

Dušica Popadić

MEETING INTERNATIONAL STANDARD OF COMPETENCY IN CHILD PROTECTION TRAINING

For Trainers Active in the Field of Sexual Assault



www.incesttraumacentar.org.rs
www.ijasamuztebe.org.rs



World of Children
UNLOCK THE FUTURE FOR VULNERABLE CHILDREN



EUROPEAN UNION

Original title: Meeting International Standard of Competency in Child Protection Training: For Trainers Active in the Field of Sexual Assault; 2022©Incest Trauma Center – Belgrade, Serbia

Publisher: Incest Trauma Center - Belgrade

Editorial staff: Incest Trauma Center - Belgrade

Editor: Ljiljana Bogavac, MD, President

Design and layout: Svetlana Pavlović

Editing: Stanislava Lazarević

All publisher's rights reserved . Any reproduction, multiplication and commercial use of parts or of the entire the text requires the express permission of the Incest Trauma Center – Belgrade.

This 2nd, extended, edition of publication is financed by the Reconstruction Women's Fund from Serbia and co-financed by the US Global Fund for Children and US World of Children. 1st edition in 2017 was financed by European Union under the Support to Civil Society Facility 2015.



ISBN-978-86-911569-7-8

CONTENTS

Introduction	4
Foreword.....	4
Basic Information on the Results of the Incest Trauma Center – Belgrade	5
About the Authoress and Acknowledgments	9
Main Logical Framework-Matrix.....	11
Unit 1 – Identifying Training Needs.....	25
Appendices 1 - 6.....	30
Unit 2 – Training Design	49
Appendices 1 - 17.....	62
Unit 3 – Training Delivery.....	95
Appendices 1 - 4.....	120
Unit 4 – Evaluation	136
Appendices 1 - 18.....	143
Critical Analysis – Reflective Commentary	187
Assessor Report for the NSPCC Certificate of Competence	193
Appendix A – Training Manual: Gender-Based Violence from Survivors’ Perspective. Basic level training (2004)	202

FOREWORD

Each time I start working with a group as a trainer, I ask myself what is my goal.

For me, I know, it is understanding of sexual trauma in children. To learn from the group and to transfer know-how to trainees. How the child feels, how the child perceives themselves and the world of adults around, how the child behaves in order to survive this world. These are some of the questions I try, from my experience, to provide trainees with a clarity to best possible extent.

In a majority of situations during training delivery, the first challenge is to influence attitude change in professionals, so to have gradually a number of them start questioning their prejudices and put a genuine effort to work in the best interest of the child sexual assault survivor.

Ljiljana Bogavac, MD,

Co-founder and President of the Incest Trauma Center – Belgrade,

Leader of the Counselors' Team working with child and adult survivors of sexual assault and Trainer,

President of the European Women's Network against Sexual Violence



BASIC INFORMATION ON THE RESULTS OF THE INCEST TRAUMA CENTER – BELGRADE

The Incest Trauma Center – Belgrade (ITC; officially registered in 1994) is a women’s non-governmental organization, a service specialized in the Sexual Assault issue. The professionals were originally trained in the sphere of health and mental health. More details about the activities of the ITC can be downloaded at www.incesttraumacentar.org.rs and www.ijasamuztebe.org.rs. We provide **psychological assistance to child and adult survivors of sexual violence and their supportive persons** (6 reported cases per week; the only representative statistical data on the national level on the social problem of sexual abuse of children for the period 1994-2019, which was published annually, incorporated in several national strategies and reports for the Republic of Serbia; starting from 2020, in accordance with the new Strategic plan, online counseling only). At the same time, we work as a **Training Center** and after 29 years of ITC activities, our diverse training programs have been attended by 12886 trainees from 1061 GOs and NGOs (4/5 from GOs). All the ITC educational and preventative programs have been conceived and realized on the grounds of our team’s direct daily service provision in the context of violence against women and children. Our trainers were authors and personally delivered our ed. programs accredited by the Ministry of Education and the Ministry of Health of Serbia as well as the leader of ITC Trainers’ Team is certified in Supervision and Training skills in Child Protection by the NSPCC, UK, and holds accreditation on competency in the Training for Trainers in Child Protection issued by the NSPCC, UK. **(Just two illustrations:** over the period 2001-2003, in partnership with the Ministry of the Interior, we trained police officers from 11 towns, starting from public law and order, then sex offences and juvenile delinquency departments to teachers on all three levels of police schooling (effective 42 hours of work); 2005-2011, in partnership with the Ministry of Justice of RS, for the personnel of 4 penitentiary institutions in the territory of Serbia working with women and minor perpetrators of criminal offences. Educational programs of basic and advanced level (42 + 58 effective hours of work); 2004-2017, delivering 3-level trainings to the schools and kindergartens that were afterwards entering the National Network of Schools and Kindergartens against Sexual Assault which was founded by ITC. Within our identity of the **Sexual Assault Prevention Center**, 8,916 children and adolescents completed our 10 weeks long “Healthy Choices for Kids” Prevention Program for teachers, parents and kids. Besides, within ITC, the Sexual Assault Prevention Peer Team run our Sexual Assault Prevention Club (schoolers age 12 to 18 run the Club assisted by our Volunteers mainly of age 19 to 25). Within this identity, we also ran a several surveys and collected data to identify further lines of operation. **To emphasize, in period 2014-2017, ITC was developing Co-management Model of decision making process, joint by staff and youth involved and this includes decision-making youth structures in ITC daily practice and youth participation in evaluation.**

In June 2001, the ITC founded and for 6 years provided focused active coordination of **The Network of Trust against gender-based violence** (an intervention team of trained practitioners from 15 GOs and NGOs, who in the course of their daily professional activities provide assistance to child and adult survivors to all forms of violence). **The Network of Trust was 1st multi-disciplinary network in this field in Serbia.** We are experienced in public campaigns and lobbying (e.g. in the period 2007 - 2011, we were implementing a nationwide campaign against sexual violence entitled **“The Me Nobody Knows”**, one of the specific aims of which was the introduction of the topic of Sexual Assault into the national (pre-)school curricula, syllabi and textbooks; also the Council of Europe Campaign “1 IN 5” in Serbia in the period 2012-2015). We note 1429 appearances in media.

In accordance with the ITC Strategic Plan for the period 2015-2020 (started this line of operation in 2009), our main identity is related to the **Sexual Assault Prevention Center**, and accordingly, some of the results have been: A) State Excellence Award ‘for special contribution to awareness-raising concerning the unacceptability of sexual and gender-based violence’ (The Ministry of Social Policy of Serbia, 2010) B) Finalist in 2011 and recipient in 2012 of the award “REWARD” of the National PR Society of Serbia in the category “Communication in the non-profit sector”; note:: ITC has been the only competitor that both years created and implemented its Campaign on our own, with no hiring marketing agency; C) Appointment by the Council of Europe in Strasburg as the official national partner in the Campaign

Introduction

against child sexual assault for the Republic of Serbia, the Campaign entitled “ONE in FIVE”, based on the Lanzarote Convention (according to the signed agreement, in the course of the entire Campaign, 2012-2015) D) The official song “Stop the Silence!” of ITC Campaign in Serbia has been in 2012 handed over to the Council of Europe in Strasbourg and it was designated as the official song of “ONE in FIVE” Campaign on European level to be used by the member-states E) **In April 2013, the Parliament of the Republic of Serbia adopted ITC Initiative FOR the rescinding of the Statute of Limitations concerning sex offences committed against children.** In this way, Serbia became second country in Europe, after UK, where the Law recognizes long-term effects of sexual trauma (comparing with earlier regulation when child sexual abuse offender could be prosecuted only six years after the last incident of sexual abuse occurred). Now, the survivor was provided the right to report and start up a criminal procedure when gaining psychic strength and social power necessary to act as a more equal participant in prosecution. ITC officially initiated and worked intensively toward this historical change of legislation F) In 2014, ITC staff wrote up themselves and with associates from schools provided numerous resources for learning on Sexual Assault issue in the classroom within the national (pre-)school curriculum and relevant textbooks (incl. opening 1st Sexual Assault Peer Prevention Club that has been with its program activities also put at disposal of the Ministry of Education of Serbia and its Violence Prevention Unit). We continued designing ed. resources in coming year. G) In 2015, ITC has been the owner, leader and author of the **1st National Study in Serbia on Prevalence and Incidence of Childhood Sexual Assault** that we nowadays carry out directly in the field (in 97 primary and secondary schools) in co-operation with the Ministry of Education of Serbia and the Women’s Health Promotion Center from Belgrade, supported by the Delegation of EU to Serbia. The Preliminary Report published in June 2015 and the Final Report in October 2015, followed by a new 3D ed. resource for children, youth, parents and teachers www.ijasamuztebe.org.rs („I am here for you, too!“). Meanwhile, we worked parallel as the member of the Task-force of the Parliament of Serbia (Child Rights Committee in charge now to propose improvements in Family Law in chapters concerning Child Abuse) as well as co-operated with the Gender Equality Co-ordination Body of the Government of Serbia where we had contributed to the Action Plan 2015 with actions concerning introduction of Child Sexual Assault issue into the national school curriculum for kindergartens, primary and secondary schools and also provided contribution to the Draft of new Gender Equality Law. **In 2015, by being the subject of two Public Hearings in the Parliament of Serbia, the Sexual Assault issue has reached its highest point ever concerning its visibility on a public agenda.** In September 2015, in partnership with the Women’s Parliamentary Network, we presented results of the National Study in the Parliament. Then in 11 towns in Serbia ITC led the Public Discussion together with the Ministry of Education in order to Draft the **Strategy in Education for Prevention of Child Sexual Assault in the Republic of Serbia** and we included both school students and adults from different sectors. **Based on the results of 1st National Study and Public Discussion**, on November 18 (The European Day on the Protection of Children against Sexual Abuse), again with the Women’s Parliamentary Network, the Ministry of Education and the Republic Ombuds office, we presented the Strategy at the Public Hearing in the Parliament of Serbia. Authors’ team that wrote up the Strategy in Education was consisted of the Ministry of Education (Violence Prevention Unit / Group for the Protection against Violence and Discrimination) and the Incest Trauma Center – Belgrade and the Strategy was adopted by the Ministry of Education. Immediately afterwards, we **submitted to the Parliament ITC Initiative on Prevention of Retraumatization within Criminal Prosecution concerning Survivors of Childhood Sexual Assault** (requesting Monitoring role of the Parliament regarding protection legislative measures in accordance with the Lanzarote Convention). In February 2016, the Initiative was presented to members of the Parliament in co-operation with the Ombuds office and its Child Rights Division that wrote up the legal formulation of the Initiative. **Our work on this Initiative has still been underway.**

In period 2016 – March 2017, we run the National Campaign called „I AM HERE FOR YOU, TOO!“ and, in partnership with the Ministry of Education and selected school personnel pool, wrote up Educational Packs for kindergarten and 10 subjects that belong to the national curriculum of primary and secondary schools (total of 764p.). 24 authors from Education field received „Thank You“ Certificate signed by the Minister of Education. On November 18, 2016 in this way the Sexual Assault issue was – after 9 years of advocacy and lobbying of ITC - officially introduced into the national (pre)school curriculum to be learnt by children, youth and parents within a regular life of kindergartens and schools. The high-level profile ceremony we held in the Ceremonial Hall of the Rectorate of the Belgrade University and both the Parliament of Serbia, the Ministry of Education and the Republic Ombuds contributed to this Promotion Day, e.g. having as keynote speakers Chair of Parliamentary Committee for Human and Minority Rights and Gender Equality, co-ordinators of the Women Parliamentary Network and Deputy Ombuds for the Rights of the Child and Gender Equality. The Ministry of Education issued the Guidelines on Usage of Educational Packs and together with ITC its representatives made a journey throughout Serbia to teach kindergartens and schools how to use Educational packs. 5 months later, suddenly, the pressure occurred through social networks by clerical and ultra-right wing forces that are active in Serbia and the Minister of Education announced in media only he would withdraw Educational Packs for that moment. No official public letter on the withdrawal was ever issued by the Ministry. Colleagues employed in educational institutions regularly inform us they use the Educational Packs in their work.

Directress of ITC was named the 2016 World of Children Protection Award Honoree and received the Award in the city of New York in October 2016, therefore the Incest Trauma Center - Belgrade now stand together with some of the world's best child advocates. This was the first year of the Protection Award for individuals who recorded and continue to record extraordinary achievements in helping children be safe and free. The media in US often refer to World of Children Award as the Nobel Prize for child advocacy. We received the Congratulation Letter also by the Parliament of Serbia.

In 2017, with support of the Delegation of EC: 1. **we founded and handed over to the Ministry of Education the National Network of Schools and Kindergartens against Sexual Assault**, so that this network became their ownership and 2. **we founded and started co-ordinating the Regional Network against Sexual Assault** gathering women's NGOs with long-term experience in this field aiming to strengthen networking in the Balkan and connect this territory with international professional community.

Starting from March 2017 and to date, **ITC has been a Country CAN Partner of The International Society for Prevention of Child Abuse and Neglect (An ISPCAN Country CAN Partner)**, the largest professional organization in the world concerned with the Child Abuse and Neglect issue.

Both in March 2016 and March 2017, ITC was nominated for The With and For Girls Award. It is an initiative of the With and For Girls Collective which is a group of eight funders: EMpower, Mama Cash, NoVo Foundation, Plan UK, The Global Fund for Children, Nike Foundation, Comic Relief and Stars Foundation who aim to identify and recognize strong grassroots organizations working WITH and FOR girls through their annual Awards. The procedure allows nominations could be made only by trusted referral partners because the Nominee has demonstrated effective practice in creating a supportive and empowering environment for girls.

In May 2017, **Directress of ITC was named the 2017 Fulbright Award for Professional Excellence in 2017. The Award "Leader" was established in the aim of affirming excellence in development of science and research, advancing profession and promoting positive social changes.** Directress of ITC received the Fulbright Award "for professional accomplishments and contribution to positive social changes reached during 2016 in the field of direct service provision to child sexual assault survivors and the work on prevention of violence against children through educational programmes".

In March 2018, **ITC received the FEMINIST RECOGNITION FOR THE ACT OF RESISTENCE IN PUBLIC DOMAIN „for the work on creating Educational Packs for learning on CSA issue and the act of resistance against veto on implementation of Educational Packs.“** The Feminist Recognition awarded by the BeFem, Serbia.

Together with the Founding Team of 1st Regional Network against Sexual Assault, ITC has been continuing actively to contribute to the Network development, therefore by having 13 organizations from 10 European countries in membership, this shape of Network's self-organizing outgrew regional character. Therefore, in 2019 we contributed to the efforts of the Founding Team to formalize the Network's status and respond to its real developmental level, therefore nowadays it operates as a registered legal entity under the name of the **European Women's Network against Sexual Violence (EWNASV [facebook.com/europeanwomensnetwork](https://www.facebook.com/europeanwomensnetwork))** EWNASV held its 1st International Conference against Sexual Violence in September 2019 in Belgrade which was evaluated highly by its participants. Directress of ITC served as the President of EWNASV in period September 2019-January 2022 and President of ITC acted in capacity of the Governing Board member for the same period, after which ITC's President was elected to take over the role of EWNASV President and this has been to date.

Following our newest Strategic Plan, which started in 2020, ITC in future – through participation in EWNASV - shifted its activities mainly to the Balkan and European level and works intensively to strengthen ties among EWNASV members to international professional community (coverage wider than Europe) and to integrate newcomers with high performance quality in the field of Sexual Violence.

In March 2020, ITC drafted the **Advocacy and Lobbying Pack (213 p.)** to obtain support of relevant stakeholders from international community to assist the return of systemic implementation of the Educational Packs to the national curricula of the kindergartens, primary and secondary schools. In spite of withdrawal of the Educational Packs, perpetrated by the minister of education in May 2017 after the negative campaign via social networks by clerical and ultra-right forces – along 3 years a large number of colleagues employed in Education informed ITC that they use Educational Packs regularly in their work with children and parents. The Advocacy and Lobbying Pack is **EVIDENCE-BASED DOCUMENT** arising from evidence collected through 3 years long monitoring of ITC (2017-2019.) in primary

Introduction

and secondary schools on the territory of Serbia regarding the implementation of the Lanzarote Convention. The findings showed that it was necessary to start again officially, sistemically, to implement the Educational Packs in daily life of kindergartens and schools.

In May 2020, ITC joined EWNASV member-organizations in drafting the [Contribution to the UN SRVAW Thematic Report on Rape](#).

In March 2021, ITC and EWNASV published the findings of [1st Survey on Social Position, Experiences and Strengths of Women Human Rights Defenders active in the Field of Sexual Violence in Europe](#), supported by the Reconstruction Women's Fund which has been an authentic ally to us for longer than 15 years.

In period May-October 2021, ITC partnered with EU TACSO Program and organized a number of sessions for EWNASV members within the Strategic Mentorship Program. We are co-authors of EWNASV strategic documents: [Strategy Paper 2022-2025](#), [Guidelines for Quality System of Internal Governance](#), [Guidelines for Extending Membership and Communication Strategy](#).

In period January 2022 – February 2024, ITC has been under contract of the Council of Europe, Strasbourg, for the provision of international technical support and intellectual consultancy services for the enhancement and support of Barnahus structures in Finland and for the protection of children against sexual exploitation and sexual abuse.

Taking care of institutional memory, in March 2022, ITC published its contribution to the area of Organizational Development called: [Policy and Resilience of a Women's NGO Active in the Field of Sexual Violence – Experience of Incest Trauma Center – Belgrade, Serbia](#).

In 2022, ITC was a Finalist of the Juliette Gimon Courage Award of US Global Fund for Children.

In period December 2022 – January 2023, within Strategic Area 3 of EWNASV Strategic Paper 2022-2025, where ITC has been appointed to take care of Capacity Building, we organized three online learning opportunities for colleagues from international community who are both members and non-members of EWNASV.

Taking care of institutional memory, in December 2022, ITC published its extended edition as a contribution to the area of Advancement of Training Skills called: [Meeting International Standard of Competency in Child Protection Training: For Trainers Active in the Field of Sexual Assault](#).

About the Authoress

Dušica Popadić is the co-founder and Directress of the Incest Trauma Center – Belgrade from Serbia. Since 1994, Dušica has been a practitioner in the field of Sexual Violence and has a proven track record of practical achievements in this field, followed by relevant international Awards. She has been dedicated to provision of psychological counseling to adolescent and adult survivors of sexual violence and their supportive persons and serves as the leader of ITC Trainers' Team. Dušica is certified in Supervision and Training skills in Child Protection by the NSPCC, UK, and holds accreditation on competency in the Training for Trainers in Child Protection issued by the NSPCC, UK. Dušica and her co-trainer Ljiljana Bogavac, MD, designed and delivered together diverse training programs that were attended by over 12,000 trainees from over 1,050 governmental and non-governmental organizations. Dušica designed training outlines and materials for various target groups, placing special focus on advancement of Training Methodology in areas of Gender-based violence, Sexual violence against children and women, and Diversity issues. She has a rich experience in training and sensitizing professionals, children and parents, often through learning-by-doing method and uses a variety of methods both for conveying knowledge and skills and influencing attitude change of trainees, so that they gain understanding of trauma in the best interest of survivors. She actively provides supervision services on national level and in East Europe related to: a) development and advancement of services specialized in the field of violence against children and women, with a focus on sexual violence b) management of cases of sexual violence. Organizational development and group dynamics processes are one of themes of Dušica's specialization, in particular applied to non-governmental organizations, including women's organizations. She does the mentoring of peer colleagues, newcomers in the field, students, volunteers within different working processes. Dušica is authoress and co-authoress of 16 professional publications and 15 articles in English and Serbian for professionals active in the field of Sexual Violence and Diversity Issues and has significant experience in international co-operation. From being trained and supervised by Dutch professional support from the very start, to serving as first President of European Women's Network against Sexual Violence, Dušica strongly believes in networking in the field of Sexual Trauma.

Being aware of the needs of the professional community on national and regional level, as well as internationally, ITC took the decision to publish valuable evidence-based material designed throughout the official process of accreditation of Dušica Popadić by NSPCC, UK (2013-2016) in its full extent and to suggest it to colleagues worldwide as a learning tool. The usefulness of the 1st edition of this Manual was tested in Training for Trainers attended by colleagues from the European Women's Network against Sexual Violence. Afterwards, it continued its life serving as an effective tool for a number of newest trainings. The whole published content presents current knowledge, fully updated in this 2nd, extended, edition.

Dušica Popadić's portfolio, which is presented here, was designed in accordance with accreditation procedure and methodology of the National Society for the Prevention of Cruelty to Children (NSPCC) from UK. Throughout this process, the NSPCC methodology proved to be highly beneficial. Earning the NSPCC Certificate of Competence was an important and exciting learning experience for Dušica Popadić, as well as for ITC Team. It became a part of life experience and is a warmly recommended material for every trainer in the field.

The Manual has an Introductory chapter, four Units that follow the Training Cycle (Identifying Training Needs, Training Design, Training Delivery and Evaluation) and a Critical Analysis chapter. Each Unit discusses content in-depth and presents evidence – all within ethics and values that are respectful and caring toward children and child survivors of sexual assault. Finally, Assessor's Report for the NSPCC Certificate of Competence is enclosed as a closure of the process.

The Introductory chapter of this Manual presents the main logical framework-matrix which has been a MUST in definition of international standards of competency in Child Protection Training. The logical framework and the whole content of this publication are applicable to trainings held beyond the limits of Child Protection area. The Introduction presents the Competence Curve (Analysis of Competence) as an opportunity for trainers to check up their own competences at the very beginning of the process as well as later, on their progress in time. The performance criteria are spread throughout the four Units listed above and each is followed up from the stage 'Full development needed' to 'Top-up work needed' and finally to 'Experienced and competent' stage. Of course, even when the third step of final recognition has been reached, a responsible trainer learns further and always explores current and latest perspectives.

For you as trainers, this is a journey where, throughout the whole process, you will be offered an opportunity to identify with and walk hand in hand with a case example: Training of the Incest Trauma Center- Belgrade: Preparation of Primary and Secondary School Personnel for Classroom Work on the Sexual Assault Issue (Level 3). This Training was delivered to many schoolteachers, school pedagogues, school psychologists, and other school personnel and earned a privilege

Introduction

to receive top positive evaluations. Our case example is open for adapting to your own learning context. Red thread criteria are shown as essential: 1. Content centered on the child / survivor 2. Emphasis on diversity 3. Understanding of the emotional component. Alongside with them lies the necessity of developing your Cultural Competence. The structure of presented content, logical thinking as a whole and a precious learning how to identify and present relevant evidence are easily applicable to any country in the world and available for usage of all trainers active in the field of Sexual Assault. The material promotes the significance of theoretical knowledge in trainers, offers samples of numerous training activities and through concrete case studies provides suggestions how to solve real situations that might occur in the group. **Above all, it supports trainers worldwide to analyze their work.**

As an integral part of the portfolio appeared our basic level “Practical Manual for Trainers: Gender-Based Violence Issue from Survivors’ Perspective” designed by ITC trainers in 2004 and it belongs to Level 1 of ITC trainings. It served as evidence of the previous trainer’s experience and presented a handful of trauma-, evidence- and practice-informed suggestions for trainers active in the field of Sexual Assault. In order to facilitate the comprehensiveness of this whole publication to new trainers in the field, it is incorporated here.

Finally, this Manual is also a tool to invite trainers active in the field of Sexual Assault to connect directly to the Incest Trauma Center – Belgrade, so that sharing our mutual experiences could become an added value to each of us.

Acknowledgements

*My role-model considering the whole of my role at ITC was our late supervisor, **Marleen Diekmann**, Dutch psychotherapist and trans-cultural trainer. Then, my co-trainer **Ljiljana Bogavac** influenced my training style crucially and me as a person. I am also very grateful to **Zaffira Shah** from UK who, in the role of NSPCC assessor, stood by me all the way through the years long process of completing accreditation and from whom I gained precious experienced knowledge about respectful co-working.*

Ljiljana Bogavac, MD, has been the Co-founder and President of the Incest Trauma Center – Belgrade as well as Leader of the Counselors’ Team working with child sexual assault survivors and Trainer. Ljiljana is specialized in provision of psychological counseling to child and adult survivors of sexual assault and their supportive persons. She assists survivors to prepare for criminal prosecution, too, and on behalf of our Team appears in the court in the role of expert witness. Her repertory of inter-connecting prevention actions and intervention has been a particularly valuable resource. Ljiljana also presently serves in capacity of the President of the European Women’s Network against Sexual Violence.

Zaffira Shah from UK has a background in social work practice with women and children including those who have been impacted by sexual abuse. Zaffira currently works as an independent safeguarding consultant and trainer with a special interest in supervising staff who work with abuse and trauma. Zaffira is an associate consultant with the NSPCC training service and delivers post recovery therapeutic work with children training and supervision training for managers supervising this work. Presently, Zaffira serves as the Governing Board member of the European Women’s Network against Sexual Violence.

MAIN LOGICAL FRAMEWORK-MATRIX

1. Identifying training needs

ELEMENT	PERFORMANCE CRITERIA	SUGGESTIONS FOR EVIDENCE
1. Training is clearly linked to identified need.	<p>Candidates must be able to demonstrate:</p> <p>1.1 Knowledge of a range of different methods of identifying training needs.</p>	<p><i>Examples of questionnaire, job descriptions National core competences, professional standards, PDR's etc.</i></p> <p><i>Questions for the candidate:</i></p> <ol style="list-style-type: none"> 1. Can you give examples of methods to identify training needs? 2. What are the Pros and Cons of these methods? 3. What method did you use and why? 4. Any other way of identifying training need? 5. What is the profile of the staff group that needs training? Does the method ensure that the needs of staff with diverse needs will also be identified?
	<p>1.2 How learning outcomes were established and agreed to enable individuals to meet current performance requirements.</p>	<p><i>Examples of interviews with customers or purchasers of training.</i></p> <p><i>Information about the demography of service user groups.</i></p> <p><i>Copies of discussion notes with commissioners of training</i></p> <p><i>Questions for the candidate:</i></p> <ol style="list-style-type: none"> 1. Can you give me examples of questions that you might ask training commissioner to assess training needs? The following constitute good questions: <ul style="list-style-type: none"> • The following constitute good questions: • What prompted this training need? • What are the gaps in competence? • How were these identified? • What should your staff be doing differently as a result of the training? • What are the demographics of the service user group? • What is the profile of your staff group? • What additional needs do potential delegates have in terms of learning and diversity?
	<p>1.3 Knowledge of a variety of learning and developmental opportunities to enable individuals to reach a required level of competence.</p>	<p><i>Examples of what else is available as well as training that could be used to help participants learning.</i></p> <p><i>Questions for the candidate:</i></p> <ol style="list-style-type: none"> 1. Can you describe some of the learning and developmental opportunities that staff can have access to? 2. Why were these not considered to be suitable for your group?
	<p>1.4 Why a particular learning opportunity was chosen to meet identified need.</p>	<ol style="list-style-type: none"> 1. Why was training selected to meet learning needs? 2. Does the training provide opportunity for participants with diverse needs to attend?

2. Designing training

ELEMENT	PERFORMANCE CRITERIA	SUGGESTIONS FOR EVIDENCE
2. Training Design will reflect sound planning, clear learning outcomes and a variety of methods to provide a positive learning experience.	<p>Candidates must be able to demonstrate:</p> <p>2.1 They have made a clear contract with a co-worker, where appropriate, which explores individual beliefs and values, addresses power differentials and formulates an effective way of working together.</p>	<p><i>Copy of contract and discussion.</i></p> <p><i>Feedback from co-trainer</i></p> <ol style="list-style-type: none"> 1. Can you talk me through the process of reaching a co-training agreement? 2. Were there any issues that were challenging to discuss and reach agreement? If yes, what did you do to manage this? 3. Did you address issues around diversity? 4. Did you de-brief after the training? Did this require a review of the co-training agreement?

Introduction

ELEMENT	PERFORMANCE CRITERIA	SUGGESTIONS FOR EVIDENCE
	2.2 They understand the major principles and processes of adult learning and the factors, which may inhibit this learning.	<p><i>Copy of trainer notes reflecting the process of the activity and how the learning cycle will be completed.</i> <i>Instructional plan for training which demonstrates sufficient time for learning cycle to be completed.</i></p> <ol style="list-style-type: none"> 1. Can you describe Kolb's learning cycle and Knowles work on what motivates learners? 2. How would you use this knowledge in designing training? 3. Using an example of an activity from the training plan invite the assesse to explain how they have used adult learning theory in the design process. 4. Is there anything in the training material that could inhibit learning? If training is mandatory what can the trainer do to reduce resistance? 5. If a participant has had a negative learning experience how might this impact their engagement and what behaviour might the trainer see?
	2.3 They can set clear and measurable learning objectives which reflect the performance and standard for each objective, and which can be clearly evaluated.	<p><i>Copy of learning objectives</i> <i>Copy of training plan with methods for achieving learning objectives.</i></p> <ol style="list-style-type: none"> 1. What can the trainer do to ensure that the training process allows the learning objective to be achieved? 2. What would participants be doing differently after the training? 3. What is the focus of the activity? Does this enable the listed objective(s) to be achieved?
	2.4 They can identify the most effective methods of learning to achieve the objectives for the individual or group.	<p><i>Copies of training process and samples of exercises reflect different learning styles.</i> <i>Activities are ordered to reflect awareness of group process</i></p> <ol style="list-style-type: none"> 1. What learning styles do the selected methods reflect? 2. How did you decide that this was the most appropriate method to achieve the objective? 3. What informed the ordering of your activities? 4. What arrangements did you make so that people with additional needs could participate? 5. What was your key learning from the methods that you used?
	2.5 They can demonstrate that those members who may have additional needs have had an opportunity to share issues which are important to them, prior to the training event.	<p><i>Copies of forms to participants requesting information about additional needs.</i> <i>Participants list and breakdown of diversity information and any additional needs.</i> <i>How they enabled participants to share issues prior to event.</i></p> <ol style="list-style-type: none"> 1. What arrangements did you make to include people with additional needs to participate? 2. What would you do if group members had specific religious needs? 3. How would you ensure that a participant with a hearing impairment had opportunity to contribute and participate in the learning
	2.6 They can demonstrate up to date knowledge of child protection issues in the design of the material, which is relevant to the needs of the group.	<p><i>Examples of presentation material, exercises, handouts. Training material is appropriately referenced.</i></p> <ol style="list-style-type: none"> 1. Can you give me an example of how you helped the learners to manage anxiety that comes from the uncertainty that is common in child protection work? 2. Can you share current issues in child protection work that impact practice and training?
	2.7 They can choose appropriate venues and timing to meet the needs of the group, particularly in relation to power issues, disability and religious occasions.	<p><i>Copies of information sent to participants prior to attending the training.</i></p> <ol style="list-style-type: none"> 1. What did you do to ensure the all needs in the group were met in relation to the venue? 2. Did you adapt any activity to facilitate participation? 3. How did you manage the need for some participants to observe any religious requirements?

ELEMENT	PERFORMANCE CRITERIA	SUGGESTIONS FOR EVIDENCE
	2.8 They have addressed all the practical issues in planning for training including their own time, costings and resources.	<p><i>Written examples of contract with purchaser.</i></p> <ol style="list-style-type: none"> 1. How did you cost your time for planning and delivery? 2. What resources were costed and why?
	2.9 They can demonstrate that pre-course information for participants will be specific about the purpose of the learning programme, the objectives, methods, who the training is for, criteria that will affect the offer of a place and how application should be made. Where they are responsible for marketing information then this has addressed optimum access for all groups.	<p><i>Copies of pre-course information.</i></p> <p><i>Copies of correspondence between commissioner and candidate.</i></p> <ol style="list-style-type: none"> 1. Where was the course marketed? 2. Did participants who attended the training receive all the relevant information? 3. How would you respond to candidates that did not receive any information about the course?

3. Delivery of training

ELEMENT	PERFORMANCE CRITERIA	SUGGESTIONS FOR EVIDENCE
3. Training is delivered in a way which meets the needs of participants and promotes effective learning.	<p>Candidates must demonstrate that:</p> <p>3.1 They facilitate training in a way which reflects the principles of adult learning and the learning cycle.</p>	<p><i>Direct observation.</i></p> <p><i>The training activity allows the training cycle to be completed.</i></p> <p><i>The candidate ensures that participants are aware of the learning agreement and limitations to confidentiality.</i></p> <p><i>There is evidence of using knowledge about the group in the planning process.</i></p> <p><i>What is the plan for the day-time/pace/ exercises</i></p> <p><i>Does the content address different styles.</i></p>
	3.2 They can effectively identify and manage group processes in a way which promotes learning.	<p><i>The candidate demonstrates awareness of group process from the way introductions are managed, participants are moved around so they are working with different people.</i></p> <p><i>Have they addressed the sensitive issues and diversity of the group within the setting of a learning agreement</i></p> <p><i>How have they connected with the group within this process? What behaviours confirm this?</i></p> <p><i>Is there a co-worker agreement on how to manage any issues that may arise?</i></p> <p><i>Have they checked for information regarding any organizational blocks that there might be to learning?</i></p> <p><i>The candidate takes more of lead to start with and increases group responsibility for learning as the training develops.</i></p>
	3.3 They can effectively use a variety of methods which are appropriate to meet learning objectives and the needs of the group.	<p><i>Examples of exercises and copy o training plan.</i></p> <p><i>Exercises and activities reflect different learning styles.</i></p> <p><i>The candidate demonstrates confidence in delivering the exercise. Gives clear instructions about tasks.</i></p> <p><i>The candidate responds to questions from the group appropriately?</i></p> <p><i>The candidate asks questions to facilitate feedback and facilitates this is a way to further develop knowledge.</i></p>

Introduction

ELEMENT	PERFORMANCE CRITERIA	SUGGESTIONS FOR EVIDENCE
	<p>3.4 They are able to effectively use methods which explore and address power differentials which may exist within the group.</p>	<p><i>The candidate demonstrates skills in managing group dynamics resulting from power differences.</i></p> <p><i>The candidate ensures that the training material reflects issues of diversity and raises these if the participants do not.</i></p> <p><i>The learning agreement allow for action to address any issues that might arise regarding diversity?</i></p> <p><i>Are they noticing quiet/controlling participants and how are they managing these?</i></p> <p><i>Do they observe small group process and how do they intervene if there is any imbalance of power?</i></p> <p><i>Are they structuring the small groups/ seating paying attention to power and diversity balances?</i></p> <p><i>In multi-agency training are they ensuring that participants mix?- e.g. setting up the groups rather than allowing choice</i></p> <p><i>The candidate responds to situations to prevent conflict and ensure the learning continues</i></p> <p><i>1. What would you do if there is a major disagreement between two participants?</i></p> <p><i>2. How would you respond if a participant made an offensive comment?</i></p>
	<p>3.5 They are able to prepare and use written materials (PPT slides, handouts, audio visual materials) which are clear, well produced and relevant to the needs of the group, and are able to demonstrate an acknowledgement of copyright law in this process.</p>	<p><i>Review of written material.</i></p> <p><i>Is attention paid to the use of colour/font size/ special sensory needs within the group?</i></p> <p><i>If trainer is stating “research says” are they following through with evidence?</i></p> <p><i>Is there acknowledgement to contributors on slides and hand-outs?</i></p>
	<p>3.6 Training exercises meet agreed learning objectives and include a clear statement of objectives, processes and methods.</p>	<p><i>Examples. Copy of training plan Direct observation.</i></p>
	<p>3.7 They have knowledge of the emotional processes involved in Child Protection Training and are able to manage sensitively, issues which arise that may affect the process of learning for participants.</p>	<p><i>The candidate alerts the group to the emotional component of the training and shares arrangements for support</i></p> <p><i>Has this been pre-empted in the introductions? Especially regarding potential for personal experiences being raised?</i></p> <p><i>Are they explicit about the double impact of diversity and the experience of abuse and neglect and is this evident in case study material?</i></p> <p><i>The co-working agreement needs to identify how they might respond if a participant becomes distressed.</i></p> <p><i>Planning needs to consider how to close the training sensitively- have they left group with somewhere to go should they be concerned or distressed?</i></p> <p><i>Can they share evidence from other training when this may have occurred</i></p> <p><i>1. What would you do if someone discloses abuse during the training?</i></p> <p><i>2. How would you manage a participant who starts crying?</i></p>

4. Evaluation

ELEMENT	PERFORMANCE CRITERIA	SUGGESTIONS FOR EVIDENCE
4. Training and Development opportunities will be evaluated against agreed learning objectives and strategies identified to measure the effectiveness of the training or development opportunity in practice.	Candidates must demonstrate that: 4.1 They can demonstrate or give examples of how training will be evaluated at a reaction level in order to assess the methods of design and delivery against agreed learning objectives.	<i>Examples of evaluation sheets, or methods used during training.</i> <i>Review evaluation forms and discuss how they analyse this feedback.</i>
	4.2 They can demonstrate or give examples of how the training and learning will be evaluated at learning and behavioural level to measure changes in practice, according to agreed objectives.	<i>Examples of agreements with managers. Follow up evaluation.</i> <i>The minutes of the safeguarding board should include annual review of the effectiveness of training at a behavioural level</i> <i>Supervision records</i> <i>Discussion of how they have targeted difficult to reach groups and addressed equality by requesting evidence of e.g. attendance at multi-agency meetings</i> <i>Post training knowledge quiz</i> <i>Copies of Dear Me letter</i> <i>Feedback from manager with prior agreement about what changes in practice as a result of the training.</i> <i>Arrangements for a recall day to review the learning</i> <i>1. What would show evidence of learning application?</i>
	4.3 They can identify blocks or constraints to the effective implementation of training or development opportunities and know how to seek to address these.	<i>Copies of any notes of discussion with the commissioner.</i> <i>Recognising the potential blocks and organizational restraints and discussing how to overcome these in the strategic planning of training- use of cascading training- training trainers</i> <i>1. What might block the application of training?</i> <i>2. What might block follow up evaluation at organisational level?</i> <i>3. What could you do to address these at strategic level?</i>
	4.4. They can demonstrate that, where appropriate training programmes have been adapted to reflect the outcomes of evaluation.	<i>Look at comparisons of before and after when training has been adapted following feedback- both at reaction level and behavioural level</i> <i>Examples of changes made to training programmes.</i>

Competence Curve

ANALYSIS OF COMPETENCE

Tick to indicate requirements/level and consider development opportunities/suggestions for evidence

ELEMENT- IDENTIFYING TRAINING NEEDS			
1. Training is clearly linked to identified need.			
PERFORMANCE CRITERIA Candidates must be able to demonstrate:	FULL DEVELOPMENT NEEDED	TOP-UP WORK NEEDED	EXPERIENCED & COMPETENT
1.1 Knowledge of a range of different methods of identifying training needs.			
1.2 How learning objectives were established and agreed to enable individuals to meet current performance requirements.			
1.3 Knowledge of a variety of learning and developmental opportunities to enable individuals to reach a required level of competence.			
1.4 Why a particular learning opportunity was chosen to meet identified need.			

ELEMENT- DESIGNING TRAINING

2. Training Design will reflect sound planning, clear learning outcomes and a variety of methods to provide a positive learning experience

PERFORMANCE CRITERIA Candidates must be able to demonstrate:	FULL DEVELOPMENT NEEDED	TOP-UP WORK NEEDED	EXPERIENCED & COMPETENT
2.1 They have made a clear contract with a co-worker, where appropriate, which explores individual beliefs and values, addresses power differentials and formulates an effective way of working together.			
2.2 They understand the major principles and processes of adult learning and the factors which may inhibit this learning.			
2.3 They can set clear and measurable learning objectives which reflect the performance and standard for each objective and which can be clearly evaluated.			
2.4 They can identify the most effective methods of learning to achieve the objectives for the individual or group.			
2.5 They can demonstrate that those members who may have additional needs have had an opportunity to share issues which are important to them, prior to the training event.			

PERFORMANCE CRITERIA Candidates must be able to demonstrate:	FULL DEVELOPMENT NEEDED	TOP-UP WORK NEEDED	EXPERIENCED & COMPETENT
2.6 They can demonstrate up to date knowledge of child protection issues in the design of the material, which is relevant to the needs of the group.			
2.7 They can choose appropriate venues and timing to meet the needs of the group, particularly in relation to power issues, disability and religious occasions.			
2.8 They have addressed all the practical issues in planning for training including their own time, costings and resources.			
2.9 They can demonstrate that pre-course information for participants will be specific about the purpose of the learning programme, the objectives, methods, who the training is for, criteria that will affect the offer of a place and how application should be made. Where they are responsible for marketing information then this has addressed optimum access for all groups.			

ELEMENT-DELIVERY OF TRAINING			
3. Training is delivered in a way which meets the needs of participants and promotes effective learning			
PERFORMANCE CRITERIA Candidates must be able to demonstrate:	FULL DEVELOPMENT NEEDED	TOP-UP WORK NEEDED	EXPERIENCED & COMPETENT
3.1 They facilitate training in a way which reflects the principles of adult learning and the learning cycle.			
3.2 They can effectively identify and manage group processes in a way which promotes learning.			
3.3 They can effectively use a variety of methods which are appropriate to meet learning objectives and the needs of the group.			
3.4 They are able to effectively use methods which explore and address power differentials which may exist within the group.			
3.5 They are able to prepare and use written materials (PPT slides, handouts, audio visual materials) which are clear, well produced and relevant to the needs of the group, and are able to demonstrate an acknowledgement of copyright law in this process.			
3.5 They are able to prepare and use written materials (PPT slides, handouts, audio visual materials) which are clear, well produced and relevant to the needs of the group, and are able to demonstrate an acknowledgement of copyright law in this process.			
3.8 They can demonstrate, or give examples of how they have effectively managed difficult members in a group who may inhibit the process of learning for themselves or others through disruptive or discriminatory behaviour.			

TRAINING OF THE INCEST TRAUMA CENTER – BELGRADE

**PREPARATION OF PRIMARY AND SECONDARY SCHOOL
PERSONNEL FOR CLASSROOM WORK
ON THE SEXUAL ASSAULT ISSUE**

LEVEL 3

*Training accredited upon decision of the Minister of Education of the Republic of Serbia,
no. 1162/04.07.2013/5.*

24 points (which has been also maximum needed for annual confirmation of school personnel's license)

AIM OF THE TRAINING:

To enable the teachers who are involved in the programs for prevention of violence to develop skills and knowledge relative to identifying, planning, implementation and evaluation of the contents of lessons addressing the topic of sexual violence, in accordance with the Strategy in Education on Prevention of Childhood Sexual Assault in the Republic of Serbia (2015) and the Special Protocol of the Ministry of Education and Science on Protection of Children from Child Abuse and Neglect (2007) and its supporting documents.

GOALS:

- To describe the learning cycle and the importance of monitoring it, ensuring that diversity issues are fully integrated in the classroom practice.
- To analyze the existing teachers' competences and to identify the areas that need to be developed.
- To practice a system of values and working assumptions in the interest of the child who has survived sexual violence.
- To demonstrate awareness of the emotional component, which is an integral part of learning about the topic of sexual violence.
- To develop an action plan on how to begin and effectively manage the process in the classroom with the participation of diverse target groups (teachers, parents, pupils).
- To promote facilitation of the group-dynamic process of the target group learning about the topic of sexual violence.
- To promote presentation skills of the material for classroom use.
- To identify the methods and levels of evaluation of lessons addressing the topic of sexual violence.

DESCRIPTION

(official form – approved by the decision of the Minister of Education)

1. TITLE OF THE TRAINING

PREPARATION OF PRIMARY AND SECONDARY SCHOOL PERSONNEL FOR CLASSROOM WORK ON THE SEXUAL ASSAULT ISSUE

2. OBJECTIVES:

General objective: Society free from violence and discrimination against children and women.

Specific objective: Developing professional competence of school personnel for working in the classroom and transferring knowledge to school teachers, school pedagogues and school psychologists, parents, children and youth regarding the field of Sexual Assault against children and youth.

3. What competencies does the program develop and improve: Competencies for supporting development of student's personality (toward violence prevention, building tolerance and preventing discrimination). Competencies are defined in accordance with the Document *"Rules on competency standards for the teaching profession and their professional development"*.

4. Content (topics):

A) Learning about individual and group dynamics processes when learning on Sexual Assault issue (Diversity issues concept as a red thread in understanding the group process)

B) Cycle of educational program concerned with the Sexual Assault issue

Phase 1: How to prepare educational program? (Value base; Set of working hypotheses for performing educational program concerned with the Sexual Assault issue; Defining and working out methodology, together with learning how to use available resources; Learning and exploring learning styles; This phase also includes an analysis of existing competencies of schoolteachers for performing the program on gender-based violence.

Phase 2: How to perform educational program? (Specifics of facilitation process when presenting value base and working hypotheses; Adapting the program to specifics of concrete target group: children, youth, parents, schoolteachers, school pedagogues and school psychologists; Special interventions in facilitation;)

Phase 3: How to measure effects of educational program? (Evaluation: identifying a variety of methods and levels of evaluation of effectiveness of educational program; measuring effects of the program in short and long-term; This phase includes also identifying areas of future development of school personnel's competencies) **C)** Basis of Action Plan for working in the classroom with different target groups (children, youth, parents, schoolteachers and school pedagogues and school psychologists; incl. head of school and, if existing, other management staff;)

5. Forms: The program is performed mainly in a workshop-like manner. The work is carried out plenary, in pairs and small discussion groups. 'Lecture-like' part facilitates clarification of theoretical base and it is full of live interaction of trainees. Practical exercises are created on the basis of real situations coming out of experience of trainers during last 20 years. Use of video and audio recordings. The methodology of basic level Training of the Incest Trauma Center – Belgrade for educators is described in detail in our Publication "Practical Manual for Trainers "Gender-based Violence from the Survivors' Perspective", published in Serbia in 2005., authors: Dušica Popadić and Ljiljana Bogavac, MD.

6. Target groups: Personnel of primary and secondary schools who completed educational programs of the Incest Trauma Center – Belgrade accredited by the Ministry of Education of the Republic of Serbia, the Institute for Professional Advancement of Education (www.zuov.gov.rs , ZUOV Catalogue, cat.no. 85 and 95); school personnel in job positions according to the official Statistical Manual of the Ministry of Education of the Republic of Serbia (codes: 1001-1013 (and new classification 1001-1017)).

7. Duration: 3 days long educational program lasting 21 effective working hours (3 days x 7 hours). Trainings are held in Belgrade, every scheduled day from 9 am to 4 pm.

8. Trainers: The staff members of the Incest Trauma Center – Belgrade.

9. Evaluation: At the very end of educational program, evaluation of the total performance of program takes place (questionnaire of the Incest Trauma Center – Belgrade). Scale from 1 to 4, where the highest rank is 4. In this way, an insight is provided into achieving learning objectives, quality of presentations, relevance of the gained knowledge and skills for improving own performances, comfortability level on the side of trainees regarding group atmosphere, professionalism of trainers and interaction of trainees with trainers as well as gathering feedback within needs assessment in the context of attending future educational programs. In the part of Training called „Theme C: ***How to measure effects of educational program***“, trainees will work in particular on designing the set of indicators for evaluating the gained knowledge and skills, all in relation with program that will be held in classroom. It is specially motivating the fact this ***program is supported by evaluation sessions of different forms in coming 12 months and assistance to trainees provided by the Incest Trauma Center – Belgrade in the shape of regular case management sessions for schools where managing newly reported cases of Sexual Assault discussed.***

END OF DESCRIPTION

CO-TRAINERS' AGREEMENT

Co-trainers: Dusica Popadic and Ljiljana Bogavac, MD, Incest Trauma Center – Belgrade

It is confirmed herewith that the Training “PREPARATION OF PRIMARY AND SECONDARY SCHOOL PERSONNEL TO WORK IN THE CLASSROOM ON THE SEXUAL ASSAULT ISSUE” will be carried out as a co-training model, with joint work of co-trainers in all the stages of the Training Cycle: Identifying training needs, Training Design, Training delivery and Evaluation.

This document is made to establish ground rules in communication and full respect of diverse backgrounds, knowledge and skills of each of us, which should all facilitate the fulfillment learning objectives of the Training.

Before signing the Agreement, we herewith confirm that we exchanged on the following issues and made ourselves alert to follow them up along the Training Cycle: - Value base (considering our personal and professional histories and experience and current issues that are significant for professionals to act as a team, incl. any characteristics of the lifestyle) - Level of trust and comfortability between us - Power shuffle - Practical issues (notes, keeping time, organizing venue and its accessibility, technical equipment, photocopying and other administrative issues) - Content issues: Roles and responsibilities in each stage of Training Cycle; Special Interventions (confidentiality, diversity issues, group process, conflicts, disclosure of personal history of abuse, power shuffle, etc.); - Exchange about individual Learning styles and their impact on each stage of the Training Cycle - Mitigation strategies when the process doesn't follow learning objectives (agreeing on mechanisms to work out new situations in the group and between us; we also named a person to assist as a mediator if needed) - De-briefing on Training Completion and during the breaks when possible (a) based on co-trainers' experience and during the first two stages, creating a check list that will be framework for de-briefing later during the process and b) based on the trainees' feedback collected during evaluation, and distributed to them afterwards (co-trainers take turns, each distributes results of evaluation after the Training)

Belgrade, February 01, 2016

Dusica Popadic

Ljiljana Bogavac, MD

UNIT 1 – IDENTIFYING TRAINING NEEDS

BACKGROUND

In the Republic of Serbia, the context, in brief, shows that: 1. Strong patriarchal values exist in Serbia, allowing discrimination, oppression and violence, toward children and women in particular. 2. Institutional support to Sexual Assault (SA) Prevention is insufficient. While Domestic Violence (emotional and physical abuse, in particular) gained a certain space within the official framework that has been gradually built by the state, giving full attention to the SA issue is still being delayed. It has been viewed both by the general and professional public primarily as a shocking issue, treated ad hoc and sensationally. In respect to the gender-based violence (GBV) field, the SA Prevention is the least practiced area. In Serbia, there is still not a single lesson, class, or textbook containing learning on Child Abuse and Neglect, nor on the Child Sexual Assault (CSA) issue. This has been the case in kindergartens, primary and secondary schools. Mandatory reporting has been provided by the law for a very long time, but insufficiently practiced in real life both by citizens and professionals. Another practice to be necessarily improved concerns preventing retraumatization of child survivors of SA within criminal prosecution procedures. To achieve this aim, each stakeholder within the Child Protection system should learn more and that is why this perspective is also integrated into the teaching on CSA in the classroom.

The Lanzarote Convention was ratified by Serbia in 2010 and a number of national policies have been put in place. There is still much work needed to raise the awareness in all state institutions responsible for Child Protection to do their job and protect the child. One could notice insufficient (or non-existing) practice with regard to e.g. developed database on reported cases of CSA, case reviews, evaluating service quality (especially on participatory basis, looking for feedback from survivors and their supportive persons), establishment of the coordinated system of professional advancement within each school in Serbia and also among schools, etc.

Finally, it is crucial to take into account that all professionals (regardless of the sector and job position) did not obtain any knowledge and skills on GBV during regular schooling. It was not the topic within national (pre-)school curricula and it was not in textbooks. Professionals gain their diploma to work as helpers, but without learning on violence against children and women. They catch up later, mainly through the method of ‘extinguishing fire’ when a case of abuse has already occurred.

In 2016, ITC is appointed by the Ministry of Education to write up content that will be integrated into 11 subjects in total (primary and secondary schools; 2 lessons for each subject). Subjects: Serbian / mother tongue and foreign languages, World around Us, Civic Education, P.E. and school sport, Religion, Geography, History, Biology, Philosophy and Sociology, Psychology, Constitution). The list of subjects is defined in the official Manual of the Ministry of Education for Implementation of Special Protocol for Protection of Children from Child Abuse and Neglect (2009).

HOW TRAINING NEEDS WERE IDENTIFIED

The key is to recognize where trainees are on the Competence Curve and to provide appropriate encouragement and support through the Training.

It is common that the organizational needs are, for the purpose of the Training, informed by: legislation, audits, inspection, serious case reviews, policy, service delivery, etc. They are to be identified and prioritized. In the preparation stage, it is important to check the commitment of the organization and this mainly concerns the commitment of the management staff to improve organizational and individual practice.

Methods to identify training needs: mentoring, coaching, modelling, shadowing, selfdirected learning, complaints, survey, service-user feedback, knowledge, reflection, finding out what people need, facilitation, significant events, lecture, questions, on- line communication.

Note: In the Republic of Serbia (hereinafter: Serbia), some policies, procedures and practices concerning professional advancement of the staff responsible for Child Protection are the same as in UK, whereas some differ. Starting from Unit 1, it will be clearly presented when certain modifications are in place in comparison with practices in UK. Therefore, this same Note is valid for each Unit. The content presented in this portfolio is focused on Child Protection in the field of Education in Serbia.

For the purpose of this Training, **enclosed are excerpts** from the national documents that regulate Child Protection in Education and professional competencies of school personnel that are required:

Appendix 1: Rules on Competency Standards for the teaching profession and their professional development

Appendix 2: Legal Basis of the Republic of Serbia Education System (2013)

Appendix 3: Prevention of Violence, Abuse and Discrimination on the official priority list of the Ministry of Education of the Republic of Serbia (2012-2016)

Appendix 4: Strategy in Education for Prevention of Childhood Sexual Assault in the Republic of Serbia (2015; authors: the Ministry of Education, Science and Technological Development (MoE) and the Incest Trauma Centre – Belgrade (ITC));

The reason why these official legislative frameworks have been selected is to explore the job requirements for school personnel on one side, and the following gaps in practice on the other. This is the way to establish what the learning need is as well as how training needs are informed by policies for schools and by individual job requirements or competences at an individual level. In this step, it's important to keep in mind to set up adequate objectives in terms of expected realistic outcomes the evaluation of which will be possible later and see a real difference as a result of the training.

When identifying training needs, it is necessary to look at three levels: organization, job description and an individual (person). After this Training, the trainees should be able to teach in the classroom with better understanding of the theme of SA and of the group process around it. The term 'better' means demonstrating know-how to create a learning environment with safety, confidentiality, care for emotional component and respect for diversity issues, and presenting current knowledge and skills in the field of Prevention and Protection of the child from sexual assault. That is our desired change. The groups that will learn from our trainees consist of either other school personnel, or parents, or children. The Training provides effective tools to reach the described expected outcomes.

Taking into consideration that state institutions in Serbia have no official job position called "Training Commissioner", thus reducing the system of professional advancement to 'training individuals' instead of stimulating and combining organizational changes with learning, here are explained the ways ITC collects information needed to identify the training needs of primary and secondary schools. We do it by directly asking, providing learning and healing resources, as well as monitoring effects of cooperation with schools.

A) Legislation (pls. see Appendices 1 - 4 above)

B) 1st National Study on the Prevalence and Incidence of CSA in the Republic of Serbia 2015©ITC; completed in partnership with MoE and the Women Health Promotion Centre from Belgrade;

C) Ongoing co-operation with schools on reported cases of (C)SA; ITC provides crisis intervention (also through hotline) and intervention in the short and long term, holds regular case-management sessions for school personnel, etc.; Sometimes, the case that recently happened in school might be the reason to seek the training. Establishing and keeping records on child abuse and neglect is also the subject.

D) Networking with schools within ITC's SA Prevention Programmes (e.g. ITC designs learning resources for schools; www.incestrauacentar.org.rs / Production; www.ijasamuztebe.org.rs (3D format of ITC SA Prevention Peer Club titled "I am here for you, too!; organizes Open-day classes, the annual Excellence Award Competition for schools in the field of protection from GBV, the Festival of Accomplishments, SA Prevention Week, promoting the work of teachers who already teach effectively on SA in their classrooms, etc.);

E) Providing trainings (basic and advance level) accredited upon the decision by the Minister of Education and the Institute for Professional Advancement of Education (www.zuov.gov.rs); the former have been ranked higher;

F) Close co-operation with the Violence Prevention Unit of MoE (first ever body on Child Protection in MoE, established in February 2012, and since 2015 called "Group for Protection from Violence and Discrimination"); This cooperation provides both sectoral and organizational insight considering schools' practices and potential learning needs.

G) Other.

The range of listed activities provides us with feedback, which is used to identify and prioritize needs. This is what we have learned:

Source 1: 1st National Study on the Prevalence and Incidence of CSA in the Republic of Serbia 2015©ITC.

“In the age group of 10 to 18-year-olds, there are 4 children out of every school class in Serbia who have experienced sexual violence and 4 more who know somebody who has experienced it. At this moment, 2 children out of every school class are exposed to sexual violence. Primary school pupils usually disclose their experience to a family member, but generally encounter disbelief. Secondary school pupils tend to confide in a female or male friend, who trust them more readily. Out of the 2/3 of the children who disclose their experience, more than a half of the trusted persons fail to take action. Only 7% of them report the case to the authorities.

The educational character of the National Study is also reflected in the finding that 48% of the children spoke about the topic of CSA for the first time ever during our interview, and on the other hand, this fact reveals the disturbing practice of year-long silence and persistent concealing of the taboo topic during (even throughout) the child’s growing up period. Maintaining the taboo, according to the results, are also the parents (51.1% of them did not tackle this topic) and the educational system (only 10.2% did address this topic). The children who have spoken about CSA with their parents, in accordance with the patriarchal pattern, mentioned the mother as the main source of information for the child (48.6%), who continues to bear the brunt of responsibility for the child’s wellbeing. Following mothers, the grandmothers and sisters were mentioned as educators – therefore, the extended long-standing pattern of women’s responsibility. The child they spoke to, according to the results of this Study, has been given full information about the fact that family members and family friends can be offenders of CSA and that, if that happens, they should by all means inform their most trusted person about it. Outside the family, the secondary school students spoke about CSA most often with their friends (30.2%), which once again confirms the importance of educating schoolchildren and peer support.”

Source 2: Case management sessions for school personnel (2014-2015; organized by ITC)**The most frequent difficulties in implementation of the Special Protocol of MoE (intervention measures):**

*Items listed by participants – personnel from primary and secondary schools; Topics that are presented in colour are recognized and marked by participants that they occur within the school personnel itself (i.e. responsibility of school).

- Fear (at students – not to be stigmatized; at school personnel – from parents’ reactions)
- Resistance – “closing eyes”
- Institutions (bad communications, insufficiently sensitized for the issue)
- Hopelessness, helplessness (note: apathy everywhere in society, incl. schools)
- School personnel and parents insufficiently informed
- Insufficient sensitivity to violence issues (passive acceptance) (though recognized as a widespread social phenomenon, in general)
- Complex intervention procedures when abuse takes place
- Teachers fearing the consequences (what happens when they report the abuse)
- Speaking with parents about suspected and/or disclosed abuse
- Lack of reaction on 1st level of violence (according to the Special Protocol: emotional abuse)
- Too much paperwork
- Lack of reaction to abuse on the parents’ side
- One-way communication with the Child Protection services (centres for social welfare) during discussion it was recognized that the responsibility lies on both sides
- Complaints, threats by parents (transferring the child to another school)
- Inadequate reaction of Child Protection services (centres for social welfare) on reporting

- Insufficient knowledge of the Special Protocol by school personnel and official Child Protection Team , active within the school
- Fluctuation of members of the Child Protection Team active within the school on annual level
- Lack of training provided by of the Child Protection Team active within the school – strengthening the capacity of staff
- What are the tools that homeroom teachers could use? Educational/Correctional?
- What can be done when a secondary school student does not show up at school for a longer period and there is concern they might be at risk (and according to the Law, secondary education is not compulsory).

Note: The overview above reminds of Bramley (1990) and 3 essential concepts when training aims to produce organizational change. One could recognize the overlapping multiple complex needs both on the individual and organizational level (e.g. repeated apathy in society but as well on individual level; is there motivation on individual level to be effective and in that way help organizational effectiveness?)

Source 3: This Training is Level 3 for trainees. Level 1 and 2 were held by ITC, therefore we are familiar with the previous learning process, level of (adopted and later on implemented) knowledge and skills and those with whom we have a track record of successfully completed earlier levels, and are invited for this one.

Examples of track record (based on expectations what trainees should be doing differently as a result of previous levels): dedication to intervene in a reported case of SA, bringing schoolchildren to our Open-day classes, integrating the topic into the daily life of school (classroom and the Annual Operational Plan), networking so that other colleagues from the same school attend ITC trainings in future, etc.

Appendices 5 & 6: Training Agendas for Level 1 and Level 2 (enclosed official forms how programs briefly described for accreditations).

Profile of trainees – School personnel who completed Level 1 and Level 2 of ITC trainings specially designed for schools. These are teachers, pedagogues and school psychologists; incl. head of school and, if existing, other management staff.

- The group structure is built to embrace all the diversity criteria. One of the questions in the preparation stage considers trainees' previous involvement in other programs on diversity issues and any form of their personal activism.

- Exploring whether there are trainees who have a strategic role in school setting (e.g. head of school, pedagogue, psychologist, member of Child Protection Team active within the school, teacher who has been already involved in well-recognized inter-agency programs for professional advancement and experienced in networking and practicing innovative approaches, etc.). The same goes for exploring earlier experiences of trainees in the field of Child Abuse and Neglect and GBV in general.

Since this Training has been ranked with the highest number of points (24), it is important for trainers to restore the knowledge they have about trainees' contribution at Level 1 and Level 2 and invite those who are ready to make changes in practice afterwards.

- During the preparation period, special care is taken of service user groups and their demography. Their direct beneficiaries are colleagues (other school personnel), parents and children, geographically from different parts of country. Then in the last training group, there were representatives of primary schools attended by children with disability. Basically, to be able to provide equal access to trainees with diverse backgrounds, we take care to announce in advance that the venue is accessible for persons with disability or when we are in the southern region of Serbia called Sandzak (where Muslim citizens make up the majority) we take care that the working hours do not overlap with particular timing for lunch, which varies at certain times of the year depending on religious holidays. In case there are trainees who are deaf, ITC has a volunteer counsellor as interpreter (she is a special pedagogue working regularly with deaf children). From time to time, we happen to have a trainee who was at one point earlier a client of ITC receiving psychological assistance after experiencing sexual assault. This calls for special attention in terms of shifts of the roles, emotional component, power shuffle, boundary issues, etc. (More in Units 2 & 3).

Also, it is important to keep in mind that in Serbia, there has been a massive trend of implementing inclusive education over the past 3 years. However, this process has not been well-supported by society and the school system. In our experience, it is not rare that those teachers who apply to ITC trainings have also been active in the field of inclusive education and they have experienced knowledge what it means to face strong resistances when trying to change representations, personal attitudes and practices and reduce biases.

- We encourage school teams (e.g. Child Protection Team) to enter this Training because our experience shows that the probability to make a difference in a school after training ends increases with the number of trainees from the same school setting. In particular, we encourage teachers of 1st- 4th grade of primary school to bear in mind the age of children as a risk factor for CSA. Finally, we also invite personnel teaching a variety of subjects for 2 reasons: a) in order to avoid the stereotype that the Child Protection should be in the care of school pedagogues and psychologists and b) according to the Strategy in Education for Prevention of CSA, there are 11 regular subjects in primary and secondary schools in which the CSA issue should be integrated according to the national school curriculum. In short, everyone is responsible and everyone should learn.

- Considering the profile of trainees, at this stage it is part of the job to explore if they are capable to pay for attending the training (price is 140 EUR). Experience has shown that this is not very realistic, therefore a preferable option is to offer the training free of charge and compensate costs from grants (donations). It is important to bear in mind that at the beginning of 2016 the average monthly salary in Serbia was 360 EUR and this is the closest to those employed in Education (at the end of 2014, decrease of 10% for public sector employees was introduced and it is still the case).

END OF UNIT 1 (Appendices follow)

APPENDIX 1

RULES ON COMPETENCY STANDARDS FOR THE TEACHING PROFESSION AND THEIR PROFESSIONAL DEVELOPMENT

(Official Gazette of RS – Education Gazette, issue 5/2001)

Introduction

- Supports pupils from sensitive social groups, pupils with developmental difficulties, and talented pupils to realize their developmental and educational potentials in accordance with their capacities.
- Is familiar with and applies legislation in teaching and education, as well the strategic documents and the relevant international documents.
- Respects universal and human and national values and encourages pupils to adopt them, by supporting mutual understanding and respect, tolerance, appreciation of diversity, cooperation and friendship.

Competences for supporting the pupils' personal development

- Knows and understands the physical, emotional, cultural and social differences among pupils
- Is knowledgeable about the ways of supporting pupils from sensitive social groups

Competences for communication and cooperation

- Has information about the available resources that may support teaching and educational activities (school, family, in the local and broader community) – relate to the fact that they can also receive education from us.

END OF EXCERPT

APPENDIX 2

Legal Basis of the Republic of Serbia Education System (2013)

Excerpt

Ban on discrimination

Art. 44

Activities that threaten, disparage, discriminate or segregate persons or a group of people on the grounds of their racial, national, ethnic or linguistic, religious or sexual affiliation, physical and psychological characteristics, developmental disorders and disabilities, health condition, age, social and cultural background, financial status or political orientation are prohibited in an institution, as well as encouraging and failing to prevent such activities, as per other grounds specified by law, which prescribes the prohibition of discrimination

Any direct or indirect, overt or covert exclusion or restriction of the rights and freedoms, unequal treatment or failing to act upon those facts, or unjustifiable drawing of differences by granting leniency or giving priority shall be treated as discrimination of a person or a group of people.

