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Brochure as a Tool for Promoting Children's Rights in a Kindergarten Prevention of Domestic Violence

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<p>The purpose of this thesis was to produce a brochure in collaboration with a private Finnish kindergarten located in Espoo which operates in English. However, the staff requested that the brochure reads both in English and Finnish. The brochure is to be distributed to the new clients of the daycare.</p> <p>This is a functional thesis consisting of a written contribution and the brochure. In the literary section, we discuss preventive measures which continued in our brochure. In addition, we used sources that supported our topic such as the Convention on the Rights of the Child.</p> <p>The brochure became an informative presentation of children's rights, in which we also discussed forms of domestic violence, role of the kindergarten and informed families of the low threshold family services in Espoo. The brochure was compiled according to the staff's wishes and we received feedback and concrete ideas about the content. The brochure and the written contribution were refined in several meetings. We aimed to take our target group, parents of the children, into account when compiling the content.</p> <p>The thesis proceeded as planned and the work felt pleasant. Meetings with the staff were helpful during all stages; there was always a relaxed and respectable atmosphere. Based on the received feedback, the brochure was successful. During the process, we were unable to obtain feedback if the brochure had worked in a desirable manner. In the future, it would be interesting to study how families have experienced it and whether they have sought preventive services motivated by it.</p>	
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Tekijät Otsikko Sivumäärä Aika	Riina Honkanen, Diana Väyrynen Esite lasten oikeuksien edistämisen välineenä päiväkodissa. Ennaltaehkäisevää lähisuhdeväkivaltatyötä. 31 sivua + 2 liitettä 24.8.2017
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<p>Tämän opinnäytetyön tarkoituksena oli tehdä esite Espoossa sijaitsevalle yksityiselle päiväkodille, jonka toimintakieli on englanti. Päiväkodin henkilökunta koki tarvetta esitteelle. Esite on tarkoitettu antamaan uusille päiväkodin asiakkaille. Päiväkodin henkilökunta toivoi esitettä tehtäväksi sekä englannin että suomen kielellä.</p> <p>Kyseessä on toiminnallinen opinnäytetyö, joka koostuu kirjallisesta osuudesta sekä esitteestä. Kirjallisessa osuudessa toimme esille ennaltaehkäisevän näkökulman, joka jatkui esitteessämme. Lisäksi käytimme aiheitamme tukevia lähteitä kuten Lasten oikeuksien julistusta.</p> <p>Esite kertoi lasten oikeuksista Suomessa, joka lisäksi avasi perheväkivallan eri muotoja ja päiväkodin roolia tilanteessa, jossa huoli lapsen hyvinvoinnista herää. Esitteessä informoitiin myös matalan kynnyksen perhepalveluista Espoon alueella. Esite koottiin päiväkodin henkilökunnan toiveiden mukaan ja heiltä saimme palautetta sekä konkreettisia ideoita sisältöä koskien. Työtä hiottiin useissa tapaamisissa henkilökunnan kanssa. Esitteen kirjoitusasussa sekä sisällössä pyrittiin ottamaan erityisesti huomioon kohderyhmä eli lasten vanhemmat.</p> <p>Opinnäytetyöprosessi eteni suunnitellusti ja työskentely oli mieluista. Tapaamiset päiväkodin työntekijöiden kanssa olivat hyödyllisiä työskentelyn kaikissa vaiheissa. Tapaamisissa vallitsi aina rento ja kunnioittava tunnelma. Saadun palautteen perusteella esite oli onnistunut. Prosessin aikana emme ehtineet saada tietoa esitteen toimivuudesta. Jatkossa olisikin mielenkiintoista tutkia millaiseksi esite on koettu ja ovatko jotkin perheet hakeneet matalan kynnyksen apua siitä motivoituneena.</p>	
Avainsanat	lasten oikeudet, päiväkotitoiminta, ennaltaehkäisy, lähisuhdeväkivalta

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1 Introduction

Our topic for our bachelor's thesis is prevention of domestic violence against children. This thesis aims at increasing parent's awareness on children's rights in an English speaking kindergarten. As an end result, we designed a brochure for our working life partner to be handed out to parents of the children. Our working life partner is a private kindergarten located in Espoo. Kindergarten teachers have a close relationship with a child and their family therefore, they have an important role in preventing or detecting domestic violence. In addition to social work and health care, other people working with children, such as kindergartens, school and youth work, have a central role in identifying child abuse or the risk of it. (Lasten kaltoinkohtelun tunnistamisen tehokkaat menetelmät sosiaali- ja terveydenhuollossa 2015.) As people working in the front line, kindergarten teachers have the possibility to be the first to detect if children's rights are being violated.

Early education is regarded as preventive child welfare but in some situations other complementary preventive services might be needed. With our thesis we aim to inform the parents about family services within Espoo area in order to lower the threshold for seeking support and help. In addition, the brochure functions as a tool for the kindergarten's staff to build trust and in addition, to be used as a discussion platform with the parents if needed. In a study conducted by the Central Union for Child Welfare, kindergarten teachers state that the threshold for intervening has been lowered, worries are discussed earlier and reports on child welfare needs are handled within a timelier schedule. Furthermore, consulting has become easier; matters of the family can be discussed without necessarily making a child welfare report. It was also pointed out in the same study that in relation to information flow, preventive child welfare should be more effectively communicated to both customers and decision-makers. (Ehkäisevän lastensuojelun kirjava todellisuus 2010, pp. 15-20.) Our working life partner has an interest to emphasize the fact that child welfare does not automatically means a child is taken into custody. If a concern arises, the first task is to contact the parents. Promoting services that do not require a child protection clienthood hopefully will reduce the stigma concerning child welfare.

Violence occurs in all social classes, cultures and is abuse of power. It aims at intimidation, subjugation, humiliation and harm. It allows the user of violence to control

another person's thoughts, feelings and behavior. Studies have shown that prevention and elimination of domestic violence significantly increases the well-being and security of citizens and is also economically profitable. (Kenelle lyönnit kuuluvat? Kuntaopas perhe- ja lähisuhdeväkivallan ehkäisytyöhön 2005, pp.13-14.) Hence, it is an issue that affects many families and we thought it would be crucial to address this matter through promoting awareness on domestic violence. Preventive work includes a wide range of services and practices. It is common for them to prevent the emergence of problems. A smart municipality saves by investing in preventive services such as social work, family services, youth work and school support services, recalls Preventive Drug Addiction EHYT and Preventive Drug Addiction Network (EPT Network). (Ehkäisevä työ lisää kuntalaisten hyvinvointia ja tuo säästöjä 2017.) One crucial reason to promote preventive services is, that in the best scenario, it can help families to receive help before issues worsen significantly. Preventive work is in everyone's interest.

Exposure to social violence during early childhood might lead to a greater risk of behavioral problems and insecure attachments (Walker et al. 2011, p. 1331). It is important to share knowledge about these issues with the parents due to the fact that the impacts of violence might lead to long lasting problems in the future. However, with this statement we do not assume that every family is going to face situations related to domestic violence. We simply hope that this information will lead to a better understanding and awareness on domestic violence and the effects it has on children especially, and as a consequence, lowers the threshold for seeking help.

In this thesis, we examine the Convention on the Rights of the Child and legislation from the viewpoint of prohibition of domestic violence and insuring a safe environment for children. We will introduce our working life partner along with their interest in this topic. We will then define what domestic violence is and introduce the different forms it takes. Additionally, we will explain the effects of domestic violence as well as the challenges in identifying it. After that we will justify the choices we made regarding the target group, the design, content and style of text and color of the brochure. Afterwards we will describe the process of our thesis and reflect our work from an ethical point of view. Lastly we present our thoughts

2 Working life partner

Our working life partner is a daycare and preschool in Espoo that was established in 1998. They are Finnish owned yet their working language is English. The staff are qualified international professionals in the field of education. (English Daycare and Preschool in Espoo n.d.) The daycare wanted us to make the brochure both in English and in Finnish in order for it to serve all their families.

The children are divided according to their age, into five different groups. Additionally, children and families have the opportunity to become acquainted with different cultures. In each group there is a pair that usually consists of a teacher and an assistant teacher. Each pair is responsible for seven children. (Daycare groups n.d.) The brochure is meant to be given to parents at the beginning of the academic year during the parent's information evening, that the daycare stages.

