

THIRD TRANSNATIONAL MEETING Warsaw, April 23, 24, 25 and 26th, 2009

On April 23, 24, 25 and 26th the third 2007-2009 TRAIN TOGETHER/Se Former Ensemble Transnational Meeting about the "**training of professionals who work with, and collect evidence from, child victims of sexual abuse**" was held in Warsaw.

This meeting allowed programme partners to meet, discuss and exchange opinions about the work previously undertaken by each National Steering Committee on the initial and further training programmes dedicated to professionals who work with, and collect evidence from, child victims of sexual abuse.

During the three days of the conference, having examined the current situation in each country, the partners put together the outline of a multidisciplinary training programme and specialised training programme, for professionals working with child victims.

During this Meeting, the following persons were present:

For Belgian association SOS Enfants ULB:

Clémentine GERARD, Research Psychologist at the C.H.U. Saint-Pierre SOS Enfants-ULB Centre in Brussels. TRAIN TOGETHER programme coordinator for SOS Enfants - ULB

Marc GERARD, Paedopsychiatrist, coordinator for the C.H.U. Saint Pierre SOS Enfants-ULB Centre in Brussels. He supervises a multidisciplinary, medical, psychological and social team which covers therapy, diagnosis and child protection. He is an expert in maltreatment, namely sexual abuse.

Michel CARMANS, Federal Judiciary Police Specialised consultant (Judicial Police General Management – Technical and Science Department – Service of behavioural sciences) and lecturer in child interview techniques.

Natasha WINNERS, Psychologist, researcher at the C.H.U. Saint-Pierre SOS Enfants-ULB Centre in Brussels.

For the British association CHILDREN'S LEGAL CENTRE :

Kamena DORLING, Legal and policy officer at the Children's Legal Centre, who runs the Refugees and Asylum Seeking Children's project, provides training in immigration and child law, and undertakes research for the international department. TRAIN TOGETHER programme coordinator for the CHILDREN'S LEGAL CENTRE.

Christina SZURLEJ, Researcher at the Children's Legal Centre.

Holly ROGALSKI, Researcher at the Children's Legal Centre.

For the German association KARO :

Brigitte DZIALLAS, translator and collaborator

For the Italian association ISTITUTO DEGLI INNOCENTI :

Beatrice BESSI, Psychologist, clinician psychotherapist, expert in therapy for children and adults victims of violence, specialised consultant on interviewing children with the police and during the judicial process. Trainer and expert at a national and international level, at the Artemisia association and at the Istituto degli Innocenti. She is a member of the Italian Steering Committee for the TRAIN TOGETHER programme.

Donata BIANCHI, sociologist, coordinator of the Istituto degli Innocenti's programme.

Fanny MARCHESE, Social worker, specialised trainer at national and international levels, consultant for regions and municipalities about the prevention of sexual abuse and child protection, consultant at the TIAMA centre in Milan, a centre which specialises in the therapy of sexually abused child victims. She is a member of the Public and Private Services Italian Coordination against child sexual abuse - C.I.S.M.A.I.

For the Italian association IREFORR :

Ester DI RIENZO, Psychologist, psychotherapist at the child and family centre in Rome, expert at the Roman Court of Appeal. Her expertise lie in psycho diagnosis assessment, therapeutic treatment and training.

Filippo SQUICCIARINI, Child Office State Police Inspector in Potenza. He has been working for several years on cases of violence perpetrated against children.

Assunta BASENTINI, Psychologist at the juvenile Court in Potenza.

For the Polish association MEDERI :

Joanna CIELECKA-KUSZYK, Paediatrician, President of the MEDERI Foundation, she works with various other professionals in the protection of child victims at the paediatric hospital where the Foundation is established. Coordinator of the TRAIN TOGETHER programme for the MEDERI Foundation.

Malgorzata ZBROSZCZYK-SZCZEPANIAK, Head of the paediatric service, she works in cooperation with the Mederi Foundation.

Joanna BARCELLONA, research assistant and coordinator for the international cooperation at the MEDERI Foundation.

Mrs Eleonora **ZIELINSKA**, lawyer.

For the Polish association NOBODY'S CHILDREN FOUNDATION :

Maria KELLER – HAMELA, Psychologist, Head of the International Cooperation for the Nobody's Children Foundation. The Foundation has been working for 17 years on the protection of child victims; on the establishment and use of protected interviewing rooms and in professional training. TRAIN TOGETHER programme coordinator for NOBODY'S CHILDREN Foundation

Monika SAJKOWSKA, Sociologist, she coordinated and supervised various research on the interviewing of child victims. Head of Nobody's Children Foundation

Marta SKIERKOWSKA, Psychologist, programme Assistant for the Nobody's Children Foundation

For the Romanian association THE INTERNATIONAL FOUNDATION FOR CHILD AND FAMILY (IFCF):

Mihai SERBAN, Psychologist, Police Officer at the National Agency against Human Trafficking, at the Home Office and Administrative Reform. TRAIN TOGETHER programme coordinator for IFCF

Izabella POPA, Doctor, National Coordination Assistant for Work International Office Coordinator and for child work suppression International Programme.

Manuela DANESCU, Head of Department for Strategies and Programmes and National Authority for the protection of children's rights.

For La Voix De l'Enfant, TRAIN TOGETHER-Se Former Ensemble coordinator partner:

Hervé THEAUDIERE, Vice-president of la Voix De l'Enfant

Martine BROUSSE, Director of la Voix De l'Enfant

Odile MAURICE, Social Assistant, family therapist

Giulia MANCUSO, Sociologist, TRAIN TOGETHER programme Coordinator.

FRIDAY APRIL 24, 2009

The first day begins with **Giulia MANCUSO**, programme coordinator, who, after thanking the Polish partners for their hospitality and for organising the conference, tells the partners the schedule for the three days.

AGENDA

FRIDAY APRIL 24, 2009

9am –10am : Meeting Opening by Polish partners.

10am–11am : Presentation of the work for the day and the assignment of tasks to the partners for the Programme Final Report writing (Voix De l'Enfant).

11am – 11.20am : Coffee break

11.20am – 1pm : **Programme overview about information and initial and further training dedicated to professionals who work with, and collect evidence from, child victims of sexual abuse:** presentation of the work undertaken by every National Steering Committee.

{In preparation for the writing of Final Report Chapter 2: "Overview of practices in vigour in partner countries".}

1pm – 2.30pm : Lunch

2.30pm – 4pm : **Multidisciplinary basic training:** presentation of each Steering Committee's thoughts on the possible contents, objectives and purpose of this training.

{In preparation for the writing of Final Report Chapter 3: "Suggestions on the improvements of training delivery in every country".}

4pm – 4.20pm : Coffee break

4.20pm – 5pm: **Specialised training for professionals working directly with child victims in the judicial process (doctors, lawyers, magistrates, psychologists, social assistants, investigators):** exchanges and debates on the possible contents, objectives and purpose of this training.

{In preparation for the writing of Final Report Chapter 3: "Suggestions on the improvements of training delivery in every country ".}

8pm : Dinner

Saturday April 25, 2009

9am – 11am : **International Multidisciplinary Cooperation:** presentation of each Steering Committee's thoughts on how this cooperation may be developed.

{In preparation for the writing of Final Report Chapter 3: " Suggestions on the improvements of training delivery in every country ".}

11am – 11.20am : Coffee break

11.20am – 1pm : **Partners' common recommendations to adapt and reinforce the training provided for professionals working with, and collecting evidence from, child victims of sexual abuse:** debate among partners for the identification of these recommendations.

{In preparation for the writing of Final Report Chapter 4: "Conclusions".}

1pm – 2pm : Lunch

2pm – 3.30pm : **CD-Rom contents and selection of the documents to be included**

3.30pm – 3.40pm : Coffee break

3.45pm – 5pm : Final Conference preparation

8pm : Free Dinner

Sunday, April 26th, 2009

9am – 12pm : Preparation of the work to be undertaken by the Steering Committees for the Final Report and for the Final Conference that will take place in Paris on December 3 and 4, 2009.

10.30am – 10.40am : Coffee break

12.15pm : Lunch on site before departure

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Martine BROUSSE suggests that the attending professionals ask the Polish partners of the Mederi and Nobody's Children associations about the visits that were organized the previous day at the children's hospital and in the interview room, inside the partner association Nobody's Children Foundation.

Giulia MANCUSO asks the Mederi association partners for clarifications regarding the presence of an interview room in the visited children's hospital.

Małgorzata ZBROSZCZYK-SZCZEPANIAK explains that this room does not currently exist, but that there is a will to equip a room in the hospital dedicated to the safe interview of child victims of sexual violence.

Martine BROUSSE agrees that it would be interesting to open a protected interview room in a hospital in Poland. Poland could implement protected interview rooms either in police stations, either in courts or in non governmental organisations (NGOs). She asks whether such structures exist in other countries, like Italy, for example.

Donata BIANCHI explains that in Italy, interview rooms were created in police stations, in courts, inside NGOs or in public utilities, according to the professionals and the authorities' means and good will. A national unified rule does not exist. Some interview rooms are connected to some hospital services, but not precisely to hospital structures.

Maria KELLER HAMELA underlines that in Poland, interview rooms are implemented by local authorities.

The Nobody's Children Foundation worked on the definition of the standard criteria needed for reach room. These standard criteria were accepted by the Ministry of Justice and all of them need to be met in order to obtain a qualification certificate for the room.

Martine BROUSSE asks whether the hearing room in court is used to watch the interview and if there is also the possibility to record the interview carried out by the magistrate.

Maria KELLER HAMELA explains that there is a possibility to record the interview held by the magistrate.

Giulia MANCUSO continues with the agenda of the day and reminds the partners that the aim of this meeting is to finalise all the work done during these two years and to complete the documents that will be included in the final report and in the CD-Rom.

She suggests that partners intervene and exchange their opinion about the problems that were encountered by national Steering Committees and the difficulties related to the synthesis that la Voix De l'Enfant asked to send before the Warsaw meeting.

This synthesis should summarize the information contained in the charts and will be included in the final report. It is important that each country presents the document's information and structure in the same way, so as to guarantee the report's uniformity.

Giulia MANCUSO specifies that the reports must be written by all partners and that each delegation must handle the report's part related to its country. This report must underline the training situation of professionals working with child victims in every country, the lacks in the trainings and the suggestions that each country would like to make at national and European levels.

As for charts, their information should be standardized and their structure finalized.

The work should be split among all partners.

Regarding the analysis of the information gathered in the charts that will be inserted in the final report, la Voix De l'Enfant had sent, before the Warsaw meeting, an example of this document, which summarized all information concerning France.

This document shows, in the first part, the overview of practices in every partner country, concerning :

- Initial and ongoing trainings dedicated to professionals intervening in the stages of the word collection and the judicial follow-up.
- Initial and ongoing trainings dedicated to professionals intervening during the follow-up and the medical, psychological and social take in charge.
- Professionals' information and sensitisation.

The second part of this analysis presents each partner's suggestions for the improvement of training structures concerning :

1. multidisciplinary complementary training for all professionals intervening with child victims
2. the specialised training for professionals intervening in the word collection and the take in charge of sexually abused child victims

3. international multidisciplinary cooperation

Giulia MANCUSO specifies that, during this meeting, the documents that will be included in the CD-Rom will also need to be completed.

The agenda also mentions that the themes for the final conference that will take place in Paris in December 2009 will also have to be tackled.

She reminds that on the Voix de l'Enfant Extranet TRAIN TOGETHER portal, the partners can find all the countries' charts in French and English version. A copy of each document in both languages is available in a paper version and can be consulted.

