



**Institute for the prevention of sexualized  
violence**

**Preventive organizational  
development**

**in institutions of the child  
and youth welfare sector**

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## Hazissa:

Hazissa is a prevention project against sexualized violence founded in 2003. In the course of the last few years Hazissa has used more and more scientific findings to develop the prevention measures in a way that they can reach best possible effectiveness.

The key finding is that prevention programs are more effective if all stakeholders of a certain institution (adolescents, parents, staff, organization) are broadly included in trainings, workshops and organizational development processes.

Comprehensive prevention measures that simultaneously focus on several levels achieve better effectiveness than programs that are limited to one level.<sup>1</sup>

Especially facilities of the child and youth welfare services are often confronted with suspected cases of sexualized violence.

The German Youth Institute (Deutsches Jugendinstitut) surveyed more than 1800 institutions about suspected cases of sexualized violence in 2010 and 2011.<sup>2</sup>

The study showed that 43% of the schools, 40% of the boarding schools and 70% of the homes were confronted with suspected cases of sexualized violence in that particular period.

Sexualized violence happens in different constellations:

- Sexualized violence by staff
- Sexualized violence by children and adolescents
- Sexualized violence by external persons

Within the scope of a comprehensive organizational development we offer trainings and team development processes for the staff, parent education and workshops for girls, boys and residents in facilities of the youth welfare sector or institutions for people with disabilities. Existing pedagogical concepts are extended with sexual education concepts.

These concepts make dealing with sexuality transparent and implement prevention at the facility, but they also contain guidelines on how to act and intervention plans for dealing with sexualized assault and violence.

"The development and implementation of prevention measures takes place as far as possible in association with all the relevant persons and groups."

This claim for the best possible cooperation addresses the individuals within the organization as well as the external assistance

<sup>1</sup> Heinz Kindler, 2003, 2012

<sup>2</sup> compare. Frings, Huxoll, 2012

## HAZISSA -Staff:

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and support systems like ombudsmen or youth service agencies with focus on process accompaniment, counseling, children's rights and child protection, involvement and participation and possible analysis of the architectural and spatial conditions.

In order to make this cooperation and networking possible Hazissa has the support of an advisory board of experts with practical knowledge which discusses and reflects the concepts for institutions in focus groups and contributes essential elements (eg. participation processes).

The evaluation of measures is also a part of this orientation on empirically proven quality features of prevention work.<sup>3</sup>

This means that prevention policies are extensively documented and evaluated. Findings are used to check the quality and sustainability of the project and to adapt concepts, policies, and measures accordingly.

Process evaluation in the course of the project enables the perception of specific challenges of the organization and individual needs of the participants. It allows for adapting the methods and contents regularly.

“Evaluation as a (semi-)professional practice begins when an evaluation process is methodologically systematized with the goal of obtaining a better know-how as well as achieving improved decision-making within the practice.”<sup>4</sup>

The used evaluation methods and insights gained for the development of prevention concepts are discussed and assessed in a scientific advisory board together with the experts.

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<sup>3</sup> Günther Deegener, 2012

<sup>4</sup> Kindler, 2003, AMYNA e.V.

## Overview of the prevention program for institutions of the child and youth welfare sector:

- Kick of meeting (information session)
- Training of all staff relating to:
  - Sexual violence against children and adolescents
  - Sexual abuse by and among children and adolescents
  - Prevention in everyday education
  - Specific risk factors and support systems in institutions, external aid and counseling facilities, ombudsmen and specialized agencies
  - Legal basis
- Information for parents about sexual development and sexual pedagogic support, information about prevention of sexualized violence, support facilities and go-to places
- Workshops for children and adolescents relating to:
  - Identity, emotionality, sexuality
  - Subject areas concerning prevention (body, boundaries, feelings ...)
  - Sexualized infringements and sexualized violence
  - Complaint management, support facilities and ombudsmen
- Accompanying reflection talks with the staff
- Creation of a sex education concept in order to complement existing educational concepts and implementation of this concept.
- Reflective conversations with the staff, administration, children and adolescents about feedback and evaluation as well as discussion and adaptation of the sex education approach.
- The organization can also make use of team consultation, team development, supervision, management coaching, outdoor and experiential education if necessary.

## Appointments & time

Kick off meeting for all staff:  
 3 hours

Training for all staff:  
 Trainings, points 2.1 to 2.5: each lasting 6 hours  
 Max. group size: 30 participants

Attendance of the work group "creation of a sex education concept"  
 5 appointments á 3 hours

Team development  
 4 appointments á 6 hours  
 For more than 10 participants: 2 trainers

Presentation of the sex education concept for all staff  
 1 appointment á 3 hours

Workshops for children and adolescents:  
 Ca. 3-5 meetings á 2 hours per group  
 Max. group size: 20 participants, In gender- and age-homogeneous groups!

