

6 Inspection Activity Findings in Facilities for Institutional or Protective Education

The CSI conducted inspection activities in facilities for institutional or protective education in alignment with the *Action Plan* for fulfilling the *National Strategy for Protection of Children's Rights*, which sets objectives for the term of 2012 – 2015. Inspection activities were performed in 23 facilities, 10 of them were founded by regional authorities, another 10 by the MEYS, two of them by a private entity and a church was a founder of one.

Positive findings in facilities for institutional or protective education:

- A shift in attitude of principals towards understanding the necessity of educational programmes in this type of school facilities.
- More children spend free time activities outside the school facility premises so the socializing process is positively influenced.
- Quality work of professionals (ethopedist, psychologist, psycho-therapist), application of psychotherapeutic techniques and directed self-reflection of children positively affect the attitudes of children to their own problems (identification, finding a solution).

Negative findings in facilities for institutional or protective education:

- Persistence of non-qualified pedagogues.
- Financial means still do not cover the needs for professionals - mainly for children with psychiatric and further specific problems (aggression, hostile behaviour).
- Complicated funding of the facility's technical conditions.

CSI recommendations for institutional or protective education facilities:

- Support of teachers' qualifications.
- Support of creation of specialized educational groups for children demanding educational therapeutic regime and for children with a need of protective education.
- Secure financial means for more effective organization of educational activities and preventive measures (service, ethopaedist and/or psychologists).
- Support of the education methodology – educational programmes of school facilities, week's programmes and programmes for personality development including assessment.
- Strengthening the preventive educational services; lower the number of children staying in the institutional care through outpatient or sojourn form of care.
- Categorize institutions for educational care with different regimens and different objectives according to diagnosed needs of children.