Giulia MANCUSO hands out a copy of the final report's summary proposition to the partners. This summary follows the key features of the AGIS programme's final report.

Giulia MANCUSO suggests that the partners intervene and react about the suggestions regarding the final report and to present potential issues to be discussed during the meeting.

Donata BIANCHI explains the difficulties encountered by the Italian Steering Committee as far as coordination is concerned. The Committee is formed by experts working together with the Istituto degli Innocenti in Florence and the IREFORR in Potenza.

The committee members tried to establish a questionnaire in order to update the information about professional training in Italy and hope to be able to gather the new information, so as to share it with the professionals during the programme's final conference.

Donata BIANCHI would like to underline another point, namely the programme's final report's structure. It is important that the names of the experts who participated to the programme be mentioned on the report and that each Steering Committee be responsible about the text concerning its country for the final report.

Brigitte DZIALLAS explains the difficulties encountered by the German Steering Committee regarding the answers related to training. The Steering Committee established a questionnaire that was distributed to more than 100 professionals intervening in the take in charge and in the word collection of child victims of sexual violence. The problem encountered is that they only received 8 answers.

The Steering Committee tried to contact the professionals in order to get some information, but these very often refused to give answers.

Giulia MANCUSO reminds that each country's Committee must search for the training programmes organised for the professionals working with child victims. In order to obtain this information, the Steering Committee members must also question ministries, training-related organisms, schools and superior institutes in order to find out if trainings are organised on the topic of sexual violence committed on children, even if very few professionals attend these trainings.

The questionnaire can be one means to obtain the required information, but telephone calls and direct contacts with the professionals are also good searching tools when looking for information.

Brigitte DZIALLAS specifies that trainings are often very expensive and demand a lot of time from the professionals who are not motivated to attend them.

Joanna CIELECKA-KUSZYK underlines the difficulties encountered by the Polish committee as far as its Steering Committee is concerned; the members created various questionnaires dedicated to professionals : judges, practitioners,... but it was very hard to obtain answers. Information was given by official training centres for doctors.

Joanna CIELECKA-KUSZYK specifies that in Poland, an agreement from the Ministry of Health is necessary to obtain a training's official status; the Ministry decides whether the sexual violence inflicted on children must be the subject of a training for doctors.

As for nurses, an agreement from the Ministry of Health is not necessary, which means that they have an easier access to training.

Izabella POPA reminds that in Romania, trainings must be recognized by the Ministry in order to get an official status. Trainings can only be organised by NGOs and by the child protection system. Professionals are not motivated to attend non-official trainings.

She also asks for clarifications regarding the last chapter of the project of the final report's summary on :

Multidisciplinary training typical module

Specific training typical module

Recommendations

Giulia MANCUSO specifies that this chapter should gather the common suggestions from all partners; this way, basic and complementary training for professionals working with child victims could be improved. These suggestions had already been mentioned during the Brussels conference and may be finalised and improved.

Beatrice BESSI reminds that in Italy trainings are also not compulsory. Therefore, it is useful to mention in the conclusions the importance of training when working with child victims and to underline this aspect at national and international levels.

Martine BROUSSE underlines the importance of pointing out the professional training malfunctions in every country at local, regional and national levels and to give suggestions and proposals in order to improve the system.

In the last chapter, that might be a conclusion, the recommendations for good practices and common suggestions should be inserted, such as for example, to make training compulsory.

Giulia MANCUSO specifies that the recommendations should not necessarily be applicable in every country, but must correspond to the issues that are considered essential by all partners for the improvement of the training system.

Marc GERARD underlines the importance of finalising the final report's structure during the Warsaw meeting and to mention the names of every professional who participated to the working group with their name and address.

Martine BROUSSE suggests to introduce a document with the names of the experts that participated to the AGIS programme in every AGIS report.

Donata BIANCHI notices the importance of displaying the names of all professionals belonging to the TRAIN TOGETHER programme and who are experts at national and international levels, in order to make work credible.

Giulia MANCUSO also states that it is important that every partner gets involved with the part of the reports concerning its own country, so that the essential parts of the situation may be underlined.

Martine BROUSSE reminds the importance of defining a schedule; this will allow all partners to respect the deadlines when sending the documents for the final report.

Giulia MANCUSO specifies that it is important to finalise the documents in order to respect translation deadlines and to present structurally uniform documents for all countries.

Martine BROUSSE suggests to validate the contents and the structure of the working documents.

Giulia MANCUSO reminds all partners that the final report will be distributed during the conference and that all documents will have to be finalised as soon as possible in order to respect translation and edition deadlines.

Martine BROUSSE suggests to get an agreement about the main guidelines that each partner will present, so as to ensure a harmony in every country's intervention for the final report.

Giulia MANCUSO, with reference to the chart about Belgium, asks the Belgian partners whether they believe that this document correctly summarizes the training situation in their country, with the narrative part explaining the methodology adopted by the Steering Committee to gather the information, as well as the various commentaries.

Clémentine GERARD answers affirmatively; despite the limited number of answers to the questionnaires sent back by professionals, the chart is finalised. The analysis is mostly based on the different considerations of the professionals who are members of the programme's Steering Committee. No answers were given by the Dutch-speaking part of the country.

Martine BROUSSE underlines the importance of inserting, in the final report, a presentation showing the way in which the information was collected and received.

Natasha WINNERS says that the introduction must underline the fact that, despite the search for information, the analysis cannot be considered exhaustive as far as the real existence of training programmes in the country is concerned.

Martine BROUSSE specifies that a definition should be given about what belongs to the initial training and what belongs to the ongoing training. It is also important to underline the training duration and costs, to mention whether the trainings are compulsory or not, and if the information about existing training is easily reachable or not.

Giulia MANCUSO suggests that partners remove the column "information" in the chart and that this information be mentioned in the report only. All comments related to information access for professionals could appear in this part of the report dedicated to information.

After having discussed the matter, the partners accept to eliminate this column and to mention in the report the information about data access, the implemented information and awareness raising programmes, and the guidelines dedicated to professionals.

The chart will be composed of five columns : target audience (magistrates, police officers, ..), initial training, ongoing training, gaps and lacks and suggestions.

Giulia MANCUSO reminds that additional documents for every country may be added in the CD-Rom's annexes.

Clémentine GERARD suggests the creation of an internet website, open to all professionals, with basic information about the take in charge of child victims, reference numbers by country, etc.

Martine BROUSSE suggests to formulate the chart title as follows : "**Training for professionals who collect evidence from, and work with, child victims of sexual abuse**".

Different colours might be useful to differentiate in the chart the different professional sectors : judicial, police, medical, psychological, social.

Every partner can have under categories in every sector.

After the lunch break, **Giulia MANCUSO** reminds partners about the decisions made : title of the chart, the five columns with the different professional sectors (target audience), the initial training, the ongoing training, gaps and lacks and suggestions.

She specifies that the information and sensitisation part, previously present in the chart will appear in a separate chapter in the final report.

Marc GERARD defines the initial training as a training related to basic degrees, during which specific matters of the topic of sexual violence appear.

Ongoing training is a process in the activity of professionals. It may have specific aspects related to the topic (word collection of the sexually abused child victim, the take in charge, the judicial follow-up) and less specific aspects, such as the general expertise in the field of maltreatment. Anyway, all this is related to training attended while already exercising a professional activity. Sometimes, in certain countries and in certain contexts, there will be a complementary certificate and an additional school curriculum.

There are also other events, related to awareness raising, that many people include in training (conferences, seminars, information sessions). He believes that they should highlight the difference between training as competence acquisition and the knowledge acquired by attending a conference or a session debate on the question.

Martine BROUSSE asks the partners' agreement to define initial training as a basic training, related to a basic degree, allowing every student in the sectors of health, justice, society, medicine, ..., to have a knowledge of the issue and its treatment.

Michel CARMANS suggests to define ongoing training as an improvement training.

Martine BROUSSE underlines the importance of agreeing on these definitions so as to have uniform contents in the charts of every country and to continue to work on the other issues of the agenda.

Donata BIANCHI presents the results obtained from the exchanges that took place inside the Italian Steering Committee regarding **complementary multidisciplinary training** : the contents and objectives that it needs to satisfy.

The objectives that this training should present are the following :

- to improve the protection of child victims
- to improve multidisciplinary work
- to reduce conflicts among professionals due to a lack of knowledge and coordination
- to reduce the risks of institutional maltreatment
- to improve the take in charge of the child victim's statement
- to have a precise knowledge of child victim issues

The contents that this training should present are the following :

- Basic knowledge of child victim trauma
- Basic knowledge of every professional's legislation and assignment
- The methodology needed to establish contact with the child victim
- Basic knowledge of the common aspects of the procedure

- The organisation and functioning of each institution intervening with child victims
- Basic knowledge of child psychology
- Basic knowledge of professional defense mechanisms
- The risks of secondary victimisation for professionals intervening with child victims
- Basic knowledge of the aggressors' behaviour and sexual violence dynamics.

This training should be able to satisfy the following needs :

- to improve the word collection and their take in charge of children
- to reduce professional isolation
- to reduce the risks of negative interference with the judicial procedure
- to improve the quality of the collection of a child's words
- to define every participant's role in the procedure.

Donata BIANCHI specifies that this training must be intended for all professionals working with child victims. Every professional must attend a specialised training, with specific information on his/her role in the judicial procedure and in the take in charge of the child victim.

Donata BIANCHI gives an example of the contents of the specific training that is given to psychologists and to magistrates working with child victims (the legislation, the judicial procedure, the child's psychology).

The partners agree to call this training : **“further multi agency (multidisciplinary) training”**.

Martine BROUSSE states that the further multidisciplinary training needs to be offered to professionals “during their professional activity” and consists of a training to be attended after the completion of studies. This training must allow a sharing of experience and knowledge among professionals. The specialised training must help every professional in the acquisition of the specific skills linked to their role.

Giulia MANCUSO tackles the questions that were mentioned during the Brussels meeting, and while reading the report of that meeting, she reminds that :

Partners suggest that the common transversal basic training for first circle professionals intervening with child victims (magistrates, psychologists, lawyers, police officers...) matches the following objectives and needs :

- 1) The necessity of a protocol and rigour in its application.
- 2) The ability to communicate with the child (be able to listen...)
- 3) The ability to define the various protagonists and to determine their assignments.
- 4) The adoption of a neutral professional attitude.

- 5) The detection of abuse indicative signs on children.
- 6) Trauma psychology
- 7) Being aware of the child victim's difficulty to communicate
- 8) Being aware of and follow the child's opening development
- 9) The given training must be as close as possible to protagonists in the field, the training programme must be common at national level but its setting up must be regional to allow participants to meet.
- 10) The knowledge of trauma indicators, like trauma effects on communications and memories. The more trauma a child has been submitted to, the more difficult it gets for him/her to speak. It is also very important that each professional meeting the child is aware of personal resonance. To listen to a child victim may bring about a reaction of detachment or an excessive implication.
- 11) The implementation of exchange among professionals participating to the training must be one of the transversal training's goals.
- 12) The study of real cases.
- 13) Basic information about judicial procedure.
- 14) The explanation of the aims of a child's audiovisual interview, these being not only social or judicial.
- 15) Allowing professionals to give time to ongoing training in order to develop a child protection competence and the ability to ensure a “well being” of the presumed child victim.

After the Brussels meeting, the work of every Steering Committee was to develop these issues.

