

Safety – the base in ensuring the wellbeing of children

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Bezpieczeństwo – podstawa zapewnienia dobrego samopoczucia dzieci

Badania i praktyki ostatnich lat pokazują, że prężna i silna rodzina może zapewnić niezbędną opiekę swoim dzieciom, niezależnie od trudności, z jakimi się borykają czy pomimo niesprzyjającego środowiska, w którym żyją. Przedstawione badania przeprowadzono w kontekście rosnącej potrzeby wsparcia rodziny w zapobieganiu i/lub pomocy w przezwyciężaniu sytuacji ryzykownych. Celem badań jest wzmocnienie pozycji i wsparcia rodziny, aby mogła zapewnić bezpieczne i wspierające środowisko dla opieki, wzrostu i optymalnego rozwoju swoich dzieci. W badaniach planowana interwencja skupia się na rodzinie i wszystkich czynnikach wychowawczych i ma na celu zapewnienie dziecku dobrostanu. Wszystkie działania w ramach partnerstwa międzysektorowego wspierają wzmocnienie rodziny, ze zwiększonym naciskiem na rozwój zdolności rodzicielskich, rozwój relacji i sieci wsparcia społecznego, powiązanie rodzin z dostępnymi zasobami i ukierunkowanie na specjalistów usług powszechnych (zdrowie, edukacja), usługi specjalistyczne (porządek publiczny, pomoc społeczna), a także inne zasoby lokalnych władz publicznych.

Słowa kluczowe: bezpieczeństwo; dobre samopoczucie; obszary dobrego samopoczucia; rodzice; dzieci; Republika Mołdawii

Implement child protection policy in accordance with the international and national regulatory framework: UN Convention on the Rights of the Child

and optional Protocols ratified by R. Moldova; Constitution of the Republic of Moldova; Strategy of Child Protection for the years 2014-2020; Strategy for the development of education for the years 2014-2020. Education – 2020; Cross-sectoral strategy for developing parental skills and competences for years 2016-2022; Program for inclusive education development for 2011-2020; Law on the Special Protection of children at risk and of children separated from their parents; The instructions on the cross-sectoral cooperation mechanism for prevention of the primary risks to the well-being of the child; Minimum quality regulations and standards for the organization and functioning of various social services for children and families. The cabinet of ministers approved the instructions on the cross-sectoral cooperation mechanism for prevention of the primary risks to the well-being of the child (HGRM Nr. 143, 2018; HGRM Nr. 270, 2018). The document stipulates the exchange of information between authorities and the method of data collection and analysis on children well-being necessary to prevent the occurrence of risks and, by case, for prompt intervention. The persons responsible for the systematic monitoring of the child's wellbeing will be designated according to age and educational institution frequented by children. These may be: the family doctor, the nurse, the educator, the headteacher of the preschool institution, homeroom teacher or the headteacher of the educational institution. The assessment of child well-being will be carried out by the regular completion of the records which include the areas of well-being affected, the actions to be taken to provide support and the need to involve other authorities to improve the situation of the child. The new mechanism will allow the identification of child victims and potential victims of violence, neglect, exploitation and trafficking, as well as adequate assistance to children. Such an approach concerns not only children in classic risk situations, for example from single parent families or parents abroad, but also all children. Thus, to ensure that all children are provided with superior services in terms of their well-being and health safety.

Decision No. 1177 from 10/31/2007 on the establishment of the Committee on the Protection of children in difficulty and the approval of its Framework Regulation of activity. Cross-sectoral strategy for developing parental skills and competences for years 2016-2022; Law No 140 from 14 June 2003 on the Special Protection of children at risk and of children separated from their parents, meeting the needs of the child in all areas important to his or her harmonious growth and development, which provide him or her with a good start in the early years of life and preparation for life-long achievements as part of the case management. The areas of child wellbeing are (HGRM Nr. 143, 2018):

- Safety – protection of violence, neglect, exploitation and harm at home, in the educational institution or in the community;