Special measures introduced to achieve full equality, protection and advancement of persons or groups of people in unequal position shall not be considered as discrimination.

Detailed criteria for identification of forms of discrimination by employee, student, or third party in an institution shall be jointly prescribed by the Minister and the Minister responsible for human rights issues.

Ban on violence, abuse and neglect

Art. 45

Physical, psychological and social violence, abuse and neglect of children and students, corporal punishment and verbal abuse of their personalities, or sexual abuse of children, students and employees is prohibited in an institution.

The terms violence and abuse refer to the commitment of any isolated or repeated form of verbal or non-verbal conduct which results in actual or potential threat to the health, development and dignity of the child, student or employee.

Neglect and negligent treatment constitutes failure of the institution or the employee to provide the conditions for the proper development of the children and pupils.

The institution is required to immediately submit a report to the competent authority should any signs of violence, abuse or neglect be noticed with the child or student.

In terms of paragraph 1. of this Article, physical violence comprises physical punishment of children and students by employees and other adult person; any form of behavior that could lead to actual or potential bodily harm to a child, student or employee; violent behavior of an employee towards children, students or other employees, and that of students to other students or employees.

In terms of paragraph 1. of this Article, psychological violence comprises behavior that leads to temporary or ongoing threat to mental and emotional health and dignity of a child, student or employee.

In terms of paragraph 1. of this Article, social violence comprises exclusion of a child or pupil from peer groups and various forms social activities of the institution.

The institution is prohibited from all forms of violence and abuse of paragraph 2 of this article by pupils, his parents, or guardian or an adult person, of a teacher, educator, expert associate and other employees.

In case of violation of the prohibition referred to in paragraph 8 of this article, offense or criminal proceedings shall be initiated against the child's or student's parents, or guardian respectively.

The protocol of procedures at the institution in response to violence and abuse, the content and methods of implementation of prevention and intervention activities, conditions and methods for risk assessment, forms of

protection from violence, abuse and neglect, shall be prescribed by the Minister.

Detailed requirements ways of recognizing non-verbal forms of abuse of children and students by an employee during the care, rest and recreation and other forms of educational work, shall be prescribed by the Minister.

VII The Rights of Children and Students, the Students' Obligations and Responsibilities

The rights of the child and the student

Art. 103

4) Protection against discrimination, violence, abuse and neglect;

END OF EXCERPT

APPENDIX 3

PREVENTION OF VIOLENCE, ABUSE, NEGLECT AND DISCRIMINATION ON THE OFFICIAL PRIORITY LIST OF THE MINISTRY OF EDUCATION

(Comparison 2012-2016)

Source: The Institute for Professional Advancement in Education of the Republic of Serbia (body officially belonging to the Ministry of Education of Serbia); Catalogues of continuous professional training programs for teachers, educators and associates.

2012/2013 and 2013/2014 school year

The Minister of Education and Science of RS has laid down a list of priorities for a threeyear period:

1. Prevention of violence, abuse and neglect
2. Prevention of discrimination
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...

2014/2015 and 2015/2016 school year

1. Strengthening professional capacity of employees, in particular in the field of innovative teaching methods and management
2. Learning to learn and development of motivation for learning
3. Health education and developing healthy life styles
4. Communication skills
5. Sustainable development and environmental protection
6. Prevention of violence, abuse and neglect
7. Prevention of discrimination
8. Inclusion of children and pupils with disability and from socially marginalized groups
9. Co-operation with parents, pupils and pupils' parliaments
10. Informational-communication technologies

END OF EXCERPT

APPENDIX 4

1ST AND THE MOST CURRENT NATIONAL DOCUMENT ON PREVENTION OF CHILD SEXUAL ASSAULT ISSUE
IN THE REPUBLIC OF SERBIASTRATEGY IN THE SPHERE OF EDUCATION
FOR PREVENTION OF CHILD SEXUAL ASSAULT IN THE REPUBLIC OF SERBIA
(2015; AUTHORS: The Ministry of Education and the Incest Trauma Center – Belgrade)**EXCERPT 1 (Page 4 - 10 belonging to the Section: Definition of basic concepts)**

..... The right to protection against all forms of violence constitutes every child's fundamental right enshrined in the Convention on the Rights of the Child and other documents adopted by the United Nations, The Council of Europe and other international organizations, which were ratified by the state of Serbia, as one of their members.

By ratifying the Convention on the Rights of the Child (hereinafter: the Convention) our country has, since 1990, accepted the commitment to undertake measures to prevent the abuse of children and to provide the protection of children against all forms of domestic violence, violence in the intuitions and in the broader social environment. Serbia has accepted obligations deriving from the Convention, which also contains special provisions on children's rights referring to the physical, psychological and moral integrity: the protection of children against physical and mental violence, injury or abuse (article 19), protection against all forms of sexual exploitation or sexual abuse (article 34), abduction, the sale of and traffic of children (article 35), and all other forms of exploitation prejudicial to any aspects of the child's welfare (article 36), torture or other cruel, inhuman or degrading treatment or punishment (article 37). Furthermore, article 39 of the Convention provides for the obligation of the state to take all appropriate measures to promote physical and psychological recovery, as well as social reintegration of a child survivor of violence.

In 2002, the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography and the Optional Protocol on the Involvement of Children in Armed Conflicts were ratified, whereby the Republic of Serbia assumed the obligations deriving from these protocols.

The General Comment of the Committee on the Rights of the Child No.13 is of particular importance: The right of the child to protection against violence¹

- Article 19 of the Convention on the Rights of the Child prescribes: "States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child." The formulation "shall take" is an expression "which does not allow for any arbitrary state decisions... rather, it is the the States Parties strict obligation to take "all appropriate measures" to ensure the right of the child to protection against violence.²
- Appropriate measures also include legal measures, notably on all levels and in all spheres, comprising the budget and regulations for the execution and implementation. "They include national, provincial and municipal laws and all relevant regulations defining the framework, systems, mechanisms and roles, as well as responsibilities of specific agencies and competent officials."³
- Some of the measures that the states have to adopt promptly, according to the Committee, are:
 - providing protection for child victims and witnesses and efficient access to legal protection and compensation,
 - providing adequate protection of children with regard to the media and information and communication technologies, and adequate allocation of funds for the implementation of the regulations and measures for combating violence against children.⁴

1 Adopted on 10th April 2011

2 Article 37

3 Article 40

4 Article 41

- The Committee insists on the obligation of the state to establish
 - “safe, clearly announced, confidential and accessible support mechanisms for the children and their representatives and others enabling them to report violence against children”⁵,
 - a system of investigating violence “based on the rights of the child and child-friendly, because strict, but child-friendly investigative procedures will help ensure that violence is properly identified and helps obtain evidence for administrative, civil procedures, protective measures and criminal procedures”⁶, an investigative system which “avoids exposing the child to further trauma through the investigative procedure”⁷,
 - a system of monitoring the child in which it is clear with whom the responsibility rests for the child and the family, as well as the aims of each of the procedures, details, time limits, review mechanisms, etc.⁸
- The Committee proposes to the member states to adopt a national framework for the protection of children against violence, based on a child-oriented principle, taking into consideration the gender dimension of violence against children, responsibility, prevention, primary role of the family in child protection, understanding of the risk factors, resilience and protective factors, and special attention for the children in vulnerable situations. The national framework must be based in secure financial and other resources and contain functional coordinating mechanisms.⁹

In 2010, the Republic of Serbia ratified the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, concluded and signed in 2007. (The Lanzarote Convention). Chapter II of this Convention – “Preventive measures”(articles 5, 6, 8,9 and 12) and Chapter IV – Protective measures and assistance (article 12) contain guidelines for the prevention and protection of children against sexual abuse, binding the signatory parties to undertake legal and other measures in order to realize this goal.

The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, concluded and signed in 2011, and ratified by the Republic of Serbia in 2013, in Chapter II – Integrating policies and data collecting (article 11) and Chapter III (articles 13 and 14), also binds its signatories to data collecting and research in the sphere of violence, and consciousness raising and education in this sphere.

Respect for human rights, especially the rights of the child and the elimination of all forms of violence against children were highlighted as priorities for the Council of Europe’s Third Summit of Heads of State in Warsaw and operationalized in the program “Building a Europe for and with Children”.

The Strategy also relies on the priorities, requirements and recommendations of the European Union.*

**EIDHR Strategy Paper; EU guidelines on: HR defenders, Recommendations for Gender - Specific Implementation of the EU Guidelines on Human Rights Defenders; EU guidelines on HR dialogues with third countries, on children and armed conflict; Guidelines on Promoting compliance with International Humanitarian Law; Convention for the Protection of Human Rights and Fundamental Freedoms ; EU Treaties (Art. 6, 11.1), ECT (181a and 177.2); Regulation (EC) No 1889/2006 ; Convention for the Protection of Human Rights and Fundamental Freedoms (Protocols ETS No. 005,1 (ETS No. 009), 4 (ETS No. 046), 6 (ETS No. 114), 7 (ETS No. 117), 12 (ETS No. 177), 13 (ETS No.187, 14 (CETS No.194)); CEDAW - Framework for a human rights approach to women’s health.*

The commitment of the state of Serbia to the respect of the rights and promotion of the position of children, especially in the sphere of prevention of violence and protection of children against abuse, are reflected in numerous strategic documents of the Government and laws adopted by the National Assembly of the Republic of Serbia, as well as in the reform processes in the sphere of social protection, education, the judiciary and police, and other spheres.

In the National Action Plan for Children, prepared by the Council for the Rights of the Child, and adopted by the Government of the Republic of Serbia in 2004, which defines the general national policy towards children for the period until 2015, the protection of children against all forms of abuse, neglect, exploitation and violence has been highlighted as one of the priorities.

5 Article 49
6 Article 51
7 Article 51
8 Article 53
9 Article 72

Regarding the national context, state policy towards violence against children is one of the priority goals set by the National Action Plan for Children (2004-2015) In the National Action Plan for Children, prepared by the Council for the rights of the Child, and adopted by the Government of the Republic of Serbia in 2004, which defines the overall national policy towards children in the period until 2015, the protection of children against all forms of abuse, neglect, exploitation and violence is set as one of high priority aims.

Late in 2007, the Council for the Rights of the Child of the republic of Serbia formed a Task Force whose mission was to prepare the Draft of the National Strategy for Prevention of Violence and Protection of Children against Violence (2008-2015), ("Official Gazette of RS", No 122/2008) as one of the important documents, setting apart high priority problems and defining two general strategic goals: 1. fostering a safe environment for the development of children and 2. establishing a national system of prevention of violence and protection of children against all forms of abuse, neglect and exploitation, as well as defining the mechanisms for a multi sector approach to this problem.

In 2007, the document entitled Millennium Development Goals in the Republic of Serbia was adopted. For each of the global Millennium goals, eight national goals were set, i.e. objectives that were to be reached by 2015. As part of Millennium goal 3, which relates to the promotion of gender equality and improvement of the position of women, the curbing of violence against women and children was set as one of the specific objectives, with the recommendation that the National Action Plan on combating violence in everyday life be adopted and implemented and that gender sensitive statistics on victims of violence be introduced.

For the first time, in 2008, the Government adopted the National Youth Strategy, as a first step towards a systemic solution of the position of youth and one of the priorities of the Government and the Ministry of Youth and Sport. In February 2015, the Government adopted a new National Youth Strategy (2015 – 2025), which defines the fundamental principles for the promotion of the social position of youth and fostering of conditions for the realization of the rights and interests of young people in all spheres, part of which is dedicated to the protection of children and youth against violence (item 4.5. Youth safety, Specific objective 4: Improved programs of working with youths, victims of violence).

In addition to these documents, it is important to take into account the following: 1. The Poverty Reduction Strategy; 2. The Social Protection Strategy (2005), aimed at improving the citizens' social status on the personal, family and broader social plan; 3. Strategy for the Prevention and Protection against Discrimination (2013 – 2018), aimed at banning discrimination of an individual or group because their personal qualities, and particularly banning discrimination of vulnerable social groups and children; 4. Action Plan for the Implementation of the Strategy of the Republic of Serbia for Prevention and Protection against Discrimination (2014-2018).

The Strategy for the Prevention and Protection against Discrimination (2013-2018) represents a synchronized system of public policy measures, requirements and instruments which the Republic of Serbia ought to implement in order to prevent, i.e. curb all forms and individual cases of discrimination, especially towards certain individuals or groups due to their personal characteristics, among whom children were seen as one of the most vulnerable social groups exposed to higher risk. It is complemented with an Action Plan, which is harmonized with relevant actions plans in the negotiating process of accession of the Republic of Serbia to the European Union (with the opening of Chapters 23 and 24). The Council for Monitoring the Realization of the Action Plan for the Implementation of the Strategy for Prevention and Protection against Discrimination was formed as a Government occasional working body, whose task is to monitor progress in the application of measures, implementation of activities, observing deadlines and issuing timely warnings about the challenges in the effectuation of measures in the framework of realization of the Action Plan.

In order to ensure the exercise of the rights of the child provided by the Convention, and also of the goals set by the National Action Plan for the Children, The Government of the Republic of Serbia adopted the General Protocol on the protection of children against abuse and neglect in 2005. It is the duty of state agencies to adhere to this Protocol, which provides the guidelines for the conduct of all providers of services dealing with children and family issues, so as to support their concerted effort in protecting children against abuse and neglect, in the best interest of the child. In accordance with the General Protocol, a series of special protocols was made, defining internal actions and procedures to be applied in particular institutions, those being: Special protocol for the protection of children in institutions of social protection from abuse and neglect (2006), Special protocol on the procedures to be used by police officers in the protection of minors from abuse and neglect (2012), Special protocol for the protection of children and pupils against violence, abuse and neglect in educational institutions (2007), Special protocol on procedures to be used by judicial authorities in the protection of minors from abuse and neglect (2009) and the Special protocol on the healthcare system for the protection of children against abuse and neglect (2009).

The Ministry of Education, Science and Technological Development of the republic of Serbia marked further progress in 2010, by adopting the Rulebook on the protocol on institutional procedures in response to violence, abuse and neglect, thus upgrading the Special Protocol in their sphere to the level of legally binding act – regulation.

Furthermore, a number of laws have been adopted regulating the sphere of protection of the rights of the child (Family Law, Amendments to the Criminal Code and the Act on of Criminal Procedure, the Law on Juvenile Offenders and Criminal Protection of Juveniles, the Law on the Bases of the System of Education, the Anti-Discrimination Law, the Law on Healthcare, The Law on Protection against Discrimination of Persons with Disabilities, the Law on Police, the Law on Social Protection, the Law on Patients' Rights, the Law on Health Insurance, the Law on Public Information and Media, the Law on Electronic Media, the Law on Advertising). In all these documents, child abuse is treated as a high priority problem. However, sexual abuse is treated only as part of the problem of violence against children.

The enactment of the Law on Special Measures to prevent the commission of crimes against sexual freedom of minors, popularly known as “Maria’s Law” is of particular importance, which in its statutory provision relates the provisions for criminal offences to the provisions for criminal offences against sexual freedoms. Although common-law marriage with a minor and incest constitute criminal offences of sexual character, these offences are not treated within this group of criminal offences, which calls for changes in the “deployment” of criminal offences, and in the meantime, the Law is not applied on these two criminal offences. [“Maria’s Law” abolished the Statute on Limitations on sexual delicts against children, which has been achieved through a joint initiative of the Women’s Parliamentary Network and the Incest Trauma Center – Belgrade in 2013.](#) Thus, the Republic of Serbia has become the second country in Europe, after Great Britain, which recognizes and acknowledges the long term effects of trauma in children and provides for the unlimited possibility of launching criminal procedures, in the best interest of the child’s recovery.

In 2012, the Republic of Serbia acceded to the Global Alliance against Child Sexual Abuse Online. The aim of the Alliance is to encourage the decision makers worldwide to league together by establishing international cooperation in a more efficient and effective identification of victims, thus increasing the chances for their rescue and stopping repeated victimization, and finding and processing the perpetrators. This is achieved by means of multilevel activities, such as consciousness raising of children and adults on cyber-security and cyber-crime, and fighting against child online abuse by reducing its accessibility, curbing child re-victimization, and providing the necessary assistance, support and protection for the victims.

In addition to the legal framework, a range of mechanisms have been introduced in the Republic of Serbia for the protection of children against violence: the Council for Child Rights (re-established in 2014), the Ombudsman, the National mechanism for the coordination of activities and policy of combating human trafficking, line ministries and sectoral mechanisms (General and special protocols), which are described in detail in the National Strategy for the Prevention and Protection of Children against Violence.

The Government has been working toward fulfilling its obligations deriving from international treaties adopted under the auspices of the United Nations and the Council of Europe which have been ratified by the Republic of Serbia. Nevertheless, in the EU Report on Serbia’s progress in 2014, the following is cited as requiring further improvement:

Chapter 23

Page 80-81, Women Rights and Gender Equality – the Council of Europe Istanbul Convention and [“there are no centers for the victims of sexual violence \(financed by the state\)”](#).

Page 81, The Rights of the Child – “A new national strategy for the prevention of violence against children and protection of children against violence should be adopted”.

Regarding the Action Plan for Chapter 23, attention is drawn to the following items:

3.6 – The principle of non-discrimination and the position of vulnerable social groups.

3.6.2.24 Analysis of the results achieved and identification of obstacles in the implementation of National Strategy for the Prevention and Protection of Children against Violence (2008-2015).

3.6.2.25 Creating a new multiannual strategic framework for the prevention and protection of children from violence.

3.6.2.26 Creating a new national program and monitoring mechanisms for its implementation.

3.6.2.27 Improvement of the General Protocol for the Protection of Children against Abuse and Neglect.

3.6.2.28 Creating a new special protocols and strategies for their mandatory application in the judicial system, the police, education, health and social protection.

Furthermore, in the sphere of achieving justice through a child-friendly system:*

3.6.2.15 Defining practical guidelines based on the exercise of good practices in the EU and creating conditions for uniform implementation of protection of child victims/witnesses from secondary victimization in the course of criminal procedures.

3.6.2.16 Conducting training on the protection of child victims/witnesses from secondary victimization in the course of criminal procedures for police officers, public prosecutors, deputy public prosecutors, welfare centers, and dissemination of educative materials on avoiding secondary victimization.

3.6.2.21 Introducing post-traumatic counselling a support for child victims/witnesses in the course of criminal procedures as part of the witness assistance and support services.

**Observing the concept of child-friendly justice in judicial procedures is an internationally undertaken commitment by the Republic of Serbia.*

END OF 1ST EXCERPT

2ND EXCERPT

(Page 33-34 belonging to the Section: 1st National Study on Child Sexual Assault Issue in the Republic of Serbia)

RECOMMENDATIONS IN THE SPHERE OF EDUCATION

The Incest Trauma Center – Belgrade, in the capacity of official partner in the Council of Europe Campaign for the Republic of Serbia, entitled “1 OF 5”, has provided Recommendations based on the results of the **1st National Study on Child Sexual Assault Issue** in the Republic of Serbia, realized in the spring of 2015. The aim of these Recommendations is to prompt the competent state bodies – primarily the Ministry of Education, Science and Technological Development of the Republic of Serbia – to treat child sexual abuse as a high priority social problem in real life.

1. It is essential that the Ministry of Education, Science and Technological Development of the Republic of Serbia develop the first long-term National Strategy for the prevention of sexual violence against children as part of the educational system. The National Strategy should take into account specific characteristics for our country, by relying on the results of the National Study. Particular segments to be observed are: a) engagement in the development and implementation of mechanisms within the educational system for early detection of sexual violence, as well as b) adopting childfriendly procedures in representing children in the processing of perpetrators of sexual violence against children – thus achieving inter-sector cooperation in prevention and protection of children against sexual violence.
2. There is no child sexual assault prevention more effective than integrating contents related to the topics of prevention as well as recognizing sexual violence and protecting child survivors of sexual violence into the syllabi of pre-school institutions and regular syllabi of the national curriculum for schools, and prescribed course books and other materials being used in the educational system. Therefore, it is requisite that the Ministry of Education, Science and Technological Development of the Republic of Serbia make further efforts to fulfill the international commitments undertaken regarding the Lanzarote Convention as well as obligations laid down by the existing national regulations, all of which contain these guidelines.
3. There is a need for conducting a comprehensive Study on the attitudes concerning child sexual assault. The results will be applicable in exercising and promoting primary prevention of child sexual assault and in efforts to alter habits, patterns of behavior and existing social stereotypes.

END OF 2ND EXCERPT

3RD EXCERPT

(Page 48 belonging to the Section: Interconnection between Prevention and Protection 3. Multi - sectoral approach to Prevention)

.....Examples of programs for child sexual assault prevention corresponding structurally to the above mentioned criteria are “School without Violence” in-depth study of the topic of peer violence (UNICEF) and “Healthy Choices for Kids” addressing comprehensively the topics of gender, domestic violence, diversity, building self-esteem and self-confidence (The Incest Trauma Center – Belgrade)

END OF 3RD EXCERPT

4TH EXCERPT

(Page 52-53 belonging to Section: Prevention of Childhood Sexual Assault)

4. Priority objectives

In accordance with the current situation in this sphere in the Republic of Serbia, the following priorities transpire in the prevention of child sexual assault:

- The citizens' awareness raising about the prevalence of child sexual assault and its characteristics, zero tolerance to various forms of violence against children, and especially to child sexual assault;
- Adopting overall strategies, systemic mechanisms and instruments for prevention and reaction in cases of child sexual assault;
- Upgrading the competences of the professional staff in educational institutions in the sphere of prevention and protection of children and pupils from violence and discrimination
- Full implementation of the Recommendations of the first National Study on the Child Sexual Assault Issue in the Republic of Serbia, as instruments for the prevention of child sexual assault:
 1. Integrating relevant contents from the sphere of prevention, as well as that of recognizing sexual violence and protecting child survivors of sexual violence, in the syllabi of pre-school education and regular syllabi of the national curriculum of educational institutions, and prescribed course books and other materials used in the educational system.
 2. Conducting a comprehensive Study on the attitudes towards child sexual assault, in order to obtain an accurate image on the national level, aiming at changing habits, behavior and social stereotypes.
- On the systemic level, establishing the expenditure incurred to the state and society, especially that of child sexual assault, as a preventive measure encouraging cost effective intervention, i.e. intervention which is effective in terms of the financial means invested in it.
- Organizing future research in the sphere of child sexual assault involving the professional staff of educational institutions, parents and children / pupils.
- Developing a data collecting information system on violence against children, especially on child sexual assault, and developing procedures of general and inter-sector networking in preventing and reporting on progress;
- Further development of legislation in this sphere, mechanisms for its implementation and monitoring, defining and adopting relevant instruments for prevention and protection of the rights of the child;
- Developing guidelines / manuals for the prevention of child sexual assault in different sectors so as to ensure efficient inter-sector cooperation;

END OF 4th EXCERPT

APPENDIX 5

THE INCEST TRAUMA CENTER – BELGRADE TRAINING PROGRAMME

LEVEL 1 – GENDER-BASED VIOLENCE FROM SURVIVORS' PERSPECTIVE

DETAILED DESCRIPTION OF THE CONTENT AND TYPES OF ACTIVITIES

The contents of the program are presented narratively, through exercises and presentation of audio and video recordings (successively)

Day one and day two – Violence against children;

Day three – Violence against women and systematization of intervention in situations of violence against children and women;

Introduction

(50 minutes)

Purpose: Beginning the process by making the trainees feel that each one of them has something valuable to offer and ensuring they build trust by allowing them time to gradually get to know one another. Introduction of trainers. Slowly becoming acquainted with one another in an interactive and somewhat playful way. The trainees talk about what motivated them to enroll for the training, whether it had been their own wish or someone else enrolled them, and if they knew what it was about or they had come over to find out what it was about. Getting an insight into how well the trainees know one another. Group integration. Brief announcement about the content of the program and its aims. Pointing out the working hypotheses that function as safety rules. Presenting the value base. Confidentiality rule in working with survivors. Value base presented in printed material. Explaining the “reminder” option: The trainers are also helpers, feel free to approach them in breaks when you feel the need. Handing out to each of the trainees their own educational CD, containing more than 760 pages of professional literature, 1 audio and 6 video recordings.

Topic: Child sexual abuse/incest

(115 min, presentation combined with the trainees' interaction)

National and global statistics ; Terminology ; Child survivor of sexual assault / Adult sexual assault survivor; Dynamics of family; Warning signs ; The process of sexual abuse by a person known to the child and the circle of sexual abuse; The effects of abuse (brief overview of therapy issues) ; Disclosing abuse;

Exercise directed at the participants' personal history: *Messages about secrets, the body, sexuality and abuse received by girls and boys during their upbringing process (60 minutes)*

Purpose: Relative to the topic of child abuse and neglect (especially that of child survivors of sexual assault). Researching gender roles issues and internalized messages regarding them. Awareness raising about the ways in which gender and internalized messages are related to recognizing warning signs of abuse, real space for disclosing violence by the child and by professionals' intervention.

Content: exploring issues related to gender roles and internalized messages received by girls and boys in their growing up process. Personal history. Exploring 4 areas: secrets, body, sexuality and abuse.

Method: Workshop. The participants are asked to go back to their childhood and think about the messages they received from their parents/guardians about these four areas. They are encouraged to think about good and bad secrets, topics related to the body and sexuality, which are usually very strong taboos, and communication within the family and to relate these memories to the context of violence. One of the subtopics to be addressed concerns close adult persons and others.

A group tends to show its potential to raise awareness about the risk of child abuse when the child has not been

informed, or has been wrongly informed, and it becomes clear why the child has kept silent for so long.

Case studies of the Incest Trauma Center – Belgrade (105 min, discussion about the cases, accompanied by the display of drawings made by child survivors of sexual abuse).

Analysis of complete inter - agency interventions (95 min, encouragement for exchange of practical experiences among the participants): referring the participants to the material for work in electronic form and analysis of 4 case studies; presentation of the services that are part of the Network of Trust have made out a schematic representation; Depending on the group process and rhythm of other presentations, we often work closely on one case study and retrace the form of violence presented during the training sessions: 1. The beaten woman reports the case to the police, showing her bruises to a female police officer. 2. Report of a suspected sexual abuse of a three year - old girl to the Child Protection service (Center for Social Welfare). 3. Fifteen - year - old girl, having been sexually abused by her father for many years, discloses her experience in the Center for Children without Parental Care, where she has been admitted . 4. A student with a personal history of rape, in an acute situation and suicidal, reports to the Students Policlinic, Mental health Department.

Topic: Domestic violence - children.

**Emotional violence against children; Physical violence against children;
Power and Control Wheel (children); Case studies;**
(70 min , presentation combined with trainees' interaction).

Exercise focused on the participants' personal history: Difficult or unpleasant experience in childhood (30 minutes)

Purpose: Introducing the child's perspective. Shedding a light on the difference between the power of a child versus that of an adult person. Bringing home the feeling of how hard it is to talk about difficult life experiences.

Content: Talking about one's own difficult childhood experiences helps identify with the child's position. This exercise, which is applicable on the topic of child sexual abuse, comprises asking the trainees to try to recount a difficult life experience that occurred before the age of seven. Observing the expectations from the position of a child compared to the position of real power. Discussion about the long-term effects of those life experiences.

Method: Work in pairs. The trainees are asked to remember an unpleasant experience from their childhood. The trainers define the degree of difficulty of the event they insist on, depending on group cohesion that has been achieved that far. The trainees' task is to share that experience with the other person, and pay special attention to three aspects: a) the persons who were involved in the traumatic event b) the experiences related to the traumatic event and c) the outcome of the traumatic event (especially if someone helped). The personal content remains within the pair later on when pairs report on three aspects. This is to practice the confidentiality, too (15 minutes).

Exercise focused on the gender issue: **Statements and attitudes** (60 minutes)

Purpose: Obtaining a certain insight into one's biases, stereotypes, or attitudes. Active listening from the perspective of other participants and looking for the roots (causes) of one's own and other's attitudes. Creating a broader picture of how one's own attitudes can impede intervention in the context of gender-based violence. The exercise serves as an introduction to the topic of the third day of the program. At the same time, it develops team work skills.

Contents: 5 statements as topics for discussion: 1. Through self-esteem and capacity to defend her own space, a woman can protect herself / avoid being raped in marriage. 2. Marriage is a legal gateway to rape. "If you cannot rape your own wife, then who else can you rape?" 3. It is hard to say NO – „The next day he will be angry and beat the children..." 4. What can one think about women who marry and stay married only because of their financial security and who have sexual relations with a man they do not love – is this a kind of prostitution? 5. Women must always say NO to unwanted intimacy.

Method: small group discussions, each group debating about the statement written on a separate piece of paper. Arriving at a joint statement of all the members of the group requires reaching common understanding, and this exercise of team work encourages differentiation of roles in a team. (20 minutes) Each group should choose a person who will be informing other groups about their results. Their report should also refer to the cooperation achieved within the group. Other groups may ask questions. (40 minutes)

Topic: Domestic violence - women

(120 min, including time for interactive exchange)

1. *Statistical data concerning violence against women on the national and global level ; violence against women – concept, gender roles in society, myths, stereotypes, facts ; Dynamics of domestic violence ; Who are the women who are exposed to violence / Who are the offenders ; Why does a man batter a woman / Why does a woman remain in a situation of violence ; Power and Control Wheel - women (analysis of schematic representation) ; Phases of victimization (1,2,3) and long - term consequences of violence against women ; Syndrome of battered women.*

Topic: Intervention in a situation of domestic violence - children and women

(60 min, including the time for interactive exchange).

Systematization of the issues tackled so far into the program concerning intervention: *Concept of intervention: crisis intervention, long - term and short - term intervention; Groundwork of intervention; System / network of support for the clients and their families (school system, health care institutions, Child Protection services (Centers for social welfare), police, the judiciary, media, NGOs); Official procedures and practices in institutions involved in the support system; Judicial practice in cases of child sexual abuse ; Specific questions: confidentiality versus mandatory reporting);*

Exercise “What do I wish to do?” (30 minutes)

Purpose: To shed a light on the helpers’ feelings so as to develop a higher degree of empathy for the position the survivors find themselves in, as well as of their supportive persons. Insight into the personal and professional issues that need to be addressed and into the capacities of the helpers, who need to be empowered. Stimulation of mandatory reporting.

Content: The frequently unclear boundaries between the personal and professional level of the helpers, including the occasional double standards the helpers might have: for the survivors of violence and for themselves. Reviewing their own degree of personal integration regarding identity.

Method: The trainees are instructed to consider three questions: 1. What are my feelings when I find out about a case of abuse? 2. What do I usually wish to do in such a situation, based on a first impulse? 3. What is it that I usually (really) do? The trainers facilitate the discussion, stimulate interactive exchanges and highlight specific differences among the answers to the second and third question. As part of the team work exercise, the trainees can also work in small discussion groups and report later about the contents all the members of the group agreed about and on cooperation within the team.

Audio records: (the trainers have at their disposal 4 recordings, in the average duration of about 30 minutes, and it is up to them to decide, based on the composition of the group and their previous experiences, which of them they will use). The audio recordings were made when the adolescent and adult childhood sexual assault survivors who were earlier the clients at ITC, at a certain (later) phase of their healing process, expressed their initiative to make their contribution to the process of education of professionals by recording the accounts of their personal testimonies. The recordings are in the form of uniform semi-structured interview led by one of ITC staff. The persons speaking are predominantly adolescents who survived childhood sexual abuse, as well as some of their mothers, who participated in the process. There is no identification data and all of them remain anonymous to the listeners. The recordings were made in ITC, upon written consent of the survivors. These recordings represent a step closer to the “real persons” we talk about and work with.

Video recordings: The role of the Criminal investigation services: domestic violence (55 minutes) and childhood sexual abuse (40 minutes), including an interview with an offender (child sexual abuse). (source: “Child Welfare League of America”)

Video spots: Showing 4 video spots of the Incest Trauma Center – Belgrade made during our National Campaign “The Me Nobody Knows” - 2 x 30 seconds, the trailer for the mockumentary film produced by the Incest Trauma Center – Belgrade “Have I Told You I’ve Been Abused” - 6.5 minutes - (all video productions are the first of this kind in Serbia addressing the topic of child sexual abuse). Presentation of a series of foreign video spots in which worldwide known celebrities contribute to the visibility of violence against children (10 min, source: NSPCC, UK). All video recordings remain the trainees’ personal copy they may use in their future activities.

The films we recommend: In the course of the training, we recommend several films which are well-known throughout the world and address the context of violence (listed on the educational CD).

Evaluation (25 minutes): Questionnaire with the open-ended and multiple choice questions. The questionnaire checks a) the trainees' degree of satisfaction concerning the general importance of the training, b) the contents of the training (divided into areas: domestic violence, sexual assault, etc.) and what segments the trainees found beneficial and not, c) how comfortable they felt in the group, d) the trainers' professionalism and e) how comfortable trainees felt about their interaction with the trainers, f) their feelings in general in the course of the training and g) stating the area in which they would like to continue working.

**Having completed the basic level, the trainees can apply for advanced educational programs of the Incest trauma Center – Belgrade (1. Interviewing techniques of child and adult survivors of violence 2. Working with abused children (case studies and preparation of witnesses criminal procedures) 3. Prevention program “Healthy choices for kids”; 4. Self - help groups; 5. Training for Trainers – transfer of knowledge and experience in the context of gender based violence; etc . – a catalogue with a topics repertory of the Incest Trauma Center – Belgrade is available)*

END OF DESCRIPTION

APPENDIX 6

THE INCEST TRAUMA CENTER – BELGRADE TRAINING PROGRAMME

LEVEL 2 – PREVENTION VIOLENCE PROGRAMME “HEALTHY CHOICES FOR KIDS”

DETAILED DESCRIPTION OF THE CONTENT AND TYPE OF ACTIVITIES

The content of the program is presented orally, through exercises and presentation of audio and video recordings (successively)

Content of the introductory part: Working hypotheses / principles in the course of the implementation of the program; Group integration; Confidentiality rule in working with survivors;

Introduction

(50 minutes)

Purpose: Starting the process by making the trainees feel that each one of them has something valuable to offer and ensuring they build trust by allowing them time to gradually get to know one another. Introduction of trainers. Slowly becoming acquainted with one another in an interactive and somewhat playful way. The trainees talk about what motivated them to enroll for the training, whether it had been their own wish or someone else enrolled them, and if they were familiar with the topic or they had come over to find out what it was about. Getting an insight into how well the trainees know one another. Group integration. Brief announcement of the content of the program and its aims. Pointing out the working hypotheses that function as safety rules. Presenting the value base. Confidentiality rule in working with survivors. Value base presented in printed material. Explaining the “reminder” option: The trainers are also helpers, feel free to approach them during breaks when you feel the need. Handing out to each of the trainees their own educational CD, containing more than 460 pages of professional literature, 1 audio and 8 video recordings.

Topic: “Do we speak the same language?” – Harmonizing concepts and attitudes in the context of violence against children

Discussion work (60 min.): *Violence against children ; Child neglect ; Emotional and physical abuse ; Child sexual abuse / incest (introductory notes) ; Peer violence – “a long - standing or a new thing?” Who are the offenders ? The connection between statistical data and prevention / campaign ; Audio recording made with an adolescent survivor of childhood sexual abuse (joint group analysis) ;*

Exercise directed at the trainees’ personal history: My own attitudes – do I know them that well? (60 min; source: ITC Training Manual “Gender-based violence from the survivors’ perspective”; 2005.)

Exercise relative to the intervention in cases of gender-based violence: Boundaries “You can never be sure about them (Or: keep your senses alert!)” (45 min; ITC Training Manual “Gender-based violence from the survivors’ perspective”; 2005.)

Topic: Specific features of work in prevention programs (presentation combined with the participants’ intensive interaction, 60 min.); *Elements of a good prevention program; Prejudices about child abuse (among adults and among children) ; The impact of prejudices on a) understanding the dynamics of the situation of violence b) approaching the child survivor and trusting the child’s statement; Prevention of child abuse – how to talk about a “difficult” topic in a simple way; Prevention programs : gender roles + violence + sources of help + feelings + self respect + decision making + “walls and bridges”;*

Topic: Prevention program of the Incest Trauma Center – Belgrade “Healthy Choices for Kids”

Preparation of the planned techniques, forms of work and work materials for the realization of the program (including technical equipment) - 55 min; Curriculum of “Healthy Choices for Kids” a) Teachers b) Parents c) Children; Coaching about the implementation of the Program with intensive interaction with trainees ; Total duration of coaching sessions: 330 min.

Detailed explanation of the purpose, contents and methods of the 16 sessions for the teaching staff, parents and children. Answering questions and suggesting reactions to potential situations arising during the implementation of

the program. Detailed analysis of each suggested session and the possibility of incorporating previous knowledge and skills in this area. "Going through" the ITC Manual "Healthy Choices for Kids", which each of the trainees keeps after the conclusion of the program as a personal copy.

Topic: Prevention programs as instruments for disclosing abuse; *Prevention encourages reporting, are we ready to report? Request for organizing and conducting self-help groups for children; Basics of group work with potential young age victims of violence; Case studies and proper response strategies: prevention and intervention at work;* Activities are conducted in plenary, and presentations are combined with the trainees' active discussion (60 min.)

Topic: Healing resources ("Despite all our good will, working together is no easy job..."); Parent / guardian / institutions – how can they be made to work as a support system for the child?; Forming a peer self-help group / support group; Parents' groups (self-help groups and support groups); In pursuit of common interest: a) harmonizing knowledge and skills (understanding gender roles, the problem of violence, diversity issues) b) previous communication cultures) previous (years-long habits) in cooperation; The roles of the available services and knowing one another's capacities and limitations (the Network of Trust model as authentic partnership between 15 GO and NGO, founded and coordinated by the Incest Trauma Center – Belgrade (ITC) since 2001); Self-care of helpers working in the context of violence.

Exercise directed at the preparation for independent conducting of the program "Healthy Choices for Kids" for all three target groups: school staff, parents and children (120 min.). Three assigned topics for the preparation of the presentation (30 min.) for 3 target groups: the gender issue (school staff and children), gender-based violence (parents and children) and diversity (children). Four teams, made up of trainees of as diverse profiles as possible, with minimal knowledge about one another, are given the task of presenting the topic, while each of the members is supposed to actively address part of the contents according to the team's agreement. The presenters have 10 minutes at their disposal (40 minutes in total for 4 teams), whereas the rest of the group is the audience, who actively participate in the role of the designated target group (school staff, parents, children). The role-play method leads to an outcome which is later, once all the presentations have been completed successively, discussed in plenary (50 min.), with explanations of the group process and directed questions technique. The final interaction allows for exchange of experiences on the level of memory, recorded team work, free of criticism, and suggestions of solutions of the groupdynamic processes of "difficult groups".

Enclosed (a detailed analysis of the presentation): The usual personal and group dynamic processes in the process of understanding the topic of gender-based violence (Source: ITC Training Manual: Gender-based violence from the survivors' perspective; 2005).

Topic: Action "Sexual violence prevention week in the school context"

Preparation of the planned techniques, forms of work and work materials for the realization of the program (including the technical equipment); Total duration: 150 min. How to complete practical preparations for a collage type action "Sexual violence prevention week" in the school context? A serious topic is presented methodologically through a series of interesting and familiar, attractive forms, such as 1. Video spots: Showing a series of foreign video spots in which worldwide known celebrities help highlight the problem of violence against children (10 min, source: NSPCC, UK). All the video recordings remain in the possession of each trainee for further use as their personal copy. 2. Brazilian production cartoon "Once upon a time, there was a boy" (deconstruction of the stereotype growing up of boys, thus avoiding laying the foundations for the use of violence based on abuse of the gender role); duration: 30 min. with one copy remaining in the possession of every school) 3. ITC author exhibition "Clothesline Project" 4. Interactive materials "Ask the school Principal!", "Ask the Minister of Education!" "Have any of my friends survived violence, which I did not recognize?" etc. 4. Setting up and conducting a video desk during the Violence prevention week, with information about the available healing resources.

Audio recordings: Audio recordings of public and media appearances in the context of gender-based violence (a selection from the ITC archive). Intended for practicing public advocacy of human rights of the children and women who are exposed to violence.

Video recordings: ITC Exhibition "Clothesline Project" as part of the campaign of the Incest Trauma Center – Belgrade and the Incest Trauma Center – Belgrade film "Have I Told You I've Been Abused?"; both video recordings were made by women who have survived sexual abuse in the childhood, based on their authentic testimonies.

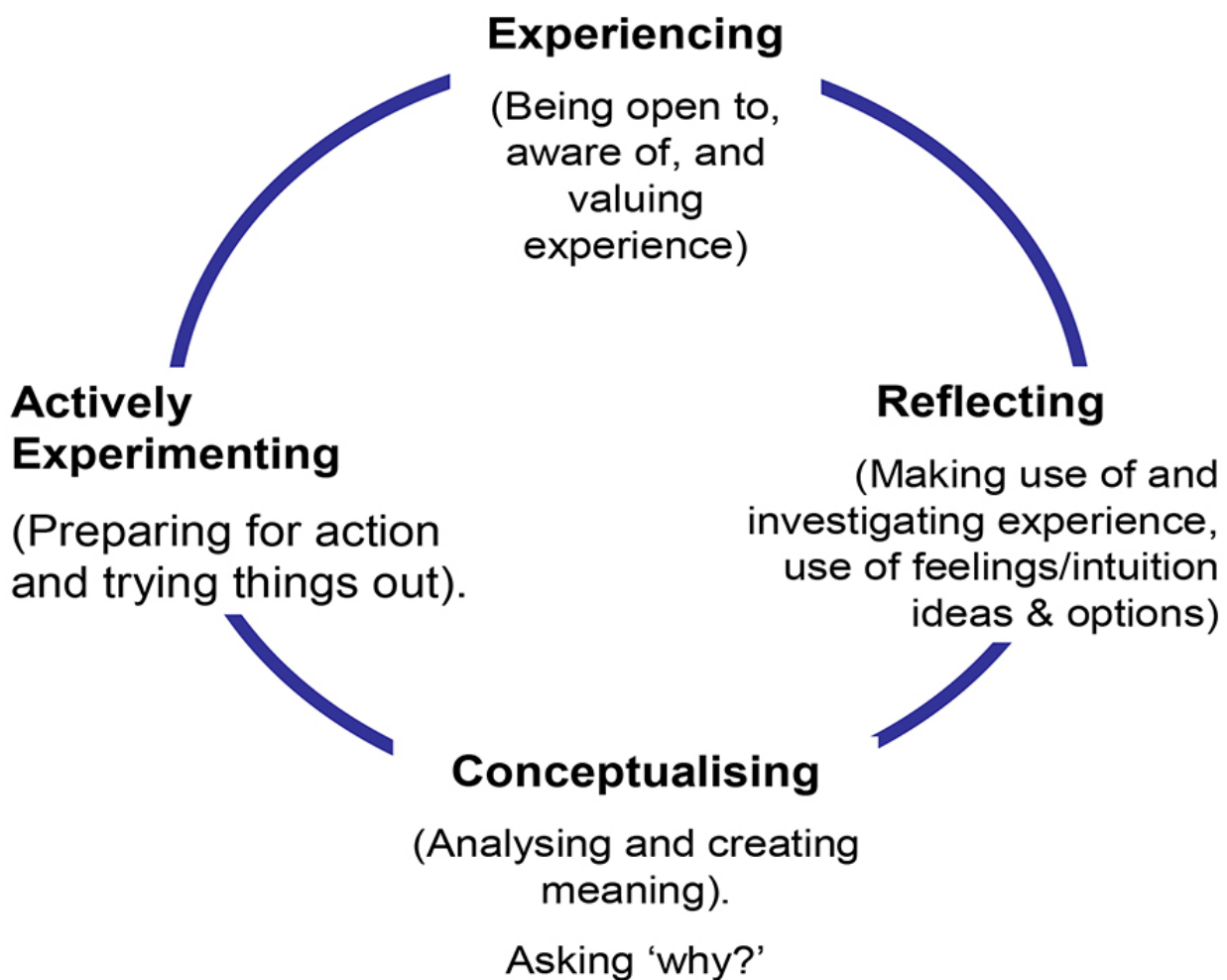
Recommended films: During the training sessions, we recommend several films that are known worldwide and refer to the context of violence (the list is on the educational CD). Evaluation (25 minutes): Questionnaire with the open-ended

and multiple choice questions. The questionnaire checks a) the trainees' degree of satisfaction concerning the general importance of the training, b) the contents of the training (divided into areas as listed in the training agenda) and what the participants found beneficial and not c) how comfortable they felt in the group, d) the trainers' professionalism and e) how comfortable trainees felt about their interaction with the trainers, f) trainees' feelings in general in the course of the training and g) stating the area in which they would like to continue working.

** Having completed the basic level, the participants can apply for advanced educational programs of the Incest Trauma Center – Belgrade (1. Interviewing techniques of child and adult survivors of violence 2. Working with abused children (case studies and preparation of witnesses criminal procedures) 3. Self - help groups; 4. Training for Trainers – transfer of knowledge and experience in the context of gender - based violence; etc. – a catalogue with a topics repertory of the Incest Trauma Center – Belgrade is available)*

END OF DESCRIPTION

Kolb's learning cycle and adult learning theory



UNIT 2 – TRAINING DESIGN

BACKGROUND

This Training is meant to make a shift among trainees from being (just) a teacher / educator in primary or secondary school to a role of trainer / educator in the field of SA. Trainees are informed this Training has been Part A of the process. Part B will be their practical contribution to creating Educational Packs for 11 subjects which should incorporate learning on SA issue (in 2016, ITC appointed by MoE to design Educational Packs). Part C will be additional training carried out by ITC to form a Trainers' Pool consisting of the best school personnel capable of teaching further their colleagues in the territory of Serbia how to use Educational Packs.

In text below, it is presented how the Training is designed and this description consists of 5 categories for each activity/session. The categories are: Purpose, Content, Method, Working material, Lessons learned on the side of trainers. Naturally, the last category is also part of the content of Unit 3 (Training Delivery). It is included here because it also works as a part of the whole, looking at potential blocks, which trainers should keep in mind when designing the content of the Training.

In order to present the whole of the design, within this unit are shown the place of Delivery and Evaluation in the Training Agenda and several Appendices belonging to them. More details will be given in Units 3 and 4.

THE INCEST TRAUMA CENTER – BELGRADE TRAINING PROGRAMME

LEVEL 3 – PREPARATION OF PRIMARY AND SECONDARY SCHOOL PERSONNEL FOR CLASSROOM WORK ON THE SEXUAL ASSAULT ISSUE

DETAILED DESCRIPTION OF DESIGN

The contents of the program are presented narratively, through exercises and suggested presentations of audio and video recordings (successively)

Day 1 – Value base, Personal and group dynamic processes occurring when GBV theme presented, Kolb Cycle of Learning, Adult Learning Theory and Learning Styles; Day 2 – Identifying needs for ed. program and its Design; Day 3 – Delivery of ed. program and Evaluation.

PHASE 1: HOW TO PREPARE EDUCATIONAL PROGRAM?

DAY 1 – Value base, Personal and group dynamic processes occurring when GBV theme presented, Kolb Cycle of Learning, Adult Learning Theory and Learning Styles;

Introduction (105 minutes)

Value base; Set of working hypotheses for performing the educational program on SA issue; Presenting learning objectives, target groups;

Purpose: To start up the process by making trainees feel that each has a valuable offer and to take care of building up comfortability level by creating opportunities to get to know each other gradually. Introducing yourself as a trainer, saying your name and that of the organization you come from and your earlier working experience. Getting to know how well trainees know each other. Briefly presenting the program in front of us, learning objectives and target groups. Naming working hypothesizes that work as safety rules. Introducing the value system. Strengthening personal insights.

Content: Asking trainees their names and brief background, expectations from the training. Getting to know each other slowly in an interactive and partly playful way. In case that trainees know trainers from Level 1 and Level 2, a brief introduction of trainers follows.

Presenting the context of national standards backing up necessity to work on SA issue in the classroom (pls. see UNIT 1), structure of program, learning objectives, target groups / audience of trainees: School Faculty Council, parents and Parents' Council, variety of forms of Educational program: info session, lecture, seminar, specialists' training, etc. Requirements of Educational Program for Classroom Work on the SA Issue: from teacher to trainer; underlining 'red threads' in connection with Educational program in the Child Protection field: child-centered, diversity issues and emotional component. Introducing the Learning Log that will work as an evaluation tool all along the Training. Technical rules: Information on breaks, use of venue, personal copy of working material and certificates. No cell phones.

1.1 Exercise: "ONE OF MY QUALITIES I FEEL GOOD ABOUT..." (60 min)

Method: Trainers give recognition to everyone who entered Level 3. Sending out the message how important it is to make a number colleagues from the same school interested in joining trainings on SA and naming advantages for implementation of program, desired changes and organizational practices when this is the case.

In introductory note, it is necessary to speak as clearly as possible: to emphasize the purpose of this Training is to actually learn Methodology all the time in order to improve their knowledge and skills and learn more precisely that the role of teacher / educator at school is not the same as the role of trainer concerned with SA field.

At first, trainers are introducing themselves and telling about the program and the precious opportunity to now

implement knowledge and skills achieved on Level 1 and Level 2 (30 minutes, depending on the group size). They distribute Training Agenda and the Log with a brief announcement of its use. Then trainees say their names in the circle and briefly introduce themselves.

Afterwards, in Exercise 1.1, they are invited to share their qualities they feel good about in order to get to know each other better. The task is to pick one quality and try to make a link on whether it sometimes helps her / him in working situations and how. Trainers announce in advance that one of them will make notes on qualities that are listed and inform trainees the list will be available that each could consult it in later stages of the Training in connection with their personal learning and training style. Depending on group size, time-keeping is an important element.

Working material:

Appendix 1 – Training Agenda.

Appendix 2 (enclosed with Unit 1 and pls. see below the Cover in Serbian) – As a tool for its future work, each trainee gets her/his personal hard-copy of ITC “Practical Manual for Trainers: GBV issue from Survivors’ Perspective” (2004©ITC in English (e-version); 2005©ITC in Serbian (hardcopy))

Value system and Working hypotheses may be found as Handout from 2004©ITC “Practical Manual for Trainers: GBV issue from Survivors’ Perspective”, p. 4-8, Section 1: Values.

Learning objectives: Pls. see Unit 1, p. 2.

Appendix 3 - “Cage of Oppression” by Joan Olsen, 1988 (reminder on Handout from Level 2 and also a part of ITC “Practical Manual for Trainers: GBV issue from Survivors’ Perspective”, p. 43 in Serbian print, Section 4: Appendices.)

Appendix 4 – Learning Log & Learning Action Plan

Lessons learned on the side of trainers: Introductory word on context of this Training, Learning objectives and trainees’ Target groups is key for the rest of the content to come. Trainees are used to see themselves as educators for children and to learn the content how to work more effectively with children, and they are frequently in need of case management regarding suspected and/or disclosed cases of SA (all belonging to Level 1 and Level 2). That is why, at the beginning, the main task is to build awareness that the focus of this Training on teaching adults and pointing out ‘red threads’. In this stage of Training, one could notice that trainees are still not fully aware that their earlier presentation skills do not make them trainers in Child Protection and SA field. It is also necessary to announce that on Day 3 there will be an opportunity for role-plays and what exactly their content and goal is, so that everyone is aware of it in advance, on order to decrease anxiety level. This information is also to encourage any kind of individual preparations that trainees need until Day 3.

Exercise 1.1 works as personal encouragement for trainees and contributes to building a positive climate in the group and group cohesion. It is not always an easy task to look into your qualities and it is not rare that trainees simultaneously start expressing the opposite about themselves. Besides, it might be they start sharing the link of qualities not only to the working situation but also to their private life. Trainers express appreciation also around this openness and relate it to the fact that this will be also useful later in the training when building insights into their own learning and training style.

Carefull time-keeping during 1.1. is needed. Trainees like this exercise, sometimes it works as a change of scene (e.g. if they spent the morning at their regular job at school and now they ‘switch’ to the training atmosphere) or they see this moment as a kind of re-union with some of other trainees whom they know from Level 1 and Level 2 or other occasions. This is also a group expressing a certain comfortability level which is built toward trainers when previous levels took place.

1.2 Exercise: SOME USUAL PERSONAL AND GROUP DYNAMIC PROCESSES OCCURRING WHEN GENDER-BASED VIOLENCE THEME PRESENTED (120 minutes)

Purpose: Naming the impact of social context and ‘what the job actually is’ when speaking out on SA issue in a dedicated way. Reducing prejudices and stereotypes about SA and improving the position of SA survivors. Recognizing how significant it is to invest in preparation of any kind of educational program working on these themes. Awareness raising on necessity to carefully identify approach to selected target groups / service users.

Content: Presenting SA issue to adult audience: Positive experiences & achievements vs. Challenges & resistances. Mirroring that personal attitudes and capacity for attitude-change are the key. Highlighting this is valid both for trainers and trainees. Exchanging that resistances during the process of learning and integrating GBV issue most often have, as a result, mistrust in the survivor's statement.

Method: Plenary exchange on positive experiences & achievements. Trainees share experiences and listen to each other that moving mountains in this field is possible (40 minutes).

Special focus: What do I recognize that influences / blocks the group process and how do I recognize it in audience (incl. verbal, non-verbal and para-verbal communication). Work in small teams (trainees that come from the same school are encouraged to join different teams). Each team receives a part of ITC's list called "Some usual personal and group dynamic processes occurring when gender-based violence theme presented" (A-D). The task is to discuss it in your team, make notes on the flipchart paper and report later. Notes should contain as concrete as possible evidence from real life situations and reactions of target groups they have met so far. (E.g. Stereotyping: Offenders = general (male) population; a facilitator speaking about CSA and statistical data on gender structure of offenders at parents' meeting and one parent says 'so, you want to tell us that all men are abusive';) Trainees are instructed they do not have necessarily to agree as a team on each item, but to use mainly the brainstorming technique to collect their own experiences. Each team decides on one member who will summarize their results. Reporting considers both content and their own team process. Closure by summarizing and structuring what is all 'in the game' and one should be having in mind when planning Educational program on SA (80 minutes).

Working material: "Some usual personal and group dynamic processes occurring when gender-based violence theme presented" may be found as Handout from 2004©ITC "Practical Manual for Trainers: GBV issue from Survivors' Perspective" (p. 44-45); Appendix 5 - Example how the ITC's full list (p. 44-45) split when trainees divided into 4 small teams. Lessons learned on the side of trainers : This is not an easy task for trainees. Trainers might be at risk of setting up high expectations and even feeling frustrated and/or disappointed when seeing it is difficult for trainees to integrate what they learned at Level 1 and Level 2 and fulfil this task. This exercise functions also as a kind of feedback and evaluation about the extent to which they made previous training levels really operational for themselves. That is why, in a methodological way, this is a mixture of plenary and small teams work and the ITC's list was split into parts A-D. And that is why it is important to reserve sufficient time for the process and trainers should present a couple of examples of their own.

One could see it takes a significant effort to shift from the role of a school personnel / educator (teacher, school pedagogue/psychologist) to the role of future trainer / educator in the field of SA issue. They express several reasons: mainly occupied with capacity building to be more efficient in intervention when cases of SA reported in school (i.e. other focus which is experienced as disintegrated from the role of trainer), not used to make links considering social context and improvement of (organizational) practices but rather being observers and aware of phenomena that need attitude-change and/or feeling it is not their job or not knowing how to do it, feeling hopeless 'it won't work because it's too deeply rooted'; expressing they became more aware of ITC's training style and saying that behind the image that 'when ITC does it, everything looks so smooth' stands actually a lot of planning and preparing.

Theme: Kolb Cycle of Learning, Adult Learning Theory and Learning Styles (100 minutes)

Purpose: Defining basics on adult learning theory and learning styles and to check whether we all speak the same language when these concepts linked to group dynamic processes. Recognizing the relationship between trainer's and trainees' learning styles as well as between co-trainers' learning styles.

Content: Kolb cycle of learning and Adult learning theory. Kolb's learning cycle, learning styles and group processes; Introducing the Learning Styles Questionnaire 40 item version and what it is useful for.

Method: Trainers check how familiar trainees are with the Kolb's learning cycle and Adult learning theory and encourage them to express previous knowledge. Then, they give handouts and explain basics of concepts (the extent partly depends on previous knowledge). Plenary exchange in the first part and at the end of this session. (80 minutes)

In between, each trainee works individually on its Learning Styles Questionnaire 40 item version which is a part of **Appendix 6**. (20 minutes)

At the end, trainers suggest further Readings and to try out the Test within their teams in schools.

Working material:

Appendix 6 – Kolb’s learning cycle & Learning Styles Questionnaire 40 item version

Lessons learned on the side of trainers: Because of mixed structure of group (teachers of different subjects in primary and secondary school, school pedagogues and psychologists, some specialized to work with children with disability, etc.) and although their daily work is one of educators, it is not necessarily the case that school personnel is familiar with the Kolb’s learning cycle and Adult learning theory. Therefore, trainers shouldn’t have this expectation.

Mainly, trainees enjoy filling the Learning Styles Questionnaire 40 item version. Primarily, they are curious to explore their own learning style, learn about it and apply it to their teamwork.

Sometimes, it is experienced as a tool from popular psychology and their results seen from that perspective. Or they are curious at trainers’ learning styles and trainers anyway always provide this information. Sometimes, the group dynamics goes about favoring one learning style over another (like a learning style stands for the whole identity of a person). One could also recognize that there exists a kind of ‘hierarchy’ of learning styles (‘identities’). It is up to trainers to intervene and remind of a certain part of educational content from the beginning of the session. Still, the atmosphere is usually playful and this is an activity that trainees later on send feedback saying they repeated it in their schools with colleagues.

Learning Log and Closure

(20 minutes)

Day closes with filling the Learning Log. It works also as an evaluation tool. The trainees are instructed to take time and that information from the Learning Log suit for their personal use all along the Training and they won’t be publicly shared in the group.

DAY 2 – Identifying needs for ed. program and its design;

Introduction into Day 2

(30 minutes)

Purpose: To make a brief Summary of Day 1 and announce the Program for Day 2. Providing structure and safety. Strengthening personal insights.

Content: Reminder on Day 1 and Introduction into Day 2. The day starts with the picture “Meeting somebody and first impression” (Appendix 7) to bring near issues of self-esteem and selfconfidence that are a part of crucial tools at trainers.

Method: Trainers open the session by looking for feedback from trainees on **Appendix 7**. This is followed by asking them whether they were aware that 7 seconds only are needed to get the first impression about the person that has been just introduced to you.

Trainers do the Summary and briefly announce what will follow during the day. They remind the process started from identifying why it is complex to train on SA issue (personal and group processes, learning styles) and name the phases of Training Cycle (Identification of training needs, Training design, Training delivery and Evaluation) as a subject of more in detail work during Day 2 and 3.

Trainees are asked to finish the following sentences (could be already written on the flipchart / iBoard):

“One new or important theme I find useful from Day 1...”

“Looking back to one of my qualities I feel good about from Day 1 and a) situation this quality helped me b) situation this quality worked against me.

“Any connection between this quality of mine and own learning style?”

This may be done spontaneously by those who are willing to contribute (doesn't have to be in circle or compulsory for everyone to speak).

Working material:

Appendix 7 – Picture “Meeting somebody and first impression” (“Ciceron Communications” Consultancy Agency for Public Relations and Business Presentation, Zagreb, Croatia; 2010)

Lessons learned on the side of trainers: Trainers should be open and ready if something shows up from Day 1 that needs additional attention and to propose when and how to work on it. Trainees react playfully on introduction of picture about the first impression and start sharing some experiences ‘when they looked’ in one way or another as shown on the picture. The trainers support this by telling some examples of their own in order to send out the message e.g. it is ok to have good and bad days and, the most of all, it is important to invest in personal development.

Phase 1: Identifying needs for ed. program on SA issue

(75 minutes)

Purpose: Identifying the broader context of what one should have in mind when preparing the Educational Program for Classroom Work on the SA Issue (learning objectives, forms and audiences:

1. School Faculty Council (i.e. entire teaching force in primary or secondary school),
2. Parents
3. Parents’ Council which is an advisory body in charge for creating stimulating and safe environment for children, works as a bridge between personnel and parents and takes initiatives in the community) and how to identify the needs for ed. program.

Content: Learning about context why the preparation stage is crucial for trainers. How to define learning objectives, what the methods of identifying needs of future training group are, why and how to keep Kolb’s cycle in mind and other specifics when preparing ed. program on SA issue. Identifying the most effective form of ed. program for individual

target group. Forms: info session, lecture, seminar, training, panel, etc.

The key is to recognize where trainees are on the Competence Curve and to provide appropriate encouragement and support through the Training.

It is common that the organizational needs are, for the purpose of the Training, informed by: legislation, audits, inspection, serious case reviews, policy, service delivery, etc. They are to be identified and prioritized. In the preparation stage, it is important to check the commitment of the organization and this mainly concerns the commitment of the management staff to improve organizational and individual practice.

Methods to identify training needs: mentoring, coaching, modelling, shadowing, self-directed learning, complaints, survey, service-user feedback, knowledge, reflection, finding out what people need, facilitation, significant events, lecture, questions, on-line communication.

Method: The information (pls. see Content above) is step by step given by trainers and discussed in the group assisted with **Appendix 8** as a tool. Link to learning objectives and Kolb's learning cycle is made strongly in a visual way. One of the walls in the venue is used display in a sequence, as a composition, one after the other flip chart papers with topics and belonging contents in the following order: Learning objectives (might be here and/or later in the row), Cycle of Training / Ed. program, Red threads, Target group, Identification of needs, Kolb's learning cycle, Learning objectives (check again and, if needed, reset). Trainees add their inputs in group discussion.

Trainers demonstrate collecting inputs on participatory basis and leave sufficient room for sharing experiences and expressing dilemmas and posing questions. A lot should rely on integrating and respecting trainees' previous experiences.

Working material:

Appendix 8 – Cycle of ed. program, 'Red threads' and Methods of identifying needs for ed. program on SA issue

Lessons learned on the side of trainers: This is usually not an easy task for trainees. The most important is to guide this process very gradually. Along the way, trainees gradually realize that their analytic capacity is needed at this point. If they do not feel their experiences are heard and integrated, depending on their capacity to contribute to new learning, some could block the process. Sometimes, trainers could face a bit of confusion in the group because it starts being clear that preparation of the training is a serious requirement. Because it was not learned during regular schooling or later within informal education, a number of workers (e.g. in the Western Balkans) hold workshops and other forms of ed. programs mainly improvising this model of learning and/or based on their experiences in the role of trainees who attended someone else's seminars. Considering formulating Learning objectives, the matrix system of analysis (for example, setting up outcomes and outputs, indicators, etc.) started being in use in the last couple of years in Education in Serbia, therefore it is still a new practice which is just developing. Let us be reminded that there is no "Training Commissioner" in schools in the country and trainees tend to bridge this gap calling for information which is usually available in the school psychologist's records on professional advancement of the personnel. These are some of the reasons why trainers should take time in order to make room for trainees to find feet at their own pace. It is inevitable to keep repeating and supporting everyone by reminding this is a new perspective which takes time and that every group goes through a similar process and in this way to take care of group comfortability level.

Phase 2: Design of ed. program on SA issue (120 minutes & 120 minutes)

Purpose: Identifying broader context what one should have in mind when designing the Educational Program for Classroom Work on the SA Issue. The exchange should support trainees to initiate designing guidelines later in their school teams. In that process, they are encouraged to use this knowledge gained from experience.

Content: Specifics of preparing the ed. program on SA issue (what should trainers keep in mind when preparing, i.e. thinking min. 2-3 steps ahead and taking into consideration design, delivery and evaluation).

Topics for plenary discussion are to find in **Appendix 9** and **Appendix 10**.
Practicing conceptualization. Strengthening personal insights through "Magic Powers" activity.

Suggested presentations of audio and video recordings when trainees prepare and deliver their own ed. programs (www.incesttraumacentar.org.rs, www.ijasamuztebe.org.rs & other resources used on Level 1 and Level 2 and received by each trainee on personal copy of CD).

Method: This session should be completed in two parts. In both, trainers demonstrate collecting inputs on participatory basis and leave sufficient room for sharing experiences and expressing dilemmas and posing questions.