In second level training needs, **partners** highlight:

- the social worker's and psychologist's responsibilities, role and work
- a need for a second level training for magistrates
- the relation with the child's environment in psychologists' training
- in magistrates' training: the need for a better understanding of the child's therapy and follow-up, of repair mechanisms and the possibility to have recourse to psychologists during the procedure.
- In social workers' ongoing training: the information on the abuser's behaviour towards the child, on abuse strategies, on manipulation detection and perverse communication.
- In the training of lawyers working on child reports: preparation elements concerning the particular context they are about to face, the abuser's communication with the child
- England underlines that the training for lawyers and judges gives information about the way to ask a child questions, to lead a cross-examination and to apply special procedures aimed at protecting the presumed sexual abused child victim.
- Media must take place to basic multidisciplinary training programmes in order to learn how to communicate on the relevant theme

Giulia MANCUSO adds that after the Brussels meeting, the members of the French Steering Committee exchanged opinions about the importance of these questions and about the possible integration of other elements. The French Steering Committee's report shows the exchange results of various professionals who are members of the Steering Committee regarding multidisciplinary training and the specialised training for every professional sector. She suggests that each delegation presents the work performed inside its Steering Committee concerning the common points that were highlighted during the Brussels meeting.

Donata BIANCHI suggests to work together so as to identify the basic objectives of the training intended for professionals working with child victims, in the judiciary, medical, social, etc. field.

Partners agree to postpone to the next day the presentations of each country regarding multidisciplinary and specialised trainings.

SATURDAY APRIL 25, 2009

After apologising for his absence of the previous day **Hervé THEAUDIERE** opens this second work day.

Hervé THEAUDIERE reminded everyone that two areas of further professional training were identified:

- Multidisciplinary training, which allows for the exchange of best practice and for participants to gain further knowledge, by facilitating the gathering of various different types of professionals
- Specific training designed to facilitate the acquisition of specific technical and professional skills or expertise.

Hervé THEAUDIERE outlined the meeting's objectives and the implementation of:

- An overview from all partners of the situations in their countries
- Recommendations

Hervé THEAUDIERE proposed that recommendations should be aimed at 2 groups:

- Institutional, including national and European administrations, so as to assist the development of operations at a European level.
- Political, national and European, so as to facilitate change in every country.

A text outlining possible improvements should be drawn up with the collaboration of all present.

With regard to training, from the discussions had on April 24th and from those in Brussels, **Hervé THEAUDIERE** concluded that the situation in each country is very different. Guiding principles which would allow for changes and improvements should be compiled.

Hervé THEAUDIERE suggested that every country presents on multidisciplinary training. He reminds everyone that multidisciplinary training, if it exists in the various countries, is often not generally available and its implementation can be made difficult by the specific training needs of each profession.

However, for child protection purpose, professionals need to meet and work together, and it is important to facilitate this.

Izabella POPA presented on the multidisciplinary training in Romania that is provided during post graduate studies and masters courses, by NGOs and Universities only. These training courses are not regular. They might last one or two years, and then be cancelled. Romanian partners searched for information about multidisciplinary training. They then analysed the contents of this training without specific details, such as interviewing child victims. They tried to draw up what the essential contents of training for professionals working in contact with child victims should be, before tackling the issue of interviewing children. They started with a concept definition, because in his or her initial training, each professional will be given a definition of sexual violence from a medical, legal, psychological, etc. point of view.

Izabella POPA underlined that professionals do not share a global vision of sexual violence that incorporates different points of view (medical, juridical, etc). It is important that every professional knows the laws and also the regulations; the roles of each professional working with child victims, and that he is able to understand the administrative framework and networks. However, there is currently no course which covers networks.

Izabella POPA suggested that professionals receive basic information about child interviews/hearings, judicial procedure and psychology. She noted that professionals tend to be aware of the need for a multidisciplinary work.

Eleonora ZIELINSKA explained that in Poland, there is a specific law on family abuse/violence that incorporates a multidisciplinary approach, and provides for cooperation between relevant services.

Kamena DORLING stated that in England, there exists a multidisciplinary training model. The National Steering Committee sent questionnaires to Local Authorities to find out further details of this training. Every local authority has a *Local Safeguarding Children Board* (LSCB). Among the members of these boards are police officers, teachers, social workers... These services are responsible for the development of policy and procedure for children's rights protection and promotion. Developing multidisciplinary training is also part of their work.

Kamena DORLING explained that professionals work at different levels with children. The training framework divides professionals in to different groups:

- Group A includes professionals who are in regular contact with children and families and will receive basic training.
- Group B consists of professionals working regularly with children, who have professional and institutional responsibilities towards children.

- Group C includes professionals with particular responsibilities in child protection.

The training level varies according to the different groups.

Training providing basic knowledge is set for groups A, B and C, and includes:

- the definition of child sexual abuse and maltreatment,
- the recognition of signs and symptoms of abuse
- basic information on the legal framework and on the guidelines concerning child protection,
- the role of each professional working in child protection,
- best practice,
- an introduction to the impact of sexual abuse on child development
- information sharing and confidentiality

All these issues are covered in the basic training. More specific training is acquired according to the type of professional.

For example, training for group B includes more specific sessions on the legal framework, further focus on sexual abuse, the Court process and the impact of sexual abuse.

Training for group C is specialised, multidisciplinary and is dedicated to professionals working together, for example in the police investigation phase.

Kamena DORLING stated that this model is well structured, even if it is not always applied in practice. The National Steering Committee contacted more than 150 National Authorities, but only received 50 replies. These Authorities did not have statistics on the numbers of professionals who are actually receiving the training. More specific training on the sexual abuse of children is provided after the general one about child protection.

Kamena DORLING noted that judges and lawyers are not included in this multidisciplinary training framework and that this training is provided at a local level. This multidisciplinary and specific training model for each professional group seems very well developed.

Marc GERARD asked for details about the training in terms of number of hours, days or years.

Kamena DORLING answered that the expected time for this training is probably unsatisfying. The basic training gives knowledge but cannot be considered to be further training. It may also be taken on the Internet at a basic level. It is not given to all professionals working with children on a regular basis.

The duration of basic training for the three groups is two days at the most. There is an appropriate period for teachers, as they have little free time. Group C professional also attends more specific training on carrying out investigations and this training lasts one week.

Izabella POPA added that the previous Romanian presentation was focused on the data gathered by the Romanian Steering Committee about multidisciplinary training, about the issues of prevention of sexual abuse. The Steering Committee thinks that this data should be included in the multidisciplinary training dedicated to professionals working in this field.

Various training is available in Romania, but not on this issue. The training lasts around 40/42 hours.

She also underlines the importance of follow-up after the training.

Hervé THEAUDIERE asked the English partners to complete their presentation with suggestions or propositions, if possible.

Kamena DORLING added that judges and lawyers are not involved in multidisciplinary training and that this training should be made compulsory. As it is difficult to identify among these professionals which individuals will be working with children, all judges and lawyers should attend specific training. However, it would be difficult to provide this training to absolutely all professionals in contact with children.

Eleonora ZIELINSKA asked about the methods that are used in the English training system and **Kamena DORLING** replied that the training is mainly based on lectures. At a higher training level, both lectures and practice is used. This training is focused on the interview of a child, on interview techniques and on role plays. The evaluation of the participants is based on a practice interview.

Maria KELLER – HAMELA added to the previous comment made by Eleonora **ZIELINSKA** and reminded everyone that their country is witnessing a change to its legislation. An amendment is being debated in Parliament about domestic violence, including sexual abuse of children, which will outline the intervention of a multidisciplinary team that has been trained.

Maria KELLER – HAMELA explained that in Poland there are three multidisciplinary training models:

1. The first is "training aimed at fighting domestic violence". This training is provided by NGOs and the governmental agency that works on alcohol-related problems. This agency is linked to the Ministry of Health. There exists a degree in domestic violence. In order to obtain it, a multidisciplinary training must be undertaken. Various professionals participate in this training, which lasts 270 hours. In order to obtain this certificate, professionals must pass an exam after the training, the contents of which are interdisciplinary. There are two sorts of these courses - some are provided by the State and others by NGOs.
2. The second training, organised by the "Blue Academy", is divided into 120 hours of basic training and 210 hours of specific training. In this training, professionals choose whether they wish to attend the part relating to adult or child victims of sexual abuse. The Nobody's Children Foundation is responsible for the training given on children. After having attended the second part of the training, the two groups must undertake 50 hours of interdisciplinary training. This training is only available in Warsaw.
3. Another project was implemented by the Nobody's Children Foundation in cooperation with local authorities. This project involved the creation of a network or associations working on child abuse issues and specific on intervention and the help provided for child victims of sexual abuse.

Martine BROUSSE asked the Polish partners for details about the first bit for training, consisting of more than 200 hours of multidisciplinary initial training; about the definition of "multidisciplinary training"; about the target audience; and the training's contents.

Maria KELLER – HAMELA explained that the first step involves basic training for all professionals working with children. The second training level is only intended for professionals working directly with adult and child victims.

Maria KELLER – HAMELA clarified that in Poland, professionals working in the legal field are also reluctant to attend this type of training. These professionals need specific training on the issues that affect them, but also ought to be informed about the other professionals' role.

At the Foundation, a survey was carried out with judges and prosecutors, in order to identify their needs in terms of training, and it showed the gaps in the training provided for professionals working in the legal field.

In order to answer the question asked by **Donata BIANCHI**, **Maria KELLER – HAMELA** added that this training is not compulsory but should be attended by professionals wishing to obtain certificate of experts. However, no certificate is compulsory when starting work in this field.

Answering the question asked by **Donata BIANCHI** about the training's contents on sexual violence, **Maria KELLER – HAMELA** said that some lessons are common to all training models and do not address sexual abuse specifically. For example, issues on how to address a child, the phases of revelation and consequences, the child's feelings and how to help the child are all studied.

The Nobody's Children Foundation's training includes a module on diagnosis and therapy.

Maria KELLER – HAMELA stated that it is possible to attend both training courses, but it is important to distinguish between the two areas: legally, a professional making diagnosis is not allowed to also provide the therapy.

Joanna KUSZYK added that in the medical initial training, students attend 6 years of studies and one year of practice. During those 6 years, they undertake training on public health which includes lessons on domestic violence and violence against children, including sexual aggression. Radiologists also undertake training on fractures and the maltreatment of very young children.

For specialised practitioners, a 4-day course on public health is compulsory, and this includes 4 hours on domestic violence.

Further training for doctors is only provided for forensic doctors. The specialisation in forensic medicine lasts 5 years and consists of courses on domestic violence, including sexual aggression.

The specialisation in gynaecology lasts 6 years, and in the third year, three months are dedicated to paediatric gynaecology with lessons on sexual aggression against children.

In Poland, multidisciplinary conferences are included in the initial training.

For magistrates, further training is handled by the National School for judges and prosecutors. It is part of a European governmental programme that established a 3-month period of « higher education » with courses on domestic violence. This training is not compulsory.

Hervé THEAUDIERE concluded that further training is not compulsory in every country and depends on the individual's interest and availability.

The Italian partners reminded everyone that training is not compulsory as far as sexual abuse or the interviewing of children is concerned. Training varies according to region and municipality, and courses are often provided by NGOs.

NGOs offer specialised awareness training and courses on maltreatment. They also have created a network called CISMAI, which enables specific and multidisciplinary training on interviewing children and judicial procedures. This non-compulsory training is organised in many cities for various professionals interested in the issue of maltreatment. For example, lawyers, who need to undergo a certain number of training hours in order to start working in a certain area, regularly attend them. Specific courses about interviewing children are aimed at psychologists and social assistants. However, there is no national standard or qualification which it is obligatory to have in order to be able to work with sexually abused child victims.