Our grounds for choosing to design a brochure with our working life partner are based on the reason that they would like to find means of reaching out to the parents of the children about issues on domestic violence against children, children's rights and the kindergartens policies. The idea is that they could use this brochure as one of the tools to advocate and to increase awareness concerning the aforementioned topics.

3 Legislation

In our thesis we concentrate on preventing domestic violence among children hence we highlight the most important articles of the Convention on the Right of the Child and other important legislation. The convention brought with it a strong international endorsement that childhood is important in itself rather than just a passage to adulthood. No other convention on Human Rights has come into force as quickly. In Finland, the Convention came into force in 1991. (YK:n yleissopimus lasten oikeuksista n.d., p. 4.) In the Finnish legislation, attitudes towards family violence within the family have become more strict over the last twenty years (Oranen 2012, p. 219).

The second article of the Convention explains that state parties shall take all necessary steps to ensure that children are protected from all forms of discrimination and punishment based on their parents, legal guardians, or family member's status, activities,

expressed opinions or beliefs (YK:n yleissopimus lasten oikeuksista n.d., p. 7). Article six declares that children have the rights to life, survival and development by ensuring that they are provided with optimum health and secure environment and that children are to be protected against violence and abuse. (Ministry of Social Affairs and Health 2005, p.15.) In addition, article 19 highlights that the state is responsible to have appropriate legislation and to make necessary administrative changes to prohibit violence and to apply social and educational measures to protect any physical and mental forms of violence against children. Lastly, article 27 states that parents or other persons responsible for the care of a child have the primary responsibility, in terms of their abilities and economic potential, to safeguard the living conditions necessary for the child's development. (YK:n yleissopimus lasten oikeuksista n.d., pp. 14-20.) Lastly, the Law on Child Custody and Visitation Rights states that children shall not be subjected, punished physically nor treated in any other way offensive (Laki lapsen huollosta ja tapaamisoikeudesta 1983/361).

The primary task and obligation of a parent is to focus on their child's best interest, support the upbringing and the development of their child. (Ministry of Social Affairs and Health 2005, p. 16.) This is further emphasized in the convention on the rights of the child in Article 18.1 where it clearly states that:

both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern (OHCHR 2017).

In addition to giving rights to children, the Convention also obligates the professionals who work with them. State parties shall ensure that facilities and services responsible for the care or protection of children, comply with the standards established by competent authorities, concerning in particular safety, health, number and suitability of staff and competent supervision of staff. (YK:n yleissopimus lasten oikeuksista n.d., p. 8). The Child Protection Law discusses the responsibilities that parents and officials working with children have in relation to a child's right to a safe growth environment, balanced and varied development and special protection. The child's parents and other guardians have the primary responsibility of a child's welfare. Authorities working with children and families need to support parents and guardians in their educational work and strive to provide the necessary assistance to the family at an early stage and to guide the child and the family, if necessary, to the scope of child protection. Personnel working in early childhood education are bound, notwithstanding confidentiality provisions, without delay

to inform the municipal institution responsible of social welfare if they have in office learned of a child whose need for care and treatment, conditions that endanger development or a child's own behavior require clarification of a possible child protection need. A child protection report has to be made if there is reason to suspect a sexual offense according to the criminal law or a crime that is targeted to life and health. (Lastensuojelulaki 2007/417.)

Preventive child welfare is also discussed in Finnish legislation which is one of the viewpoints in our thesis. Preventive child welfare aims at promoting and safeguarding children's growth, development and well-being as well as supporting parenting. Preventive child welfare refers to support and special support provided for example in the field of education, youth work, kindergarten, maternity and child health clinics and in other social welfare and health care. (Lastensuojelulaki 2007/417.) From the year 2015, home service as well as family work, support person, support family and peer group activities have been available without the need for customership of child protection. The goal is to lower the threshold for seeking support and to provide timely support for families. Increasing preventive services and the proper resourcing of child welfare work will reduce the need for heavy corrective child protection measures. The Social Welfare Act defines the needs of the support for social services and social welfare. Customers have the right to services that safeguard the necessary care and livelihood as well as the health and development of children. (Sosiaali- ja terveystieteiden ministeriö 2014.)

4 Domestic violence

Domestic violence occurs when a person is violent towards their current or former partner, their children, close relatives or other close people. It includes, in addition to the most obvious acts of violence, neglect and omission. (Mitä lähisuhde- ja perheväkivalta on? 2015.) There are various ways to define the term domestic violence. According to the description given by the Ministry of Interior, in relation to the police work here in Finland, it can be defined as "all acts or threats of physical, sexual or psychological violence by one family member against another. Violent acts are committed against the victim's will and cause suffering to the victim" (Poliisi Police of Finland n.d.).

Domestic violence is a multidimensional problem that has serious and extensive effects on an individual's physical and mental health and on general wellbeing. It can lead to

physical or mental injury, disturbance of development, unfulfilled basic needs or death. Violence also causes social and health problems in addition to significant financial costs for both individuals and society. It is also worth pointing out the human suffering caused by violence to families and other people involved. Violence affects us all. It affects not only people who have experienced violence, but also those who have used or witnessed violence: relatives, neighbors, friends and representatives of many professions. (Lapset ja perheväkivalta 2000, p. 7.)

4.1 Domestic violence against children

Children grow and develop best in conditions in which they can enjoy love, affection and security. They need a person or people to whom they can attach to and who are attached to them. A child's first attachment relationship creates the foundation for later relationships. Parent's job is to protect children and to act as a safe haven from which the child can explore their surroundings and where to return to when they need security and protection. (Holmberg 2000, p. 9.) Violence against children can manifest itself in many forms, therefore making it difficult to be disclosed. (Frehsee, Horn & Busmann n.d, pp. 8-9.) Similarly, in the World Report on Violence and Health, violence is influenced by culture and acceptance vary from what is regarded as violent acts or not depending on the belief and cultural background. (2002, p. 6.)

The general perception of domestic violence is that there are two parties involved, a man and a woman. However, more often than not other parties are also present such as children as witnesses of domestic violence. Children are also subject to domestic violence. (Lapset ja perheväkivalta n.d.) Exposure to violence between family members is as damaging to a child as being subject to direct violence (Mitä lähisuhde- ja perheväkivalta on? 2015). Being a witness to domestic violence is harmful to children: children can experience violence and, for example, violence against their mothers is even scarier than violence against them. Although children do not always understand what the disputes are about, at the level of their mind they realize that something bad happens. Children often fear that someone, usually a mother, may die. Children are usually aware of domestic violence and they can sense the tense atmosphere in the family and know how to anticipate violent situations. Children learn to be on guard and they are able to read from small signs; expressions, gestures and tones when the threat

of violence is in the air. Small babies also react to violence and changes in the home atmosphere. (Lapset ja perheväkivalta n.d.)

Central Union for Child Welfare subcontracted a survey from Taloustutkimus in 2012 in which they aimed to examine issues relating to corporal punishment of children with 1026 respondents. The results show that the vast majority, 73 percent, of Finnish people oppose the use of corporal punishment on children, even in exceptional circumstances. 61 percent of respondents are, in addition, absolute in their opinions. Respectively, those who approve are now only 17 percent of respondents and those who definitely approve the use of punishment are 5 percent. (Kuritusväkivaltaa koskevat asenteet ja lapsiin kohdistuvan väkivallan kehitystrendejä Suomessa 2012, pp. 3-4.) Households with children approve corporal punishment in no more than 10 per cent of the respondents, that is, only about one in ten parents in Finland. Approximately eight out of ten relate to the use of corporal punishment negatively. Prohibition of punishment in the law is well known. 97 percent knew that the law does not allow the use of corporal punishment. (Kuritusväkivaltaa koskevat asenteet ja lapsiin kohdistuvan väkivallan kehitystrendejä Suomessa 2012, pp. 6-7.) In Finland, attitudes regarding corporal punishment have changed in the right direction especially after the 1984 adjustment of the law prohibiting corporal punishment. The development of attitudes is linked to general perceptions and attitudes in the society regarding upbringing of children. (Älä lyö lasta 2010, p. 41.)

