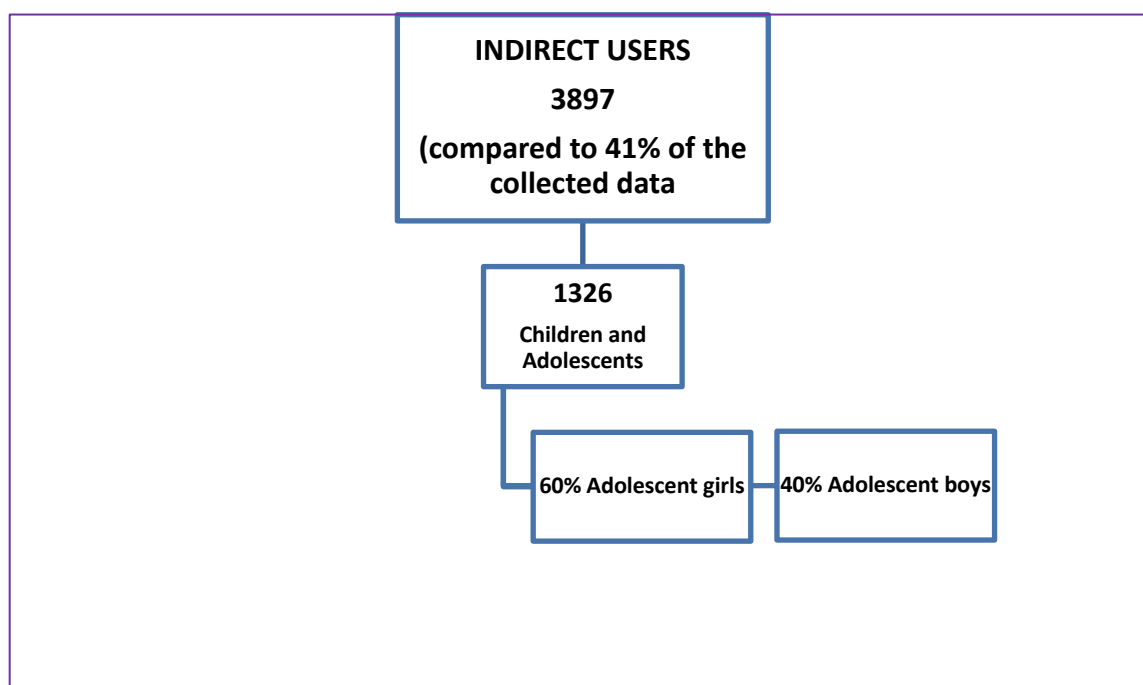


Chart 84.

ABOUT FOCUS GROUPS

1. Goal

The escalating prevalence of abuse affecting children and adolescents, particularly the notable emphasis on sexual abuse both online and offline, points to the need for further research. Equally pressing is the need for the advancement of educational initiatives within the realm of protection and psychosocial prevention programs, including targeted interventions tailored to adolescents who have endured instances of sexual abuse.

The focus groups, integral components of the "Breaking Barriers: Transformation of Services for an Empowered Future for All Adolescent Girls" project, executed under the umbrella of the "Interdisciplinary Network of Professionals 'Here&Now': Care About Adolescent Girls," were strategically designed to delve into pivotal aspects and methodologies surrounding preventive psycho-social programs. These programs centre on violence prevention, mental health preservation, and overall well-being. The primary goal of these focus groups was to engage directly with adolescents, extracting essential insights and soliciting feedback to enrich the preventative approach. This data, obtained from discussions with adolescent girls, serves as the cornerstone for refining the services delivered by the health, social, and educational sectors, all while focusing on heightened responsiveness to the specific needs of adolescents.

The invaluable data garnered through these focus groups assumes a crucial role in constructing training modules intricately attuned to the needs of adolescent girls. This proactive support serves as a catalyst, amplifying the accessibility of services meticulously designed for adolescent girls who have encountered instances of abuse, particularly sexual abuse. The ultimate goal encompasses not only the provision of preventive programs, but also the empowerment of service providers with effective strategies, thereby nurturing an environment that prioritizes the well-being of these adolescent girls.

The research undertaken aimed to address eight fundamental issues:

1. Definition and forms of abuse
2. Distinction between online and offline abuse
3. Exploring channels of information acquisition
4. Significance of recognizing forms of abuse – forms of online abuse

5. Underlying causes of violence, identifying frequent perpetrators, and assessing prevalence
6. Attitudes surrounding sexual abuse
7. Consequences of sexual abuse
8. Forms of support

2. Research methodology

Within the framework of this initiative, qualitative research was executed through a combination of online and offline focus groups. The qualitative phase of this research was purposefully designed to delve into a comprehensive exploration of abuse, with a specific focal point on sexual abuse. This intricate exploration was conducted through two distinct online focus groups, engaging 34 adolescent girls, and one offline focus group, involving 29 adolescent girls. These sessions were conducted among an independent sample representing early and middle adolescence, encompassing the primary school age demographic, from both entities within Bosnia and Herzegovina—namely, the Brčko District and Federation of Bosnia and Herzegovina.

The research was preceded by a trial research through supervision conducted by an expert lecturer - supervisor, in which the methodology of conducting online and offline qualitative research was checked.

3. Focus groups - research

The research was undertaken with the objective of consulting and assessing adolescent girls on critical matters and approaches related to preventive efforts concerning mental health protection and preservation. The aim was to gather feedback for service providers, with the purpose of actively contributing to the enhancement of access to preventive psychosocial programs within the educational, social, and health domains. Insights gained from the data collected through focus groups with adolescents can serve as valuable input for refining the design of training modules. Additionally, this endeavour is seen as an opportunity to expand the accessibility of services targeting adolescent survivors of sexual abuse, thus fostering a more supportive environment for these individuals.

3.1. Sample

The research was executed with a sample of 63 adolescent girls. Among them, 34 girls aged 11 to 15 took part in online focus groups, while 29 girls aged 13 to 15 participated in an offline focus group. This effort culminated in the organization of three focus group sessions hosted within three primary schools (Goražde, Brčko, and Ilidža). It's important to note that the recruitment of adolescent girls was facilitated by the school's professional services, with parental approval and based on voluntary participation. Essential descriptive details about the sample are outlined in Table 28.

Basic characteristics of the research sample (N = 63)

Basic features	Focus group		
	Adolescent girls O.Š.	Adolescent girls O.Š.	Adolescent girls O.Š.
Number of participants	19	15	29
Number of focus groups	1 (Brčko District)	1 (FBiH)	1 (FBiH)
Place	Brčko	Gorazde	Ilidža
Dob	M = 11-15 years	M = 13-15 years	M = 13-15 years

Table 28.

3.2. Tools

Synchronized online focus groups were organized according to a discussion guide developed by the research project team. Driven by the research goals, a comprehensive list of questions was meticulously prepared. The guide underwent diligent revision and garnered approval from the focus group moderator, along with experts and supervisors. The data presented in this report was procured through the application of a series of questions that delved into the comprehension of both online and offline abuse. This encompassed the exploration of reasons, consequences, and potential forms of support. The first segment of questions comprised foundational inquiries, pertaining to the project's presentation and purpose, as

well as rules, the moderator's introduction, and an introduction to the project team consisting of BHIDAPA associates and professional school representatives. This was followed by an open-ended set of inquiries constituting the core of the focus group discussions, encompassing the subsequent set of questions:

1. 1. Could you define what violence is and provide examples of different forms of violence you are familiar with?
2. 2. Among the various types of violence, which one do you feel most informed about? Where and how did you acquire knowledge about this particular form?
3. 3. In your view, is there a distinction between online and offline violence? If there are differences, could you identify them?
4. 4. Do you perceive understanding various forms of violence as essential? If so, why is this knowledge important?
5. 5. Are you acquainted with terms like sexting, sextortion, and grooming? If yes, could you elaborate on what you know about these concepts?
6. 6. Why do you think young people sometimes share their pictures? Do you believe these images might be exploited, and if so, in what ways?
7. 7. Beyond the instances mentioned, are there other forms of online violence you are aware of?
8. 8. Can you estimate the prevalence of sexual abuse? In your opinion, do girls or boys face a higher risk of experiencing sexual violence?
9. 9. Who are the most common perpetrators of sexual abuse against children and adolescents? Additionally, who do you think typically engage in bullying behaviour?
10. 10. What factors contribute to these actions, and what are the potential consequences?
11. 11. If adolescent girls undergo sexual abuse, who are the individuals they are most likely to confide in?
12. 12. What kind of conversations or communications do you believe adolescent girls require during such circumstances?