Hervé THEAUDIERE noted that the idea of a network is interesting as it can be a means of bringing together professionals from different disciplines. He asked if there are examples of other networks operating in other countries.

The Italian partners reminded everyone that private centres, managed by NGOs, working on the issues of maltreatment and sexual abuse are very experienced and are in charge of training. The network allows for exchanges and gives them more credibility when working with the government. The network's aims are to allow the sharing of knowledge also to facilitate making representations to the government together.

Hervé THEAUDIERE thought that the network idea was very interesting

Donata BIANCHI reminded everyone that in Italy, a judge and professional working in the private sector, often a psychologist, are present during the interview of a child victim.

Normally, professionals working in public services (such as psychologists, psychiatrists, etc), even if they are experts and work in diagnosis or therapy, are not allowed to attend the hearing.

Beatrice BESSI added that no training is compulsory. Expert psychologists assisting a child during their hearing may have received no training in this area.

Maria KELLER – HAMELA asserted that the same problem exists in Poland.

Some expert psychologists do not believe in sexual abuse and tend to claim that children lie. Therefore the Nobody's Children Foundation decided to implement training exclusively for expert psychologists intervening in child hearings/interviews. Training is optional but many professionals arrive from all over Poland to attend.

Beatrice BESSI explained that CISMAI organised training for the same reason.

The decision to appoint an expert for a child's hearing depends on the judge. However, some judges and psychologists already know each other, and some judges may choose a certain type of psychologists. As there is no university training on this issue, CISMAI tries to implement training at a national level.

Giulia MANCUSO asked whether the expert psychologist appointed by the judge is paid and if there is a link between the two, as appointed experts are often the same people.

Beatrice BESSI replied that this is a problem, because in some Italian regions, if an expert works for the court by participating in a child's hearing, he is not paid, and receives only a "vacazione" in exchange. The procedure is not the same everywhere. Other experts may receive a high payment for their expertise.

Hervé THEAUDIERE argued that it is difficult to tackle the problem of experts in courts without addressing the issue of the payment.

Giulia MANCUSO handed out to the partners copies of the document that was distributed by the Italian partner IREFORR and which is available in French only.

Beatrice BESSI presented the basic training contents for all professionals, including:

- Basic knowledge on trauma,
- Basic knowledge on legislation and each professional's skills (reports to be drafted, procedure and role),
- Cognitive approach, common methodology,
- The organisation and functioning of each organism involved in the protection and hearing of the child victim of sexual violence,
- Discernment of common objectives and tasks,
- Basic knowledge about child psychology, the capacity of observing and evaluating a child,
- Information about defence mechanisms and the risks of a secondary victimization for professionals,
- Basic knowledge about the aggressor's behaviour
- Sexual aggressions dynamics,

Brigitte DZIALLAS added that of the 130 questionnaires sent to the professionals working with child victims of sexual abuse, only 8 answers were received. The National Steering Committee noticed that the professionals who they contacted did not receive any training. A doctor working for the Karo association, admitted that he had never heard about any specific training on the subject in question.

Currently, Germany has 170 cases of sexual violence per year. The Family Minister has produced two publications, 170 and 120 pages long. These two documents, which have not been translated into English, are available on the La Voix De l'Enfant Extranet.

Brigitte DZIALLAS noticed that there are very few examples of good practices, with the exception of the two documents just mention. NGOs, like ECPAT, Karo, Subway Berlin, Children Welfare organise training.

She noted that legal sector professionals are often not available to attend these trainings.

Judges and lawyers often rely on psychologists in order to fill gaps. In Germany, in order to become a psychologist, there is no need to obtain a specific degree. However, courts will recruit psychologists with a degree. These professionals do not receive specific training on children, and are not child experts. Only psychologists who obtained their degree in the United States will have received specific training on the sexual abuse of children.

Psychologists and nurses, who receive training through Karo, have noted the problems inherent in initial training. The training is not compulsory, and professionals have to individually take the initiative to attend when they realise they lack the sufficient skills to work with child victims.

Hervé THEAUDIERE asked what the German committee's main suggestions would be?

Brigitte DZIALLAS reminded everyone that in countries such as Poland and England, the situation is much more advanced than in Germany. While Germany may not have many examples of good practice, it can benefit from partner countries' practices.

She was intending to write a detailed report of this Meeting about the current practices in other countries regarding training – for example, the number of compulsory training hours. She believed that training should be compulsory at initial and advanced level.

In Germany, NGOs do not have enough power to put pressure on the government. Common recommendations at European level may change the situation. Regulations determining the length of training for all professionals should be established.

Clémentine GERARD added that in Belgium, nothing systematic or compulsory has been established. In initial training, the issues of sexual abuse and maltreatment are tackled but the extent to which they are addressed varies a lot depending on the institution. Nothing well structured is implemented in university programmes, except the training of police investigators, as this is compulsory and structured training on interviewing children. Therefore, police officers will acquire knowledge and skills and undergo a training assessment and a follow-up after the training. For magistrates, psychologists and social workers, there is a possibility of 'à la carte' training. This means that not all professionals working on sexual abuse will receive the same information or training.

Clémentine GERARD presented a programme that has running for one year, consisting of a post graduation certificate with a multidisciplinary approach to sexual abuse that can be obtained at the Université Catholique de Louvain. This programme is undertaken by psychologists and psychiatrist candidates, but this year, the number of participants was quite low because of the cost of the training (1,200 Euros) and the fact it lasts 6 months.

Natasha **WINNERS** presented the work carried out by the National Steering Committee that had met 4 or 5 times since the Brussels European meeting in order to put together a template for transnational multidisciplinary training.

The target audience would be professionals working with, and collecting evidence from, sexually abused child victims.

A power point presentation demonstrated the proposed training.

Odile MAURICE presented on multidisciplinary training in France. This training is implemented by various departments of general councils, which are the political authorities who take responsibility for maltreatment. These councils have created reporting cells to which professionals are supposed to send their written reports in reference to a child in need or in danger; this report might be, in emergency situations, directly sent to the State Prosecutor. However, most multidisciplinary training comes from the private or associative sector – most notably therapy centres specialising in sexual abuse, and by associations or federations like La Voix de l'Enfant, from medical and judicial reception units.

These training courses are intended for professionals working with child victims of maltreatment and sexual violence. The professionals involved are doctors, lawyers,

psychologists, policemen, social workers. Training is not compulsory but sometimes highly recommended by employers. Usually there are around 20 participants. One of the difficulties with this training is how to determine who is going to organise the meetings of professionals and who is going to bear the financial costs of doing so.

The French Steering Committee members suggested that this multidisciplinary training be implemented on a national basis, but in order to make the meetings of stakeholders easier they will have to be organised at a local or regional level. It should aim at improving the exchange of good, at promoting good practices among professionals (through case studies and examples), and provide information on the psychology of a child victim, his/her family, his/her aggressors, as well as on information sharing.

Marc GERARD noted that communication with the parents and their testimony are missing from discussions. However, even though many cases start with the testimony of the parents professionals usually do not bother to analyse these statements. They should learn about maternal or/and family reactions. This essential element should not be ignored.

Marc GERARD stated that a filmed video of the police interview is not available in all countries. Moreover, if the mother is not protective and pretends to be, the child will not always be protected, as services do not regularly collaborate together. The repetition of child hearings must be known for clarity purposes. The hearing might be very well performed, but what comes next is hardly handled as far as child protection is concerned. When adults are powerless in their attempt to explain what is going to happen to the child, secondary victimisation can occur. This is why a multidisciplinary training is interesting.

Hervé THEAUDIERE suggested focussing on the specialised training offered to professionals.

Kamena DORLING agreed with **Donata BIANCHI** that it would be better to focus on multidisciplinary training and to try to establish some common aims in this area.

Eleonora ZIELINSKA added that she understood that the work consists in finding common points, a methodology and a curriculum for multidisciplinary training.

In specialised training, it is important to have multidisciplinary knowledge. Professionals' legal training lacks of psychological knowledge about child sexual aggressions. It would be important, for example, that lawyers, have knowledge in the medical field about the issue in question.

She suggests to use the presentations of Italy and Belgium as a basic model. Essential points were mentioned in these presentations, like the way to avoid secondary victimisation and *burn out* symptoms. Lawyers need to have access to this knowledge and to have the possibility of a supervision.

Also, details should be given about who the stakeholders of trainers' teams will be, as they should not only be professionals working in NGOs, but also people intervening at the procedure's various stages.

Hervé THEAUDIERE notices that the wish for a multidisciplinary approach is still present. He suggests a common assembling of multidisciplinary training recommendations.

Donata BIANCHI suggests to start from the Belgian document, as an example of basic training. This presentation summarizes a lot the suggestions presented by partners.

Izabella POPA asks if international cooperation and specific training will also be tackled. She would like to present the Romanian Steering Committee's suggestions on specific training.

Herve THEAUDIERE explains that after the multidisciplinary training, work will be oriented towards international cooperation and towards suggestions about specialised training. The work that will not be finished during the Meeting will be completed through e-mails and Extranet exchange.

Marc GERARD presents slide 2 of the PowerPoint which concerns this multidisciplinary training's target participants.

<p><u>Target audience:</u> multidisciplinary training dedicated to professionals intervening in the take in charge and word collection of presumed sexually abused child victims.</p>

<p>Judicial and psychological, medical and social environment (psychologists, social workers, educators, doctors and paramedical personnel, policemen, lawyers, magistrates)</p>
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Comments:

Marc GERARD notices that the political sphere, decision-makers and administrations are not mentioned. This training is intended for professionals only.

Beatrice BESSI asks that educators be registered among professionals

Marc GERARD adds that the training is offered to the professionals who regularly work with sexually abused children.

Izabella POPA asks if professionals intervening after the reporting is registered are taken into consideration. The training might also be intended for educators observing children at risk.

Marc GERARD personally believes that all professionals should take this training, including educators and nurses; therefore, educators should be added to the target audience list.

Izabella POPA adds that the multidisciplinary training is intended for professionals working with children. Training may thus be intended also for educators working in specialised centres.

Natacha WINNERS believes that educators should be a part of the professional sphere and have all necessary information as they intervene after hearings and are present for therapeutic work when children are fostered in institutions.

Marc GERARD adds that this will complicate the meeting system for educators and magistrates on the field, especially in order to present a coherent and not too complicated training. However, he has no objection about educators' registration.

Béatrice BESSI reminds that it will also be difficult to « put together » paramedical personnel with a judge. In Italy, it is important to register field educators, who meet many children having or having not yet revealed sexual aggressions. The teams are all composed of psychologists, social workers and educators.

Hervé THEAUDIERE suggests that each country define who may attend these trainings. He notices two contexts:

- 1 around the child's words, which concerns a certain number of professionals: magistrates, social workers and members of medical teams, but not paramedical
- 2 a context with the child's life, his/her previous follow-up, if it exists, and his/her subsequent follow-up with paramedical personnel, educators, namely a larger amount of professionals

He suggests two levels of training that are not really different in terms of contents, but which correspond to two different moments; in the first, professionals are gathered around the revelation and words, the second gathers all professionals concerned by the child's follow-up and support. He believes that in the multidisciplinary field, the magistrate will more easily accept to be with the social worker working on the file, rather than with the educator or paramedical personnel if the child is hospitalised.

Giulia MANCUSO adds that as far as organisation is concerned, specialised trainings ought to be listed for each country. In Brussels, common guidelines for a common basic multidisciplinary training were established. As for basic training, like in the final report's summary, there will be a part with recommendations aiming at improving initial training in each country and a second part gathering common recommendations among partners. A common core should be found for suggestions at European level.