In the first part, the information (pls. see Content above) is step by step given by trainers and discussed in the group assisted with Appendix 9 as a tool. Link to learning objectives and Kolb's cycle of learning is created strongly in a visual way further. The composition on the wall is added by selection of potential Forms of ed. program and Trainers as well as other points that have been a subject of discussion and decisions listed in Appendix 9. Finally, at the end of session, we have a composition with: Learning objectives (might be here and/or later in the row), Cycle of Training / Ed. program, Red threads, Target group, Identification of needs, Kolb's learning cycle, Learning objectives (check again and, if needed, reset), Forms of ed. program, Trainers, Design of ed. program (and Learning objectives, check them again). Trainees are reminded to keep in mind that after the Design phase come Delivery and Evaluation, therefore – from their present experience and knowledge – to be realistic in planning and alert considering the coming two phases. In part related to use of modern technologies to gather relevant and current working material for their ed. programs, trainers suggest presentations of audio and video recordings that were presented during Level 1 and Level 2 as well as regularly sent in e-form to trainees to date.

Second part of the session emphasizes practicing conceptualization. In this part, one of the usual remarks is 'less is more'.

To keep in mind: Safer they go through this session, safer they will feel in Day 3 when role-playing takes place.

The session closes with "Magic Powers". (10 minutes) Trainees receive **Appendix 11** which is called: Magic Powers. There is a question: If you could pick some of these magic powers, which one would it be? Options (and pictures of the object): A fortress, so they cannot reach you; Your personal army; To spew fire like a dragon; A magic bang to make them disappear; A prickly armor; A cloak to make you invisible; Everyone says her/his answer. This is a playful way to close a day. It is there as a sort of encouragement for Day 3 when role-plays announced and 2nd peak of anxiety level possible.

Working material:

Appendix 9 – Specifics of preparing the ed. program on SA issue

Appendix 10 – Specifics when delivering the ed. program on SA issue

Appendix 11 – Magic Powers

Lessons learned on the side of the trainers: In this session, it is inevitable that trainers as much as possible share their own trainers' experience because this might be a peak of anxiety in the group after trainees face the next set of requirements concerning transferring know-how on SA issue. Trainees regularly express appreciation openly for the fact trainers share a part of their own processes while preparing own trainings because it is a kind of demystification of (power) position of trainers and it is an extraordinary chance for first hand learning.

When practicing abstract conceptualization, here, trainers should be alert because it often happens trainees having difficulties to see a bigger picture, they lack the experience of designing parts of the theme, one theme of or the whole composition of themes, they pile up large amount of tasks that are not realistic to achieve in available time, lack of knowledge on group dynamic processes in general plus how to prepare for those occurring when SA issue presented, one also cannot step out of schoolteacher's shoes (or trainees' shoes and enter the shoes of trainer), inexperienced how to 'close' the process, etc. Shortly saying, it is a special experience for all involved to make a constant link to Kolb's cycle.

Note: ITC is the oldest specialized service in the country concerned with SA issue (incl. unique Training Center as one of its identities), therefore employees from state institutions and NGOs have no previous experiences in other specialized learning environment. Occasionally, within this Training, trainers tried to carry out Day 2 differently and, instead of building up gradually process in a plenary way, to introduce practical exercises for trainees to try out identifying differently the needs for ed. program and/or its design, but because of lack of basic knowledge and literally for 1 st time switching to the role of trainers, the anxiety level was high and they felt pretty exposed. Out of experience, it has

been confirmed they feel safer to go step by step through Appendices 9 and 10 and exchange and listen to others' experiences along with getting introduced to theoretical concepts.

Regarding "Magic Powers", trainees enjoy this activity, some make a link to their quality they feel good about (from Day 1), some show curiosity at what powers their trainers use, sometimes they like to guess which ones and trainers share this information, too. They often realize they need magic powers when they face resistance coming from their target groups (e.g. colleagues, parents and children). Usually, they leave the day by joking that they will really need 'magic powers' the following day.

Learning Log and Closure

(20 minutes)

The day closes with filling the Learning Log. It works also as an evaluation tool. The trainees are instructed to take time and that information from the Learning Log & Learning Action Plan serves for their personal use all along the Training and it won't be publicly shared in the group.

DAY 3 – Delivery of Ed. program and Evaluation;

Introduction into Day 3

(20 minutes)

Purpose: To make a brief summary of Day 1 & 2. Providing structure and safety. Strengthening personal insights.

Content: Reminder on Day 1 & 2 and Introduction into Day 3.

Method: Trainers do the Summary and briefly announce what will follow during the day. They remind the process started from identifying why it is complex to train on SA issue (personal and group processes, learning styles) and name the phases of Training Cycle (Identification of training needs, Training design, Training delivery and Evaluation) as a subject of more in detail work during Day 2 and 3.

Trainees are asked to finish the following sentences (could be already written on the flipchart / iBoard):

“One new or important theme I find useful from Day 2...”

This may be done spontaneously by those who are willing to contribute (does not have to be in circle or compulsory for everyone to speak).

Working material: Flipchart papers belonging to the composition built previous day on the wall might be a sort of reminder.

Lessons learned: Trainers should be open and ready if something shows up from Day 1 & 2 that needs additional attention and to propose when and how to work on it. It is important to ask how they feel before role-plays.

Phase 3: Delivery of ed. program on SA (ROLE-PLAY)

(70 minutes & 40 minutes & 75 minutes)

Purpose: Facilitation of session and sharing skills in relation to the presentation working material and the facilitation of discussions. Practicing Kolb’s learning cycle.

Content: Preparation of small teams to design ed. programme on SA issue and delivering the programme to targeted audience.

Method: Trainers explain the whole process in detail and invite trainees to divide into 4 small teams. One person per team is selected by trainers and others are invited to join them proportionally and to make sure they are not in the same team with the colleagues from their own school, if possible.

The task of each team is to deliver ed. program on SA in the way that is the closest possible to real life situations and before that jointly to work on identifying needs for ed. program and design. Special attention to teamwork. The target groups / audiences and general purpose are defined by trainers.

1st team: Parents’ meeting (the aim is to inform parents that from now on the school will be continually working on CSA Prevention).

2nd team: Parents’ Council (the aim is to gain their commitment to join future CSA Prevention Program activities that will be continually held in school and related community) .

3rd team: School Faculty Council (the aim is to inform them on the content of ed. program on SA you have just completed).

4th team: School Faculty Council (the aim is to gain their consent for holding the ed. program on SA for the whole collective / personnel).

The role-play of each team should last 10 minutes. In each role-play, roles should be divided in such a way that each

team member speaks at a certain point (no observers and each should be actively involved both in preparation and delivery). While one team is in a role of trainers, the other trainees take a role of audience. From one to another role-play, everyone shifts from one role to another and takes roles of different audiences.

Trainers announce they will be occasionally joining each team to check the progress and invite trainees to inform them when they reach the point of decision making about their concept, so as to consult them at that point. This is explained as being for the purpose of reality check in terms of 'smart' objectives and possibility for later evaluation.

Trainees are encouraged to try as much as possible to identify with their roles and use available time also to practice the designed content and their roles before the official time for role-play comes. Do neither underestimate it nor overdo it!

Trainers also announce they will keep the time.

Preparation for role-plays: work in 4 small teams, specific themes for 3 audiences: Parents and Parents' Council and School Faculty Council. (70 minutes)

In particular, paying attention to teams to make a link to learning objectives and Kolb's cycle of learning and other specific issues listed in [Appendix 12](#) (reference to visual outcomes on the wall from Day 2).

Their task is to look for relevant and current resources and integrate them into their content.

After preparation stage, a break is recommended.

Role-playing. (40 minutes)

Group exchange on the whole process and gathering insights to which extent the Kolb's learning cycle has been implemented in each role-play. (75 minutes)

Working material:

[Appendix 12](#) - Role-play (instructions)

Lessons learned on the side of trainers: Firstly, this group is familiar with our trainers' style (incl. capacity for feedback) and on Level 2 they had once a similar (but basic) process when they received the feedback about role-plays.

Usually, this is not an easy task for trainees. Because of their mixed structure (class teachers, teachers in geography, biology, physics and other subjects, school pedagogues and psychologists, head of school, etc.), there is a different level of experience in using a role-play as a method and having a real understanding of the method in-depth. That is why, for start, trainers should explain the method regardless of those who are more familiar with it.

One could recognize the whole activity is done in a very structured manner and according to the estimation of trainers where on the competence curve trainees stand. Therefore, trainers take steps to reduce feelings of being exposed if insufficient performance occurs.

Trainers take the responsibility to define the targeted audiences and general purpose of the programme, both toward desired organizational practices. This is in accordance with Learning objectives of this Training and national standards for schools and school professionals.

Selection of one member of each team relies on good knowledge of trainees' capacity, therefore this step facilitates that each team certainly has at least one experienced member as well as to avoid coincidence that experienced members gather in one team only.

Another step on the side of trainers is to offer assistance during the process itself. It is important to guard that contents and performance of the role-plays really provide learning experience.

Finally, this level of assistance during preparation facilitates later stages of the process.

More in detail in Unit 3.

Phase 4: Evaluation of Ed. program on SA issue

(90 minutes)

Purpose: Identifying basics on Evaluation, applicable for ed. program on SA issue and with some focus on feedback (handout on feedback in Unit 4). Identifying the various methods and levels of evaluation of the effectiveness of training.

Content: Cycle of emotions promoting / discouraging learning and Overcoming emotional blocks to learning (Vince & Martin, 1993). Link to Kolb's learning cycle. 4 levels of evaluation. Gathering experienced knowledge about evaluation tools used in any of earlier ed. programs trainees attended and also during this Training.

Method: Presenting basic concepts about evaluation. Use of **Appendix 13** to highlight blocks in learning.

Topics for plenary discussion are to find in **Appendix 14**. Listing evaluation methods / tools that are known by trainees from earlier experiences when attending ed. programs. Naming them and making links to recognize to which level of evaluation they belong. Analyzing evaluation tools used during this Training and their usefulness. Link to learning objectives and Kolb's cycle of learning.

Working material:

Appendix 13 – Cycle of emotions promoting / discouraging learning and Overcoming emotional blocks to learning (Vince & Martin, 1993)

Appendix 14 – Evaluation

Appendix 15 – “Dear Me...” Letter

Appendix 16 – Evaluation list designed by the Institute for Professional Advancement in Education (official body of MoE) and it is compulsory that trainees fill it in for programs accredited by MoE.

Appendix 17 – Certificate issued by the Institute for Professional Advancement in Education (official body of MoE). Pls. see below under “Ceremony – certificates”.

Lessons learned: This is a very new area for trainees. It is in the culture that monitoring and evaluation practices were not developed. Due to a history, such practices were experienced mostly as a kind of threatening control (coming from outside authority who is in final power position) and not at all as the ownership of persons who go through evaluation. Looking for evaluation indicators and designing them having in mind all the phases of Training Cycle and in particular, on participatory basis, has been an unknown process. So, the task is to develop the way of thinking about evaluation.

More in detail in Unit 4.

Learning Log and Closure

(20 minutes)

The day closes with filling the Learning Log. It works also as an evaluation tool. The trainees are instructed to take time and that information from the Learning Log & Learning Action Plan serves for their personal use all along the Training and it won't be publicly shared in the group.

Ceremony – Certificates

(10 minutes)

Trainers hand over the certificates to trainees by inviting them one by one to come in front of the group and each gets some words of recognition for their participation and encouragement to continue her/his work in the field of CSA.

Trainers repeat they remain at trainees' disposal for follow-up and services that are part of regular repertory of ITC. They thank trainees for their trust and greet each individually when they start leaving the venue.

END OF DESIGNED PROGRAM

2.7 Choosing appropriate venues and timing to meet the needs of the group, particularly in relation to power issues, disability and religious occasions

Pls. see Unit 1: Profile of trainees (paragraph 3) and *Unit 3:* Example 2 (interruptions when holding training at trainees' workplace) 3.2 (Demonstrating awareness of the group process by the way introductions are managed), Example 5 (Note) & Example 29.

The choice of the venue is one of those that easily opens up the responsibility issue. Metaphorically, the 'territory' is also about 'who is in charge'. It defines the code of conduct / behavior earlier practiced at that place and speaks a lot about the boundary issue. Therefore, this is an important point in preparation stage and negotiations between parties.

Approximately about half of the trainings, ITC delivers at its own premises. These are adapted to provide a safe and comfortable environment, with all technical equipment and logistics (incl. relaxing, not loud, music which can be heard while trainees gather in the morning and in the breaks). In particular, it's been a child-friendly space, used also by survivors and their supportive persons as well as for the prevention programs (SA Prevention Peer Club). Since this has been the only specialized service of this kind in the country, all categories of visitors like to explore what it is like to be there, to obtain their own impressions and based on experience spread the word about it, both to colleagues and survivors who appear to be their service users. There are a number of resources they could get to know during their stay while training takes place, such as ITC exhibition "The Me Nobody Knows" created by SA survivors who received psychological counseling at ITC and afterwards contributed to the exhibition collecting their memories on trauma and recovery and sending out messages to the public (for what ITC premises look like pls. see ITC 3D domain www.ijasamuztebe.org.rs ; the title of the domain is "I am here for you, too"). In ITC's experience, holding trainings on our premises makes the maximum effect, seeing trainees focused, committed and 'there' as well as, in their own words, 'relaxed and feeling better here than having to be at the workplace'. It is not rare to hear them saying when leaving that they'd prefer to stay 'for one more training than going back to work'.

Approximately, the other half of trainings, ITC holds either at premises that we rent especially for this purpose or at premises of the institution / organization that hired ITC trainers or at premises that this institution / organization rented especially for the training. In these cases, the task is to negotiate in the preparation period that the venue and the use of the venue in scheduled time of the training fit the trainees' needs. ITC also arrives much in advance to try out in person all that is linked to technical equipment (DVDs, audio CD, ppt, etc.). There are certain disadvantages when the training is held at trainees' workplace such as: not drawing the line between daily work and commitment to the training (interruptions, feeling split between regular workload and training, continuing with all the habits that anyway belong to the workplace and do not necessarily facilitate the learning process – practical ones as well as those that impact group dynamics, loyalty and limitations when superiors are around, etc.). If training is held at a school, sometimes children might be looking for teachers on a regular basis or if e.g. the training held at the premises of school library, children might be naturally as usual knocking at the door to borrow a book (despite of there being a sign on the door that training is in progress). When training is held at '3rd place' (not at workplace of both parties – trainers' and trainees'), depending who is in charge for organizing venue, timing, negotiations with owners of the venue, the responsibility shifts from one party to another. It might be that the training is held in the hotel and the lunch is late or the last day trainees are obliged as guests of the hotel to leave the rooms by an exact time of the day and the training agenda has to be adapted accordingly - which all influences timing. Sometimes, it is about whether it is warm enough at the venue and in modern times, ever-present negotiations if the air conditioner should be on or off. When certain shortcomings are noted, pointing out whose responsibility this might be – becomes a part of the group atmosphere.

That is why it is crucial that parties agree in advance and state in written form during preparation stage: clear role division and the full list on trainees' needs (so as to be able to provide a smooth training process and meet expectations in accordance with the learning objective. Otherwise, there will be room for confusion and disagreements.

APPENDIX 1

TRAINING OF THE INCEST TRAUMA CENTER – BELGRADE

PREPARATION OF PRIMARY AND SECONDARY SCHOOL PERSONNEL FOR CLASSROOM WORK ON THE SEXUAL ASSAULT ISSUE LEVEL 3

TRAINING AGENDA (for trainees' use)

DAY 1 (12.00 – 7 pm)

- 12.00** Introduction – Value base, Learning objectives and About the Program
 “One of my qualities I feel good about...”
- 1.45 pm** Coffee break (15 min.)
 Some usual personal and group dynamic processes occurring when gender-based violence theme presented
 Presenting GBV issue to adult audience: Positive experiences & achievements vs. Challenges & resistances
 Special focus: What do I recognize that influences the group process and how do I recognize it in THE audience (incl. verbal, non-verbal and para-verbal communication)
 Work in small teams
- 4 pm – 5 pm** Main break
- 5 pm – 6.40 pm** Kolb's learning cycle and Adult learning theory
 Learning styles
 The Learning Styles
 Questionnaire 40 item version
 Plenary exchange
- 6.40 pm – 7.00 pm** Learning Log and Closure

DAY 2 (9 am – 4 pm)

- 9.00 – 9.30** Introduction into Day 2 (brief Summary of Day 1 and announcing the Program for Day 2)
 “One new or important theme I find useful from Day 1...”
 Looking back to one of my qualities I feel good about from Day 1 and a)
 A situation where this quality helped me b) a situation where this quality worked against me
 Any connection between this quality of mine and own learning style?
- 9.30 – 10.45** Training Cycle (4 steps: Identifying training needs, Training design, Training delivery and Evaluation)
 Educational Program for Classroom Work on the Sexual Assault Issue (learning objectives, forms and audience: School Faculty Council, parents and Parents' Council)
 Phase 1: Identifying needs for ed. program on SA issue
 Context and Methods
 Link to learning objectives and Kolb's learning cycle

- 10.45 pm** Coffee break (15 min.)
- 11 am – 1 pm** Specifics when preparing the ed. program on SA issue
- 1 pm – 2 pm** Main break

- 2 pm – 3.40 pm** Phase 2: Design of ed. program
 Link to learning objectives and Kolb's learning cycle
 Practicing 'abstract conceptualization'
 "Magic Powers"

- 3.40 pm – 4 pm** Learning Log and Closure

DAY 3 (9 am – 4 pm)

- 9 am – 9.20** Introduction into Day 3 (brief Summary of Day 1 & 2 and announcing the Program for Day 3)
 "One new or important theme I find useful from Day 2..."
- 9.20 – 10.45** Phase 3: Delivery of ed. program
 Preparation for role-plays (work in 4 small teams, specific themes for 3 audiences: School Faculty Council, parents and Parents' Council)
 Paying attention to link to learning objectives and Kolb's cycle of learning
- 10.45** Coffee break (15 min.)
- 11 am – 1 pm** Role-playing
 Group exchange (insights to which extent the Kolb's cycle has been implemented)
- 1 pm – 2 pm** Main break
- 2 pm – 3.30 pm** Phase 4: Evaluation of ed. program
 Levels of evaluation
 Methods Link to learning objectives and Kolb's cycle of learning
 Group exchange on case-examples of methods of evaluation used during this training
 "Dear Me..." letter
 2 Evaluation lists (Designed by 1. the Institute for Professional Advancement in Education 2. ITC)
- 3.30 pm – 4 pm** Learning Log and Closure
 Ceremony – Certificates

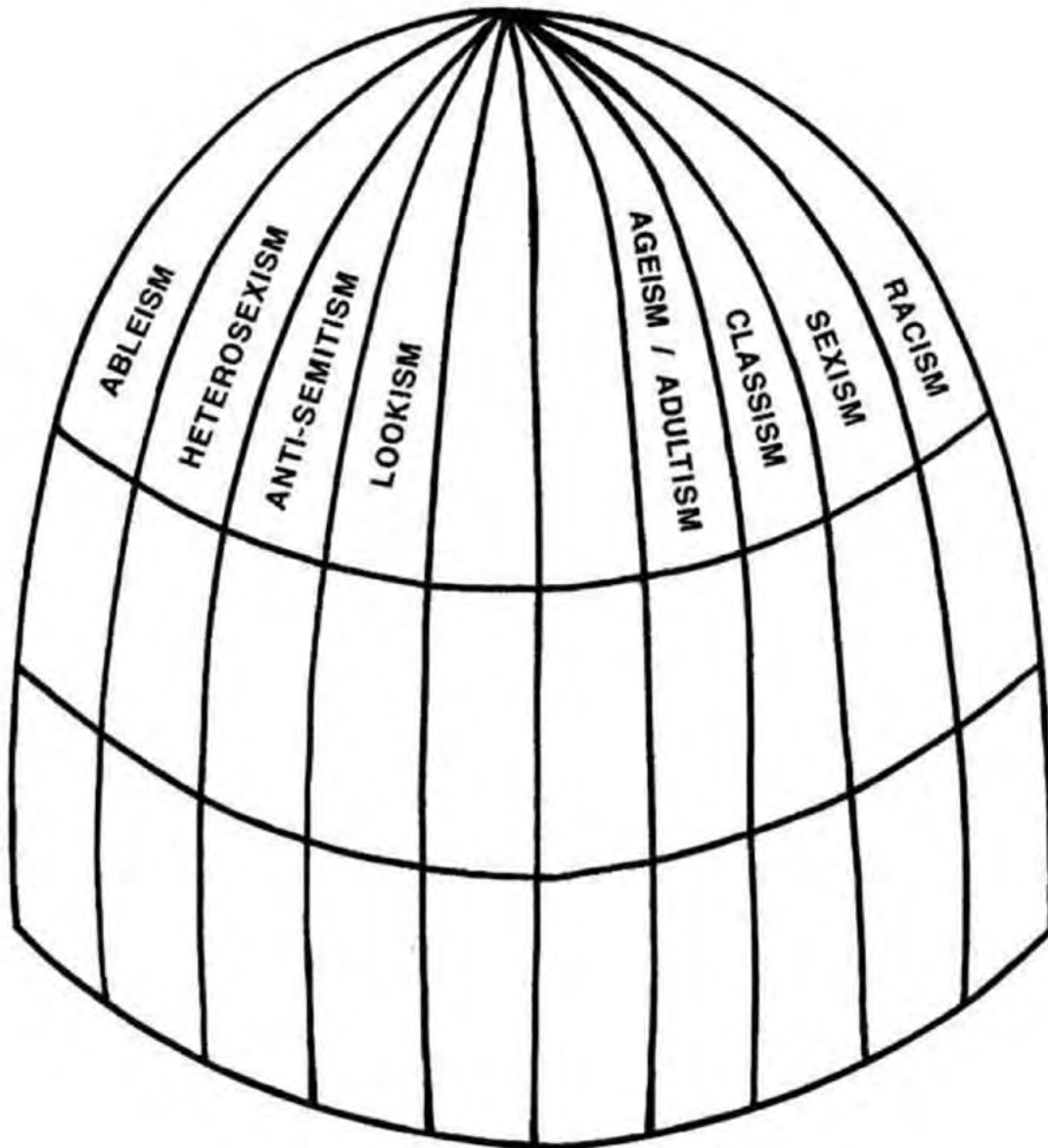
END OF TRAINING AGENDA



APPENDIX 2: Picture on Cover of print in Serbian: 2005©ITC “Practical Manual for Trainers: GBV issue from Survivors’ Perspective”; Enclosed in English within UNIT 1.

The original picture made by a secondary school student for the purpose of panel organized in school by Students’ Parliament and ITC guest-speakers invited; written above as the title of panel “When someone hurts me and I don’t know what to do – Domestic Violence” and below “This is for your own good!”. The same picture was put by ITC on branded trolley that for 2 years was driving through Belgrade (2009-2010).

CAGE OF OPPRESSION



© jona olsson 1988 cultural bridges to justice
cbjona@taosnet.com

APPENDIX 3: Cage of Oppression (Jane Olsen, 1988); Presented in ITC “Practical Manual for Trainers: GBV issue from Survivors’ Perspective”, p. 43 in Serbian print, Section 4: Appendices.

Learning Log & Learning Action Plan.

This table is known to NSPCC and in use.

Topic:

What I learned from this session is:

Ways in which I could apply this learning are:

What I need to find out more about:

Ways in which I intend to follow up this session are:

APPENDIX 5

Some usual personal and group dynamic processes occurring when the gender-based violence theme is presented may be found as Handout from 2004©ITC “Practical Manual for Trainers: GBV issue from Survivors’ Perspective” (p. 44-45); Here presented a number of issues heard from trainees and collected during trainings held by ITC.

1st small team

- **Difficulties in accepting and adopting the gender issue**

«Women and men are equal in society»

«Women and men perform acts of violence in equal numbers »

«I have an example when a woman acted the way you describe the men do...»

«My friend has a wife who doesn’t let him breathe a word...»

- **Offenders and victims = general population**

- **Supporting myths concerning violence issue**

«Children cannot be raped»

«Women enjoy violence (otherwise they wouldn’t be in this situation or they would have known how to defend themselves and leave the situation)»

«A man can be raped in the same way as a woman»

2nd small team

- **Difficulties in pointing out responsibility on the side of offender (producing myth of mutuality, “cause & consequence”)**

«These are bad marital relations»

«Violence is a way of communicating in that bad marriage»

«He needs help, too (yes, but after recognizing the point of responsibility and taking the necessary steps in order to protect the victim)»

«Of course, he punched her when she wouldn’t shut up...»

- **Using tradition and culture as an excuse**

«It has always been that way and it will always be, we can’t enter a family and change things...»

«Everyone is a boss in his own home and nobody has the right to interfere...»

Stereotypes around fulfilling marital obligations, etc.

- **Supporting stereotypes/prejudices concerning the prevalence of violence (minimizing, denial), causes (psychopathology, alcohol), offender/victim ‘profile’...**

- **Supporting and claiming the right to spread prejudices and stereotypes concerning Diversities - hate speech (on gender, age, class, race, appearance, national / ethnic affiliation, sexual orientation, religious background, physical and intellectual ability)**

3rd small team

- **Xenophobia**

«These are all topics imported from the West»

- **Women's (gender) issue non-recognized as a part of the corpus of human rights and diversity issues, but seen as a scarecrow of feminism (feminism = lesbianism = threat)**
- **The process of embracing the subject of domestic violence always poses more serious difficulties than that of sexual abuse of women and children**
- **The process of embracing the subject concerning women's human rights is always more difficult than that the subject concerning children's rights**
- **Child rights are often understood primarily from the charity approach and not from the legally-based approach**
- **Difficulties in understanding and accepting the fact that right to life without violence is a basic human right (with gender issue included)**
- **Insufficient knowledge about international treaties and international practice where the world has been already organized according to these standards (awareness that it already exists and it is proven successful in the promotion and protection of human rights)**

4th small team

- **Personal processes belonging to personal history triggered by the subject and group processes (personal traumatic experience which has not often been told to someone or at least not presented in the real light)**
- **Personal responsibility of the professional vs. good organization and functionality of the protection system for survivors**
- **Insufficient understanding of one's role in the protection system for survivors (both as an individual and as an agency)**
- **The professional as a person and her/his personal coping with responsibility throughout life**
- **Insufficient practical experience in authentic and functional co-operation of governmental and non-governmental organizations (hindered by the history of '90s in this country burdened by prejudices and variety of experiences...)**

END OF APPENDIX 5

APPENDIX 6

The Learning Styles Questionnaire 40 item version. It is known to NSPCC and in use. The Honey and Mumford Learning Styles Questionnaire was developed by Peter Honey and Alan Mumford.

SECTION 4

The 40-item Learning Styles Questionnaire

This short questionnaire will help you discover your learning style preferences. We all develop learning 'habits' that make us happier to learn in some ways and less happy to learn in other, less familiar, ways. Most people are only vaguely aware of their learning preferences. This questionnaire will clarify your preferred ways of learning so that you are in a better position to select experiences that suit your style and/or to broaden your scope by strengthening under-utilised styles.

There is no time limit for the completion of this questionnaire. It will probably take you 5 to 10 minutes. The accuracy of the results depends on how honest you are. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick (✓) in the box. If you disagree more than you agree with a statement put a cross (✗) in the box. Be sure to mark each item with either a tick or a cross.

- 1 I quite like taking risks.
- 2 Before taking part in a discussion or meeting, I like to read the appropriate papers and prepare carefully.
- 3 I like to be absolutely correct about things.
- 4 I like practical, tried and tested techniques.
- 5 I often do things just because I feel like it, rather than thinking about them first.
- 6 I make decisions only after weighing up the pros and cons of different possibilities.
- 7 I prefer to solve problems using a systematic approach that reduces guesswork and uncertainty.
- 8 What matters most is whether something works in practice.
- 9 I actively look for new things to do.

- 10 I prefer to establish the facts and think things through before reaching a conclusion.
- 11 I like to check things out for myself rather than take them for granted.
- 12 When I hear about a new idea or technique, I immediately start working out how to apply it to my situation/problems.
- 13 I like the challenge of trying out different ways of doing things.
- 14 I prefer to have as many bits of information about a subject as possible. The more I have to sift through the better.
- 15 I am quite keen on sticking to fixed routines, following procedures and keeping to timetables.
- 16 In discussions, I like to get straight to the point.
- 17 I prefer to jump in and do things as they come along rather than plan things out beforehand.
- 18 I prefer to base decisions on hard evidence and not to trust a hunch or intuition.
- 19 I like to fit things into some sort of pattern, framework or model.
- 20 I tend to judge people's ideas on their practical merits.
- 21 In discussions, I usually come up with lots of spontaneous ideas.
- 22 I prefer to look at a problem from as many different angles as I can before starting to solve it.
- 23 I prefer to evaluate the soundness of my ideas before sharing them.
- 24 In meetings and discussions, I put forward ideas that I know are down-to-earth and realistic.
- 25 Usually I talk more than I listen.

- 26 If I have to write a report or a formal letter, I prefer to have several rough drafts before settling on the final version.
- 27 I am rather fussy about how I do things – a bit of a perfectionist.
- 28 I find that I can often work out more practical ways of doing things.
- 29 I find rules and procedures take the fun out of things.
- 30 I like to consider many options before I make up my mind.
- 31 I believe that careful, logical thinking is the key to success.
- 32 I prefer ideas with an obvious relevance to my life and work.
- 33 I'm usually the 'life and soul' of the party.
- 34 I like to think through the consequences before taking action.
- 35 I like to understand the assumptions, principles and rationale upon which things are based.
- 36 In my opinion, it doesn't matter how you do something, as long as it works.
- 37 I enjoy the excitement of a crisis situation.
- 38 I usually do more listening than talking.
- 39 I like meetings and discussions to be structured and orderly.
- 40 I do whatever I need to, to get the job done.

SECTION 5

Learning style descriptions

Activists

Activists like to take direct action. They are enthusiastic and welcome new challenges and experiences. They are less interested in what has happened in the past or in putting things into a broader context. They are primarily interested in the here and now. They like to have a go, try things out and participate. They like to be the centre of attention.

So, in summary, Activists like:

- to think on their feet
- to have short sessions
- plenty of variety
- the opportunity to initiate
- to participate and have fun.

Reflectors

Reflectors like to think about things in detail before taking action. They take a thoughtful approach. They are good listeners and prefer to adopt a low profile. They are prepared to read and re-read and will welcome the opportunity to repeat a piece of learning.

So, in summary, Reflectors like:

- to think before acting
- thorough preparation
- to research and evaluate
- to make decisions in their own time
- to listen and observe.

Theorists

Theorists like to see how things fit into an overall pattern. They are logical and objective systems people who prefer a sequential approach to problems. They are analytical, pay great attention to detail and tend to be perfectionists.

So, in summary, Theorists like:

- concepts and models
- to see the overall picture
- to feel intellectually stretched
- structure and clear objectives
- logical presentation of ideas.

Pragmatists

Pragmatists like to see how things work in practice. They enjoy experimenting with new ideas. They are practical, down to earth and like to solve problems. They appreciate the opportunity to try out what they have learned/are learning.

So, in summary, Pragmatists like:

- to see the relevance of their work
- to gain practical advantage from learning
- credible role models
- proven techniques
- activities to be real.

SECTION 6

Score Key

You score one point for each item ticked (✓). There are no points for items you crossed (✗).

You will find a score key attached to the back cover of this booklet. This is designed to make it easy to transfer your scores from the questionnaire on pages 14 - 16.

Simply fold out the score key and record your responses in the boxes provided.

Then plot your scores on the profile chart on page 21 to get a relative feel for the strength of your preferences.

SECTION 7

Understanding your results

Having scored your questionnaire, you will now have four scores ranging from 0 - 10 for Activist, Reflector, Theorist and Pragmatist. Obviously, your highest score (or scores if you have some that tie) indicates your strongest learning style preference with other preferences lagging behind.

You might, however, like to compare your scores with those achieved by over 13,000 other people. The table below gives 'norms' that divide the scores into five categories:

The top 10% of scores – very strong preferences

The next 20% of scores – strong preferences

The middle 40% of scores – moderate preferences

The next 20% of scores – low preferences

The bottom 10% of scores – very low preferences

Simply, locate and ring your four scores on the table on the following page so that you can see at a glance which band they fall into. You'll see that the weightings are slightly different. For example, a score of 8 for Activist is in the strong preference band whereas the same score for the other three styles is in the moderate band. On balance, it is safer to interpret your result by taking the norms into account – especially when they are based on such a large population.

Activist	Reflector	Theorist	Pragmatist	
10	10	10	10	Very Strong Preference
9				
8				Strong Preference
7				
6	9	9	9	Moderate Preference
5	8	8	8	
4	7	7	7	Low Preference
3	6	6	6	
	5	5	6	

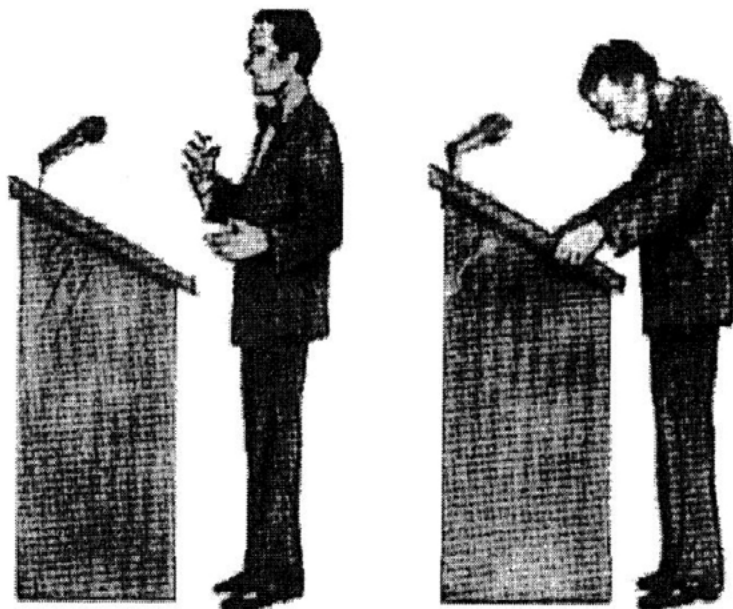
2	4	4	5	
	3	3	4	
1	2	2	3	Very Low Preference
	1	1	2	
0	0	0	1	
			0	

SCORE KEY

For each question you have ticked on the other sheets put a tick in the box beside the question number on this sheet. Add up the ticks in each column.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>
9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>
13	<input type="checkbox"/>	14	<input type="checkbox"/>	15	<input type="checkbox"/>	16	<input type="checkbox"/>
17	<input type="checkbox"/>	18	<input type="checkbox"/>	19	<input type="checkbox"/>	20	<input type="checkbox"/>
21	<input type="checkbox"/>	22	<input type="checkbox"/>	23	<input type="checkbox"/>	24	<input type="checkbox"/>
25	<input type="checkbox"/>	26	<input type="checkbox"/>	27	<input type="checkbox"/>	28	<input type="checkbox"/>
29	<input type="checkbox"/>	30	<input type="checkbox"/>	31	<input type="checkbox"/>	32	<input type="checkbox"/>
33	<input type="checkbox"/>	34	<input type="checkbox"/>	35	<input type="checkbox"/>	36	<input type="checkbox"/>
37	<input type="checkbox"/>	38	<input type="checkbox"/>	39	<input type="checkbox"/>	40	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Activist		Reflector		Theorist		Pragmatist	

Upoznavanje i prvi dojam



APPENDIX 7

“Meeting somebody and first impression” (“Ciceron Communications” Consultancy Agency for Public Relations and Business Presentation, Zagreb, Croatia; 2010)

CYCLE OF EDUCATIONAL PROGRAM (COMPRISES ALL FORMS OF WORK)

- 1. IDENTIFYING THE NEEDS FOR THE PROGRAM**
- 2. DESIGNING THE PROGRAM**
- 3. IMPLEMENTING THE PROGRAM**
- 4. EVALUATION OF THE PROGRAM**

*Moving through Kolb's cycle and closing it.

DOES YOUR PROGRAM ADHERE TO THE RED THREAD CRITERIA:

1. CONTENT CENTERED ON THE CHILD
2. EMPHASIS ON DIVERSITY
3. UNDERSTANDING THE EMOTIONAL COMPONENT

IDENTIFYING THE NEEDS FOR AN EDUCATIONAL PROGRAM

(introductory notes)

- Which documents and legislative regulations and professional standards on the international, national and local level provide for the obligation of learning about the topic of child sexual assault (standards of competence)?
- Analysis of the existing competences
- Analysis of the offer of existing educational program which cater for the need of achieving the prescribed competences (practicing a system of values and working assumptions in the interest of the child survivor of sexual assault)
- Notes from the operational meeting with the person with whom you negotiate the implementation of the program (description of the tasks of the future trainees, what is missing in the competences, how you can tell that, what should the trainees be doing differently as a result of having completed the program, etc.)
- The usual personal and group dynamic processes in the course of becoming acquainted with the topic of violence against women and children (2004©ITC “Practical Manual for Trainers: GBV issue from Survivors’ Perspective”, pp. 46-47)
- Does the program recognize and meet the needs of trainees with diverse backgrounds
- Which form of work is suitable for this group of trainees (info session, presentation, lecture and interactive approach, seminar, training, panel) and why?

*To bear in mind and begin planning early on in what way you will be evaluating the program.

www.incesttraumacentar.org.rs i www.ijasamuztebe.org.rs ;

For the needs of the specialist training of the Incest Trauma Center – Belgrade: „Preparation of teachers for addressing the topic of sexual violence as part of classroom work“

SPECIFICS OF PREPARING THE EDUCATIONAL PROGRAM ON THE SEXUAL ASSAULT ISSUE

Topics for group discussion in order to design guidelines in schools

PHASE 1: HOW TO PREPARE EDUCATIONAL PROGRAM?

- Teacher/educator in primary and secondary school and role of trainer about SA issue – it is not the same
- Selection of trainers
- Co-ordination of trainers
- Defining the form of educational program: info session, lecture, seminar, training, panel, etc.
- Defining and working out methodology
- Defining the timeline
- Areas of educational program as subjects for preparation (Level 1 and Level 2):
 1. Violence against children and women
 2. Diversity issues
 3. Previous culture of communication and inter-agency co-operation
 4. Establishing and developing services specialized in violence against children and women
- Selection and preparation of content that will be presented as a lecture and plenary
- Selection and use of different techniques: working in pairs, small discussion groups, roleplay, case study analysis, pannel
- Selection and use of video and audio recordings
- Other educational tools (incl. use of modern technologies in performing educational program)
- Selection and 'balance': lecturing / practicing
- Preparation of working material (e- and hard-copy version; suggested readings and movies)
- Deciding on guest speakers / lecturers on-call
- Usual personal and group dynamics processes when learning about gender-based violence theme
- Arranging the working environment / setting the venue
- Dressing and the whole image of trainers: „Professional looks“
- Trainers' professionalism
- Trainer's self-care
- Preparing the evaluation process: measuring training quality
- Defining follow-up services provided by trainers (after completion of training)

End of Appendix 9

APPENDIX 10

SPECIFICS WHEN DELIVERING THE EDUCATIONAL PROGRAM ON THE SEXUAL ASSAULT ISSUE

Topics for group discussion in order to design guidelines in schools



PHASE 2: HOW TO PERFORM THE EDUCATIONAL PROGRAM?

- Specifics of facilitating the process regarding presenting the value base and working hypotheses
- Confidentiality rule in the practice of ed. programs on GBV issue
- Specifics of processes when transferring know-how to various profiles / target groups: social welfare, health, education, police, legal services, NGO, students' association, media, religious officials
- Special attention for developmental level of service specialized in GBV issue:
 1. services in the process of establishment (e.g. schools)
 2. "young" services (e.g. schools)
 3. services with sustainability outlook
- Importance and place of a trainer's personal style
- Dealing with certain issues during the educational program:
 1. disclosure of cases of abuse against children and women
 2. disclosure of personal history by trainees
 3. working with "difficult" groups
 4. special interventions in facilitation
 5. trainer's self-care

End of Appendix 10

Čarobne moći

Ako možeš da odabereš neku od ovih čarobnih moći, koja bi to bila?

<p>Tvrđava, pa da ne mogu da dođu do tebe.</p> 	<p>Magični prašak da nestanu.</p> 
<p>Tvoja lična vojska.</p> 	<p>Bodljikavi oklop</p> 
<p>Da bljuješ vatru kao zmaj.</p> 	<p>Ogrtač za nevidljivost</p> 

APPENDIX 11 - MAGIC POWERS

Question: If you could pick some of these magic powers, which one would it be? Options (and pictures of the object): A fortress, so they cannot reach you; Your personal army; To spew fire like a dragon; A magic bang to make them disappear; A prickly armor; A cloak to make you invisible;

APPENDIX 12

ROLE-PLAY (instructions)

- ROLE-PLAY
- PREPARATION: 60 MIN.
- PERFORMANCE: 10 MIN.
- TEAM WORK, ALL THE PARTICIPANTS SPEAK.
- TARGET GROUP OF YOUR PROGRAM
- THE OBJECTIVE ALWAYS DESCRIBES THE PROPOSED OR DESIRED CHANGE IN BEHAVIOR.
- WHAT IS THE OBJECTIVE OF YOUR PROGRAM?
- WHAT FORM OF WORK HAS BEEN SELECTED AND WHY?
- DESIGNING THE PROGRAM: WHY DID YOU DECIDE ON THAT OPTION?
- MATERIALS TO BE USED (WRITTEN, AUDIO, VIDEO AND OTHER: THEIR RELEVANCE, APPLICABILITY AND HOW CURRENT THEY ARE)
- WE TAKE INTO CONSIDERATION THE CONTENTS, MATERIALS AND TIME WE HAVE AT OUR DISPOSAL.
- IN THE COURSE OF PREPARATIONS, WE BEAR IN MIND THE MEASURABILITY OF THE RESULTS OF OUR PROGRAM. HOW WE ARE GOING TO EVALUATE IT.

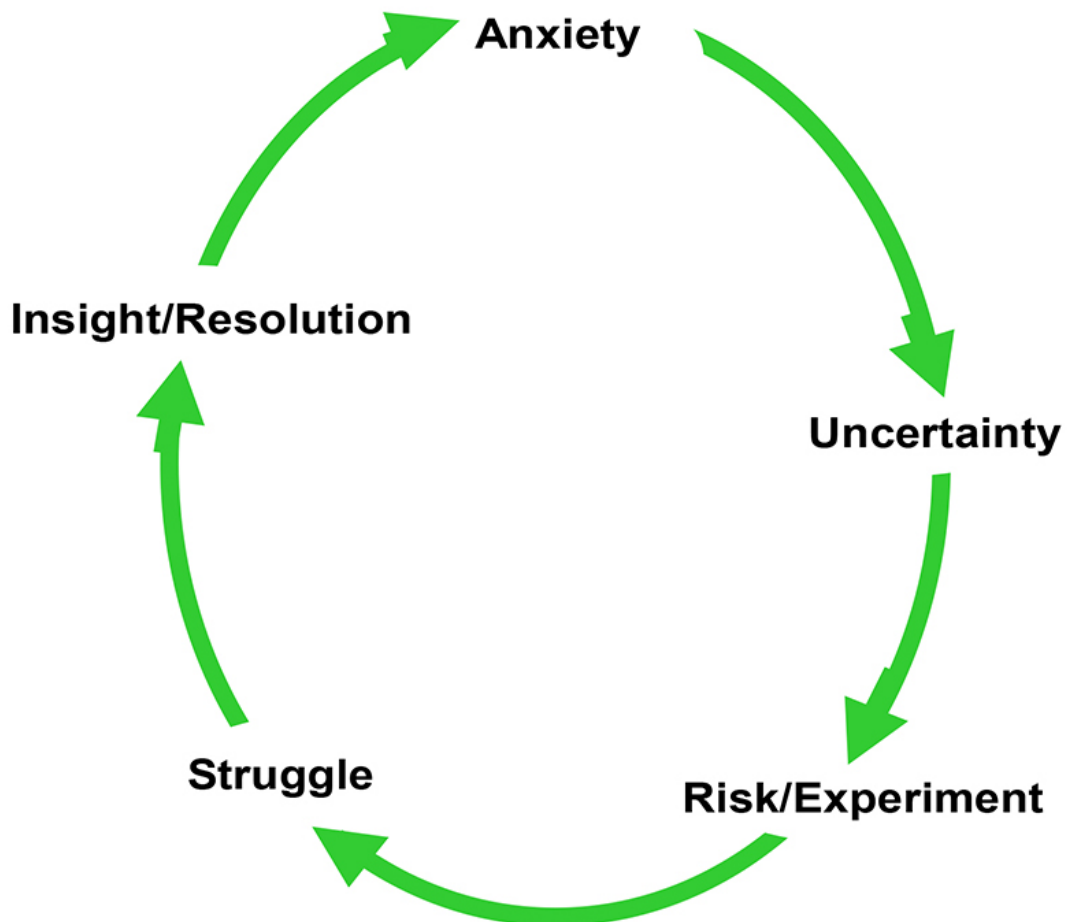
www.incesttraumacentar.org.rs i www.ijasamuztebe.org.rs ;

For the needs of the specialist training of the Incest Trauma Center – Belgrade: „Preparation of teachers for addressing the topic of sexual violence as part of classroom work“

– Cycle of emotions promoting learning, Cycle of emotions discouraging learning and Overcoming emotional blocks to learning (Vince & Martin, 1993). This evaluation tool is known to NSPCC and in use.

Cycle of Emotions Promoting Learning

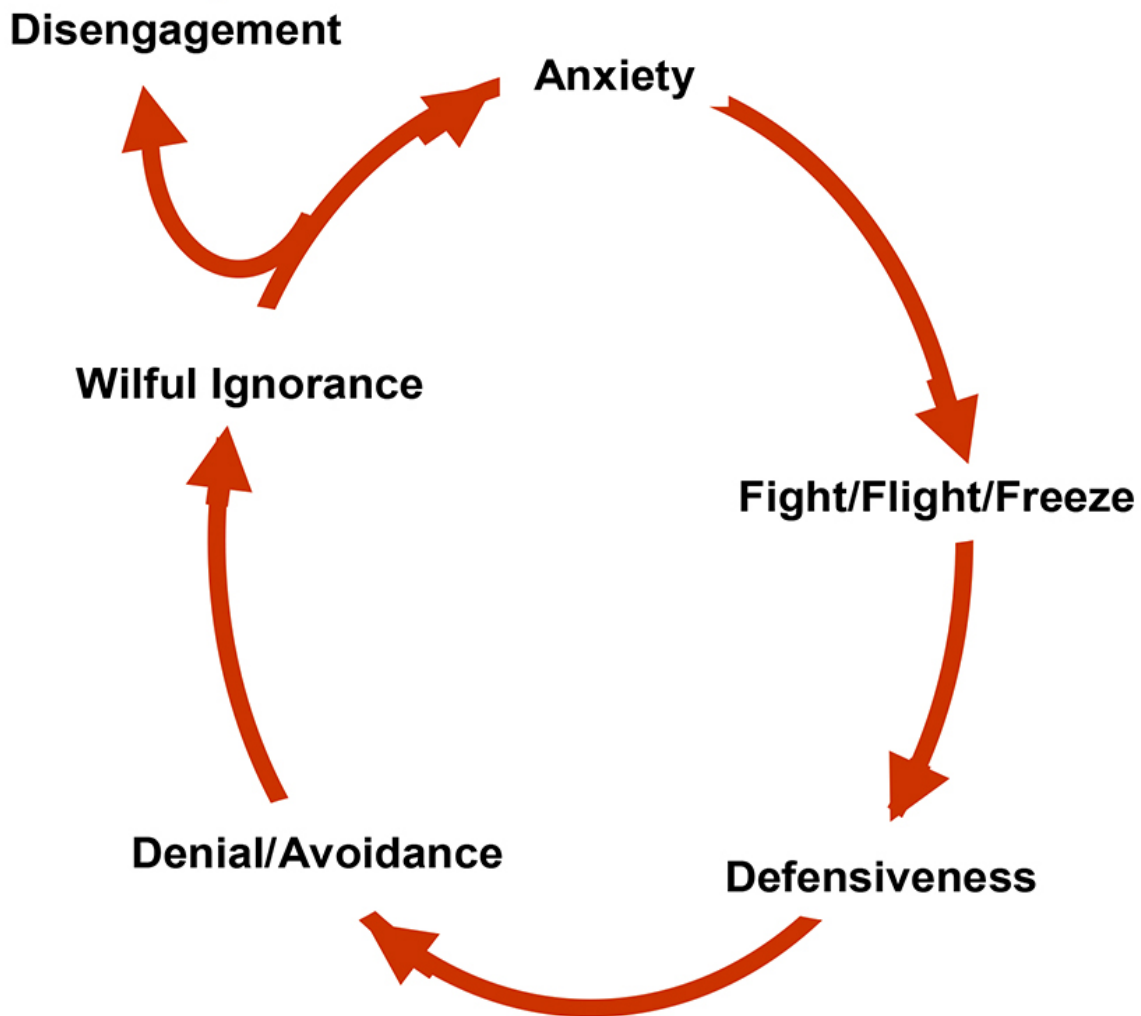
Cycle of emotions promoting learning



(Ref: Vince & Martin 1993)

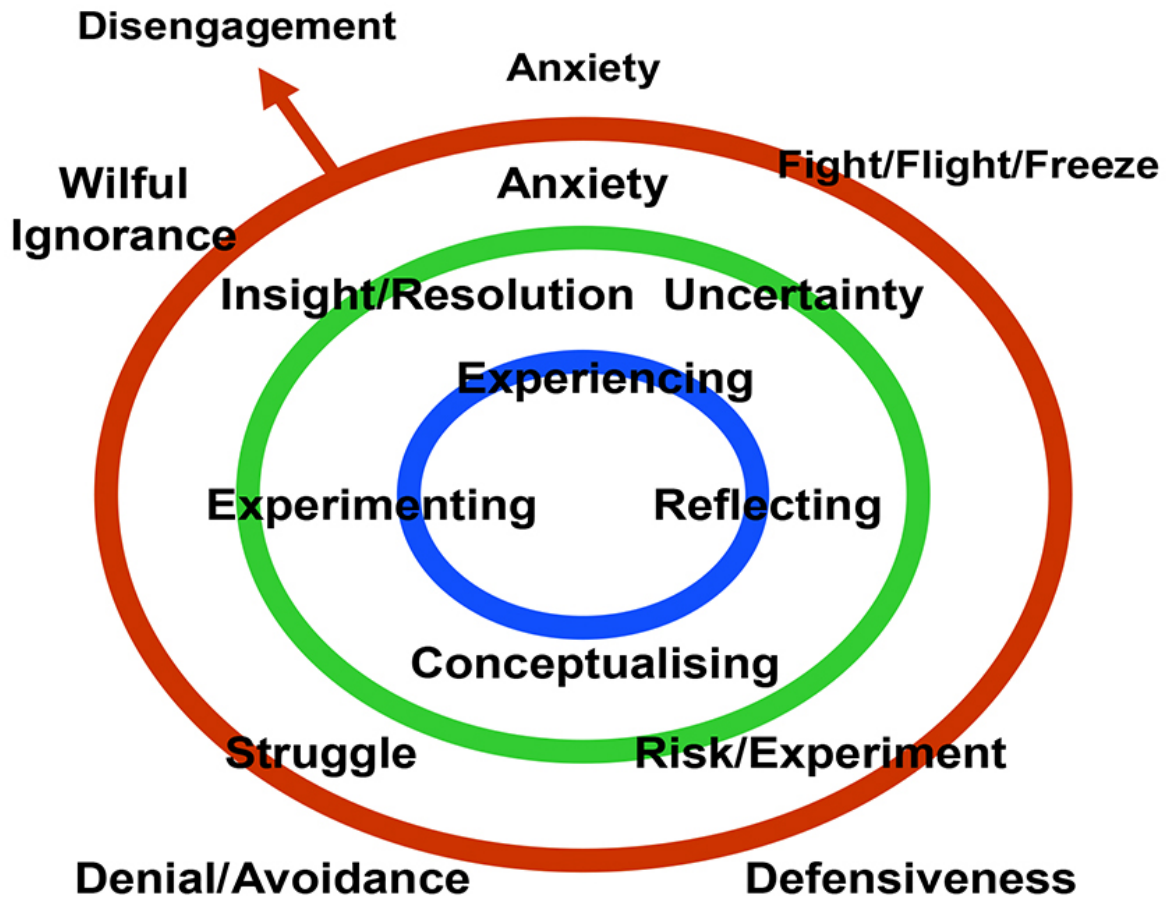
Cycle of Emotions Discouraging Learning

Cycle of emotions discouraging learning



(Ref: Vince & Martin 1993)

Emotional Blocks to learning



APPENDIX 14

EVALUATION

EVALUATION IS CARRIED OUT RELATIVE TO THE PRESET OBJECTIVE – WHAT CHANGE DO YOU WISH TO SEE?

THE EVALUATION OF THE EDUCATIONAL PROGRAM IS CONDUCTED ON 4 LEVELS:

- LEVEL OF REACTIONS
- LEVEL OF ACHIEVED LEARNING
- LEVEL OF BEHAVIOR
- LEVEL OF THE INSTITUTION / ORGANIZATION

1. LEVEL OF REACTIONS

ASSESSING METHODOLOGY (HOW THE PROGRAM WAS CONCEIVED AND PERFORMED) COMPARED TO THE PRESET OBJECTIVE SOME INSTRUMENTS OF EVALUATION:

- A) EVALUATION LIST (WITH AN OVERVIEW AND ANALYSIS OF THE FEEDBACK)
- B) LEARNING LOG & LEARNING ACTION PLAN
- C) WHAT OTHER METHODS WERE USED IN THE COURSE OF THE PROGRAM?

2. THE LEVEL OF ACHIEVED LEARNING AND BEHAVIOR (TO MEASURE THE CHANGES THAT HAVE APPEARED IN PRACTICE AS A RESULT OF TRAINING)

SOME INSTRUMENTS OF EVALUATION:

- A) WHAT WOULD SERVE AS PROOF THAT THE PROGRAM IS BEING IMPLEMENTED? (LOOK AT THE DESCRIPTIONS OF WORK AND THE EXPECTED COMPETENCES)
- B) WRITTEN ASSESSMENT OF KNOWLEDGE
- C) ROLE-PLAY
- D) ORGANIZING A SESSION FOR THE PARTICIPANTS 3 MONTHS LATER AND CHECKING HOW FAR THE IMPLEMENTATION OF THE ACTION PLAN MADE IN THE COURSE OF THE PROGRAM HAS COME
- E) "DEAR ME" LETTER
- F) MONITORING AND ORGANIZING A SESSION EVERY 6 MONTHS
- G) OTHER.

3. LEVEL OF INSTITUTION / ORGANIZATION

SOME INSTRUMENTS OF EVALUATION:

- A) CHANGES OF PROCEDURES AND OTHER STRATEGIC CHANGES HAVE COME ABOUT
- B) INSPECTION
- C) MEASURING THE COST EFFECTIVENESS OF PREVENTION AND INTERVENTION
- D) HAVE THERE BEEN ANY PRAISES OR COMPLAINTS
- E) OTHER.

4. IDENTIFYING THE BLOCKS OR LIMITATIONS THAT EXISTED IN EACH PHASE OF THE CYCLE OF THE PROGRAM (IDENTIFYING NEEDS, CONCEIVING THE PROGRAM, IMPLEMENTATION AND EVALUATION)

- A) WHAT CAN BLOCK THE IMPLEMENTATION OF THE PROGRAM?
- B) WHAT CAN BLOCK THE CONTINUATION OF EVALUATION AT THE LEVEL OF THE INSTITUTION?
- C) WHAT CAN YOU DO TO SOLVE THIS ON THE STRATEGIC LEVEL?

D) HOW CAN YOU PREVENT LOSING THE ACHIEVED EFFECTS OF THE PROGRAM?

E) OTHER.

5. THE POSSIBILITY OF ADAPTATION OF THE PROGRAM

A) ALWAYS CHECK WHETHER THE OBJECTIVE IS CORRECTLY SET

B) COMPARE THE PARTICIPANTS' FEEDBACK BEFORE AND AFTER THE ADAPTATION OF THE PROGRAM

C) WHAT CHANGES HAVE BEEN ACHIEVED

D) OTHER.

www.incesttraumacentar.org.rs and www.ijasamuztebe.org.rs ;

For the needs of the specialist training of the Incest Trauma Center – Belgrade:

„Preparation of teachers for addressing the topic of sexual violence as part of classroom work“

Appendix 15

– “Dear Me...” Letter. This evaluation tool is known to NSPCC.

Dear Me,

Three months ago I attended training about

.....

Then, I said, the main what I had learned

.....

And that I’ll change / improve my practical work by

.....

Have I done it? If not, why? In what way could I make myself able to put in practice what I learned on that training?

From
Me

(signature)



Appendix 16

– **Evaluation list** designed by the Institute for Professional Advancement in Education (official body of MoE) and it is compulsory that trainees fill it in for programs accredited by MoE.



ЗАВОД ЗА УНАПРЕЂИВАЊЕ ОБРАЗОВАЊА И ВАСПИТАЊА
ЦЕНТАР ЗА ПРОФЕСИОНАЛНИ РАЗВОЈ ЗАПОСЛЕНИХ
Фабрисова 10, Београд; www.zuo.gov.rs

УПИТНИК ЗА УЧЕСНИКЕ ОБУКЕ

1. Пол	Мушки <input type="checkbox"/>	Женски <input type="checkbox"/>					
2. Године радног стажа у ОВ установама	0-2 <input type="checkbox"/>	3-7 <input type="checkbox"/>	8-15 <input type="checkbox"/>	16-25 <input type="checkbox"/>	26-35 <input type="checkbox"/>	36 и више <input type="checkbox"/>	
3. Последњи завршени ниво образовања	средњи <input type="checkbox"/>	мастер <input type="checkbox"/>	докторат <input type="checkbox"/>	виши <input type="checkbox"/>	специјализација <input type="checkbox"/>	високи <input type="checkbox"/>	магистратура <input type="checkbox"/>
4. Шифра радног места (шифре се налазе на полеђини упитника)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Број решења министра	<input type="text"/>						
6. Датум почетка обуке	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Место одржавања обуке	<input type="text"/>						

Молимо Вас да уношењем знака **X** у празно поље изразите свој степен слагања са наведеном тврдњом

	Потпуно се слажем	Углавном се слажем	Делимично се слажем	Углавном се не слажем	Уопште се не слажем
1. Теме/садржаји предвиђени програмом су реализовани					
2. Начин рада на обуци обезбеђује учење и стручно усавршавање учесника					
3. У реализацији обуке узимају се у обзир претходна знања и искуства учесника					
4. Обука је одржана према предвиђеној сатници					
5. Похађање ове обуке помоћи ће ми да унапредим сопствени рад					
6. Реализатори добро познају област на коју се програм односи					
7. Реализатори активно комуницирају са учесницима и дају им повратне информације о раду и продуктима њиховог рада					
8. Реализатори подстичу стицање знања учесника и дају одговоре на њихова питања					
9. Услови за рад (простор, техничка подршка) су омогућили успешну реализацију обуке					
10. Целокупна организација је допринела успешној реализацији обуке					
11. Информације о обуци сам добила/о: а) из Каталога б) од колега в) од установе у којој радим г) од центра за стручно усавршавање д) од школске управе ж) на неки други начин					
12. Колико је времена, проведеног на обуци, употребљено за смислене активности учења? а) 0% б) 1-19% в) 20-39% г) 40-59% д) 60-79% ж) 80-99% е) 100%					
13. Да ли бисте Вашим колегама препоручили ову обуку: а) ДА б) НЕ					
Наведите разлоге/запажања:	<input type="text"/>				
	<input type="text"/>				
	<input type="text"/>				
	<input type="text"/>				

1-7 Personal data (sex, years of working experience in education, the last completed level of education, code for job position), no. of accreditation upon Minister's decision, date of start of Training and location.

On scale (in the following order): Fully agree – Mostly agree – Partly agree – Mostly disagree – Fully disagree, to state the extent of agreeing with the following statements:

1. Planned themes / content are realized
2. The way of working in the training provides learning and professional advancement of trainees
3. In realization of training, previous knowledge and experiences are taken into account
4. Training was held according to planned timeline
5. Attending this training will help me to improve my work
6. Trainers know well the area this program is concerned with
7. Trainers actively communicate with trainees and give them feedback about the work and products of their work
8. Trainers encourage gaining knowledge in trainees and provide answers on their questions
9. Working conditions (venue, technical assistance) enabled successful realization of training
10. The whole organizational back up contributed to successful realization of training
11. I've got information about the training:
 - a) From Catalogue of the Institute for professional advancement in Education
 - b) From colleagues
 - c) From the institution where I am employed
 - d) From the Center for professional advancement (Institute's units in several towns in country)
 - e) From the Regional school directorate
 - f) In some other way
12. How much time was during the training spent for learning activities that make sense?
 - a) 0%
 - b) 1-19%
 - c) 20-39%
 - d) 40-59%
 - e) 60-79%
 - f) 80-99%
 - g) 100%
13. Would you recommend this training to your colleagues?
 - a) Yes
 - b) No Please, state your reasons/comments: _____

End of Appendix 16

UNIT 3 – TRAINING DELIVERY

BACKGROUND

The section “Background” provides the context which has been crucial to the Training Delivery and the way it stimulates the dynamics between the audience and trainers, constantly shifting the focus from what is being said to who speaks.

Let us be reminded that in the early '90s there were wars in the former Yugoslavia and the country broke up into 7 independent countries (Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, Macedonia and Kosovo). In Serbia, the official political leaders that were in power at that time started up and led wars against Croatia, Bosnia and Herzegovina and Kosovo. Officially, for its citizens they declared the country was not in wars. The NGO sector arose firstly as an anti-war movement, raising its voice against wars and war crimes that had been committed on behalf of the citizens (part of which were women's groups started in the 1990's, incl. those concerned with GBV issue). ITC has been part of the anti-war movement.

The media campaign during '90s, orchestrated by those in power, promoted systemically and strongly the image of NGOs as 'spies, mercenaries, unprofessional services having enormously big budgets and living comfortably while the rest of the citizens were poor', etc. This image is deeply rooted in the majority of citizens (incl. professionals in all fields) and the dynamics has continued to date in its variations. E.g. after political changes in 2000, there was an instant reinforcement of partnership between GOs and NGOs, which turned out to be rather declarative and, in particular, one could not make a quick switch from 'spies to equal partners'. Therefore, this reinforcement even had its effects in destructive rivalry between GO and NGO sector (notion of 'territories', etc.). This 'dance' has been going on ever since and one can recognize the methods, slightly modified, replicating negative representations of the civic sector in public.

ITC's identity comprises several 'key words' that have been out of favor in Serbia: NGO, women's NGO, SA issue, CSA issue, openly for the rights of LGBT persons (which has been, after war crimes, the second crucial test of democracy in fragile settings), and specialized professional organization gathering female helpers working on trauma taking into account and integrating the social context and, finally, organizing or joining civic actions as activists. **Each layer often works as a block / barrier when transferring knowhow to general and professional public.** E.g. we've often been asked by various stakeholders why we don't not just “close the door of our practice and peacefully provide psychological counseling for survivors” instead of constantly reaching out as female human rights defenders, which has been more difficult and exposing us in numerous not very comfortable ways.

In view of the situation here described, it goes without saying that we had to work hard all along to prove our competence concerning SA issue (pls. see Introduction: Basic Information on Results of the Incest Trauma Center – Belgrade).

Learning process on violence against children and women on national level

The professionals in Serbia (in helping professions) obtain diploma without having acquired any knowledge and skills needed to handle abuse and discrimination cases. No lesson and textbook contains this topic, from kindergarten to university. One could imagine overwhelming prejudices and stereotypes that are at work, both toward survivors and workers in this field.

“A pioneers' stage“ or The history has been a short one

In mid-90s, professionals in the health, social welfare and education sector, police and judiciary, media, and other parties responsible on behalf of the state for protection of children and women from abuse started learning about this issue. These ed. programs were not organized in a systemic way, those who were 'interested in the topic' attended them as a form of 'extinguishing fire'.

The message by itself was in what 'order' the available programs organized by the state targeted different profiles. Firstly, social welfare (Child Protection services) started their learning, secondly tertiary health institutions, thirdly police and there were rare introductions of the issue into university curricula, then later on (as of 2005) schools and in a sporadic manner the media and attorneys-at-law.

Unfortunately, the legislative framework allowed this process to its full extent and only in 2002 for the first time was domestic violence introduced into the Criminal Code of the Republic of Serbia as the separate article (118a).

Before this time, it was handled as the violation of public law and order. This historical change occurred owing to NGO lobbying. When introduced, it was called “Domestic violence (literally in Serbian, Violence in the family)” and provided the following definitions: 1) emotional and 2) physical abuse when occurring in the family against a partner and 3) a minor and, finally, 4) the case of fatal outcome (death). Regardless of lobbying to integrate two protection measures in this article: Protection from Abuse Order (PFA) and removing the offender from the flat/house no matter if he/she is the owner of the property – two protection measures for the benefit a victim’s safety have remained out of the Criminal Code up to date. In 2005, the measures were introduced into the Family Law, which is of weaker legal strength and numerous blocks to their implementation have been noted and become a subject of analyses. This has been an ongoing battle led by a number of women’s groups since, on average, every week one woman has been murdered by her partner.