13. 13. Literature and research suggest that adolescent girls often remain silent about experiencing violence, especially sexual abuse. Do you agree with this observation? If so, what do you think prompts this silence?
14. In cases of sexual abuse, what kind of support do adolescent girls need from adults? Could you explain your reasoning?
15. From your perspective, what measures could adolescent girls adopt to safeguard themselves from sexual violence?
16. Is it crucial for adolescent girls to access comprehensive information about sexual abuse and strategies for protection? Why?
17. What instructional methods or subjects do you believe would provide adolescent girls with clear and accurate information on these topics?
18. Do you think greater awareness and information might encourage adolescent girls to confide in someone about sexual abuse? Could you elaborate on your viewpoint?
19. In your opinion, who would be better equipped to address these topics with adolescent girls: adults or peers with specialized training? What factors inform your opinion?
20. Do you believe adolescent girls would find it more comfortable discussing these topics in groups exclusively composed of girls, or would they feel equally supported if boys were also part of the conversation? What factors influence your perspective?
21. What form of assistance do you think is most suitable for meeting the needs of adolescent girls?
22. Is there support available for you within your school? If so, in what ways does the school provide support?
23. How about within your family? In what manner do they offer support?
24. How do you think schools could enhance their support for adolescent girls?
25. What are your thoughts on creating an environment that is specifically tailored to meet the needs of girls?
26. If you were to imagine an ideal space for adolescent girls, how would it be designed to ensure that they feel secure and well-supported?

The last set of questions asked about their experience participating in the focus groups: On a scale of 1 (not at all difficult) to 5 (very difficult), how challenging was it for you to share your thoughts with the group? At any point, did you feel uncomfortable? If so, could you indicate how frequently (from 1, never, to 5, all the time)? Lastly, is there anything you'd like to express or add regarding this topic that hasn't been covered in our questions?

3.3. Procedure

Data collection through focus groups involving primary school girls from two entities in Bosnia and Herzegovina (Brčko District and the Federation of Bosnia and Herzegovina) took place over several occasions between March 3rd and September 6th, 2023. The procedure was communicated to school representatives, professional associates engaged in the "Care About Adolescent Girls" project, and school principals. During this timeframe, informative workshops on the research were conducted for interested participants, accompanied by the distribution of online invitations. These workshops delivered details about the research to the participants (students/adolescent girls) as well as to the professionals involved in the "Interdisciplinary Network of Professionals: Here&Now - Care About Adolescent Girls" project. Pre- and post-group supervision sessions with expert lecturers-supervisors from the project aided in this orientation. Proper permits for the project's implementation were secured in advance. The Ministries of Education in the Federation of Bosnia and Herzegovina and Brčko District, as well as the principals of the involved schools, granted approval for project implementation and research conduction. Complete anonymity and confidentiality of participants' identities are assured. Only the researchers will have access to the data collected. Following a clear explanation of the research's objective, the moderator initiated discussions with participants using the provided set of questions. This guide was designed to explore participants' experiences with abuse, their attitudes towards it (with a specific focus on sexual abuse), its repercussions, and the various forms of support available. Upon the conclusion of each focus group session, participants were individually asked to provide their feedback on their participation experience. Additionally, information about local institutions that could be contacted in case of any emotional distress during or after the focus group was shared.

Each participant engaged in both online and offline group discussions, which lasted between 90 and 100 minutes. These sessions were held in real-time via the Zoom platform and within designated spaces within the school premises. The schools ensured the availability of suitable settings for the participation of adolescent girls in focus group discussions. The conversations were recorded and securely stored in a digital format, with subsequent transcription into the official language.

3.4. Data processing and analysis

Responses to questions regarding various aspects of abuse, particularly sexual abuse, were subjected to thematic analysis. Thematic analysis is a broad qualitative data processing approach aimed at identifying and describing thematic categories derived from the collected data. In conducting the thematic analysis, we followed the steps outlined by Braun and Clarke (2006).¹⁰ These steps encompass becoming acquainted with the data, encoding the data, and formulating the primary themes and subthemes that accurately encapsulate the gathered data.

¹⁰ Braun, V., i Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

4. Research results on a sample of adolescent girls (early and middle adolescent age) of primary school age

4.1. Definition of violence - types and forms of violence

To address the fundamental research inquiry of this report, which focuses on investigating the concept of abuse, Table 27 presents the fundamental themes and sub-themes formulated via thematic analysis. The core areas encompassed within the definition of abuse involve foundational terminologies, categorizations, and forms of abuse. Table 9 underscores the prominence of the definition aspect abuse relation to violence, alongside the exploration of its diverse types and forms.

Definitions of violence: types and forms of violence (sample of adolescent girls; N = 63)

1. DEFINITION, TYPES AND FORMS OF ABOUSE	EXAMPLES OF ANSWERS
<i>Basic themes and sub-themes of abuse</i>	
Basic terms	
Definitions	<p>"It is defined as psychological, physical, sexual"</p> <p>"Violence is harassment, bullying, insulting, throwing, rejecting, provoking"</p> <p>"Everything that someone does intentionally to harm you, to hurt you"</p> <p>"There is online and offline violence"</p> <p>"Violence is the harassment of people in all aspects of life, the person is in fear both when he leaves the house and when he enters the house, they have no safety anywhere"</p> <p>"Violence does not include accidental humiliation to make them look "bigger than us" or intentionally with the aim of hurting us"</p> <p>"Violence is anything that someone does not like and that someone does on purpose, and it is also the exploitation of weak points and problems that we have confided in someone in order to hurt us"</p> <p>"Every form of violence is based on physical appearance"</p>

Types of violence and forms of violence	<p>"Violence can be by adults and peer".</p> <p>"Violence online and live."</p> <p>"Violence against children"</p> <p>"Violence against women"</p> <p>"We know the most about peer violence".</p> <p>"Peer violence is quite prevalent today, it exists in our environments and then we can learn about it from those situations"</p> <p>"We don't talk about adult violence against children"</p> <p>"it can be physical, psychological, human trafficking"</p> <p>"Psychological - insulting, lowering self-confidence, verbal, emotional, with the intention of hurting someone"</p> <p>"Sexual, cyber, peer, class, social, family"</p> <p>"every kind of violence happens live, but all the listed violence is mostly transferred to the "online" way"</p> <p>"It's more difficult now because there are many more opportunities for someone to attack, fake profiles are used"</p>
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Table 27.

4.2. Differences between online and offline violence - types of online violence

Differences between online and offline violence (sample of adolescent girls; N = 63)

2. DIFFERENCES BETWEEN OFFLINE AND ONLINE ABUSE	EXAMPLES OF ANSWERS
<i>Main themes and sub-themes</i>	
Distinction between online and offline abuse	<p>"There is a difference".</p> <p>"We don't see each other online, we don't know exactly who we can talk to, offline it can be violent both physically and mentally, and online it's impossible"</p> <p>"Online physical violence, for example, is impossible"</p> <p>"In my opinion, online violence is more difficult"</p> <p>"Because in a way offline violence remains fleeting, it can be resolved faster, while online it cannot be physical but more psychological, so it leaves a mark on our mental health and is resolved more slowly"</p> <p>"Offline violence is more difficult because there is also physical violence that leaves great consequences"</p>

	"The development of technology creates a new problem, more violence, and the Internet makes insulting easier because it is much easier to present yourself differently and attack someone."
Types of online abuse	<p>"Sexual violence"</p> <p>"There is also online peer violence within some Viber groups where a couple of people attack one person, where they attack, disparage, try to put them down and humiliate them"</p> <p>"the most famous cyber and peer violence"</p>

Table 28.

4.3. Ways of information

Methods of information (sample of adolescent girls; N = 63)

3. METHODS OF INFORMATION	EXAMPLES OF ANSWERS
<i>Basic topics and subtopics (63)</i>	
Ways of information	<p>"Most often, parents also warn us in schools"</p> <p>"Through the Internet, we can find warnings against these types of violence, so we actually learn from the world around us."</p> <p>"From the teachers whose priority is not only the subject but also teach us about some life things and values, I actually learned the most from them."</p> <p>"We know the most about peer violence and we talk about it the most at school"</p> <p>"We don't talk about adult violence against children"</p>

Table 29.

4.4. Character of knowing a form of violence

The importance of knowing different forms of violence (sample of adolescent girls; N = 63)

4. THE IMPORTANCE OF KNOWING THE FORMS OF ABUSE	EXAMPLES OF ANSWERS
<i>Basic topics and subtopics</i>	
Importance	<p>"If we talked more about it, learned, there would be less violence"</p> <p>"We don't know as much about online violence as we think"</p>

"If I know more about it, it will be easier to protect myself"

"Ignorance and fear is the biggest problem"

"How to recognize, how to protect ourselves, who to turn to, what else we can do to prevent this from happening, all of this is important to prevent further violence"

"We talk a little, we listen to lectures we don't need"

"Through the Internet, we can find warnings according to the types of violence, so in fact we learn from the world around us, and that is significant."

Table 30.