Izabella POPA agrees with Giulia MANCUSO's statements. She believes that common points should be found. For example, training may be intended for psychologists, social assistants, doctors, police officers, lawyers, magistrates. On the contrary, in Romania, there is no paramedical personnel.

Partners decide that the profession of educators will be registered.

Marc GERARD presents slide 3

Objective: General training allowing to improve a specific approach of the issue regarding child sexual violence

When: To be suggested after initial training (namely while starting a professional activity, or during professional life)

Comments:

Marc GERARD suggests to speak more specifically about sexual violence, not maltreatment.

Hervé THEAUDIERE understands Belgium's specific problem for their pilot project, as far as financing is concerned, but maltreatment should be intended globally, not only as sexual

violence, which is a kind of maltreatment that requires child protection and a judicial intervention.

Marc GERARD notices that, according to his own experience, specificity is better for an efficient training. It is better to target and only speak about sexual violence rather than about maltreatment in general.

Giulia MANCUSO reminds that the programme is only about sexual violence

Izabella POPA adds that in Romania there are two approaches: multidisciplinary training with a global approach, including themes such as abuse, neglect and exploitation. There is also a more specific training. She believes that it is better to speak only of sexual violence.

Marc GERARD states that in SOS Enfants teams, the complete character of child hearing knowledge is absent.

Marc GERARD presents slide 4

- Any person working in the word collection and take in charge of a child victim of sexual violence must be trained
- Training ought to be highly recommended by services themselves
- Therefore, services must first be made conscious and responsible about the importance of training. They will be able to make it « compulsory », to impose it *for at least one* referent person per service

Comments:

Izabella POPA suggests that not only specific training be made compulsory, but also initial training, dedicated to professionals working with child victims. Institutions are responsible for the professionals' attendance to this training. The initial and ongoing training about sexual violence must be compulsory.

Donata BIANCHI suggests that in the initial training, during university studies, all students that will have to intervene with child victims (doctors, lawyers, ...) take compulsory courses about child protection, about the detection of maltreatment and sexual violence cases.

As for ongoing training, it is important to set up a compulsory training dedicated to professionals working with children. Public and private services would receive financial support from the public sector.

Izabella POPA explains that Romania is deliberating about a bill that would make initial and ongoing training compulsory.

Hervé THEAUDIERE discovers that in various countries, there are compulsory ongoing trainings, and if they are not taken, a sanction is given. In France the system is different. There are training offers, some are compulsory but everyone has good reasons not to attend

them and there are never any consequences. Therefore, is it possible to speak about compulsory training as far as ongoing training is concerned?

Marc GERARD believes that the offer makes the action and if credible modules are proposed, professionals will come and institutions will encourage them to participate. The question is then: can we go further?

The recommendation is that any professional wishing to intervene about these problems must go through a training module with no sanction at stake. Clearly some will not participate. Services should include trainings in their organisation logics. Besides, the offer, the credibility of what is offered, the price and accessibility must be taken into account.

Izabella POPA reminds that in Romania there are sanctions and minimal measures stating that social workers and psychologists ought to take 50 training hours per year on the issue of prevention and fight against sexual aggressions, child exploitation and abandonment. If services do not respect these measures, they may not obtain any accreditation. In order to obtain accreditation, trainings indicated by institutions must be taken.

Brigitte DZIALLAIS thinks that this method may not work in Germany. People's rights should not be affected; therefore everything becomes optional and up to everyone's free choice. It will be very difficult to introduce this practice. The police do not even have the right to give information about hearing methods. This problem concerns the federalist system.

Izabella POPA reminds that the question had already been discussed in Paris and Brussels, where all partners gave credit to the fact that any professional working with child victims of sexual violence ought to attend a specific training.

Beatrice BESSI asks whether the following sentence may be added to the decision: “No professional is allowed to work with child victims without having received a specific training on the issue”

Maria KELLER – HAMELA believes that things must be thought in a realistic way.

Izabella POPA gives the example of social workers' work in Romania. A few years ago, in order to become a social worker, there was no need to study the subject and obtain a university degree. It was then imposed by the law to obtain a studies degree in order to become a social worker. Professionals that had not taken any training, took the time to attend university studies and to be recognized as social workers, as the law required. Training was financially taken in charge by institutions.

Hervé THEAUDIERE suggests that the example of Romania, where a compulsory training does exist, be mentioned in the text.

Marc GERARD presented slide 5

Training should ideally consist of three axes:

1. Good level theoretical education
2. Skill acquisition
3. Training assessment to ensure a good learning transfer into practice

Comments:

Martine BROUSSE asked if theoretical and/or practical skills are mentioned and if the issue of internships is addressed.

Marc GERARD talked about skills that allow theoretical skills to be applied.

Donata BIANCHI reminds that in the Brussels Meeting Report, there was the description of the training assessment system, presented by **Marc GERARD** and divided into four different evaluation levels. He thinks that it would be important to reuse it.

Marc GERARD suggests that an assessment experimentation be also included in this programme. He explains that the interaction with those that are going to be « client », applicants, should not be forgotten. The assessment should be undertaken on various axes, first with a questionnaire and then, discussions should be taken note of, and time should be devoted both on the instructor's and on the trainee's side.

Hervé THEAUDIERE reminds the importance of the theoretical dimension.

Marc GERARD adds that scientific arguments are needed for this kind of training, with figures, but also recent literature and controversies if they exist.

Martine BROUSSE notices that exchange is a missing point.

Marc GERARD presents slide 6

Contents:

1°) tackle the *legislative system proper to each country*: legislations, framework and mandate for each of them... and give therefore an idea of the system's overview

2°) see the *role of each network stakeholder* in the handling of sexual violence situations and the collection of a child's words, to be able to understand the various stakeholders, their mandates and limits, so that everyone has a knowledge of the other's work,... in order to improve exchange among professionals

Comments:

Marc GERARD believes that data should be very precise. As for professional ethics secret, there are unresolved problems: maltreatment forces to get out of ordinary frames, including the medical scheme. All principles to be respected must be taken into account. Professionals should be aware that in using the system they ought to respect at a maximum important rules.

Giulia MANCUSO reminds that on the take in charge and collection of a child's words, the word to be used is not maltreatment but sexual violence.

Marc GERARD presents slide 7

- 3°) *theoretical approach* of maltreatment in general, then of sexual abuse more particularly □ Knowledge acquisition

Themes to be tackled:

- definitions: What is “good care”, what is maltreatment ? what is sexual abuse?
- records
- risk factors and signs indicating sexual violence
- revelation issue
- description
- action modalities when confronted with a situation of sexual abuse (child protection, collection of the child's words, audiovisual hearing, clinical interviews,...); when and to whom to hand over?

Comments:

Martine BROUSSE notices that the question of reporting is missing between the issue of revelation and the modalities. This issue is a real demand from professionals and could be included in action modalities. Reporting has variable and varying rules according to the different countries.

Donata BIANCHI adds that the Italian Steering Committee considers that it is important to integrate basic knowledge on the aggressors' behaviour and of defensive mechanisms that professionals might be confronted to, in the multidisciplinary training part.

Marc GERARD reminds that the first point is included in the further contents listed in the training and that the second does not belong to the programme's specific goals.

Marc GERARD presents slide 8

- sexual abuse-related trauma impact on the child and his/her environment
- personality of the child
- personality of the abuser and abusive strategies
- functioning of incestuous families
- basic judicial and administrative information (penal code, victim's status, youth help, specific laws,...)
- medical notions

Comments:

Marc GERARD asks if the stakeholder's defense mechanism should be added.

Donata BIANCHI notices that the reaction aiming at avoiding contact with trauma may be due to a secondary victimisation of professionals intervening in such situations.

Marc GERARD suggests to insert a point about reactions that are reported in children, in aggressors (denial, minimization...) and in stakeholders. This point would summarize the issue of personal and unknown reaction towards some children that present revocations. Some professionals are in denial and/or adopt a not so much pertinent position because influenced by emotion.

Donata BIANCHI explains that she refers to the emotional impact on professionals. Her opinion is that the difficulties and risks that professionals working in that field might encounter should be addressed. (*Burn out*)

Giulia MANCUSO asks if this point may be included in specialised, not multidisciplinary training.

Marc GERARD believes this work is done at the level of awareness and exchange in relation to the reaction diversity that are at stake for the child, the family, and stakeholders. Besides, work must be achieved on real cases in order not to be submitted to manipulation.

Donata BIANCHI explains that if this information is not taken into account, partners would accept a framework that would be less developed than the current practice in vigour in Italy. In Italy, a module on the topic already exists in basic multidisciplinary training.

Martine BROUSSE admits that in every country there will be more advanced methods than the suggested programme. It will be an occasion to share and to enhance this training module that will be readjusted gradually

Marc GERARD explains that the well being of workers, the issues related to them and the client's well being through his/her take in charge should not be mixed up. In pedagogic experiences, there is a way to find real interaction sequences with very intense discussions. He is himself terror-stricken when reading some child reports and would prefer not to continue.

Martine BROUSSE asks that the terms "basic administrative information" be added to the term "judicial information".

Marc GERARD reminds that in Belgium, there are protocols that are not laws but that are validated as "inter services or inter ministries". He prefers that the words "administrative recommendations" be written and that the term "personality of the child victim" be added and specified.

Martine BROUSSE does not agree, as this would mean that the child has one personality before being a victim and another afterwards. Trauma impact may be mentioned. Personality may change after a take in charge.

Marc GERARD presents slide 9

- Good communication practices, the impact of the professional's words on the child
- Ethics, professional secret and information sharing.

- Secondary victimisation risks
- Victimology notions (profile of the victim and of the non abusive parent(s)...))
- Give clues about the orientation of child sexual abuse (resource persons, services, institutions...) for the child and his/her family;

Comments:

Martine BROUSSE asks to talk about "information sharing".

Marc GERARD believes that it is a very annoying point as there is a whole counter-current about the issue of a secret that needs to be less shared. It is an important and unavoidable question.

Martine BROUSSE asks what "institutional maltreatment" means, as for her, it refers to maltreatment in institutions.

Brigitte DZIALLAIS adds that in Germany there have been several situations of sexually abused children that were interviewed by police officers who had not received a proper training. Children were forced to repeat several times what they had experienced. This is an example of institutional maltreatment by police officers.

Marc GERARD believes that if a child remains stuck in a hospital for 3 weeks because the decision process is blocked for Christmas or for any other reason, it is legitimate to ask questions. This must be discussed during training.

Martine BROUSSE adds that this is a translation issue: "institutional maltreatment" means neglect as far as the take in charge of children is concerned.

Marc GERARD suggests to speak of institutional malfunctioning or institutions dysfunctions or dysfunction in the take in charge.

Martine BROUSSE suggests the following expression: "maltreatment risks in the take in charge of the child victim by professionals".

Marc GERARD concludes that "secondary victimisation" is sufficient, as it includes all the pervert effects of the take in charge.

Martine BROUSSE adds that when speaking of the author, criminology should be added to victimology.

Marc GERARD explains that the author is quoted in order to speak about the link between victim and aggressor, which relates to victimology.

Beatrice BESSI asks that the term "non abusive parent" be added.

Marc GERARD adds "non abusive parent, family dynamics".

Martine BROUSSE suggests to insert "of the non abusive parent(s)" so as not to include children victims of incest only.

Marc GERARD asks if some points may be added in the theoretical acquisition list, as this list is not exhaustive.