- Health – support for healthy lifestyles and access to health care to meet physical and mental health standards;
- Accomplishment – support and guidance in the process of learning and developing skills, confidence and self-esteem at home, in the educational institution and in the community, corresponding to the age and potential of the child;
- Care with affections – providing a growth and development environment that offers love, support and encouragement and meets the needs of the child;
- Activism – create opportunities and encourage participation in various activities in accordance with the interests, age and potential of the child which contribute to harmonious growth and development;
- Respect – recognition of importance and assurance of the right of every child, to be treated with respect and dignity at any time, no matter the age, sex or origin, no matter what he did or he failed to do; respect also means ensuring that the child is heard and involved in the decision-making process, in accordance with her/his age and potential;
- Responsibility – encouraging and supporting in assuming the active tasks and roles at home, in educational institution and community, self-control capacity, understanding and respecting moral and social norms, according to the age and potential of the child;
- Inclusion – acceptance of every child without any differentiation, as a person who can make a valuable contribution to the family and the community, elimination of social, educational, physical and economical inequalities and acceptance as an active member of the community in which he/she lives and learns, according to the age and potential of the child;

When talking about social issues, the term “wellbeing” is used to refer to the quality of human life and covers both subjective and objective aspects. Subjective wellbeing focuses on how people feel, while objective welfare focuses on conditions that affect those feelings, such as health or education. Both perspectives are valuable for an understanding of children's well-being.

The consortium of “Learning for wellbeing European Foundation” has defined wellbeing of the child as “realizing the unique potential of man through physical, emotional, mental and spiritual development in relation to herself/himself, others and the environment”. It is based on a vision of society, in which all people can develop their capacities to realize their potential by increasing and living in environments that foster these abilities and enable the uniqueness of each individual to happen. This is a commitment which requires that all parts of society should contribute to children's wellbeing and regard children's

wellbeing as an important measure of its progress. (see Kickbush and colab., 2012) One of the key components of the consortium's work was the development of approaches and indicators measurement, monitoring and evaluation of children's abilities, and support from their environment (LPRM Nr. 140, 2013).

From the 8 areas of child wellbeing according to Law 143, an analysis was carried out to ensure these fields from the standpoint of the parents from rural area.

Table 1

The results of the survey that was cared in 8 different localities

Nr.	Locality	Nr. respodents	Age	They have children under the age of 18
1	Borosenii Noi	18 / 10,50%	25-30 – 13p.	Yes – 161 (94,20%) No – 10 (5,80%)
2	Văratîc	26/ 44,46%	31-35 – 10p.	
3	Corlăteni	25/ 42,75%	36-40 – 16p.	
4	Mihăileni	28/ 47,88%	41-50 – 11p.	
5	Zăicani	23/ 39,33%	50-60 – 1p.	
6	Costești	18/ 30,78%	Did not indicate the age 120p./	
7	Rășcani	15/ 25,65%		
8	Hiliuți	18/ 30,78%		
Total		171		

Researches on child development and family interactions proves that there is a very close link between the experiences of the child during the first years and the environment that they grow in. The ability of the parent to raise their children with affection from early childhood, can prevent the child from traumatization and help to stimulate brain development, laying the foundation for the development of thinking, memory, language and learning ability. For the understanding of child well-being in the family environment were analyzed the household income.

From the standpoint of your household's income, which category you believe you best fit into?

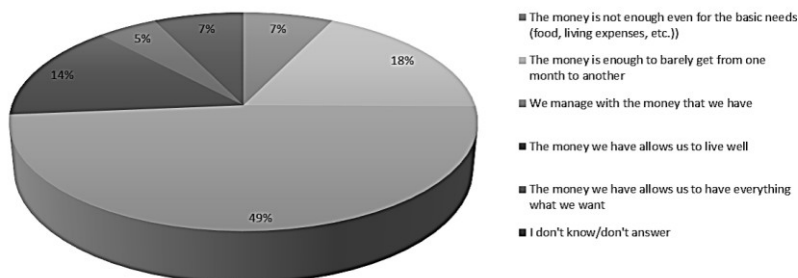


Fig. 1. The response of the respondents at the question “From the standpoint of your household’s income which category you believe you best fit into?”.

Dependence on financial concerns remains significant even if the number of families that say they manage with the income that they have monthly is 49% from respondents. Even so, 18% say that the money is enough to barely get from one month to another and 7% of respondents say that the money is not enough even for basic needs, that proves that from 171 families, 55 face significant material deprivation, where parents hardly cover the basic needs of children.

The home where the child is growing, the comfort and the environment conducive to his or her growth and development is just as important.

Is the house in which the child lives suitable for his or her growth and development? (it is connected to electricity, warms up, the roof does not leak, has suitable sleep conditions, etc.)