4.5. Reasons for violence

Reasons for violence, frequency and perpetrators of violence (sample of adolescent girls; N = 63)

5. REASONS FOR ABUSE	EXAMPLES OF ANSWERS
<i>Main themes and sub-themes</i>	
Reasons (25)	<p>"Silence"</p> <p>"Policy"</p> <p>"Uncertainty and lack of time"</p> <p>"Violence that is transmitted from generation to generation."</p> <p>"Dissatisfaction, fear and the need for power" "I think that society is silent and judgmental and these are the two most serious consequences"</p> <p>"It's hard to talk about this with adults and that's a problem"</p> <p>"Transmitted from generation to generation"</p> <p>"Well, first of all, it creates a lack of trust in people, then later, if it happened in our younger years, we start to be alone in society, we get our own label, and everyone looks at us in a different way, and there are few who understand this problem, but in it mainly creates some consequences as far as our psyche is concerned and somehow it kills us emotionally and that is violence towards ourselves"</p> <p>"Most often, girls who do this start to blame themselves for it, their self-confidence decreases, the stigma among adults is great"</p> <p>"Well, most of the time they keep it to themselves because</p>

	<p>they have the feeling that they will be judged, which happens most often nowadays because even the mother, in fact, does not accept what happened to her daughter and usually that's how it is and they keep it inside themselves, they try to overcome"</p> <p>"I think the biggest problem is the mentality of our people. Because, for example, a visit to a psychologist and the like, is a big unknown in general among our people, it is something, how can I explain, something that is not consistent, that is unnecessary.</p> <p>"Only mentally ill people go to psychologists. That's wrong thinking. I think that this is actually an even bigger problem and the reason for further violence".</p> <p>"Also, what is most often strange about us, let's say the Balkans, is that women are taught to keep silent about everything and to suffer everything, alone. So that's another reason why women keep silent and suffer, because men don't want to understand them".</p>
Frequency (13)	<p>"The road"</p> <p>"50% of girls suffer sexual violence"</p> <p>"Every 4 adolescent girls"</p> <p>"We live in such a world that today it has become normal to exchange such messages and disturbing messages. I would even say that 60 percent of adolescent girls have experienced this harassment. Today, that has become more of a habit."</p> <p>"Most often it happens in schools and it is a physical confrontation"</p> <p>calling you different names"</p> <p>"For example, out of 100 girls, 90 of them at least experienced it, almost every other girl, we are always to blame"</p> <p>"the most common victims are those who have a bad company, a bad relationship with their family, but not necessarily"</p> <p>"We need to find a way to talk about sexual abuse because it is a "taboo topic" in many houses, the problem is the old system of education that many parents still adhere to and so on."</p> <p>"20% of boys, 80% of girls experience abuse"</p> <p>"More young boys experience sexual abuse, from the family of, for example, Amidža"</p> <p>"Lack of attention is the real problem"</p>

Perpetrators of violence (28)	<p>"The most common bullies are those who enjoy insulting themselves, they can be false friends, they are undeveloped people who boost their ego"</p> <p>"Peers, hidden identities, elderly people, family, parents, unknown persons"</p> <p>"Thugs are both people who commit violence, but also those who do nothing when they see that someone is a victim (for example, cyberbullying)"</p> <p>"Men mostly, friend, family, unknown men"</p>
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Table 31.

4.6. Attitudes towards sexual abuse

Attitudes towards sexual abuse: online and offline (sample of adolescent girls; N = 63)

6. ATTITUDES TOWARDS SEXUAL ABUSE	EXAMPLES OF ANSWERS
<i>Main themes and sub-themes</i>	
Recognizing online and offline sexual abuse	<p>"When, for example, an older man persuades a younger girl to send pictures that are not suitable for sending"</p> <p>"Commenting on a picture posted online and giving bad words."</p> <p>"Most often it's exclusion from some groups, sending threatening messages, sending messages that are not in accordance with the age of that person, most often it's some kind of harassment on the Internet."</p> <p>"I think that we don't take this harassment so seriously, for example when we meet people of the opposite sex, for example friends, when they hug us, there may be inappropriate touching"</p>
Types of online abuse (grooming, sexting, sextortion)	<p>"I do not know"</p> <p>"Violence against women"</p> <p>"Image Sharing"</p>

"Sexual comments"

"Most often, grooming is done by a man, even by unknown persons, mostly via the Internet"

"Pa neki vulgarni komentari oko sajda"

"Misuse of images on the Internet"

"Grooming is the most pronounced on the Internet, older men calling, middle-aged men looking for a picture who find comfort in girls who are not yet consciously developed enough to think rationally, undeveloped personalities"

"They ask for pictures to fulfill their sexual needs and there are blackmails, if you don't do it I will say it"

"Ex-boyfriends can also easily manipulate girls, they can be blackmailed in asking for money, and the problem arises because the girls trust the boys"

"Immaturity, vulnerability, lack of love from parents are exploited"

"Grooming takes place between older and younger people"

"Vulgar comments on physical appearance" Anything that is inappropriate, for example, if we read something that would make us feel ashamed, or in fact a message, picture, video, anything that would make us feel ashamed and feel ashamed of who we really are women or girls".

"Well, I think sexual violence is when our picture is misused on some profile, for example on the face profile, then they write bad things, then we are to blame and feel the consequences that fall on us".

Table 32.

4.7. Consequences of sexual abuse

Consequences of sexual abuse (sample of adolescent girls; N = 63)

7. CONSEQUENCES OF SEXUAL ABUSE	EXAMPLES OF ANSWERS
<i>Basic topics and subtopics</i>	
Consequences	<p>"The trauma remains for a lifetime"</p> <p>"Trauma for a lifetime"</p> <p>"Memories that destroy"</p>

	<p>"I can damage the reputation compared to what it was before the sexual abuse"</p> <p>"I think that as a consequence it leaves fear, because the most frequent abuses happen in some early years and leave shame, while later when she reaches more mature years, when she is emotionally mature, when in fact, should she find a partner, to have some emotional life , to build a family, to find a partner, that's when that fear appears the most, there is a lack of trust and the like"</p> <p>"I think the problem is also the commenting on society. Because one big consequence of this is that when something like that happens, it leads to non-acceptance in society, society rarely understands these adults, they don't understand us, our actions, they just condemn them."</p> <p>„Lack of trust, fear, condemnation"</p> <p>"In addition to fear, it also has great consequences for our mental health, because when we and our generations are mature, the society that knew about this abuse can still judge us for it and have a bad opinion of us or that without of our presentation, they already conclude what we are like, based on what happened in previous years"</p> <p>"It leads to a lack of self-confidence, on the basis of which we start to question our life, our actions, everything we did in the previous moments, and we usually begin to question why we did something like that, but most often we cannot solve the problem, we have no one to talk to"</p> <p>"I think that society is silent and judgmental and these are the two most serious consequences"</p> <p>„Lack of trust, fear, condemnation"</p> <p>"It's hard to talk about this with adults and that's a problem"</p>
Reasons	<p>"I think that society is silent and judgmental and these are the two most serious consequences"</p> <p>"He keeps quiet because he can't confide in anyone, fear of someone's reaction, stormy reaction, attack"</p> <p>"Parents belittle the child's problem, "What are you complaining about, others are worse, I didn't have anything as a child, so I don't lack anything, you'll get a present if you don't do that"</p> <p>"Parents do not want to have contact with the child, they call</p>

the child rude, bad and force the child to shut down and therefore remain silent"

"Keep silent because no one wants to see and hear the problem"

"When a problem is heard, it becomes even bigger in order to push the blame"

"Insufficient trust developed in the family, violent reactions, attack on the victim and this is the reason for silence"

"Parents do not allow their children to open up to them, they reject every attempt, it gets worse if they say there is a problem, communication is your problem, lack of interest in the child"

„It's hard to talk about this with adults and that's a problem."

"Most often, girls who do this start to blame themselves for it, their self-confidence decreases, the stigma among adults is great"

"It's not up to the girl, a bully will be attracted to a child buttoned up to the throat"

"A bully will also be attracted to a person who is buttoned up to the grail, they don't need to blame themselves, they are a problem and psychologists adhere to certain stereotypes"

"Well, most of the time they keep it to themselves because they have the feeling that they will be judged, which happens most often nowadays because even the mother, in fact, does not accept what happened to her daughter and usually that's how it is and they keep it inside themselves, they try to overcome"

"I think the biggest problem is the mentality of our people. Because, for example, a visit to a psychologist and the like, is a big unknown in general among our people, it is something, how can I explain, something that is not consistent, that is unnecessary.

"Only mentally ill people go to psychologists. That's wrong thinking. I think that is actually an even bigger problem".

"Also, what is most often strange about us, let's say the Balkans, is that women are taught to keep silent about everything and to suffer everything, alone. So that's another reason why women keep silent and suffer, because men don't want to understand them".

Table 33.

4.8. Forms of support

Forms of support: attitudes (sample of adolescent girls; N = 63)

8. FORMS OF SUPPORT	EXAMPLES OF ANSWERS
Basic topics and subtopics (63)	
Attitudes about support	<p>"From trained people, psychologists who know how to talk to young people"</p> <p>"Often the victims do not have a stable relationship with their family, so they look for a solution in others, they have no one to talk to, so they fall under the manipulative stories of others"</p> <p>"If someone doesn't know how to be a parent, they shouldn't be a parent"</p> <p>"I truly think that it is not a problem, that it is completely normal that everyone who has a problem needs such a person, a professional, every person should visit a psychologist at least once in their life. "These are people who know how to act, in situations where we are not sure about it, but ... we have some reluctance from adults"</p> <p>"Friends" "</p> <p>"Sometimes we think that a person is caring and we honestly think that it is that person, for example pretending to be caring in various moments when it is most difficult she stabs us in the back"</p> <p>"I think it's the mother, because the mother is the only person we can trust the most. And throughout our life we know that mother will be there. And I think that if something like that happened to me, I know that I would tell my mother first, because she would be there by my side." J</p> <p>„Well, we can also teach a person from the school who knows about this topic, who has been taught about something similar and this problem before"</p> <p>"They confide in psychologists, because they have no one to confide in"</p> <p>"I would tell my closest friends who I have known for many years, because I think they are trustworthy"</p> <p>„When someone doesn't have a mom and doesn't know who to turn to, it's best to actually turn to a man, someone who can help."</p> <p>"What if someone doesn't have a mother, he can't talk to his mother, she would definitely turn to him at school."</p> <p>"Someone has more trust in the family and they think that it would be easier for them to solve the problem in the family. And someone has more trust in the school".</p> <p>"We can find support through the Internet"</p> <p>"Teaching boys how to control themselves"</p>

Reasons for lack of trust

"They don't come forward because of shame because they think that what they are doing is not normal".