Marc GERARD presented slide 10

- 4° *skill acquisition* (the way to do and to be): through clinical vignettes, role plays about how to "welcome/take care of persons (etc.), exchange among participants and trainers
- (professionals'/the child's) emotion handling while facing difficult situations, stress handling...
- empathy capacity, acknowledgment of the child's experience
- listening capacities
- good practices and communication strategies (facilitation and inhibition strategies...)
- Testimony in court

Comments:

Marc GERARD suggests that starting from recorded situations about meetings with children or their mothers, participants may understand the different ways in which the child and the stakeholder exchanged and suddenly blocked. Supervision must be managed by therapy trainers rather than with maltreatment trainers.

Martine BROUSSE speaks about a point which would be a novelty and which is not suggested in trainings: professionals' testimony in the witness box during trials and their preparation.

Marc GERARD suggests to write "judicial testimony".

Marc GERARD reminds that in Belgium this testimony is very rare and a little too detailed for this multidisciplinary training

Martine BROUSSE adds that some Belgian police officers were appointed to the court in France and information and awareness sessions may be offered in a general way. Professional's evidence is frequent and will always become more as cases take place among various countries.

Izabella POPA asked which skills would be looked at, and in particular if it would be only communication skills or others as well.

Marc GERARD called for the inclusion of the word "additional" in order to distinguish between different skill and knowledge levels.

Izabella POPA explained that in Romania a different approach is taken to the definition of skills.

Hervé THEAUDIERE asked for the partners' agreement to keep the ten slides as a part of the resources used in multidisciplinary international training..

Marc GERARD added that the medical examinations should be dealt with in the context of sexual abuse situations, in order to clarify what such examinations may or may not reveal.

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Presentation of a film directed by **Izabella POPA**, about children attending music lessons. The film shows children playing various instruments.

Hervé THEAUDIERE suggested examining Italy's proposition regarding professional networks.

Informally, organised by a regional association or municipality, volunteer professionals might be offered meetings and improvement sessions individually, while maintaining a multidisciplinary focus. He gave by way of example those professionals involved in working with people suffering from AIDS. Recommended practice guidelines could be assimilated and disseminated informally by networks established as a result of such training.

Beatrice BESSI was keen to specify if this practice ought to occur at a national or European level.

Brigitte DZIALLAIS said that she believed it might be interesting to set up a website in various languages, with specific information about training for each professional category. Every professional might thereby be informed about existing training in different countries. Such a network would allow for the development of learning.

Beatrice BESSI said that the idea of a network to allow the sharing and exchange of experiences and practices is very interesting. There might also be meetings at national and international level between professionals, aiming to debate specific questions. Such a network should be inter-professional, inter-disciplinary and welcome professionals from private and public institutions working in the field.

Donata BIANCHI reminded the conference that, for example, Fanny MARCHESE, a member of the Italian Steering Committee, is a member of a network of more than 60 associations and more than 100 professionals. That network manages the organisation of various conferences and meetings as well as professional training.

Hervé THEAUDIERE suggested that any exchange of information should be a development of the Extranet in order to establish suggest. The debate about complementary multidisciplinary activities is over.

Kamena DORLING asked what the partners proposed to do after the recommendations had been made to the European Commission to ensure that they were implemented.

Brigitte DZIALLAIS asked what factors might influence government policy.

Hervé THEAUDIERE started the debate about **international cooperation** with two questions about the development of cases:

1. how can they develop on a European level?
2. how can they evolve at the level of national government?

The European level incorporates three aspects:

- commission service administration, which may create a recommendations document, which is subsequently reused
- European, assembly or ministerial policy
- National policy on intervening at a European level.

Martine BROUSSE pointed out that there is an institution called the European council that develops recommendations. As regards training, the European council's judicial commission should be consulted, and the multidisciplinary training module be presented to them; work should be carried out in conjunction with the European council's legal professionals who may refer back to the European parliament. Parliament, which operates in the political domain, asks that European deputies be addressed first, in order to ensure government support. The European council allows the undertaking of complex, essential work. Therefore it would make sense to work with them.

Giulia MANCUSO reminded the conference that this ties in with European Commission demands for the exchange of best practice and recommendations. Recommendations should be reused by European organisations to improve national and European child protection policy.

Donata BIANCHI agreed and added that the European Council is currently concluding a document on the promotion of European policies and strategies regarding child abuse prevention.

This document may be adopted as a recommendation by the European Council, and will present recently adopted Convention conclusions on child sexual exploitation and abuse prevention. In June, a European Meeting will take place in Strasbourg, aimed at promoting a common strategy. Every Council member country identified precise points and developed recommendations on a national level. The meeting will also allow the dissemination of recommendations and conclusions identified by the TRAIN TOGETHER programme.

The European Council's local and regional authorities Congress is composed of members representing regional, government and local authorities. Its role is to promote policies at a local level and it could help spread the conclusions of our programme.

Brigitte DZIALLAIS believed that national and European policy on child protection against sexual abuse and exploitation certainly needs to be developed.

Martine BROUSSE added that it is easier to work at a European rather than global level and, if resolutions are adopted by the European parliament and there is a violation of children's rights, it is possible to refer back to the European Court. In Europe, France is one of the countries that is most poorly regarded by the European Court. The National Consultative Commission on Human Rights might ask the French government to take measures aimed at improving the situation.

Marc GERARD emphasised that the language problem should not be underestimated. As there is no European association helping maltreated children, and no European review, everything is disparate and fragmented. European network support would be needed, but how should this network function and who is going to organise it?

Izabella POPA agreed with **Donata BIANCHI**'s suggestions and reminded the conference that as part of the common strategy against sexual exploitation and abuse, there is a contact group within every country. In Romania, **Manuela DANESCU** represents this group, which may try to improve the current policy in the country. **Izabella POPA** suggests that partners contact the relevant authority in each country.

Brigitte DZIALLAIS agreed, but pointed out that pressure needed to be maintained in order to change the situation. A unique website, translated into different languages, might be useful for the exchange of best practice information.

Beatrice BESSI felt that change on a national level should be brought about first. CISMAI began on a national basis, and afterwards was able to develop and expand.

Hervé THEAUDIERE reminded the conference that the network's basis might indeed be on the internet; however, a participant's development within that network needed time and ought to be established from within individual national structures.

Martine BROUSSE reminded the conference that it is not easy to bring together numerous associations, as a willing and enthusiastic team is needed to seek out information. Professionals are not able to do it as they lack the time. They often have the basic information but are not privy to more recent updates.

Hervé THEAUDIERE concluded the international cooperation issue by highlighting the main elements:

- **The difficulties in gaining influence on a European level to bring about a change in the status quo, and ways of going about it.**
- **The concept of a network and ways of working together in the field with the idea of a website.**

Marc GERARD hoped that the Paris Conference would be more influential and gather a large number of people together, in order to give an overview of the work that had been carried out and take stock of what it had achieved. AGIS was not a European event.

Hervé THEAUDIERE said that if this Conference developed into a symposium-style event, high-level participants from all countries and with different professional or academic profiles would be needed.

Martine BROUSSE added that, starting from the beginning of June, an initial set of invitations would be sent to fill a 200-seat hall, as soon as the agenda had been established. She spoke again about being able to make governments act, giving as an example of the implementation of the first court-protected hearing room in France, allowing a child to avoid direct contact with his/her abuser. The child is taken care of from the commencement of his/her initial hearing until the trial, he/she testifies from that room and does not come to the witness box. Another example: right and left wing parliamentarians were mobilised to put forward a bill related to incest. It is possible to influence governments via the work of this programme.

Izabella POPA presented two relevant points concerning specialist training, assessment and involvement. She would later give a presentation on specific training for each professional sector.

- As regards assessment, it is important to tackle the following issues:
 - understanding and reading of signs prior to carrying out an investigation,
 - emergency and non-emergency measures
 - child evaluation
 - risk of exhaustion for professionals working with children
 - professional supervision

- As regards involvement:
 - the responsibilities of every professional involved in cases of sexual abuse committed against children
 - the type of therapy that a child might need

Hervé THEAUDIERE underlined the issue of a child's recovery, and the importance of assessment.

Donata BIANCHI asked to see the presentation on the specific training of professionals working in social services, psychologists and professionals from the judicial sector.

Social workers

Training contents

- Knowledge of the risks, issues surrounding protection, and the major signs of sexual abuse of children
- Knowledge of basic norms as far as child protection is concerned (penal and civil laws)
- Knowledge of the most important measures for child protection during legal proceedings
- Characteristics of families in which sexual abuse occurs
- Knowledge of the victims' basic psychological reactions and behaviour
- Knowledge of the basic psychological reactions and behaviour of the non-abusive family members, so that they may support the child
- Knowledge of new forms of sexual abuse (via the internet, for example)
- Intervention in emergency situations

Objectives

- To guarantee efficient intervention
- To avoid secondary victimisation of children
- To develop skills when engaging with children
- To analyse collected evidence properly
- To ensure that the victim gets correct information and assistance

Needs to be satisfied

- To develop skills aimed at giving social support to the child and the social worker protecting them
- To develop the ability to identify and handle personal feelings and emotional responses
- To define measures and methods for multidisciplinary involvement that efficiently help children

Kamena DORLING agreed with the points presented by the Italian colleague. In England, social workers may take the lead in children's hearings, in conjunction with police officers. Therefore, they should have specific skills for such hearings. Those skills should be further developed through specific training. She understood that there may be differences between existing training in each country.

Giulia MANCUSO told the conference that it would be interesting to create, along the lines of the English model, groups of professionals based on the contact that they have with the child, and to define the minimal training needed for those professional categories. It might then be easier to define skills, training content and to set up an assessment.

Hervé THEAUDIERE added that such a system, which is very typical of England, should be studied by every country. It might be interesting to adopt this system, especially as far as skills are concerned.

Marc GERARD asked that training on techniques in court examinations be not only given to professionals who are going to put them in practice - these techniques should also be a part of a social workers' training so that they can conduct interviews that might be very useful in court.

SUNDAY APRIL 26, 2009

Hervé THEAUDIERE presented the agenda for the day:

- The continuation of work on specialised training
- Preparation for the final report and for the final conference in Paris

Maria KELLER – HAMELA gave a presentation on the prevention campaign against sexual abuse and corporal punishment, which started in June 2009.

Hervé THEAUDIERE suggested continuing with the examination of specialised professional training and asked the Italian partners to continue with their presentation.

Beatrice BESSI gave a PowerPoint presentation on psychologists' specialised training

A. Psychologists

Training contents

- Cognitive, physical, emotional and social effects on the child in the short and long term

- Signs and symptoms for detection
- Basic knowledge of medical evaluation
- Behaviour and characteristics of:
 - the child victim of sexual abuse (in and outside the family)
 - the abusers
 - the non-abusive family members
 - the impact on other children who are direct or indirect witnesses of the abuse
- Specialist knowledge of trauma mechanisms and functioning
- Trauma neurobiology and the function of memory
- Direct and indirect influences on the child
- Behavioural characteristics in a child when revealing cases of sexual abuse (denial etc)
- Child adaptation syndrome
- Reactions to PTSS, sexual development of children, and sexual abuse effects
- Observation and evaluation methods (psycho diagnosis)
- Use of interview methods and techniques and handling difficulties with the child during interviews
- Consultant's role in the judicial procedure and ways of preparing children for court cases
- Methods for setting up a child's court case, administrative procedures, the laws
- Drafting of a final report on the observation of a child or on his/her hearing
- Intervention in emergency situations

Maria KELLER – HAMELA suggested a debate on these points before continuing. She felt that the Italian partners' presentation represented a good starting point. She wanted to add some points:

- the difference between intra-familial and extra-familial sexual abuse
- the susceptibility of a child
- behavioural characteristics when a child reveals that they have been abused
- trauma mechanisms (PTSD Post Traumatic Stress Disorders)
- child adaptation syndrome
- phases of court cases
- court case techniques

Marc GERARD reminds that it is important to notice that everything is not directly linked to the interview technique and that calling signs, symptoms associated to sexual aggressions and sexual behaviours of children at various ages, as well as the difficult issue of “normality” should be taken into account. Training must remind that the word is not always present and that there are complaints linked to behaviour. In every country, studies should be carried out, that would help to know whether some child behaviours towards another child are related to sexual aggressions up to 80% or 15%. Specialised training must be precise on many points, such as psychosomatic troubles.