5 Forms of domestic violence

Violent acts may be of a physical, sexual or psychological nature, or they may be of the nature of preventing or neglecting basic needs. Forms of violence rarely occur on their own. In relationships where violence happens, usually many forms of violence occur at the same time and overlap. (Mitä lähisuhde- ja perheväkivalta on? 2015.)

5.1 Corporal punishment

According to Donnelly, Straus and Murray (2005, p. 3), corporal punishment is defined as “the use of physical force with the intention of a child to experience pain, but not injury, for the purpose of correcting or controlling the child’s behavior.” What separates the act of love and violence lies on defining what the action inflicts on children. Conflicting views

on corporal punishment for children exist and varies from one culture to another as well as from the perspective of law. When the act causes the child to suffer greater health and life risks that could lead to seeking further medical attention, this is where the line between corporal punishment and physical abuse on a child demand a specific definition and point of view. Common modes for corporal punishment include spanking, grabbing, slapping and pushing the child forcibly. Interestingly, corporal punishment is seen to some as a positive and a much needed approach to parenting a child. Hitting a child with an object such as hair brush, belt or paddle in traditional norms are acceptable but it is gradually regarded as physical abuse instead of corporal punishment (Donnelly, Straus & Murray 2005, pp.3-4).

For the one causing the pain onto a child in order to discipline the child, the pain is desirable and that desire to hurt a child is what makes corporal punishment an unnecessary act. The pain caused by punishing a child does more harm than good and it only benefit the punisher as a short-term mechanism or way to establish control over the child and to dispense anger towards the undesired behavior from the child. (Bitensky 2006, p. 3). Whether pulling a child's hair to smacking the child with the hand, imposing these physical actions is an act of violence.

Bitensky (2006, p. 3) in addition, states that disciplining a child through implementing corporal punishment as acknowledged by many experts in child care does nothing to aid or assist a child's attitude in regards to the desired behavior expected by adults from them. Rather, this obstructs the child's progression and development in life. The aftermath of the abuse can affect a child's physical, psychological, cognitive and behavioral progress and growth (National Research Council Staff 1993, p. 208). By exposing children to the abuse and neglect inflicted through corporal punishment, particularly when any harm is involved, children learn that violence is the norm in resolving any conflicts. Simultaneously, their understanding of relationship will be based on how the parent reacts with one another and that could leave either a positive or a negative impact on how the child would behave towards others in future life. (World Report on Violence and Health, 2002.)

5.2 Physical violence

Physical violence against a child is an activity that is damaging to health or causes pain. Violence may be mild or severe violence and may lead to the death of a child. However, all activities that violate the physical integrity of the child are violence. Physical violence is, for example, hitting a child with a hand or a variety of objects, kicking, shaking, slapping, shoving, tearing, burning, drugging, tying or forcing a child to eat. (Nettiturvakoti.)

5.3 Physical neglect

Physical neglect is a matter where, regardless of the cause, the basic physical needs of a child are not taken care of. The physical basic needs of the child are, for example, adequate and age appropriate nutrition, care, clothing, security and protection, hygiene, safe living conditions, health and healthcare, education and age appropriate control and guidance. (Nettiturvakoti.)

Neglect is the most common form of violence and is the most dangerous for infants and toddlers. Neglect often proceeds unnoticed and is unintentional; parents are unaware of their inability or incompetence to respond to a child's needs. A neglected child may not be symptomatic in a way that would help professionals or other adults around them to interpret the situation as neglect and intervene early on the situation. A small child cannot talk about their experiences and nonverbal messages and symptoms are not always interpreted correctly. It is also difficult for an older child to tell about experiences of neglect. A child may grow in the belief that all people live similarly and does not think that their life and experiences have something to do with neglect. Neglect can have different degrees of variety, difficulty and continuity. It has been reported that neglected children have even more problems than those who have been physically violated. (Nettiturvakoti.)

5.4 Emotional violence

Mental or emotional violence describes events and situations between children and parents that are detrimental to the socio-emotional growth and development of the child. These include, for example, threatening with violence, making the child invisible, verbal

abuse, bad mouthing and name calling, humiliation, subjugation or contempt, intimidation, isolation or corruption. So-called symbolic aggression is also emotional violence where an adult behaves frightfully and aggressively from a child's point of view, for example by throwing or breaking things, shoving doors, screaming or raging. An adult is in the emotion of hatred and directs his anger to his surroundings without resorting to physical violence directly to the child. From a child's point of view, the adult's behavior is threatening and unpredictable and the child feels insecure. (Nettiturvakoti.)

5.5 Emotional neglect

Emotional neglect describes the relationship and interaction between a child and a parent. Repeated emotional neglect causes a child to know him as worthless, unwanted and unloved. Different emotional interaction can be divided into five categories. First, the parent is not emotionally present and available to the child. The parent may be physically close to the child, but the child's feelings and emotional needs are not heard and seen, the child is as if invisible in the family's everyday life. In the background there might be substance abuse and mental health problems or parental violence, but also a strong commitment to working life, the work's access to the home sphere through various electronic devices or exhaustion. Second, the parent's perception, stance and attitude towards a child are negative. A child is subjected to hostility, contempt and intercept. Even a small child can be considered as evil or an elder can make a child a scapegoat of their own difficulties. Third, interaction with the child is inconsistent and inappropriate for the age of the child. The child is over-guarded or the child's learning and curiosity are limited. On the other hand, the child can also be expected to act in a manner that is not yet possible for his age. A child may be subjected to traumatic experiences such as spousal violence or adult suicide attempts, for example. The child may also be told about things that are not suitable for his age. Fourth, parents are unable to identify the individuality and psychological boundaries of the child. The child may be used to implement the parent's own spiritual needs or the parent may lack the ability to separate the child's reality from their own beliefs. The parent can also attach features and qualities to the child that describe him or herself or someone else. Fifth, parents are incapable of supporting and safeguarding the child's social needs and endurance. For example, a parent does not understand that a child needs, especially after the infant stage, contacts with children of their age to learn social skills. Parents' behavior and life situations can also lead to the child being forced or adopting models of problematic social behavior. (Nettiturvakoti.)

5.6 Sexual abuse

Sexual abuse of a child are all the acts and events that violate a child's sexual integrity. Abuse may occur in many different ways; it may be inappropriate touching of a child for example in the genital area or the child may be exposed to sexual activity between adults. (Nettiturvakoti.) A child may be exposed to age inappropriate sexual activity or footage. A child may be used in production of pornographic material or in prostitution business. (Joki-Erkkilä, Jaarto & Sumia 2012, p. 132.) Berg (1994, pp. 205-206) suggests that in most cases, a family member or a close family friend is usually the crime offender. A sexually abused child is exposed to harmful, traumatic experience, humiliation and deep psychological aftermath.

6 Effects of domestic violence

Domestic violence against children is a public health problem that causes disadvantages both in the short and long term. All forms of abuse expose a high risk to the health and well-being and even to the life of a child. Domestic violence harms a child's normal physical, mental and social development, impairs learning and has a negative effect on behavior. It creates a series of events that lead to stress and causes changes, for example, in children's and adolescents developing nerve, circulatory, immune and metabolic systems. (Lasten kaltoinkohtelun tunnistamisen tehokkaat menetelmät sosiaali- ja terveydenhuollossa 2015.)

Physical injuries are, for example, bruises, fractures, scratches and abrasions, brain injuries, burns and eye injuries. Mental problems or problems linked to emotional life and behavior are, for example, depression, anxiety, eating and sleep disorders, over activity or accentuated feelings of shame or guilt. Sexual problems include, for example, sexually transmitted diseases or unwanted pregnancy and also the loss of sexual desire or infertility. Long term consequences may include posttraumatic stress disorder, phobias, panic disorder, psychosomatic disorders, alcohol or drug misuse or self-destructive behavior. Effects can also be violent, criminal or other risk-taking behavior. (Väkivallan vaikutukset 2013.)