Looking at policies and procedures, starting from 2007 and passing the General Protocol on management of children exposed to violence, in the following 5 years each sector adopted their own Special Protocol (police, social welfare, health, education). A very young interagency and multi-agency co-operation is at work.

The Special Protocol in Education on Protection of Children and Pupils against Child Abuse and Neglect appeared in 2007 and the task-force appointed to draft it had no members from the NGO sector (unlike design process of other Special Protocols). In its text, it excluded NGOs as a relevant prevention and healing resource in support network for survivors. Due to a public outcry, this was partially ‘made up’ by the following accompanying document called “Manual for Implementation of the Special Protocol of MoE for management of children exposed to violence” that was published in 2009.

Further on, the Special Protocol in Education defined also a matrix where emotional, physical and sexual abuse were classified in levels like ‘first, second and third’ listing who was responsible for which level, whereby 1st-emotional abuse and 2nd-physical are proposed to be dealt with exclusively on the school level and 3rd-sexual abuse should be seeking ‘external support network’. One could recognize the model proposed reinforces developing prejudices on grading forms of abuse and the seriousness of their effects (emotional considered manifesting ‘the lightest’ effects, then physical and, thirdly, sexual as leaving ‘the gravest consequences’) and it shows a lack of understanding of effective support system for child and youth survivors.

To recognize the whole of the treatment of GBV issue by the state, it is interesting to see that, while protocols in Child Protection were introduced, this has not been the case regarding the protection of women. Only in 2011 the first Special Protocol related to women exposed to violence in an intimate partner relationship appear in the sector of Health and initiated by the Women Health Promotion Center (women’s NGO) as the coauthor. Inter-sectoral protocols were created 3 years ago. The fact that the listed protocols had been passed did not mean they were automatically put in practice. On the contrary, there is a huge gap between national regulations and reality.

Educational programs and Educators

In ‘90s, the educators were mainly NGO female workers coming from women’s groups and later on in this role appeared a very small number of professionals employed in state institutions (usually health workers employed in tertiary institutions and several police inspectors).

Except for ITC that had been trained and supervised from its founding in January 1994 to date by the Dutch professional support, other educators that appear in this field have not been officially trained to work as trainers. ITC Training Center provides these services to other stakeholders. **Appendix 1** describes the context and shows the data on structure and number of trainees attending ITC trainings in the period 1994-2014 (Table 1) and fully integrated and published within the *Strategy in Education for Prevention of CSA in the Republic of Serbia* (2015; co-authors MoE & ITC; pls. see Unit 1, Appendix 4;);

The most frequent form of ed. programs that has been offered by educators coming from the state institutions and NGOs (other than ITC) are called in a uniform manner ‘seminars’. Besides, one could come upon announcements of workshops which do not necessarily imply the adequate implementation of the method of workshop, but – when one observes it in practice – is recognized rather as a sort of info-session. Although almost 25 years ago for the first time the Workshop method was introduced here, still that majority of implementers and participants perceive that it is sufficient ‘to sit in the circle and talk’. Other methodological shortcomings that have appeared all along and remain present comprise the overwhelming use of purely reading power point presentations as the main (and frequently the

only) tool to transfer, primarily, knowledge. It is followed by Q & A. Then, narrowing down practices takes place in the shape of small group discussions, as they are the only possible way to have some interaction in the group. Shortly, these are risky practices, oversimplified and underestimating processes that might be triggered.

Back to Education sector

This sector turned out to be the last on the list of professions that started learning in 2005 on violence against children and women. Until 4 years ago, the main content of ed. programs was on peer violence (implementation of the „School without Violence“ Program of the UNICEF which has been the main partner of MoE). ITC often spoke in the media about this shortcoming and not linking peer violence that occurs in schools as being a reflection and result of what actually happens to a child within the family. There was no learning about gender and diversities and nothing about the family as the most frequent place where child (sexual) abuse takes place. And no learning process was organized for kindergartens. With the establishment of the Violence Prevention Unit of MoE in February 2012, the topic of SA was for the first time put on agenda. The Unit invited ITC to work further systemically on this issue.

Starting from 2005, ITC held trainings for professionals from primary and secondary schools and occasionally from kindergartens. Those were colleagues who personally found the topic significant and wanted to recognize warning signs when a child was endangered (read: individuals, no real organizational commitment). They completed our accredited and other trainings, improved their own practice and started lobbying in their school settings to have more colleagues active. Additionally, one could see this has been an awkward process all the time, trying to fill the huge gap created for the lack of basic education plus providing the re-learning process since the knowledge already gained excluded gender and other diversity issues. It feels like you have to re-program what you found already existing. And this includes working on attitude-change because the internalized messages are deeply rooted in trainees' reactions, behavior and practices but also in previous learning experiences. It took a significant amount of time, skills and energy to explore different approaches and find the ones that would not be threatening for the audiences and to make them feel respected.

Presently, MoE avoids working more in-depth on violence within the family by putting a huge focus on digital / cyber violence. This focus is not in accordance with corresponding stats for Serbia.

In conclusion , when trainees enter ITC trainings, the con tent described above is always part of the game. This is what they bring with and what influences their engagement.

NOTE: In the following section – because the focus is on competence how to handle the group process - the records relate to the experience of holding a number of trainings with different themes and not only this Training of Level 3 “Preparation of primary and secondary school personnel for classroom work on the sexual assault issue”.

The records relate to a wider variety of contexts. “Examples” are not separated into the form of Appendices because of the intention to show also in that way that the Training Delivery is a single thread unfolding, like ‘telling a story’.

There are total of 32 examples. Some examples provide one simple aspect/learning point and some more than one.

Trainees are learning resources as well as trainers.

TRAINING DELIVERY

3.1 Facilitation of training in a way which reflects the principles of adult learning and the learning cycle.

Appendix 2 contains Observer's Report.

The training activity allows the training cycle to be completed & Plan for the daytime/pace/exercises: Pls. see Unit 2.

Ensuring participants are aware of the learning agreement and limitations to confidentiality: Learning agreement: Ground rules or "Working hypotheses" presented in ITC Training Manual (2004), are, for a big part, based on the "Courage to Heal" Book by Ellen Bass and Laura Davis (1988). The Learning agreement is about boundaries related to implementation of training. Respect of confidentiality pertains to survivors and trainees and the trainers' task is to make everyone fully aware this responsibility. Breach of confidentiality in the following cases: A) Assessed risk for suicide B) Assessed risk for homicide C) Suspected or reported CSA.

Using knowledge about the group in the planning process (when Identifying training needs and working on Training Design; pls. see Unit 1 & Unit 2.)

Engagement analysis – It is important to check for information regarding any organizational blocks. Factors that may inhibit learning need to be acknowledged because of their impact on the success of the training on changing future practice. They become a subject of preparation how to handle them and/or handling in a real situation or on the spot. Horwarth & Morrison (1999) distinguish 4 types of Blocks that can have negative impact: 1. Personal 2. Professional 3. Organizational 4. Trainer blocks. (There will be more about the latter in the Reflective Commentary.)

Some factors that affect trainees' engagement from the very start (prioritized) are listed here:

- **Recently reported case(s) of violence against children and women where a trainee had to intervene:** this trainee comes to learn how to handle cases and has dilemmas coming from her/his own experience, prepared questions, etc. (Pragmatist)
- **Personal history of a trainee:** each life experience counts, incl. a history of abuse (role of a survivor or offender), war trauma or other trauma, diversity of her/his background such as sex, race, nationality/ethnicity, religion, physical and intellectual ability, age, class, sexual orientation, looks.

Also, a current practical situation the trainee is in or one that occurred just before coming to the training venue may make an impact here, e.g. being overwhelmed by workload at school, telling in introductory round at the very beginning of training that she/he has just come 'from this and that situation at school... and colleagues knew she/he should run to come to the training, but still they made her/him extra busy with...' (Blocked at Active Experimentation; Professional block.). So, this trainee needs some time to settle and start her/his engagement.

The same might be for experiencing pressure in some private/home situation such as whether the children are being looked after by another caretaker while she/he is in the training, whether some family member has been chronically or acutely ill and needs care or regular (phone) check up, thinking she/he should be at disposal for persons at work/family members and asking to have a cell phone 'near', etc. Finally, it is not rare to see that the one's settling in a training situation has been prolonged due to parking place arrangements, etc.

Except for one illustration of the Professional block, everything else listed belongs to Personal blocks. Below, there are illustrations concerning a "stagnated", "frustrated" or "frustrating" organization that reflect Organizational blocks.

- **Trainees wanted to apply for the training or 'they were sent':** The engagement is very much defined by the organizational climate and practices concerning violence against children and women and diversity issues. It might be that trainees come out of their own motivation and comprehending it as a part of their duties and responsibilities in order to improve the competences. Or, their employer requested the training in this field as a step toward professional advancement and their motivation is not in accordance with this process and organizational practices.

By simply checking how aware they are of national standards in this field, the feedback how someone had come to be a trainee could be obtained.

a) **Trainees pay the training fee themselves or someone else paid for it** e.g. the institution / organization they are employed by. Experience shows the motivation is at its best when paying themselves. Secondly, it is in case they had to invest significant effort to provide the consent of their institution to do the payment. In regular circumstances, the interest of an individual and organization to obtain the education should be the same.

b) **Free of charge trainings:** Sometimes it is not clear whether it turns out to be good that trainees do not pay; generally, the service has not been that much appreciated if it is free of charge; they assume the training has been done out of 'some ITC's project' therefore 'we have to do it' as a requirement of the project and 'we're paid anyway'; or, since we do it free of charge for trainees, there are those who project we might be loaded with money; actually both assumptions have this same bottom line;)

c) **'Coming for points':** If this has been the only motivation, it will cause a variety of blocks and many **games that people play such as 'yes, but...'**. *Pls. see below Example 2: Previous culture in inter-agency communication and co-operation, under D.*

- **Prior learning / Competence Curve:**

1. **Personal attitudes:** Pls. see above "Background".
2. **Knowledge and skills:** Pls. see above "Background".
3. **Previous culture in inter-agency communication and co-operation** (in particular, GOs and NGOs):

a) **Multi - agency training or in - house training for one profile:** both structures bring in dynamics related to implicit hierarchy of professions and sectors. Generally speaking, the sector of Education lies on the bottom of the scale in comparison with the judiciary, health, police, media, social welfare, NGOs (listed in the order of power shuffle). Then, in in-house trainings in Education, there is an hierarchy among different profiles incl. the school Principal, psychologist and pedagogue, teachers, then a lead teacher caring for Student's Parliament, etc. (listed in the order of power shuffle). The dynamics has been reinforced further by age, the years of working experience of each member of school personnel, earlier positions in the formal and informal hierarchy, etc.

b) **A huge social distance toward police and judiciary that arose due to state repression affecting mandatory reporting and inter-agency co-operation.**

c) **Attitudes toward NGOs, women's NGOs, prejudices about feminism and other issues** elaborated above in Background. *Pls. also see below: Responding to situations to prevent conflict and ensure the learning continues: b) Response when a trainee made an offensive comment.*

Example 1 – Setting up boundaries: ITC and MoE co-operated on holding a cycle of several trainings for personnel from 35 primary schools from Belgrade. At the first and second training, there was also one representative of MoE included each. Later on, in one of the following trainings, while the trainer (candidate) was explaining the warning signs related to CSA, two trainees (male and female teacher in their early 30s) were laughing. The trainer asked what it was about and got the answer that 'it was nothing'. Their atmosphere resembled that of children in a classroom. This was repeated in a few minutes when the topic was a child's sexualized behavior as a warning sign that CSA is present. This was obvious to the whole group and the trainer stopped the ongoing process and kindly asked what was going on again and admitted being a bit confused. The same reply was repeated. The laughter was heard again in a few minutes during the same theme. In neither of the listed moments, did other trainees react by actively participating and saying something.

Block: Full disengagement, insufficient information and potential causes would pertain only in the field of assumptions and interpretations. A wild guess might be that trainees were blocked somewhere between Experience and Reflection.

Decision how to handle: The trainer said she did not understand what the matter was, that she was afraid the outcomes of the training would not result in the two colleagues working adequately in the interest of a child survivor and since the topic requests the respect for CSA survivors, she asked those trainees to leave. They left laughing. The trainer asked the group if there was any need to dwell on that for a while, exchanging about the incident which had just occurred. Their feedback was just to proceed with the training. This has been the only occasion ever in 22 years when ITC trainers asked some trainees to leave.

A week later, ITC was phoned by the representative of MoE who attended the first training and said they had received a complaint. It was from the school Principal where those two trainees were employed. The representative of MoE said the school Principal complained that at the training 'lesbianism was promoted'. This representative expressed to ITC trainer (candidate) she had felt personally embarrassed about the whole situation, that her boss requested from her to demand from ITC to send a letter to MoE and explain this had not been the case. During this phone call, ITC trainer confronted the representative with the fact that she had been in the training herself and knew the content of the training and she agreed on it and mentioned the pressure she felt from her boss again. The representative also expressed her own assumption the situation escalated when the two trainees had returned to the school without certificate. She also recognized this complaint as their way out (taking into account that at ITC in one of its rooms has plenty of leaflets to take away produced by ITC and other organizations among which there were leaflets from HR organization for lesbian rights). ITC trainer decided to not react to these assumptions. However, ITC trainer stated there would be no letter from ITC based on the phone call and asked to receive this request from MoE in written and then this would be brought to a staff meeting to decide how to act upon it. The letter never arrived and nothing else happened in regard to this situation. The cycle was completed as planned.

(Curiosity: In the meantime, 'the boss' retired and the representative who phoned remained active within MoE. In 2015, when ITC trained Regional Administrative Directorates (branches of MoE; **Unit 4, Appendix 16**), she was again our trainee. In one of the breaks, she approached ITC trainer and went back to this situation telling she had been very embarrassed and ashamed but she had to do it because her job depended on how she behaved. Starting from March 01, 2016, the same representative became the Co-coordinator of the Violence Prevention Unit of MoE, the main body in MoE ITC co-operates with since 2012.)

d) Previously experienced culture of trainings: how seriously trainees commit to the learning process might be often based on trainings they earlier attended.

From the content perspective, it depends very much on the approach and methods used and it happened more than once when ITC trainers had started the training, there was resistance based on earlier experiences of trainees when they said that the topic had been brought by other facilitators from women's NGOs 'with an aggressive philosophy behind' (belonging to "bugaboo of feminism").

Then, earlier habits might trigger situations about practical issues. For example, to obtain the certificate of attendance after completing ITC training, everyone should be present all the time. In case of emergency (unexpected events during training itself), the trainee should be informing trainers on the spot and telling the reasons. After this step, trainers will take a decision based upon the following guideline: within a 3-days-long training (21 effective working hours), one could be allowed to be absent for 10% of time, meaning 1.5 effective hour) and to catch up when the next time training with another group is held. This condition having been fulfilled, the certificate will be issued. In the vast majority of cases, this requirement is well-respected. Yet, there is a variety of practices of other educators and it is not rare to hear from trainees 'in some other seminars, I got a certificate regardless of the fact that I didn't attend the whole event'.

Example 2 – Setting up boundaries / Power differentials: In one primary school where ITC's trainers had just arrived to hold the Level 1, the school Principal asked if she could receive the certificate without attending the Training 'because she's been very busy with other duties'.

Block: Blocked at Active Experimentation. Additionally, the power shuffle was there 'because she let ITC in to do the training, we owe her...' – her benefit would be points.

Decision how to handle: The answer was negative and trainers were fully aware this might influence the following learning process. Apart from calling the school psychologist to come to assist her a couple of times during Day 1 (it

was said 'she was urgently needed' and this colleague went up and down), other specific influences during the training were not noticed.

Example 3 – Setting up boundaries / Learning agreement / Power differentials: In other primary school where ITC's trainers had just arrived to hold the Level 1 starting at 9 am, they were informed that the school Principal told trainees to come at 11 am 'because they usually start seminars at that time and the representatives of the local municipality and other agencies were invited, so for everyone this timing was adequate'. Needless to say that the result of the negotiation process was available in written and proved how the Training had been scheduled, so ITC trainer (candidate) asked if it was possible to speak with the school Principal. She was informed the school Principal would come on time (11 am), that there is no reason to phone the Principal at that point and trainer was invited very hospitably for coffee in the teachers' room.

Block: Blocked at Conceptualizing. A need to widen training event to other sort of public event with changed objective that would promote their institution in the community.

Decision how to handle: ITC trainers left the school saying they were sorry this could not work since the time and target group were changed without consulting ITC. This has been the only time ever in 22 years to have decided on the spot not to hold the training at all.

While travelling back (one hour drive), a colleague from UNICEF office - the office paid refreshments directly to the school for this event – phoned ITC trainers to ask if they could return to the school and still deliver the training. The answer was negative and the description of what differed from the primary agreement was provided.

- Etc.

Content of this Training (Level 3) addresses different styles: Pls. see Unit 2.

3.2 Effective identification and management of group processes in a way which promotes learning.

Demonstrating awareness of group process by the way introductions are managed:

The introduction is very important. It starts from setting the scene for the Child Protection training event. The environment needs to be arranged with comfortable seating arrangements, with optimal temperature and refreshments and decorated in a way that makes childminders feel comfortable (plus allows peripheral learning). This is a part of the very first impression that trainees gain about trainers and program that follows. Actually, it starts from the moment trainees enter the venue and lasts until the training is closed with a clear agreement on the follow-up. In this process, it is necessary to take care to produce the following effect:

- Everyone should feel welcome, respected and 'embraced', as much as possible to give individual attention while coming into the venue and settling. Creating interest, motivating ([answering "Why" from Imaginative trainees; 4MAT Model by B. McCarthy \(1990\)](#));
- Brief introduction on trainers' background and experience;
- Clearly presented the Value Base (Learning agreement / Ground rules / Working hypotheses with emphasis on Learning objective, Child-centered approach, Diversity issues and Emotional component of Child Protection Training);
- Clearly presented program (supported by legislative and policy frameworks) and all logistics information needed provided that each trainee settles and engages in the process. Announcing we are all entering a complex and a precious process that requires real thinking together and joint work. Stating clearly what is different on Level 3 and which new perspective is brought. If opening Level 1, acknowledging the awareness that trainees surely bring a variety of experiences related to other training settings and at the same time this group is now embracing a new task to build a productive atmosphere („this has been a fresh start and a fresh opportunity“).
- Brief introduction about the trainees' background, experience and their personal development plan (a small 'task' might be added to introduce themselves from a positive / funny side, adding personal info which is not considerably touching anyone's privacy but just contributing to comfortability level);
- Clearly stated trainers' responsibilities (coming out of their Co-trainers' Agreement; *pls. see p. 6 as Introduction to Unit 1*) and trainees for group work and learning process. E.g. a) active listening and participation and taking care of one's own and others' boundaries and pace b) info provided regarding roles and emotional component of the training that ITC trainers are also counselors and in which way this is to be relied on during training and what services of ITC are available afterwards c) etc.
- (Not to forget) stated follow-up responsibilities after the training completed (read: expectations). Those had been agreed already in preparation and all negotiations belonging to this stage.
- Announcing that we are going to "be doing minute work" together and invest joint efforts to produce attitude-change where needed in the best interest of child survivor. Stating we are all responsible to constructively challenge discriminatory or oppressive attitudes, values, language, practices and policies since the training reinforces self-analysis and contributes to the personal development and group development.
- Being helpful and kind to trainees, monitoring comfortability level (group and individual)
- Showing openly how you respect previous experiences of trainees and stating your own opinion why diverse backgrounds enrich group work;
- Being honest and true. Showing openly you trust the process (only if you really trust it).

Pls. see Unit 2 and how at each beginning of the day was taken care of group cohesion, starting and nurturing group climate.

Pls. see below 3.4 under: Structuring the small groups / seating paying attention to power and diversity balances in the way trainees are moved around so they are working with different people.

Addressing the sensitive issues and diversity of the group within the setting of a learning agreement & Connecting with the group within this process and behaviors that confirm this: This might be tackled from many perspectives. Some illustrations: A) Telling illustrations on Value Base and Diversity issues 'in advance' to raise awareness in the audience, role-model and stimulate exchange of experiences. B) Addressing implicit hierarchy among professions and

sectors described in the Background. C) Taking your own profession as an example and putting it on the spot as a less threatening approach (such as in which way 'by psychologizing and by interpreting survivor's / colleague's / trainee's experiences one is under the risk of demonstrating power and control over others which is the opposite from leaving control in the hands of the target group). D) Etc.

Each of the following examples are about trainer's responsibility to provide true rolemodels and to counteract prejudices.

Example 4 – Information giver (Value Base): At the very beginning of Level 2 (ITC Prevention Violence Program "Healthy choices for kids"), in the Introduction, trainers announce there will be learning to develop respect diversity of family life (such as when a child says she/he, a grandma and a cat are her family – then, this is it!; or children with parents where same-sex partnership takes place and the audience is challenged to question their assumptions and prejudices;) and how important it is to learn about it at school instead of adopting and approving only dominant models. At this point information is integrated that ITC trainer (candidate) has been earlier external associate of HR organization for lesbian rights and worked on establishing and guiding their counseling services for lesbian and bisexual women in 5 years period.

Example 5 – Facts, facts, facts (Value Base): Using the method presented for working with children on Level 2 (where children start every session by raising their hands with thumbs up - positive or down - negative answer), at a certain point in the training on (Sexual) Diversities, ITC trainer (candidate) asks the audience how many of them:

- a) Have told their family/friends/colleagues they are now attending the Training on Sexual Diversities
- b) Know personally someone who is LGBT person?
- c) Have a community of close friends that is multi-racial and includes LGBT person, person with disability, Roma, Albanian or any other nationality (e.g. Chinese who have been in the past 20 years migrating to Serbia) or with other diverse background? Pls. note that nationalism in '90s in the Western Balkans glorified just 'white, heterosexual Serbs, married, having children; and, let us be remind, this is a country where in World War II there were concentration camps and frightening figures regarding the number of Jewish and Serbian victims.
- d) Have their lesbian friend openly (with her partner) at their birthday, religious or any other private celebration at home (and that guests are told by the trainee about e.g. lesbian couple who are her/his dear friends – and not that a couple is there but 'in the closet' having other guests thinking they are friends)
- e) Have a colleague in their institution / organization who is with diverse background (pls. see above C)? How close they are?
- f) Took part in any sort of rally, march, Pride walk or other Public Event in Serbia speaking out against discrimination of marginalized groups?
- g) Etc.

The experience shows that usually there are not many hands raised with thumbs upward and the exercise works as a strong confrontation with reality. It also raises the question of political correctness and whether people live what they declare. There is no much difference in responses of so-called sensitized audience (NGO sector) and the public sector. (The private/business sector is not left out from analysis. In Serbia, for example, corporative philanthropy is still an undeveloped area where a natural link could be made between HR workers and businesses.)

NOTE: While exploring various data for the purpose of this Portfolio, at one of the regular meetings of MoE and ITC that was held on March 30, 2016, the candidate asked colleagues from MoE how many employees in kindergartens, primary and secondary schools in Serbia are persons with disability. The reply was there were no official data, but unofficially it was 10-20 in 200.000 employees in total.

Example 6 – Facts for Analytic trainees: On Level 1, at the beginning of Day 3 when violence against women is introduced as a topic, ITC trainer (candidate) has the task to give a brief history on how GBV issue was put on the public agenda in Serbia as of 1978 and its development up to date. This is [the role of the information giver answering "What" from Analytic trainees](#) (4MAT Model by B. McCarthy (1990)). It starts with how the topic came to public agenda in US and Western Europe and gradually reached the Western Balkans and Serbia. The part of this overview has been always

used to inform and emphasize to the audience the different identities of ITC that nurture civic activism and your personal and political response to oppression and discriminatory practices. E.g. pls. see above Background that describes ITC's participation in anti-war activism (raising our voice against war crimes where Serbian authorities were involved, such as Srebrenica in Bosnia and Herzegovina, standing in silence with Women in Black organization and informing trainees they were once nominated for the Nobel Peace Prize, providing direct assistance to founding and establishing of the first women's organizations in Serbia gathering lesbian women, women with disability, Roma women (listed in the order of founding; emphasize the multiplied risk of becoming a target for abuse and discrimination when diverse backgrounds other than dominant ones are present) and founding and establishing the Center for Women Returnees in Sarajevo (just after Dayton Peace Treaty in Bosnia and Herzegovina) and then supervising their psychologists' team, and always speaking out on LGBT rights (one room in ITC was put at disposal for 5 years for the counseling services to local HR organization for lesbian rights because the community gathering lesbian and bisexual women had voted they preferred to come for counseling in other space than this HR organization's office), providing psychological counseling in collective centers for children and women traumatized by the wars in Balkan, for women with the experience of war rape (in Bosnia and Herzegovina and in Serbia), in centers for children without parental care who were CSA survivors, women in the trafficking chain, for children and women in Roma settlements, etc. Besides, giving an example that in 1999 ITC decided to work with Roma internally displaced children and women coming to Serbia from Kosovo (speaking Albanian and belonging to a different religion) who had been stigmatized both by Serbs in Serbia and the local (Orthodox) Roma population – internally displaced persons of Serbian nationality were more in favor of receiving assistance by the Serbian authorities (relationship between Kosovo and Serbia has been a current issue). Part of this 'identity card' is also that ITC built the strongest co-operation with two local HR organizations, led by colleagues who are Hungarian and Muslim. Then, it is pointed out that SA offenders could be anyone and those are also politicians, celebrities, priests, etc. And ITC's philosophy and ethics belong to an independent agency that after providing psychological counseling often participates in the court hearings for the purpose of criminal prosecution in the role of expert-witness and we are not reactive to public pressure or that of individual offenders and their supportive persons.

This has been a conscious choice, not to make digressions, but when seeing a context, intentionally to position ourselves and promote the Value Base. It is also a call, especially for public servants, to leave their comfort zone and demonstrate consistency and personal activism if they really want to make a change.

Co-workers agreement how to manage issues that may arise: pls. see p. 6 as Introduction to Unit 1.

Co-trainers' agreement explores individual beliefs and values, addresses power differentials and formulates effective ways of working. It is necessary to explore its advantages both for trainees and trainers.

The usual principle division of roles between ITC co-trainers is that the lead trainer (candidate) would take care of completing the content of the program and the co-trainer would be taking care of the group climate. Of course, they both have parts of content to present and they rotate in these roles and in practice both are concerned with what comes up in the group atmosphere. Therefore, this is not done in practice in a literal and strict manner but demonstrating the capacity to recognize group processes and act flexibly. Nevertheless, when there is a lot happening in the group at the same time, the roles who takes care of the program and who takes care of the group process help.

The exceptional circumstance is knowing each other for a long time, building ITC from the start and sharing plenty of precious experiences. This includes a lot of supervision on a regular basis at ITC, distinguishing professional and friendship level, with another colleague who is also active co-founder having intervision and speaking of risks considering 'Founders' Syndrome', etc.

Finally, co-workers' agreement should also reflect on the interpersonal power base. Some of the bases when trainers exercise their power come from the power holder's position and some are a direct result of their personal characteristics. Then, there is the perception of trainees when having: two female trainers, practicing their expertise out of state institutions, whose primary professions are that of medical doctor and psychologist, one being ITC Director and the other ITC Deputy Director. More about this pls. see in Reflective Commentary.

Checking for information regarding organizational blocks that there might be to learning: Pls. see above 3.1 (Engagement analysis).

Taking more lead to start with and increasing group responsibility for learning as the training develops: There are many ways to increase group responsibility for learning as the process develops. Firstly, it is about the trainer's competence regarding the topic (knowledgeable and experienced but not boasting) and then, hand in hand, the personal style of trainer, her/his energy level, charisma, sense of humor, etc. The trainer should also manifest good mood and try to transfer it to the group. It is important to avoid contributing to increasing power differential between trainers and trainees.

Sometimes, small team discussions give a few minutes for trainers to take a break, but checking up small teams occasionally, offering clarifications or other assistance might be a good opportunity to keep up group energy level and group responsibility for learning.

3.3 Effective use of a variety of methods which are appropriate to meet learning objectives and group needs.

Examples of exercises and Copy of training plan. *Pls. see Unit 2.*

Different 'hats' of ITC (**Unit 4, Appendix 11**, page: *"Our contribution to reforms in Education in Serbia"*) such as a) Creative learning with questioning basic assumptions b) Various hats – all in accordance with personal and professional value base c) We establish values d) Crisis intervention center d) Training Center e) SA Prevention Center f) Educational hats full of respect g) Hats that build capacity and nurture h) Hats that have a power to influence processes in Education. They have been developed due to the lack of a basic package containing values, knowledge, skills, language, policies and practices that would be following the interest of SA survivor. Because oppressive personal prejudices and stereotypes form both personal and organizational blocks in learning, intervention and prevention of SA, this is why the right question has been how sufficient the training as a method might be. We know this is one way of meeting the needs.

The 'hats' are necessary and, in this context, it is an ongoing task to 'change hats' and tune up our role to preserve the methods belonging to the training process. It's vital to identify what training is not. At the same time, during training, it is important to be alert and distinguish methods belonging to other forms needs can be met such as coaching, mentoring, counseling, consultation and discussing, co-working or job swap. Besides, there is a capacity of other ITC services then Training Center and put them at disposal (of our Crisis Intervention Center and SA Prevention Center; pls. see Unit 4).

ITC offers 'the whole package' and it includes individual learning, organizational practices, objectives and priorities (**combining the process of organizational change with learning; Bramley (1990)**). The level of awareness in society still has difficulties following organizational context and producing organizational change (later reflected to Evaluation). The system pulls back the process to more traditional approach of 'training' the individual. As a result, this also defines to a great extent trainees' needs.

Training as a method meets the specific needs linked to the organization, its workforce and its activities. Not all individual and organizational development needs can be met by training and it requires competence to make a difference between which needs training can meet and others that can be met by other means. One should look at how training could close any gaps between the actual and desired performance. The extra attention is on recognizing the learning opportunity that would promote inclusive practices and practicebased objective and opportunities to practice.

The training is not about what people want or wish for, but what they need.

Exercises and activities reflect different learning styles: How ITC exercises and activities apply to different learning styles, pls. see in Unit 2.

Trainers should 'walk through' **4MAT Model (developed by Bernice McCarthy who extended the Kolb's work)**. Pls. see 3.2 (Welcome and Intro), Examples 6, Introduction to Example 14 & 3.6.

More methods used in this Training and other trainings: Storytelling (**Appendix 3**) and pls. see ITC Training Manual (2004), p. 42-44 (*Child Fantasy Exercise*).

Demonstrating confidence in delivering the exercise. Gives clear instructions about tasks. Until the task is fully clear for the trainer, she/he will not be able to give clear instructions. Symbolically, 'you have to walk your own walk through Kolb's learning cycle first'. The learning objective and the expected process should make sense for the trainer and then she/he will be ready to (try to) instruct others. This is due to a personal learning style and trainer's other experiences from the private and professional sphere.

Regarding instructions, they should be clear and precise (and not long), given timely.

Example 7 – Structure is safety: Any activity / exercise has been actually a composition of steps. To reduce anxiety level on the side of trainees and power differentials between trainers and trainees, it is necessary to state in advance (before the start) how the whole process is expected to take place. This includes a description of the roles of trainers and trainees as well as how the feedback will be collected afterwards and what the purpose of the feedback is. This is about constant linking activities with learning objectives and Kolb's learning cycle or other theoretical framework.

Sometimes, the feedback from small team discussions will be collected in a way that, after the first team reports (by their selected representative), every other following team will pick 'from their list' only what was not told until then. Each team is asked to integrate into reporting their own view on the teamwork itself and tell how they selected their representative who is reporting on their behalf. In this way, we stimulate teamwork on genuine participatory basis. This proved to have at least several benefits: it becomes concrete practice of active listening for everyone, the overlaps get visible and it is identified more easily what has been already clear or unclear for majority of the group (and what differs or has been missing), it saves time in the entire training.

Example 8 – Trainers' learning experience as an example for the group & Capacity for feedback and critical reflection on practice: Personal Value Base of trainers might be also interfering with delivering exercise (*pls. see more in the Reflective Commentary*). ITC trainers held the training on Diversity Issues. At one point, the task was to explain three usual allied attitudes. In other words, if one tends to be an ally to the person who has been discriminated, the support could be given in many ways, which might be all gathered symbolically as: a) "stand in front of the person" b) "stand besides the person" and c) "stand behind the person". The emphasis is on providing room for a person to choose her/himself in which of those three ways she/he would like to be assisted and not that someone else should take over the control and decide on her/his behalf.

Besides, there is also a kind of construct, stereotype, what kind of those three ways of being an ally is better validated in society and that the first one could be recognized 'as the right and only real support'.

While one trainer was trying to explain this concept as a whole without validations, the other enthusiastically expressed her personal style which corresponded with the first one. This, quickly, divided the group in terms of starting taking sides and favoring those three standing points according to their personal experiences and views. Within a few minutes, the group got slightly polarized.

Trainers' block: Role-modelling that provided subjective learning experience for trainees.

Decision how to handle: Immediately after the co-trainer expressed personal coping when alliances needed, she recognized where this was leading to. Both trainers were loudly mirroring the process and reflecting on their own responsibility of sending out a double message. They put this example on the spot as a learning point where the core issue was about boundaries and started being on the right track by getting back to the person's freedom of choice what standing point suits her/him best in a particular situation. From one situation to another, the needs might be different. The trainer who 'jumped in with her own solution' pointed out her activist identity as a personality trait and how her 'intervention' caused polarization in the group because it had no really educational purpose and tackled values in society which do not necessarily follow the needs and respect boundaries of the oppressed ones. Later on, this became a case example which has been regularly given in trainings as learning experience (lessons learned) on the side of trainers.

Responding to questions from the group appropriately:

Example 9 – Providing practical info: Giving references to ITC resources and resources ITC finds reliable based on its experience. Resources stand for direct service provision for survivors and their supportive persons, audio/visual/print/e-form material and other.

Example 10 – Counteracting prejudices: ITC trainers use their experience to mention and name certain prejudices and stereotypes even before these questions are asked i.e. ‘counteracting them’. This relates to stereotyping presented in ITC Training Manual (2004), p. 45-46 about many of the usual personal and group dynamics processes when adopting this topic (e.g. on the cover of a weekly magazine in ‘90s, it was written “Refugees imported incest in Serbia” and it’s used as illustration). Some of them can be counteracted by calling for legislation, statistical data, policies and locally recognized authorities, e.g. UN which has been *currently* perceived as a traditional authority, unlike many other authorities where controversial feelings arise due to xenophobia in society.

Example 11 – True naming: ITC was invited to hold an educational session on CSA for the Parents’ Council of one secondary school (duration: 60 min.). Out of ITC staff, the candidate was selected to appear as a guest-speaker. While introducing ITC and herself, she felt there was already ‘something in the air’. Very soon, several parents expressed resistance toward a topic in different ways. Shortly saying, the ‘epilogue’ was that the trainer found out that because of hesitation about how parents would react, this ed. session had been officially announced by the School Child Protection Team under the title “School as a family ally“. The trainer could imagine some parents ‘felt cheated’ and contributed to the tension. On Level 3, this example is used to highlight the necessity to name things properly, otherwise even more resistance to the topic and/or trainers will show up.

Example 12 – Importance of gender-neutral language: Trainees’ question: “We noticed you are always using the term ‘a loved one’ or ‘partner’. Could you tell us something more about it? Answer: “Yes, it is important to keep the language gender-neutral and not to take for granted that the world is only heterosexual. There is an example of the call of a woman to the Crisis Hotline for battered women when after she said she was battered by her intimate partner, the volunteer counselor said: ‘So, I understand he’s hurting you’. After this, the woman hang up and the line was broken. Because of social stigma following LGBT persons, it is very difficult to report if abused within a gay love relationship and it is important to stay open and your language is also mirroring if you are trustworthy.”

(Similar examples might be given how in a few second s helpers might lo se survivors for the language that refl ects victim - blaming, etc.)

Example 13 – Gender: Trainees’ question: “For most of the time, you are referring to the offender as ‘he’ and ‘she’ to the victim. I know a woman who was abusive toward her husband. So, what you say is not always true “. Answer: “I agree with you there are female offenders, too. The official statistics in Serbia show that 9 out of 10 offenders considering intimate partner violence are male. Based on the figures, this is why we usually use the terms ‘he’ and ‘she’ pointing out the most frequent situations in practice.”

*(This has been regular reaction when there is still a long to go learn ing on gender within an sensitized audience. ITC trainers even tell it as an anecdote in trainings that one could follow any ed. session and ‘i n 19th minute there will be surely someone saying ‘I know a woman...’ and this experience was also listed in **Unit 2, Appendix 5.**)*

Asking questions to facilitate feedback and facilitate this in a way to further develop knowledge: Since ITC trainings tackle attitude-change, the feedback may be a tool to challenge trainees’ assumptions constructively.

Feedback: positive, negative and destructive. Verbal, non-verbal and para-verbal.

During Day 3 of Level 3, after role - plays (pls. see Unit 2) , there was a very lively atmosphere and everyone was aware of the performance, either personal or of their small team. **Role-playing answers “How” from Commonsense trainees (4MAT Model by B. McCarthy (1990)).** Examples that follow happened during a facilitated discussion and present learning through feedback.

Facilitating feedback takes place mainly by approaching trainees from the (nonthreatening) perspective ‘perhaps what you might try out next time’ and practicing language to role-model and further develop knowledge:

Example 14 – Learning through feedback: This situation relates to the small team that had the greatest difficulties in fulfilling the task and first missed the topic and then hadn't enough time to correct it in a quality manner. Their informal leader was a school pedagogue, who had been very active in the field generally and co-operated earlier with ITC through a number of school actions, active during Day 1 & 2 in the whole group and didn't stop talking in a small team while doing preparation for role-play. When the trainer visited each team, she got the impression this colleague's way of participation was overwhelming for others in her team (pls. see below 3.4, Example 26). During facilitated feedback, at first sight, she seemed to be resting, and partially absent while other teams were reporting. The whole body language continued to show 'she's was not there'. ITC trainer had a thought as if she was hiding and hoping her turn to speak would never come (or her team's).

Block: Blocked at Active Experimentation.

Decision how to handle: After a while, the trainer decided to give her some attention and kindly invited this trainee to add her contribution when ready and let her choose her own moment. Seeing some other team member had taken over reporting, the trainer recognized that also as a sign she needed time and decided not to put her on the spot at all. The trainer's assumption was that she experienced an inner struggle 'as an authority figure who failed'. When the exchange about the work of their small team had been completed, she took the floor and told this had been a learning experience for her.

Example 15 – Handling confrontation: A trainee, a physics teacher in a primary school, was a member of a small team that had difficulties with handling group process and with keeping time when role-playing. In accordance with instructions, each presentation was supposed to last for 10 min. According to the instructions, within this time each team member was expected to take the floor following their agreed role division. In this case, group process overwhelmed them and when 3rd member started speaking, the time was up. The situation became a good learning opportunity of what had happened, how the planning was done, where it had gone wrong, what could have been done differently on the spot, etc. Generally speaking, all team members thought that the audience played their role in an overdone manner and that it didn't mirror a real situation but rather created unrealistic obstacles to them as trainers. In their opinion, this consumed the available time. And they asked the audience persistently for a feedback which was a bit at the edge of polarization. This particular trainee added her comments with a high tone of her voice, vociferously and insisted trainers should have extended the time, so that all four of them could take the floor and show what they had planned.

Block: Blocked at Reflection.

Decision how to handle: Trainers recognized at least two levels in this situation: how the whole small team perceived their own performance (in particular, the relationship with audience) and the reaction of this individual trainee.

Trainers facilitated the exchange between this small team and the rest of audience and estimated that if they succeed to talk it out, it would help. This was assisted by a school pedagogue from this team who stopped polarization right at the point where it could have taken the form of accusations. It was clear trainers had to provide assistance to this particular trainee (physics teacher) and the estimation was that she had been very unexperienced in role-playing and having difficulties to see it as a precious learning opportunity only. That's why trainers repeated some basics on role-play as a method as well as that it was used to create a supportive learning environment rather than a competitive one; otherwise it wouldn't reflect in any way a sort of 'final image' about someone. Still, the trainers' impression was the trainee remained blocked and didn't assimilate this notion.

Later on, this assumption turned out to be true. Although the official Evaluation list of MoE (**Unit 2, Appendix 17**) is specified under a code of job position and not under the trainees' name, it was not very difficult to identify her feedback in the evaluation. All evaluation lists contained the highest marks, while there was only one list that differed. On the scale 1-4 (where 4 is the highest), all the marks were one, although during Day 1 & 2 her feedback was expressed in the group openly as a positive one. This phenomenon is not a new one for ITC. We have already experienced situations where what happens at the very end of the training marks the whole event and that will be reflected in the evaluation. Like in sports, the game goes on until the last minute expires and that is also why the closing process sensitively is vital. Trainers spoke about this situation during supervision and, except for giving her some individual attention (apart from the whole group), we figured out no other alternatives.

This raises also the question of 'whether it is at all possible that everyone will be happy in the end' and whether this

is the goal anyway.

Example 16 – Handling confrontation & Major disagreement between two participants: In one moment, a female psychologist who was a part of the ‘difficult’ audience from Example 15 (above) said to the this physics teacher: “You have no right at all to feel angry!” Her body language was offensive and the tone of her voice ironic.

Block: Blocked at Reflection.

Decision how to handle: ITC trainer (candidate) felt that the whole situation was increasing with tension. She immediately reacted by interrupting this trainee (which she was inclined to do) and mirrored how the situation built up tension, that it brought some kind of polarization (among sub-groups and individuals) and that it was important to go back to the rules of giving feedback. Actually, the exchange after the role play, in terms of dynamics, resembled the atmosphere during role-play. As if everything had continued. And this is what the trainer tried to offer as an input during facilitation.

Example 17 – The significance of non-oppressive language & Power differentials: At one point, a trainee who worked as a psychologist in the school attended mainly by children with disability gave a comment that included a stigmatizing name for Roma persons. In introduction on Day 1, her other two colleagues from the same school spoke about how they looked up at her, learned from her along the time and perceived her as authority figure.

Block: Blocked at Experience. Discriminating behavior and challenging trainers to challenge her authority.

Decision how to handle: ITC trainer (candidate) responded by drawing attention to the fact that it was very important to use non-oppressive language and work together on inclusion. This kind of intervention always carries the risk of being perceived as patronizing. On the other hand, it feels as the only choice to act as a role-model at the place itself (both as a person and organization) and our experience shows there are no ‘nice and subtle’ words to stop discrimination. It has to be direct and clear. Depending on the concrete case and context, one can select approach which is always about how to go right to the point. It’s the task to show that ITC’s premises where this Training held were violence and discrimination free zone.

3.4 Effective use of methods which explore and address power differentials which may exist within the group.

The whole methodology reflects Value Base and lies on anti-discriminatory principles. It is the trainers’ responsibility to set the Value Base through Learning Agreement and then demonstrate it throughout the whole practice.

In ITC’s experience, people like to watch ‘power games’ (a game people play ‘lets’ you and her/him fight’ - like being in a theatre instead of taking responsibility by actively contributing in a constructive way). It is not rare that the trainers’ task is to explain that both trainers and trainees are responsible for the outcome. There is always a specific phenomenon of bystanders (analogy with the situation of abuse in and out of the family). Some of the potential processes, experienced by trainers in non-sensitized group, refer to bonding among trainees vs. trainer rather than taking up responsibility to contribute to looking for alternatives and solving situations.

Furthermore, the power differentials in the group are tackled from very different angles. The trainers hold one of power positions, therefore they are the subject, too.

Example 18 – Tuning the extent when intervening: Pls. see *Observer’s Report, 3.4, suggestion on future development*. The specific feature of this Training was that the Observer and representatives of MoE were sitting in at the very beginning of the session. The trainer (candidate) stated at that point that participants had different roles. She had announced to the group what the Observer’s role was and that it would last until the end of Day 1 and the MoE representatives’ role, who came to greet the group at the start because the theme was held, within accredited programs, for the first time and they tended to sit in for the first 1.5 hour (until 1st break).

The following excerpt is what the Observer expressed in the Report which might be an interesting point for discussion and analysis: *'At the start of the training, the candidate used the presence of MoE representatives as well as the observer to clarify different organizational roles in the training. (My impression is that our presence somehow confused the participants and shifted their focus from participating in the training to supporting the trainer).'*' Then, Observer's suggestion was to take more time and *'use the existing imbalance of power to reflect on different status of those who participate in the training (i.e. Ministry representatives, observers, evaluators, etc.) both acknowledging this and encouraging participants to use this opportunity to constructively challenge one another, regardless of their level of authority (just the way they would do it while protecting the child)'*.

Based on experience and having a broader picture, the trainer had decided by then this was a sufficient attention to elaborating on the roles and that trainees would focus on the content of the training more through doing an exercise which was planned according to the agenda. Dwelling longer on addressing power differentials might have been a bit disproportional and artificial at the very beginning of the process, contribute to blocks and it could have taken us far from the learning objectives that were the subject of first 1.5 hour. If there was a context during Day 1 and other training days, this would be picked up. The trainer was aware that it was her personal responsibility not to give a lot of space to the already dominant structures in society that hold power (here: MoE) and this might be also a part of the reason for this decision.

The trainer could, to a small extent, agree with the Observer about 'confusion' on the side of trainees taking into consideration there were several new elements for them at that point: the topic of learning on SA issue based on training for trainers methodology occurred for the first time ever in Education, they were the first group invited (feeling a bit privileged), their trainer(s) are observed and evaluated while they learn, MoE representatives (Violence Prevention Unit) take part for a short time and in a symbolical way. In brief, this is a lot for start. What was not new for all of trainees, those were the trainers because they had completed Level 1 and 2 (and also the venue, for some trainees, and moreover, some knew Observer from earlier). There and then, the trainer sensed that - what was later interpreted by the Observer as their moving focus to supporting the trainer - trainees automatically also 'felt observed' and that's where potential (if any) bonding came from. This might have been the case despite the fact that they were informed in advance the trainer would be observed for the purpose of NSPCC accreditation process.

Finally, in relation to addressing power differentials, it is healthy that trainees see the organizational practice of ITC and that their trainers are obliged to develop their professional capacity and undergo observation and evaluation.

Pls. see above Examples 2 & 3, 3.1, Engagement analysis / Previous culture in inter - agency communication and co - operation, under D.

Example 19 - Trainers' learning experience as example for the group & Capacity for feedback and critical reflection on practice: Trainers share their own experience in order to neutralize potential uncomfortability level at trainees and equalize power differentials: Pls. see ITC Training Manual (2004), **p. 30-32, Exercise 1.2. Boundaries – You never know with them (Or: Keep all your senses awake!)**. Sometimes, it happens that some pairs (or one trainee within a pair) decide to stop walking and remain pretty far from each other. Later on, in the group exchange, compared with other pairs, they might start feeling strange if/like 'they were the only ones'. They start being concerned about the image conveying the notion that something is wrong in their relationship or with one or the other person.

Whether this occurs in every specific group or not, ITC trainers use this opportunity to express their own experience completing this exercise. The story goes they did it first time ever in 1994 and worked in a pair. It turned out that in the 1st round Trainer 1 stood very near Trainer 2, counting on their great team co-operation until that moment. In 2nd round, when the Trainer 2 had a chance to show by raising hand how far/near she wanted Trainer 1 to stand, this was experienced as a kind of shock because it was suddenly very far from each other. As knowledge gained through experience, for the educational purposes, trainers now share feelings they had by then, open up the topic of (projecting) where personal boundaries are and the position of physical, emotional and psychological boundaries.

Example 20 - The word of a child doesn't count: The theme of demonstration of power by professionals could be introduced also in an indirect manner. In this way, the message could be sent out in a more sophisticated way because it seems the story is 'about the case'. Description of the **'extended' Drama Triangle** follows.

On Level 1, ITC trainer (candidate) at a certain point explains to the audience how power shuffle works against the

interest of the child using the experience of handling CSA cases reported to ITC as well as providing supervision to other institutions/organizations. We note the usual dynamics when CSA cases reported: when abuse took place in the family and it is disclosed by the child that the offender is the father, helpers usually think that they are immediately doing everything possible 'to save the child'. Instead, in a real life situation, the first reaction targets the mother (non-offending parent) and it mainly consists of blaming her for 'not seeing in time' or that she must have been a silent or active accomplice (pertaining to misogyny). Secondly, helpers give attention to offender and there are 2 types of reactions based on whether the child's disclosure is believed or not. Either (if believed) there is anger and rage against the offender followed by reporting to the police and Child Protection services or (which is more frequent) adults protect the offender by dismissing the child's testimony, preserving the image of the offender 'that he's a good person and no chance he would have done it' which could be experienced by the child as an 'adults' conspiracy'.

In the meantime, the child has been 'waiting'. In reality, she/he comes as third in a row. The time after the disclosure passes, the child feels that she/he wasn't taken seriously and the crime wasn't 'an important one'. It has been the case all too often that, feeling unsafe, the child changes her/his testimony or withdraws it completely and adults readily disqualify her/his disclosure.

This dynamics has been, unfortunately, also institutionalized e.g. official procedures in health and social welfare institutions are made in a way that firstly it is to examine parents / caretakers and then the service is offered to a child and after the 1st interview with a child, it could take 2-3 months before the next session is scheduled. Adults (even in the role of helpers) demonstrate their power position.

Example 21 – Professionals release themselves from their power and authority / Dysfunctional system wins over survivor (again): In the last 1.5 hour of Level 1 concerning basics of interviewing the mother of a child survivor who has also experienced abuse by her partner, the usual phenomenon of moving the goalposts is at work. Instead of learning how to talk to a mother, a number of trainees make a shift and start lively discussing how dysfunctional system in general is and/or criticizing or complaining about some other (then own) agency 'dropping the hot potato'. The woman experiencing abuse herself and needed also to be probably a main ally to a child – falls out of trainees' focus completely. This broadening of the discussion to issues belonging to the social, economic and political sphere or intellectualizing arguments gives trainers a sign about being Blocked at Conceptualizing.

Example 22 – Trainers & the notion of politically correct behavior: The Learning Agreement is there to allow for action to address diversities. Ground rules / Working hypotheses are set up at the beginning, so that trainers and trainees could call for their respect if certain situations do not reflect them or challenge them. ITC trainers were in a role of trainees themselves and noted various experiences recognizing that trainers are hesitant to build safe learning environment or they do not live what they speak. Addressing sensitive issues and diversity of the group within the Learning Agreement is vital.

Occasionally, the other practices might occur:

- Although the Learning Agreement is not really negotiable, 'endearing' the group by suggesting they should all together make Learning Agreement at the beginning of session, organize brainstorming around it with no guarantee the set up ground rules would promote learning. Sometimes it reaches the extent of listing almost banal rules such as 'following your own needs' like going to the toilet when you need to, etc. which doesn't belong to adult learning process.
- Not confronting the group (or individual trainee) when necessary and this might be for many reasons:

a) trainers' attitudes do not support concrete Value Base which is required in this field and this could be manifested through: being silent when discriminatory practices take place or promoted in the group, bearing in mind that if they react, they will be having bad evaluation later by trainees (i.e. official accreditation of ed. program depends also on how it was ranked), trainees won't return and there will be no money earned for new applications (what the points mean for trainees, the good evaluation could mean for trainers). Shortly saying, they do not want to take offence. Other practices from the same perspective of Value Base consider not leaving their personal comfort zone and taking risk advocating for the Value Base. Because they are concerned what others would be thinking of them if they advocate for respect for Diversity Issues, that it is ok for a child to live with the non-offending parent/caretaker only

if intra-familial abuse is the case, that the traumatized child is not 'damaged goods' and that recovery is possible, that it is ok for a woman to divorce when IPV present, that it is ok that she save herself first even though this might mean she would have to leave her children behind, that it is ok for a woman to decide not to have children, that pro-choice is one's option and not pro-life, etc.

b) trainers do not perceive training or other forms of ed. program as a learning opportunity that works on attitude-change; as if this were not a process which should be going in-depth, but carrying it out rather superficially and not touching upon sensitive issues; ITC trainers witnessed trainers who (at the moment some sensitive issue opens up) just respond they would write it down on nicely colored sticker in order to be back to it later, put it on the flip chart and never come back on it. Sometimes, this practice gives out the impression that trainees are 'disturbing the program' which was in advance strictly set up by trainers and the imperative is to keep it going no matter what (no matter that a real situation has arisen and needs to be addressed).

c) Sometimes, it could feel like trainees feel uncomfortable speaking directly on diversity issues. This might be recognized also as an anxiety level 'because now everything has to be politically correct'. But, the experience shows the 'uncomfortability' might quickly disappear if one made room for a joke about some of the marginalized groups or rape, it would easily slip into a sort of venting out, entertainment, laughing and suddenly a lot of expressions where people feel much more relaxed and actually in their own shoes. That is why it is up to [trainers to ensure the training material reflects issues of diversity and raises these if the trainees do not.](#)

Making room for discriminatory practices and/or missing the chance to react and advocate for anti-discrimination sends out a strong message from trainers that they approve of negative and destructive attitudes. Instead, there should be no dilemma as to whether 'to tell openly or not to tell' but instead 'how to tell' and keep trainees engaged.

Example 23 – Trainers & equal respect for each group of trainees: There is an interesting practice on the side of a number of educators in this country to assume which dress code would be proper for which group. E.g. when training employees from the state institutions and business sector, one comes in what is perceived as a stereotypical business dress code. On the contrary, when working with NGO workers, one is dressed (more than) casually wearing torn trousers, and perhaps a creased shirt hanging loosely over jeans, projecting a rather untidy image, including not recently washed hair, etc. ITC trainers even heard personally the argumentation that this appearance makes you closer to your target group. This is entirely contrary to the concept of the first impression, as well as reflecting the stereotyping of the NGO sector. There are also other varieties how trainers might 'miss the point' such as coming to do the training dressed in a way your sexual characteristics are emphasized (which might be appropriate for someone's free time). Respecting your (adult) audience is the key. There are specifics when working with children and this is broadly discussed both on Level 2 & 3.

Example 24 - Controlling trainees: Sometimes the one who has been already delivering some form of ed. programs and find her/himself knowledgeable might fall into the trap and start controlling or persistently taking over the lead in the group or in the small teams. It is not an easy task to let go and act as a trainee. This might be the case (but doesn't have to be) for anyone with some level of authority because people identify with their official professional roles, social and financial status, etc. and are reluctant to leave this comfort zone backed up by a formal power. Getting out of the 'shield' of your official job position uncovers a person and it means taking a risk. ITC trainers faced also situations where a trainee obviously challenged them (if you dare to refer to their authority). Usually, moving focus to the content helps, in terms of suggesting the task or exercises that could be a new experience for a trainee and she/he has to 'roll up their sleeves and show what they can do'. Then, [Horwarth & Morrison \(1999\)](#) speak about a situation when a trainee feels frustrated and not valued in own working place. Then, she/he may become very controlling in planning or delivery of certain task.

Example 25 - Quiet trainees: Sometimes it belongs to their learning style (Reflector) or to the person (doesn't like to expose her/himself or needs time to accommodate) or sometimes in that way they might draw attention and become central. It depends. If the latter is the case, it is important to remind of active participation (no observers), so that all feel equal and comfortable. Many times it is just that a trainee doesn't like 'to fight' with others for the room to talk. It is important to check up if everything is ok with the trainee. In the group, the trainer could invite directly or indirectly

those who are more quiet to join and during breaks one could be asked e.g. if being more quiet than others belonged to her/his learning style or something else was the matter. It always could be the question from trainer: “Should I worry about you? Could we agree you give me a sign if you need something from me?”

Observing small group processes and intervention if there is any imbalance of power:

Example 26 – Imbalance of power in small group process: *Pls. see above 3.3, Example 14*, about a school pedagogue whose input was overwhelming for a group (and controlling). Let us be reminded, within starting instructions, it was announced that an integral part of the process would be that trainers join the small teams to offer suggestions if needed or just to support them if they were already on the right track. Trainers visited each small team and when three teams had a pre-final version of their plan for role-play, they presented it briefly, received assistance how to proceed and continued preparation. The 4th small team where this school pedagogue appeared as an informal leader, each time when the trainer (candidate) passed besides them, this colleague shortly said (on behalf of everyone) that they were good and could complete the task on their own and “even making jokes, smiling and saying explicitly ‘we don’t need you’”.

When the $\frac{3}{4}$ of the planned time for preparation was exceeded and there was still no invitation of this team to join them, the trainer decided just to bring the chair and sit at their table and ask if they could tell her more about how far they had come. The same colleague took the whole space to explain what their concept had been and after few sentences it was clear they had missed the topic. Their concept answered some other small team task (of 3rd team: School Faculty Council (the aim is to inform them on the content of ed. program on SA you have just completed)) and it turned out they were Blocked at Reflection and their active listening hadn’t been that good at the point instructions were given. They talked about the requirement of their task until it was clear for everyone. Then, the trainer witnessed everyone feeling a bit panicked because the time was almost up as well as it was obvious they really had felt bad, expressing mixed feelings about what had happened. That is why she decided the priority was they understood the requirements at that point and she felt confident that if they could push the clock backwards, they would have been able to fulfill the task and prepare it well. In order to normalize this process as a common learning opportunity, she gave them feedback that was a broader picture, saying that each small team had smaller or bigger modifications of the original plan. She thought this wasn’t the moment to work in-depth on their group process that included an informal leader and other members who were quietly accepting the dynamics and she was aware that going through this process was trainees’ responsibility and, if possible at all at that moment, they would have a choice / an opportunity to share about their process later after role-plays during facilitated discussion. Then, to reduce a pretty unpleasant atmosphere, she decided to help them directly and commented briefly ‘I suggest you try to complete your task to the extent possible by including these concrete steps (and she listed them herself ‘1,2,3,4,5’* as one possible option) and use this remaining time to elaborate them. That is how far it is possible at this point’. This move was actually a last straw aimed at reducing their anxiety and feeling of failure, so they would not stand out too much compared to the others.

* 4th team: School Faculty Council (the aim is to gain their consent for holding the ed. program on SA for the whole collective / personnel). The trainer listed the following steps:

1. To what legislation/standards should be teachers’ competences improved in the field of Child Protection
2. Analysis of present competences
3. Situation analysis (e.g. reported cases of CSA)
4. What program, who is delivering the program, how long does it last, etc.
5. What organizational change is expected after the training.

Structuring the small groups / seating paying attention to power and diversity balances & Ensuring that trainees mix in multi-agency trainings (setting up the groups vs. allowing the choice): In introduction already, it could be acknowledged with a bit of humor that trainees’ comfort zone will be occasionally influenced by kindly requesting participants to move around, so they would be working with different people and sharing experiences. Firstly, trainers leave the seating to the trainees’ choice but as the process progresses, they may be asked gradually to join work in pairs, then in small groups’ discussions and later to contribute to activities practicing methods where being more exposed such as using a fish-ball technique, role-play, sculpture, etc. Special attention is placed on the structure of women and men, considering age, years of working experience (but even more their results in the field of violence against children and women), whether they come from GO/NGO, knowledge of their personal development plan, etc. If coming from the same institution / organization, they might be asked to disperse e.g. each in one small team discussion. Depending on the goal of a certain exercise, it might be also opposite and those who come from the same entity could be invited to work together, for example, when it is important to create a show-case of work in progress of one specific School

Child Protection Team. Or, in multi-agency training, when the goal is to have each sector show their domain / authority within the Child Protection system. Additional attention is paid when selecting specific roles e.g. depending on the objective, observers need to be able to actively listen, gather information, observe verbal, non-verbal and para verbal communication, show involvement, non-verbally, mirror, etc. and this all is necessary in order to receive their quality feedback.

Pls. see also above 3.1, Engagement analysis / Previous culture in inter - agency communication and co - operation under A.

Responding to situations to prevent conflict and ensure the learning continues:

Example 27 – Response when a trainee made an offensive comment: ITC trainers delivered the first day of Level 1 training for the staff of centers for children without parental care. In the middle of trainer’s (candidate’s) feedback regarding the recent case of CSA that was committed by a male employee providing technical technical assistance in their institution, one male colleague suddenly asked ‘who is paying ITC’. The trainer said these are int’l donors which was a well-known fact and publicly presented on ITC’s website where all donors were listed and announced and that she would proceed with the content about the case. After half an hour, the question was repeated again by the same person in the middle of some other sentence, having no context looking at what was in the group at that point. The trainer asked why this was of a special interest at that point for the colleague and since there was no reply but only persistently repeating the question literally again ‘who is paying ITC’, she responded this could be exchanged either during a break or after the present sub-topic closed. In a while, the same situation was repeated. In neither of the listed moments did other trainees react by actively participating and saying something.

Block: Blocked at Experience. The trainee who won’t participate and is cynical and negative about new content.

Decision how to handle: After the third interruption, the trainer stated these were not regular conditions to continue working and suggested a break. Her suggestion to the whole group was to use the break to speak among themselves and let her know if they were ready to continue the training. After 20 minutes, one of trainees approached the trainer to ask her to proceed. When joining the group, the trainer noticed there was no colleague who had asked the question repeatedly. The group verbalized ‘they would like just to go on with the topic without wasting more time on what happened’. At the end of that day, the trainer greeted everyone saying (among other things) to the audience she appreciated their participation in solving this situation.

The following week, after the training was completed , ITC was informed by the Head of this institution he supported how the situation was handled.

Example 28 – When is it allowed for trainer to leave a training? This question can also be put differently: Is it allowed at all? ITC trainers discussed this from time to time with other experienced trainers from fields such as non-violent communication, communication skills, peace education, etc. Those were colleagues whose knowledge and skills we highly appreciate. The situations which might occur like Example 27 (above) open up this topic. Usually, from others’ experiences we heard criteria to take this step and how they do it: they announce to the group they would live the training and let them solve the difficulty that arose. The message to the group is ‘it seems that you already know how to work on this, so I think you don’t need me to be involved. I suggest I leave and you continue working on it (or I’ll be around and you may call me if you change your mind)’. We were a bit hesitant about this message, considering it on the edge of blaming the group.

In ITC’s supervision and intervision, we reached consensus that, of course, the trainers would leave if some kind of violation occurred that crossed the line of feeling welcome somewhere (analogy with [Maslow’s hierarchy of needs: Safety \(1943, 1954\)](#)). However, the key difference between our view and that of the above mentioned colleagues who see the interruption of the process and leaving training as an equally acceptable option – is that this is what we would do only if we perceived that as the only possible option. Therefore, our focus is on finding alternatives for situations that may arise during training, i.e. leaving the training session is not an equally good option. It is literally the last one, far below the preceding one on the list. Namely, we concluded that our dedication is the key factor in this decision, and it that sense we know best how much effort we invest in every training or any other form of work being held. And we take it as a starting point to do everything we can to preserve that learning opportunity. In analyzing this topic, the highlight was the moment when we realized that the trainers who easily opt for leaving the training are free-lance trainers (and not belonging to the organization as members; again analogy with [Maslow – Belonging \(1943, 1954\)](#)). Just

as the sense of identity contributes to the 'try hard(er)' driver on the side of ITC trainers.

Surely, the bottom line is not to hold training where the assessment of the situation shows there will be no protection of the child in her/his best interest. The same goes for other services, such as supervision and ITC once broke the contract with a state shelter for abused children for this reason. And this is important to tell openly.

Of course, this remains an open question to which there cannot be one single right answer.

Examples on major disagreement between two participants could be seen above under 3.3, Example 16 and below under 3.7, Example 32.

3.5 Preparation and use of written materials (PPT slides, handouts, audio visual materials) which are clear, well produced and relevant to the needs of the group and there is an acknowledgement of copyright law.

Please, see Units 1, 2 & 4.

www.incestrauacentar.org.rs , www.ijasamuztebe.org.rs and ITC YouTube channel.

The selection and use of resources / working material have been needs-led (trainees' needs). It has been reviewed by ITC team and amended to reflect local perspectives. Some of criteria for the content and selection of material: a) to reflect current perspectives in the Child Protection (*pls. see Reflective Commentary*) b) to support and facilitate coping with emotional component, etc. The material reflects service delivery for different learning styles and in a diverse society.

Example 29 - Attention paid to the use of color/font/size/special sensory needs within the group: Upon calls, ITC delivered trainings upon the call of ally women's NGO called "...Out of Circle" founded and led by women with disability and having women with disabilities as their beneficiaries. This is the organization whose founding and establishing we assisted and enjoyed two-way learning. It is not enough 'to know your lessons' and speak about differentiating the factors which contribute to children and women with disability being at greater risk of abuse in order to promote their safety. We learned about the facilities needed, because it belonged to the preparation stage where colleagues told us what they had available and drew our attention also on one of the booklets they designed called "Etiquette for treating persons with disability". The reading was about terminology, promoting the social instead of medical model of understanding disability, etc. Unfortunately, after many years of training delivery, trainers see the persons with disability being insufficiently included, which always reflects the organizational culture. In Unit 1, it's said ITC has a volunteer counselor who knows sign language. A part of ability to set the scene for the Child Protection training is to hold it in venues accessible for persons with disability.