"Why trust someone if that someone will betray us, if they will use the things we tell them against us"

"There can be violence in the family as well, some keep quiet about the problem out of fear of their parents"

"False hope - if someone in the family is sexually harassing us, and we have no one to confide in, where then, are we told that everything is good but nothing is good?"

"The problem is that children cannot confide in their parents, so they look for someone to confide in, that's why children are an easy target for others." That's why they keep silent.

"I think that they are afraid to tell, because they are afraid that they won't understand them, they don't trust them and they are afraid to tell them"

"Because they have already made a mistake once and are ashamed"

"Probably because they are guilty as soon as they send it, they do it"

"They don't want to accept what they experienced and are afraid to say it"

"They have no confidence and are afraid to tell"

"They think, they must not confide in someone, they think they will lose their company, they think that no one will ever be with them again."

"When it comes to something like that, first of all I wouldn't tell a friend, because the friend is here today and gone tomorrow. What will she help me with? She will leave and just tell someone else, so many years and in vain, and mother is always there"

Characteristics of a trust-worthy individual

"That person should be trustworthy and caring"

"Reasonable, compassionate"

"Patient and knowledgeable"

"From the teachers whose priority is not only the subject but also teach us about some life things and values, I actually learned the most from them."

"Patient"

"He doesn't even have to say anything to listen"

"Maturity, definitely. When a person is emotionally mature, it is much easier to talk"

"It should be female"

"I would not agree. I even think that maybe I could tell my brother first, that I can trust. Because the brother is actually

the one who will do everything, especially if it's a younger sister".

"I would still confide in a woman, after all, a woman understands a woman better. Most of us have some fear of the other sex".

"You need to watch how a person who has experienced sexual violence behaves, don't force the victim to relive everything again, the most vulnerable victim in that period and don't need unnecessary comments, she is mentally bad, in great fear, and that person needs to be with her and to listen and protect her"

Attitudes about the importance of support

"When we confide in someone, it will be easier for us to solve that problem"

"When we confide, we get the support of that person, that it is transient and can be resolved

"Well, it's important to confide, because the person is alone in this and often we only think about it. Women are not trustworthy, so if we hurt ourselves, we are mentally unstable, literally until the end"

"Every problem has a million solutions and that every new person can give us a new solution and bring us, I can say - sunshine into our life. Because when something like that happens, usually everything around us is gloomy, we think that we are to blame, that we are the worst, and then with such a solution, trusting in the truth, we can return to life"

"I think it is important to trust that this problem would not have a negative impact on our other spheres of life. Let's say life at school, life in general".

Attitudes about the protection of adolescent girls against abuse

"To be careful who they hang out with".

"We need to learn how to save ourselves, to help someone, to prevent ourselves from doing something unknowingly that would hurt someone, because no one will help us"

"To watch their behavior"

"If they notice that someone is harassing them on the Internet, then they should inform someone older and consult with him."

"To learn, to advise and to talk about it immediately".

"That we don't respond to everyone on social networks

"To pay attention to dressing. To dress more appropriately".

"It's not all about dressing a female person, that is, but a male person who looks the other way"

"If she dresses a little uncultured, it attracts a male person to do something."

"It is quite normal for a man to look at a woman, but it is up to him what he will do. He must not look at a woman in a way that would harm her"

„That adolescent girls pay attention to social networks where their face or some parts of their body can be seen". „I think parents should talk about these things with their children. How often would this happen if the children were ready and able to confide in their parents."

"If we talk about various topics as much as possible, then it will be stronger. And that they will know more, that they will be able to stop violence against them, or any harassment."

"I think that the more they talk, the more they talk about violence, the more it can actually help to talk about it in public and thus improve the situation. Although it is thought that if we talk more then we are provoking, I don't believe in that"

"I think that it is actually important to respond to every form of violence, and to set some boundaries, to make it clear to the person who commits violence against us that we will not tolerate it and then to know who to seek protection from."

"Workshops are important in order to build ourselves up in order to protect ourselves from various manipulations. In order to become aware and develop our knowledge, develop an attitude about ourselves so that we do not fall under manipulations"

"A child has a child - the problem is that the parents are not mentally ready to have children, you have to give your soul for the child, children run away from their parents because they don't want to understand them, the goal is not only to feed and educate the child, in other countries they have books to have a child "

Information about sexual abuse – psychosocial programs withing schools

"We are mostly trained at school on how we should protect ourselves from it, how to stop it, most teachers show us that we should not fall for such tricks, so to speak" but we are talking about other violence (eg peer violence).

"We had workshops. Especially about peer violence. With the

pedagogue, we talked briefly about sexual abuse and violence at the department meeting with the class.

"I believe that it is easier for adolescent girls to talk about these topics only with adolescent girls, in a female society. It is easier"

Needs for safer and better protection
(within the family, school, society)
Messages

"Children need to be watched from a young age, to talk more with children both at home and at school, so that parents are more relaxed in conversations".

"Well, I think we need a lot of support, support would be helpful, and also to be safe or secure in that base, so that we can trust each other at school". I think that a lot of students are not sure if they can confide in the schools, but let's make it known that it is normal to tell your problem, that it is normal to confide in a teacher, class teacher or pedagogue".

"We need answers to our questions"

"We need workshops to be held often, at least once a month, in groups of up to 30, so that awareness can be developed"

"We don't have anyone to talk to about this topic and we mostly keep silent, as if adults are afraid to talk about it."

"It would be good if these workshops on violence and consequences and protection were led by our peers who are a little older and trained"

"I believe that more is needed, since, as time goes on, we have too much abuse and that these topics should be opened up more and more.

"Boys can also be present. Because they should hear the same as us and learn something".

"It's better if men have separate workshops about this, you know them, immediate laughter, we don't feel safe talking in front of them"

„I think that boys should be included in these topics, not because they are the ones who make the sacrifice, but they can also be victims. And it should be learned from a young age, that is, from the third grade of elementary school. From the third grade of elementary school, you should be taught about that, that kind of abuse, and this one, in order to completely eradicate it. That much.

"Maybe some women's center, maybe some women's group, women's environment, like some space that is outside the school"

"Environment means a space, in which above all girls and adolescents will feel safe to talk about topics that are sensitive to them".

"Well, I think it would be good if every public institution had such a place. Because in fact, maybe even some girls, women, girls, feel abandoned and that they can't talk, for example, in front of men, they can't say some things like that, and then I think that some things like that, space, would help us to free ourselves and to we feel safer, freer and even happier".

"Well, I think that space could be anywhere, and that there is no specific place, in fact, I think it could be, and most places should be like this, like here now, so that we feel safer".

"It doesn't have to be a professional place. Maybe even some place in nature, which would help us to express ourselves, to breathe. In fact, that we can come to ourselves, that we can actually talk more easily, and not in some small room where it's hard to breathe, we feel as if all the walls are coming at us, and maybe a nicer place would be somewhere in nature".

"An office-type space, where you talk to a psychologist, or some place where maybe there are women who have had similar experiences, and in that place they can help"

"Much more and much more frequent workshops"

"Equality of children in the family, equality of roles in the family - workshop"

"Due to the forcing of girls, there are unrealistic and unattainable expectations that cause girls' self-confidence to drop and because of that they are compliant, we need to talk about that too"

"No bullying should be normal"

"Development of empathy, support for children, whatever they may be"

"Working with parents, so that they are more there for the children"

"to make noise to people so that they can confide in them"

"Violence is never a solution"

Table 34.

The final set of questions pertained to participants' experience during the focus group: How challenging was it for you to express your thoughts within the group? (rated from 1 as not difficult at all to 5 as very difficult); Did you experience any discomfort at any point? (rated from 1 as never to 5 as all the time); Is there anything else you would like to share about this topic, even if we didn't specifically ask you?

Adolescent girls conveyed that they found it relatively easy to share their thoughts during the workshop, reporting minimal discomfort and a sense of safety. Among the prevailing responses during the concluding segment of the focus group were sentiments such as: "The workshop proved beneficial; we felt well-supported, at ease to express our thoughts, a sense of trust prevailed. This experience highlights our need to engage in conversations like this, with someone who fosters a secure environment and exhibits genuine interest in our perspectives. Your efforts are commendable, and we are thankful for this opportunity."