Domestic violence experienced in childhood is linked to various negative psychological reactions such as lowered self-esteem, loss of self-control and control of the environment, over-alertness and irritation, sense of loneliness, loss of trust, diverse negative cognitive reaction manners and self-blame. Linguistic development deficiencies have been most studied and appear to be particularly strong among children who have experienced violence. These children have less success in peer relationships, are more likely to be abandoned by a circle of friends and interact more aggressively than the average. (Kaltiala-Heino 2012, p. 169.)

Studies have also reported that domestic violence experienced in childhood is linked, in later developmental stages, to the use of intimate partner violence as well as drifting into abusive intimate relationships. It has been proposed that experiences of domestic violence distort the processing of social information and this is reflected in various difficulties in school achievements and in peer relationships, even in adulthood relationships. Especially as a result of long-lasting domestic violence, negative mental responses can prolong and become more common. Negative psychological responses are burdensome and reduce the quality of life. They also predispose to mental disorders. For example, low self-esteem is connected with depression and anxiety disorders and self-blame may expose to self-destructive behavior, difficulties in social processing and linguistic difficulties, however, relate to behavioral disorders and violence in adolescence. (Kaltiala-Heino 2012, pp. 169-170.)

Changes in a child's brain brought about by abuse can be seen as withdrawal or aggressive behavior, substance abuse, and mental health problems. As with other recurrent traumatic experiences, abuse has a particularly strong effect on the functioning of the brain's limbic system, the frontal lobes and the pituitary-adrenal gland axis. As adults, the functioning of the limbic system is controlled by the front of the frontal lobe, a prefrontal cortex. This part of the brain that is responsible for controlling one's own actions develops very slowly and is mature only in young adults. Because of the inadequacy of the prefrontal cortex, a child needs an adult's help in controlling their own activities and managing emotional states for a long time. A small child is not capable of self-assuring himself after frightening experiences. If a child is left alone with his fear and trauma experiences, as is often the case with abuse, these experiences integrate into his selfdom and later affect the way of encountering the surrounding world. The meaning of good care of little children for the brain's favorable development cannot be over-emphasized. (Pihko 2012, p. 161.)

6.1 Effects of domestic violence on learning

Children's cognitive development and children's learning are very much influenced by various aspects in their lives and especially crucial during the early stage of childhood. In understanding how learning takes place, Santrock examined child development theories in childhood. Psychoanalytic theorists for example, emphasized that children's development is heavily formed from early experiences children have with their parents. Sigmund Freud, a leading psychoanalytic theorist stated that development in this manner is substantially influenced by emotions and that development occurs unconsciously. This means interpreting any symbolic meanings of behavior and deep unconscious thoughts is necessary and fundamental to understanding development. According to Freud, our primary personality is shaped during the first five years of our life. In contrast with Freud's theory, Erikson stated in his psychological theory that developmental changes occurs throughout the lifespan. Human desire to be accepted and associate with others is what motivates human behavior development. Cognitive theorists supported this, Vygotsky for example in his sociocultural cognitive theory proposed that social interaction and culture play major part in cognitive development. His reasoning was that knowledge is established through interaction with others, objects and culture and it can be expanded with others in a cooperative activities. Bandura, a social cognitive theorist, stated that learning takes place through observation. By observing others and as how he called it, observational learning, children imitate and model their behavior and adjust to the environment surrounding them thus leading to the cognitive process and learning. (Santrock 2014, pp 19-25.)

It is also worthwhile to understand how learning takes place through the neuroconstructivist point of view. In this perspective of knowledge, learning is a biological process, influenced by genes, environmental conditions can either enriched or halt the cognitive process, brain has plasticity, therefore enabling the context to expand further and that the development of brain and child's cognitive development go hand in hand. In the past, it was thought that our brains were stimulated by our genes and the cells in our brains were the ones responsible for processing information with little or no input from environmental experiences. This has since been proven to be inaccurate. Children who grow up in impoverished living situations and environments are at risk of having a depressed brain activity. In childhood, the growth of the brain and the head accelerated

than any parts of the body. The frontal lobe areas growth in which planning, organizing new activities, maintaining attention to tasks takes place between ages three to six years old. (Santrock 2014, pp. 111-115.)

Piaget's theory of cognitive development perceive children's learning as something that should occur naturally and children should not be pressured into accomplishing too much too early in their development before they are ready. Instead, children need to make their experience correspond to their own course of action and at the same time adapt the course of actions to their experiences. On the other hand, Vygotsky, recognized children as active participant in constructing their knowledge and understanding. They established ways of thinking and understanding mainly through social interactions depending on the tools provided by the society and their minds are shaped by the cultural contexts in which they live. Vygotsky's concept of zone of proximal development stated that children learn by interacting with more experienced adults or peers who assist them with thinking beyond the zone in which they would be able to perform without assistance. Similarly, Rogoff's view is that children serve as apprentice in thinking through guided participation in social and cultural activities. In this view, adults and children share the same activities and parents can either broaden or limit their children's opportunities through their decision on how much and when to expose children to book or child care for example. (Santrock 2014, pp. 183-186.)

Considering that children learn by imitating and the importance of imitation in children's social and academic performances, children exposed to any forms of violence in their surrounding are most likely to imitate that learned behavior to the classroom settings. Children with dysfunctional family background for example, are more likely to succeed at school environment. Exposure to violence may prevent children from experiencing healthy social relationships and halt the process of reaching their academic potential. However, how children react to forms of violence varies according to age. Younger children's ability to comprehend the dynamic of interparental violence is limited and this could lead to self-blame. They view abuse related stress as a form of punishment due to their low and lack of performance. As a result, they feel guilty, worry and anxious and these feelings can influence their academic output and social interactions. Furthermore, younger children are at greater risk of experiencing a postponed physiological, emotional, language and cognitive development when exposed to violence. (Garnett 2013, p. 2.)

Young children can understand the intentions of other people in their early stages of development and they are very curious in their social world. When children learn how to talk or acquire language, parents should not impose on deliberate methods to direct their children to talk. If the child is not ready to learn to talk for example, the child will let the parent know and children would benefit more in learning with parent guiding them on exploring the language together rather than burdening them with the tasks of learning and acquiring language. (Santrock 2014, p. 271.)

7 Challenges in identifying domestic violence against children

The prerequisite for identifying violence against children and for interfering with it is that violence is suspected. A child or an adult who is or has been a victim of violence does not often seek for help themselves. Children do not always know that violence experienced in their family is not part of normal childhood and family life and therefore do not seek a solution to the situation. Even if a child is aware of the distortion at home, they do not necessarily have the means or support structures to solve their own situation or to start sorting it out by talking to outsiders. Therefore people who work with children must know the characteristics of normal development and the essence of a healthy child as well as signs and symptoms of violence. In addition, it is important to become sensitive to hearing initiatives and descriptions put forward in a timid and evasive manner about the violence experienced. Disclosure is made difficult by the related secrecy and shame. Family members are often unwilling to tell intimate things about themselves or their family such as their experiences of domestic violence. For family members who are protective of their privacy and for insecure professionals it may be difficult to start a proper and helpful co-operation. (Paavilainen & Pösö 2003a, pp. 75-77.)

Conscious or unconscious denial of the problem is common in families but also among professionals working with children. The problem of denial is still the greatest barrier to effective protection of a child. There are also other obstacles to the intervening. Domestic violence does not always cause such alarming signs, symptoms or problems that would give reasons for early interventions. This is particularly the case with neglect that appears as a result of a long process. Emotional neglect and emotional violence may even be entirely ignored during childhood. The delay in the intervention may also be due to the fact that a child and parents have not been directly confronted with the problem of abuse

or possible risk factors in the family. Information about abuse or risks of it is often obtained only by asking. (Söderholm & Kiviti-Kallio 2012, p. 18.)

Child welfare report may not be issued in countries where the obligation to notify child protection authorities has been registered in legislation. Failure to submit a child welfare report can seriously jeopardize a child's health. The report usually does not mean taking the child into custody but child protection can, in cooperation with other facets, help the child and his family in many ways through various open care measures. (Söderholm & Kiviti-Kallio 2012, p. 17.)