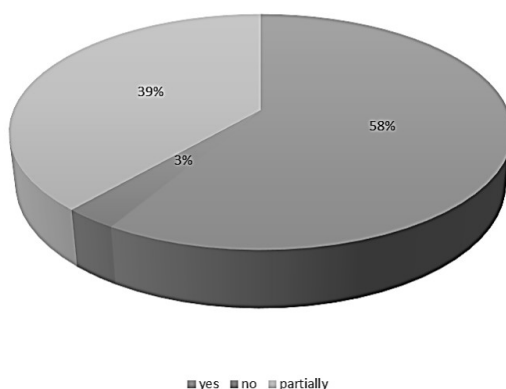


Fig. 2. The response of the respondents at the question “Is the house in which the children lives suitable for his/her growth and development?” (it is connected to electricity, warms up, the roof does not leak, has suitable sleep conditions etc.).

Based on the data obtained, we note that 39% of families partially ensure the safety of the child in the domestic environment and 3% do not provide it at all, is an indicator that in some families the right of the child to benefit from a standard of living that allows his physical, mental, spiritual, moral and social development is not satisfied or partially satisfied.

Also, every child has the right to protection and safety, has the right to feel safe and protected in every situation (especially if this can be avoided).

The data analysed proves that more than 50% of the respondents ensure child safety at home, and only 14 families confirm that a partially secured, but 10 families admit they don't provide safety at all. However, in the Information Note regarding the state of juvenile delinquency and activity on the field child's safety in the XII months of 2019, is mentioned that according to the provisions

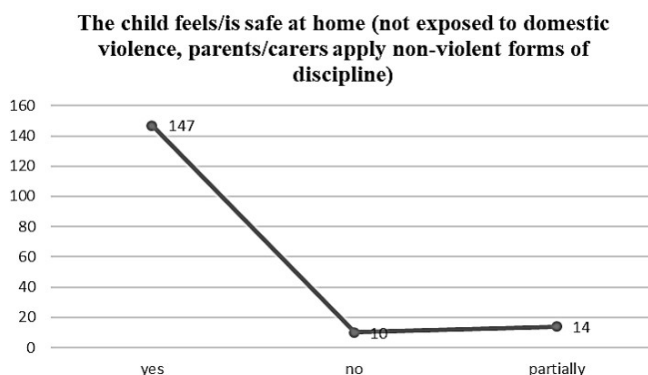


Fig. 3. The response of the respondents at the question “The child feels/is safe at home (not exposed to domestic violence, parents/carers apply non-violent forms of discipline)”.

of order of IGP No. 79 of 29.04.2015 regarding the approval of the methodical instructions of police intervention the identification, assessment, reference, assistance and monitoring of cases of violence, neglect, exploitation and trafficking of the child and the Order of Ministry of Internal Affairs nr. 293 from 08.10.2015 regarding the approval the referral sheet for the suspected case of violence, neglect, exploitation and trafficking of the child, the police employees referred to the cases addressed to the local foster authorities, with 3323/2462 referral sheets being sent during the report period, of which:

- **Psychic violence** 206/120 cases, of which: under 13 years of age – 122 children, (56 girls and 66 boys); aged 14-15 or 23 children (16-17 girls and 14 boys); aged 20 years – 34 children, (girls and boys).
- **Physical violence** – 409/458 children, of which: under 13 years of age – 231 children, (73 girls and 158 boys); aged 14-15 years – 131 children, (84 girls and 16-17 boys); aged 29-47 children, (18 girls and boys).
- **Sexual violence** – 99/123 children, of whom under 13 years of age – 32 children, (27girls and 5 boys); aged 14-15 years – 35children, (30 girls and 5 boys); aged 16-17 years – children, (27girls and 5 boys).

A great importance in the development of a harmonious personality of the child is its relations with the family, the way in which it interworks, which therefore becomes a way of behavior taken over and adopted in society.

In the United Kingdom, the Whitehall Well-being Working Group (2006) quoted in Steuer, Marks (2008, p. 9), summed wealth as: “...a positive physical, social and mental state; it is not just the absence of pain, discomfort and incapacity. It derives not only from the action of individuals, but also from a series of collective goods and relationships with other people. Basic needs need to be

met, so the individuals will have a sense of purpose and feel able to achieve important personal goals and participate in society. It is enhanced by conditions that include personal supporting relationships, involvement in communities' skills, good health, financial security, job reward and a healthy and attractive environment” (Steuer, Marks, 2008).