Reflection conversations:  
 3 x 1 hour accompanying workshops with the children / adolescents

Presentation of the sex education concept for all adolescents:  
 1 appointment á 2 hours

Parent information:  
 2 x 2 hours accompanying workshops with the children / adolescents

Feedback-meetings  
 1 appointment á 3 hours

Team development, supervision etc. on demand  
 For more than 10 participants and in crisis situations: 2 trainers

## 1. Kick-off meeting / Information session

A kick-off event for all staff takes place at the beginning. Everyone is informed of the schedule and contents of the prevention concept and they are free to ask questions.

## 2. Training of all the staff

An important goal of the training consists of increasing the pedagogues' ability to act in dealing with sexuality, suspected cases and cases of sexualized assault and violence.

Therefore trainings take place relating to:

### 2.1 Sexualized violence against children and adolescents

- Clarification of the definition
- Boundary violation / sexualized infringements / sexualized violence
- Dynamics of violence and offender strategies
- Juvenile offenders
- Symptoms and possible indications
- Dealing with suspected cases, guidelines and intervention plans

### 2.2 Prevention in everyday education

- Girls' and boys' work in the facility
- „Victim“ – and „offender“ prevention
- Subjects of the primary prevention (sex education, body, boundaries etc.) and the practical implementation in everyday education
- Media literacy and media control

### 2.3 Sexuality and sexualized infringements among children / adolescents

- Psychosexual development
- Reflection of personal approaches and attitudes, norms and values
- Sex education, rules for „normal“ sexuality, „playing doctor“
- Boundary violations and sexualized violence
- Dealing with affected and molesting children and adolescents, conversation strategies, interventions and measures

## Implementation, Methods, Objectives, Evaluation:

Fundamental attitudes of the Hazissa-staff: Respectful, participatory, promoting development, resource-oriented.

During the kick-off meeting the „status quo“ is surveyed for the evaluation purposes. The staff's wishes and fears are written down and the group should reflect on its previous handling with sexuality and sexual abuse and violence. Objectives for the institution, individual departments and staff have to be agreed on.

Sequence analysis of the statements of all participants should be conducted in the areas of team dynamics, dynamics among the adolescents, institutional factors, educational concepts, guidelines for action and intervention plans as well as further education needs.

The planning of the further education will be based on the needs and goals of the participants. Regular updates, feedback loops and evaluations are scheduled.

## 2.4. Specific risk-factors and prevention in institutions

- Organizational structures and working conditions
- Participation and complaint management, ombudsmen
- Spatial conditions
- Relevance and implementation of pedagogical and sex educational concepts
- Cooperation with specialized support systems
- Involvement of parents, caregivers and the social environment

## 2.5. Violence in the name of honor (honor crimes) and legal basis

- Cultural risk factors and courses of action for the protection of victims
- Legal situation in Austria: Children and youth protection laws, laws against violence, reporting and notification requirements, supervisory duties, liability, victim protection laws, process monitoring.

## 3. Parent information

Parents are an important target group of prevention measures. In the course of events for parents that accompany the workshops with the children and adolescents, parents should improve their power of observation and skills in order to contribute to the protection of their children.

The main contents of these parent conferences are providing information about sexual development, sexual pedagogical support and support and counseling services and giving the opportunity to reflect on attitudes towards education.

The teams should learn how parents can be more involved in sex education efforts.

### Implementation, Methods, Objectives, Evaluation:

Contents of the workshops are issues concerning the prevention of (sexualized) violence.

There is always one female and one male workshop leader working with the group.

This way the adolescents get to experience men and women in dealing with each other. They have the possibility to extend their range of role models.

It is also possible to go into group dynamic processes very well. Because of the presence of 2 trainers it is possible for them to take care of young individuals for a short period of time if the situation demands it.

To deal with the topics of sexuality and sexual assaults girls and boys are separated into gender homogeneous groups.

Applied methods are:

- Role-plays
- Body exercises
- Perception exercises
- Group exercises based on game pedagogy
- Creative DIY
- Cooperation and communication exercises

## **4. Workshops for girls / young women and boys / young men**

### **4.1 Getting to know each other**

### **4.2 Emotionality**

Perceiving and expressing feelings and needs, empathy and conflict resolution skills, boundaries

### **4.3 Identity**

Self-worth and self-esteem, gender roles, dealing with power and authority

### **4.4 Sexuality**

Sexuality and sex education, love, friendship, partnership

### **4.5 Sexual violence**

Recognizing and preventing sexual assaults.