According to research data, child abuse is not recognized or prevented efficiently enough. Child welfare and health promotion and child protection belong to all citizens, parents and children and families. In social and health care, the phenomenon of child abuse, with various consequences, is known in principle, but concrete steps to address it are just emerging. The identification and intervention of violence against children is further prevented by the sensitivity of the phenomenon and the difficulty of identification, the emphasis being on the privacy of the family, the difficulty of bringing up the matter, the ineffectiveness of multi-professional co-operation and shortcomings in the education of the subject. (Lasten kaltoinkohtelun tunnistamisen tehokkaat menetelmät sosiaali- ja terveydenhuollossa 2015.)

Intimate partner and domestic violence is easily undetected due to the fact that both the victim and perpetrator have a high threshold to tell about violence and seek help because of shame, guilt and fear. Similarly, violence and abuse against children, young people, the elderly and the disabled is generally concealed and victims are left without help. Intervention requires multidisciplinary co-operation, linking of services and information flow between different actors. (Lähisuhde- ja perheväkivallan ehkäisyn suositukset 2008.)

7.1 Role of the kindergarten

Children and parents are clients of a kindergarten. The client-relationship is multifaceted and is based on daily interaction. The task of the kindergarten is to carry out systematic care, upbringing and education which is conditional on the success of the parent's encounter. Communication between home and kindergarten is important when the aim is to support the overall development of a child. (Viitasaari 2003, p. 106.)

Kindergarten aims to support children's homes in their educational tasks and to promote a balanced development of a child's personality. In a good working relationship between parents and staff, employees are familiar with families and their everyday life. Family problems and difficulties are reflected in the kindergarten, as well as how fear, anxiety, and violence affect a child. There is little talk about domestic violence and professional experience and knowledge are needed in order to detect it. Kindergarten workers rarely have the opportunity to consult other experts on a regular basis when assessing possible domestic violence. (Viitasaari 2003, pp. 103-104.)

The main topic of joint discussion between parents and the staff is the child and their wellbeing. In a case the kindergarten detects a child is not doing well, the matter should be discussed and the cause of the child's behavior and indisposition understood based on the issues raised. All interference on growth and development of a child is done according to the best interest of the child. Domestic violence is one of the most challenging topics that a kindergarten worker might have to deal with. However, seeing it as a duty and a part of the basic task of the work makes discussing a difficult issue such as this easier. A confidential relationship helps to talk about issues directly. (Viitasaari 2003, pp. 111-113.)

The parent is contacted as soon as a child shows signs of challenges in learning or development or the staff is concerned about a child's wellbeing. The guardian is provided with information on the handling of the child's issues, access and disclosure of information and confidentiality. The goals of a child's support can be best achieved when all parties are involved in cooperation. In early childhood education a child receives the support for development and learning according to their needs even if the guardians do not commit themselves to cooperation. (Varhaiskasvatussuunnitelman perusteet 2016, p. 53.)

7.1.1 Multidisciplinary cooperation

Cooperation means working to promote a common goal by combining expertise and resources. Cooperation requires the participating parties to know each other as well as each other's work. Knowledge and being acquainted create understanding and trust with which real and concrete co-operation is made possible. By means of concrete co-

operation, it is also possible to promote the wellbeing of children and families even when a family has a problem with violence. Effective realization of violence work requires that practitioners of different basic tasks make clear and discuss together what their own basic task is and how these different tasks correspond to the customers best interest. (Paavilainen & Pösö 2003b, pp. 185-187.)

Families' genuine support and assistance also requires families to cooperate as active participants and evaluators of their own life situations. The presence of family members also requires trust between them and their employees. Cooperation should be carried out between, for example, maternal clinic, kindergarten, school, social welfare and child protection from the point of view of promoting the wellbeing of children and families. Collaboration should be done not only when problems with a child and family have been identified, but also in a preventive manner by supporting parents, children and young people. (Paavilainen & Pösö 2003b, pp. 187-188.)

Multidisciplinary cooperation requires the will to cooperate, identifying customer-oriented needs for it, crossing professional boundaries and building joint expertise. Authorization for multi-professional cooperation is created in relation to the client. Collaborative and customer-focused interaction together play a particularly important role. In family services, the goal of cooperation is to strengthen the relationship between children and parents and to strengthen personal resources of the client and increase the family's wellbeing. Customer-oriented collaboration also brings resources to professional work. (Pärnä 2012, pp. 216-217.)

Early childhood education is organized in cooperation with the child and the custodian so that each child receives education, teaching and care in accordance with their development and needs. The importance of cooperation with the custodian is particularly important when a child is in need of support. The child may also receive support through other services related to children and families, such as from a child health clinic, family counseling center or disability services. It is important that local children's and family services constitute an appropriate entity in arranging support for children. (Varhaiskasvatussuunnitelman perusteet 2016, p. 53.)

8 Prevention of domestic violence

The planning and evaluation of preventive measures has been problematic since there has not been sufficient information available about the epidemiology of the various forms of violence (Söderholm & Kivitie-Kallio 2012, p. 19). Epidemiology studies the prevalence of diseases. Traditionally, epidemiological studies have focused on identifying causes of illnesses and covering different exposures from lifestyle to genital mutilation. (Tampereen Yliopisto 2016.) When designing prevention, it is necessary to define the extent of the problem, the targets, strategies and authorities responsible and how the process is monitored and documented. Prevention also requires multi-professional and multi-disciplinary operation and an ecological approach. (Söderholm & Kivitie-Kallio 2012, p. 19.)

The aim of prevention should be to strengthen the capacity and possibilities of parents and communities to respond to the wellbeing of children. Prevention has three primary purposes, to reduce the incidence of violence against children, to minimize the re-victimization of children affected by it and to break the risk of domestic violence extending over generations by helping victims to get out of the consequences. So far, there is scarcely evidence-based research data on the effectiveness of preventive interventions. Preliminary evidence has emerged that intensified pediatric follow-ups and home visits by trained nurses as well as various co-operation and therapeutic forms for parents may have a preventive effect on child neglect and physical assault in families where there is a risk of these forms of violence. (Söderholm & Kivitie-Kallio 2012, p. 19.)

According to the Finnish Work Federation's Made by Finland survey, Finnish families with children need the greatest support for childcare and upbringing services, creating day-to-day support networks and leisurely togetherness. In order to coordinate family life and the demands of a changing working life assistive services are needed. The survey of the Finnish Workers' Association reveals that almost half (49%) of Finns need help with childcare and upbringing services. Secondly, support for the creation of day-to-day support networks is needed (46%) and leisurely togetherness (43%). Support for working opportunities in the infant formula is also particularly desirable for all 25-49 year-olds. (Suomalaisen työn liitto 2017.)

Espoo city's domestic and family violence prevention action plan discusses about strengthening protective factors which means seeking to create living conditions and

experiences that support and help the individual and the community to cope and to manage well. From this point of view, prevention of domestic violence is closely linked to other promotion work of welfare and health in Espoo. Important issues from this angle at the general level include employment, education, social networks, basic subsistence, functioning public services and a safe environment. (Espoon kaupungin lähisuhde- ja perheväkivallan ehkäisyn toimintaohjelma n.d., p. 15)

Individual factors include self-esteem and positive self-image, ability to learn, ability to resolve conflicts and good interpersonal and interaction skills. Everything starts from early childhood so it is important to create basic security, experiences of positive affection and a sense of appreciation and acceptance. Individual protection features can be influenced not only in families but also in public services such as early childhood education, schools and youth services. In early education with the entity of good care, education and teaching can contribute to a child's positive self-concept, the child's expression and interaction skills as well as the development of thinking. (Espoon kaupungin lähisuhde- ja perheväkivallan ehkäisyn toimintaohjelma n.d., p. 15)

Early intervention is needed in various areas including primary health care, social and education services. Domestic violence as a multidimensional phenomenon should be acquainted with in order to be able to identify the various forms and consequences it has, how to dare to bring up the topic and to know how to meet customers in the right way. Intervening requires information about operation models, who to contact and where customers can be directed. (Espoon kaupungin lähisuhde- ja perheväkivallan ehkäisyn toimintaohjelma n.d., p. 16)

The center point of the work is a child's interest. Early intervention is crucial because significant health and social disadvantages arise from long lasting experiences of domestic violence and their cumulative effect. The professional practitioner's competence is naturally in the core of handling, identifying and treating different forms of domestic violence and the ability of utilizing scientific research results. Appropriate handling is also influenced by the cooperation skills between different authorities and abilities of equal dialogue between children and parents. Mistreated children, children of next generations and the whole society will pay a heavy price if domestic violence is not addressed or services have deficiencies that obstruct optimal preventive and therapeutic interventions. (Söderholm & Kivitiie-Kallio 2012, p. 19.)