5. Results:

Through qualitative processing and analysis of the collected data, a total of 8 distinct yet interconnected topics, comprising 31 subtopics, were identified. These encompassed: *Definition, types, and forms of abuse; distinction between online and offline abuse; channels of information acquisition; the significance of understanding various forms of violence; underlying causes of violence, prevalence, and perpetrators; perspectives towards sexual abuse; repercussions of sexual abuse and avenues of assistance.* Based on the insights gathered, the adoption of synchronized closed homogenous gender-specific (adolescent girls) focus groups were validated for delving into a comprehensive comprehension of abuse, particularly emphasizing sexual abuse. This report primarily presents fundamental findings from the qualitative research phase, focusing on the understanding of abuse, particularly among adolescent girls aged 11 to 15. The comprehensive breakdown of themes and sub-themes offered in the tables underscores that adolescent girls acknowledge the pervasiveness of abuse among children and adolescents, both online and offline. This underscores the urgency of education centred around protective psychosocial programs and interventions led by trained professionals, underscored by a foundation of trust.

The primary goal of these focus groups is to amplify the voices of adolescent girls, to capture their perceptions about abuse and discern their needs. The crucial input garnered through

these focus groups can act as a scaffolding for the development of training modules tailor-made to meet the specific needs of adolescent girls. Responses obtained during these discussions underscore the imperative for such support, which could effectively enhance access to services geared towards adolescents who have survived sexual abuse. Adolescent girls assert the necessity of preventive programs as a means to shield against and mitigate the enduring consequences of exposure to abuse, ultimately promoting the mental well-being of children and adolescents.

To conclude, we accentuate key sentiments (quotes) directly expressed by adolescent girls, articulating their understanding, attitudes, and essential prerequisites for support.

"Working with parents, so that they are more there for the children",

"Environment means a space, in which above all girls and adolescents will feel safe to talk about topics that are sensitive to them",

"I would still confide in a woman, after all, a woman understands a woman better.

Most of us have some fear of the other sex".

PROJECT CONCLUSION: SPECIALIZED TRAINING: "CARE ABOUT ADOLESCENT GIRLS"

The implementation of this project is a response to the worldwide report by the World Health Organization and UNICEF on the exposure to and prevention of abuse against children. This report highlights several critical points, which include the following:

- despite some strides made in Bosnia and Herzegovina towards achieving gender equality and the empowerment of women and girls over the past decades, there remains a pronounced presence of gender inequalities;
- girls belonging to minority groups, those dwelling in poverty-stricken and rural areas, girls with disabilities, as well as refugee and migrant girls, stand out as the most vulnerable groups. Unfortunately, these girls often face neglect and unfulfilled rights;
- Bosnia and Herzegovina registers one of the highest rates of sexual violence within the region;
- approximately 19% of children have reported experiencing sexual abuse during their lifetime, with 14% indicating such occurrences in the previous 12 months;
- the challenge of child marriage remains prevalent, disproportionately affecting girls and women compared to boys and men;
- a global assessment on the status of preventing abuse against children reveals a staggering statistic: around one billion children, or one in two children globally, endure some form of abuse each year;
- an increasing body of research showcases the detrimental repercussions of abuse, which ultimately impair the prospects of future generations;
- on a global scale, mental disorders stand as a significant and frequently neglected source of suffering, obstructing the health, education, protection, and overall well-being of adolescents. This predicament significantly impedes their capacity to realize their full potential;

The Global Report on the State of Violence Against Children estimates that one billion children – or one in two children worldwide – experience some form of violence each year. More and

more research confirm the harmful consequences of violence that destroy the abilities of future generations;

Similarly, the project's goals were aligned with the aim of breaking barriers and transforming services to empower the future of all adolescent girls. This transformation was pursued through the empowerment of professionals within the realms of health, social work, and education, particularly those focused on assisting adolescent girls who have faced abuse.

At its core, the project sought to expand and fortify the interdisciplinary network of professionals in Bosnia and Herzegovina. This was achieved via the "Care About Adolescent Girls" specialized training, which targeted the enhancement of the capabilities of 434 professionals across the health, social, and educational sectors. This training aimed to heighten awareness of abuse, particularly sexual abuse, encompassing its risks and potential interventions. The training encompassed theoretical, experiential, and supervisory modules. By empowering professionals to identify specific forms and indicators of abuse, with a specific emphasis on the sexual abuse of adolescent girls, the training facilitated a deeper understanding of its repercussions. This understanding extended to the principles of conducting clinical interviews and delivering preventative interventions across all three levels. The overarching objective was to mitigate the detrimental impact of sexual abuse on the mental health and overall well-being of adolescents. This ranged from problem identification, the establishment of protection protocols, the initiation of formal support procedures, to indications for multidisciplinary diagnostics and treatment.

Adolescent girls (60 of them) were consulted on the key issues and methods of preventive work on the topic of violence, with a special focus on sexual abuse and the consequences on mental health and well-being, and gave feedback to service providers, in order to further improve the approach to prevention and improve social, health and educational responsiveness of service providers towards adolescents. Key input data collected through focus groups with adolescents were shared with Professionals in order to use them to design preventive programs at all three levels, which provides the possibility of better access to services in the community.

The specialized training (education/training) consisted of 6 cycles of 5 modules and covered the territory of the Federation of Bosnia and Herzegovina, **Republic of Srpska** and Brčko District and three focus groups with adolescent girls held online and offline.

Thematic modules integrated contemporary knowledge and skills in order to prevent the harmful consequences of physical, emotional, gender-based and sexual violence (online and live) focused on adolescent girls.

Analogously, the project includes two phases of 13 units (*Graph 1*):

1. Phase: encompassed the conception and execution of three cycles of online specialized training known as "Care About Adolescent Girls." This phase involved the active participation of **241 Professionals** (which is 60% more than the number foreseen by the project, 192 participants actively participated in the training and met the criteria for obtaining a certificate) from the health, social and educational sectors in Bosnia and Herzegovina, from **35 municipalities** from the Federation of Bosnia and Herzegovina, **Republic of Srpska** and Brčko District. The following municipalities are covered: Banja Luka, Bugojno, Bihać, Bijeljina, Bosanska Krupa, Cazin, Doboј, Brčko District, Foča, Gacko, Goražde, Ilidža, Jajce, Kakanj, Kiseljak, Livno, Ljubuški, Mostar, Odžak, Pale, Prijedor, Prnjavor, Sarajevo - Center, Sarajevo - Novi Grad, Sarajevo - New Sarajevo, Srebrenik, Široki Brijeg, Trebinje, Tuzla, Vareš, Vitez, Visoko, Višegrad, Zenica, Živinice.

2. Phase: Contract amendment - Creation and implementation **three cycles of on-line specialized training** *Care About Adolescent Girls* which encompassed **192 Professionals** (which is 28% more than the number foreseen by the project, 170 participants actively participated in the training and met the criteria for obtaining a certificate) from the health, social and educational sectors in Bosnia and Herzegovina from **24 municipalities** from the Federation of BiH, Republika Srpska and Brčko District.

3. Phase: focus groups were formed, consisting of 63 adolescent girls. These groups were drawn from three primary schools situated in Brčko District, Federation of Bosnia and Herzegovina—namely, Brčko, Goražde, and Sarajevo.

The entire program gathered **434 Professionals** from the territory of Bosnia and Herzegovina, which is **45% more participants** in regards to **provided by the project** number of direct users.

The created dynamics of work aimed to integrate theoretical and practical knowledge and skills in working with target groups, and was the link of each module - education-training as a whole. (*Graph 2.*)

The space of supervision allowed the participants to resolve some of the professional and ethical dilemmas, exchanging professional experiences while supporting each other.

The module methodologically included constructive interaction between the participants and the lecturer. The work took place in large and small groups, with the use of online technology (zoom platform) in direct work. Exercise in small groups enabled work on a personal and professional level related to the topic.