Maria KELLER – HAMELA agreed to add:

- Symptoms
- Intervention

Martine BROUSSE wanted to inform partners that in France, the concept of ‘child credibility’ is no longer considered, so child credibility expertise does not exist any longer.

Maria KELLER – HAMELA added that sometimes children give their evidence very quickly and that they may lie by denying facts.

Marc GERARD pointed out that the issue of dubious or false allegations and the subject of custody battles must be added to the list for expert psychologists. These issues represent context which may not be taken into account during hearings but which might "tip the scales" one way or the other as regards possible outcomes. Sometimes the credibility of children's words is referred to and the way in which those words have been collected is examined.

Michel CARMANS added that word "credibility" is quoted, but not the real facts behind it. What is important is respecting children's testimony, not what he/she says or does not say. The truth is not always easy to discern in a child, as they have the potential to fantasise, and a child may be unwilling to reveal the whole truth. Some children are incapable of narrating facts. In a police investigation, respect for the child must be present. In Belgium, the child's testimony is not sufficient for a judicial conviction, material evidence is also needed.

Martine BROUSSE added that when a child remains silent, he/she is not telling lies, but demonstrating a form of denial. Moreover, all people listening to children should conduct themselves with humility and should not behave as if they know everything. During training, it must be remembered that the child is suffering and gives their own version of what they feel to be the truth. One must begin a case on the basis that the child is telling the truth as they see it. Subsequently, all professionals assimilating collected evidence will decide if the child's version of truth corresponds to judicial truth, or not. A certain number of professionals will be involved. A psychologist will bring his/her expertise to bear, the police officer his/her investigation and interview and, on the basis of this collected expertise, the magistrate will make a decision.

Maria KELLER – HAMELA believes that the child has the right not to testify. What is important is that the hearing is carried out with respect for the child. Standard answers would be needed to formulate a way to deal with the child's behaviour during the hearing. For example, it is important that the psychologist is able to understand how to react if a child starts to cry.

Michel CARMANS reminded the conference that it is important that a judicial investigation does not only rely on the child's testimony, but also on a collection of facts, among which should be included material evidence. This collection will be reported by the Court to the judge who is going to decide on judicial truth, with everyone respecting his/her role and mandate. For example, the expert psychologist is not a magistrate, but is there to shed light on one aspect of a case. The terms of direct and indirect subjectivity must also be established. Indirect subjectivity may appear during the repetition of questions, through a change in vocabulary, for example.

Ester DI RIENZO explained that in Italy, the expert's role is to determine the credibility of, and presence of post-traumatic indicators in a child. Very often, there are no physical signs that can be detected. However, evidence collected as part of a psychologist's assessment and evaluation can indicate, besides verbal testimony that sexual abuse has occurred. The evaluation must also include family context, as well as other possibilities, such as potential forgery.

Marc GERARD felt that the question of unconditional respect for a child and his/her silence is not all that simple. In the system upstream from the judicial structure, "failures" are also happening. In this work group, some magistrates are missing, whose role is to remind the limits of the judiciary function and the part of the procedure that applies to professionals who have to believe the child, who was not believed in court or who was not able to speak during the hearing. Frequently, professionals do take care of children and families in which sexual abuse has taken place, but are not able to establish any facts relevant to judicial proceedings. These children, once adults, have a tendency to blame those professionals for not being more active in attempting to understand their hesitance, silence or other behaviour.

Martine BROUSSE added that in France, a bill has been produced forcing magistrates to explain to a child why there are no judicial proceedings, either because the case has been closed, or because it has been dismissed. This procedure does not apply throughout all French territory, but magistrates contact children in the regions where UAMJ (medical and judicial reception units) have been implemented. The magistrate takes the child aside and explains that this is not due to the fact that he/she was not believed, but because French law needs material evidence. The magistrate cannot continue the case but should present to help the child if he/she has new evidence or wishes to be protected.

Donata BIANCHI gave a presentation produced by the Italian Steering Committee on the contents of judges', prosecutors' and police officers' specific training. She invited other partners to give their opinions and to develop the listed points.

Judges, prosecutors, police

- Legal norms and procedure related to crimes of sexual abuse
- Investigation techniques related to different cases
- Basic child psychology
- Basic knowledge of the behaviour and characteristics of:
 - child victims of sexual abuse
 - abusers and perversion
 - non-abusive family members
 - the impact on other children who are direct or indirect witnesses of sexual abuse
- Basic knowledge of communication techniques with children
- Exhaustion and secondary victimisation risks for professionals (in particular professionals working to accumulate evidence in sexual abuse and child pornography cases, etc)

Hervé THEAUDIERE highlighted the fact that partners have noticed the various failings of magistrates. However, though their position allows them to take the ultimate decisions, they might not necessarily have all the necessary knowledge to make the right decision.

Marc GERARD added that magistrates rely a lot on experts.

Michel CARMANS would like some specific law and legislative elements to be added.

Martine BROUSSE deplored the fact that magistrates and police officers are put on the same level. In fact, during specific training, a police officer is not expected to know in detail any legislation. Basics should suffice. Specific training for magistrates and police officers should be separated. And for the latter, there ought to be a specific training on interviews.

Michel CARMANS added that an examining magistrate also carries out a child's interview.

Martine BROUSSE reminded the conference that in France, policemen sometimes make decisions, such as the veracity or otherwise of a child's testimony, or whether an arrested person is guilty or not.

Differences in the content of specific training must be identified. If magistrates are trained for interviews, they will need to understand the first recording by taking the time to watch it, and analyse it; that way, they will know what questions still need to be asked of a child, in order not to make him/her repeat what he/she has already said to the police officer.

Michel CARMANS has experienced situations in which legal professionals or experts make children repeat the same story they have already explained during an interview carried out by police officers.

Martine BROUSSE added that in France, UAMJ (medical and judicial reception units) expert doctors watch a DVD recording if they could not be present during the hearing, and then explain to the child that they are asking questions in order to have details. But time should be taken to watch the DVD and know which kind of questions to ask as an expert doctor. As for interviews, specific training for magistrates, police officers and doctors is needed.

Hervé THEAUDIERE, after thanking the Italian partners for the support that will make work possible, added that details of specific training needs will have to be completed for the final report. This will be a new means of raising professionalism levels, and awareness of the need for all professionals to undertake multidisciplinary and/or specific training.

Clémentine GERARD noted that in Belgium, there are a lot of failings in specific training, for example among doctors.

Hervé THEAUDIERE reminded the conference that it is important that the partners produce complete information about specific training.

Marc GERARD believed that in the medical field, training must not solely be multidisciplinary, and that it should be very precise. For example, reference centres exist for gynaecologists, that allow them to learn how to carry out examinations, but the existence of internships presupposes that these professionals have the time and financial means to undertake them. In fact, in addition to a technical examination, they need sympathetically to treat a child and his/her family, and give an opinion on the manner in which the sexual abuse occurred. The doctor's role is very reduced, as if everything hangs on the judicial system in terms of establishing a case. A gynaecological examination is also a chance to build a closer relationship with the child, and to perform a complete examination with pre-established criteria. A common basis for doctors performing these examinations should be established.

Joanna CIELECKA KUSZYK added that doctors' specific training should have in common psychological knowledge of children, knowledge of medical law, biological evidence, and medical history observations. All these criteria can be evidence in Court.

Martine BROUSSE added that, during trials, doctors use medical terms in their testimony that are not always understood by members of the jury. Information they wish to pass on does not always get explained. Preparation techniques for supplying such testimony should be included in their training.

Michel CARMANS observed that this preparation is valid for all professions, and that training that sought to improve skills could be made universal.

Marc GERARD suggested the creation of a European certificate, with financing, in order that it be possible to access it throughout Europe.

Martine BROUSSE asked that certificate writing for reports be included in doctors' specific training. In fact, doctors can be sued, because they may accuse a person or because the police or the court takes issue with the certificate or the contents of the report.

Marc GERARD would like specific people to be allocated in hospitals or region that doctors can contact.

Martine BROUSSE asked that these points of reference have the means, for example to establish a standard certificate to send through e-mail or fax.

Marc GERARD noticed that some doctors write "sexual abuse not excluded" on the certificate, and felt they are right to do so, but that this is not an objective conclusion as sexual abuse might not be excluded in any individual case. Everything depends on the quality and training of forensic doctors. Forensic doctors should be specifically appointed to this field and just not be appointed randomly.

Hervé THEAUDIERE set the following dates for the final conference in Paris: **December 7 and 8, 2009 - which have been voted for by all partners.**

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Giulia MANCUSO defined the tables that should be filled in with the information already given by every country. She asked the partners to send the seven required giving an overview analysis of the situation in their jurisdiction.

Giulia MANCUSO added that an empty table would be sent with the information box is removed. This table would have to be resent including six written pages, with comments, including ways of accessing information, and details of the work carried out within each Steering Committee, so as to obtain information about professional training.

Giulia MANCUSO presented the FIRST PART of the FINAL REPORT SUMMARY:

PART 1

CHAPTER 1.1

PROJECT RECORDS

PARTNERS

OBJECTIVES

METHODOLOGIES

Donata BIANCHI suggests to add the list of the persons that participated to the programme to every partner association's description.

Martine BROUSSE suggests to present partners in chapter 1 and experts, in reference to the human rights national consultative commission, at the end of the report.

Maria KELLER – HAMELA asks for clarifications about the contents of every partner association's description, so as to get the same type of information and the same text length. She agrees with the Italian colleague's proposition to write the names of the programme's participants in the report's first chapter.

Giulia MANCUSO suggests to dedicate half a page per association presentation.

Martine BROUSSE asks that there be a presentation balance for each partner, with the websites mentioned, so that everyone might visit the partners' sites and obtain all complementary information.

Donata BIANCHI suggests to add on the report's cover the partner associations' logos.

Martine BROUSSE gives her consent.

Giulia MANCUSO summarizes that all partners agreed the final report's page about:

- a brief association's description with the main actions
- the actions related to training
- the steering committee members, the experts that participated to the programme.

Martine BROUSSE suggests that, for budget reasons, every country have a 21-29 page format in the CD-Rom and that half a page be saved for each association in the report.

Marc GERARD suggests that in the six overview pages be included the name of the persons that participated to the National Steering Committee.

The inscription of the steering committee participants' names following the part dedicated to the overview is voted by all participants.

CHAPTER 1.2

PRACTICE OVERVIEW IN PARTNER COUNTRIES ON:

1. INITIAL AND ONGOING TRAININGS DEDICATED TO PROFESSIONALS INTERVENING IN THE PHASES OF WORD COLLECTION AND JUDICIAL FOLLOW-UP
2. INITIAL AND ONGOING TRAININGS DEDICATED TO PROFESSIONALS INTERVENING DURING MEDICAL, PSYCHOLOGICAL AND SOCIAL FOLLOW-UP AND TAKE IN CHARGE
3. INFORMATION, AWARENESS RAISING

Comments

Giulia MANCUSO reminds that the first 2 points are a chart's synthesis. The six pages must develop these 3 points.