8.1 Preventive child welfare

Preventive child welfare covers all of the activities that promote and safeguard children's growth, development and wellbeing and support parenting among basic and special municipal services. (Lastensuojelu 2015.) From year 2014 onward, Finnish municipalities have been responsible for providing preventive child welfare services as a part of the social services in response to families that are not clients of child protection services. Family work is a service stated in the Social Welfare Act and does not require a child protection customership from the family. Family work supports the wellbeing of client families. The aim is to strengthen the family's resources and improve interaction. Family work can be done as preventive or as so called corrective work and it is usually performed in connection with social services, health clinics, kindergarten or school. Family work is in its nature comprehensive, systematic and sustained. Family work promotes the development and health of children and young people in need of special support. (Perhetyö 2015.)

The wellbeing of children and young people is promoted with preventive child welfare by developing growth conditions and services. Thus, everyone working with children and families have a responsibility to ensure their well-being and identify any needs for early support. In addition, preventive child protection is also the support offered by the municipality's basic services, such as maternity and child health clinics, as well as in other areas of health care, kindergarten, education and youth work and special support in cases when a child or family is not a child welfare client. Special support may be provided within each administrative body or between administrative departments. Offered support is often offering additional visits or home visits for the child or the whole family. Forms of special support may be, for example, family work of a child health center (neuvola) or social counseling done by school. Support and special support should be provided to families as early as possible in situations where parents' own resources are inadequate. (Lastensuojelu 2015.)

Families with children use various services that aim to support parents in their care and upbringing missions. From children and their parent's point of view, a multifaceted service system means simultaneous customer ships in various different organizations. Partly these customerships originate because the welfare state approach includes that children transact at maternal clinics et cetera. The condition for these services is not a felt problem but features linked to a child's age, activity and situation. In addition to these

customer relationships, customer relations may arise due to the problems experienced by a child or family; then there may be a need to become a customer of several organizations and several different experts. (Paavilainen & Pösö 2003c, p. 49.)

According to a research done by Rautio (2016, p.113), parents may experience for example, feelings of shame, vulnerability, powerlessness and fear regarding being a client of family work and other similar family and support services and when asking for help. Although the support provided for the family is in the form of early and preventative, such as family work, parents can experience it as a form of control or as questioning their parenthood. Concurrently, there may be a need for the support of family work and potential feelings of vulnerability do not rule out relief and joy it brings. For many, support brought to home turns out to be a soothing and an empowering experience. Experiences are thus diverse and unique, such as families themselves. On the other hand the aid could produce contradictory, negative feelings, such as guilt of not being to survive on one's own (Vuori 2012, p. 71).

9 The brochure

A functional thesis should be done with an investigative attitude although an actual research is not carried out. It means a group of choices, reviewing choices and justification of choices based on the knowledge base. The knowledge base and the framework should arise from the literature of one's own field. (Vilkka & Airaksinen 2003, p. 154.) In this chapter we justify the choices we made regarding our brochure. We have divided it into sections of target group, covers and layout, the influence of color and lastly the style and content of the text.

It is good to think about what is the basic message of the publication: is it marketing, strengthening or changing an image or passing on information. (Pesonen & Tarvainen 2001, pp. 11-12.) When designing the brochure for and with our working life partner, it is important that we first and foremost decide on why the brochure is needed, the aims and the contents of the brochure. Fundamentally, the purpose of our brochure is to promote children's rights, increase awareness on domestic violence against children, the policies of the kindergarten such as the duty to inform officials and to promote the local services to parents.

The brochure must cater to not only our partner's objectives but also to accommodate the need of our target group which in this case is, the parents. Simultaneously, we need to design the brochure deliberately and with the intention to deliver clear and informative message to them. With this brochure, our working life partner wants to emphasize that the kindergarten offers families support in different educational tasks. Establishing a respectful and friendly professional relationship with the parents aims at achieving a setting or situation where an early intervention and problem sharing can be done between both parties involved without parents feeling like they are being judged. In return, parents can seek further assistance from the kindergarten or preschool or social services available, knowing that they have the trust and full support from the staff. (Abbott & Lesley Langston 2007, p.57.)

The brochure was given to our working life partner as a printed version and in file format and they have a right to update the information in the brochure and edit it otherwise if needed.

9.1 Target group

Communicating with visual cues is a proactive method of communicating, thus enhancing the means to deliver the message that needs to be conveyed to the targeted group (Capsule & Michele Keller 2011, p.15). The more concise and limited the target group is, the easier it is to focus on the message. The wider, the more heterogeneous the recipient is, the more demanding message formulation often is. (Pesonen & Tarvainen 2001, p. 11.) Our target group for the brochure are the parents. This means encouraging the parents to take part in increasing awareness about their children's rights, the legislation and policies of the kindergarten and what they as parents can do to secure a safe and learning environment for their children. Parents of this kindergarten come from various countries and background which made us think very cautiously the choices we made regarding the brochure.

The aim is to convey a message about children's safety and rights. We hope that the parents will feel that they have gain useful information and then are left with the feeling that the kindergarten is there to support them. Our goal is that the brochure is not just another piece of paper, but also as a mean to further initiate discussion or create a transparent and trustworthy relationship between the staff and the families. For this

reason, we need to learn to identify the emotional needs that are most relevant and important for the context of use. In order to satisfy the need of our clients or viewers, the design must be useful, easy to understand and desirable. Doing so will increase the quality of the design's functionality and usability and giving aesthetic part of the design more value. (Gorp & Adams 2012, p. 3.)

Parents play an important part in their children's growing years and serve as role models for their children. The parenting style that parents adopt can affect their children's outcomes and wellbeing. Parenting and what is considered good parenting is subjective, depending on the values and culture that they affirm to. Considering that the early years of childhood is a crucial time for their development and learning, parents need as much support as possible. Therefore, it can be beneficial for both parents and those working in the field of childcare to build a strong relationship based on trust and respect for each other while keeping in mind the interest of the child. (Abbott & Lesley Langston 2007, pp. 1-2.)

9.2 Covers and layout

Visual design is the foundation of a publication. It serves the most important matter, the message (Pesonen & Tarvainen 2001, p. 10). Primarily, the design should be done through the perspective of the targeted group (Lipton 2007, p.11). The purpose of the layout is to give the publisher's thoughts and the publications goals a character, to make the invisible visible, to give the message voice and personality. The task of visual design (graphic design) is to ensure the delivery of the message. It refers to organizing all the visible, conscious and unconscious, elements in a way that the layout serves the transmission of the message. (Pesonen & Tarvainen 2001, p. 10.) From the beginning our common thought was to keep the brochure quite neutral regarding the overall design. Since there is sufficient enough information in the brochure, we reckoned that a neutral design would give all the information the space and attention it requires.

According to Gorp & Adams, aesthetic attributes to sound, feeling, smell and taste and not just the visual appearance. How your product looks and feels can help attract people's attention and in return build a relationship of loyalty. It is beneficial to understand the different sides of aesthetics design to bridge the communication between you and your target group. It helps to build trust and a relationship between the target group of the product and the creators. It is important to design a proper reaction and feedback

from the target group. The product needs to be useful, functional and appealing. Adversely to those features, a product becomes useless if it does not function as expected, inconvenient for use and lack visual appeal that may lead to users feeling negatively about the product and decrease the need for it. (Gorp & Adams 2012, pp. 86-89.) As mentioned earlier, we wanted the brochure to have a neutral design. We used Arial Rounded MT Bold in the entire brochure. Headings are unison in the color choice we made as well as the color choice for the text in order achieve a consistent look for the whole brochure. We only used one picture, the logo of our working life partner, but perhaps, in the future, adding more pictures could bring more warmth into the layout. An effective design is one that is created with the intention to bring out a conscious or unconscious emotional response from the viewers (Gorp & Adams, 2012, p.19).