Anonymous evaluation of education-training which one it is **completed by 59.6% of participants**, in all cycles of specialized training: "Care About Adolescent Girls," was subjected to analysis. The evaluation **encompassed several aspects**:

1. **A quantitative assessment of general aspects of the education-training**
2. **Both quantitative and qualitative analyses of the education-training content**
3. **Quantitative assessment of participants' viewpoints on the significance of planning preventive programs and fostering collaborative efforts between institutions and systems to uphold the principles of the UN Convention on the Rights of the Child**
4. **Quantitative evaluation of acquired knowledge**
5. **Quantitative appraisal of indirect beneficiaries**
6. **Quantitative assessment of module leaders and expert lecturers on a per-module basis**
7. **Impressions**

1. Quantitative analysis of general questions about specialized training

Based on the analysis of the first part of the evaluation questionnaire, **it can be assumed:**

- **over 80% of participants strongly agree and agree** (on a scale of 1-5: I do not agree at all to I strongly agree), that they are **supplemented knowledge and skills** on already acquired knowledge and skills from the previous cycle and that they **useful in work now and in the future** (*Graph 5, 15, 28, 41, 54, 67*)
- **over 70% of participants fully agree and is specialized training met their expectations** (*Graph 6, 16, 29, 42, 55, 68*)
- **over 90% of participants rate with specialized training with the highest rating, excellent 5.** (*Graph 7,17,30,43,56, 69*)

2. Quantitative and qualitative analysis of the content of specialized training

Based on the analysis of the second part of the evaluation questionnaire, **it can be concluded that:**

- **over 50% of the participants rate it with the highest rating (excellent), yes the purpose and goals of specialized training correspond to their professional needs** (*Graph 8,18,31,44,57,70*);
- **over 60% of participants give the highest rating excellent**, that it was satisfactory time dedicated to a particular topic of the module. (*Graph 9,19,32,45,58,71*);
- **over 60% of participants fully agree, yes they are modules with their content and presentation met their professional needs** (*Graph 10,20,33,46,59,72*);
- **45% of participants fully agree, that practicing practical skills in small groups strengthened their professional competences** (*Graph 11,21,34,47,60,73*);
- **over 50% of participants fully agree, yes it is the time of supervision strengthened their professional growth and development.** (*Graph 12,22,35,48,61,74*);
- **over 50% of participants fully agree and I can connect the contents of the module (thematic part, exercises, work in small groups and reflection in a large group, supervision) with personal and professional experience.** (*Graph 13,23,36,49,62,75*);
- **over 75% of the participants rated the quality of the accompanying material and exercises as excellent** (PPT; hand-out, practical examples, projective techniques) (*Graph 14,24,37,50,63,76*).
- All materials are available in E-libraries: **Let's protect teenage girls** <https://bhidapa.ba/ovdje-i-sada/biblioteka/za/>
- In the qualitative part of the evaluation participants agree that they are **topics included in the plan and program, were important, useful and significant behind them.** (*Table 3, 7, 11,15,19, 23*);
- Participants consider (the largest number of them) and **the topic of cooperation with parents of sexually abused adolescents, early growth and development, loss and grieving, working with abused adolescents** should be covered by this specialized training (*Table 4,.8, 12, 16,20, 24*);
- *Iz Tabela 5, 9, 13, 17, 21, 25.* it can be concluded that all the topics covered by the modules were significant for the participants. Topics highlighted: interview with a victim of sexual violence, treatment and handling, protocols, preventive programs.

3. Quantitative analysis of participants' opinions on the importance of planning preventive programs and active cooperation between institutions and the system in achieving the principles of the UN Convention on the Rights of the Child

Based on the quantitative analysis of the third part of the questionnaire, it can be concluded that:

- **over 80% of participants fully agree**, yes they are joint multidisciplinary and intersectoral programs necessary to protect and preserve the mental health and well-being of children and adolescents, and thus society as a whole. (*Graph 12, 25, 38,51, 64, 77*);
- **over 75% of participants fully agree, yes it is active involvement of the system (competent ministries) necessary to achieve the principles of the UN Convention on the Rights of the Child.** (*Graph 13, 26, 39,52,65,78*);

4. Quantitative analysis of acquired knowledge

From *Chart 55*, it can be seen that the biggest differences in prior knowledge, in relation to the thematic units, are in modules 2, 3 and 4 (Topic 2. Sexual abuse and consequences: special reference to adolescent girls, Topic 3. Clinical interview on how to talk to a sexually abused adolescent girl and Topic 4. Basic interventions in the treatment of adolescent girls who survived (sexual) abuse: coordinated care plan; Ethical principles and protocols)

It can be concluded that this specialized training, which included theoretical, practical and supervisory knowledge and skills, reached a percentage of the total **acquired knowledge and skills**, slightly more than **30%**. (*Chart 81*). The results indicate that continuous multidisciplinary and intersectoral improvement of knowledge and skills is necessary, especially of Professionals who are in contact with children and adolescents, in order to reach unique standards in protection, understanding, and treatment to preserve the mental health and well-being of children and adolescents.

5. Quantitative analysis of indirect users

Indirect beneficiaries during the period of project activities, adolescents, parents and primary caregivers (**total indirect users - 3897**, from that **1326 adolescents**). The data were submitted by Professionals involved in the Project (41% of participants submitted data) for the above period and are presented in *Table 27*.

It can be concluded that the total number of users was 3897, of which 34% were children and adolescents (**more adolescent girls approximately 60%, compared to adolescent boys**

approximately 40%) and 66% of adults (parents and guardians), significantly more women 58% compared to men 42%.

6. Quantitative evaluation of module leaders and expert lecturers by modules

Based on *Charts: 15, 16, 17, 18, 31, 32, 33, 34, 35, 36, 37, 38, 51, 52, 53 and 54*, it can be concluded that the largest number of participants **evaluated with the highest rating of 5: preparedness, demonstrated knowledge, presentation skills and the way of transferring knowledge, as well as the ability to respond to the requirements of the participants**, module leaders and expert lecturers/supervisors.

7. Impressions and recommendations

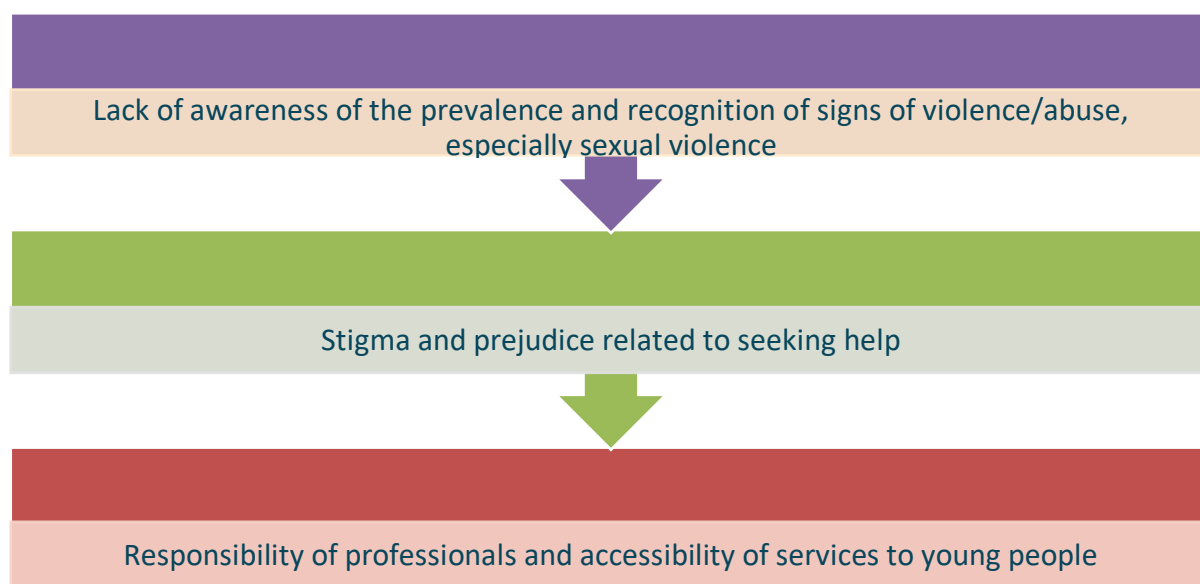
From *Table 6., 10 i 14* it can be concluded that the specialized training: Care About Adolescent Girls was very useful for the participants.

Below are some insights from users: *"I want the next education not to be online 😊 Excellent education, I really did not expect to like it this much, considering that it is also online. Really, all praise to the educators :) All praise for the education, Thank you for the shared knowledge and experience, Thank you for the opportunity to attend this kind of question and I suggest that this kind of education be organized for the teaching staff. These educations are excellent. Thank you for the very useful education, we learned a lot both theoretically and practically. Thanks for the very important training! All the best. Useful, applicable, and thanks for the extensive education. Next time live education in a nice place 🌳. Excellently designed and organized specialized training. Very specific, just the way we need it. Well done! All the best. To organize live training, although it is incredible how many advantages online training has, work in small groups, exercises... Extremely useful education, the lecturers brought shocking stories from practice, but very useful, which empowered me to be able to act, and to face every challenge. You are a great team. Thank you for selflessly sharing knowledge. Praise! THANK YOU! It would be better if the next trainings were organized live. If the next training was held somewhere live, I think the concentration would be much higher. You have it all covered. Would I participate in future educations? Yes, of course :) I would like to see as many organized training sessions as possible, both on the topics I wrote and on any important topic that concerns the well-being of children and their place in society. I believe that we really profit by constantly educating ourselves and exchanging experiences. More such and even better educations, preferably live. More such trainings and educations are needed, but for the sake of better acquisition of knowledge, trainings with such topics and modules should be live, not online. Thank you for everything. We always get what we really need from your center. Clear and useful ❤️ Thank you from the bottom of my heart. You are wonderful, all together. Excellent education, especially adapted for people who already work with children who have been sexually abused, and I will benefit the most from the last module on prevention, because that is my field of activity. Thank you for the opportunity to learn, because not everyone has the opportunity to pay for all the education they would like to hear. Thank you for organizing very useful trainings. You all asked Povesti to account for breaks when there is a full-day education. Your educations strengthen us, enrich us, change our insights, expand our knowledge. Thanks for being there. Hello, I think the presentation period is very short! Small group exercises online are not practical. My suggestion is that in some future education, you should make an exercise in such a way that the educator participates in it, so that everyone can follow it, and only some can participate. The meaning of working in groups is lost, when there are no clear guidelines, i.e. someone who could accompany and direct it in the right way, half the time is lost on understanding what who should do. Thank you. I hope there will be more*

similar programs. We look forward to them! More such interactive workshops and educations. I thank the organizers, the education was excellent, inspiring, useful... The lecturers were excellent, I think that the time spent in small groups would have been better used with immediate or pre-planned questions to which the lecturers would give answers. Everything has already been said... I would like to point out useful, practical and very applicable lectures through examples from practice, especially prof. Gordon. Kudos indeed! The lectures were excellent, it just seemed to me that they lasted too short with Professor Buljan Flander. It seemed like yes is in a hurry to explain the assigned part of the module in an hour... otherwise, a very useful lecture on each module, and very useful supervision! Thanks for organizing the training, the lecturers were excellent. The suggestion is to include more supervision hours in the modules as they are extremely useful. Thank you I would like it if the next trainings were held live. I think that would increase the engagement of all participants. Keep up these kinds of educations, they are very useful."