Note: *If diverse background considers religion, it is necessary to take care of choosing appropriate timing, food, etc. In any case, the golden rule is to ask – not to assume.*

Example 30 - "Research says": 1st National Study on Prevalence and Incidence of CSA issue in the Republic of Serbia (*enclosed separately because of the size*; p. 161-169; Summary in English).

Example 31 - Acknowledgement to contributors on audio visual and other working material: ITC policies are based on philosophy that women's contributions should remain visible. That is why on all our written, audio, video and other production, besides "ITC" the name of every individual who contributed to it in the capacity of author (variety of contributions), interpreter / proof-reading, graphic design and computer lay-out, etc. are also written.

3.6 Training exercises meet agreed learning objectives and include a clear statement of objectives, processes and methods.

Pls. see Unit 2.

It is important to summarize after each segment / activity / the whole day and demystify why specific method was used in a specific process (what the way of thinking had been when the content was being prepared and what was all that the trainers took into account). This works as a reminder of learning objectives and stimulates trainees to take responsibility underway to signalize to trainers if something doesn't bring the expected outcome (instead of being passive participants only and just unsatisfied at the end of training). Demystifying selected methods also opens up space for trainees' feedback how they experienced concrete activity. In this way, trainers also role-model the importance of sharing power with trainees. And [Dynamic trainees get the answer on "What if" \(4MAT Model by B. McCarthy \(1990\)\)](#).

3.7 Knowledge of the emotional processes involved in Child Protection Training and ability to manage sensitively, issues which arise that may affect the process of learning for participants.

Note:

- *Pls. see above 3.2* under Demonstrating awareness of group process from the way introductions are managed.
- *Pls. see Unit 2* how the group alerted to the emotional component, a potential for personal experiences being raised, being explicit about the double impact of diversity and the experience of abuse and neglect (shown also in Appendices 8, 10 & 13) and shared arrangements for support.
- *Pls. see Unit 2, Appendix 5* on Usual personal and group dynamics processes when GBV issue adopted.

The emotional component is one of three 'red threads' in the Child Protection Training. It goes hand in hand with keeping child-centered focus and respecting diversities. Trainees reflect and analyze personal and professional experiences from the past and it is very likely something from the content of the training could work as a trigger. In ITC trainers' experience, when given an emotional alert at the start, there is a reluctance on the side of trainees ('yes, ok, but not me...') and then in practice trainers experience that examining personal responses comes first and then they shift to examining professional responses (if they don't get blocked on the way). It might be a challenge to slip into counseling, mentoring, consultation or coaching depending in what form trainees introduce emotional component. The emotional component challenges the boundaries of training as a method.

Disclosure has been essentially about trust. In the training, this is about gradually building trust and the level of trust in trainers and group. Every trainers' act counts: what, how and why they present the content, the verbal, non-verbal and para-verbal messages they send out and how they work with the group and its members. Sometimes, disclosure comes in a way that trainees speak 'in the third person' as if they look for assistance for someone else, sometimes they disclose openly in the group confirming this has been a personal experience or one discloses during the break or at the end of a day just to trainers. Sometimes, a trainee has been either withdrawn, but is obvious reflecting intensively and decides not to disclose. Then, thanking trainers may include showing a special gratitude at the end of training or they non-verbally show you during the training 'you are on the right track / yes, you get it!' It might be that someone didn't say anything in the training and then has written an e-mail immediately or soon after the training, asking to make an appointment with ITC counselors. Recently, ITC trainer (candidate) was a guest-speaker in one town for schools and a lady approached her in the break to say "after ITC training that we had 4 years ago, it dawned upon me and I divorced, thank you" and she left. It happens that some refer to cases and are very active in the field but never take this road to disclose. Some apply to volunteer in organizations concerned with violence and discrimination issues. Depending on how far they are in their recovery process, sometimes they join initiatives having primary missions near or far from their own experience. Finally, the stage of the recovery process defines how constructively the person positions her/himself and how constructive her/his contribution is. It is important that trainers are fully open for any option and never stereotype based on certain behaviors whether someone has experienced abuse. And not to stereotype that someone has not.

Co-working agreement identifies responses if a trainees becomes distressed: Pls. see p. 6 as Introduction to Unit 1.

Closing training sensitively: Leaving a group with somewhere to go and if they are distressed (offered ITC and/or other resources).

Example 32 - Disclosure of abuse during the training and a trainee who starts crying, closing training sensitively: In March 2016, when ITC held Level 1 about CSA issue, considering ITC Training Manual (2004), *p. 27-28, Audio recordings*. This exercise is always announced with a very clear alert for the group to the emotional component, the significance and the ways to guard personal boundaries e.g. if it is too much to listen to, instructed to leave the room while the recording is on and to come back later when ready for group work) when trainees listen to audio recording where one of ITC clients (female adolescent survivor of CSA) speaks about her experience of trauma and recovery. An unusual response later on took place (here: Summary).

During the exchange that is afterwards facilitated by ITC trainer (candidate), one trainee who was all the time active showing understanding of the topic in an intellectual way (this was Day 2 in the afternoon) and presenting herself in the group exclusively from her shoes of medical doctor who was also an officially appointed court-expert. It was announced before the recording had been listened that the exchange would be structured around two questions: a) how did you feel while listening and b) one topic from the content you heard that you would like to say something about.

Trainee 1: Can I go first? (proceeding with a tone which was more of a statement) We probably heard some of ITC staff acting as if she's a survivor?

Trainer: I'm sorry, could you repeat, I'm not sure whether I understood well.

Trainee 1: She repeated the question.

Trainer: I'm a bit confused (seeing also the same expressions on the faces of other trainees) and never heard this assumption before. I know ITC staff wouldn't come to that idea ever and would be wondering about such a purpose.

Trainee 1: Ok, that's it then (and wanted to proceed with a comment about recording but was reminded by the trainer to start with how she felt while listening). I am a professional, so that's the only way I'm listening and there is nothing more about it'.

Then, she commented that the survivor progressed so little, that she had a lot to do further, etc. The trainer decided not to give immediately a feedback on this judgmental comment, taking into a consideration that a feedback on the authenticity of the recording was already pretty confronting for a start. The trainer also expected to see a group as a mechanism that would contribute 'to the right track'.

Trainee 2 (a 20-year-old girl, student of social welfare (trainer has the knowledge she's survivor of CSA but not the group) said she experienced completely differently this recording, she found the adolescent working so hard and listed several outcomes she recognized as her successes.

Trainee 1 tried to take the floor and was asked by the trainer that we first take a round until the end and then we would go back if everyone would like to add something in the second round. She accepted it.

Trainee 3 (a lady in her early 50s, a psychotherapist, living in a neighboring country, on Day 1 she disclosed being a survivor of CSA expressing she felt safe in the group to tell and that she wasn't speaking about it in her own therapy): Started crying and said she remembered now something which happened in the city bus and she had never disclosed earlier, being touched by many men. She cried and changed the seat to the one nearest to the trainer (in the middle of room where the recorder was standing while listening), she took the hand of trainer and said she needed just to be held by hand to feel safe.

The trainer saw surprised faces of other trainees, as if they were a bit paralyzed and embarrassed. She decided to let the trainee hold her hand and listened further.

Trainee 3 continued crying, speaking with a high tone of her voice "My trauma is back! My trauma is back!" and continued addressing directly the other trainees that "this is how it works when.... and I recognized a couple of things this girl was describing in the recording... and you can learn from her story..."

This is where the trainer recognized it might be an entry and estimated it would be good to use it to give her recognition for suddenly 'taking the role of educator' and giving to the group (inviting her to rest with a panic and being overwhelmed and that it is ok to keep holding the hand of trainer). She accepted that and the trainer asked if it is ok for her to proceed by having someone else give feedback about the recording and she agreed about it, too.

The trainer's way of thinking was the following: this was neither a therapy group for survivors nor an educational group for therapists, nor learning therapy, therefore not a setting to make a trainee more exposed than she had done it herself; it was important to make room for her feelings (letting her hold a hand in order to restore safety) and to look for an entry to bring back the training setting because other trainees were also the responsibility of the trainer. The whole episode lasted for 5 minutes.

Trainees 4 & 5 (female therapists, one with a job in a kindergarten) spoke in a very positive and supportive way how adolescent works hard and copes with trauma.

Trainee 3 at one moment during their feedback stopped crying, quietly went back to her seat and continued listening to everyone.

Trainee 6 (female attorney-at-law in her 40s) spoke about what she noticed about family dynamics when listening to the recording and expressed empathy to an adolescent who wasn't supported by family members...

(In other words, one after another, trainees understood correctly the meaning of the adolescent's testimony.)

In a closing round (before that some trainees added comments in the second round), when the trainer asked if anyone would like to add something at the end, trainee 4 said she would like to check with trainee 3 how she felt at that point.

Trainee 3 thanked her for the attention and said she was ok. In between sentences, she mentioned to trainee 1 'you haven't done anything...' and said she was surprised by these suppressed memories. (Until that moment, no one made a link between the feedback of trainee 1 and the reaction of trainee 3.) The trainer decided to leave it that way. There were 15 min. left until the end of a day.

While everyone was packing and getting ready to leave, the trainer approached trainee 3 asking her about her plans for the rest of afternoon and giving her individual attention, trying to sense how she was and opening the door for the trainee to use it the way she preferred. This was additionally important because she came from a neighboring country and her usual support network wasn't in Belgrade. She left by saying goodbye until the following morning.

At the very end of the whole training when receiving certificates, trainee 1 said she would be 'spending the following 10 days doing introspection'.

Blocks: Trainee 1 blocked at Conceptualizing (avoids 'feelings', saying she's always only professional, intellectualizing arguments to block personal contribution). "Feelings masked by efficiency" as one form of reactive behavior. Looking at the full duration of training, as it seemed at one point that 'everything is clear' for this trainee, since she supported it intellectually and when a real survivor shared experience, one could see that 'she didn't make anything out of it'. Trainee 3 stuck in a 'discussion of feelings' mode (Reflection) and over-identification with the victim took place as one of the reactive behaviors.

The situation described had never happened in this way before to ITC trainers (especially the starting feedback coming from trainee 1). If the episode with trainee 3 had lasted more than those 5 minutes and if she hadn't reacted to the trainer's intervention, she would have been offered individual attention, perhaps invited to another room by one of the trainers to share more and receive additional support.

Note: The trainer is not a very tactile person and holding hand was actually crossing her boundaries (what she was fully aware of at that moment) but she let that happen and remained concentrated on doing her best for the benefit of the group (used: 'be strong' driver).

Trainers and their own privacy issues – How one deals in one's own life with the emotional component, is pretty much reflected into the professional sphere and delivering trainings. This marks a trainers' style. It is important to prepare for questions from the audience that might arise although the chance they will arise might be sometimes overestimated. Sometimes, the questions have their context and justifiable reason and sometimes they appear due to a block in learning. In ITC preparations during regular supervision, we learn how to handle at least three types of situations where your privacy might be an area of interest: by clients (survivors), trainees and journalists. In our experience, these are contexts with the biggest chance to expect it. The base principle is to answer honestly. Above all, it is important to estimate the context and timing / look at the big picture how and why question come up, what type of information is asked, why at a certain moment, is the focus on really the trainer and is that concrete private information necessary to

move on to another stage of that communication (could we do without it?), what is the purpose / benefit for trainee / trainers (educational purpose or not).

ITC trainers' experience shows this has been the least asked area of interest. Our analysis confirms the trainees come for trainers' competence and as they are gradually building trust in one's knowledge and skills, they are less and less interested in a trainer as a person. Of course, there is an analogy with counseling and other relationships in terms of existing transference and counter-transference and this makes additional ground to remember trainees' needs are focus and to keep in mind learning objectives. If one meets their training needs (the priority they came for), it becomes clear the privacy issues are not among their needs. The personal training style contributes to one direction or another (more on a personal training style pls. see in the Reflective Commentary). Based on ITC experience, the analogy also applies to appearances in the court in the role of expertwitness for cases of CSA, where the more you show your competency, the less attention is paid to who is talking (a female expert from NGO). The consistency has been one of key words, regardless of the context.

END OF UNIT 3 (Appendices follow)

APPENDIX 1

This Appendix describes the context and shows the data on structure and number of trainees attending ITC trainings in the period 1994-2014 (Table 1) and the following text was fully integrated and published within the Strategy in Education for Prevention of CSA in the Republic of Serbia (2015; co-authors MoE & ITC).

**ANNOUNCEMENT OF THE INCEST TRAUMA CENTER – BELGRADE
ON THE OCCASION OF WORLD PREVENTION DAY OF CHILD ABUSE AND NEGLECT
(19th NOVEMBER 2014)**

On the occasion of November 19th, when we commemorate the World Day for Prevention of Child Abuse and Neglect, the Incest Trauma Center – Belgrade would like to inform the public that from now on, working on the prevention of sexual abuse will be our permanent strategic focus. Let us remind of the fact that the Incest Trauma Center – Belgrade defined combating sexual abuse as our essential identity for the period 2009-2015, whereas henceforward the field of prevention, thus education as its integral part – will become our primary commitment. We hereby announce our intention to **further expand our identities of the Sexual Assault Prevention Center and Training Center.**

At the same time, the activities pertaining to our identity of Crisis Intervention Center will in the future be realized through:

1. Resolving cases of sexual abuse reported in the framework of our prevention programs, bearing the general name “Healthy Choices for Healthy Children”, and
2. Preparing children and women sexual assault survivors for quality participation in criminal procedures
3. Educational self-help groups of adolescent and women sexual assault survivors
4. Educational self-help groups for persons supporting adult and child sexual assault survivors
5. Providing advisory and consultancy services in the field of emotional, physical and sexual abuse of children and women for the staff of other institutions and organizations that are involved in resolving such cases.

Let us remind of the following: The Incest Trauma Center – Belgrade was appointed by the Council of Europe as the official national partner in the Campaign entitled “1 IN 5”, according to the Agreement between the Strasbourg Council of Europe and the Incest Trauma Center – Belgrade, referring to our conducting of the Council of Europe Campaign combating child sexual abuse, which is based on the Lanzarote Convention. The name of the Campaign, “1 in 5” (“ONE IN FIVE”), reflects the official data obtained by the Council of Europe that one out of five children in Europe has survived sexual assault. The Incest Trauma Center – Belgrade, a women’s nongovernmental specialized service combating the social problem of sexual assault, with 21 years of working experience – the oldest of this type in Serbia – has been appointed as the official partner throughout the full Campaign period, UNTIL THE END OF 2015.

The Campaign “1 IN 5” **has three dimensions:**

- a) public awareness-raising concerning the issue of child sexual abuse
- b) reforms in legislation and education
- c) the parliamentary dimension.

The Incest Trauma Center – Belgrade has the task to develop all three dimensions – together with the selected partner institutions/organizations and individuals – as well as to coordinate these three dimensions.

There is no official data in Serbia about the number of child sexual assault survivors. There is no National Study as yet informing the public on the “gray numbers”.

Until September 2009, when the previous 15-year analysis of the Incest Trauma Center - Belgrade statistical data was completed, the sample that was used was based on 9 reported cases of child sexual abuse per week, the complete parameters of which were thoroughly available. This statistical data was included in the National Strategy for preventing and combating violence against women and domestic violence by the Ministry of Labor, Employment and Social Affairs of the Republic of Serbia in June 2011.

PLEASE NOTE! Over the past 5 years, our service focused its activities on the prevention of sexual abuse, and with regard to this, limited the number of cases our Crisis Center took on, which were later processed as a sample. In the period 2009-2014, the sample was based on 7 reported cases per week, whose complete parameters were thoroughly known and therefore analyzed. THIS DOES NOT MEAN THAT THE NUMBER OF REPORTED CASES IS DIMINISHING. At the same time, this number does not reflect the total number of reported cases, or extended

professional consultations to other institutions in the organizations in the resolution of whose cases we participated. Nor does this number reflect the total number of reported cases of child sexual assault in the Republic of Serbia. It would be possible to obtain this data coordinated records have been established of the cases reported to diverse services in charge of protecting children against sexual abuse.

Summary of the Incest Trauma Center – Belgrade statistical data regarding reported cases of sexual abuse experienced in childhood in the territory of Serbia in the period 2009-2014

* The sample is representative and based on a mean figure of 7 reported cases of sexual abuse per week. The age of child sexual assault survivors ranges between 2 years and 5 months up to 63 years. The above data refers to the average values in the given period for regularly monitored parameters.

** For the period 1994-2009, the summary of the Incest Trauma Centre – Belgrade statistical data referring to reported cases of sexual abuse experienced in childhood in the territory of Serbia was included in the National Strategy for preventing and combating violence against women and domestic violence of the Ministry of Labor, Employment and Social Affairs of the Republic of Serbia in June 2011. Pls. see www.incesttraumacentar.org.rs

The Incest Trauma Center – Belgrade database shows that out of five child sexual assault survivors, four are female and one male. Boys are sexual assault survivors in 16.78% cases. Looking at the structure of child sexual abuse offenders: 90.19% are males and 9.81% are females. In 42.15% of the cases, the child sexual abuse offender is the biological father (the most frequent form of incest being father-daughter), whereas in 50.64% of the cases the offender is a father figure (cumulatively, in the order of frequency: father, stepfather, foster parent, adoptive parent). In 21.61% of the cases, the offender is a person outside the family known to the child (a family friend, a neighbor, a “private” teacher), while 10.02% were underage sexual assault offenders (mainly committing abuse within their peer group, then within their family and in the social protection institutions where children reside permanently). In the period 2009-2014, 100% of perpetrators were persons familiar to the child. The following violent sexual acts were: obscene telephone calls, exposing otherwise covered parts body parts, voyeurism, fondling, taking pornographic pictures, attempting sexual intercourse, rape, incest and child prostitution. Although in most cases sexual abuse was committed over one child by a single offender and one offender most frequently abused one child, it is important to bear in mind the fact that one child was sexually abused by 3 or more offenders in 7.48% of the cases and that one offender abused two children in 6.17% and three or more children (series) in 9.22% of the cases. The average age when the first abusive incident took place is 5 years and 4 months. The duration of abuse was recorded as several months long in 30.73% of the cases and years-long in 69.27% of the cases. The years-long abuse lasted for more than 6 years on the average. Physical coercion was applied in 23.07%, notably on adolescents or in families where the father figure is emotionally or physically violent against the mother. In 57.69% of the cases, reporting took place during an acute situation (ongoing sexual abuse). The period between the first incident of sexual abuse and reporting is 8 years and 5 months. Child sexual abuse was most frequently reported by: the sexual assault survivors themselves in 54.34% of the cases and the child’s mother in 30.60% of the cases. The mothers usually report the sexual abuse of children below 12 years of age, they do so out of an acute situation, and that results in the stopping of abuse. Persons outside the family reported child sexual abuse in 5.33% of the cases. Addressing state institutions before reporting to the Incest Trauma Center – Belgrade was recorded in 44.35% of the cases, those being, in order of frequency, the following : Social Welfare Centers, the Police, the Public Prosecutor’s Office, health institutions, etc. The Incest Trauma Center – Belgrade provided services of psychological assistance in 84.13% through personal contact over a short or long period of time, in 7.08% of cases by telephone and in 8.79% of cases via email or Skype. The services were provided to child / adult sexual assault survivors, as well as to their supportive persons (non-offending).

GENERAL ASSESSMENT OF THE FIVE-YEAR PERIOD BASED ON THE PUBLISHED STATISTICAL DATA (2009-2014)

In the period September 2009 – September 2014, the Incest Trauma Center – Belgrade recorded on average 7 reported cases of child sexual abuse per week. In 100% of the cases, the offender was a person familiar to the child (the same as in the period 2005-2009). In 78.39% of the cases, the offender was a family member, prevalently the biological father. The most frequent targets, in 83.22% of the cases, were girls. In 55.65% of the cases, our service was the first place where the cases were reported. In 92.11% of the cases, criminal procedures were not launched. **As for the adjudicated cases involving children below 12 years of age, the average duration of criminal procedures was 3 years and 3 months.** The average prison term amounted to one year and two months. The age of child sexual assault survivors ranged between 2 years and 5 months and 63 years. Over this five-year period, 48.42 % of the total number of persons who addressed our service in order to report sexual abuse were persons of legal age who had survived sexual assault in their childhood. For 31.41% of the persons of legal age who reported to us, the period between the first incident of sexual abuse and reporting was 13 years and 7 months. Out of the total number of cases, 61.28% were from the area of Belgrade. No other specificity or significant prevalence of child sexual abuse concerning the geographical area, level

of education, race or any other indicator can be singled out. Equally as since 1994 and on, we exclusively point out that the secret is kept longer in urban environments, and, conditionally speaking, in highly intellectual circles – sexual abuse is silenced for a longer period of time before it is disclosed, which does not mean that it is more widespread there or more frequent.

In the period September 2012 – September 2014, 36.26% of the cases involved sexual abuse of children below 10 years of age. On average, sexual abuse of children of the youngest age lasted for 3 years and 2 months (for nearly one third of their lives, and the criminal procedures concerning those cases were later extremely lengthy, which directly impeded the children going on with their lives). A typical feature in these cases is a history of violence in partner relationships, where the mother had been exposed to violence in partner relationship and had at some point decided to break out of the partner relationship and protect herself and the child. Unfortunately, in practice, the mother having survived violence is seen as an aggravating circumstance for the child in court, for example, because her testimony in court will be considered as less credible.

Over this period, an upward trend was recorded in reporting sexual abuse taking place within a peer group (by underage offenders) and this form of abuse is boosted by modern technologies and social networks. 4.15% of the cases were repeated gang rapes of a girl by her peers, who were known to her and where the wall of silence was extremely strong because of her fear of social stigma. Assaulted girls decide on whether to disclose the sexual assault or not depending on their previous experiences with the reactions in their social environment through the very same social networks, and also on the reactions of their family members to other situations concerning life difficulties, when they had sought their assistance. In either case, they said that they expected to be blamed and that fact prevented them from revealing the identity of the offenders and seek help, thus remaining vulnerable to the risk of revictimization.

In 6.19% of the reported cases of sexual abuse in foster or adoptive families, the most frequent pattern was that of a single foster child, where the foster mother was not timely informed about the child's history of sexual abuse, which she finds out when: A) the period of the child's adaptation to the new environment is over and the child begins to feel as a member of the family and confident enough to be able to disclose the facts safely B) the foster or adoptive mother notices warning signs, generally in the form of changes in the child's behavior. It is at this point that, despite being confronted with a completely new situation, the foster mothers report the abuse to social welfare centers and seek help. In the cases where the reported sexual abuse took place among the foster children within the same family, the sexual assault survivors were girls, whereas the offenders were boys. Dealing with such cases requires a clear and principled involvement of the welfare centers. What still appears to be missing in the process of preparation of potential foster or adoptive families, is the following: 1. A close assessment of the future foster or adoptive parents regarding their possible inclination to child sexual abuse (use of riskassessment matrix as a tool in regular use) and 2. Education of potential foster or adoptive parents about the violence issue against children and women. Within the social protection framework, it is requisite to curtail the tendency to present the process of de-institutionalization as successful at all costs, and replace it with a responsible assessment and monitoring of the future guardians (foster parents, adoptive parents). A protected child is the key to success of this model.

In the course of this five-year period, we recorded a greater degree of preparedness of adult child sexual assault survivors to disclose their experience and actively work on their recovery, often referring to the precious engorgement they derived from the Incest Trauma Center – Belgrade film *“Have I Told You I’ve Been Abused?”*, based on true testimonies of eight courageous women who had received assistance from our service previously. We ceded the film to RTV B92, national frequency TV, for permanent broadcasting, it is being re-run on regular basis and also used as part of the regular secondary schools' curriculum in Serbia. Let us remind of the fact that, in 2010, the Incest Trauma Center – Belgrade received the State Excellence Award for its film “for an exceptional contribution to awarenessraising on zero tolerance against sexual and gender-based violence” by the Ministry of Social Affairs of Serbia. In November 2014, our professional staff is being invited to take part in the International Expert Conference ICSOR 2014 in Lisbon, Portugal, in order to speak about the theme “Film as self-representation, selfadvocate and a healing tool for Child Sexual Assault survivors”.

We understand the fact that the majority of cases (78.39%) where the offender was a family member, as the enormous trust we enjoy among our clients.

Legislature

In April 2013, the Parliament of the Republic of Serbia adopted the Initiative of the Incest Trauma Center – Belgrade FOR the rescinding of the Statute of Limitations on sex offences committed against children, whereby Serbia became

the second country in Europe, after The United Kingdom, whose legislators recognize the long-term effects of sexual trauma (unlike the previous regulations that provided for the possibility of processing the offenders only six years following the last incident of child sexual assault) and enables the survivors of child sexual abuse to participate in criminal procedures when they are psychologically stronger and have gained enough social power to do it with a more equal standing. The Incest Trauma Center - Belgrade submitted its Initiative officially and through intensive activities helped bring about this historic change of legislation. In co-operation with the Women's Parliamentary Network, the Committee for Human and Minority Rights and Gender Equality and the Child Rights' Committee, the measure of rescinding the Statute of Limitations was voted out and entered in the Act on Special Measures to prevent the commission of crimes against sexual freedom of minors.

In the course of everyday direct activities in the field of sexual abuse, the Incest Trauma Center – Belgrade obtains first hand information about the positive response to the measure of rescinding the Statute of Limitations for sex offences committed against children by the child sexual assault survivors themselves and their closest supportive persons. Conversely, we express our concern due to the lack of public information on the implementation of the Act on Special Measures to prevent the commission of crimes against sexual freedom of minors (in the public known as “Maria's Law” after a girl who was murdered by the pedophile).

We appreciate the fact that the Incest Trauma Center – Belgrade was consulted by the Parliament of the Republic of Serbia (the Committee for Human and Minority Rights and Gender Equality) before the adoption of the *Act on Special Measures to prevent the commission of crimes against sexual freedom of minors*. On that occasion, we informed the public about our suggestions, which are still in force and derive from recent practice:

- **REQUEST 1: The urgent need to implement the Law - an important supervisory function of the Parliament of the Republic of Serbia**
- **REQUEST 2: For the offender in the sphere of sex offences against children – a permanent ban on performing public functions and permanent prohibition of employment or performance of occupation or activity that relates to work with minors (replace ‘over a 20- year period’ with ‘permanent’ - practice has already shown that the existing regulations are not adhered to; e.g. The case of T.P. (known to a general public from Novi Pazar), a survivor of Sexual Assault by a female school teacher where the offender in February 2014 made an agreement with the Prosecutors’ Office to plead guilty and has been sentenced to 10 months in prison and the veto to work at school in coming 3 years only and for the same 3-year period got the Protection from Abuse order (PFA; veto to come near to survivor)).**

Legal consequences of the sanction - Article 6 – replace ‘in the duration of 20 years’ with ‘permanently’
“Legal consequences of the sanction referred to in paragraph 1, items 3) and 4) hereof shall be 20 years. Time spent serving a prison sentence is not counted in the duration of the legal consequences.”

- **REQUEST 3: For the offender in the area of sex offences against children - Significantly more severe punishment in case of breach of the termination of the prohibition of public functions (increasing the existing prison sentence of 30 to 60 days)**

Violations by criminal offenders - Article 16 – the need to increase the prison sentence for paragraph1. A prison sentence of 30 to 60 days shall be imposed on the perpetrator of the offence referred to in Article 3 of this Act in case of: 1) violation of the legal consequences from Article 6, paragraph 1 hereof.

- **REQUEST 4: In view of the fact that in Serbia 78.39% child sexual assault offenders are family members, and in order to harmonize this Act with the Lanzarote Convention, which puts a special emphasis on safety measures for the sexual assault survivors (this suggestion was made with the approval of the Ombudsperson in 2013.):**
 - a) “when there is danger that the offender could repeat the offence against the victim – the Court will invariably impose a restricting order and ban on communication with the victim of a criminal offender against sexual freedom“.
 - b) removal from the family household
 - c) ban of access to the Internet – the Court may impose a measure of banning access to the Internet to an offender who committed the criminal offence through the Internet if there is a danger that the criminal offence could be repeated by Internet misuse.

- **REQUEST 5:** In view of the emphasis that this Act puts on the accountability of the actors who are part of the chain of responsibility for its implementation and supervision of the criminal offenders in the sphere of sex offences against children, and who, in the course of effectuating their duties aimed at the implementation of this Act may obtain information or insight in the repeated commitment of criminal offences by a perpetrator of sex offences against children, it is requisite to highlight the legal obligation of reporting this type of criminal offences. A serious pitfall in Serbia is non-implementation of the sanctions for failing to report criminal offences. The Incest Trauma Center – Belgrade has already warned the public of the fact that only 5% of the citizens in Serbia (including the professional public) are prepared to report child sexual abuse. It is requisite that the Parliament of the Republic of Serbia assess this situation and decide on ways of raising the awareness of both the general and the professional public about the obligation to report any suspicion or information they might have on sexual abuse, and to inform them about the sanctions for failing to fulfill this obligation and that these sanctions are being applied.
- For more about Request 5 and the interconnection between the legal obligation to report and the training of professionals in diverse fields of expertise, see below in *“The representation of different profiles responsible for the protection of children from sexual abuse in the Incest Trauma Center – Belgrade educational programs “*.

Reforms in the sphere of Education

There can be no more efficient prevention of sexual abuse than learning about this social problem from kindergarten to university. In the forthcoming period, the Incest Trauma Center – Belgrade will pursue its engagement as part of our Initiative for the introduction of the topic of sexual abuse in the daily activities of kindergartens, elementary and secondary schools syllabi and curricula and in the relevant textbooks, in accordance with and in support of the Special Protocol of the Ministry of Education for the protection of children and pupils from abuse and neglect. This is a sphere that requires a regular supervisory function of the Parliament of the Republic of Serbia – due to the fact that it concerns a systemic solution that requires time and continual monitoring – so that in the coming years, from kindergartens to universities, a long-term solution be put in place providing that when a child or young person is enrolled in any of these institutions, they are taught to recognize sexual abuse and oppose it. We are intensely working on this CONCRETE MEASURE IN EDUCATION through a large number of preventive activities and with our official, binding alliance with a total of 121 state institutions and non-governmental organizations (59 of which are state institutions, including 5 ministries).

Our service produces on regular basis resources to be used as part of 11 subjects that constitute the standard curriculum in elementary and secondary schools, as well as resource materials to be used in kindergartens, bearing in mind that children of the youngest age are the easiest target for sexual abuse.

In this context, we commend the formation of the Prevention Violence Unit within the Ministry of Education of Serbia (in the first trimester of 2012) owing to whose activities so far the topic of sexual abuse was placed on the public agenda of elementary and secondary schools for the first time ever.

Media coverage

Along with the judiciary professional staff, journalists are a profile with the lowest attendance at the educational programs of the Incest Trauma Center – Belgrade. Based on the 21-year experience of our service in the sphere of public relations, and concerning the issue of sexual abuse, **it is requisite for the media in the future:**

- TO UNDERSTAND THAT THEY ARE THE PRINCIPAL SOCIAL EDUCATORS REGARDING THE ISSUE OF SEXUAL ABUSE, ALONG WITH EDUCATIONAL INSTITUTIONS
- TO LEARN ABOUT ethical reporting – which is possible ONLY IF YOU LEARN ABOUT TRAUMA
- That ethical reporting means THAT THE MEDIA SHOULD PROTECT THE CHILD / ADULT SURVIVOR OF SEXUAL ASSAULT
- That ethical reporting means TEACHING THE PUBLIC ABOUT SEXUAL TRAUMA, warning signs, risks, proper first reaction to the child’s disclosure, sources of help AND RECOVERY
- TO REPORT CONSTANTLY on the issue of sexual abuse – PERMANENTLY (NOT after sexual abuse happened)
- TO INFORM THE PUBLIC ABOUT THE OUTCOME of criminal procedures (the ruling of the court and possible sanctions, the reporting of which is also preventive in character) – so far informing the public has been

limited to disclosing cases

- TO TEACH THE PUBLIC THAT RECOVERY IS POSSIBLE (NOT THE OPPOSITE!)
- To report:
 - ◊ WITHOUT disclosing the identity of the survivors and their closest persons
 - ◊ WITHOUT disclosing and detailed descriptions of abusive sexual acts the offender committed (THIS IS PARTICULARLY CRUEL AND HUMILIATING FOR THE SURVIVORS AND THEIR CLOSEST SUPPORTIVE PERSONS)
 - ◊ TO NOT exploit publicly individual cases
 - ◊ TO REPORT WITHOUT SENSATIONALISM, BECAUSE IT TURNS THE CITIZENS AWAY FROM CONTEMPLATING THE ISSUE OF SEXUAL ABUSE AND GETTING ENGAGED IN COMBATING IT.

Mandated reporting

In the period 2009-2014, persons outside the child's family reported child sexual abuse in 5.33% of the cases, therefore, the same percentage as in the period prior to 2009, indicating that ONLY 5% OF THE CITIZENS IN SERBIA ARE PREPARED TO REPORT CHILD SEXUAL ABUSE IN A FAMILY THEY KNOW. THE 5% FIGURE COMPRISES MEMBERS OF THE PROFESSIONAL PUBLIC. Addressing state institutions before coming to the Incest Trauma Center – Belgrade was recorded in 44.35% of the cases. In order of frequency, sexual assault survivors sought help in the following institutions: Social Welfare Centers, the Police, the Public Prosecutor's Office, Healthcare institutions, etc. Positive practice is missing of initial reporting to the police so as to stop sexual abuse, impose protective measures for the child and sanction the offender. Instead, the case is initially reported to the social welfare center, then the launching of criminal procedures is being postponed or it is even put in question whether the case will be reported to the police. The same lack of good practices is present among the professional staff of educational, healthcare, and other social protection institutions. It is of vital importance that everybody – including the citizens and the staff who work in the institutions to which children are entrusted for care and welfare – should report sexual abuse to the police first, because it constitutes a criminal act.

Let us be reminded: Concerning the obligation to report sexual abuse and failing to fulfill this obligation, the Legislator provides for the following:

- **Article 263, paragraph 3 of the Family Law** ("Official Gazette of the Republic of Serbia, No. 18/059") lays down the right and duty of all children, health and educational institutions, social protection, judicial and other state authorities, associations and citizens to notify the public prosecutor or the guardianship of the reasons for the protection of the Rights of the Child. The Code of Criminal Procedure ("Official Gazette of the Republic of Serbia", No. 46/06, 49/07), Article 253 says that all state authorities, territorial autonomy and local self-government, public enterprises and institutions are obliged to report criminal offences prosecuted ex officio, notified to them or learned in a different way. The duty referred to in paragraph 1 of this Article is binding for all natural and legal persons, which according to law possess certain public authorities or are professionally engaged in the protection and security of people of property, medical treatment and healthcare of people or are engaged in caregiving, upbringing or the education of minors, if they learned about the offense in the course of their professional activities.

- **Failure to report a criminal offence or offender (Article 332)** (1) Whoever knows that a person has committed a criminal offence for which the law provides imprisonment for a term of thirty to forty years or who knows that such offence was committed and does not report before the offense or the offender are discovered, shall be punished with imprisonment of up to two years. (2) The sanction referred to in paragraph 1 of this Article shall be applied on an official or responsible person who knowingly fails to report a criminal offence for which they learned while performing their duties, if the offence incurs the legal sanctions of five years or more imprisonment. (3) An official or responsible person who knowingly fails to report the offence of their subordinates committed while exercising their official, military or work obligations, if the offense incurs the legal sanction of imprisonment of thirty to forty years, shall be punished with imprisonment of six months to five years. (4) Failing to report a criminal act or the perpetrator from paragraphs. 1 and 2 of this Article, shall not incur this sanction on a person who is the offender's spouse or with whom he or she lives in a permanent extramarital union, a firstline blood relative, brother or sister, adoptive parent or adopted child, as well as the spouse of any of these persons, or a person who lives with any of the above mentioned in permanent extramarital union, as well as the perpetrator's defense counsel, doctor or religious confessor.

THE INTERCONNECTION BETWEEN THE LEGAL OBLIGATION TO REPORT AND THE TRAINING OF PROFESSIONALS OF DIFFERENT PROFILES RESPONSIBLE FOR CHILD PROTECTION

Without learning about the topic of sexual abuse, the mandated reporting and/or proper intervention cannot be fulfilled.

In the 21st year of its activities, the Incest Trauma Center – Belgrade shares its practical experience – especially that deriving from its identity of TRAINING CENTER – and realizes educational programs on the topic of violence against children and women. So far, we have conducted basic and advanced level trainings for **8344 professional staff of diverse fields of expertise, from 789 institutions/organizations (4/5 of whom are from state institutions)**. At present, we are trainers in 5 programs accredited by the Ministry of Education and Ministry of Health of the Republic of Serbia. Beside, our TRAINING CENTER implements 9 additional educational advanced level programs tailor made for different profiles and institutions / organizations. A personal copy of professional literature has been prepared in electronic version for each participant (more than 700 pages of text). As of 2013, the technical capacity of the TRAINING CENTER has also been raised. At the end of the training sessions, the Incest Trauma Center – Belgrade issues certificates to the participants.

Table 1: The representation of different profiles responsible for the protection of children from sexual abuse in the Incest Trauma Center - Belgrade educational programs

Sector/ Period	1994-2009	1994-2009	1994-2014	1994-2014
	%	No. of trainees	%	No. of trainees
Social welfare	27	1574	23	1968
Health sector	18	1049	15	1221
NGO	14	842	13	1084
Police	12	699	9	763
Schools and kindergartens	10	555	16	1337
Students' population	9	524	11	896
Media	3	174	3	251
Penitentiary services	2	117	2	121
Prosecutors, judges, lawyers	1	61	1	82
Politicians	-	-	1	52
Religious teachers	-	-	2	166
Other	4	233	5	403
TOTAL	100	5828	100	8344

* Total of 8344 staff employed in 789 institutions / organisations (87% from state institutions or 7260 trainees).

**The professional staff of the correctional institutions where women and minors serve their sentences: Women's Penitentiary and Reformatory in Požarevac, Reformatory in Kruševac, Penitentiary and Reformatory in Valjevo and the Central Prison Hospital in Belgrade, continued attending the Incest Trauma Center – Belgrade advanced educational programs throughout the two mentioned time periods.

In the preceding five-year period, we have recorded enormous interest among the educators employed in primary and secondary schools to take part in the Incest Trauma Center – Belgrade educational programs. This is a reassuring fact, in view of the fact that they are particularly important figures in a child's life, being professional figures to be in the first line of everyday contact with the children. At the same time, in the course of this period we have recorded accumulation of previous experiences in co-operation with social welfare centers through our educational programs. This accumulation is reflected in their direct application of the acquired knowledge in resolving cases of child sexual abuse. Successful co-operation with the police has been achieved in the field of prevention.

Ljiljana Bogavac, MD
Deputy Director

Belgrade, 18th November 2014

SUMMARY OF THE INCEST TRAUMA CENTER – BELGRADE STATISTICAL DATA ON REPORTED CASES OF SEXUAL ABUSE EXPERIENCED IN CHILDHOOD IN THE TERRITORY OF SERBIA IN THE PERIOD 2014-2019

** The sample is representative and based on a mean figure of 6 reported cases of sexual abuse per week. The age of child sexual assault survivors ranges between 3 years and 1 month up to 51 years. The data refer to the average values in the given period for regularly monitored parameters.*

***The specifics of the period 2014-2019 lies in the fact that according to its Strategic Plan, the Incest Trauma Center – Belgrade by the end of 2019 finalized 26 years of direct service provision in the form of psychological counseling through personal contact over a short or long period of time. We completed in-takes considering new clients by the end of 2018 and worked gradually on closing processes with all survivors who were receiving services. In the future, we continue providing counseling services online.*

The Incest Trauma Center – Belgrade database shows that out of five child sexual assault survivors, four are female and one male. The most frequent targets, in 81.58% of the cases, were girls. Boys are sexual assault survivors in 18.42% cases.

Looking at the structure of child sexual abuse offenders: 92.35% are males and 7.65% are females. In 81.24% of the cases, the offender was a family member. In 43.09% of the cases, the child sexual abuse offender is the biological father (the most frequent form of incest being father-daughter), whereas in 51.92% of the cases the offender is a father figure (cumulatively, in the order of frequency: father, stepfather, foster parent, adoptive parent).

In 18.76% of the cases, the offender is a person outside the family known to the child (a family friend, a “private” teacher), while 15.20% were underage sexual assault offenders (mainly committing abuse within their peer group, then gang rape, then within their family and in the social protection institutions where children reside permanently;). In the period 2014-2019, 100% of perpetrators were persons familiar to the child.

The following violent sexual acts were: obscene telephone calls, exposing otherwise covered parts body parts, voyeurism, fondling, taking pornographic pictures, attempting sexual intercourse, rape, incest and child prostitution. In particular, cyber sexual violence calls for special attention.

Although in most cases sexual abuse was committed over one child by a single offender and one offender most frequently abused one child, it is important to bear in mind the fact that one child was sexually abused by 2 or more offenders in 13.40% of the cases and that one offender abused two children in 6.82% and three or more children (series) in 9.05% of the cases.

The average age when the first abusive incident took place is 5 years and 7 months. The duration of abuse was recorded as several months long in 31.52% of the cases and years-long in 68.48% of the cases. The years-long abuse lasted for more than 6.5 years on the average.

Physical coercion was applied in 22.84%, notably on adolescents or in families where the father figure is emotionally or physically violent against the mother. In 53.01% of the cases, reporting took place during an acute situation (ongoing sexual abuse). The period between the first incident of sexual abuse and reporting is 7 years and 2 months.

Child sexual abuse was most frequently reported by: the sexual assault survivors themselves in 44.16% of the cases and the child’s mother in 37.87% of the cases. The mothers usually report the sexual abuse of children below 12 years of age, they do so out of an acute situation, and that results in the stopping of abuse. Persons outside the family reported child sexual abuse in 4.11% of the cases.

Over this five-year period, 39.36% of the total number of persons who addressed our service in order to report sexual abuse were persons of legal age who had survived sexual assault in their childhood. For 29.77% of the persons of legal age who reported to us, the period between the first incident of sexual abuse and reporting was 10 years and 8 months.

Out of the total number of cases, 64.06% were from the area of Belgrade. No other specificity or significant prevalence of child sexual abuse concerning the geographical area, level of education, race or any other indicator can be singled out. Equally, as of 1994, we have insistently pointed out that the secret is kept longer in urban environments, and, conditionally speaking, in highly intellectual circles – sexual abuse is silenced for a longer period of time before it is

disclosed, which does not mean that it is more widespread there or more frequent.

In the period September 2014 – September 2019, 42.19% of the cases involved sexual abuse of children below 10 years of age. On average, sexual abuse of children of the youngest age lasted for 3 years and 3 months (for nearly one third of their lives, and the criminal procedures concerning those cases were later extremely lengthy, which directly impeded the children going on with their lives). In the view of previous 5 year long period (2009-2014), a typical repetitive feature in these cases is a history of violence in partner relationships, where the mother had been exposed to violence in partner relationship and had at some point decided to break out of the partner relationship and protect herself and the child. Unfortunately, in practice, the mother having survived violence is seen as an aggravating circumstance for the child in court, for example, because her testimony in court will be considered as less credible.

In 90.51% of the cases, criminal procedures were not launched. As for the adjudicated cases involving children below 12 years of age, the average duration of criminal procedures was 3 years and 2 months. The average prison term amounted to one year and four months.

In 41.08% of the cases, our service was the first place where the cases were reported. Addressing state institutions before reporting to the Incest Trauma Center – Belgrade was recorded in 56.55% of the cases, those being, in order of frequency, the following: social welfare centers, the police, health institutions, etc.

The Incest Trauma Center – Belgrade provided services of psychological assistance in 79.65% through personal contact over a short or long period of time, in 7.73% of cases by telephone and in 12.62% of cases via email or Skype. The services were provided to child / adult sexual assault survivors, as well as to their supportive persons (non-offending).

ASSESSOR REPORT FOR THE NSPCC CERTIFICATE OF COMPETENCE

Codes for methods of evidence gathering:

1. Direct observation of practice
2. Direct observation of written products
3. Oral questioning of candidate

Candidate name: Dusica Popadic

Assessor: Snjezana Mrse

Observation: Date November 01, 2013

Signed Snjezana Mrse

3. DELIVERY OF TRAINING

ELEMENT	PERFORMANCE CRITERIA	SUGGESTIONS FOR EVIDENCE
<p>3. Training is delivered in a way which meets the needs of participants and promotes effective learning.</p>	<p>Candidates must demonstrate that:</p> <p>3.1 They facilitate training in a way which reflects the principles of adult learning and the learning cycle.</p>	<p>I observed first day of Training of trainers on CSA Prevention program for teachers, psychologists and pedagogues from primary and secondary schools in Serbia. The training was well facilitated and the candidate paid attention to the principles of adult learning by encouraging participants to provide examples for the abstract concepts offered and then reflect on the shared experiences and consider how it can be used to make their training practice better. Throughout the morning the candidate acknowledged the experiences of the participants and encouraged them to share their existing knowledge through small group work and large group discussion.</p> <p>In the afternoon, the Candidate introduced Kolb's learning cycle and learning styles to the participants offering them opportunity to fill in the questionnaire and learn about their personal learning styles, reflect on what it might mean to them and how it can be put in the practice to improve their learning. In addition, participants were invited to discuss the ways how different learning styles could be addressed during the training.</p> <p>In respect to the future development for the candidate and the course it could be helpful to offer an opportunity for participants to practice 'abstract conceptualization' part of the learning cycle allowing more time for analyzing and making their own sense of the CSA related activities.</p>

<p>3.2 They can effectively identify and manage group processes in a way which promotes learning.</p>	<p>The candidate welcomed each participant by the name and introduced them to each other creating the sense of belonging to the group and the place. She moved around and kept her eye on the energy level of small groups helping group members to come together and learn from each other in cooperative manner.</p> <p>The candidate demonstrated awareness of Tuckman’s group stages. Knowing all the participants from previous course, the candidate encouraged self-selected group work enabling them to form, norm and perform smoothly.</p> <p>The candidate managed very well the group anxiety (over teachers’ resistance to CSA) by shifting from large group discussion to small group work as well as from explanation of concepts to reflection on participant practices.</p> <p>Through the session on Kolb’s learning cycle and learning styles the candidate acknowledged the different learning styles of participants and highlighted the related ground rules as well as responsibilities of trainer and participants for group work and learning process.</p> <p>In the further discussion the candidate stated to have co-worker agreement on how to manage any arising issue.</p> <p>In respect to the future development for the candidate and the course it might be helpful to consider start training with participants’ CSA related positive experiences & achievements and then move to challenges related to their CSA activities. This can offer additional insight into group dynamic and level of experience and help trainer re-assess the training needs and spot critical areas.</p>
<p>3.3 They can effectively use a variety of methods which are appropriate to meet learning objectives and the needs of the group.</p>	<p>The training contained direct input by the candidate with power point slides used to support verbal explanations and Manual and handouts provided to ensure accessibility of information. Also, reference was made to further materials and support which could be accessed from Incest Trauma Center, Belgarde.</p> <p>The candidate encouraged individual work to support participants’ reflection on the existing practices. Facilitated group discussion was used to break the common understanding of abstract concepts. Small group work enabled participants’ joint analysis and proposals development. Self-assessing questionnaire enabled participants understand different learning styles and identify their own.</p> <p>The candidate provided opportunities for questions and clarifications and used relevant examples from her practice thus engaging participants in discussion and reflection on their own practice.</p> <p>The exercise on learning styles was well planned and delivered with materials/tools to hand and clear verbal step by step instructions about the tasks to be completed.</p> <p>In respect to the future development for the candidate and the course it could be helpful to split the complex activity (such as teachers’ resistance to CSA) into several sequences and provide gradual levels of analysis thus creating opportunity for participants to select the issues and levels they can deal with at the present.</p>

<p>3.4 They are able to effectively use methods which explore and address power differentials which may exist within the group.</p>	<p>At the training start the candidate used the presence of MoE representatives as well as the observer to clarify different organizational roles in the training. (My impression is that our presence somehow confused the participants and shifted their focus from participating in the training to supporting the trainer.)</p> <p>The candidate introduced 'ground rules' encouraging respect of different perspectives and opinions and pointing out necessity of anti-discriminatory training delivery. In addition, the candidate made reference to the "Cage of Oppression" (providing handout inspired by Joan Olsen), highlighting diversity issues of gender, sexual orientation and ability (children with disabilities) as areas of oppression in our society which should not be repeated in the training.</p> <p>At one point the candidate responded to an inappropriate term (such as 'child with defect') used by the participant raising awareness about the negative impact the use of such terms can have and highlighting necessity to select and use appropriate terms.</p> <p>In respect to the future development for the candidate and the course it could be helpful to use the existing imbalance of power to reflect on the different status of those who participate in training (i.e., Ministry representatives, observers, evaluators etc.) both acknowledging this and encouraging participants to use this opportunity to constructively challenge one another, regardless of their level of authority (just the way they would do it while protecting the child)</p>
<p>3.5 They are able to prepare and use written materials (OHP's, handouts, audio visual materials) which are clear, well produced and relevant to the needs of the group, and are able to demonstrate an acknowledgement of copyright law in this process.</p>	<p>The power point slides and handouts used were clear, well produced and presented as well as appropriately referenced. The materials were accurate and suited to the specific objectives of the training. The materials used also included Training Manual with all the relevant information for participants training delivery.</p> <p>In respect to the future development for the candidate and the course, the candidate is encouraged to include references on any handouts in future as the questionnaire used during the training was lacking appropriate reference.</p>
<p>3.6 Training exercises meet agreed learning objectives and include a clear statement of objectives, processes and methods.</p>	<p>An outline of what would be covered in the training, together with overall aims and objectives were stated at the beginning of the day and the candidate followed it. Prior to each activity, the candidate briefly explained its purpose, steps to be done by participants and how feedback will be taken while aims and objectives were not explicitly stated.</p> <p>The exercises on teachers resistance to CSA needed modification to meet the overall objectives while the exercises on learning styles flow smoothly and in accordance to the explained session plan and expected outcomes.</p> <p>In respect to the future development for the candidate and the course it could be helpful to provide approximate timings for the planned activities (that may be presented to participants) that would help the candidate meet all the objectives within the given time. More importantly, the candidate could consider putting additional efforts on re-stating the learning objectives in the manner of the SMART objectives (specific, measurable, attainable, relevant, time bound).</p>

	<p>3.7 They have knowledge of the emotional processes involved in Child Protection Training and are able to manage sensitively issues which arise that may affect the process of learning for participants.</p>	<p>Throughout the training the candidate put emphasis on the emotional context of CSA and encouraged participants to be sensitive to each other and the people they work with. Participants were reminded on ITC training delivery standard of having co-worker when running CSA training so to be able to offer one to one support if someone became distressed.</p> <p>During the training the candidate was very encouraging of participants who shared professional and personal experiences and responded sensitively demonstrating good skills in managing group process and feelings.</p> <p>Further discussion with the candidate provided evidence of planning how to close each training day in sensitive manner offering opportunity for participants to share their feelings with group so to ensure that no one leaves the venue distressed. In addition, during the training continuation the participants were engaged in discussion on how to respond if someone acts in distressed manner or discloses abuse. The candidate reminded participants that ITC will continue organizing monthly meetings offering CSA related case study analysis.</p>
	<p>3.8 They can demonstrate, or give examples of how they have effectively managed difficult members in a group who may inhibit the process of learning for themselves or others through disruptive or discriminatory behavior.</p>	<p>The observed part of the training ran smoothly and none of the participants challenged the group.</p> <p>During the closing session on Group Dynamic, the candidate offered opportunity for participants to discuss how to distinguish between difficult and distressed group members and how to manage disruptive or discriminatory behavior. The candidate shared their experiences of managing difficult members in a group highlighting the case of persistently disruptive behavior of two participants who were laughing and mocking each time the SA was mentioned. The candidate first offered those participants to share with group their thoughts, then explained the impact of their behavior on candidate and other group members and as the last resort the candidate asked the two participants to leave the training.</p> <p>Further discussion with the candidate provided evidence that the candidate use breaks to discuss with co-worker impact of particular group member on other participants and agree on strategy for managing such group member.</p>

Author: Ljiljana Bogavac, MD, President of the Incest Trauma Center - Belgrade

The original version of the essay was made on the occasion of participation in the call for applications for a short story on the topic “What is your vision of the future of the judicial system in Serbia?” organized by the World bank.

The author of the essay has been in charge of the Incest Trauma Center – Belgrade team for working with child survivors of sexual assault for 21 years and she appears in court criminal proceedings in the capacity of expert witness. In court, she represents the professional opinion of our service, which we issue at the request of the institutions taking part in the criminal proceedings, after our team has achieved continuity in providing psychological support to the child / minor with the personal experience of sexual trauma. The author is part of the team whose Initiative for abolishing the Statute of Limitations for sexual violence against children, which was adopted by the Parliament of Serbia in April 2013, whereby Serbia became the second country in Europe, after Great Britain, to have adopted this legal solution, which recognizes the long/term effects of sexual trauma experienced in childhood.

As the form of essay allows for narration, the narrator here in a little girl, “Juca”, who does this in both adult and baby language, so as to allow the readers a deeper understanding. Juca’s experience represents “a summary of typical cases”, when a case of sexual violence against a child is processed in criminal proceedings in Serbia.

“JUCA” - FOR THE READERS TO BETTER UNDERSTAND

I am Juca and I am four and a half years old. It has already been a year now since I said that daddy had been touching me.

I told my mom how daddy and I had been playing. Mom said that adults are not supposed to play like that with children, and that she was very sorry, and she gave me a hug. We went to the Welfare Center, and the Police. That evening, mom was crying, trying to hide it away from me. In several places, everyone kept asking me what had happened. I don’t know any of these people, and it’s hard for me to keep answering those questions, again and again. Could it have been only a dream, had anyone told me what to say, do I love my daddy. They don’t seem to know what it is like when you are a child.

The first time I was there, I was wearing short sleeves, and now mom and I do not need our winter coats any more. I am afraid what will happen if my daddy comes to the kindergarten to fetch me, if he picks me up and takes me away. My granny says that I am her “little bundle of fear” and that I should stop worrying.

Then I had to see the “expert”, so they could make sure I was telling the truth. There were two ladies there in white coats, sitting at a big table, and me. My mom was waiting in the hall. Daddy was also outside, and I was trying to hide behind the chair, so that he wouldn’t see me. Although I was ashamed because of all the things they asked me, I was thinking how to get out of it all, without them thinking that I am a bad girl. I said I couldn’t remember. And I don’t know what they decided later.

Other, bigger children, go to see the judge first. What am I supposed to do when daddy is there? How can I tell them what happened, when he told me that no one should ever know about that? I am supposed to tell them everything in detail in the right sequence. I am supposed to know everything and to remember everything. I want to forget it all. The taste, the color, the touch and the smell. Daddy likes me like that.

When mom and I return home, he calls, and asks me if I love him, and why I don’t come to him, who feeds me. He often comes to our door, too.

It is all over now. It’s just that I was scared, and ashamed, and I felt sorry for daddy if they were going to send him to prison, so I was thinking again that perhaps I should not tell them what he was doing to me.

Mom and I often go to the Welfare Center to see daddy. Sometimes I feel like going, but mostly I don’t really, but we have to do what they say. Our life has changed.

Then the postman brought mommy a summons to come and tell them once more. I said I wasn’t going to. She explained

that it was because there was another judge now. Does it mean that the one before him did not listen to me well? It was the same there as the first time. It was not enough that I said that “there was something like milk coming out of daddy’s willy and stretching as a chewing gum.” I had to repeat it. I heard some adults say that I am angry and cross, and that I probably hate my daddy. That mom talked me into it. But it wasn’t like that, I told mom! Mom is crying because the doctor wrote that I have condyloma. I don’t know why they won’t believe me. Ever since I spoke about it, I’ve been in trouble. You get a sentence and nobody is happy.

Some children change or completely deny what they said before. But that doesn’t mean that an adult person had not been touching them. I would rather keep silent, so all this could stop. And I could stop thinking about it.

Most of the time I am sad. Only I know how I feel. I don’t count away my school days peacefully, it has been three years that this is going on.

In 2014 in Serbia

APPENDIX 4

The National Study on Prevalence and Incidence of CSA in the Republic of Serbia (2015); p. 161-169, Summary in English.

Enclosed separately because of the size.

Available on www.incesttraumacentar.org.rs

UNIT 4 – EVALUATION

BACKGROUND

In Serbia, there is a need for developing both the system and practice of Monitoring and Evaluation (M & E) regarding the work of school personnel in the field of GBV. At this point, **the key is to provide strong support to personnel and this is the main tool to learn ‘what really happened afterwards’ (after this Training or any other completed).**

This was noted in Unit 1, where attention was paid to the fact that extra work should be done to develop the procedures in schools in order to facilitate identification of training needs. This shortcoming influences also the stage of M & E. It is an open and challenging question about levels of evaluation that can realistically be achieved.

The MoE has been the governmental body in charge of the implementation M & E, in particular its Violence Prevention Unit, founded in February 2012 and as of 2015 called the Group for Protection against Violence and Discrimination. This is the Unit that ITC co-operates with closely in terms of:

1. Upon the Unit’s call, ITC’s provision of trainings for school personnel and regional administrative directorates of MoE
2. ITC’s provision of advisory services when reported cases of Child Sexual Abuse are the subject of the Unit’s inspection in kindergartens, primary and secondary schools
3. In 2015, ITC invited MoE (Unit) to act as one of the two partners on realizing 1st National Study on the Prevalence and Incidence of CSA in the Republic of Serbia (2015©ITC);
4. ITC and MoE (Unit) drafted 1st Strategy in Education for Prevention of Child Sexual Assault in the Republic of Serbia, which was adopted by MoE in November 2015
5. ITC invited MoE on two occasions to act as a guest-speaker when ITC presented results of the National Study and Strategy in Education in the Parliament of Serbia and both the Minister and representatives of Unit took part (ITC organized sessions for parliamentarians together with the Women’s Parliamentary Network, in September and November 2015). In 2015, by being the subject of two Public Hearings in the Parliament of Serbia, the Sexual Assault issue reached its highest point in a formal way ever concerning its visibility on the public agenda.

Because the schools lack adequate evaluation procedures to explore and state publicly the effects of trainings concerned with the GBV issue, ITC developed its own infrastructure through which M & E is carried out. It consists of a spectrum of SA Prevention activities that assist measuring effects of trainings and further investment of trainees in their development and changes in organizational practices. In the further text, it will be elaborated how this spectrum works as an indicator.

Let us be reminded of the fact that the evaluation process is additionally hampered because it takes time to make a shift in the minds of people, regardless of the sector they work in, from ‘training individual professionals’ to embracing trainings as a road to organizational change. Besides, it will take some time for school professionals to learn about the purpose and benefits of evaluation. For the same reasons, when training is not an integral part of organizational planning, it won’t have sufficient (financial) resources and then the same is valid for evaluation.

In the following text, there is elaboration on the levels of evaluation, potential blocks and (organizational) constraints to effective implementation of this Training, or development of opportunities in practice and possibilities of adaptation of this Training Programme.

What constitutes the evidence of application of this Training? According to learning objective, the school personnel is expected to integrate the theme of CSA into school curricula, build and promote a climate of continual public discourse on the CSA issue in daily life of their school, primarily targeting other school personnel and parents. The ways trainees respond to the learning objective and apply knowledge, skills and attitudes that were subject of this Training will be elaborated further on.

One will also notice to which significant extent trainees involve children and youth in comparison with activities developed for co-workers and parents. However, it is to be understood that is where the process is now. And that, in their own words, they experience working with children as less difficult (Note: They completed Level 2 which is Violence Prevention Programme “Healthy Choices for Kids” targeting teachers, parents and children). Yet, the findings

of 1st National Study on the Prevalence and Incidence of CSA in the Republic of Serbia (2015©ITC) show that only 10% of primary and secondary schools tackled the topic of CSA with children and youth. And data show that 49% of the children and youth spoke for 1st time ever with someone within the National Study about this issue.

Besides, one will recognize the extent of ongoing use of ITC resources by educational institutions as a sort of ‘extended arm’ of their own, as well as witnessing that experiencing the ITC offer leads to the next step to embracing that offer as their ownership and future application in the school itself.

LEVELS OF EVALUATION USED CONCERNING THIS TRAINING

1. REACTION LEVEL

2. LEARNING AND BEHAVIORAL LEVEL

3. ORGANIZATIONAL LEVEL

1. Reaction level

At this level, assessing methods of design and delivery against the agreed learning objective takes place:

- A) Evaluation list designed by the Institute for Professional Advancement in Education (official body of MoE) and it is compulsory that trainees fill it in for programs accredited by MoE (Unit 2, Appendix 16);
- B) Evaluation list designed by ITC (basic validation of content, methods, skill of trainers, etc.) – Appendix 1;
- C) Learning Log & Action Plan (filled during training and useful after training completed; Unit 2, Appendix 4);
- D) Oral critical feedback from trainers to trainees and the other way around (more about positive, negative and destructive feedback in Unit 3);
- E) “Dear postbox” which has been a tool to obtain a critical feedback from trainees in written form. It stands on two places in ITC premises, so that all users of our various services, incl. trainees, could write in privacy feedback they are hesitant to give before others (e.g. staff, other trainees or other public). “Dear postbox” is a small postbox which is hand-made and stands at more private places in the venue, together with a pencil and paper.

2. Learning and behavioral level

At this level, it is about measuring changes in practice according to agreed learning objective that took place as a result of this Training and one should review *Rules on Competency Standards for the teaching profession and their professional development* (Unit 1, Appendix 1) because this level monitors the impact of Training on professional behavior:

- A) Role-play (practiced during training that looks at one’s skill; pls. see Unit 2, Day 3, Phase 3: Delivery of ed. program on SA; and Unit 3 on “Challenges, Blocks and Constraints”);
- B) Trainees’ applications to other ITC trainings, encouraging their colleagues to apply and/or inviting ITC to hold Level 1 training in their school for the entire school personnel (**Appendix 2**);
- C) Strengthening the position of the School Child Protection Team:
 - Situations presented in role-plays implemented in daily life of school (**Appendix 3** is a letter from a school where 1st National Study and Strategy in Education for Prevention of CSA presented to colleagues and parents);
 - Working with other colleagues in your own school on exploring and recognizing Learning Styles (**Appendix 4** is a letter from a school informing they worked on this topic);
 - Attending case management sessions organized and led by ITC (**Appendix 5** incl. a letter from a school Principle written after one of the sessions); - Schools refer cases of SA to ITC (**Appendix 6** – excerpt from ITC records);
- D) Local school action held (**Appendix 7**)

E) Invitation to ITC to publish an article in the Professional Journal of the Pedagogues' Association of Serbia (**Appendix 8**);

F) Recall Day to review learning after 3 months and sessions continue every 3 months. Some illustrations of application of this Training are shown in Application 9. Then, **Appendix 10** incl. Action Plan (from end of training – follow up) and shows in which way, during these sessions, a sort of check-up is done about the effectiveness of this Training.

G) Assistance of school personnel to design and deliver new SA Prevention mechanisms:

- Festival of Accomplishments (**Appendix 11**) – according to ITC's Public Call, the school personnel who has already designed and implemented contents on SA issue in their daily work in the classroom, are selected to use this opportunity to present results to other colleagues, parents and children and act as role-models in Education. In particular, their task is to demonstrate how they designed the content with regard to diversity issues (equal opportunities). It is held every two years and the most active school professionals receive certificates from ITC. New Festival will be held in the autumn of 2016.
- Answering ITC's Public Call for contributions to design of Ed. Packs for 11 subjects of the national curricula of primary and secondary schools where SA issue will be integrated;

H) Active participation of school personnel in SA Prevention activities organized by ITC:

- Open-day classes within ITC Educational Cycle "From standard to a 3D online classroom" (www.youtube.com/watch?v=2gVynDvPpAA&ab_channel=IncestTraumaCentar-Beograd); Also, pls. see above **Appendix 9**;
- Ever since its opening, ITC SA Prevention Peer Club has been put at disposal of MoE and it is used as a classroom by schools and open-day classes are regularly scheduled to be held there (to see how the SA Prevention Peer Club looks www.ijasamuztebe.org.rs); Additionally, school personnel has been referring children and youth to apply to complete training and become members of ITC SA Prevention Peer Team. Afterwards, their experience is applied to Peer Team in school and becomes their ownership; **Appendix 12** – short ed. movie "Let's talk about sexual violence!"
- Annual ITC Excellence Award Competition for schools concerning prevention of GBV; participants: primary and secondary schools from the territory of Serbia; Appendix 13 – short ed. movie "KIKO and the Hand" made by one primary school (after the picture book with the same title, printed by CoE and ITC); - SA Prevention Week (held within Belgrade Int'l Book Fair and Educational Fair "Bell");
- Marking 18 and 19 November with range of SA Prevention activities (European Day against CSA & World Day for Prevention of Child Abuse and Neglect); - Schools and ITC - street actions for general public.