Usually a company or an organization have their own established visual policy that the message should follow in order to be recognized as communication of this particular company. (Pesonen & Tarvainen 2001, p. 10.) To the front cover we have attached their logo and the name of the kindergarten. The heading of the brochure, Children's right and wellbeing, is also attached to the front cover. According to their wishes we also mention that the brochure is made in cooperation with students of Metropolia University of Applied Sciences as a part of our thesis. In the first page inside the brochure we open up children's rights in Finland and have chosen the most relevant articles from the Convention on the Rights of the Child since it is the foundation for the Finnish legislation regarding children. We addressed matters such as children's basic needs, their rights to be safe and to a loving upbringing. Next, we discuss the kindergarten's procedures on how they will handle cases and situations where domestic violence is suspected, their obligations to report and the support they can offer to parents. Our working life partner wanted to emphasize that although they are bound by their obligations as professionals, they want to be the support system for the parents and lower the threshold for the parents to seek help from them or from other services. Following that, we added a section where we shortly described what domestic violence is and the different forms it can manifest. We highlighted the effects domestic violence can have on children's learning. This was the request from our working life partner. Finally, we have a list of services offered by Espoo city in relation to family social work, family counselling centers, parenting and relationship, social and crisis emergency services as well as the general emergency number.

9.3 The influence of color

Color can have an impact to our emotional state in various ways. It is a crucial form of conveying our emotion and personality. Moreover, motion and action can be communicated using color and like movement, lively colors such as red or yellow are compelling, active and draw more attention. (Gorp & Adams 2012, p. 121). We often apply color to express our feelings, thus, we associate our emotions with the ways we perceive different colors. For example, people identify the color red with passion and anger or the color green with jealousy or calmness. Color provides us visual and psychological information and bring about reactions from viewers. However, colors can have different meanings depending on the contexts of changing social awareness, fashion and familiarity. Therefore, when choosing the color, the artist, designers and architects for example must take into account that color can conceive opposite reactions and restrict what viewers observe the colors as. Green color for example is used in the modern days as to advocate environmental awareness as opposed to what it was perceived in the late 19th century when it was seen as an unlucky color due to the arsenic-based pigment found in the emerald green color that had caused several death. Consequently, the viewer's perception on these colors allows aesthetic, commercial or political messages to be communicated by designers through their choices of colors. The color white signify peacefulness, innocence and empowerment. Black on the other hand, connotes sophistication and luxury. Simultaneously, black and white is equivalent to authority and truth. The color green also connotes calmness, growth and renewal. (Freisner 2006, pp. 120-122.)

Based on our working life partner's request for something simple, neutral and complements the kindergarten's logo, we decided on the color white for the background, black for the texts and light hue of green for the tittles for each subject in the brochure. The color white corresponded to their concept for a simple and neutral layout whereas black texts where chosen to give contrast to the layout. As for the tittles, we opted for green because we wanted to convey a message concerning domestic violence against children but in a non-threatening tone to the families of children in the kindergarten.

9.4 Style and content of the text

An important part of a message is its written content. There are however always lots of other messages and meanings involved and it is exactly the mastery and creation of

those that is the job of a layout designer. (Pesonen & Tarvainen 2001, pp. 11-12.) The text is especially targeted towards the parents of children and for that reason we aimed to make the text as easy to read as possible. The text does not contain any special terminology that could be difficult for the parents to understand. Careful attention is paid to language and communication and they are tailored to the customer's language in order to achieve successful network cooperation. The customer's genuine participation to cooperation might be impossible if professionals are unable to adapt the language they use to the client's language. (Vuori-Kemilä 2007, p. 67.) As mentioned earlier, our working life partner wanted to ensure that as many parents as possible were able to receive the information in the brochure by having us do it in both English and Finnish.

We have become acquainted with our working life partner and familiarized ourselves with preventive work and services. Since the parents are the target group of our brochure, it should be informative and clear. Domestic violence is a very heavy topic, hence, it is very important that the brochure does not have an inculpatory tone to it. The matters explained in the brochure should be presented as coherently as possible and they should progress logically. Headings of the brochure are highlighted with a bigger and colored font which makes it easier to search for certain information. In addition, we tried to sum up the topics of the chapters in the headings. As mentioned earlier in the introduction, preventive services should be communicated more efficiently and that is exactly what we wanted to accomplish with our brochure.

The clearer the idea and message that needs to be delivered, the easier it is to frame the course for the brochure and what is meant to be used for (Keller, Taute & Capsule 2011, p. 14). For that reason, we designed a brochure that not only aims at how the information is being acknowledged but is understood as fully by the target group as possible. The idea is that the message produced can be one method to initiate the target group's involvement and support the issues and aims addressed in the brochure. Doing so, we need to design the brochure from our target group's viewpoint, taking care that the language is simple and clear, use selective information and what they can benefit from it. (Lipton 2007, pp.91-92.) We hope that by sharing these information with the parents, they will feel that they are active operators in their life and that they too, have the opportunity to make a difference if it is needed.

10 Evaluation

At the heart of the assessment is the idea of a product, the achievement of goals, and the expected performance of the product's content and appearance from the perspective of the target audience. (Vilkka & Airaksinen 2003, p. 161.) In this part we evaluate different parts of our thesis which are the process, ethics and the brochure and lastly the whole entity. We evaluate whether we have accomplished the goals set out for us by our working life partner and also by ourselves.

10.1 The process

Throughout our process we have been in contact regularly with our working life partner regarding both theory and the brochure itself. We have had several meetings and been in contact through e-mail. We have asked for feedback and concrete ideas in the meetings we have had in different stages of our process and we have received much valuable feedback concerning especially the way things should be presented in the final product. In our opinion, we have used the feedback received successfully. Since the feedback has come straight from the working life, we have considered it very valuable. From the beginning, our cooperation felt easy and straightforward. The timetable we agreed on in the beginning has also realized.

Our goal was to make a useful tool for the working life partner to use and we hope that the brochure is a product the kindergarten can actually benefit from. During this process we did not meet any parents or children which we decided together with our working life partner. In retrospect, we would have liked to meet some of the parents in order to get valuable and diverse feedback and thoughts from them regarding our brochure since they are the ones the brochure is designed for. During this process we only worked with the staff of the kindergarten. For a wider perspective, in our opinion, we would have needed a bigger crowd meaning the parents in this case.

10.2 Ethics

We did not need a research permit for our thesis. We made an oral agreement together with our working life partner. Mainly the reason for this decision is that we did not meet the children or the parents from this particular kindergarten. Naturally, the duty of secrecy

bound us throughout the process and afterwards. Working with the staff, we have been as thorough, precise and transparent as possible in different phases of our work. During the process we have been honest about our objectives and expectations for our thesis.

One of the prerequisites for the ethical acceptability of scientific research and its credibility and the credibility of the results is that the research has been carried out in the manner required by good scientific practice. Good scientific practice includes, inter alia, that scientists and scientific experts adhere to honesty, general meticulousness and accuracy in research work, the recording and presentation of results and the evaluation of research and their results. Additionally, apply ethically sustainable methods of gathering, research and evaluating that are in line with the criteria of scientific research and practice openness intrinsic to scientific knowledge in publishing their findings. (Hyvä tieteellinen käytäntö ja sen loukkausten käsittelyminen 2002, p. 3.) One part of ethics is also a vast and versatile use of literature. We made sure that the original writer is mentioned with careful in-text citations and references. In a process like this source criticism is also needed which means that every source should be examined carefully before using it.

10.3 The brochure

Often it is meaningful to collect some kind of feedback from the target audience in order to evaluate the achievement of the goals in support of your own assessment so that the assessment would not be subjective. In the feedback it is good to ask for comments for example about the success of an event, the accessibility and functionality in general of a guide or guidelines in the ways set out in the objectives, the visual look of the work as well as readability. (Vilkkä & Airaksinen 2003, p. 157.) According to the feedback we got from our working life partner, the brochure was really good. The staff mainly requested corrections to spelling in order for the text to be more coherent and in accordance with their policies. From our point of view we have used this feedback accordingly. Designing of the brochure was both educational and challenging for us. We had to equip ourselves with the knowledge of using a design software and how to frame our content into a language that is readable and clear for the reader.