Key challenges

On the basis of statements from specialized training and focus groups, some of which we present below, it can be concluded that insufficient awareness of the prevalence and recognition of signs of abuse (especially sexual abuse of children) and neglect are still key challenges, although reduced, but still present stigma and prejudice related to seeking help, and insufficient training of professional staff in understanding and providing support, and the expectation that someone else is responsible (shifting responsibility to others), as well as inaccessibility to services.



The key to ensuring the empowerment and well-being of adolescent girls

The key to ensuring the empowerment and well-being of adolescent girls is understanding, identifying and addressing their needs to preserve and improve mental health and well-being. To ensure the empowerment and well-being of adolescent girls, it is crucial to address their

mental health and well-being needs. Many girls around the world face numerous barriers when accessing appropriate services, especially those who have survived traumatic experiences (abuse and neglect). Analogously, **the key goal of the project is to strive to ensure adolescent girls and boys access to quality mental health services and support for psychosocial and educational development in cooperation with them and adapting services to their needs.** In accordance with the above, focus groups were realized.

The results from the focus groups in relation to the research domains of different forms of violence indicate:

1. They are adolescent girls **identified a wide spectrum of violence, including psychological, physical, sexual, online and offline violence.** This indicates the need for broad educational programs that cover all these aspects (in relation to the research domain: Prevalence and Diversity of Violence)
2. **It is clear to young people that there is a difference between online and offline violence, whereby online violence leaves deep psychological scars.** Education about internet safety and recognizing online abuse is crucial (in relation to the research domain: The Importance of Differentiating Online and Offline Violence).
3. **There is a clear need for education about violence, its forms and consequences, both in schools and in families** (in relation to the research domain: Need for Education and Information:
4. **The expressed attitudes of adolescent girls indicate the importance of support from Professionals, parents, and peers. Also, there is a need for safe spaces where these topics can be discussed openly** (in relation to the research domain: Consequences and Significance of Support, Trust)

Cto go presented below, **directly express the opinions and attitudes of adolescent girls** who participated in the focus groups, giving important insight into their **perspectives and needs.**

Cited: "Violence is the harassment of people in all aspects of life, the person is in fear both when he leaves the house and when he enters the house, they have no safety anywhere."

"Violence does not include accidental humiliation to make them look 'bigger than us' or

deliberately intended to hurt us." "In my opinion, online violence is more difficult because in a way offline violence remains fleeting, it can be resolved faster, while online it cannot be physical but more psychological, so it leaves a mark on our mental health and is resolved more slowly." "We don't know as much about online violence as we think. The more I know about it, the easier it will be to protect myself." "It's more difficult now because there are a lot more opportunities for someone to attack, fake profiles are used." "We also learn about violence from teachers who do not prioritize only the subject but teach us about some life things and values, I actually learned the most from them." "How to recognize, how to protect ourselves, who to turn to, what else we can do to prevent this from happening, all of this is important to prevent further violence." "Through the internet we can find warnings against these types of violence, so we actually learn from the world around us." "From trained people, psychologists who know how to talk to young people. "Often the victims do not have a stable relationship with their family, so they look for a solution in others, they have no one to talk to, so they fall under the manipulative stories of others." "Adolescent girls sometimes confide in psychologists, because they have no one to confide in. trust." "Parents belittle the child's problem, what you complain about is worse for others, I didn't have anything as a child, so I don't lack anything, you will get a present if you don't do that." "There is no talk of adult violence against children." "We talk a little about this topic, we listen to lectures we don't need." "Sometimes we think that a person is caring and we honestly think that this person is, for example pretending to be caring at various times when it is most difficult she stabs us in the back."

"The consequences are terrible in addition to fear, it also has great consequences for our mental health." "I think that as a consequence it leaves fear, because the most frequent abuses happen in some early years and leave shame, while later when she reaches more mature years, when she is emotionally mature, when in fact, should she find a partner, to have some emotional life, to build a family, to find a partner, that's when that fear appears the most, there is a lack of trust and the like."

General Conclusion from the Focus Group:

1. From the obtained data, it is clear that adolescent girls recognize and understand the complexity of the problem of violence, and express the need for greater support, education and safe spaces for discussion. Therefore, it is important to direct resources and efforts towards addressing these needs in order to ensure better protection and support for adolescent girls.

2. Adolescent girls expressed that they experience violence in various forms, including psychological, physical, sexual, and online violence. The need for greater awareness, education and support in these areas, as well as for open communication on this topic, was particularly highlighted.

3. The results of the focus groups show the complexity of the problem of violence among adolescent girls and emphasize the importance of an approach that includes education, support and active involvement of the community. These findings provide a foundation for designing targeted interventions that will effectively address these challenges. Continuous work is needed to develop an approach that includes education, prevention and support in order to respond to these challenges.

This report provides insight into the complex challenges facing adolescent girls related to violence. Their voices and views are key to shaping effective and relevant support programs.

Adolescent girls identified a wide range of violence, which indicates the need for further action.

The guidelines and recommendations in relation to the identification of the needs of adolescent girls in the preservation of mental health and the support of Professionals for the purpose of their well-being are:

The results indicate that further coordinated active action aimed at:

- **Continuous education**, increasing awareness and reducing stigma about: the importance of taking care of mental health and strengthening determinants of health (education in kindergartens, schools, informing communities with media support, and cooperation with local communities.

- **Development of specialized programs** and service: actively act on **empowering service providers** through the development and implementation of specialized programs and services that are adapted to the needs of survivors (children, adolescents, adults), to openly discuss their feelings and needs (counseling, therapeutic group activities, prevention education, support programs for the development of resilience and mentalization capacities)

- **Expand access to services** and strengthen the capacity of service providers: invest in education, training and supervision. Encourage partnerships with other organizations to ensure that our services are available to as many adolescent girls as possible.

- **Support the opening of friendly spaces for children and young people** and strengthen the accessibility and availability of services: work to reduce barriers when accessing mental health services and supporting psychosocial development *"Environment, means the space should be intended for that, in which, first of all, girls, adolescent girls will feel safe that they can talk about topics that are sensitive for them" Adolescent girl, 14 years old.)*

- **Cooperation and coordination:** actively work on strengthening multidisciplinary, intersectorality and interdisciplinarity in cooperation and with the support of line ministries.

We bring significant statements from specialized training and focus groups:

"After some modules, I couldn't come to my senses for several days" "Thank you for opening my eyes and strengthening my sensibility in recognizing and reacting in order to protect and treat survivors" CMZ

"Before this training, I was afraid to even come into contact with a sexually abused girl, and after the training, I now know how to talk and act, because I received clear guidelines" SCR

"There is no violence in our school" O.Š.

" We need further deepening and strengthening of practical knowledge and skills in this area" CMZ

"I think the problem is, not to mention, commenting on society. Because one big consequence of this is that when something like that happens, it is not accepted in society. Society, uh, adults very rarely understand, that is, they don't understand us, our actions, they only judge." Adolescent girl, 14 years old, FG

"We have no one to talk to about this topic and we mostly keep silent, as if adults are afraid to talk about it." Adolescent girl, 14 years old, FG

"My mom barely signed me to come to this workshop, I barely made it. Some parents can be enemies. Parents need to be educated." Adolescent girl, 14 years old. FG

When asked about the consequences, adolescent girls say:

"The trauma remains for the whole life" "It leads to a lack of self-confidence, on the basis of which we begin to question our life, our actions, everything we did in the previous moments and usually begins to question why we did such a thing, but most often we cannot solve the problem, we have no one to talk to to talk" "I think that society is silent and judges and those are the two most serious consequences".