In the following figure, is projected the attitude of parents toward child safety in the school and Community environments:

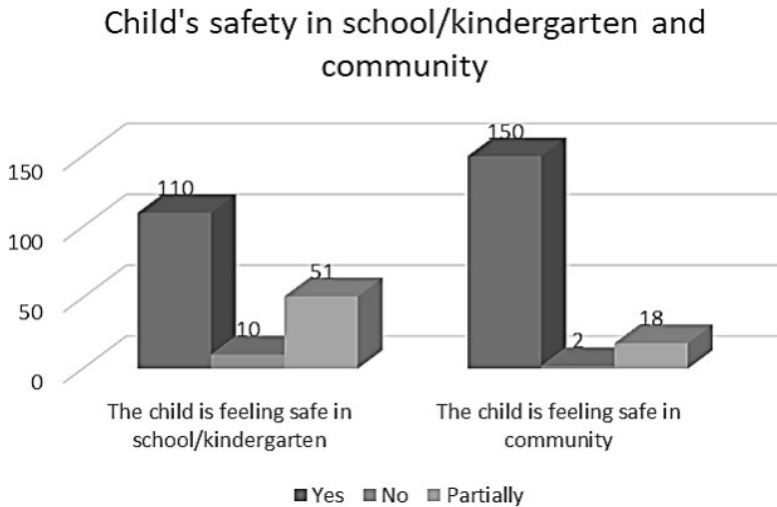


Fig. 4. The response of the respondents at the questions “The child is feeling safe in school/kindergarten” and “The child is feeling safe in community”.

Looking at Fig. 4., we can conclude that 110 parents say that children feel safe in the educational environment, 51 partially and 10 families say that their children do not feel safe in school/kindergarten. As a result, what is related to safety in the community 150 parents say that their child feels safe, 18 partially and only 2 parents say that their children don't feel safe in the community. However, the safety and protection of all children is a priority, reflected in activities organized within educational institutions. Children must be given the conditions for learning and development, both in school and in the community. This includes cognitive and emotional development, facilitated by access to play and high-quality education from the very early years of life. The social environment in which children are educated and raised is a key area of children's lives where experiences vary widely and negative experiences have a significant impact on wellbeing. In the context of my research, I have been interested in how parents perceive the provision of children's well-being, so to the question “How do you ensure the well-being of the child?”, I have received various answers such as: “I

take care about his/her feelings, his well-being: what they wear, what they eat, where are going”, “We try our best so that our children have all the necessary to be happy and healthy”. “The child is listened to, guided, protected and we try our best on giving him/her everything that is necessary to be a happy kid”, “Through care, support, love, help and advice”, “the child is assured with all the necessary things”, “he's loved and always in the center of our attention”, “Ensuring all growth conditions, development”, “Every day I pay attention to him, give affection and discuss with him”, “We try our best to he/she will not lack everything”, “Protecting them not to fall ill and to keep the proper rules”, “Ensure them with everything that they need and pay attention to them”, “Funny games, positive emotions”, “We always talk, listen, help and encourage how we can”, “They go to school every day, for their health and for their welfare, I will take care of them”, “I listen to them, I help them, and I insist on understanding them”, “Constant surveillance, games together, communications”, “Talk often with my child”, “We take care of him/her every day, we are always by their side”, “I offer him a decent living and a great deal of affection”, “I assure my child's well-being through trust, love and communication”, etc.

In parents' view, ensuring the wellbeing of the child includes meeting the needs of the child in the field of care with affection and health. Wellbeing is not a new concept for policies. However, in recent years the understanding of the areas of children's well-being and the underlying factors of well-being has not really advanced.

By analyzing research data initiated to identify the vision of parents in ensuring the well-being of children, We see a significant minority of parents in the Republic of Moldova that have a low level of well-being, this will have serious negative consequences for children's chances of childhood and life, as well as for their families and communities and the agencies that support them.

Conclusion:

- The opportunities and potential of a significant number of children and young people in the Republic of Moldova are compromised by harmful or antisocial social conditions and behavioral habits, which undermine their physical, intellectual and social wellbeing.
- The areas of child welfare are referential, substantial for the initial assessment by the social worker and the complex assessment with the involvement of professionals from other services / sectors.
- Ensuring the well-being of children and primary risk prevention shall be aimed at the intervention and cooperation of employees working in the fields of education, health care, social assistance and public order.
- Effective cooperation focused on ensuring the wellbeing of the child can be achieved in the context of a functional intersectoral partnership.

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