We have collected material to the brochure that could be useful for new clients of the kindergarten. It is important that the clients are left with a truthful yet trustworthy feeling.

In order to build trust we have described matters in the brochure as they are in reality, for example the kindergartens procedures.

From the beginning, we engaged in an active interaction with our working life partner on the topics for our brochure, the information they wanted to include in it, the concerns and issues they might have and may arise from the design, content of the brochure and how we could plan the brochure. We also discussed details such as when the brochure is to be distributed, drafted several brochure samples for their evaluation before we agreed to the final version of the brochure. Furthermore, we worked together with such transparency that both sides are aware of each other's goal and aims for this brochure.

10.4 Entity

We started our thesis process in January and started the cooperation with our working life partner in February. Along the journey we have attended many meetings with our partner as well as seminars at school. Altogether, we have worked very hard during this time. In addition to the feedback from our working life partner, we have received much valuable feedback from our supervising teachers, opponents and peer students.

According to us, this work fulfils the expectations for a functional thesis and is in line with our studies as well as the expectations of our working life partner not to mention our own. We hoped to make something useful for the working life and believe we accomplished this task.

11 Discussion

The purpose for this thesis was to make a brochure for a kindergarten to give out to new client families. The brochure is both informative and helpful and we feel the topic is very current. The viewpoint for our thesis and brochure was preventive work. We worked in cooperation with the staff of the kindergarten to make sure that the brochure would be working life oriented and suitable for the target group. The thesis should be work-oriented, pragmatic, conducted with a research attitude and at a sufficient level to demonstrate the management of the knowledge and skills in the field (Vilkkä & Airaksinen 2003, p. 10). To make sure the aforementioned realizes we had many

meetings with the staff and also changed ideas via e-mail. As a final product of our thesis we have made a brochure that meets these goals.

Assessment of one's own thesis entity is a part of the learning process and also it can be implemented in critically examining attitude. (Vilkka & Airaksinen 2003, p. 154.) . It is debatable but advocacy message or written communication for example can be one of the best ways to obtain attention as it does not only draw the attention to the intended message but it also conveys a sort of command that makes the message known to the audience. (Heller & 2012, p.47.) Afterwards we have been critical towards the fact that have all families an equal opportunity to access the information in our brochure. To begin with, some families might face a language barrier since they might not be able to understand English or Finnish. Second, families might view this topic as offensive even though we aimed for a neutral tone. Third, there is not guarantee that the services mentioned in the brochure cater to the needs of the families. We have also been critical towards the fact that can domestic violence be prevented or intervened with the brochure although aspects of prevention theory can be seen in the brochure. During our process we did not have time to get such feedback from our partner.

The brochure can be updated in the future depending upon the working life partners changing needs and is therefore long lasting. The brochure could be used as a base for other kindergartens as well. The brochure could be further developed by examining how the families that have received it have experienced it and its effectiveness. One idea for the future use of our brochure is to have it translated into more languages and even have it online. Then parents who are considering this specific kindergarten could see it as well.

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The effects of domestic violence on learning:

Domestic violence has a negative impact on their behaviour.

The child may have difficulties with reading, learning and for example, mathematics, as well as facing shortcomings in linguistic development.

A child may be irritated, feel lonely, suffer from low self-esteem or lack of confidence, and behave more aggressively.

Espoo city offers Preventive Child Welfare to families who are not clients of child protection.

For more information please go to:

Family Social Work
http://www.espoo.fi/en-US/Families/Little_Children/Family_Social_Work

Family Counselling Center
http://www.espoo.fi/en-US/Families/Little_Children/Family_Counselling_Center

Parenting and Relationship
http://www.espoo.fi/en-US/Families/Parenting_and_Relationship

Social and Crisis Emergency Services
http://www.espoo.fi/en-US/Social_and_health_services/Social_Welfare_and_Income_Support/Social_and_Crisis_Emergency_Services

General Emergency Number:
112



Albatross Daycare

Children's Rights & Wellbeing

This brochure is made in co-operation with Social Services students of Metropolia University of Applied Sciences as a part of their thesis.

The brochure in English

Children's Rights in Finland:

All children are equal.

Children have the right to grow in a safe environment that ensures the child's wellbeing and health.

Children have the right to loving upbringing and to receive care.

Children have the right to affection, excitement, security and understanding.

Children have the right to basic needs such as food, sleep, physical and psychological security.

A child's best interest consists of all that are mentioned above.

Daycare procedures:

Albatross Daycare is able to provide information to the daycare families about the rights of the child according to Finnish legislation.

If the need arises for further discussion regarding a violation of the child's rights, the daycare is obligated to immediately contact the child's parents or guardians to arrange a meeting.

The next step, if the daycare decides appropriate, will be to contact the necessary social welfare officials.

If, at any time, you feel the need to talk about your child's rights and what that means, please feel welcome to contact your child's teachers.

What is domestic violence?

When a person harms another person such as their children, spouse and other relatives.

Forms of domestic violence:

Physical & emotional violence

Physical & emotional neglect

Sexual abuse

Lähisuhdeväkivallan vaikutukset oppimiseen:

Lähisuhdeväkivalta vaikeuttaa lapsen oppimista ja sillä on kielteinen vaikutus lapsen käyttökseen.

Lapsella voi olla hankaluuksia lukemaan oppimisessa ja esimerkiksi matematiikan opiskelussa sekä puutteita kielellisessä kehityksessä.

Lapsi voi käyttäytyä aggressiivisesti. Hän voi olla ärtynyt, tuntee yksinäisyyttä, kärsii huonontuneesta itsetunnosta tai luottamuksen puutteesta.

Espoon kaupunki tarjoaa ennaltaehkäiseviä perhepalveluita ilman lastensuojelun asiakkuutta.

Lisätietoja:

Perheosiaalityö:
http://www.espoo.fi/fi-FI/Sosiaali_ja_terveyspalvelut/Lapsiperheiden_palvelut/Perheosiaalityo

Perheneuvolat:
http://www.espoo.fi/fi-FI/Sosiaali_ja_terveyspalvelut/Lapsiperheiden_palvelut/Perheneuvolat

Vanhemmuus ja parisuhde:
http://www.espoo.fi/fi-FI/Lapsiperheet/Vanhemmuus_ja_parisuhde

Espoon sosiaali- ja kriisipäivystys:
http://www.espoo.fi/fi-FI/Sosiaali_ja_terveyspalvelut/Sosiaalityo_ja_toimeentulo/Sosiaali_ja_kriisipaivystys

Yleinen hätänumero:
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Tämä esite on tehty yhteistyössä Metropolia Ammattikorkeakoulun sosionomiopiskelijoiden kanssa osana opinnäytetyötä.



Albatross Daycare

Lasten oikeudet & hyvinvointi

Lasten oikeudet Suomessa	Kuinka päiväkotit menettelee?	Mitä on lähisuhdeväkivalta?
Kaikki lapset ovat samanarvoisia.	Päiväkoti Albatross tarjoaa perheille tietoa lapsen oikeuksista Suomessa.	Lähisuhdeväkivallasta puhutaan, kun ihminen vahingoittaa toista ihmistä kuten lapsiaan, puolisoaan tai muita omaisia.
Lapsilla on oikeus kasvatukseen ja oikeus saada hoitoa ja rakkautta, joka lisää lapsen hyvinvointia	Päiväkoti ottaa tarvittaessa yhteyttä lapsen vanhempiin tai huoltajiin ja sopii heidän kanssaan tapaamisen.	Lähisuhdeväkivallan muotoja:
Lapsilla on oikeus saada osakseen virikkeitä, hellyyttä, turvaa ja ymmärrystä.	Seuraava askel on se, että päiväkotit ottaa yhteyttä viranomaisiin.	Fyysinen & henkinen väkivalta
Lapsilla on oikeus perustarpeisiin, kuten ruoka, uni ja fyysinen ja psyykinen turva.	Kun haluat puhua siitä, mitä lapsen oikeudet tarkoittavat, olet aina tervetullut keskustelemaan päiväkodin henkilöökunnan kanssa.	Fyysinen & henkinen laiminlyönti
Lapsen etu koostuu kaikista yllämainituista asioista.		Seksuaalinen väkivalta