Addendum: 16th day of activism - 25.11. until 10.12. 16 days of activism

In accordance with the focus groups with adolescents, advice for protection against violence was prepared for parents

1. adolescent-adolescent
2. parents
3. female teachers (for social networks)

a) For adolescent girls/adolescents

Dear adolescents:

1. **Educate yourself about gender-based violence:** Learn how to recognize different forms of gender-based violence, including (insults, threats, humiliation), physical violence (hitting, pushing, physical aggression), emotional violence (manipulation, isolation, insult, humiliation) and online violence (cyberbullying, online harassment). Understanding these forms of violence can help you recognize them in yourself or in others and is the first step in the fight against violence.
2. **Share your concerns:** Communication is key in seeking help. If you feel threatened or notice signs of violence, share your concerns with someone who can help. It can be a friend, family member, teacher, school counselor or someone you trust in your community. There are many organizations that offer confidential conversations and help. It is important that you know that you are not alone.
3. **Support your friends/peers:** If you see one of your peers going through a difficult time or showing signs of being a victim of violence, offer support and help them find help. Your support can have a big impact. It is important to recognize and report violence.
4. **Use social networks wisely:** Violence and abuse can also happen online, so it is important to act responsibly and with respect for yourself and others. Be aware of how your posts, comments and behavior online can affect others.

5. **Practice empathy:** Putting yourself in other people's shoes and understanding other people's feelings and experiences can help you build a better understanding of yourself and others. Understanding and compassion for others helps develop healthier relationships and a safer environment.
6. **Get involved in activism:** Join school or local groups that promote gender equality and the fight against violence.
7. **Learn about the signs of abuse:** Recognizing the signs of abuse in yourself or others is important for quick reaction and seeking help. These signs include changes in behavior, physical injuries, fear or anxiety, as well as digital clues such as disturbing messages or posts.
8. **Don't be silent:** If you witness violence or are a victim of violence, it is important to talk about it. Silence can allow the abuser to continue the abusive behavior. Asking for help is a sign of strength, not weakness. Talk about it with people you trust. If you are afraid to speak directly, you can use anonymous helplines or online platforms for help. Your voice can initiate change and prevent further violence. Raising your voice against violence is not only your right, but also your responsibility. **If violence happens to you, feel free to say it, there are adults and institutions that will protect you.**

Only together can we stop violence!

b) For parents:

Dear parents,

1. **Talk to your children about gender-based violence:** It is important that as a parent you have clear knowledge about all forms of violence. It is important to explain to children that violence is bad, to explain to them what violence is and how it can be recognized, and what to do if they experience or witness it. This includes talking with children about emotional and physical boundaries, how to recognize the behaviors of others that hurt them, but also their own behaviors that can hurt others. Use age-appropriate examples to help them understand you.

2. **Be their role model:** Remember that children absorb the behavior they see. If you treat everyone around you equally, children will notice and apply it. It is important to show them how you resolve conflicts in a peaceful way, how you apologize when you make a mistake, and how you show respect for yourself and others. Be a positive example for your children.
3. **Pay attention to your children's online activities:** Be aware of your children's online activities, as online violence can often go unrecognized. Teach your children about safety in the digital world and the invasion of privacy they may experience. Explain to them that anything posted online can have long-term consequences and that the online space is as real as the physical space. Talk to them about online safety and how to recognize and avoid online bullying.
4. **Be there for your children and support them:** If your child experiences gender-based violence, give him emotional support and understanding. Your support is essential in their recovery. Try to stay calm and don't judge. Children need the assurance that they will be understood and protected. Additional reprimanding does not help them. If necessary, seek professional help.
5. **Provide information to your children:** Find out about local organizations, support groups, counseling centers and other resources that can help. Give your children information that you can get help together if needed, including anonymous helplines and online counseling.
6. **Talk to your children about healthy relationships:** Through everyday interactions and conversations, teach children about the importance of setting boundaries, expectations in friendships and romantic relationships, and how healthy relationships should be based on mutual respect and communication.
7. **Monitor your children's behavior:** Pay attention to changes in your children's behavior, which can be a sign that they are going through difficult situations. Changes in behavior, such as withdrawal, a sudden drop in school performance, or changes in sleep, may be an indication that your child is facing problems, including possible violence or abuse.
8. **Be there for your child:** Developing trust and security in the relationship with children allows your child to be free come and talk to you about any problem.

Willingness to talk to your children, show above all that they are important to you, that you are interested in them, their life and activities. Encourage them to come to you at any time without fear or shame. Make sure they know they will be heard and have your unconditional support. Providing a safe environment at home is key to developing trust and reducing the consequences if your child has experienced violence.

Only together can we stop violence!

c) For teachers

Dear teachers:

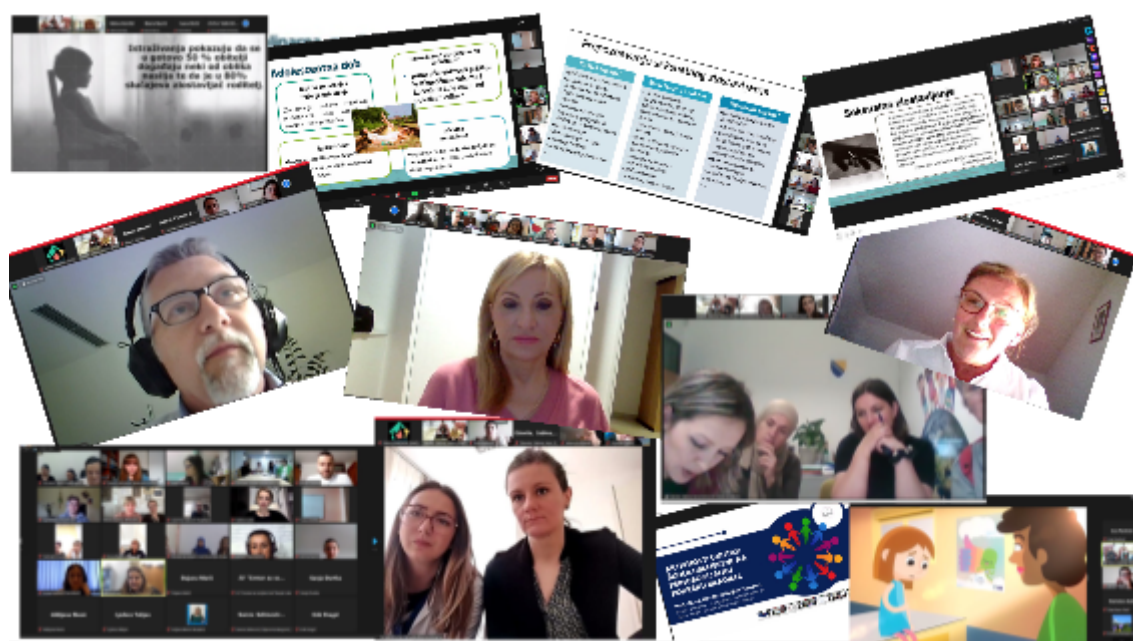
1. **Create educations in schools:** Develop and implement curricula that include lessons on gender equality, recognizing and preventing violence. Use interactive teaching methods, such as group discussions, case studies and projects, to help students understand the complexity and importance of these topics.
2. **Create a safe environment:** Be active in creating an atmosphere where all students feel safe to express their opinions and experiences. This includes establishing clear rules of conduct and protocols for cases of violence, as well as providing support to students who have survived violence.
3. **Organize workshops:** Plan and lead workshops that focus on educating students about gender-based violence. Workshops can cover topics such as recognizing violence, understanding its causes and consequences, and learning about healthy ways to resolve conflicts.
4. **Be available to chat:** Make sure all students know you are available for confidential conversations. Open the door to your classroom or classroom to students who may be struggling with personal issues and/or seeking counseling.

5. **Promote inclusivity:** Make classrooms a place where everyone feels included and where differences are accepted. Strive to recognize and eliminate any bias in teaching and materials, and ensure equal representation for all.
6. **Educate yourself professionally:** Participate in professional development programs, seminars and workshops covering the topics of gender equality and violence. This will enable you to be enriched with good practices and to effectively respond to the needs of students.
7. **Advocate for school policies:** Work with colleagues and school administration to develop and implement policies that promote equality and prevent all forms of violence. This includes developing clear protocols for reporting and responding to violence, as well as support programs for both victims of violence and perpetrators of violence.
8. **Advocate for safe schools:** Be an advocate of zero tolerance for any form of violence in school. This may include organizing awareness campaigns, establishing safe channels for reporting violence and working with students to develop violence prevention strategies.

Only together can we stop the violence!



NARRATIVE REPORT OF THE SPECIALIZED TRAINING "CARE ABOUT ADOLESCENT GIRLS"



THANK YOU FOR YOUR SUPPORT AND COOPERATION!



Interdisciplinarna mreža stručnjaka "Ovdje&Sada"

ZAŠTITIMO ADOLESCENTKINJE

U suradnji sa:

unicef
for every child

Realizuje novi projekat

Uklanjanje barijera:
transformisanje usluga za osnaženu budućnost za sve adolescentkinje, kroz osnaživanje stručnjaka unutar zdravstvenog, socijalnog i odgojno-obrazovnog sektora u podršci adolescentkinjama koje su preživjele nasilje uz obezbjeđivanje girl-friendly okruženja

Uz podršku resornih ministarstava

BOSNA I HERCEGOVINA
Federacija Bosne i Hercegovine
Federalno Ministarstvo zdravstva



Министарство здравља и
социјалне заштите
Републике Српске



Bosna i Hercegovina
Federacija Bosne i Hercegovine
Federalno ministarstvo
rada i socijalne politike

FMON
Federalno ministarstvo obrazovanja i nauke



Vlada Brčko distrikta BiH
Odjel za obrazovanje