Children's rights, protection of minors, victim protection laws and support services.

### **4.6 Together!**

Merging boys' and girls' groups so that they can together develop common rules for respectful interaction.

Accompanying 3 reflection talks with the team take place.



## 5. Teamcoaching

“Children and adolescents can grow up unburdened only in a non-violent environment. Therefore the staff has to set an example of a respectful conflict culture and an atmosphere of constructive debate. They have to show readiness to engage in a dialogue and awareness for power imbalances and the misuse of power. The staff also has to find the appropriate balance between professional commitment and personal dissociation.”<sup>5</sup>

A high proportion of self-reflection (own experiences and approaches to sexuality, violence, etc.) as well as the opportunity to exchange ideas intensively facilitate the development of and agreement on common rules and values.

Other significant contents are communication and cooperation within the team and the institution, a professional proximity-distance ratio, the error culture and the culture of interaction with each other.

## 6. Sex Education Concept:

The sex education concept is there to expand existing educational concepts and guidelines for action.

The concept consists of dealing with "normal" sexuality, anchoring of comprehensive prevention measures, guidelines for action and intervention plans for dealing with sexual violence.

### Outcome:

- Common attitudes and approaches to sexuality, intimacy, physicality, transparent rules for respectful handling of proximity and distance.
- Clear rules and policy guidelines for dealing with "normal" sexuality among children and adolescents, but also for dealing with boundary violations, sexual assaults and violence in all situations (young people, environment, family, staff).

### Implementation, Methods, Objectives, Evaluation:

Team coaching is a group process in which all team members are actively involved. During this process the individual strengths, weaknesses and personality structures of each member are considered. Further important factors are group dynamic aspects, specific tasks of the team, institutional factors and other various framework conditions.

If needed, team development processes can also be offered as a crisis management-for instance in cases of sexual violence inside the institution. It can also be a measure to change the "team culture" or an accompanying measure in case of difficulties with installing new sexual pedagogical concepts or guidelines.

The team (in case of numerous staff a working group) is accompanied by Hazissa in development and formulation of their sex education concept.

Hazissa organizes, moderates, offers assistance and suggestions and also supports the whole process of development and implementation of the concept.

<sup>5</sup> Vgl Deegener, 2012

- Communication and institutional framework: Clear guidelines for information, documentation and reporting requirements, contingency plans, emergency numbers, checklists.
- Including prevention in the pedagogical everyday life (eg installing regular girls' / boys' activities, sex education and offers for different age groups, acquisition of materials like books, media, ...)
- Considering questions about the sexual development, sexual behavior and assaults in development plans and in helper's conferences (meetings of all involved persons like social workers, educators, psychologists etc.)
- Installing a low-threshold complaint management and possibilities to contact advisory bodies and ombudsmen.
- Measures to increase the level of participation of the residents.
- Parent education and cooperation with external institutions (living and social environment orientation, eg. support systems such as therapists, schools, school social work, youth centers...)
- Regular training and reflection offers concerning sexuality, violence and prevention for the staff and also case and team supervision.
- Evaluation and adaptation of the sex education concept and coaching of the prevention team at regular intervals.

If the working groups are made up of different teams, it is necessary to set up regular feedback loops with the team members who are not included in the concept development process.

The director of the institute / the management is responsible for an comprehensive overview and a useful embedding into the existing concepts and structures.

An essential task of the director is also the controlling and implementation of the concept and the execution of further measures of quality assurance.

## 7. Supporting the concept implementation

### 7.1 Children and adolescents

- Presentation of the sex education concept.
- Discussion of the rules for dealing with sexuality within the institution
- Explanation of the measures and consequences in case of sexual assaults.
- Information about contact persons within the institution, about opportunities for participation and complaint management, about external advisory and assistance offers and ombudsmen.

## 7.2 Staff

If an institution creates a sex education concept, its aim should be to increase the quality of work and the protection of minors and staff.

It is essential to implement this in the everyday work too.

It should be a guide for the staff and made accessible to the new staff / children / adolescents from the beginning.

## 7.3 Follow-up meetings:

The implementation of the concept will be reviewed and evaluated after completion of the organizational development process at regular intervals.

On the one hand one should find out how the implementation of the sex education guidelines works and if it's successful and on the other hand how satisfied is the staff with the concept and its practicability.

This inquiry shall be the base for the development and adaptation of the concept.

The plan is to have annual follow-up meetings for evaluation.