Giulia MANCUSO adds that there is free space to insert documents and images in the CD-Rom, including posters and prevention and awareness campaigns.

Giulia MANCUSO explains that, as it is the case for AGIS, the report and the CD-Rom are included with the logos and the links to the various partners' websites.

Donata BIANCHI suggests to invert the second point with the first. She also suggests that the report's layout be sent to all partners before printing in order for everyone to make corrections and be able to read again the report's final version. She also underlines that it is important that every partner respects the limit date for the documents' expedition.

Maria KELLER-HAMELA stresses the importance to dedicate time for the report's English translation.

Donata BIANCHI suggests that among professionals participating to the programme, some members of the "*International Society for Prevention of Child Abuse and Neglect (ISPCAN)*" be present».

Martine BROUSSE answers that, in a personal respect, in France, magistrates and police officers decide if children have to be addressed to a service for care. First, the word collection determines if there will be a take in charge of the child later. It would be a mistake to concentrate on the social, psychological and other follow-up even before any acknowledgment of a child's suffering is made because of his/her revelations.

Marc GERARD answers that this is in complete opposition with the creation concept of SOS Enfants. Professionals of the legal sphere were hugely lacking and other categories of professionals outside the judicial field found themselves in the position of having to listen to children. There was not always a hearing. The social sector collects child words that are not always clear or "judicialised". If help to presumed child victims is limited to those who have

been interviewed and whose suffering would be extended by the judicial sphere that chooses according to its criteria, 70% of the children will not be taken in charge.

Martine BROUSSE reminds that this is due to the fact that the work has been set up on the basis of hearings and child word collection. It is true that social services and doctors play a part in orientation. In several countries, these children are oriented before a procedure is launched. The SOS Enfants service, as well as others, can fill gaps, but everyone must be given its role through strong propositions.

Marc GERARD notices that magistrates are missing in this working group. These magistrates would say that they cannot handle all these social issues. The judiciary system's means are limited and will not be able to resist if the complaints and descriptions are sent for cases which are more or less groundless. In particular, these magistrates tend to address to social services doubtful allegations or hearings that would have no possible conclusion in a court. The saying « everything in court » is not really appreciated by the judicial field.

Donata BIANCHI asked if she may read the report again before it is printed

Martine BROUSSE asked if each partners would accept another country making comments on their written submissions.

Beatrice BESSI added that this would only be to standardise the written contents and thanked in advance all those who would make necessary changes to Germany's section

Martine BROUSSE asked whether everyone had come to decision on whether partners could change the substance of other partners' texts.

Marc GERARD noticed that while they are central to the project, final recommendations still hadn't been decided and partners would want to contribute to this

Martine BROUSSE stated that recommendations will be sent to each partner and they will have to submit their comments in writing.

Donata BIANCHI explained that, in her opinion, the report should include contributions from each partner.

Maria KELLER – HAMEL said that there should be enough time to read the report again.

Giulia MANCUSO added that all the documents that had been sent were and will be available on the Extranet

Marc GERARD reminds that the challenge is to see how propositions and discussions will be translated into words in a written document. This product « will be missed » if a final report is handed in Paris. He would like to make comments that will be taken into account or not.

Martine BROUSSE suggested placing the common agreement for the summary and then to set an agenda for the texts' return.

Giulia MANCUSO presented part 2

PART 2

CHAPTER 2.1

SUGGESTIONS FOR THE IMPROVEMENT OF TRAINING IN EACH COUNTRY

1. MULTIDISCIPLINARY TRAINING FOR ALL PROFESSIONALS WORKING WITH CHILD VICTIMS
2. SPECIALISED TRAINING FOR PROFESSIONALS WORKING WITH, AND COLLECTING EVIDENCE FROM, CHILD VICTIMS OF SEXUAL VIOLENCE;
3. INTERNATIONAL MULTIDISCIPLINARY COOPERATION

Comments

Giulia MANCUSO added that this part relates to each country and will contain the information from the 6 page synthesis.

Clémentine GERARD expressed concern that it is difficult to summarize the overview and suggestions in 6 pages.

Giulia MANCUSO suggested making it 10 pages

Clémentine GERARD asked for details: there will be an overview chapter in which every country will have made a list about relevant concerns. And there will be another chapter about intentions. Therefore there will be 2 documents.

Giulia MANCUSO answered that there are 2 documents.

Donata BIANCHI suggested presenting the report after the final conference, as happened with the AGIS programme.

Martine BROUSSE reminded everyone that with the AGIS programme, partners regretted the report not being available on the Conference day – this time they wanted to submit it after the Final Conference. It will always be possible to add acts to the final report after the Conference.

Giulia MANCUSO added that because of the programme's deadlines, the report cannot be presented after the Conference. The project ends in December 2009.

Beatrice BESSI asked who would write the part about the magistrates' training.

Giulia MANCUSO suggested that the information outlined during the Paris and Brussels meetings be reused.

Martine BROUSSE said that there are written suggestions in the charts about magistrates. A

synthesis will be made and partners will be able to add what seems important to them in the training.

Giulia MANCUSO noticed that suggestions for every professional are already included in the charts, in the section addressing weaknesses. The coordinator (la Voix De l'Enfant) will bring together suggestions that were not discussed during this meeting but are included in each country's chart. Every partner will then need to give their approval of what has been drafted, in time for the deadline.

Marc GERARD suggested that it be possible at anytime to have access to the report in progress on the Internet,

Martine BROUSSE reminded those present that everything is on the Extranet. The report about the Warsaw work days will allow the elaboration of recommendations starting from the complementary information that the partners are going to add. Of course, every recommendation will be submitted to all partners. In AGIS, all recommendations were agreed by all partners

Giulia MANCUSO reminded everyone that on the Extranet it is possible to edit a document and modify it. Conferences on Skype can be organised with all country coordinators.

Giulia MANCUSO presents PART 3:

PART 3

3.1 CONCLUSION:

RECOMMENDATIONS

MULTIDISCIPLINARY TRAINING MODULE

SPECIFIC TRAINING

NETWORK

3.2 PARTICIPANTS AND CONTRIBUTORS

3.3 WORD GLOSSARY/TERMS DEFINITION

Comments:

Giulia MANCUSO added that this part corresponds to the common part.

Giulia MANCUSO suggested that the slides on multidisciplinary training from Belgium are too detailed and that specific training too many details should be avoided.

Giulia MANCUSO said that the suggestions are what each partner believes to be necessary to improve the training of professional in their country. The recommendations are agreed on by all partners.

Martine BROUSSE reminded the partners that suggestions and recommendations should be kept separate. Suggestions will be integrated in the text. At the end of the report, common recommendations will be made.

Marc GERARD thought that 6 pages of text is too short.

Giulia MANCUSO added that if the need arises, pages may be added.

Donata BIANCHI agreed to the contents of the multidisciplinary training and specific training's, but enquired as to who was going to write the recommendations. She offered to meet again to supervise this.

Clémentine GERARD noticed that specific training is missing from recommendations and that a summary of this should be drafted

Michel CARMANS added that a glossary should be created, in which every term would be defined to clarify and help the reader's understanding.

Martine BROUSSE asked for the partners' reaction to the glossary that will be submitted to them.

Giulia MANCUSO presents PART 4

PART 4

FIELD VISITS AND DISCUSSIONS

Comments:

In English from 1H02MN23 to 1H02MN31

Martine BROUSSE added that, as partners are registered in part 1, as stated, annexes may be removed.

Giulia MANCUSO presented the CD-Rom

CD-ROM

REPORT SUMMARY

PARTNERS PRESENTATION

OVERVIEW OF INITIAL AND FURTHER TRAINING PROFESSIONALS WORKING WITH, AND COLLECTING EVIDENCE FROM, CHILD VICTIMS OF SEXUAL ABUSE

INTERMEDIARY WORK MEETING SYNTHESSES

REFERENCE INTERNATIONAL TEXTS

LINKS TO THE PROGRAMME'S INTERNET WEBSITE

LINKS TO THE PARTNERS' WEBSITES

OTHER DOCUMENTS???

Comments:

Martine BROUSSE suggested that, in order to keep the report coherent and include partners' suggestion, the summary should come first, followed by a short synthesis of the final report, then the partners' presentation and only afterwards, the charts. The report's short synthesis would include the minutes and the agendas of meetings.

Giulia MANCUSO added that visits might be included on the CD-Rom

Marc GERARD suggested added the contents of the CD-Rom in the final report.

Giulia MANCUSO added that part 4 may be removed and that conclusions would be reported to part 3, but there will be a page problem.

Martine BROUSSE says that part 4 should be kept with the CD-Rom summary. The CD-Rom remains a work tool. It will contain photographs, information, figures, visits.

Marc GERARD asked why the final report cannot be included in the CD-Rom

Martine BROUSSE answered that there is a European Union obligation.

Giulia MANCUSO presented the agenda with the dates by which documents should be sent out and then returned

WORK AGENDA

BEFORE 5/1/2009

La Voix De l'Enfant will send to partners:

- **the agenda** with the dates approved by the partners during the Warsaw Meeting for the

completion of work
<ul style="list-style-type: none"> • the blank chart with the five columns defined during the Meeting.
BEFORE FRIDAY 5/25/2009
Partners will have to send to la Voix De l'Enfant:
4. the filled and completed chart
5. a 6 to 8 pages (or more) document about:
the analysis of initial and further training programmes, dedicated to professionals intervening dedicated to professionals working with, and collecting evidence from, child victims of sexual abuse,
the analysis of initial and ongoing training programmes, dedicated to professionals working with child victims of sexual abuse in a medical, psychological and social capacity
the analysis of awareness and information programmes,
suggestions for the improvement and reinforcement of the complementary multidisciplinary training system, of the specialised training dedicated to professionals intervening in the framework of the take in charge and word collection of sexually abused child victims, as well as international cooperation.
6. a presentation about their organisation on half a page, as well as their updated logo and the name and title of the persons that participated to the Steering Committee's works and to the Transnational Conferences.
BEFORE 6/15/2009
La Voix De l'Enfant will send to partners:
<ul style="list-style-type: none"> • the filled and completed charts submitted by partners, • the complementary multidisciplinary training module adopted during the Warsaw Meeting, • the specific training pre-project module presented during the Warsaw Meeting.
BEFORE 6/30/2009
Partners will send to Voix De l'Enfant:
<ul style="list-style-type: none"> • the comments and changes that they wish to apply to the document on specific training.
BEFORE 7/13/2009
La Voix De l'Enfant will send to partners:
<ul style="list-style-type: none"> • the common recommendations on the improvement of the initial and ongoing training system, dedicated to professionals working with, and collecting evidence from, child victims of sexual abuse • Final Conference pre-programme.
BEFORE 7/24/2009
Partners will sent to la Voix De l'Enfant:
<ul style="list-style-type: none"> • their thoughts, corrections and amendments about the common recommendations • their thoughts and suggestions about the Final Conference pre-programme.

The last reading will be made by partners and sent back on September 10th, 2009 the latest.
SEPTEMBER 15, 2009 :
THE FINAL REPORT WILL BE SENT TO THE PRINTING PRESS

Comments:

Martine BROUSSE added that deadlines must be adhered to respected with a maximum delay of 3 days. She suggests that la Voix de l'Enfant sends the documents step by step, so that partners will be able to find all documents on the Extranet.

Martine BROUSSE suggested that the partners' corrections should be submitted after the first reading then, after the proposed corrections, a second reading would allow for the text to be adopted

Hervé THEAUDIERE concluded the day by thanking the whole Polish team for their warm hospitality and their excellent organisation, as well as the interpreters, the technicians and all participants.