Numerous Public Events listed above have their verifiable indicators of achievement and sources and means of verification, such as activity reports with documentation and list of participants (incl. number and structure), photo and video documentation (semi-structured interviews with participants providing reaction level of evaluation), web statistics, etc.

3. Organizational level

This level is about whether some policies and procedures changed in a strategic way, about inspections / audits, cost-effectiveness of prevention and intervention, appraisals and complaints, etc. Some indicators:

- Introduction of SA issue into the school curricula for related subjects (this document is officially called "Annual Operational Plan" – **Appendix 14**)
- Official decision on school level to:
 - a) Carry out SA Prevention Programs in school
 - b) Co-operate with ITC toward this aim (pls. see above B-I) and use of ITC resources in classroom, e.g. www.incestrauacentar.org.rs (Section: Production)

Note (Unit 1, Appendix 4): To remind, in November 2015, MoE and ITC wrote up 1st Strategy in Education for Prevention of CSA in the Republic of Serbia where sensitizing national curricula and relevant textbooks defined in regard to SA issue. This was based on results of 1st National Study 2015©ITC and the Public Discussion and ended up with presenting the Draft in the Parliament of Serbia. The Strategy is adopted and MoE appointed ITC to write up Ed. Packs for kindergartens and schools (the process takes place in 2016 and includes a wide public discussion with educational professionals who provide their contribution on participatory basis).

4. Identifying potential blocks and (organizational) constraints to the effective implementation of this Training or development opportunities in practice:

In this part, it can be seen that Evaluation covers the context consisting of personal, professional, organizational and political factors. It is important to be realistic about the level of evaluation that could really be undertaken.

Through evaluation, interested parties aim to find out whether aims and objectives have been achieved (trainers), organizational goals met (managers), impact - performance standards met (inspections, managers), application in the work place (trainers, managers, trainees, other staff), value for money (trainers, managers, elected members, trustees). Then, it is necessary to focus on service users, such as survivors and parents.

Every evaluation is to a certain extent subjective and, in order to reduce it, here is an effort to acknowledge some elements that make an impact on this process.

- Either school or trainees might be having different priorities than working in this field. There are strong counterforces that facilitate this:
 - a) In 2016, Prevention of violence, abuse and discrimination has been ranked by MoE to be on 6th-8th place on the list of priorities (as compared with 2012, when these issues took no.1 and 2 on the list; Unit 1, Appendix 3);
 - b) So far, a vast minority of school personnel have been educated until now concerning GBV issue, therefore the majority rules;
 - c) The sanctions in the cases of emotional, physical and sexual abuse of children and women are either arbitrary or, even more often, not applied (valid in all sectors, incl. Education);
 - d) Overwhelming apathy in society in general and no critical mass in Education to call for systemic changes; It includes the remark which is also often heard by teachers that 'there is a weak tie between school personnel and parents'.

Mitigation strategy (a-c): ITC continues its mission and builds alliances with professionals in Education on all levels.

- One of the identified potential blocks could be that the school Principal has never completed any ed. program on GBV issue. This might be a serious block and in ITC's experience the responsibility rests on workers to insist on putting this topic on the school agenda or, e.g. when a case reported and reaches the public, MoE seeks the responsibility or other services responsible for Child Protection, mainly police and the Prosecutors' office. In Serbia, the school Principal has been the profile in Education that is the last on the scale of teaching professions who attended ed. programs on violence against children and women. This gives a clear signal on potential organizational restraints, as well as the necessity to develop mitigation strategies to address it on the strategic level. **Appendix 15** provides illustration of the response of schools within 1st National Study on Prevalence and Incidence of CSA in the Republic of Serbia 2015©ITC.

Furthermore, this concerns the fact there is no clear idea in schools of what the Principal and/or personnel want to do as a result of training, nor having a clear idea of how they are going to identify changes in practice. Usually, one can hear that the aim is formulated in a general way, such as 'improving protection of children, recognizing warning signs and intervention when cases are reported' and that is where it stops.

'The best case' is when the school Principal delegates others (e.g. the school psychologist and/or pedagogue) to learn about the topic. Looking back at Unit 1, the school psychologist / pedagogue also takes over some tasks that would pertain to the position of training commissioner, i.e. acts as a partial source of information needed to identify training needs. Usually, the same professionals act as coordinators of School Child Protection Teams.

Mitigation strategy: Continually informing the school Principals on SA Prevention activities and inviting them to take part, but clearly stating expectations with regard to their role. Emphasizing what is common knowledge on CSA issue worldwide, together with results achieved in this field in co-operation with MoE and other state authorities.

- Trainees might be self-oriented in terms of the following:
 - a) Earlier habits are based on perceiving trainings as learning opportunities only on the individual level and not sufficiently recognizing the benefits of stimulating organizational capacity building, changes in policies and practice. Due to the history of a post-communist country, where the main notions were ‘social responsibility, social property, etc.’, the notion is insufficiently conveyed that your own contribution and your own responsibility brings about change on the whole. This process of change unfolds slowly and gradually. It is a young democracy.
 - b) Each ITC training, incl. this Training, is accredited with 24 points by MoE and/or the Institute for Professional Advancement in Education (official body of MoE). For each professional employed in kindergartens and schools, a total of 24 points makes the sum of points that is obligatory to achieve on the annual level to prolong her/his license. Of course, it might be challenging to attend one training of ITC and do ‘nothing else’ during the year. Let us be reminded, especially challenging is the fact that the accredited trainings of ITC for school personnel are held free of charge (Unit 1, Profile of trainees, p. 15). Since ITC’s capacity of Training Center is limited in the number of trainees that can be served free of charge, special attention is given to the selection of trainees with whom (i.e. with their school) some form of previous communication occurred (within ITC’s identities of Crisis Intervention Center, Training Center and SA Prevention Center) and serves as a basis to decide if that school should be invited on these terms. For everyone else (from ed. sector and other sectors), there are fees for attending trainings, which creates other dynamics (e.g. those who pay have been motivated to work in this field and motivation slightly differs depending on whether the institution where they are employed covers the costs or the trainees do it on their own).

Mitigation strategy: Very precise selection of trainees who enter ITC’s training programmes.

- ITC is not in an official position to monitor directly how trainees teach on SA issue in their classroom.

Mitigation strategy: A number of trainees are invited to hold different forms of presentations (workshops, panels, lectures, Living Libraries, etc.) within ITC’s Open-day classes for children and this is also a learning and evaluation opportunity. They also serve as role-models to other colleagues.

Further ways to bridge gaps: One of the decision makers in charge of proposing and introducing systemic changes is the Violence Prevention Unit, and also a target group for ITC’s lobbying. Among results coming out of this process is the fact that ITC trained the staff of regional administrative directorates of MoE (the branches of MoE in 17 towns in Serbia) presented in **Appendix 16** and a review of the 1st MoE Manual on Gender Equality (**Appendix 17**). **Appendix 18** shows in brief the case study where ITC provided advisory services upon request of two regional administrative directorates.

For numerous reasons that are listed in this portfolio, training as a method cannot be the only adequate way of solving the lack of knowledge, skills and attitudes. That’s why in the period 2015-2017, ITC is building the Schools’ Network of Trust against SA. This is 1st ever Network concerning SA issue and primary and secondary schools in Serbia. It has its 3 dimensions: Prevention, Intervention and Education. By building the capacity of this Network, some improvements will take place, too*. For schools, taking the decision to join the Network means a change in practice on the organizational level. This form of co-operation provides a chance to introduce training as a part of the schools’ strategic objectives and evaluation as part of this process. The following has been discussed: for whom the evaluation is being done (purpose of the evaluation and specific interests of those who are commissioning the evaluation), what exactly to evaluate, who is performing the evaluation and who are the participants, then which evaluation technique to use and what a good timing for the evaluation might be. A special emphasis is on obtaining feedback from their service users: colleagues / school personnel, parents and children.

5. Possibilities of adapting the Training Programme

This is about trainers’ insights, their analytical capacity and capacity to be open for modifications and ability to create

them, try them out and again analyze. The most needed is to have constructive exchange with a special focus on feedback (to each other as well as the one coming from trainees).

In Unit 2, in particular in Section “Lessons learned on the side of trainers”, many arising issues and dilemmas as well as suggestions and attempted practices have been already elaborated. Furthermore, there will be briefly stated just several adaptations that were made, especially those that reflect outcomes of evaluation from the Assessor’s Report.

****ITC relies on its previous experience in founding in 2001 and coordinating the Network of Trust Combating GBV (intervention team of practitioners coming from 15 GOs and NGOs; www.incesttraumacentar.org.rs / Network of Trust).***

List of modifications made from 1 st time delivering this Training and to date:

Modification 1: Day 1 - 3.1, 3.2, 3.3 & 3.5 from Assessors’ Report received after observing delivery of this Training. It relates to

Exercise 1.2, while 3.5 to including adequately references on all handouts (3.5). Exercise 1.2 - preserving sufficient time for practicing conceptualization (3.1), starting with trainees’ CSA-related positive experiences and achievements when transferring this theme (3.2), splitting the complex activity into several segments (3.3).

Why: The way this exercise was delivered needed improvements. Otherwise, it caused a bit of confusion among trainees. Each part of this modification was concrete help to them in order to enable the fulfillment of the task.

Modification 2: Day 3 - Phase 3: Delivery of ed. program on SA (Role-play) - Preparation of role-play: in the time, it has been added that trainers at certain point join small teams to assist, check the progress and do a sort of reality check related to the planned action.

Why: To reduce anxiety levels of the trainees before role-playing. This intervention contributed to the quality of group exchange afterwards, too.

Modification 3: Strong emphasis on Kolb’s experiential learning cycle.

Why: Experience showed that learning cycle often remains incomplete and this phenomenon is not even recognized by trainees. Identifying and working on blocks needs extra attention.

Modification 4: Informing trainees on timings of each activity in advance and, the longer this Training has been repeatedly held, the more precisely meeting learning objectives. When introducing exercises, being clearer in stating objectives, processes and methods (3.6 feedback from Assessor’s Report).

Why: Usually, the content is so novel to trainees that each sub-theme requires a lot of attention. Time keeping is vital to complete the Cycle. The more practicing delivery of this Training, the better the learning objective is reached within a given time.

Modification on stand-by: Exercise in connection with emotional component of trainings in Child Protection (available to be more elaborated upon request; briefly saying, trainees are invited to draw a silhouette of their own body; then, each trainee is asked ‘to give a part of the body’ upon her/his choice to a person that sits on her/his right side; further, a person that sits on each of trainee’s left side is asked ‘to take one part of the trainee’s body’ and match it with the rest that has in front of her/him). The discussion follows about identifying with a person who experienced trauma and especially about boundaries (e.g. how it felt to ‘give’/‘take’) and confrontation with what happened to be the final image of ‘the body of each trainee’.

Why: To recognize the emotional component and how it affects the process of learning. Depending on the group process and its progress, this exercise could be included. Experience has proved that listed modifications contributed to developing a more comprehensive approach and it facilitated the trainees’ completion of tasks .

Demonstration what would be done if this Training evaluated as non-effective

In case this Training was be evaluated as non-effective, a few steps would follow:

1. If there is a hint on the side of trainees they perceive it less or noneffective, it is important to look for their feedback as soon as possible (immediately) and to encourage the feedback and explain the appreciation of the feedback;
2. Looking for specific, as clear as possible, feedback. It should also provide alternatives and it is the trainers' responsibility is to ask for alternatives;
3. Listening to feedback instead of quickly rejecting it and/or arguing with it. Checking if feedback is understood properly, as well as checking with several sources;
4. Taking into consideration personal, professional, organizational and political factors and adding them into analysis;
5. Exploring and identifying potential shortcomings;
6. Developing mitigation strategies (e.g. perhaps resetting learning objectives);
7. Practicing mitigation (and going through the whole process and analyzing again).

END OF UNIT 4 (Appendices follow)

APPENDIX 1

EVALUATION LIST

Training Programme of the Incest Trauma Center - Belgrade, February 19-21, 2016

**PREPARATION OF PRIMARY AND SECONDARY SCHOOL PERSONNEL FOR CLASSROOM WORK
ON THE SEXUAL ASSAULT ISSUE LEVEL 3**

1. For me, the importance of this training session is that ...

- 2A. During Day 1, when talking about Some usual personal and group dynamic processes occurring when the gender - based violence theme was presented, what was significant for me is

- 2B. During Day 1, when talking about Some usual personal and group dynamic processes occurring when the gender - based violence theme was presented, what could have been different is

- 2C. Please, evaluate this part of Training on the scale from 1 to 4 (4 is the highest)

- 3A. During Day 1 when talking about Kolb's learning cycle, Adult learning theory and Learning styles, what was significant for me is

- 3B. During Day 1 when talking about Kolb's learning cycle, Adult learning theory and Learning styles, what could have been different

- 3C. Please, evaluate this part of Training on the scale from 1 to 4 (4 is the highest)

- 4A. During Day 2, when talking about the Identifying training needs, what was significant for me is

- 4B. During Day 2, when talking about the Identifying training needs, what could have been different is

- 4C. Please, evaluate this part of Training on the scale from 1 to 4 (4 is the highest)

- 5A. During Day 2, when talking about Training design, what was significant for me is

- 5B. During Day 2, when talking about Training design, what could have been different is

5C. Please, evaluate this part of Training on the scale from 1 to 4 (4 is the highest)

6A. During Day 3, when talking about Training delivery, what was significant for me is

6B. During Day 3, when talking about Training delivery, what could have been different is

6C. Please, evaluate this part of Training on the scale from 1 to 4 (4 is the highest)

7A. During Day 3, when talking about Evaluation, what was significant for me is

7B. During Day 3, when about about Evaluation, what could have been different is

7C. Please, evaluate this part of Training on the scale from 1 to 4 (4 is the highest)

8. Please, evaluate the group comfortability level you personally experienced, on the scale from 1 to 4 (4 is the highest)

9. Were trainers from the Incest Trauma Center – Belgrade (Ljiljana Bogavac, MD, and Dušica Popadić) working professionally?

Yes No

10. How did you feel in the interaction with trainers?

11. My prevailing feeling during the training session was

12. I would be willing to attend the next training session addressing the topic (you can list more than one topic)

Thank you for your trust!

***Truly,
Your trainers Ljiljana Bogavac and Dušica Popadić***

APPENDIX 2

Correspondence with newcomers who apply for Level 1 (informed about the training by trainees who completed Level 3); Original in Serbian and translation in English;

Note: Cyrillic alphabet is officially used in the state institutions. In other institutions / organizations as well as by citizens in Serbia, it's a personal choice between Cyrillic and Latin.

From: [REDACTED]
 Sent: Monday, August 03, 2015 9:46 AM
 To: itcentar@EUnet.rs
 Subject: Seminar Gender-equality violence

Dear colleagues,

[REDACTED] informed me that you are organizing a seminar entitled "Gender-equality Violence", from 26th to 28th August. As I teach psychology and civic education (in the School [REDACTED] "School without Violence" [REDACTED]), I am interested in this seminar and 18 trainees have already applied for participation, [REDACTED] informed me that my name, along with the names of a couple of other colleagues, has been sent to ITC and that you were going to inform us in the next few days whether it will be possible for us to take part, too. Since I will be abroad in the next 10 days, I kindly ask you to send me information (should there be any) at the email address am using now ([REDACTED]).

Thank you in advance,
 [REDACTED]

From: [REDACTED]
 Sent: Friday, July 24, 2015 13:18 PM
 To: itcentar@EUnet.rs
 Subject: Application for educational program

Dear All,

In the belief that the deadline for applications was 1st Aug 2015, I have not to this day sent in my application for participation at the educational seminar, although I am very keen on attending it, and that is why I am sending it now, tardily, in the hope that you will allow me to attend, if it is at all possible. My name is [REDACTED]. I have been working for 25 years now as a psychologist in the [REDACTED] Grammar School. I was a mentor in the primary school "[REDACTED]" in [REDACTED] in the program "School without Violence".

In the hope that you will take my plea into consideration,
 kind regards,
 [REDACTED]

From: [REDACTED]
 Sent: Thursday, July 23, 2015 22:11 PM
 To: itcentar@eunet.rs
 Subject: Application for the program

Dear All,

Having been absent for some time, I realized today that applying for the program "Gender based violence from survivors' perspective – level 1, basic level". If there are still some vacant places, I would like to apply. My name is [REDACTED], and I teach sociology at the [REDACTED] School "School without Violence" and at the [REDACTED] Grammar School "School without Violence" in [REDACTED]. I am a mentor in the UNICEF program in the program "School without Violence".

Kind regards,
 [REDACTED]

From: [REDACTED]

Sent: Sunday, August 02, 2015 9:37 AM

To: 'Incest Trauma Centar - Beograd'

Subject: RE: THE FREE ACCREDITED PROGRAM OF THE INCEST TRAUMA CENTER – BELGRADE FOR 18 PARTICIPANTS INVOLVED IN “SCHOOL WITHOUT VIOLENCE” – IN COOPERATION WITH THE UNICEF OFFICE

Dear All,

I apologize for being one day late sending in applications for participation at the seminar you are organizing in August.

The following persons would like to attend: 1. [REDACTED], psychologist 2. [REDACTED], social worker

Kind regards,

[REDACTED] Principal of primary school “[REDACTED]”

APPENDIX 3

Letter from a school informing ITC that 1st National Study and Strategy in Education for Prevention of CSA were presented to colleagues and parents

From: [redacted]
Sent: Tuesday, February 23, 2016 9:46 AM
To: Incest Trauma Centar - Beograd
Subject: Information on the School Faculty Council meeting

Dear All,

we wish to thank you once again for the useful contents that we received last week at the seminar you organized. As agreed, at the staff meeting yesterday, we applied exactly what we had learned through role play and in this phase, we presented to our colleagues the results of the National Study and briefly explained the Strategy for combating child sexual abuse, which is applicable in the field of education, and the obligations deriving from this document from now on. Our colleagues realized that they hadn't been sufficiently informed, and some of them were surprised by all the work that has been done so far, and their reaction to the film "Let's talk about sexual violence" was especially positive. We are planning to continue, and our aim is to have several meetings and reach an agreement and have you hold a seminar in our school for the entire staff.

We will stay in touch and send you our greetings!

[redacted]
Team for the protection of children against violence of the [redacted]

No virus found in this message.

Checked by AVG - www.avg.com Version: 2015.0.6189 / Virus Database: 4533/11681 - Release Date: 02/23/16

APPENDIX 4

Letter from a school informing ITC they worked on the topic of the Learning styles

From: [REDACTED]
Sent: Thursday, May 14, 2015 11:53 AM
To: Incest Trauma Centar Beograd
Subject: Information – School Child Protection Team

Dear colleagues,

this is only to give you some feedback, that in our School Child Protection Team we spoke about learning styles and completed the 40-questions Test that we had done during the training. In general, the atmosphere was good and the two of us who have completed your training explained in more detail the learning theory for adults. Some colleagues remembered having learned about it earlier. However, it seems to me that this exchange contributed a great deal to the team atmosphere, and we also talked about delegating tasks within our small team in the future. We considered having this as an activity at the next meeting of the Parents' Council, as we now have new members in this body, most of whom will be working together in the next two years, so they may find this useful.

We will keep you posted about all the developments, and we have been quite pleased recently, because there have been motions in our school have been voicing their wish to have more people on the Child Protection Team for the protection of children extended.

Kind regards!

[REDACTED]

APPENDIX 5

Notes from case management session for school personnel organized and led by ITC (excerpt from the content discussed)

THE CASE MANAGEMENT SESSION ORGANIZED BY THE INCEST TRAUMA CENTER – BELGRADE

Monday, 5th May 2014, from 12 to 14 pm, in the Center for Cultural Decontamination, 21, Birčaninova St.

Attendance of 9 elementary and secondary schools (Belgrade, Zrenjanin).

The book “Power to Prevent Suicide – a Guide for Teenage Helpers of Teenagers” published by the Creative Center was handed out to everyone. Interested schools can contact us if they wish to receive a package of books for one class of 14-year-olds.

We thank all the participants for excellent group work!

The planned structure of the session:

Exchange on one case from a field that was defined as one of the priorities – in the course of the discussion replaced by questions and answers to our guests from the Welfare Center (Mrs. Davorka Filipović, City Welfare Center Savski venac) and the Police (Mrs. Marija Stanković, Police Directorate for the City of Belgrade, Criminal Police Directorate, VI Department), as the very questions contained case descriptions raising controversies regarding the competences of other institutions and action procedures.

In the course of the discussion, the following issues were addressed: whether the Special Protocol is clear, and the answer was affirmative, whether the levels of violence were clearly understood (**the first – emotional abuse, second – physical abuse, third - sexual**), what measures had been undertaken concerning the first level. Also, ways of dealing with the situation where a secondary school pupil fails to attend school over a long period of time (and secondary education is not mandatory under the Law) and there is concern that she/he could be in danger.

Suggestions for everyone present: The entire school team are responsible (not only the Protection Team), lobbying the school Principal to understand how important the topic of violence is, when violence is reported, or any other information concerning child protection is forwarded, the maximum delay for receiving a reply from another institution should be 7 days (depending on the situation, this can be 1 or 2 days at most), labeling information conveyed to institutions as “Urgent”, and using all channels of communication with them: fax, e-mail, regular mail (except phone calls, because no written record is left, so there is no obligation involved).

The urgency of adhering to procedures according to the Special Protocol + call the 192, Police patrol immediately concerning every incident that occurs (both in case of peer violence and that of an adult perpetrator manifesting violent behavior towards the teaching staff).

Reminder about the ways of reporting to other institutions and the effects in practice:

Reporting as:

- Unidentified person – the weakest social force, nothing is likely to happen concerning child protection
- Full name and first name (as a citizen)
- Full name and first name, and under your signature, stating your function in the school or member of the CHILD PROTECTION TEAM
- Principal, the seal of the institution – most powerful, although it is not necessary to wait for that condition to be fulfilled (a step ahead: You as a professional working in a School /member of a Child Protection Team, have full capacity to which other institutions are supposed to respond and do their part of the job)

One of the planned topics at the next session will be: How to present a case in an effective way, distinction: relevant vs. irrelevant information.

A summary of each Case discussion will be prepared by the Incest Trauma Center – Belgrade and distributed to the schools through our mailing list. All colleagues who wish to be on the mailing list (and are not already there), can contact us at itcentar@EUnet.rs and they will be put on the list.

All those personally taking part in the session of Case discussions will be on a separate mailing list, through which they can contact us in between two monthly sessions, should they have any dilemmas in their work, if they need a suggestion or if they **have their own examples of good practices they wish to share with others and potentially help colleagues who might find themselves in similar situations**. All participants are encouraged to send us their suggestions in between two session, so that our work in these sessions could be as efficient as possible.

One of the schools that were present informed everyone that they had been visited by a colleague from the City Center for Social Welfare, (4, Ruska St.), Mrs. Korelija Babinski, psychologist, who announced her intention to visit all the schools in the area of Belgrade, in order to improve communication between the City Center for Social Welfare and the schools.

The next Case discussion: Monday, 9th June 2014, from 12 to 2 pm in the Center for Cultural Decontamination, 21 Birčaninova St.

Belgrade, 5th May 2014

Letter from a school Principal received after one of case management sessions in 2015

-----Original Message-----

From: [REDACTED]
Sent: Friday, March 20, 2015 20:36 PM
To: itcentar@eunet.rs
Subject: Advice needed

Dear Ljilja and Dusica,

first of all, let me apologize for bothering you with this, but I could really do with a piece of advice.

Namely, as I told Ljilja during our conversation, a parent is about to press charges against me to the Ombudsman, because he believes that I am not going to undertake any action regarding his claim.

In brief:

He has heard that at the parents' meeting he did not attend, his son's case was discussed and that it was said that the child had been expelled from his former school. He called me demanding a meeting with me, the lawyer, the pedagogue, the psychologist and the class tutor immediately.

He did not want to speak with me without witnesses.

I am not really sure what he wanted to achieve in this meeting. He accused the class tutor of having allowed rumors to be spread about his son, and said that the teacher from his son's former school had also participated in that.

The class tutor said then that those allegations had not been voiced, but rather that the names of the children that were entered in the Discipline Book had been read out, so that discipline could be improved.

Then he began reading the Ombudsman's letter, which has nine pages, about the case in the previous school. I interrupted him with the question how satisfied his child was in our school and what impression he has, as a parent. He says that he was caught unawares by my question and that he did not know the answer.

The psychologist asked him why he was so confrontational towards us, and he answered that it wasn't true, but that he could not trust us because of his bad experience in the previous school. He also said that he had forbidden his child to see the psychologist or pedagogue without his presence.

All in all, at the end of the meeting, when we remained face to face, he said that he was prepared to push this case all the way to an international court, if necessary.

What I did was: all the people implied wrote official notes, the class tutor and the teachers their statements, the Team who are acquainted with the case convened and made some decisions.

This man now demands a parents' meeting, with the presence of all the parents, teachers and lower grades' class teachers, in order to stop the spreading of fabrications and lies about his son, which he labels as abuse.

I do not wish to call such a meeting because I believe it would be counterproductive.

What shall I do? Should I seek advice from the Ombudsman or hire a lawyer?

I apologize once again for being so long-winded in my letter, and as I said, I would appreciate every piece of advice or idea, especially because I feel so strange to be accused of not reacting to violence and abuse.

Kind regards,

██████████

---- No virus found in this message.

Checked by AVG - www.avg.com Version: 2015.0.5751 / Virus Database: 4311/9358 - Release Date: 03/22/15

APPENDIX 6

Schools refer cases of SA to ITC (excerpt from ITC records describing the information received at the moment of reporting the cases)

Case study 1

A school pedagogue (and trainee at Level 3) reporting that a 15-year-old girl who is a student of their secondary school has experienced sexual abuse by the male partner of the mother of her best female friend.

Six months ago, the girl went to her best friend's home and for the first time met her mother's partner. After they'd had lunch, he brought her to the next room (while her friend and her mother remained talking in the living room). He closed and locked the door and she was forced to stay there the whole night. He raped her and threatened she mustn't shout or call for help.

In the morning, he opened the door and the girl dressed herself and left the apartment. Her friend and the friend's mother were sitting there, saying nothing.

Two months later, she disclosed to her class tutor what had happened to her. The class tutor contacted a school psychologist who had no understanding for the situation, but the school pedagogue took over and spoke to the girl and since then, she's been constant support for her.

The case was reported to the Child Protection Service / Center for Social Welfare, but up to date there's been no progress. The school pedagogue and the class tutor have been continually initiating communication with the Child Protection Service. The girl objects to reporting to police herself because she's afraid of what the offender would do to her afterwards.

The girl still lives with her grandmother who is aware of the sexual abuse and she's been fully supportive to her. They live in poverty. The girl's mother re-married and has been living with a new partner, providing no care for the girl. She also knows that sexual abuse took place.

The school pedagogue came to ITC together with the girl.

January 2016

Case study 2

A girl, 13 years old, experienced sexual abuse by her older brother.

The class tutor noticed that the girl started being pensive, could not follow the classes as earlier, her grades were getting worse and she didn't socialize with friends as usual. She spoke with parents about what she had noticed and they agreed with her about these changes and accounted for them as entering puberty.

Then, the class tutor spoke with the girl, too, and expressed her concern and what she had noticed. She asked her if someone was acting badly toward her and hurting her and said she would be there for her.

A week after this exchange, the girl came in the school break to talk to the class tutor and disclosed what was going on. She said her brother had been sexually abusing her and threatening her that if she told their parents, he would say she asked for that herself and that they would believe him since he's a good son and student and they loved him more than her. He's 20 years old.

The class tutor explained to the girl what she would do to protect her according to official procedures and that this secret is not a good one that should be kept further. The case was reported to the school psychologist and the pedagogue. They called her parents to inform them about the following steps that were the responsibility of the school, they said they were sorry for the fact that this considers their son but the law is clear what comes first.

This case is reported to the police and the Child Protection Service / Center for Social Welfare. With the assistance of

school psychologist, the parents succeeded in being supportive to the girl. At the moment, the criminal prosecution is underway and the parents removed the son from the house, as they say, until the sentence by the court is pronounced.

School professionals brought the girl to ITC in order to prepare to give her testimony in the court.

November 2015

APPENDIX 7

Local school actions held

A) "Week of non-violence" included invitation to ITC to present its Manual "How to prevent violence in adolescent love relationship: Guide for teenagers" Poster (first to the left): 23/04/2015 Thursday; How to prevent violence in adolescent love relationships; 1 pm; Dusica Popadic, Ljiljana Bogavac, Incest Trauma Center; Guests from Violence Prevention Unit of MoE, Unicef, the Ministry of Interior and representatives from Child Protection Teams from all schools from the local municipality of New Belgrade;

23. 04. 2015.г.,
ЧЕТВРТАК

**КАКО СПРЕЧИТИ
НАСИЉЕ У
АДОЛЕСЦЕНТСКОЈ
ЉУБАВНОЈ ВЕЗИ**

У 13 часова

Предавачи:
Душица Попадић
Љиљана Боговац
Инцест траума центар

Гости из
Јединице за
превенцију насиља
УНИЦЕФ-а

МУП-а –представници
Тимова за спречавање
насиља из свих
новобеоградских школа

24. 04. 2015.г.,
ПЕТАК,
13 часова

ШАХОВСКИ ТУРНИР




Тел: 301-74-79
e-mail: ozmilanrdic@yahoo.com
www.osrskic.znanje.info

ОШ "МИЛАН РАКИЋ"
НОВИ БЕОГРАД
Вojвођанска 62

**Календар активности у
оквиру Недеље ненасиља**



Тел: 301-74-79

B) Evaluation list: The topic of Sexual Abuse of Children committed by a schoolteacher; a female teacher who is trained in Forum theatre technique worked with 6th graders to present the issue to other school personnel and the evaluation lists sent to ITC for advisory services. Evaluation list 1 had been sent and after exchange between the teacher and the trainees, Evaluation list 2 was prepared for the audience. The topic was presented within ITC Ed. Cycle "From a standard to 3D online classroom".

Evaluation list 1 - EFFECTIVENESS OF FORUM THEATRE AS THE TECHNIQUE IN THE FIELD OF VIOLENCE PREVENTION

We kindly ask you to express to what degree you agree with the following statements by inserting X in the corresponding field in the grid

Statement	Fully agree	Mostly agree	Partly agree	Mostly disagree	Fully disagree
Forum theatre showed a real situation					
Involving the audience in the theatre play is a good way to try out possibilities how to react in these situations					
Forum theatre, as a technique, in an interesting way raises awareness and sensitivity to recognize alternatives to overcome abusive situations					
Forum theatre in an effective way enables developing knowledge, skills and attitudes needed for constructive response to violence					
Forum theatre is a valuable way of presenting, recognizing and constructively responding to violence					
Interactions after the theatre play leave a trace and produce the desired effect both on actors and audience					
Such theatre plays should be presented to peers, but also to teachers, parents and other adults since these topics concern them all					
Forum theatre as a way of working deserves attention and support in order to be improving, developing and disseminated as a good practice					
Total score					

Evaluation list 2 - Theme: SEXUAL ABUSE OF CHILDREN COMMITTED BY HELPERS

SCHOOL FORUM THEATRE

Survey for audience (school personnel)

Feedback from participants – anonymity guaranteed

1. Forum theatre concerned with sexual abuse of students committed by a teacher showed a real situation.
YES NO
2. The presented situations also happen in the real world and we don't know always how to react.
YES NO
3. Involving the audience in the theatre play is a good way to try out options how to react in these situations.
YES NO
4. Interactions after the theatre play leave a trace and produce the desired effect both on the actors and audience in such an effective way that enables developing knowledge, skills and attitudes needed for constructive response to violence.
YES NO
5. The way of working in this Open-day class deserves attention and support in order to be improving, developing and disseminated as a good practice.
YES NO
6. In the professional setting where I work, I've heard of a helper who has been sexually abusing a child while carrying out her/his regular professional duties.
YES NO
7. In the professional setting where I work, I know a helper who has been sexually abusing a child while carrying out her/his regular professional duties.
YES NO
8. I had some suspicion / knowledge of a professional helper who had been sexually abusing a child and I reported this to police.
YES NO

Thank you for your feedback!

In case you need assistance, please, call or e-mail to the Incest Trauma Center – Belgrade (011 386 13 32 and itcentar@EUnet.rs).

February 2015

APPENDIX 8

Invitation to ITC to publish article in the Professional Journal of the Pedagogues' Association of Serbia (one of the trainees acts as Editor-in-chief of the Journal called "Pedagogic Reality" and after this Training the invitation was received)

-----Original Message-----

From: **Dragana Spasojevic**
 Sent: Friday, March 25, 2016 19:43 PM
 To: Incest Trauma Centar - Beograd
 Subject: Re: **Dragana Spasojevic**, questions for the Pedagogic Gazette

Dear All,
 the pleasure is mine.
 Thank you in advance.
 Kind regards, **Dragana Spasojevic**

-----Original Message-----

From: Incest Trauma Centar - Beograd
 Sent: Friday, March 25, 2016 9:56 AM
 To: Dragana Spasojevic
 Subject: Re: **Dragana Spasojevic**, questions for the Pedagogic Gazette

Thank you for your letter and the possibility of cooperation. We will provide the answers timely.

www.incestrauamacentar.org.rs
www.ijasamuztebe.org.rs
 Incest Trauma Centar - Beograd
 Macvanska 8, 11000 Beograd, Srbija
 Tel./fax: 011 386 13 32
 E-mail: itcentar@EUnet.rs

-----Original Message-----

From: **Dragana Spasojevic**
 Sent: Thursday, March 24, 2016 12:25 PM
 To: Incest Trauma Centar Beograd
 Subject: **Dragana Spasojevic**, questions for the Pedagogic Gazette

Dear associates,
 as we are preparing the next issue of the Pedagogic Gazette, I am sending you as agreed, questions about the National Study.

I hope this will not take you too much time. We would like to publish the text in the next issue, if you agree. I will send you the text for authorization. Our deadline is 20th April 2016. Is this an optimal time frame for you?

1. Incest Trauma Center – Belgrade is the official leader, owner and commissioner of the first National Study on the social problem of child sexual abuse in RS . What was the purpose of this Study?
2. What institutions were partners of the Incest Trauma Center - Belgrade?
3. Pupils and parents from primary and secondary schools in Serbia were involved in the Study. How many primary and secondary schools made up the sample in this research and what were the pupils' age groups?
4. In view of the sensitivity of the topic and age, what was the methodology of the research and how did the children respond to being answering the interviewers' questions?
5. How did you ensure confidentiality, respect of privacy and trust in exploring the attitudes on sexual violence against children?
6. What do the results of the National Study indicate about the social problem of child sexual abuse in RS?
7. Did the parents and pupils who participated in the research, recognize the need for addressing the topic of sexual

violence from an early age to university?

8. Are primary school children more exposed to sexual violence, or else young people of secondary school age?

9. The topic of sexual violence against children and youths has not been visible enough in the educational system of Serbia. Where do you see space for education in schools and what are the ITC recommendations in that sense? Can the pupils be educated about this topic through intra-curricular activities, through various subjects?

10. What would be your advice to professionals working with children in schools and to families regarding the protection of children against sexual violence? If you think that I have failed to ask some important questions, I remain open to any suggestions you may have.

Thank you in advance.

Kind regards,

Regina Spasojurić

----- No virus found in this message. Checked by AVG - www.avg.com Version: 2015.0.6189 / Virus Database: 4545/11865

- Release Date: 03/22/16

APPENDIX 9

Illustrations of application of training within 3 months period.

Letter from a school Principal

From: [REDACTED]
 Sent: Thursday, September 17, 2015 23:26 PM
 To: Incest Trauma Centar Beograd
 Subject: Some ideas

Dear Ljilja and Dušica,

In view of the fact that school Principals never sleep, but design new tasks for their staff, I will seize this opportunity to channel my energy in a different direction. Joking aside, I will seize this opportunity when ideas occur to me, and I will be glad, indeed, if some of them prove to be useful.

Through my experience working with school Principals, teaching and non-teaching staff, parents and, above all, children, I have come to the following conclusions.

The school Principals react most promptly when we invoke the Law and the Protocol, therefore, when contacting them, this is an alleviating circumstance in tackling any topic, especially a topic that is all too “sensitive”.

As far as the parents are concerned, it is definitely requisite to have a preparatory meeting, since they have a number of questions, wishing ‘to protect’ their children with no striving for their own knowledge.

The children are the most responsive.

This is what you already know, of course, but what next? In accordance with your idea to educate adults, and at the same time disseminate knowledge through peer teams, perhaps both of these groups could somehow be combined. Maybe by creating a mobile team (Ljilja’s idea from Palić to Medvedja – up north to south of country), consisting of a teacher, psychologist, someone from the Police and a member of the Peer Team.

The adults deliver a lecture for the parents, introducing them to the concept of violence and then the discussion that follows through concentric circles is used to broach the main topic of sexual violence.

I might be wrong, but I feel that sometimes a single encounter is not sufficient for discussing this “taboo” topic. In situations I’ve worked in, the topic of “cyber violence” proved to be an excellent introduction, because you reach the main topic through the concept of pedophilia.

In workshops, the children react better to unfamiliar person and open up faster, especially when it comes to violence in the school environment. The prevailing attitude among them is that we are united and that we will protect our colleagues, while an outsider is more likely to react on their behalf. Surely, it is very important to work on gender roles, where literature is an excellent field, this is where they open up to the full. (Therefore, education of Serbian language teachers is absolutely necessary, or else we could once again have an outsider facilitate workshops through which the children would be empowered and learn to say no).

As for the teaching staff, I truly believe that in some way a lecture should be made obligatory for them to attend, where they would be informed about the Protocol, because (as you know) they do not read it on their own.

The Peer Team could play a special role here, as they could present their own perspective, how they feel what they know and what they don’t know, who they can trust, and who they cannot (as in the film that we saw today).

If this type of teams were to be formed, they would, as it were, follow in one another’s footsteps, gradually, cyclically, so as to achieve a lasting effect.

When it comes to convincing teachers to tackle this topic in the first place, this is where the Ministry comes into the picture, by prescribing a certain number of classroom meetings dedicated to it, together with set topics and instructions about how the lesson should be structured (in line with the manual Tagged), and also violence in adolescent relationships.

This is the safest access to children, which doesn’t require parents’ consent, and provides enough space to address all the topics.

These are just some of my ideas, I’ll write again if something else comes to mind.

Sincerely,

[REDACTED]

Letters from a teacher of Civic Education

-----Original Message-----

From: [REDACTED]
Sent: Monday, February 09, 2015 15:38 PM
To: itcentar@eunet.rs

Dear Ljilja and Dusica,

On 27th Feb or 3rd March, I am supposed to deliver a lecture for the pupils of the Military Grammar School attending religious education sessions at the Church of Archangel Gabriel concerning abuse, violence and dangers connected to the Internet (I have not thought of a title yet :)). It would be nice if you could come and say a few words. We would agree on details, provided you accept. But if you cannot make it, could you at least give me some of your fliers to hand out, so they would know who they can refer to.

Kind regards,
[REDACTED]

-----Original Message-----

From: [REDACTED]
Sent: Friday, March 06, 2015 10:53 AM
To: itcentar@eunet.rs

Dear Ljilja and Dusica,

this is only to let you know that the lecture last night was an unusual experience:). By all means useful both for the participants and for me. I hope that we will have an opportunity to meet soon, so I can tell you the details.

Sincerely,
[REDACTED]

No virus found in this message. Checked by AVG - www.avg.com Version: 2015.0.5751 / Virus Database: 4299/9236 - Release Date: 03/06/15

Letter of confirmation from a teacher of Sociology and Civic Education

From: [REDACTED]
Sent: Wednesday, November 11, 2015 9:23 AM
To: itcentar@EUnet.rs
Subject: Open-day class: confirmation of attendance

Dear All,

Hereby, I would like to confirm my attendance of the Open-day class scheduled on 19th Nov 2015.

Yours truly,

[REDACTED] teacher of sociology and civic education

– School for [REDACTED] Belgrade

Letter of confirmation from a school pedagogue

From: [REDACTED]
Sent: Monday, November 16, 2015 8:52 AM
To: Incest Trauma Centar Beograd
Subject: Re: OPEN-DAY CLASS “WHAT YOU DID NOT SEE” –SEXUAL VIOLENCE AND SPORT – (WORLD DAY OF PREVENTION

In the appendix for you, the brochure “I AM HERE FOR YOU, TOO!” Get to know our SA Prevention Peer Team!
WITH YOUR PERSONAL ACTIVISM CONTRIBUTE THAT AS MANY CHILDREN, YOUTHS AND ADULTS FIND OUT ABOUT “I AM HERE FOR YOU, TOO!” – FORWARD THIS INFORMATION FURTHER!

Letter of application by a Head of the Student Parliament

From: ██████████
Sent: Sunday, September 13, 2015 20:34 PM
To: itcentar@EUnet.rs
Subject: Application

For the OPEN-DAY CLASS on 15th Sept and the PUBLIC DEBATE on 17th Sept by the pupils and teachers of primary school ██████████, Belgrade, 25, ██████████.

We have one question – How many pupils and teachers can attend these activities?

Regards,
██████████, Head of the Student Parliament.

APPENDIX 10

A) **Action Plan** (after the end of training – 3 months follow up) This table is known to NSPCC and in use (it will be enclosed upon request).

B) During **Recall Day** sessions, a sort of check-up is done about the effectiveness of this Training if trainees:

- felt isolated when going back after the training
- in which way they (and also their School Child Protection Team) reacted to potential discriminatory practices both in and out workplace
- potential changes in their workload and roles
- what kind of support they need to influence colleagues in attitude-and practice-shift
- in what way they ensured the quality of their work for oppressed groups
- how far they integrated diversity in their work
- selection and results of practical use of video/audio/written materials on SA issue
- features of the training that are still not incorporated in practice and why
- plans for future practice
- type of assistance needed in future and by whom, etc.

Since this Training doesn't make an impact only on professional behavior and/or organizational aims, but on personal life as well, the Recall Day also collects testimonies on how trainees became more sensitive for the issue in their own private surrounding and try to influence their close ones. These shifts also count and become benchmarks for measurement.

Festival of Accomplishments

Poster presentations of teachers from primary and secondary schools from the territory of Serbia who have already introduced SA issue into their daily work in classroom in different subjects. Each poster consists of texts on how to prepare a unit in the curriculum and they are followed by either working material to be used during the class or photo documentation witnessing how the classes were held.

Belgrade, May 12, 2014 in the Center for Cultural Decontamination



A pedagogue from a primary school receives certificate for her contribution to the Festival of Accomplishments by Deputy Director of ITC



Above: Last minute preparation of a primary school teacher

Below: Audience visiting posters from primary schools from towns of Obrenovac, Prijepolje and Nova Varos (incl. contents on CSA in classes for 1st and 2nd graders)



Below: Certificate for teachers of P.E. in the hands of co-ordinator of the Violence Prevention Unit of the Ministry of Education (in future to monitor the work of teachers within ITC's "Program of Self-defence in case of Sexual Assault" where ITC every 2 years prolongs teachers' licences to implement the Program); the same person confirms cooperation of MoE and ITC on designing Educational Packs on national TV on February 08, 2016 (pls. see [Appendix 14](#))





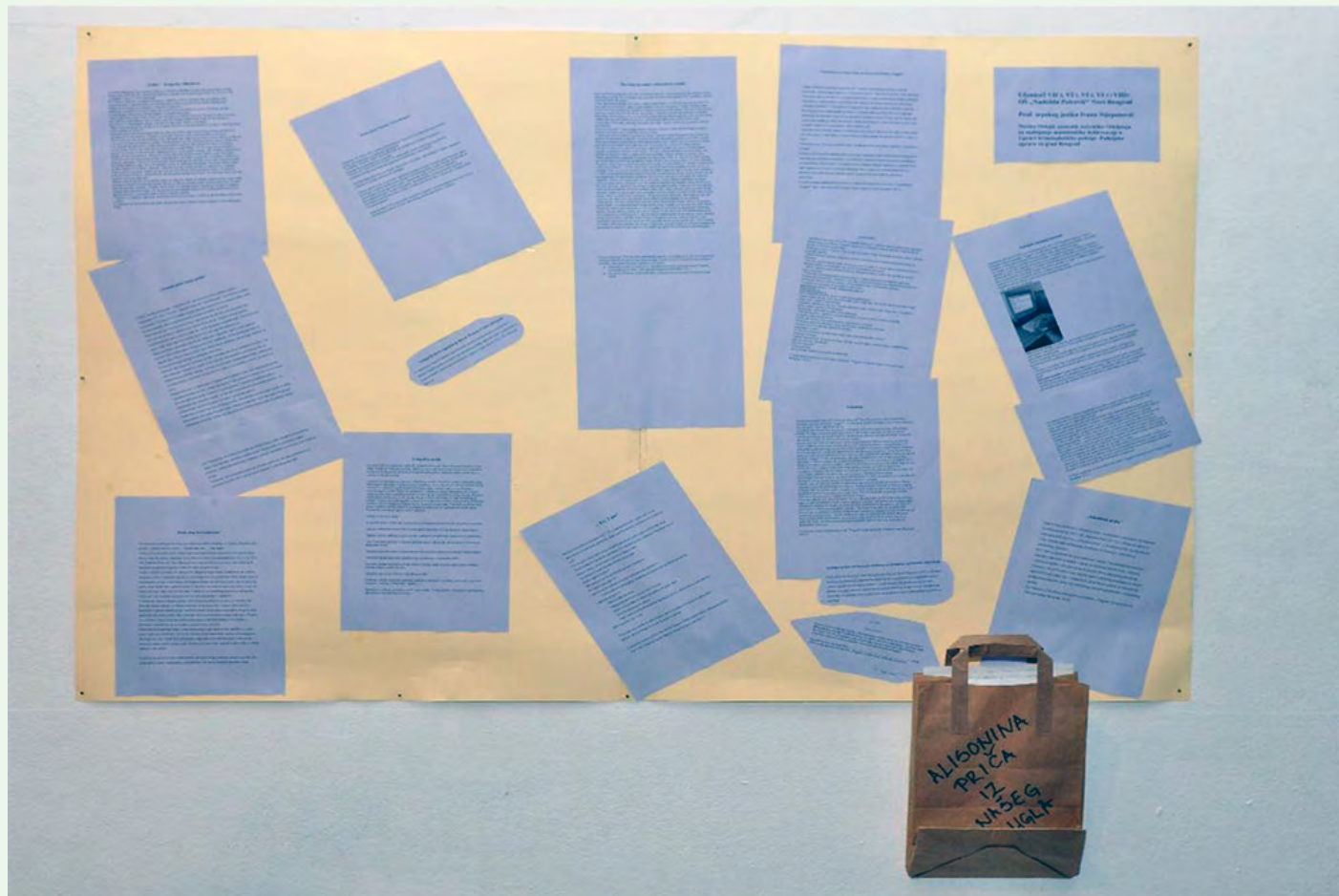
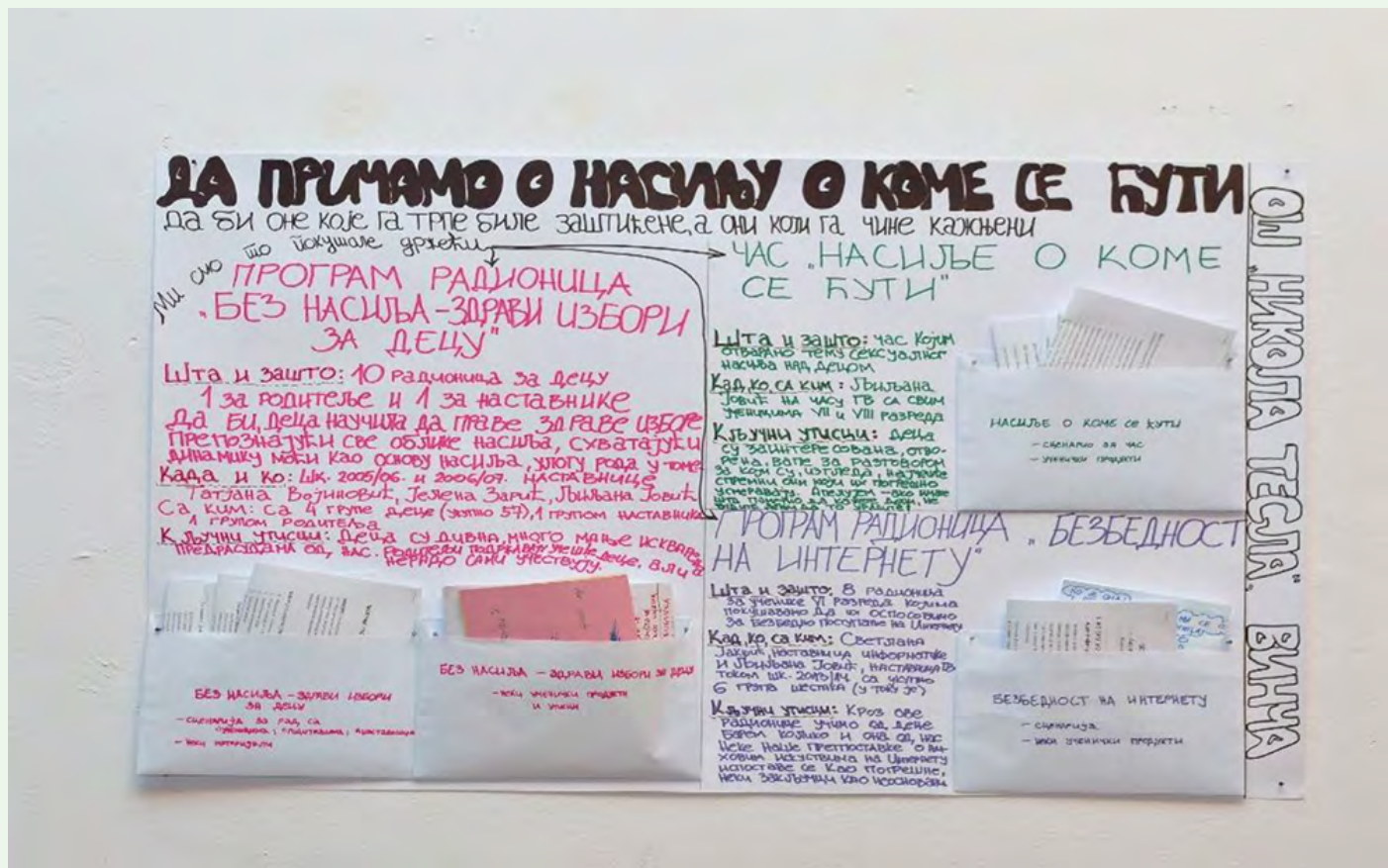
2 photos above: The audience visiting poster presentations

Below: The Principle of a primary school receives “thank you” card for 10 years of successful co-operation of a school and ITC (first ever Principle of school who was awarded by our organization)

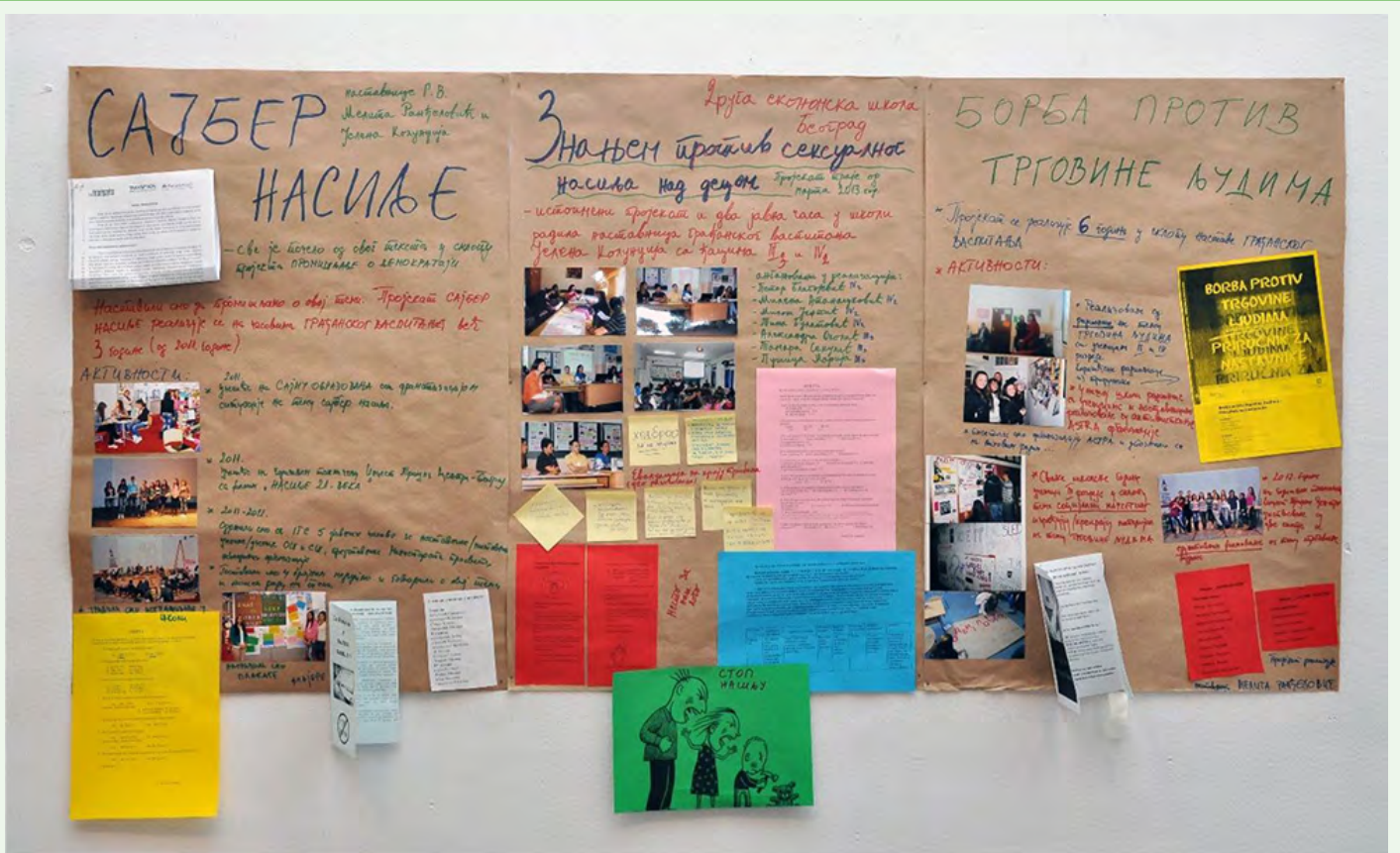


Above: School attended mainly by children and youth with mental disability (age 14-19); among other info, stated that they were winners of ITC’s Annual Excellence Award Competition for schools in 2010.

Below: Title of the poster: "To speak out on violence which everyone is silent about"; Primary school informs the audience that ITC's Prevention Violence Program "Healthy Choices for Kids" has been implemented (Level 2);



Title of the poster: "Alison's story from our perspective". A primary school where CSA was the topic in the content of mother tongue classes (Serbian); examples of stories and other literary works where gender and SA were addressed.



Title of the poster: "With knowledge against CSA". A secondary school where cyber violence and trafficking in human beings were the themes used as the 'entrance' into the CSA issue.

The title belongs to the slogan used by ITC regarding our Initiative to introduce SA issue into the national school curriculum from kindergartens to primary and secondary schools and relevant textbooks.



A primary school from the town of Zrenjanin, where social inclusion process is in progress, attended by mixed structure of children with and without disability. Case study concerning crisis intervention for a child sexual assault survivor.





3 photos above: The venue 1.5 hour before the Festival started.

INCEST TRAUMA CENTAR - BEOGRAD
 Za Republiku Srbiju, nosilac Kampanje Saveta Evrope "1 OD 5"

**NAŠ DOPRINOS
 REFORMAMA U OBRAZOVANJU U SRBIJI**
 Oblast: Zaštita dece i mladih od seksualnog nasilja

www.incesttraumacentar.org.rs

Kreativno učenje uz preispitivanje osnovnih pretpostavki
 Konstruktivno obrazovanje u cilju novog značenja

Mnogi različiti tipovi edukativnih šešira - svi su u skladu sa ličnim i profesionalnim vrednostima
 Žongliramo sa puno šešira da informišemo, transformišemo, uvećamo kompetenciju i integritet, promovišemo socijalnu pravdu, poštujemo ličnost, obrazujemo sebe, druge ljude, koleg(inic)e, sistem i zajednicu

Uspostavljamo vrednosti
 Promovišemo Saradnju, Otvorenost, Poštovanje, Jačanje, Bezbednost, Integritet, Kompetenciju

KRIZNI CENTAR

- Otvorena linija za đake i roditelje
- Otvorena linija za nastavnice/ke
- Razgovor o slučajevima
- Prijem slučajeva upućenih iz vaspitno-obrazovnih ustanova

Obrazovni šeširi puni poštovanja
 koji štite i saveznici su ranjivim i diskriminisanim društvenim grupama

TRENING CENTAR

- Specijalistički treninzi
- Akreditovani programi

Šeširi koji osposobljavaju i neguju
 Promovišu Ljudska prava, Integritet, Kulturne i profesionalne kompetencije, Brigu, Toplinu i Bezbednost

CENTAR ZA PREVENCIJU SEKSUALNOG NASILJA

Inicijativa za uvođenje teme seksualnog nasilja u nacionalni školski plan i program i relevantne udžbenike

- Produkcija video i audio materijala i priručnika za primenu u redovnoj nastavi
- Pomoć u izradi višegodišnjeg Programa zaštite dece od nasilja
- Javni časovi
- Vršnjački timovi
- Godišnje nagradno takmičenje za osnovne i srednje škole iz oblasti nasilja nad decom i ženama
- Beogradski Sajam knjiga: Škole gostuju na našem štandu
- Gostovanja na poziv vaspitno-obrazovnih ustanova
- Festival postignuća

Šeširi koji imaju moć da utiču na obrazovne procese
 Prepoznaju Moć, nastoje da ojačaju nejake, podstiču Učenje od drugih i međusobno učenje

Poster of ITC with the title: "Our contribution to reforms in Education in Serbia" showing different 'hats' that our organization has been wearing: a) Creative learning with questioning basic assumptions b) Various hats – all in accordance with personal and professional value base c) We establish values d) Crisis intervention center e) Training Center f) SA Prevention Center g) Educational hats full of respect h) Hats that build capacity and nurture i) Hats that have a power to influence processes in Education.

APPENDIX 12

2015©ITC short educational movie “Let’s talk about sexual violence” made by ITC SA Prevention Peer Team consisted of female students of primary and secondary schools referred to the Team by their teachers;

https://www.youtube.com/watch?v=gS_YkgmSesY

APPENDIX 13

2015©ITC short educational movie “KIKO and the Hand” made by one primary school (upon the picture book with the same title, printed by CoE and ITC);

<https://www.youtube.com/watch?v=-4fPI6h-0EU>

Implementation of content on CSA issue into the national curriculum of primary and secondary schools on the territory of Serbia

Illustration: 2 announcements on the Radio Television of Serbia, public broadcaster and national TV called “Educational Packs for prevention of CSA”. The news is about the Incest Trauma Center – Belgrade which has been designing Educational Packs from which children in kindergartens, primary and secondary schools will learn on CSA issue. In the video clippings, among speakers are the co-ordinator of the Violence Prevention Unit of MoE (Ms Biljana Lajovic) who confirms this will be the case and Dusica Popadic on behalf of ITC telling about the process. (February 08, 2016; Morning news at 8 am and Prime time news on 7.30 pm; in Serbian only).

From: [REDACTED]
 Sent: Monday, February 08, 2016 14:12 PM
 To: Incest Trauma Centar Beograd
 Subject: Incest trauma centar-Video clipping 08.02.2016 I deo

Tema	Datum	Stanica	Emisija	Naslov	Link
Incest trauma centar	08.02.2016	RTS 1	Jutarnji dnevnik	Obrazovni paketi namenjeni sprečavanju seksulanog nasilja nad decom	http://vhost.arhiv.rs/video/CFDE7644DE958B-27C1257F53003F6_ACO.mp4

Srdačan pozdrav / Kind regards,

[REDACTED]

Head of Video Clipping

[REDACTED], 11000 Belgrade, Serbia [REDACTED] | f | [REDACTED] | www.arhiv.rs

Think of the environment before you print

No virus found in this message.

Checked by AVG - www.avg.com Version: 2015.0.6189 / Virus Database: 4522/11580 - Release Date: 02/08/16

From: [REDACTED]
 Sent: Monday, February 08, 2016 16:21 PM
 To: Incest Trauma Centar Beograd
 Subject: Incest trauma centar - Video clipping 08.02.2016 - II deo

Tema	Datum	Stanica	Emisija	Naslov	Link
Incest trauma centar	08.02.2016	RTS 1	Jutarnji dnevnik	Obrazovni paketi namenjeni sprečavanju seksulanog nasilja nad decom	http://vhost.arhiv.rs/video/9E08F10CA6591D76C-1257F53004A8_324.mp4

Srdačan pozdrav / Kind regards

[REDACTED] Video Clipping

[REDACTED], 11000 Belgrade, Serbia [REDACTED] | f | [REDACTED] | www.arhiv.rs

Think of the environment before you print

No virus found in this message. Checked by AVG - www.avg.com Version: 2015.0.6189 / Virus Database: 4522/11580 - Release Date: 02/08/16

CONTENT ON CSA ISSUE IMPLEMENTED IN P.E. CLASSES (2 illustrations)

Vest | Vojvodina | Novi Sad

06. jun 2015. | 18:13 | Izvor: RTV

Program samoodbrane za temerinske osnovce

TEMERIN - Kako bi svoje učenike osposobila da se u slučajevima napada sami odbrane, osnovna škola “Petar Kočić” u Temerinu implementirala je program “Samoodbrana u slučaju seksualnog napada” u redovne časove fizičkog vaspitanja.

Nakon godinu dana, zadovoljni su rezultatima i mogu da se pohvala da je sve više zainteresovanih učenika

Source: News – Radio television Vojvodina (province in Serbia), town of Novi Sad

June 06, 2015 / 18:13 / Source: RTV

Self-defense course for primary school pupils from town of Temerin

TEMERIN – In order to build the capacity of its pupils to defend themselves if assaulted, the Primary School “Petar Kocic” in Temerin implemented “Program for self-defense in case of Sexual Assault” in the regular classes of P.E.

After a year, they are content with the results and they say there are more and more pupils that have been interested to join the Program.

More in Video on

http://www.rtv.rs/sr_lat/vojvodina/novi-sad/program-samoodbrane-za-temerinskeosnovce_607746.html

Source: Web page of the Primary school "Milan Rakic" from Belgrade

U utorak, 26.05.2015. godine, u OS "Milan Rakic" na Novom Beogradu, instruktori KRA Atom su odrzali trening-seminar djacima "osnovcima". Dogadjaj je organizovan u okviru programa "Samoodbrana u slucaju seksualnog nasilja" koji se od prosle godine sprovodi u okviru nastave fizickog vaspitanja u preko 10 skola u Srbiji.

Svi profesori fizickog vaspitanja koji sprovode ovaj program, su prosli edukaciju koja je trajala godinu dana, cime su stekli znanja iz primenjenih tehnika Realnog Aikidoa, osnova bezbednosti, komunikacije i seksualnog nasilja i nasilja u porodici, zatim pravnog aspekta upotrebe borilackih vestina i sredstava za samoodbranu, kao i procedura koje se odnose na decu, a vezane su za prijavu nasilja i seksualnog zlostavljanja u skoli ili van nje. Po zavrsetku edukacije i polaganja zavrsnog ispita, stekli su sertifikat koji im je omogucio sprovođenje ovog programa u redovnoj nastavi osnovnih i srednjih skola.

Edukativni program je sproveden u saradnji Svetskog Centra Realnog Aikidoa i Incest Trauma Centra Beograd, gde je za operativni deo programa bio zaduzen instruktorski tim majstora Bojana Nikolica, a teme seksualnog nasilja su obradili, ispred Incest Trauma Centra Beograd dr Ljiljana Bogavac i Dusica Popadic.

Veliku zahvalnost za razumevanje potrebe uvođenja ovakve teme u obrazovni sistem, kao i za održavanje ovog javnog casa, dugujemo skolskoj upravi OS "Milan Rakic" i Danilu Radonjicu, profesoru fizicke kulture, koji se u okviru naseg tima svesrdno zalaze za prenosenje stecenih znanja iz bezbednosti i zastite dece.

On Tuesday, May 26, 2015, in the Primary school "Milan Rakic" in New Belgrade, instructors from "Atom" Club for Real Aikido held a training session for pupils. This event was organized within the "Program for Self-defense in case of Sexual Assault", which has been carried out within regular P.E. classes in over 10 schools in Serbia.

All P.E. teachers who implement this program completed trainings that had taken a year and gained a knowledge in techniques of the Real Aikido applied to reporting violence and sexual abuse that might occur in and out of school. The knowledge contained also areas of basics on security issues, communication and sexual assault and sexual assault in the family. After completing education and passing the final exam, they received a certificate that enabled them to implement this program in regular classes of primary and secondary schools.

