

17TH INTERNATIONAL SYMPOSIUM OF THE WORLD SOCIETY OF VICTIMOLOGY 2022.
VICTIMISATION IN A DIGITAL WORLD: RESPONDING TO AND CONNECTING
WITH VICTIMS

INDIVIDUAL PAPER PRESENTATION
ABSTRACTS

(IP375)

Experiences of parents, teachers, and service providers with collaborative support for children with adverse childhood experience (ACE): a qualitative study

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Abstract

Many studies show that adverse childhood experience (ACE) has a long-term impact on future violence victimization and perpetration, and health. Support to help adverse childhood experiences do not only involve parent, but also service providers as well as teachers. The purpose of this study was to understand perceptions of parents, teachers, and service providers (counselors, psychologists, paralegal, and social workers) on collaborative supports for children with ACEs in Banda Aceh, Indonesia. We conducted 24 structured interviews with 10 parents who have children aged 12 – 17 years old with ACEs, 10 service providers, and 4 teachers who either have worked with the concerned children or have known them. The findings indicates that lack of coordination and communication between the parents, teachers and service providers from governmental agencies was acknowledged as a challenging area because of issues in finding clear policy and mutual trust for cross-sectoral work. The recognition of this need to provide multi-sectoral policy guidance is a crucial step to develop a convergence approach to address a variety of risks at different levels in at-risk children in Banda Aceh.

Keywords

adverse childhood experience (ACE), collaboration, qualitative study