The educational program was carried out in co-operation of the World Center of Real Aikido and the Incest Trauma Center – Belgrade, where the instructors' team of master of Real Aikido Bojan Nikolic was in charge of the operational part of the program, while the theme of Sexual Assault was addressed by the Incest Trauma Center – Belgrade, Ljiljana Bogavac, MD, and Dusica Popadic.

We owe big gratitude for understanding the need to introduce these topics into the educational system as well as for holding the Open-day class, to the management of the Primary school "Milan Rakic" and Danilo Radonjic, P.E. teacher, who advocates from all of his heart for transferring the know-how from the field of safety and protection.

APPENDIX 15

Illustration of the response of schools within 1st National Study on Prevalence and Incidence of CSA in the Republic of Serbia 2015©ITC (excerpt from the complete publication; p. 165)

COMMENTS ABOUT THE CONTEXT

The context in which the National Study unfolded was characterized by the following:

- The majority of the schools presented the aim, the benefits and the procedure of the National Study correctly, and adhered to the procedure completely.
- Within the school system, there is a need for further consciousness raising about the necessity of publicly addressing the topic of child SA and implementation of the National Study in Serbia (44 schools rejected participation, whereby their teaching staff directly prevented child participation and expression (17 in Vojvodina, 12 in Belgrade, 2 in Valjevo, 2 in Čačak, 2 in Kraljevo, 2 in Novi Pazar), in 7 primary schools the initial parents' meetings that were held according to the procedure, resulted in 0 parents' consent or up to 5, which was not sufficient for those school environments). We frequently recorded explanations that "such cases have not been recorded in our community, so that there is no need to conduct the National Study here", "We have a school competition taking place in a month", at the very end of the survey period, and "We are beginning to test the first graders", etc.). It is important to mention that the maximum recorded time necessary for the 3member interviewers' teams to complete the interviewing process of an entire selected class in each particular school was 6 working hours.
- Complex circumstances on the social plan, e.g. a long period of school strikes and the reactions of the teaching staff to the recent reduction of salaries.
- In a certain number of schools which participated in the Study there was some uncertainty as to how to present the topic to the school staff, the parents and the children. The Incest Trauma Center – Belgrade provided assistance in this respect.
- In a certain number of schools, in spite of the reached agreement in accordance with the training session for school coordinators, and written regulations, there were difficulties in providing conditions for unobstructed activities (entering the rooms during the interviews, rushing the pupils and the interviewers' team, requests to move to another room in the course of the interviews, etc.). Besides, occasionally, the interviewers' team encountered the situation where the children had been told that they were going to take part in a "testing", "you will be interrogated...", "it is going to be hard...", "it is a strange topic" and even that the research was dreadful, etc.

In the schools where Hungarian is the pupil's mother tongue, the interviews were conducted in the Hungarian language."

APPENDIX 16

Letter from the Violence Prevention Unit, MoE (later renamed into the Group for Protection against Violence and Discrimination), regarding the training of Regional School Directorates (branches of MoE in 17 towns)

From: [redacted] [mailto:[redacted]]

Sent: Wednesday, February 04, 2015 11:14 AM

To: Incest trauma center Cc: [redacted]

Subject: Invitation for a meeting and possible agreement

Dear colleagues,

We hope this email finds you well and busy.

The Violence Prevention Unit, in cooperation with UNICEF, is planning to organize a two-day seminar in the first two weeks of March, for the counselors for the prevention of violence in the School Directorates, and of those mentors who so far have not attended the training addressing the issue of prevention of gender-based violence.

We are planning to have you as trainers. On that occasion, we would like to have a meeting with you, after 10th Feb. Shall we say on 12th Feb (Thursday) at 10 am, in the premises of our Unit, if that is OK with you.

Have a nice day!

[redacted]

Violence Prevention Unit

No virus found in this message. Checked by AVG - www.avg.com Version: 2015.0.5646 / Virus Database: 4281/9055 - Release Date: 02/04/15

APPENDIX 17

ITC trainers performed the Review of the 1st MoE Manual on Gender Equality printed in 2015. Appendix includes Cover and page 2.

P.2 of this Appendix (relevant parts in English)

“Manual for Prevention of Gender-based Violence“, Copyright 2015 the Ministry of Education, Science and Technological Development, the Republic of Serbia.

Publisher: MoE For the Publisher: Dr. Srđan Verbić, minister/ Др Срђан Вербић, министар Michel Saint-Lot, Head of mission of Unicef, Serbia, Belgrade office

Editor/Priredila: Smiljana Grujić/Смиљана Грујић, Group for Protection against Violence and Discrimination of MoE, (pls. see Appendix 16)

Review/Рецензенти:

Ljiljana Bogavac, MD, Incest Trauma Center – Belgrade

Dušica Popadić, Incest Trauma Center – Belgrade

Pls. see below in Cyrilic (p.2 of the Manual):

Рецензенти: Др Љиљана Богавец, Инцест Траума Центар – Београд

Душица Попадић, Инцест Траума Центар – Београд



Република Србија
МИНИСТАРСТВО ПРОСВЕТЕ, НАУКЕ
И ТЕХНОЛОШКОГ РАЗВОЈА

ПРИРУЧНИК ЗА ПРЕВЕНЦИЈУ РОДНО ЗАСНОВАНОГ НАСИЉА



Интегрисани одговор
на насиље над женама
у Србији



ШКОЛА
БЕЗ НАСИЉА



Empowered lives.
Resilient nations.

Приручник за превенцију родно заснованог насиља

Издавачи

Министарство просвете, науке и технолошког развоја Републике Србије
УНИЦЕФ Београд

За издавача

др Срђан Вербић, министар
Michel Saint-Lot, директор канцеларије УНИЦЕФ-а у Србији

Приредила

Смиљана Грујић, Група за заштиту од насиља и дискриминације,
Министарство просвете, науке и технолошког развоја

Рецензенти

др Љиљана Богавац, Инцест траума центар – Београд
Душица Попадић, Инцест траума центар – Београд

Лектура

мр Саша Гламочак

Дизајн

Растко Тохол

Штампа

Радунић, Београд

Тираж 1000

ISBN 978-86-7452-055-0

Штампано 2015. године

Ова публикација настала је у оквиру пројекта „Интегрисани одговор на насиље над женама у Србији“, који спроводе Програм Уједињених нација за развој (UNDP), Агенција Уједињених нација за родну равноправност и оснаживање жена (UN Women) и Дечји фонд Уједињених нација (UNICEF), а финансира Фонд Уједињених нација за заустављање насиља над женама.

Ставови изражени у овој публикацији припадају искључиво ауторима, и не представљају нужно ставове агенција Уједињених нација или било које друге организације под окриљем Уједињених нација.

УНИЦЕФ је финансиран од стране државних институција и неопходно је да се финансирају од стране државних институција.

343.85:343.62-055.2(497.11)(035)
343.85:343.54/.55-055.2(497.11)(035)
364.632/.633-055.2(497.11)(035)

Приручник за превенцију родно заснованог насиља / приредила Смиљана Грујић / Београд : Министарство просвете, науке и технолошког развоја Републике Србије : УНИЦЕФ, 2015 / Београд : Радунић / 96 стр. : илустр. ; 28 cm / Тираж 1.000 / Библиографија: стр. 95 / ISBN 978-86-7452-055-0 / а) Породично насиље – Спречавање – Србија – Приручници б) Сексуално насиље – Сузбијање – Србија – Приручници с) Жртве насиља – Жене – Заштита – Србија – Приручници / COBISS.SR-ID 216027660

APPENDIX 18

Illustration: 2 case studies where ITC provided advisory services upon request of two regional administrative directorates (trainees from the Regional School Directorates which are branches of MoE)

CASE STUDY 1

From: Incest Trauma Centar - Beograd
Sent: Monday, December 21, 2015 23:09 PM
To: ██████████
Subject: Re: Announcement

Dear Mr. ██████████,

thank you for addressing the Incest Trauma Center – Belgrade and thus expressing your trust. Having examined your letter, it is our team’s recommendation that you, by all means, within the limits of your authorities, if the necessary announcement and preparations for the research were not made, with special emphasis on obtaining the parents’ consent, initiate proceedings regarding those irregularities. In your letter, you accurately recognize and refer to the steps of the entire procedure of obtaining the consent from the MoE and the parents of the pupils who are under 15 years of age, which is requisite for all forms of research. It is our opinion that the violation of the procedure should, indeed, be the central issue in your reaction.

Sincerely,

Dr Ljiljana Bogavac
Deputy Director
063 752 12 54
www.incesttraumacentar.org.rs
www.ijasamuztebe.org.rs
Incest Trauma Centar - Beograd
Macvanska 8, 11000 Beograd, Srbija
Tel./fax: 011 386 13 32
E-mail: itcentar@EUnet.rs

From: [REDACTED]
 Sent: Monday, December 21, 2015 19:59 PM
 To: itcentar@eunet.rs
 Subject: Announcement

Dear All,

Please find attached the questionnaire that was distributed today in a primary school in XXX. It had not been announced and no preparations were made for such a questioning of 13-year-olds, 7th graders. Some parents and teachers believe, considering its content and the fact that no consent was sought from the parents for conducting such a research, and also listening to the reactions of the children after they had filled in the questionnaires, that it is inappropriate for their age and that it upset the children, first of all. At the same time, actually a couple of days later, a lecture on menstruation was organized for the girls, whose parents were asked to sign consent forms allowing them to attend the lecture. With all due respect, in my opinion, the content of the attached interview is inappropriate to their age. I consider that the procedure violated in particular because for this kind of research the permission of the Ministry of Education, Science and Technological development should be sought and then, in case this permission is granted, requiring the consent of every parent for the participation of their child in the research. As the Head of the School Directorate in town of XXX, I will seek a written statement from the Principal of the school about who and with whose permission conducted the research, whereupon I shall undertake all the legal steps provided by the law in such cases.

Before I proceed in my intention, I would appreciate your opinion about the above mentioned content of the questionnaire.

Thank you in advance,

With kind regards,

[REDACTED]
 Head of the School Directorate in town of XXX

No virus found in this message. Checked by AVG - www.avg.com Version: 2015.0.6176 / Virus Database: 4489/11224 - Release Date: 12/21/15

CASE STUDY 2

From: [REDACTED], Školska uprava XXX
 Sent: Tuesday, April 28, 2015 12:16 PM
 To: itcentar@eunet.rs
 Subject: Urgent: sexual violence in the KINDERGARTEN XXX

Dear Ljilja and Dušica,

I have just spoken to [REDACTED] about the case of sexual violence in the kindergarten in XXX, and she told me to contact you.

The best thing is probably to send you what appeared in the media this morning: ON THE LINK, because this is the official version of the story that we have. PLEASE READ THE MEDIA ACCOUNT FIRST, AND THEN MY LETTER <http://mondo.rs/a790426/Info/Crna-Hronika/Vaspitacica-seksualno-zlostavljala-decaka-u-XXX.html>

They had not reported to us, the School Directorate, until I reacted this morning, having read all this. They thought the police was going to report to us, but that is the lesser evil... I am also sending you the report of the kindergarten to the SD. I contacted the police this morning and the official version, which is still considered to be unofficial, is that the kindergarten teacher successfully passed the polygraph and all other investigations and that there is no ground to engage the Prosecutor's Office.

THIS MORNING I TALKED WITH THE PROFESSIONAL ASSOCIATES FROM THE KINDERGARTEN, they are waiting for the Director to return, because she is abroad, and the reports from the police, the Welfare Center and the health services before they call a parents' meeting, because the parents are now scared.

Also, the Director of the kindergarten, having been informed of this, talked to the kindergarten teacher, who allegedly was in a state of shock because of the things she'd heard, and immediately reported the case to the health service and the police, launched disciplinary procedure and temporarily suspended the teacher, until the termination of the proceedings. o.

Could I ask you to contact me after you have read this.

Cordially,

██████████

M. Sci. Counsellor for Developmental Planning Ministry of Education,
Science and Technological Development of the Republic of Serbia
Regional Directorate XXX

No virus found in this message. Checked by AVG - www.avg.com Version: 2015.0.5863 / Virus Database: 4334/9645 -
Release Date: 04/28/15

END OF FILE

CRITICAL ANALYSIS / REFLECTIVE COMMENTARY

Word count: 4833.

The task in this section is to provide a Reflective Commentary combining previous units. However, in each of the previous units, I have already tried to balance between description and analysis and 'not to wait' to demonstrate analysis finally and only in this section. There is already a huge number of examples and other evidence described and analyzed. The reason I prepared the portfolio in that way is because this reflects my ways of knowing, thinking and decision making and it belongs to me as a person. Therefore, I'll try to take a step further and to analyze what has been given less attention. And that is myself. So, I'll try to provide an overall view of myself as a trainer, probably being more personal in this section, hoping to make a leap to the next level of analysis. Therefore, in this section, I'll proceed 'in the first person singular'.

DESCRIPTION OF THE EXPERIENCE

The context to the experience

"Culture is the distinctive way of life of the group, race, class, community or nation to which the individual belongs. It is the first and most important frame of reference from which one's sense of identity evolves." **Kieran O'Hagan (2001)**

I live in Serbia, which has come all the way from being part of a modern communist country called Yugoslavia, with Belgrade as its capital, to one that bears a heavy legacy of its own responsibility for the recent history of wars in '90s and where confrontation with the past has not taken place yet. The process of breaking isolation is still underway and values have been seriously degraded. Nationalism is present and nurtured by the authorities and this is suitable ground for the ultra-right wing, which is on the rise all over Europe. The majority of the population are Caucasian, Orthodox, 'declared Serbs' (as if this was important for one 'to prove'), lower middle class population, practicing patriarchal values of family life and love relationships. Therefore, when you train people in Serbia, you are faced with the fact that they attach particular importance to being a member of their particular racial and cultural group. On the other hand, having in mind the big picture and daily life of its citizens, Serbia is a multi-cultural society.

Cultures are fortunately not homogeneous and they are dynamic. Both trainers and trainees have shared history in this country but it counts what one makes out of it. The meaning of values, experiences and beliefs will differ from one individual to another. That's why "never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." (**Margaret Mead**¹⁰)

Pls. see Background in Unit 3 & Unit 4.

The key processes (that caused Blocks in learning)

- There is no word, lesson or textbook on (C)SA in the national curriculum of kindergartens, primary and secondary schools in Serbia, therefore both citizens and professionals remain illiterate regarding this topic. ITC will, in co-operation with MoE, make 12 Ed. Packs in order to fill this gap.
- A huge gap between job requirements of caring professions in Child Protection and present competences, which constantly challenges the trainer to mix up counseling, coaching, consultation, training, supervision, mentoring, co-working and other methods of meeting trainees' needs. In other words, needs/demand are enormous and broad and meeting them properly is art in itself. - Agencies adhering to different Child Protection standards;
- Different standards are applied for dominant and marginalized groups ("Cultural Relativism" refers to professionals allowing 'the norm for a particular group' and maintaining lower standards for marginalized groups);
- Prevention of Child abuse and intervention are guided by trainees' personal value system because agency policy standards are not developed or practiced;

¹⁰ The quote of the Institute for Intercultural Studies (www.interculturalstudies.org): "Although the Institute has received many inquiries about this famous admonition by Margaret Mead, we have been unable to locate when and where it was first cited, becoming a motto for many organizations and movements. We believe it probably came into circulation through a newspaper report of something said spontaneously and informally. We know, however, that it was firmly rooted in her professional work and that it reflected a conviction that she expressed often, in different contexts and phrasings. Mead's fullest exploration of cultural transmission and of the place of small groups in cultural change and innovation was in "Continuities in Cultural Evolution", first published in 1964."

- The emotional component in the Child Protection field is underestimated or not taken into consideration at all;
- (False interpretation of) confidentiality vs. mandatory reporting of Child Abuse and Neglect;
- No supervision history (therefore, no stage of supervision history and no style, either)
- No duty of care (the very few motivated professionals feel alone, isolated and weak) - And so on...

Essential factors contributing to the experience

Apart from for a few years, while studying in Amsterdam, the Netherlands, I, personally, have always lived in Belgrade (which has up to 2 million people), but in 4 countries. In time, the territory narrowed down, the country changed its name 4 times and this affected the basics of our personal identity. With my colleagues and friends from ITC, I have been trying to move mountains ever since 1993 (CV enclosed in original portfolio).

My role-model considering the whole of my role at ITC was our late supervisor, Marleen Diekmann, Dutch psychotherapist and trans-cultural trainer. Then, my co-trainer Ljiljana Bogavac, MD, influenced my training style crucially and me as a person. We started together in this field and were peers during the whole development process, sharing common experiences, as well as working on our own personal developmental plan. Bogavac is a medical doctor, and the main child therapist at ITC leading our Counselors' Team for working with child survivors of SA and appearing in the court as expert-witness for cases that enter criminal prosecution. In my opinion, she is the best therapist in the country working with child survivors of sexual assault. As a co-trainer, I perceive her as a reliable person and this is my big strength when being in front of the group. It has been a great privilege and luck to grow together and look up at each other.

Finally, one of the essential factors contributing to my experience as a trainer is the fact that I was recognized by ITC staff members and elected successively to the position of Director. I never applied for this job position, but rather have been successively asked by my colleagues to accept it. This is the fact which influenced my self-confidence (pls. see below '**Model of Competencies**' by Daniel Goleman, 1995). It continually encourages me to do my best to meet '6 tests' that make the **Components of Legitimacy** when holding a power position (Representation, Consistency, Impartiality, Accuracy, Correctability and Ethicality; **Rex & Maltravers** 1998).

REFLECTION

What was I trying to achieve?

- To develop my own 'Cultural Competence' (Kieran O'Hagan, 2001) which, in this case, means being open and aware and discriminating between non-oppressive and oppressive practices in my own country, to respect non-oppressive practices and use training as a method and different strategies (J. Heron, 1989) to stimulate reducing and excluding oppressive ones;
- To reflect in which way non-oppressive values, experiences and beliefs in a society could be used to become part of a solution of a certain group climate or individual situations that arise in the group;
- To role-model constructive organizational philosophy, structure and policies necessary for organizational practices that are focused on the child and in the interest of survivors;
- To set up an adequate learning objective and maintain my own capacity to re-set it, when necessary;
- To learn more on each particular group of trainees (the sector they come from, domain, (shared) history, etc.) as well as on multi-disciplinary and integrated collaboration; to monitor, evaluate and further develop my own training skills, in particular, by asking feedback from trainees and ITC colleagues;
- To create a learning-centered positive environment belonging to **Accelerated Learning** for trainees to develop, practice and review their practice (in accordance with the cycle: identify training needs, training design, training delivery and evaluation);
- To set up and keep clarity of boundaries of all participants in the process (trainees and trainers) but also of training as a method;
- To introduce the duty of care for the well-being of both trainees and trainers;
- To assist trainees to understand the emotional impact when working in the Child Protection field and on gender-based violence issues and the importance of seeking appropriate specialist support if needed (including intervision, supervision, counseling, therapy).

What was informing my thinking?

- Knowledge (theoretical framework), skills, life experience and professional experience, experienced knowledge (coming out from my own diverse background), experiences of others, intuition, etc.;
- My learning style (here shown results from filling the 40 item Learning Styles Questionnaire in NSPCC trainings, Supervision skills in Spring 2012: Activist (3), Reflector (9), Theorist (7) and Pragmatist (7) and in Training skills in the Fall 2012: A-2, R-8, T-7 and P-9. This is probably why I encountered no serious difficulties in designing this portfolio but, on the contrary, I enjoyed it;
- Learning to recognize my own Blocks and how to intervene, followed by opportunity to practice.
- During NSPCC trainings that I attended in 2012 (obtained certificates in Supervision skills and Training skills) and while designing this portfolio, I have felt supported and being on the right track when recognizing many learning points we at ITC already practice and I strengthened my theoretical knowledge in these areas. I was happy to confirm many things related to the Value Base, looking for an appropriate approach to keep trainees engaged, etc. E.g. My “Dear me” letter in 2012 was about improving my understanding and practice in Evaluation because I always felt this was the unit I’d practiced the least (‘wooden leg’ game that people play – my other colleague who is a member of our trainers’ team does evaluation as a topic; another example is that we all discuss learning objectives but she is the one who formulates properly ‘the sentence’ what the learning objective is and that’s why I generally felt uncertain about because it is going to be done by someone else).
- Constant exploring current perspectives in the Child Protection (Training). This is a very important element when you live in a country where the only professional literature on CSA issue is what ITC published. The current knowledge and practices are gained also through professional networking on the international level.

Why did I intervene as I did?

Pls. see Unit 3 for numerous examples how I intervened and what my way of thinking was and what the base for decision making was. - The overall purpose of my intervening was to keep the trainees centered on the child and respecting diverse backgrounds concerning survivors, their supportive persons as well as other trainees with whom they interacted in the group. On every level, it was important to ensure that adults (family or professionals) do not ‘eat up’ room for the child.

- In ITC training experience, when audiences hear about CSA topic, the general reaction is ‘woow, terrible, woow, horrible!’ meaning shock and sensational approach (and at the same time taking a distance from the child) while violence against women by spouse triggers about debate, questioning the women’s role/responsibility and spreading the ‘myth of mutuality’. We decided we always firstly hold the training on CSA issue and then on other topics, as well as firstly on protection of children and then on protection of women. This has been a tactical decision, meaning that CSA issue is a test for both ‘sides’, trainees and trainers. From our training experience, the social constructs around these two issues are to a certain extent different and therefore the reactions of audiences. Because adults like to say that children are ‘our biggest treasure and the adornment of this world’ (seeing it as a moral priority), we address firstly the CSA issue, inviting the audience to really demonstrate these slogans by adopting the learning on CSA issue. And if they stay engaged for this topic, they will get involved more easily in the topic of protection of women from domestic violence, which is always experienced by audiences as particularly threatening (as it is close to everyone’s history) and one of defense mechanisms is to polemicize about the topic and women endlessly. By introducing CSA issue first, if we as trainers ‘pass’ in the eyes of trainees, we are then trusted more (gained ‘some sort of credit’) when presenting the topic of violence in intimate partnership. Sometimes, how engaged the trainee is considering CSA issue is her/his ‘license’ to the next topic.

Generally speaking, in transferring know-how to different sectors along the years, ITC trainers have felt most at ease with professionals from police and penitentiary services. Since their daily job is related to crime, they took no ‘distance from the topic’ but embraced it as common practice. Still, our experience is that you have ‘only one chance to win their trust’ i.e. if you succeed to capture their attention in the first hour of training so that they realize that the trainers know what they are talking about – you have a chance to proceed. And, most of all, they value practitioners, just like they are themselves.

- I assisted trainees to identify their learning styles in order to use them as their strength in the team work as well as to identify and overcome blocks to their performance, instead of 'just showing how things 'should be' done'. This is a longer way, but I believe the only one that could bring about an essential change. Probably the main **driver** I use is ' **please people** ', investing in giving feedback about the performance constructively (both strengths and weaknesses) and not about personality, recognizing each small achievement and reinforcing it, ending with agreed action plan.

The shocking approach has been rarely used by ITC to keep trainees' attention. Experience shows this is an easy way out to make trainees disengaged and closed. This does not refer to, for example, mentioning in the context only and with educational purpose how the offender abused the child. Sometimes, the timing to mention it could be part of special interventions in accordance with a present group dynamics (such as victim blaming, distrust after child discloses, loss of concentration in the group or of individuals as well as when trainers notice that trainees are intellectualizing the topic of CSA and avoid thinking concretely about the violent acts the child was exposed to and effects on the child; for the latter case, when the audience through avoidance maintain the taboo of CSA, ITC made only one out of all of its video clips , where it is hinted somewhat more explicitly that violent sexual acts over children are in question. It is called "Report Sexual Assault!" encouraging mothers to come forward and report CSA www.incesttraumacentar.org.rs/Video (June 2011).

One example when shock has been used 'on purpose' is when I show the case and photo of John E. Fryer, M.D., first ever out American gay psychiatrist and gay rights activist, who in 1972, wanted to draw the attention of his peer colleagues to homophobia. His 'anonymous speech' at the American Psychiatrist Association (APA) annual conference - when he was wearing a mask and appeared under the name Dr. Henry Anonymous - became a relevant event for the decision to de-list homosexuality as a mental illness from DSM. Later on, APA established the Award named after him. The experience shows that the audience gets so astounded (almost not believing this may have been the case 'once upon a time') that I could see it opens the door to people's minds.

- At the root of why I intervene the way I do, is my wish to show that we from ITC have been a reliable resource and to offer a variety of methods, so that everyone could find something for her/himself.

The consequences of my actions for myself, service users and other professionals?

Generally speaking, the main effect of ITC trainings is that the training model and trainers are recognized as trusted, knowledgeable and reliable.

Some illustrations of my inner struggles:

Over-optimism – overestimating the level of progress made. When trying to evaluate the process, I concluded that this has been a two-way street: my over-optimism comes from my projecting 'that if I were in their shoes in this training, I would learn so much about this and that...' and on the other side, one of phenomena is '**Disguised Compliance**' which refers to certain trainees' forms of behavior that convey the impression of co-operation and actually there is either no genuine and/or in-depth engagement or it is on their terms (pls. see also Example 3 from Unit 3) that at the end reflect poor practices, leaving knowledge to drift away. I was especially confronted with this when moving from one level of training to another, from the basic to advanced ones. At the beginning of a new level, this becomes obvious. In particular, this is easy to recognize when role-playing and at the beginning of Level 3 when the shift to future trainers becomes a hard-to-reach goal. This is also a sign to re-set the objectives because without putting learning in practice, there is no completing of the Learning Cycle.

Each behavior within a group process has its name, potential cause and theoretical framework. Knowing the audiences lack education about it, I tend to react constructively on a series of repeated negative and destructive patterns (and they can be repeated on and on without self-awareness). One of the interventions is to spell out the consequences and explain them by persistently requesting change of specific behavior and how it matters to me. For some, who might be Blocked at Conceptualizing, the challenging trainer can go that far that it takes the form of challenging the trainers' right to train. It is not simple for trainers to ensure congruency between content, body language and voice tone when my efforts go to re-directing occasional negative feelings of mine into the new learning point for the audience and suggesting constructive alternatives. As a person, when something is unsafe for me, I tend to use "A fortress, so they cannot reach you" from Magic Powers (Appendix 11, Unit 2).

Feelings for myself and others

Here I recognize:

- Being concentrated on making training a reciprocal process i.e. truly believing that both trainers and trainees are learning resources;
- Being aware in which way my (and my co-trainer's) background affects my attitude to trainees e.g. ability to have under control my own insensitivity toward trainees who demonstrate oppressive practices or being 'allergic' to prejudices undermining survivors capacity to recover;
- Being aware that it belongs to me as a person to have high expectations and this could influence the process. Applying to trainees the same expectations I have from myself (projecting);
- Etc.

I gradually improved my understanding through a lot of intervision and supervision and other forms of learning and working through personal experiences. In a way, this process of building personal capacity to cope corresponds with "Model of competencies" regarding the Emotional Intelligence concept by **Daniel Goleman (1995)**: Self-awareness, Emotional self-awareness, Accurate self-assessment, Self-confidence (pls. see above: **Essential factors contributing to the experience**), Self-management, Self-control, Trustworthiness, Conscientiousness, Adaptability, Achievement-orientation and Initiative. **Example 32 from Unit 3** integrates several of components listed here.

INFLUENCING FACTORS

The internal and external factors which influenced decision making

Personal issues may be discussed but the emphasis is on performance at work.

Below are listed some of the questions and thoughts that might be in my mind during training cycle considering prejudices and resistances I have experienced that might affect the working relationship with trainees:

- "Where were these people until now?" (related to the topic of CSA and having no one ed. program completed until 2016/2015/2014/2009/2005/2000/...)
- "Of course, it's safe in your comfort zone and you don't wanna get out."
- "This one is coming for points only." - "What can I do now when I recognize they're not following the law and act upon mandatory reporting and not having supervision for the cases that are reported to them? This is really hard for a trainer."
- "How can I wake up bystanders? How to read this passivity: are they 'just' not skilled in being assertive or manipulative?" - My own generalizations: "Here they come again with helplessness... 'there is nothing they can do about it; this solution is just for other countries, it will never work here; etc.'"
- The one I say to the group when speaking generally to everyone (not just in my mind): "If you are not sure how to intervene or feel incompetent in case of reported abuse, back off from the survivor and find another colleague who can take over" – because there is a risk to mix up your role of a trainer with that of a line manager who might be recommending a job swap to someone.

I know it is my task in these cases to recognize these are resistances typically arising because the behaviors listed fully oppose my ways of coping, to identify risks to trainees and take appropriate action.

Here, an additional factor comes in, that all this 'could be doubled' because my co-trainer and I have been working together for a long time within all three identities of ITC (we are also among co-founders). Sometimes, we might be representing 'too much of the same' and this is good for some reasons e.g. considering the Value Base in this field and the consistency as a value belonging to ITC. On the other hand, facing discriminatory practices and, for example, when debriefing in breaks and planning how to handle it, we are inclined to express anger at the same moment and we're aware this might have an influence on our making decisions in an atmosphere of escalation (like we 'pile up' a problem) rather than calming down and getting back to common sense decisions. Being familiar with this dynamics, we usually 'walk the whole circle' and recognizing we have become frustrated and judgmental only, we take a step back looking for another approach (or sometimes involving some other colleague at ITC). This belongs to enjoying benefits of co-training because it opens up space to make the debriefing and evaluating effective. More on Interpersonal Power Base **pls. see Unit 3, 3.2: Co-workers agreement how to manage issues that may arise;**

Questionnaire in Spring 2012 filling it at ITC: Activist (3), Reflector (10), Theorist (8) and Pragmatist (8). One of phenomena

we went through during ITC's history concerns both striving to achieve goals from own personal developmental plan and among all processes, we also experienced rivalry that was part of individual differentiation and was dealt with in supervision in a constructive way. To collaborate effectively, we looked into each other's Learning, Training and Leadership Style. Our cotraining model reflects the first one of **Newlyn and Percival** (1989) as a joint enterprise from the beginning and throughout all stages of the training process (Units 1-4). This has been usual practice considering all trainers at ITC Training Center.

Exploring this in a more general way, we are aware that being dedicated and both very passionate about 'changing the world', working in a country that needs a lot of public awareness raising on anti-discriminatory practices, being very exposed to the public as human rights defenders active in a fragile and post-conflict setting, after 22 years ITC being trusted and positively validated for its expertise (29 years at the moment of publishing this extended edition) and impact by both general and professional public and at the same time with work overload, constantly coping with painful emotional processes, powerlessness, loss, and bereavement, and under-paid ('recognition yes, but no money as a part of it' and no sufficient understanding that the training is a valuable and expensive resource) – and the tendency for burn-out is there. This all has been the subject of our supervisions, and that is why we have scheduled free days and holiday time at regular intervals, etc. (concept of 'wellness' about preventive approach to dealing with potential illness.

Sources of knowledge which did/should informed my decision making

People learn in different ways. There is not one way as 'the right one'. They all bring their past learning experiences and the trainers' task in the Child Protection Training is to set the scene where everyone feels embraced, safe and respected. Here are theoretical concepts/ resources I used to show my training practice: **Unit 1:** Bramley (1990) and 3 essential concepts when training aims to produce organizational change; **Unit 2:** Kolb's Learning Cycle (1988), Adult Learning Theory and Learning Styles (and Honey & Mumford Learning Styles Questionnaire 40 item version (2000); "Cage of Oppression" by Joan Olsen (1988); Cycle of emotions promoting / discouraging learning and Overcoming emotional blocks to learning (Vince & Martin, 1993); **Unit 3:** "Courage to Heal" Book by Ellen Bass and Laura Davis (1988) considering Learning Agreement; Horwarth & Morrison (1999) distinguish 4 types of Blocks that can have negative impact; 4MAT Model by B. McCarthy who extended the Kolb's Cycle (1990); Combining the process of organizational change with learning by Bramley (1990); Maslow's hierarchy of needs (1943, 1954), *pls. see Example 28 from Unit 3; Critical Analysis/Reflective Commentary:* Kieran O'Hagan (2001) on Culture and Cultural Competence; Margaret Mead*; On 'Model of Competencies' by Daniel Goleman (1995); On Components of Legitimacy by Rex & Maltravers (1998); J. Heron (1989) on discriminating between and employing different strategies to meet trainees' needs within Trainer Blocks; On Co-training models by Newlyn and Percival (1989); On Duty of Care by Morrison (1991);

ALTERNATIVES

Other choices identified and the consequences of these

Alternatives are to look for alternatives all the time. To identify other choices, it is necessary to analyze what resources are available. Especially in Unit 4 (Evaluation), it is described how the ITC repertory is used to meet the needs that grow out of those that can be met through training.

Not everyone will 'get on the train' heading towards proper intervention for survivors and this is a fact which has to be accepted. Paradoxically, facing this and accepting it could also work as a kind of relief. Because a trainer doesn't have 'to please' everyone and in the end 'be loved' by all. In real life, it doesn't work that way. Child Protection is not a popular, desirable or optional issue, but rather compulsory and urgent to deal with. This acknowledgment is not at all intended to release the trainer from responsibility for the performance.

For those trainees who essentially empathize with survivors and are ready to build their own professional repertory, I promote the duty of care concept. "If we want staff to work with pain, poverty and powerlessness, and to stay close enough to the action, we must help them to feel safe enough both emotionally and physically." (**Morrison, 1991**)

TRAINING FOR TRAINERS IN CHILD PROTECTION PROGRAMME

ASSESSOR REPORT FOR THE NSPCC CERTIFICATE OF COMPETENCE

Codes for methods of evidence gathering:

1. Direct observation of practice
2. Direct observation of written products
3. Oral questioning of candidate

Candidate name: Dusica Popadic

Assessor: Zaffira Shah

Observation: Date 1st November 2013

Signed Snjezana Mrse

Assessment of Portfolio: Date 4th May 2016

Signed Zaffira Shah

Note to internal verifier: This assessment remained unallocated for six months post observation as a result of organisational change (original assessor left) and process further hindered for candidate due to service priorities. I can confirm evidence is within 2 year time frame.

Initialism or acronyms: MoE - Ministry of Education
ITC – Incest Trauma Centre
CSA – Child Sexual Abuse
GBV – Gender Based Violence

1. IDENTIFYING TRAINING NEEDS

ELEMENT	PERFORMANCE CRITERIA	EVIDENCE GATHERED	Method/s	√ if met
1. Training is clearly linked to identified need.	<p>Candidates must be able to demonstrate:</p> <p>1.1 Knowledge of a range of different methods of identifying training needs.</p>	<p>Dusica has provided ample evidence to demonstrate competence for this performance criterion. This begins with setting the country context, highlighting insight into its impact on the general population, trainers, trainees' values, experiences and beliefs about power and oppression and subsequent link to abuse of women and children within the reflective commentary. The Incest Trauma Centre (ITC) has been founded on the premise that there are significant gaps in the:</p> <ul style="list-style-type: none"> • provision of services for child victims/survivors of sexual abuse • awareness and understanding of sexual abuse of children <p>Dusica has utilized this insight to analyze what training needs emerge for staff that comes into contact with children from a range of organizations. These are underpinned by research, legislation, national audits, agency policies and procedures. Where absent 'best practice' and knowing 'what works' with children and a thorough understanding of blocks and barriers underpin Dusica's practice.</p> <p>Dusica lists a range of methods for identifying needs reflecting quantitative and qualitative data. Dusica also makes reference to professional development approaches ie mentoring, service user feedback etc. as well as routes such as interviews, questionnaires etc. Dusica highlights the importance of addressing training needs from organisational goals, job requirements, team, individual and linking these to the needs of children survivors of SA. Dusica understands the importance of management commitment to this stage of the cycle.</p> <p>As part of the delivery of the education programme, Dusica has designed and facilitates a session on 'identifying the needs of an educational programme'. The content and structure mirrors a good example of training needs identification and further evidences Dusica's strength in this area.</p>	2	√
		Comments: Competent		
	1.2 How learning objectives were established and agreed to enable individuals to meet current performance requirements.	<p>The example provided to demonstrate competence draws on work with the education sector. Appendix 1 to 4 provide the legislative framework and competency standards for teaching staff. An expert review and analysis of on-going services by ITC (i.e. case management sessions for school staff) also includes a focus on emerging training needs. This gives a unique insight in to the differences in rhetoric and practice. Evaluation of past and existing training at different levels is also utilized to consider gaps in knowledge, skills and attitudes/approaches. The rights and needs of children have clearly provided the foundation for focusing training needs for staff working with sexual abuse.</p>		
		Comments: Competent		

	<p>1.3 Knowledge of a variety of learning and developmental opportunities to enable individuals to reach a required level of competence.</p>	<p>Dusica has a thorough knowledge of the range of learning opportunities and 'what fits where'. A building block approach – what is needed as follow-on or before is evident in the needs analysis section. Dusica sites coaching, shadowing, co-working, supervision as important elements for continuous professional development.</p> <p>Dusica has a deep understanding of participants' needs and the impact this highly emotive training can have on them personally and professionally. The examples of methods/learning opportunities provided, demonstrates knowledge and application of a range of methods to use within training. They are also supported by 'on the job' professional development opportunities, reflection and feedback. There is evidence that attention has been paid to process and content (Tuckman, Honey and Mumford, Maslow) Dusica's own professional development as discussed in the reflective commentary charts her own journey and sites a range of learning opportunities for Dusica to reach the required competence as a practitioner and a trainer. Dusica has recognized that formal education opportunities have been supported by mentors, co-workers, people she can aspire to, supervision, team support, challenge, reflection and action planning.</p>	2	√
		Comments: Competent		
	<p>1.4 Why a particular learning opportunity was chosen to meet identified need.</p>	<p>There is one quote in Dusica's reflective commentary which sums up why Dusica identified the training was chosen to meet the identified need</p> <p>'the overall purpose of my intervening was to keep the trainees centered on the child and respecting diverse backgrounds concerning survivors, their supportive persons as well as other trainees. It was important to ensure adults (family or professionals) do not 'eat up' room for the child'.</p> <p>Dusica has also explored the benefits and limitations of training and the importance of other support systems needing to be in place to support from the outset (motivate staff) to support in the workplace (supervision).</p>	2	√
		Comments: Competent		

2. DESIGNING TRAINING

ELEMENT	PERFORMANCE CRITERIA	EVIDENCE GATHERED	Method/s	√ if met
2. Training Design will reflect sound planning, clear learning outcomes and a variety of methods to provide a positive learning experience.	<p>Candidates must be able to demonstrate:</p> <p>2.1 They have made a clear contract with a co-worker, where appropriate, which explores individual beliefs and values, addresses power differentials and formulates an effective way of working together.</p>	<p>A co-working model was used for engagement with all aspects of the training cycle in relation to work with the education sector. Dusica has provided an example of a co-working agreement which evidences discussions which explored:</p> <ul style="list-style-type: none"> • value and power bases, level of trust • learning styles and implications for practice (this was further expanded on within reflective commentary) • practical arrangements and content delivery • managing challenging behavior/group dynamics • de-brief arrangements <p>Within the reflective commentary Dusica also discusses similarities in styles/thinking and the pro's and con's of these. For example there may be a challenge to be objective and only viewing things from their similar perspectives in light of being co-workers. Given that this is recognized and 'named' gives me confidence in Dusica's ability to keep herself and her co-worker in 'check'. The transition from co-workers to co-trainers was also discussed offering me insight of a thoughtful and critically reflective practitioner.</p>	2	√
		Comments: Competent		
	2.2 They understand the major principles and processes of adult learning and the factors, which may inhibit this learning.	<p>The evidence supporting this section is particularly strong. The menu of courses/exercises are underpinned by thorough knowledge of adult learning principles, coupled with a sensitive and empathic appreciation of the emotional impact of the training. A range of blocks are discussed and highlighted as a 'given' in the context of sexual abuse and analyzed further in the context of practitioners roles and responsibilities. Each exercise is helpfully broken down to reflect purpose, content, methods, supporting material i.e. research, and trainer guidance which includes warning of potential impact. The training includes some powerful emotive content and is experiential in nature. Dusica has ensured that attention to process at the beginning sets the foundation for a conducive environment.</p>	2	√
		Comments: Competent		
	2.3 They can set clear and measurable learning objectives which reflect the performance and standard for each objective and which can be clearly evaluated.	<p>The objectives (goals) of the training offered as an example are linked to ITC organizational programme for delivery to educational establishments. They are SMART and linked to standards stipulated by the Minister of Education and performance competency of teaching staff (condition). There is a strong correlation to performance indicators which will be evaluated at different levels. This is a Ministry accredited programme where 'goals' are required however I have reviewed these and can confirm they are the same – difference in terminology.</p>	2	√
		Comments: Competent		
	2.4 They can identify the most effective methods of learning to achieve the objectives for the individual or group.	<p>As mentioned in 2.2, each exercise provides the rationale for the method which helps identify how effective it will be for meeting the 'goals'. There is a good variety of methods reaching different learning styles. Each method is sufficiently supported by appropriate tools. What is clear is that the child is the centre of focus and methods facilitate understanding and empathy for the child to direct effective practice. Examples of survivors experience are included. Kolb is evidenced in the design of courses. There is ample time for feedback, reflection and discussion. There is a good balance of skills, knowledge and attitude development.</p>	2	√

ELEMENT	PERFORMANCE CRITERIA	EVIDENCE GATHERED	Method/s	√ if met
		Comments: Competent		
	2.7 They can choose appropriate venues and timing to meet the needs of the group, particularly in relation to power issues, disability and religious occasions.	<p>Dusica has evidenced an excellent account of considerations given to the importance of venue and how this can enhance or hinder delegate's engagement with the training (2.7 written account and linked with evidence within unit 1 and unit 3).</p> <p>Where delivery is at ITC premises, Dusica highlights how the unique therapeutic setting sets the scene for delegates becoming conscious of the experiences of survivors through art work, resources and by virtue of being a child friendly/service user environment. The atmospheric aspect puts delegates at ease and presents a safe and comfortable environment. This has been confirmed with user feedback. Where training is delivered at delegates own settings (i.e. school), Dusica recognizes the impact of work pressures, and pupil presence at building etc. can impact on disruptions and engagement. As exemplified within unit 3, acknowledgment of this is made at the beginning of the training and delegates are reminded about using breaks etc. to connect where absolutely necessary.</p> <p>Dusica also discusses the pro's and cons' of using external venues i.e. hotels, where the training has to take account of venue scheduled start, break, lunch times etc. and also accessibility issues.</p> <p>Most importantly Dusica recognizes the need to consider all the aspects related to these performance criteria during the planning stages. Dusica identifies the importance of gathering delegate's needs prior to the training to determine roles and potential dynamics. Dusica highlights how during the planning stages, environmental, practical and individual needs are checked and planned for.</p>	2	√
		Comments: Competent		
	2.8 They have addressed all the practical issues in planning for training including their own time, costings and resources.	<p>The co-working example offers evidence of how Dusica effectively manages practical issues for training during the planning stages. Tasks are allocated according to time, strengths and development area. The content of training is well resourced with a range of video/clip material which is relevant. Dusica's role as a trainer is managed within the context of her work as Director and Dusica has discussed with me the challenges of operational responsibilities with training. However as this is part of the service remit, training is manageable. In recognition of financial constraints of resourcing training for organizations, funding allows free access to training for majority of commissions.</p>	2 & 3	√
		Comments: Competent		

	2.9 They can demonstrate that pre-course information for participants will be specific about the purpose of the learning programme, the objectives, methods, who the training is for, criteria that will affect the offer of a place and how application should be made. Where they are responsible for marketing information then this has addressed optimum access for all groups.	There is particularly strong evidence of this performance criterion. The training manual 'Gender-based violence from a Survivors perspective for example provides information about the organization, background to the training, target group, values underpinning the work, core counselling skills (pre-requisites), expectations, a break-down of the course, and the evaluation process. The service has received media coverage and is accessible to a range of professionals.	2	v
		Comments: Competent		

Element 3 has been assessed separately – please see 'Observer report' (Unit 3, Appendix 2).

4. EVALUATION

ELEMENT	PERFORMANCE CRITERIA	EVIDENCE GATHERED	Method/s	v if met
4. Training and Development opportunities will be evaluated against agreed learning objectives and strategies identified to measure the effectiveness of the training or development opportunity in practice.	Candidates must demonstrate that: 4.1 They can demonstrate or give examples of how training will be evaluated at a reaction level in order to assess the methods of design and delivery against agreed learning objectives.	Most of the training Dusica and the ITC delivers is accredited by the MoE which requires analysis of quantitative and qualitative evaluation data. In such circumstances there can be a tendency to use prescribed methods to evaluate outcomes; however Dusica has recognized the importance of breaking down the task to different aspects of learning cycle and evidenced implementation of a range of methods at all levels of evaluation. Following the needs stage, delegates are required to complete a pre-course application for programmes accredited with the MoE which invites delegates to consider how learning may be received and applied in line with the aim and objectives (unit 2 – appendix 16). Dusica has provided ample summative and accumulative evidence of how training can be evaluated at reaction level. There is the standard form (appendix 1) which collates information linked to each session. This affords the opportunity to feed in the review of the course to allow an affective assessment of potential amendments. Also the structure of the course is reflective so impact of exercises etc. elicits information for evaluation - for example role-plays during the course, semi structured interviews, and un-solicited feedback from delegates/managers. These examples evidence for how training at a reaction level is linked to each method, content session against agreed objectives or 'goals'.	2	v
		Comments: Competent		

	<p>4.2 They can demonstrate or give examples of how the training and learning will be evaluated at learning and behavioral level to measure changes in practice, according to agreed objectives.</p>	<p>These are accredited programmes which are strongly linked to evaluating the ‘transfer of learning’ in different contexts. The schools project is clearly linked to competency requirements for the teaching professions therefore a success criteria has been established at needs stages, fed through the design and delivery of the course and post course (action plans, learning logs). Dusica has referred to the importance of impacting on hearts and minds and discusses possible indicators in how the training can impact on individuals’ attitudes and approaches.</p> <p>The ‘buy in’ is strongly evidenced where as a result of the training and on-going support from ITC, schools have integrated the programmes in to their day to day work with children and young people. There is also strong evidence of programmes and activities delivered by teaching staff as a result of training.</p> <p>Most commendable and strongest evidence of reach to children and young people is the evidence for active engagement by schools with partnership working with ITC in SA prevention activities. Children and young people have contributed to the development of a range of resources (film – “let’s talk about sexual abuse”, “Kiko and the hand” – film and picture book). This empowering approach both from a survivor and peer support perspective demonstrates how training has contributed to directly impact on children and young people.</p>	2	v
		<p>Comments: Competent</p>		
	<p>4.3 They can identify blocks or constraints to the effective implementation of training or development opportunities and know how to seek to address these.</p>	<p>Dusica has provided an excellent account of how she has considered blocks and constraints and links each with a minimization/prevention strategy. These are linked to a realistic understanding of levels of evaluation at personal, professional, organisational and political levels – each will have different stakeholders and each will have different ideas about a ‘success’ criteria. Dusica is clear that the training focus is on ‘impact on service user’, and recognizes her own and ITC role is to continuously reinforce the organization ‘mission’. Dusica also recognizes that effective application to practice cannot rely solely on training therefore evaluation has to consider other aspects which help build capacity to support the projects (continuous support from ITC, resources etc.)</p> <p>There is specific reference to potential blocks within schools where Dusica considers the problems of non-engagement of school Principals. This can be because they have not attended or completed any training themselves – they may sign up the school for the project but not have a clear idea about what work is involved or how it may impact on practice. Although a better option is that the task is delegated, Dusica recognizes the need for continuously informing and reinforcing the expectations for the Principals. ITC is also in the process on building the ‘School Network of Trust against SA’. Joining the Network will require imbedding programmes (and the training) within the schools strategic objectives.</p> <p>Dusica also discusses the challenges of ‘mandatory’ element of the programme and how this is linked to delegates ‘license’ therefore may impact on motivation in line with ITC mission. This motivation may result in attending one training session and going no further.</p>		
		<p>Comments: Competent</p>		

	<p>4.4 They can demonstrate that, where appropriate training programmes have been adapted to reflect the outcomes of evaluation.</p>	<p>Dusica is a conscientious practitioner and her reflective commentary charts her journey of development. Her account shows a passion and commitment for the work. Dusica recognizes that training is a vehicle for change and learning can be both for the trainer and trainee and can impact on development. Throughout the portfolio there is evidence of how Dusica has used NSPCC and other training to affirm, change and develop her practice. Dusica is critically reflective and my experience of working with her has shown she is open to feedback and actions any developmental needs.</p> <p>Dusica discusses how important it is to be continuously analytical, and have the capacity to receive feedback and make modifications to her own practice and content.</p> <p>This has been demonstrated from when the assessor offered ways to strengthen the training observed. Dusica took on board this feedback (unit 2 & 3) and implemented these (unit 2)</p>	<p>2 & 3</p>	<p>v</p>
		<p>Comments: Competent</p>		

LEARNING

How has this experience changed my ways of knowing?

I like to facilitate group work. I like the fact that it is dynamic, live, non-routine, inspiring for people, I can see people grow through group work, it inspires and challenges me to learn more because it is complex and asks me to develop personally. Part of my regular job as counselor at ITC is to run self-help groups which is 'on the top of my priority list' considering special strength of group work for survivors and that's where I think I am at my best (generally in counselling: "1 to 1" and self-help groups).

What I know from experience along the years is that my colleagues and me from ITC Training Center at our beginnings back in '90s used to react quickly to the audience's limitations (mainly based on 'why others do not think like us') and got blocked early on in the cycle, feeling inside almost like 'to make or break the training', but always finally managing because of our own quality exchange. In time, we understood better the whole of the process and that it requires enormous patience. So, we invested more in identifying blocks and why they come up – in order to figure out how to handle them more smoothly. In my opinion, it belongs to the nature of group process that trainers cope with certain group issues all the time to keep trainees' engaged and when finally the audience expresses its perception 'that the training went so smoothly' – that's 'where the art begins'.

Through this process of designing portfolio for the purpose of NSPCC Training for Trainers in Child Protection Programme Accreditation, I became even more conscious of what we ask from people to change inside themselves.

END OF CRITICAL ANALYSIS / REFLECTIVE COMMENTARY

END OF PORTFOLIO

Appendix A

Training Manual of the Incest Trauma Center – Belgrade, Serbia

Basic Level

Gender-Based Violence from Survivors' Perspective

February 2004

WE ARE...

Our experience as practitioners is based on providing daily direct psychological and legal counseling services to child and adult survivors of sexual abuse and their families. The Incest Trauma Center - Belgrade is also an activist organization whose [mission](#) is to change the position of survivors through influencing the visibility of child sexual abuse in society. Our daily task is to create a live dialogue with the community and intensively interact with policy makers.

The Incest Trauma Center - Belgrade is a [women's professional service, a non-governmental and non-profit organization officially founded in 1994](#). Staff counselors are women of different professions (mainly mental health workers) trained especially to work with child sexual abuse survivors and their guardians. Confidentiality is guaranteed.

Counselors' expertise also includes the following areas: domestic violence, sexual assault, war trauma, NGO management, group dynamics issues. The expertise has been built up through foreign experts' educational programs or temporarily working directly in institutes abroad of this kind. [Ongoing activities are under the supervision](#) of both a local and Dutch supervisor and evaluation of the work as a whole (the content plus organizational issues) is done in regular intervals.

February 2004

Dear colleagues,

Incest Trauma Center – Belgrade created the Manual “GENDER-BASED VIOLENCE FROM SURVIVORS’ PERSPECTIVE” to illustrate how we train our colleagues on gender-based violence issue. Value system we promote serves to child and adult survivors. We stand behind professional and activist approach belonging to feminist community. Since 1994, we trained 2812 professionals out of 214 governmental and non-governmental organizations, mainly from Serbia. We trained colleagues from Montenegro and Federation BIH, too, as well as our Eastern-European colleagues from different countries. On the ground of providing training, supervision and evaluation services for child protection (social work), health and legal services, police, NGOs, school teachers, university students and media, we present you our repertory. Our goal regarding this manual is to offer the tool to be used by professionals who tend to join us in spreading learning processes further.

Serbia and Montenegro is one of post-conflict settings. Due to the history of our country as the ex-communist after Second World War and with high responsibility of Serbia for the wars in ‘90s on the territory of former Yugoslavia and own experience of state terrorism, our offer on gender-based violence issue unavoidably consists of learning on human rights, diversity issues and necessary international documents ratified by the state. All these themes haven’t been integrated into regular school curriculum in this country. Aware of the fact we live in patriarchal society, we put a special emphasize on gender issue.

We assist our colleagues in gaining knowledge and skills on content issues such as domestic violence, sexual assault of women and children, meeting war trauma and sexual trauma, abuse by helpers and all around intervention in such cases. In this manual we describe basic training we carry out and usually adapt its exact content according to the trainees’ group structure and their needs. Apart from basic training, we offer advanced ones that deal with specific issues like therapy issues, working with child survivors of sexual assault, interviewing techniques / counseling skills, self-help groups, working with non-offending parent, prevention program “Healthy Choices for Kids”, shelter program, TOT (training of trainers), etc. We teach our colleagues on institution building and that is to meet in this manual, too. We teach our colleagues how to form stable and strong service / organization against violence, regardless what organization they come from. They learn more on the role of their organization within support system for survivors, building authentic partnership with other agencies in the system and personal responsibility of helpers when working in the context of violence. Therefore we work on teambuilding and communication skills, group dynamics issues, case management, intervision and (live) supervision as helping tools. Knowing that self-care is of high significance for professionals, burn-out syndrome and indirect traumatization are within our trainings discussed. Training meets the needs of TOT concept on one of its levels. Particularly for this aim we designed hand-outs that provide responses of groups we worked with on gender-based violence training.

Trainees work with the Incest Trauma Center - Belgrade trainers and invited guest speakers for certain themes. They get their own copy of training manual and additional literature (350p.), mainly published by our Center. Methodologically, our trainings are a mixture of lectures, workshops, plenary work and small discussion groups, exercises in pairs, use of video and audio recordings, case studies, role-plays, panels, reading and writing assignments, games. Many of these modalities provide personal insights and trigger self-analytic processes. They are meant to challenge theoretical input and celebrate experienced knowledge. We take care of ‘balance’ between the themes that occasionally might be difficult for trainees to integrate and relaxation, almost fun, exercises. Sometimes, this process triggers personal history of trainees, so trainers are available as counselors while training program, too. We hope this manual will both serve you and make you enjoy when used in your work! We would highly appreciate your feedback!

Sincerely,

Dušica Popadić and Ljiljana Bogavac

February 2004

VALUE SYSTEM WHEN WORKING WITH GENDER-BASED VIOLENCE SURVIVORS

Our work with traumatized persons is based on the following values:

- Treating client as a whole person, not only as a victim, but as a survivor.
- Trusting survivor and solidarity with survivor – working with her personal experiencing of what did hurt her and without searching for evidence that “would give her the right” to be helped.
- Protecting survivor from further exploitation for sensational, political or any other purposes that do not contribute directly to survivor and her recovery process.
- Promoting the right for choice on the side of survivor (and helping her to practice this right) vs. survivor’s surrounding taking decisions on her behalf.
- Helping survivors regardless their nationality, ethnic, religious and class background, sexual orientation and physical / intellectual ability, gender, look and age.
- Every sincere human involvement has its therapeutic effect. - Necessity of working on wider social plan.

VICTIM’S BILL OF RIGHTS

Victims of sexual assault have the right to maintain anonymity and to exercise their choice of a course of action.

Every victim of sexual violence should have the right:

- To be treated with dignity and respect by institutional and legal personnel.
- To have as much credibility as a victim of any other crime or violation.
- To be considered a victim of sexual violence when any unwanted act of sex is forced on her / him through any type of coercion, violent or otherwise.
- To be considered a victim of sexual violence regardless of the assailant’s relationship to the victim, such as the victim’s spouse.
- To be provided with information about her / his rights.
- To take a part in legal procedures only after being informed on these procedures, the course of procedures and their possible outcomes.
- To be treated in a manner which does not usurp control from the victim, but which enables her / him to determine her / his own needs and how to meet them.
- To not be exposed to prejudice against sex, race, age, class, look, physical and intellectual ability, sexual orientation or religion.
- To have access to support persons, such as advocates, both inside and outside of (legal) institutions.
- To receive adequate medical treatment.
- To receive adequate mental health treatment particularly, so in connection with it to be stimulated to relate to other agencies that provide psychological counseling.
- To be asked only those questions that are relevant to a court case or to medical treatment.
- To have access to peer counseling. - To have the best possible collection of evidence for court and / or administrative hearings. On her behalf, and in her / him best interest to collect evidence and make them fully accessible for her / him.
- To have deterred her / his offender by any means necessary. No victim should be criminally prosecuted for harming the offender during or immediately after sexual violence; or for harming the offender in the process of preventing an attempted act of sexual violence.

- To not be asked questions about prior sexual experience.
- To have common reaction to the sexual violence such as sleeplessness, nightmares, hostility towards men, anxiety, fear, etc. Not be considered pathological behavior.
- To have access to a secure living situation or other measures which might help to allay fears of future assault (shelter, establishing and implementation of protection from abuse order, establishing and implementation of taking offender out of home).
- To estimate she / he has insufficient strength to cope with legal procedures in total and not to be interpreted immediately by legal counselors that she / he made a false report.
- To have her / his name kept out of the media.
- To be advised of exact institute where she / he may file complaint if she / he feels her / his rights have been violated; the advise should target the institute working in the best interest of victim.

THERE ARE CERTAIN BASIC THINGS THAT ARE NECESSARY IN COUNSELOR

- Believes that you were abused
- Never minimizes your experience or the pain it's caused you
- Has information (or is willing to get information) about the healing process for adult survivors of child sexual abuse
- Is willing to hear and believe the worst experiences you have to talk about - Keeps the focus on you, not on your abuser
- Doesn't push reconciliation /confrontation with offender/forgiveness
- Doesn't want to have a friendship with you outside of counseling
- Doesn't talk about his or her personal problems
- Doesn't want to have a sexual relationship with you
- Fully respects your feelings (grief, anger, rage, sadness, despair, joy)
- Doesn't force you to do anything you don't want to do
- Encourages you to build a support system outside of therapy
- Encourages your contact with other survivors of child sexual abuse
- Teaches you skills to take care of yourself
- Is willing to discuss problems that occur in the therapy relationship

SPECIAL TIPS FOR PERSONS RELATED TO SURVIVORS

Avoid to emphasize the sunny side ("It could have been much worse").

Avoid to minimize the event ("It's part of the job"), don't act too casual.

Be careful with jokes, no matter how well you mean, even when the survivor makes them her/himself.

Don't say "I can imagine what you went through", you mostly cannot. Better is: "It must have been terrible" or "It must be hard for you to overcome a thing like this". Don't dramatize. Try to react on the emotional level that the victim shows.

Don't "prescribe" emotions by saying things like "You must have been angry" or "I'm sure you feel depressed". Better ask the survivor if she/he has these feelings.

Try not to judge certain feelings of the victim, even if they are hard to understand like guilt, shame or aggression

can be.

Don't advise or "preach".

Try to encourage the survivor by saying things like "By surviving you've already confirmed you are strong".

Try to be reliable for survivor by openly saying "If you want my help I will do my best whenever I can".

Focus as well on the past as on the present as on the future.

Final tip: Don't think that you have made a fatal mistake if you offended one of the mentioned "rules". "To be human" as a helper has its own place in healing process of survivor.

LIST OF QUESTIONS THAT IS IMPORTANT FOR A CLIENT AT THE FIRST INTERVIEW WITH COUNSELOR AND ALL THROUGH THERAPY

- Have you ever worked with survivors? What kind of training do you have in this work?
- How do you work with survivors? What are the techniques you use?
- If you haven't worked with survivors before, how would you educate yourself on the subject?
- Would you support my participation in a survivors group? - Do you think sex with adults is always damaging to children?
- Do you think children ever willingly participate in sex with adults?
- Do you think women ever fantasize or exaggerate abuse?
- Do you see family reconciliation as a goal? Why (or why not)?
- Do you see confrontation with offender as a goal? Why (or why not)?
- What role do you think forgiveness plays in the healing process?
- When I would start crying, what is it that you would do?
- Have you worked with many lesbians? Do you see lesbianism as an issue in therapy? Do you think sexual orientation has anything to do with a history of sexual abuse?
- Do you think it's okay for therapists and clients to socialize or become friends during therapy or after it is over? Are there any circumstances where sex is appropriate?
- How much do you charge? (If the fee isn't within your means, question can be whether there's a sliding scale or the possibility of barter.)
- Can I call you at home? Schedule emergency sessions?

End of Section 1

ITC REPERTORY WHEN TRAINING PROFESSIONALS ON GENDER-BASED VIOLENCE ISSUES

Introduction

(50 minutes)

Purpose: To start up the process by making participants feel that each has a valuable offer and to take care of building up comfortability level by making chance to get to know each other gradually. Introducing yourself as a trainer, saying your name and organization where you come from and your earlier working experience. Getting to know how well participants know each other. Briefly presenting the program in front of us. Naming working hypothesizes that work as safety rules. Introducing value system.

Content: Asking participants their names and brief background, expectations from the training. Getting to know each other slowly in interactive and partly amusing way. Working hypothesizes may be found in training manual that participants get at the beginning as following:

1. Confidentiality: personal themes and identification details belonging to case studies remain among participants.
2. Respect
3. Speak from your own experience
4. You are not obliged to take part in any activity vs. taking the risk of participating actively (no observers).
5. Give the recognition and acknowledgement to your emotions
6. When feeling tough to listen to GBV content, do share this with group or - if finding too personal - feel free to take a quick break (e.g. by quietly leaving the room and making a couple of minutes walk or smoking a cigarette outside) and come back. Feel free to contact trainers during break to share the experience.
7. Reminder: Trainers are counselors; use them when during the training in need.

Value system presented on handout.

* “New times” open the room for negotiating on so-called ‘technical’ rules such as switching off cell phones.

Method: At first, trainers and participants ‘regularly’ saying names in the circle and briefly introducing themselves. How come they entered this training, was it their wish or they have been sent, do they know what it is about or they ‘came to see’. (20 minutes, depending on the group size).

Then all participants are invited to stand up and, in the same circle, the first one should say her/his name and one attribute she/he would like others to associate and remember about her/him but starting with the same letter like her/his name (e.g. smart Saskia). Afterwards, the next one in the row should repeat the name of previous participant accompanied by attribute and say her/his own. The process ‘walks through the circle’ until the last participant (who’s been at the same time the first one) repeats all previously heard. Trainers facilitate this way of getting to know each other. (15 minutes)

Trainers give short description of the program, point out and explain working hypothesizes (ground rules). (15 minutes)

Lessons learned on the side of trainers: Listed expectations on the side of participants respond to starting position of participants and facilitate easier building on by trainers. The way participants found out and entered training defines their motivation a lot, so then expectations as well. Knowing expectations helps assessing if planned program really responds to the participants’ needs or it should be reshaped, further developed, etc. It is important to point out when some of expectations outgrow or miss training goals. Finally, expectations’ assessment helps in a final qualitative evaluation of the training. Since expectations have been fluid category, continual attention (e.g. by the end of training) gives room to pose new questions and dilemmas arising from the training process and agree on “answers” / follow up is available.

To the large majority of occasions suggested exercise causes a lot of fun as well as mobilizes all the seriousness of efforts invested by participants from the start. This exercise might be sometimes threatening for participants who fear having no good memory when feeling put on the spot. Important to remind them not to feel obliged to take part when this case.

Introductory lecture (45 minutes)

Theme: TRAUMA, PTSD; social context / construct, psychopathology;
(Reading assignment: Trauma and Recovery, by Judith Herman)

Introductory and closing exercises

**Up to trainers to decide on the best moment to use following exercises*

1.1. INSCRIPTION ON THE T-SHIRT (30 minutes)

Purpose: Opportunity for the participants to say something about themselves, get to know each other (better) and build up pleasant working atmosphere.

Content: Participants figure out the text of inscription they would like to wear today on imaginary t-shirt. Content may relate to any thought, feeling or mood they are in or it may be made more precise by trainers (e.g. if you would like to start up today campaign against GBV, which kind of message would you wear on your t-shirt?).

Method: Asking participants to express in written what they want to tell the world this morning / today. Each participant takes a piece of paper from trainers and writes her/ his own message on it and puts in the middle of room without signing the note. A hat might be used to collect all notes. (10 minutes)

Then each participant pulls out one note and if happens to pick her/ his own, she / her should return it and take another one. Each participant takes its turn to read the picked message and group guesses who the author of this message might be. If after three guesses the author still remains unknown, she/ he should disclose the identity. This exercise might be expanded by authors' telling why this exact message, why today, etc. (20 minutes)

Lessons learned on the side of trainers: Positive and inspiring inscriptions make its good influence on group atmosphere. Messages usually give insight regarding participants' attitude toward gender-based violence as a theme, therefore depending on the moment this practice is used, and it can function as a "mini-interim evaluation".

1.2. INTRODUCING YOURSELF FROM HARD EXPERIENCE (45 minutes)

**Applicable after lecture on trauma and/or different forms of abuse.*

Purpose: To enable participants to feel how it is to speak about yourself when some hard and emotional life-event is the matter. Stimulating openness about personal matters. Speaking from the position of a friend helps to reach a sort of protective, safe distance and at the same time permits participants to get an overview on its role in it and say easier something affirmative about her/himself (get the proportion of experience, look at own strengths, etc.). Practicing this exercise should have a long-term effect as a reminder when establishing relationship with GBV survivors.

Content: Participants sharing personal experiences (that might be triggered in their memory by listening to previous lecture).

Method: Inviting participants to think if something they heard in previous lecture triggered some painful memory. Asking them to step into their close friends' shoes and imagine the friend should speak on her/his behalf regarding this tough experience and point out why she/he is appreciated and loved by friend. The participant should stand behind her/his chair/seat and start with: "I am going to tell you now about my friend N.N...." (actually to speak about the self). It is of ultimate importance to thank all the participants for taking the part.

Lessons learned on the side of trainers: It might stimulate the process if trainers give an example of its own. It is important to count with coming up intensive emotions of participants ("friends") and provide full care of this aspect. This is one of exercises that work as a sort of check-up of reached trust relationship within the group. Usually, trainers witness building up of the chain of trust since the usual effect is that openness of one participant triggers the openness of next ones. We also witnessed spontaneous follow-up use of this exercise when individual participants wanted to add something from their personal experience and share it with group along the training ("I will tell you something more

about my friend N.N. that I mentioned to you a couple of days ago...”.

1.3. AN OBJECT THAT BELONGS TO ME (25 minutes)

Purpose: To get to know each other better and check-up already reached level of familiarity within the group.

Content: We start from the position that objects speak about their owners. Playful approach used to build up group cohesion is usually very welcome by participants and seen as fun and ventilation.

Method: Each participant contributes with one object she / he likes a lot and thinks that it represents her / him well from the pocket or bag. Participants take care that others do not see it before she / he puts it in the basket that trainer offers when walking around. After all participants contributed, trainer picks up one object and asks group whom they think the object belongs to and why. After group reactions, “real owner” speaks out and takes back the object. She / he comments how she/ he felt when listening to group comments and mentioned criteria when looking for the owner.

Lessons learned on the side of trainers: Increases relaxation feelings. It is recommended both at the beginning and the end of the day, particularly after themes that might occupy group with its heaviness.

Exercises focused on human rights concept

***UN Human Rights Declaration, CRC, CEDAW, UN Protocol Against Trafficking in Women and Children**
(reading assignments)

1.1. POWER WITH, FOR, OVER... (90 minutes)

Purpose: Stimulating awareness level regarding situations when in power and how we handle power. Handling power in responsible way.

Content: Defining the term “power” and situations when participants find themselves in position of power. Using power for good aims. Highlighting misuse of power and discussing how to give up this “seductive” position.

Method: Workshop. Each participants lists situations from either personal or professional life where being in power. Then they try (individually or in small groups) to describe behavior that might present misuse of power as well as behavior that might promote respect for the other one(s) in certain situation. They should work on changing behavior when misuse the case and be stimulated to list advantages of reaching this aim as well as naming “losses” when responsible handling power. Handouts might help concretization. Sharing handouts such as “Power and Control Wheel” (regarding a) children, b) adolescents, c) women and “Cage of Oppression” (dominant and marginalized social groups; area: diversity issues).

Lessons learned on the side of trainers: Due to history of ex-communist country and / or history of state terrorism, participants might get reluctant to name situations when in power and being in position to use it, because of associating it mainly with misuse of power and seeing it as a negative category. It is important that trainers serve as role models giving own examples or remembering some from their surrounding when power used in positive way. This opens up and facilitates group process, so starting confusion of participants with some parts of the task might be easily overcome this way.

Exercises focused on diversity issues (as a whole)

1.1. WALK TO THE OTHER SIDE (50 minutes, pls. look into appendices)

Purpose: Feeling resemblances and diversities, i.e. being a part of majority and minority group. Feeling how it is “to switch” from one to another and follow your safety feeling. Following your feelings, reactions and thoughts depending on which group you join and size of the group. Check up of established trust relationship within the training group in total.

Content: Participants identify with some of the following statements:

Please, step forward and walk to the other side all of you

1. Whose last name contains “M”
2. Whose parents completed university studies
3. Who have children
4. Who speak at least one foreign language
5. Who moved more than 3 times until now
6. Who have never had own flat
7. Who have a physical visible or invisible disability
8. Who have mixed nationalities in their origin (in the last 3 generations)
9. Who do not eat meat, i.e. who are vegetarians
10. Who have friends of different nationalities from former Yugoslavia
11. Who have ever experienced domestic violence
12. Who believe in God
13. Who are females
14. Who have alcoholics in family
15. Who have ever been children

Method: Trainees are invited to stand together in one line, beside each other. Trainer reads some statements and everyone who feels that certain statement relates to her / his own life experience should step forward (walk to the other side) and stay in that position for a while until the trainer gives a sign. When participants hear the statement, they are free to choose if they are willing to show it relates to them or not (choose to walk to other side or not). When those of them decide to walk to the other side, it is important to ask them to take a look on others who stepped forward and feel this position. Invite them to take a look on those who stayed behind in the line. It is important that participants follow their feelings, reactions, thoughts, but staying quiet without exchanging it for the moment. After this exercise is done (statements noted in the content), plenary reflections, reaction and comments are encouraged.

Lessons learned on the side of trainers: Participants usually feel more or less comfortable with certain statements but depending on overall level of comfortability in the group, they will step forward or not. This exercise is recommended at later stage in the process when trainers estimate basic trust relationship has been established. In final plenary exchange, it is usual to express which statements participants found “simple” to identify with or they name those that raised some “complex” feelings. When giving instructions, it is important to encourage them to take care of their boundaries if they feel reluctant toward stepping forward. This exercise is easy to adapt to different settings (countries) in respect to present political frame. One of suggested statements might be: “All of you who have (n) ever been traveling abroad” which provides significant insight on young professionals’ history.

1.2. MY PREVIOUS WEEKEND (OR: HOW MUCH DOES HOMOPHOBIA COST YOUR ORGANIZATION?) (20 minutes)

Purpose: To try to identify with lesbian / gay persons, to feel for one moment how it might be when stepping into lesbian / gay persons’ shoes. This mini-experience should increase participants’ awareness on sexual diversities of GBV survivors and test openness to the possibility of meeting them. It highlights numerous ways how lesbian / gay GBV survivors might be chased away by professionals’ ‘eyes wide shut’.

Content: Participants exchanging how they spent their previous weekend in gender-neutral manner, by avoiding use of she, he, her, him... Important to emphasize (of course, charmingly) that descriptions such as “I was at home reading a book all the time...” are not targeted by this exercise, no matter they might seem as an ‘easy way out’. Depending on the participants’ mother tongue, there is more or less space for varieties / specifics.

Method: Asking participants to work in couples. It would be good to couple with someone you do not know very well or you’ve just met at this training. Find a quiet room / corner for yourselves. Each of participants should speak for 3 minutes while the other one just listens (also with no asking questions) and then they switch the roles (6 minutes).

Afterwards the trainer asks each couple for feedback; not necessary to inform us on the content of their weekend, but to get focused how they experienced their roles and whether they succeeded to keep their task. By the end it is important that the group itself defines the aim of this exercise. (14 minutes)

Lessons learned on the side of trainers: Usually participants express surprise on how strange it was to speak 'in such a way'. They share how many times the slip of the tongue happened and they couldn't keep to instructions. Overall impression brings near the reality of lesbian / gay persons.

1.3. MY PREJUDICES, YOUR PREJUDICES, HER/HIS PREJUDICES, THEIR PREJUDICES... (1)

A) LETS' GO SWIMMING (80 minutes)

Purpose: Identifying social perception traps: stereotypes and prejudices, self-perception and perception of others through group stereotypes / prejudices; ways to overcome stereotyping; getting to know each other. Awareness-raising on own judgmental attitudes and advantages of objective non-judgmental descriptions.

Content: People tend "to form" 3 groups according to their approach to life. They might be illustrated also symbolically and compared in a little bit humorous way on the ground of entering the sea when wanting to swim:

- a) First group consists of **jumpers**; they go to springboard, jump and dive or they run from the coast and without hesitation throw themselves into the waves.
- b) Second group consists of **walkers**; they go into the water evenly, surely, neither quickly nor slowly, reach deep water.
- c) Third group consists of **testers**; they try out water by their toes at first and then gradually enter, slowly putting some water on certain parts of their body to feel the water temperature. Joint experiences influence overcoming of stereotypical thinking. Assessment exchange, mutual clarification and asking information from each other "soften" starting attitudes and invite flexibility and openness for the ways that are different from ours.

Method: Participants are asked to think which group they will join: jumpers, walkers or testers. Each group finds comfortable place to work. (10 minutes)

Trainer reads their task that is to be answered by each group:

1. How does your group describe other two groups?
2. How does your group describe your own characteristics?
3. What do you think how other two groups would describe themselves?
4. What do you think how other two groups would describe your group?

Ask participants to use brainstorming technique (if needed, explain the technique!) and list their answers. (20 minutes)

At the end of their group work, each group should sum up answers and reach joint feedback. Emphasize the use of words that might potentially hurt someone is not welcome. Reinforce the use of clear and concrete language. While reporters from each group list their answers on flip-chart papers, other groups compare what they heard with what they wrote themselves, just stating similarities and differences. (20 minutes)

Final instruction relates to further exchange in small groups on "how we think about the same themes now?" and if participants / groups would have changed anything or not in statements given earlier. They are asked to list statements that influenced some of their answers, so they feel they want to change them now. Changes should be noted on their flipchart reports. (5 minutes)

At last, trainers facilitate plenary exchange of experiences among participants and stimulate them to give attention to their feelings by asking:

- How did you feel when you'd heard first assessments of your group (by others)?
- After what you heard from others, did small group exchange influence that you change your attitude (if yes, in which direction)?
- Does this remind you on certain life situations (if yes, which ones)?
- What did you gain / found out through this exercise? (25 minutes)

Lessons learned on the side of trainers: Sometimes it might happen that some of participants find difficult to decide which group to join. In that case, trainers suggest (just for the purpose of this exercise) choosing one. In cultures that 'affirmative language' hasn't been promoted along the schooling, there is a risk when doing this practice that sharp

language and insulting remarks might be used (in the shape of jokes and teasing other group(s)). This might cause short-term dynamics and sensitive group climate and it is recommendable to be ready to use it as a learning moment for the whole group and speak on safety rules established at the beginning.

By the end of practice, trainers might introduce additional instruction: 1. In which group would you place trainers? 2. In which group would trainers place themselves? This usually causes relaxed laughter and makes the bridge between participants and trainers in a safe way.

This practice relates to teamwork and it might be used in that area, too.

B) BALKAN EXPRESS (50 minutes)

Purpose: Highlighting diversity issues. Touching issues that have been sensitive in the past and presence in the country and region. Practicing teamwork.

Content: Statements relate to diversity issues and test understanding and implementation of human rights concept. Content of statements is easy to adapt to different settings.

Method: Workshop: individual, small group and plenary level. "You are traveling by Balkan Express train: Skoplje (Macedonia) – Munich (Germany). You are sharing your compartment with 3 other persons. Please, think about 3 persons you wouldn't like to travel in the same compartment with. Then think of 3 persons you would be glad to travel with."

1. Feminist bodybuilder from Belgrade.
2. Elder, well dressed lady from Kikinda, smelling on alcohol. (Kikinda is small town in Vojvodina, Serbia.)
3. Priest from Studenica monastery. (Studenica is famous, ancient monastery in Serbia.)
4. Roma woman with 4 little kids.
5. Student from Krusevac, cannot stop smoking. (Krusevac is city in central Serbia.)
6. Albanian journalist from Bujanovac. (Bujanovac is town on south Serbian border with Kosovo.)
7. Young girl, funny looks; having an earring in her nose, green hair.
8. Humanitarian aid worker from US, all the time tells about his work.
9. Slovenian businessman with his girlfriend. At the first glance, looking at their age difference, she can be his daughter and they kiss all the time.
10. A woman you hardly recognize, your school friend, now walking from one compartment to another and selling underwear in this train.
11. Female farmer carrying two baskets full of self/made cheese, eggs and several bottles of šljivovica. (Šljivovica is traditional alcohol, belongs to the group of rakija drinks.)
12. Married couple, Macedonians, constantly ask for Vienna, afraid that they will miss to get off in time.
13. Croatian guy, with many orders from homeland's war on his coat, snoring. ("Homeland's war" refers to the war in Croatia in '90s.)
14. A man with moustache, carrying gusle and praising "his times" (when he was young), criticizes youngsters nowadays. (Gusle is Balkan musical instrument, traditionally played in Montenegro.)

After participants choose 3 + 3 persons (10 minutes), trainers invite each of them to name her/ his own and offer argumentation how they came upon these choices. Trainers stimulate exchange among participants. (30 minutes)

Final instruction is to ask participants to form small groups and in respect of their individual choices agree on the group 3 + 3 choice. Each group should write result on own group banner, (10 minutes)

Learned lessons on the side of trainers: Sometimes group members learn on each others' (hidden) attitudes through this practice. It might be very confronting, especially when disclosed attitudes around war crimes, attitudes on different nationality (than Serbian), sexual diversities, etc. Hate speech might take place. Many times participants suggest ways to overcome stereotypical thinking and/ or hate speech by sharing own experiences of noticing attitude change when meeting member of certain marginalized group in person.

Trainers emphasize importance of respecting every person including both levels: when meeting within helper-client relationship or within the context of teamwork and team roles, co-operating with a colleague. This is one of exercises when trainers 'stop' being neutral and are expected to express attitudes that promote and protect human rights belonging to every person. Trainers are expected to explain the background of hate crimes (e.g. rape, rape of women in war as a tool of genocide, used by men / warriors) and anti-war-NGO philosophy on '90s and responsibility of Serbia in the wars.

To finalize exercise and list group 3+3 results, team negotiation skills required. This exercise can be used within teamwork issue, too.

The exercise is very flexible to adapt to different settings / countries.

Theme: DOMESTIC VIOLENCE (WOMEN), lecture

(3 lectures X 50 minutes, incl. room for interactive exchange, placing lectures and exercises successively)

Dynamics of domestic violence situation

Statistical data on domestic violence (Serbia and worldwide) Violence against women – definition, gender roles, myths, stereotypes, facts

Who are the women survivors of violence / who are offenders?

Why do men batter women? / Why do women stay?

Power and control wheel - for women (scheme analysis)

Stages of victimization (1,2,3) and long-term effects of violence against women

Battered Women's Syndrome

Exercises focused on gender issue (specifically)

1.1. STATEMENTS AND BELONGING ATTITUDES (60 minutes)

Purpose: To get a certain insight into own prejudices, stereotypes, therefore attitudes. To listen actively to other participants' views and look for the roots of own and others' attitudes. Getting an overview in what the way these attitudes interfere with your own intervention in GBV context. Teamwork practice at the same time.

Content: 5 statements are discussion themes.

1. Through self-respect and capability to defend her own space, a woman can protect / avoid marital rape.
2. Marriage is legal ticket to rape. "If you cannot rape your own wife, which other woman can you?"
3. To say NO is difficult – "Tomorrow he is going to be angry, he will beat the children..."
4. What to think about the women who enter the marriage and stay into it only because of financial security and have sexual relation with a man they do not love – is that a sort of prostitution?
5. Women must always say NO to unwanted intimacy.

Method: Small group discussion, each group works on one statement written on separate note. Their joint opinion is the matter of putting in accordance their views and this teamwork practice challenges differentiation of team roles (facilitator / leader, "plant", innovator, finisher, etc.). (20 minutes)

Each group should elect one reporter who is going to inform other groups on results. Feedback should refer to group co-operation as well. Other groups' may pose the questions to the one that is reporting. (40 minutes)

Lessons learned on the side of trainers: At first when exercise given, trainers may be asked by participants questions like "whose statements are these, who is exactly saying this?" or numerous questions like "what if...?". Groups' feedback contains pro-s and contra-s regarding the statement belonging to each group. They inform on path how they decided on chosen joint opinion and if that process had had any obstacles and / or was experienced as a smoothly one. Trainers'

role mainly focuses on making the link to our upbringing, expectations participants' have from GBV survivors and confronting them with the possibility when persons mentioned in the statement might be their dear ones.

Theme: SEXUAL ASSAULT (WOMEN), lecture

(3 X 45 minutes, incl. room for interactive exchange, placing lectures and exercises successively)

Rape: definition, myths, facts, sex offenders' profile ('recognizable personality').

Attempt rape; When offender is an (un) known person; Marital rape; Rape in war; Rape trauma syndrome

1.2. MY PREJUDICES, YOUR PREJUDICES, HER/HIS PREJUDICES, THEIR PREJUDICES... (2)

BOOK "WHAT DO WE KNOW ABOUT WOMEN" (20 minutes)

Purpose: Confronting participants in humoristic way with prejudices and stereotypes on women.

Content: Book "What Do We Know About Women" (111 p.), edited by Mr Zoran Čekerinac, 1996; Actually, this is an empty book. All the pages are blank. At the beginning, the only text is: Let us help writing this book one day together. Cover contains illustration of an adult man and a little boy, both drawing a naked woman with a chalk on the blackboard. An adult man draws a small image of woman in childish manner (drawing lines only for arms and legs, just emphasized breasts make gender difference). A little boy draws in an adult manner big woman with sexual characteristics. Cover page of this book is colored in friendly, warm colors and the first meeting with the book provokes the smile on reader's face.

Method: Passing around the book within the group and asking participants to delay their reactions and comments until everyone has taken a look. When the last one got to know the content of this book, trainers encourage feedback.

Lessons learned on the side of trainers: Usually, introducing this book gives the room for ventilation, follow-up humoristic remarks. It causes basic effect of speechlessness in participants. Essentially, this book speaks by itself.

Theme: DOMESTIC VIOLENCE (CHILDREN), lecture

(2 lectures X 50 minutes, incl. room for interactive exchange, placing lectures and exercises successively)

Child abuse and neglect

Emotional violence against children

Physical violence against children

Power and control wheel - for children (scheme analysis)

Exercises focused on trainees' history

1.1. MESSAGES GIRLS AND BOYS RECEIVE DURING THEIR UPBRINGING ON SECRETS, BODY, SEXUALITY, ABUSE (60 minutes)

Purpose: Applicable for the theme of child abuse and neglect (particularly child sexual assault). Investigating gender roles and internalized messages belonging to them. Awareness-raising in what way both gender and internalized messages and stereotypical child images (e.g. obedient child with good manners) relate to the recognizing warning signs of abuse, give the room for disclosure of abuse on the side of the child and interfere with professionals' intervention.

Content: Investigating gender roles and internalized messages girls and boys receive during their upbringing. Legacy. Looking into 4 areas: secrets, body, sexuality and abuse.

Method: Workshop. Participants are invited to get back to their childhood and remember messages they got from their

parents / caretakers regarding 4 mentioned areas. They are challenged to think of good and bad secrets, themes of body and sexuality as usually strong taboos, communication skills within own family and to link these memories to the context of abuse. One of the sub themes that must be put up is regarding known and unknown adults. Usually, group shows its strength in increasing awareness of the risk for abuse when child not informed or misinformed as well as it becomes clear why silence takes so long on the side of the child.

Lessons learned on the side of trainers: This exercise might be especially important to bring back adult participants into their childhood and recall how vulnerable you are when being a child. It works also as reminder when participants inclined to show mistrust toward child's disclosure, when ignorant toward the signs on the side of the child or standing up together in shape of 'adults' conspiracy'.

1.2. MY OWN ATTITUDES – I KNOW THEM SO WELL (1)?

(By Ms Marleen Diekmann, ITC Supervisor; relying on Courage to Heal section on criteria when looking for counselor)
(60 minutes)

Purpose: Check-up of participants' attitudes toward survivors, understanding dynamics of abuse and reconsidering therapy goals.

Content: Free discussion includes following themes / questions:

1. What would I do if the child I love would be sexually abused?
2. When is caressing and hugging a child ok /not ok?
3. Do you think children ever willingly participate in sex with adults?
4. Do you think sex with adults is always damaging for children?
5. Do you think women ever fantasize or exaggerate abuse?
6. Do you see family reconciliation as a goal? Why (or why not)?
7. What role do you think forgiveness plays in the healing process?
8. Do you think sexual orientation has anything to do with a history of sexual abuse?
9. When do you start to feel responsible for the phenomenon of abuse?

Method: Task to be practiced in pairs. Participants interview each other within pairs on one of these attitudes asking questions mentioned above. (30 minutes) Feedback from pairs. (30 minutes)

Lessons learned on the side of trainers: Although themes / questions might give impression of being the basic ones, it is very important to discuss them. Certain regular university studies in the country (we might guess it is the same for Eastern Europe) reinforce stigmatizing attitudes on women generally as well as on survivors. Some of them deny that sexual assault of children is possible, raise the issue of 'consent' in children, present mutuality myth instead of understanding power-control issue and dynamics of abuse; they mix up developmental issues in children around age when they start fantasizing with child's disclosure of abuse or repressed memories that appear in adolescence or adulthood of women, etc.

Theme: CHILD SEXUAL ASSAULT / INCEST, lecture
(3 lectures X 60 minutes, incl. room for interactive exchange)

A) Statistical data (in Serbia and worldwide)

Terminology

A child survivor of sexual assault /Adult survivor of childhood sexual assault

Family dynamics

Warning signs

Process of sexual assault of the child by known person (scheme analysis)

Circle of sexual assault (scheme analysis)

Effects of childhood sexual assault

Disclosure of experience of childhood sexual assault

B) Meeting sexual trauma and war trauma “When shelter becomes a nightmare”

Linking child sexual assault issue to the context of foster family and war trauma

When war trauma meets sexual trauma; vulnerability of war traumatized children for sexual trauma.

Dynamics within a family; emphasize on specifics of foster family; (in) visibility of incest taboo.

Risk assessment for child sexual assault at foster families (use of matrix)

1.3. TRAUMATIC OR UNPLEASANT CHILDHOOD EXPERIENCE (30 minutes)

Purpose: Introducing child perspective. Highlighting power difference between the child and adult. Bringing near the feeling how difficult it is to speak on difficult life-events.

Content: Speaking on difficult life-event from your own childhood helps identifying with child position. Applicable to the theme of child abuse and neglect issue is to ask participants to try to exchange one difficult life-event until the age of 7. Looking at expectations from the child vs. her / his real power position. Discussing long-term effect of listed life-events.

Method: Practice in pairs. Participants are asked to remember one unpleasant experience from their childhood. Trainers should define on how heavy experiences they insist depending on group cohesion reached until that moment. When thinking of it, they should answer several criteria: when did it happen, who were the persons involved, how did participants feel, who supported them... Share your experience with your partner and look particularly at 3 aspects:

- a) Persons involved in traumatic experience
- b) Feelings connected with traumatic experience
- c) Resolution of traumatic experience (especially if someone helped?) (15 minutes)

Trainers ask for feedback from pairs and write down on flip chart. (15 minutes)

Lessons learned on the side of trainers: Usually, persons involved in participants’ traumatic experience are those in power: adults, family, group; feelings that usually arise are helplessness, sorrow and anger; resolution of traumatic event had mainly the time as its ally and (when present) supportive persons. Very many participants say that along the time they integrated this experience but had no much help by others in it. This practice highlights how necessary it is for the child to be helped by an adult (peer support isn’t often sufficient).

1.4. GUIDED FANTASY – CHILD FANTASY EXERCISE

(30 minutes, pls. look into appendices; trainers should be ready to provide aftercare if any personal histories triggered)

1.5. THE MOST DIFFICULT LIFE EXPERIENCE (35-40 minutes)

Purpose: Practicing confidentiality rule. Going through mini-experience of stepping into GBV survivors’ shoes and learning how brave and heavy it is to speak out on personal themes. Getting experienced knowledge on building trust relationship, looking at own trust issue. Listing what one needs to feel safe when opening her/himself, looking both at verbal, paraverbal and non-verbal communication.

Content: Getting back in history to ones’ most difficult life-experience, life event. It doesn’t have to be linked at all to abuse issues. If participants ‘cannot remember’ or they express other barriers, they are told by trainers it might be the one they choose and define as hard.

Method: Asking participants to work in pairs. It would be good to couple with someone you do not know very well or you’ve just met at this training. Find a quiet room / corner for yourselves. Each of participants should speak for 5 minutes while the other one just listens (also with no asking questions) and then they switch the roles (10 minutes).

Afterwards the trainer asks each couple for feedback; as a rule it is not to speak plenary about the difficult experience itself - on the contrary, the life events are to remain within the couple - but to get focused how they experienced their roles and whether they succeeded to keep their task. By the end it is important that the group itself defines the aim of this exercise. (25-30 minutes)

Lessons learned on the side of trainers: It might happen that regardless of instruction given not to share your

personal experience plenary, some participants will - depending on estimated comfortability level in the group - ask for permission to tell one. Our experience is that it is important to give the room for it, acknowledge its significance and offer recognition for the trust and at the same time, when personal story told, (no matter how ungrateful the role is) to take care of time limit.

Another situation we would like to point out is option when someone chooses to share acute difficult situation of its own. It is to check this person's expectations from us by that time.

And thirdly, it is not rare to face disclosures belonging exactly to abusive experiences since achieved group atmosphere and 'permission' that is ok to speak out on violence issues (vs. violence as a taboo) encourages this process.

Usually, participants tell they might be 'not fulfilling the task' by not sharing exactly the most difficult life experience (although they tried really hard, it was too painful or they just don't like to get back to it, etc.). When seen that they seriously approached the exercise in the largest extent possible, it is to support them in such choice and thank them for doing their best. Very often it is to get naturally some kind of feedback what this tells generally about them and trust issue.

It is to expect some sort of 'frustration' related to instructions that limit one's capacity to interfere / intervene into other's story. Participants list criteria how they know they have been understood and in which way these instructions allowed it or limited it. In this part, trainers hear a lot on nuances of verbal, para-verbal and non-verbal communication. We learned that doing the exercise at this point should be led by instructions that include limits in order to protect the person who tells her/his experience in certain way from judgments or insensitive questions regarding the context of GBV.

1.6. MY OWN ATTITUDES – I KNOW THEM SO WELL? (2)

(By Ms Marleen Diekmann, ITC Supervisor) (60 minutes)

Purpose: To work on consciousness of how one gathered skills and where the attitudes come from. Participants in their own organization as a tool to influence other colleagues' attitudes might use experienced knowledge later.

Content: Theme of skills and attitudes. Attitudes have their own history on unconscious level. Practicing to investigate one of 3 attitudes regarding GBV issue and co-operation of GOs and NGOs.

Method: Practice to investigate one of 3 attitudes:

1. Who is responsible when a child has been abused?
2. How to deal with reporting abuse
3. What does GOs think and feel about NGOs
What does NGOs think and feel about GOs

Participants interview each other within pairs on one of these attitudes asking the following questions:

- Important persons that contributed to your attitude?
- What is your first memory on this theme?
- Did you have a critical stage of thinking around the attitude?
- Does it feel as an internalized attitude?
- Is it possible to change it?
- Is there a wish to change it?
- What makes it hard to have this attitude?
- Who can influence your attitude in presence?
- Who do you allow to influence your attitude in the presence?

(30 minutes)

Feedback from pairs. (30 minutes)

Lessons learned on the side of trainers: This exercise opens up many prejudices that participants have toward each other / other sector (NGO/GO). E.g. in our country, it is often thought that all NGOs are 'spies' working for foreign organizations, not working professionally and earning a lot of money. This process often highlights background that gives more or less chance to agencies to achieve authentic partnership.

AUDIO RECORDINGS (4 available at ITC office, in average each 30 minutes, up to trainers to select which to play)

Audio recordings were made when survivors we had been working with at ITC in certain (later) stage of their healing process expressed initiative to contribute to educational processes of professionals by making the tape and telling their stories. Recordings were made in the shape of uniform structured interview led by ITC staff member. These are mainly adolescent childhood sexual assault survivors as well as mothers of some of them who co-operated. There are no identification data and all of them remain anonymous for listeners. Audio recordings were made with the survivors' written consent at ITC. Recordings make bridge to 'real people' we talk about and work with.

Theme: LEGAL ASPECT OF DOMESTIC VIOLENCE SITUATION AND (CHILDHOOD) SEXUAL ASSAULT,

lecture

(3 lectures x 40 minutes, guest speaker, incl. room for interactive exchange, placing lectures and exercises successively)

Official procedure in health services / social work / schooling / legal institutions for women and children survivors of domestic violence and sexual assault. Practice in the court regarding cases of domestic violence and sexual assault (women and children)

Theme: SHELTER FOR BATTERED WOMEN AND CHILDREN, lecture

(60 minutes, guest speaker, incl. room for interactive exchange)

General data on shelter(s) for battered women and children

Need for shelter (necessity within the system of good intervention)

Number of women who ask for shelter

Principles of work: in-take criteria, house rules, available services, etc.

Co-operation with police, prosecutors and judges regarding safety issue for women and children in shelter

Theme: INTERVENTION IN DOMESTIC VIOLENCE AND (CHILDHOOD) SEXUAL ASSAULT CASES

(100 minutes, incl. room for interactive exchange;)

CONFIDENTIALITY (specific issues e.g. confidentiality vs. mandated reporting)

Intervention: crisis intervention, support in short-term and long-term. Support system / network for clients: schooling / health services / social work / police / legal services / media / NGOs. Therapy issues.

4 case studies to be analyzed; illustrated co-ordinated inter-disciplinary response of governmental and non-governmental agencies; scheme analysis created by agencies themselves; Depending on group processes and rhythm of other themes, we usually work on 1 case study in time and follow the form of abuse presented along the training:

1. Battered woman reports the case to police, showing bruises to female police officer.
2. Suspected child sexual assault of 3-years-old girl reported to child protection service (social work center).
3. 15-year-old girl, sexually assaulted in longterm by father and now discloses it in center for children without parental care where settles.
4. Female student with rape experience, reports to Students' Polyclinic, Mental Health Dispensary in acute situation, suicidal).

VIDEO RECORDING

Role of Law Enforcement: domestic violence (55 minutes) and childhood sexual assault (40 minutes); incl. interviewing child sexual offender. ("Child Welfare League of America", edited recordings from '90s.)

Exercises focused on intervention in GBV cases

1.1. WHAT DO I WANT TO DO? (30 minutes)

Purpose: Highlighting feelings of helpers in order to develop more empathy for survivors' position and reduce blaming survivors and their supportive persons that might occur on the side of helpers. Personal and professional issues that should be worked through and helpers' capacity strengthened.

Content: Often intermingled personal and professional level in helpers, looking at sometimes double standards at helpers: for survivors and for themselves. Looking at how integrated as a person you are in your identities.

Method: Participants are invited to think about three questions:

- What are my feelings when I hear about the case of abuse?
- What do I usually want to do in such situation according to my first impulse?
- What do I usually (really) do? Trainers facilitate discussion, stimulate interactive exchange and point out particular differences between second and third answer.

*When intending to practice teamwork, too, participants might work in small discussion groups and report later both in the content and team co-operation.

Lessons learned on the side of trainers: It is important to give the recognition to all feelings participants name. Trainers should especially stimulate raising awareness why these differences regarding second and third answer there are and to embrace them at the moment (e.g. comes from personal history, comes from acute situation of violence that helper might be in, too, or any other acute live situation that might resemble with its elements to survivor's problem or problem of her/ his supportive persons) in order to be able to work on putting them in accordance in future.

30

Theme: INTERVIEWING TECHNIQUES / COUNSELING SKILLS (DOMESTIC VIOLENCE AND (CHILDHOOD) SEXUAL ASSAULT), lecture

(4 lectures X 50 minutes, incl. room for interactive exchange, placing lectures and exercises successively)

Personal boundaries of survivors and their family members / supportive persons

Capacity of the hotline and its limitations vs. personal contacts

Interviewing techniques / counseling skills (In contact with: 1. survivors 2. their family members / supportive persons 3. offenders)

1.2. BOUNDARIES – YOU NEVER KNOW WITH THEM (OR: KEEP ALL YOUR SENSES AWAKE!)

(45 minutes)

Purpose: To feel your physical boundaries and the meaning of boundaries in its essence. To increase consciousness of the body reactions caused by comfortability level and possible violation. To look into the feelings when in power to influence situation or not. To transfer these feelings to helper-survivor relationship (and escape retraumatization for survivors).

Content: Practical exercise where participants primarily have to take care of their feelings and try to identify with feelings of others.

Method: Asking participants to choose their partner, preferably a person they don't know well (e.g. just met each other on this training or at least don't co-operate on daily basis). When finding a partner couples are asked to stand in two lines looking (eyes to eyes) at each other. Trainer gives an overview what this exercise is for. Trainer announces that instructions will include two rounds, asks for patient and quiet participation (being explicit that it's "allowed" just non-verbal that belongs to the nature of exercise) and "promises" the room for relaxed exchange after completing instructions. Instruction 1: Participants from the line 1 are kindly asked to walk gradually to their partners standing opposite from them (in line 2). Each participant has the task to walk and stop at certain point according to her / his own feeling how near she / he estimates it would be ok for a partner. On the spot that participants from line 1 choose, they are asked to spend a while (10-15 sec.), feel how it is there, look at her/ his partner and look around how near / distant others from line 1 are to their partners. After this, participants from line 1 are asked to walk back to their starting position. Instruction 1 is then given identically to participants from line 2 related to their partners from line 1.

Instruction 2: Participants from the line 1 are kindly asked to walk gradually to their partners and pay attention on the sign of raised hand on the side of their partners and after they notice the sign they should stop walking. Participants from the line 2 have the task to feel how near / distant they would like to have their partners and when their partners reach that point, to show it clearly by raising their hand. The same suggestion from 1st round is valid again: spending a while in position where you stop, feeling it, feeling if there is difference in position with 1st round, looking at your

partner and others from your line. Walking back. Instruction 2 is then given identically to participants from line 2 related to their partners from line 1. (Total time to complete instructions: 15 minutes)

When instructions completed, trainers facilitate exchange (participants remain standing in their own lines). Some of the questions that might be posed by trainers are: how did you experience exercise in general, was it simple to fulfill instructions (to take care of “assumed” needs of your partner in the 1st round or to express clearly your own boundaries in 2nd round), was there difference in your position in round 1 and 2 (if yes, how do you feel about it, what are your thoughts), what did you learn out of this practice (is there anything you would like to say now to your partner). Each couple is asked to describe their impressions on this practice. When exchange completed, it is essential to give participants recognition and gratitude for taking part in this practice and encourage them to try it out in another setting with other group (e.g. colleagues) and / or to repeat it themselves after a while (e.g. with another partner). (30 minutes)

Lessons learned on the side of trainers: Trainer’s skills belonging to carrying out guided fantasies help in achieving right setting and working climate in this exercise. Both instructions are before the rounds start practically necessary first to explain and then again to give instruction with trainer’s sign “start”. In both rounds (instruction 1 and 2), it is important to include paying attention of partner’s non-verbal communication of partner. Generally speaking, this exercise should be, when needed, guided a little bit “directive” by trainers. We mean by this that clear and loud structure helps those participants who are not used to practices like this and who loose concentration or start acting too playfully. In the content of this practice, we met numerous reactions of partners’ being surprised around a) taking decision on which spot to stop in general or b) noticing differences between chosen spots for round 1 and 2. This “surprise” can sometimes cause feelings of embarrassment (even guilt) at partner who turned out to be “crossing / violating” her/ his partner’s boundaries, so there is extra role of trainer to take care of final good feeling on all sides. When practice discussed, it should be clearly linked to survivors’ boundaries and our respect for them. Sometimes discussion on its spot raises awareness and asks for suggestions on how to check if helper has been really listening to survivor’s needs. This practice gives its input into the teamwork as well. It gives extra information how well we really know each other’s psychological, emotional and physical boundaries as colleagues (even when working as a team for long time).

* We learned specifically with police officers that majority of them recognized no need to stop at certain moment but just went on walking toward their partner until no further possible. This was followed by obvious expression of not seeing the sense in this practice. Our understanding of this phenomenon responds directly to the goals of this training and highlights police practices in countries like ours in using physical power, verbal or non-verbal intimidation and threats as primary tools in their daily work instead of interviewing techniques that take care of boundaries of either suspects (offenders) or survivors. This practice was in our long-term training experience carried out this way by police officers only.

Theme: ACTIVE LISTENING AND COUNSELING SKILLS, lecture
(2 x 45 minutes)

The content presented in two parts: 1. Active listening and 2. Counseling skills. In between, exercises related to each part should be done.

- 1. Active listening: Guidelines for good listening; 10 bad habits: blockades when listening; Specific techniques (confirmation, projection, opening doors, confrontation, paraphrasing, etc.);**
- 2. Counseling skills: Phases of the talk 1. Establishing trust relationship 2. Clarification and defining situation**
- 3. (Re) considering and opening options / alternatives 4. Concluding. Specific issues (e.g. safety assessment and safety plan, silent callers, harassment calls, stalkers, etc.);**

1.3. WHO SAID LISTENING HAS BEEN SIMPLE... (50 minutes)

Purpose: To practice techniques belonging to good listening. To feel the needs of survivors related to time, attention, care, empathy, understanding.

Content:

Exercise 1: **“4 minutes talking might be a long time...”** Practicing to talk and listen for 4 minutes. Feeling both roles. Bringing near the feeling how important it is to be listened as well as how you feel when not listened.

Exercise 2: **“Yes...but”**. Feeling obstacles when speaking in affirmative way. Simple to speak negatively or? What do you predict as resolution of such situation? This is one of exercises that bring near ‘suicidal language’, too, and traps that counselors might enter in the shape of polarization, etc.

Exercise 3: **“You’ve told me that...”**. Did I really tell this? Paraphrasing and mirroring techniques is the subject of this exercise.

Method: Exercises in pairs. Instructions in written, each participant gets instruction and within exercises 1 and 2 they should not exchange it.

Exercise 1: Participant 1 gets instruction to choose any topic and speak for 4 minutes (no matter what). Participant 2 should listen carefully (non-verbally) for 2 minutes and afterwards to stop listening and next 2 minutes to demonstrate it (non-verbally, again) obviously and as much as possible authentically. (5 minutes)

Exercise 2: Participant 1: Do not share these instructions with your partner. You will speak first. Your task for the next 4 minutes is to communicate as openly and honestly as you can. You should make every attempt to share your positive feelings about yourself, your partner, this organization and this training. Whatever your partner’s response is, you must attempt to focus on the positive. You should work to convey trust, concern, acceptance, interest – in any manner you can. Participant 2: Do not share these instructions with the other person in your pair. The other person will speak first. Your task for the next five minutes is to talk with the other person in a way that shows distrust of her. Whatever she says, say something in return that communicates suspicion, distrust, disinterest, disbelief or contradiction. Talk only about the things the other person talks about and avoid starting conversation or bringing up new topics. Try not to help the other person out in any way. As an example, should your partner comment “I like the shirt you’re wearing,” you might respond “What do you say that for? It’s ugly. I don’t like it at all. What are you trying to accomplish by complimenting my shirt?” Participant 2 mustn’t use any kind of insulting speech or behavior toward her / his partner. (5 minutes)

Exercise 3: Participant 1 speaks on her / his present wishes and needs for 4 minutes and participant 2 listens, without interrupting and posing questions. After 4 minutes, participant 2 should in 1 minute paraphrase everything she / he heard. Afterwards, participants change roles and repeat the same. (10 minutes)

After exercises completed in pairs, trainers facilitate exchange on extent of identification with roles and feelings that followed. How did you feel when being listened / distracted by obvious lack of partner’s attention, her / his ignorance, etc. How did you conclude your partner listened to you / didn’t listen to you? How did you feel to speak for 4 minutes? How was it to participate only non-verbally? How content you’ve felt when hearing your wishes and needs paraphrased? Possible resolutions when polarizing? (30 minutes)

Lessons learned on the side of trainers: Always useful exercises. Although this is ‘school setting’, it brings near possibilities and limitations (discussion on how it is when speaking with survivor on crisis hotline and in person). E.g. all these exercises are complementary with later on organized practical work of participants under supervision (mentorship period).

1.4. CRISIS LINE COUNSELING IS A HARD JOB

A) *By Ms Marleen Diekmann, ITC Supervisor*

Purpose: Practicing active listening and counseling skills. Feeling near advantages and limitations of phone service. Bringing near how hard it is to establish trust relationship. Start-up of practicing live supervision.

Content (role-play 1):

The first phone call of survivor to our crisis hotline. Girl of 16 and telling almost nothing on the problem, but all the time checking safety. ‘Story’ is left to ‘client’s’ creativity. Epilog, too.

Content (role-play 2): The first visit of an adult female survivor. She complains on concentration problems and counselor hears that she has experience of childhood sexual assault. Her mother has been an offender. Player who appears in the role of survivor has the task to let counselor feel limitation and frustration due to the fact that she lives up to nowadays with her abusive mother.

Content (role-play 3): The first visit of mother and daughter. Father sexually assaulted his daughter in long-term. Mother is coming to support daughter but at the same time she is blaming her. Role-play should emphasize phenomenon of parentification and rivalry. Counselor hears daughter asking mother repeatedly: “Where were you”? Players are there to challenge counselor’s attitude on principle of multi-partiality.

Content (role-play 4): The case you don’t know what to think about (in the role of counselor). Mother reports suspected child sexual assault and describes the context of divorce struggle. Counselor works on traps and doubts this situation brings up.

Method: Role-play. Every group consists of players and observers. Players sit and turn their backs to each other. Players are client and counselor 1 and later on counselor 2. The Incest Trauma Center staff member plays client.

After the role-play has been done once with client and counselor 1, it will be repeated with counselor 2 with no comment in between. After 2nd round, observers will give their comments. Then trainer asks players for their experiences while being in their roles and gives care to their feelings. Afterwards, trainer gives her / his feedback and asks audience for reaction on everything that has been heard. (Each role-play with feedback 25 minutes.)

Lessons learned on the side of trainers: Professionals might be not that much used to show how they really work. Last time they’ve been doing it during studies or taking certain exams to get titles, etc. But ‘real work’ often remains as ‘1 to1’ behind closed doors of counseling places, hospitals, social work centers, and private practices. These live situations are important to play to demystify sessions’ content and the role of professionals. Particularly it is important to look at counselors’ handling power in responsible way when victim of violence counseled. Safe training setting is of ultimate importance to reach personal insights at counselors and improve skills and attitudes. Safety increases also when participants experience live supervision as helping tool to their processes.

B) CRISIS LINE COUNSELING – HOW DOES IT REALLY WORK?

(20 minutes)

Purpose: Bringing near the process of establishing safe helper-client relationship. This exercise works as a reminder on good listening skills. Listening with an open mind, without stereotyping. Practicing gender-neutral language. Practicing counseling skills.

Content: Domestic violence situation reported through crisis line. Caller asks if the conversation is recorded, who else will know the content of their talk, etc. She says she knows she is to blame and asks counselor about her opinion on persons who find themselves in domestic violence situation. Survivor is 20 years old girl and abuse happens due to the fact she is a lesbian. When she mentions she’s been exposed to violence within the family, counselor assumes the offender is her male partner. She hangs up.

Method: Role-play. Two volunteers are asked. In the role of client preferably participants who have been already working with survivors of gender-based violence. Note with description of domestic violence situation goes to volunteer who plays survivor. Volunteers should take receivers and turn their backs to each other. (5 minutes)

Trainers facilitate discussion and particularly take care of volunteers’ feelings. Confronting with care the counselor’s feeling of losing client. (15 minutes)

Lessons learned on the side of trainers: Role-play might be expanded and adapted depending what exactly trainers intend to practice with participants. E.g. we used example of testing counselors’ attitude toward responsibility of domestic violence survivor (“you are not guilty...”). Sometimes counselors’ attitudes toward religion or religious clients in the context of certain therapy issues might be tested (e.g. forgiveness), etc.

Practice functions as an effective example of meeting survivor’s right to test in order to reach adequate counselor and (sometimes) helper’s lack of skills and vanity. When doing this exercise with e.g. health workers, psychiatrists, it might occur strong reaction when being hanging up. Mainly this is an illustration of how helpers deal with their own power position and risks to reinforce power difference toward clients.

SOME RECOMMENDED MOVIES

Along the training, we recommend some movies that are worldwide known and relate to the context of violence. Depending on “training package” we carry out, some has the room to watch one movie together and later to have exchange. Movies we suggest are in VCR version ITC property.

“What’s Love Got To Do With It?” (Autobiographic story on Tina Turner’s life)

“The Burning Bed”

“Sleeping With the Enemy”

“The Accused”

“This Boy’s Life”

“Paris Trout”

“Thousand Acres”

“Boys Don’t Cry”

“Lolita” (latest version with Jeremy Irons)

“Les 8 Femmes”

“The Priest”

“Happiness”

“The Prince of Tides”

1.5. ‘HE IS ABUSIVE... CAN YOU HELP ME?’ (30 minutes)

**This exercise follows the lecture on active listening and counseling skills.*

Purpose: To learn on dynamics of domestic violence situation through authentic example. To hear ‘exact words’ how battered women describe their situation. To try to identify with both survivor and counselor. To practice active listening and counseling skills. To learn on empowerment and educational counseling and advocacy skills.

Content: Written case of domestic violence suffered by female client. Her husband is violent toward her and their children. She recognizes risk for repeated violence this evening when reporting case to the crisis hotline. Counselor offers crisis intervention by giving recognition and support, listing options and concrete and adequate healing resources.

Method: Role-play, 2 trainers, back to back. Trainers have written role-play on the ground of real case study met along trainers’ working experience. Trainers role play it and later on stimulate group discussion. It is important to free participants, so that they may tell their impression on how trainers played these roles, how authentic they’ve been perceived by participants or if anything in this role-play made participants think of their pre-conceptions regarding domestic violence situation (e.g. someone might expect a kind of weakened woman who cries for help and underestimates her survival mechanisms until now or there might be some dilemmas or expectations on counselor’s tone of the voice, etc.).

Lessons learned on the side of trainers: Text of the role-play should be created in the way that facilitates follow-up working on counseling skills. In that way, it is easy to point out certain lines within the text together with participants as a kind of ‘textbook example’ of techniques: ‘opening door’, key words, clarifying questions, paraphrasing, confrontation, projection, etc.

Theme: CAPACITY / TEAMBUILDING, lecture (25 minutes)

Testing already established procedures at involved agencies (depending on participants’ profiles) and their flexibility on needed corrections when working in the context of violence. Specific issues e.g. confidentiality vs. mandated reporting. Free discussion. **Exercises related to teamwork and burn-out syndrome**

*In this section exercises “My prejudices, your prejudices, her / his prejudices, their prejudices... (1A and B) are welcome to be used, too. Participants might fill a test designed by Belbin on team roles (given as a hand out).

1.1. BUILDING UP YOUR TEAM (90 minutes)

Purpose: Check-up of present group dynamics climate that provides guidelines for further. Practicing structured and useful tool for safe expression of workers’ own views and feelings.

Content: Plenty of problems and misunderstandings arise in the group because it's already been worked on aims and projects with no earlier exchange of individual wishes and fears related to the project and / or other group members. It is not rare that conflict resolution mechanisms have not been developed before the start. Suggested group dynamics process gives a room to each team member to express and listen carefully to others. Later on, for some team members further support might be needed.

Method: Conditions to be fulfilled before starting rounds (part of them belong to safety rules established at the beginning of training):

- Team members (training participants) have been already working together.
- All of them are familiar with suggested procedure and accept it.
- Professionalism and confidentiality.
- No cutting each other's sentences and undermining others.

There are 5 rounds in the process and within each of them each participant answers posed question. When the round is over, next round starts with no comments or exchange in between. "Team" can consist of participants that work together on a real project in presence.

1. round. Each participant briefly explains her / his own view and wishes regarding the project. (It is recommended to take present or future project as working example.)

2. round. Each participant expresses her/ his own fears and worries related to the project.

3. round. Each participant tells directly and personally each team member why she / he has been glad to have her / him as a part of a team, what she / he particularly appreciates / values at her / him regarding this project.

4. round. Each participant tells directly and personally each team member what her / his worries around this team member regarding this project.

5. round. All participants express their views on the working style and choose procedure they would follow in case of team conflicts. (Use brainstorming technique and make sure that everyone agrees with chosen procedure.)

Lessons learned on the side of trainers: Trainers are alert guardians of structure in order to keep safe setting. Afterwards, it might happen that some participants ask trainers for supportive talk (in our experience it might be e.g. a team leader who 'has been surprised' when hearing the feedback on her / his role.).

Theme: BURN OUT, lecture (25 minutes)

Definition, circumstances that reinforce appearance and development of burnout syndrome, characteristics of counselors that contribute to appearance and development of burnout syndrome;

Phases: 1. Phase of high expectations and idealism, 2. Phase of starting dissatisfaction in the work, 3. Phase of withdrawal and isolation and 4. Phase of apathy.

Theme: INDIRECT TRAUMATIZATION, lecture (35 minutes)

Definition, causes, symptoms, counselors' resistances in recognizing effects. Factors that contribute to stress appearance in counselors, self-help and healing resources for counselors.

Theme: MUST when working in the context of violence, lecture (25 minutes, pls. look into appendices at responses to GBV trainings)

Case management, intervision and supervision, live supervision. This is the moment to mention policies and procedures that regulate disclosed situations of abuse by helpers.

Closing exercises

**Sometimes they might be used as introductory games, too.*

1.1. CHEWING GUMS AND EGGS, FALLING IN LOVE, ETC. (5 minutes)

Purpose: To bring near feelings of relaxation, give a final touch on group cohesion, stimulate ventilation and introduce fun and entertainment. To close the day or training as a whole.

Content: Statements that introduce fun and entertainment. Looking at resemblances and diversities in the group. Statements are as following “Let everyone walk into the circle:

- Who like to cook
- Who can make balloons out of chewing gum
- Who traveled last summer to the seaside
- Who are in love
- Who like to
- Who like bohemian life
- Who regularly go to fitness centers or aerobic
- Who like they are women (for groups consisted of female participants)
- Who hardly wait to go home now”

Method: Asking participants to stand up and make a circle. Trainer reads statements and invites participants to walk into the circle if they identify with certain statement. “Let everyone walk into the circle who...”.

Lessons learned on the side of trainers: Sometimes it increases good feeling if trainers adapt statements based on their knowledge on group. After a long day with heavy themes on gender-based violence, playful approach releases tension and cumulated concerns that show up around the prevalence and complex character of abuse.

1.2. IF I WOULD BE A COLOR, A PLANT AND A FAIRYTALE... (15 minutes)

Purpose: To enable participants to express feelings in symbolic way at closure of the day.

Content: Participants express their overall impression of the day by identifying with certain color, plant and fairytale.

Method: Each participant takes a turn to tell the group which color, plant and fairytale she / he identifies with at the moment (looking back onto the training day). Trainers take care each identification that participants make is equally valued. If seeing that some symbols relate to feelings of being upset, it is important to check what is going on afterwards when group over.

Lessons learned on the side of trainers: Using symbols in this exercise stimulate playfulness at participants. Aftercare is sometimes needed when individuals feel down and are going to bring that feeling back home (e.g. we remember a participant who identified with colorcolorless, plant-weeds, fairytale-could identify with none.)

1.3. TANGLE WEB (20 minutes)

Purpose: To emphasize good ties that are built up during training and show future perspective based on group strength. To direct yourself to another participant in a personal and affirmative way.

Content: Affirmative messages / good wishes go around the participants’ group and highlight the strength of interpersonal relationships as well as of group capacity.

Method: Trainers ask participants to stand in the circle. First trainer starts throwing tangled web (string in the shape of ball) to one of participants and when ‘ball’ caught, announcing good wish she / he has for this participant (1). Then, this participant chooses the next one to whom she/ he wants to throw the ball. When ball reached the hands of next one (2), participant 1 says loudly good wish to participant 2, etc. Ball goes around to every participant including second trainer. Choice gets more and more narrow (ball cannot go to the same participant twice) until the last participant

throws the ball to the first trainer who only threw the ball and wished good but got no wish from anyone until closure of the net. First trainer invites participants to stay in the same position for a while and take a look on intermingled ties and to imagine their strength and what might be some good things we can do together as a group. (20 minutes)

Lessons learned on the side of trainers: Trainers witnessed impressive nets linking group members, all done in relaxed way.

Evaluation (25 minutes)

Purpose: To evaluate quality of ITC training services. To provide safe setting in order to get sincere answers.

Content: Evaluation form. Filled at the end of training in the last half an hour. (Evaluation form enclosed.)

Method: Questionnaire with open-ended and multiple-choice questions. Questions test a) level of satisfaction on the side of participants regarding participants' perception of overall significance of the training, b) training content (divided into areas: domestic violence, sexual assault, etc.) and 'likes and dislikes', c) level of comfortability in the group, d) trainers' professionalism and e) level of comfortability when interacting with trainers, f) overall feeling along the training and g) naming areas participants would like to work further on.

Lessons learned on the side of trainers: It is of ultimate importance that questionnaires are filled anonymously. Trainers should explain why they need authentic answers and assure participants that their opinions will be used to improve the quality of trainers' services to the following groups. It is up to trainers to open up for this part of their own learning process and take seriously evaluation remarks they get from participants.

Closing word: "THANK YOU FOR YOUR TRUST"

Care for participants: Trainers are counselors. Use them when - after the training at any time - in need. Asking participants if possible to take a group photo and explain why it is significant for you as trainers.

End of Section 2

SECTION 3

The experience of the Incest Trauma Center – Belgrade in conveying knowledge to diverse profiles

This chapter was written based on experience of persons who had been exposed to violence and also informed us, when addressing the ITC, about the treatment they received in other institutions, on the grounds of our four-year project “Network of Trust” as well as training, over the past 11 years, (so far) of nearly 3.500 GO and NGO staff. In particular, the result of groupwork in conveying knowledge and experience to diverse profiles, is the Appendix entitled “Some usual individual and group-dynamic processes in knowledge acquisition concerning the topic of gender-based violence”.

The interconnection and genuine cooperation among all the elements in the support system to child and adult survivors of sexual abuse is a new field, which in our country still has to be comprehended and it will be long before it is fully implemented in the best interest of those who are exposed to violence. The support for the clients who have survived any form of violence consists of the following elements: the (pre)school system, health services, NGOs, welfare centers (the system of social protection as a whole), police, prosecutor’s offices and courts, and the media. There is no history of cooperation among these institutions in the context of violence, but rather a hierarchy among the sectors and institutions within them, often accompanied by a feeling of self-sufficiency. The following factors in particular, impede the learning of cooperation:

1. **In our country, expertise regarding violence issues lies predominantly with the NGO sector, i.e. women non-governmental organizations.** The inception and development of the NGO sector in Serbia came about in response to the belligerent policy and state terrorism of the regime in the 90’s of what is now the previous century. The image of non-governmental organizations as mercenaries and spies posing a danger to “the national identity” of the country, as opposed to the desirable nationalism, militarism and fascism that had penetrated all segments of the society and the state, was systematically generated by the political establishment of the 1990’s. In such a climate, it was quite difficult to promote any human right, while the right to living free of domestic violence and sexual abuse against women and children was disputed in many ways, since it was perceived as “the bugbear of feminism”. Thus, women talking publicly about gender-based violence – were not welcome. In time, women NGOs became services for part of the activities still not effectuated by the state in the context of violence, so that, instead of assuming responsibility, the image of the NGOs was compounded with the notion of “taking away the work from GOs”. That created an even more complex dynamics of rivalry, which only stood in the way of authentic cooperation. The discrediting of women NGOs unfolded on multiple grounds, such as: “they are unprofessional”, “they employ semi-professionals”, “they are all feminists”, “they are all lesbians and men haters”, i.e. every negative connotation was yet another obstacle to true cooperation. Each of these imposed obstacles was part of direct attempts to avoid admitting that children and women are most often direct victims of men’s demonstration of power. The image of state institutions in the eyes of women NGOs has been defined from experience as GOs being rigid – both in understanding the very phenomenon and its dynamics, and as regards intervention – so that moving GOs from a thus described starting point will contribute to altering that image. At times, the confrontation is augmented by the NGOs failing to bear in mind the fact that the GO staff are experts in various fields, except for (or insufficiently) when it comes to violence issues. It is requisite to fully integrate the message of respect in accessing the training program, even when one’s authority as trainer is being disputed.
2. Although this is a fact, it is sometimes difficult to reach consensus in a group of participants on the fact that the problem of violence was not addressed during regular education. In this regard, **learning about cooperation in the context of violence** also requires learning some basics about one’s role (both as an individual and an institution) within the system of client support, and learning about the competences and limitations of other elements of the support system, before connecting mutually and making the system functional. It is important for the trainers to be practitioners experienced in working directly with child and adult survivors of violence, so as to avoid a “meta-position”, which would distance them again from the clients’ real needs and create the impression that these are “some persons out there being abused”. The practitioner’s perspective enforces one’s assertiveness in conveying knowledge, skills and experiences. Competence in this field is reflected in advocating for the rights of children and adults you really know well and can be their ally when talking with them and for them, not about them. “For them” does not mean “instead of them”, but presupposes that you have won their trust to let you know about

their needs and interests and to convey that insight to others, in the best interest of those who entrusted you with that and defined that very interest themselves.

3. Prior knowledge and practice usually help concentrate one's power on the role of helper. Maintaining power is learned as being safe, so **giving up power as a helper is a difficult task**, usually abandoned in the beginning, as it is not really perceived as a task. Power-sharing with a client usually leads to the question "how" to fulfill this task, even among the most motivated, because they understand that demonstration of power in the helper-client relationship often leads to re-traumatization. It is necessary to devote time to tackle the issue of "can I allow the client to have it her/his way, or do I know better what she/he needs?" This challenge arises frequently, and hides a trap. This principle of equal division of power in the helper-client relationship actually means the deconstruction of patriarchal division of power and is the subject of reconsideration and supervision when one decides to work in the context of violence. Recourse is often sought in "recipes (tips)", "formulae", failing to respect the client as a whole and claims that "the woman knows what's best for her" , which can lead to resistance, depending on the extent to which the helper actually managed to deal with own misogyny or other ways of manifesting oppression.
4. **Continuity of work in the context of violence is requisite in providing adequate assistance**, no matter which organization is in question. When continuity is missing and you notice specifics typical of organizations "coming in-and-going out" of this field of work ("we work on the problem of violence when we have a project") it is always important to look at the system of values and principles of work of the individual/organization you are dealing with. With "young organizations" it is important to better understand their commitment and capacities that can be subject to control when they receive financial means for a different purpose (namely, whether they will stick to the mission concerning the violence issue or not). As a rule, continuity helps develop a system of values and principles of work of the organization that are in the interest of the children and women who are exposed to violence. In contrast, occasional appearance of the organization in the context of violence, e.g. "donor-driven" tends to diminish the established values as a whole, on which other organizations work in continuity.
5. **Group dynamics** during trainings is mostly defined by the processes described in the Appendix, although it actually starts with points 1-3, and depending on the way in which the participants were informed about the training (individually or via their work organization), whether this organization requires mandatory professional development and how the staff view that (whether their presence is "on voluntary basis"), whether the training is free of charge (as part of a donation-financed project), paid for by their institution or whether they decided to invest their own means for their professional development. All this will, also, has a bearing on their attitude toward the topic, the regularity of their attendance, the mode of their participation and their initial expectations. Besides, it will also depend on whether they have previously confronted situations of violence in their personal and/or professional experience. One of the phenomena is also the "habit" from the 1990's that NGO trainings used to be free of charge for GOs, which is still accepted after so many years for various reasons, one of them being the constant struggle for recognition whatever the price (practically, no material costs). The remuneration of trainers' services is a broader subject than the above mentioned, but for this purpose this is important to understand the group dynamics.
6. The basic assumption the participants often take as a starting point is establishing the truth about the reported violent incident. It goes without saying that it is flawed. It is the duty pertaining to the Police, the Prosecutor's Office and the Court. A court/forensic expert in the context of violence evaluates whether the statement of the person reporting the violent act can be considered as credible. All of us with other professional profiles work with the subjective reality of the clients, and we are not here as detectives, investigators, we do not collect evidence, we are not agents of repression for someone trying to leave a situation of violence. **We have to "do away with" our own mistrust about the victim's statement before we decide to work in the context of violence.** The clients do not need us to confirm the strategies of the perpetrator, who throughout the period of abuse insists on and intimidates them with exactly that argument: "No one is going to believe you." That is not the reason why a woman (or a child) has invited us into her/his life. As a trainer, you should pay special attention to the team dynamics within the organizations, because quite often, an appropriate intervention will fail just because "some believe, and some don't that violence happened". Mistrust in the victim's statement is the result primarily of sexism and misogyny, fear for the helper's personal safety, which is placed before that of the woman or the child, and only after that comes ignorance or lack of information (the order is not accidental). Each of

these reasons causes the continuation of the situation of violence, which the offender deftly turns to his advantage.

7. **Offences pertaining to the area of gender-based violence are criminal acts for which reporting is mandatory.** The entire topic deals with the continuum **“from turning a blind eye to the criminal act of violence to the helper crossing the client’s borders”**. There is an obligation to continually draw attention to the continuity of support to each individually reported case, which is reflected in:
 - a) negotiating and agreeing with the client on every next step in further actions (e.g. provide her with an insight into all available information to date, demystifying all the previously received information, possibly from other institutions),
 - b) informing and educating the client about her rights and forthcoming procedures and possible outcomes, so that she could regain the power of decision-making she was deprived of in situation of violence (instead of saying “we are short of time due to our work overload”, as failing to inform her, means once again deciding in her name, which we are not entitled to do).
 - c) in case of suspicion or knowledge that violence is going on, upon informing the client of this step, informing in writing other institutions of other sectors in the support system about this criminal act, so that the offender would not use a “fragment” in our mutual lack of communication and pose a threat to the woman’s or child’s safety,
 - d) team support that every member of the team prove competence within their position/ profession (instead of, for instance, the psychologist in the welfare center forwarding the case automatically to the psychologist in the health center, shunning responsibility, or complying to an unwritten hierarchy).
 - e) providing an expert opinion in writing, which will be supported by personal appearance, e.g. in the courtroom or in other official situations, thus sending the client the message that the helper believes her throughout the duration of the procedure (instead of the helper expecting that a written opinion is “sufficient” and even that could be missing, because of, for example, protecting the helper’s personal safety).
 - f) Being aware that the practice of “shifting responsibility” in cases of violence (e.g. just before the final part of the criminal proceedings, the case is assigned to another judge; you can surely remember similar examples from your own practice within one sector or inter-sectoral activities).

8. **Some of the obligations from 7 will be more or less easy to fulfill depending on the profile and organization the participants work in.** Often, this is about the imperative of improving the technique of active listening (in our experience, this is particularly relevant for healthcare institutions), or polarization within a group against individuals coming from sectors seen by the majority as “having malfunctioned most” (frequently these are welfare centers, which triggers “collective guilt” and long-winded defenses and apologies, in spite of the fact that the participant in question may be doing her work well). Discussions about confidentiality vs. reporting often get heated, and so on (health workers, or more precisely, therapists, often broach this subject). It is important to be aware of the group process, in which from time to time surface the helper’s resistances against the topic of violence and their tendency “to turn a blind eye” , hiding behind preserving confidentiality. A specific phenomenon are the so-called “double or multiple identities” or individuals working both in GO’s and NGOs. For example, persons working in welfare centers and sensitive to the issue of violence, who work on this problem in NGOs, have to “reconcile” the basic guideline of the Family Law of RS (which came into effect on 1st July 2005) that the family should be preserved at all costs, whereas the rules of protection of women and children who are exposed to violence emphasize the fact that the family is by no means the safest place, and, in accordance with the human rights concept, focuses on the needs of the individual (who is exposed to violence). It will be a long time before the law is uniformly applied to all irrespective of their “identity”. A topic for discussion for NGOs are the types of alliances, the price of accepting and encouraging these identities, i.e. their impact on the NGO philosophy and implementation of NGO policies. An additional “eternal topic” for the NGOs deals with genuine autonomy as opposed to pursuing the goals of government and intra-governmental agencies, so there exist diverse identities among the very NGOs.

9. **At times, you will be disputed as a trainer because of the actual contents of the program you are presenting.** For example, claims being put forward that the offenders of violent acts must be sick, that something must have also happened to them in their childhood and that we cannot “look for excuses” in some social construct having to do with uneven distribution of power between the sexes and the gender

issue, the usual “reminders” that someone “also knows a woman who molests her husband” , if the group is officially mixed, the presence of just one male helper may cause him to “rise up in defense of the entire male gender” (despite your previous cautioning that you are talking about a sample of persons who find themselves in a situation of violence, and not about all men and all women), some will argue that women are generally tacit or active accomplices, or else, lawyers will be superior in interpreting legal regulations (whereas this might not be your primary profession), etc. Rely on your own practice and, for example, how a certain case was treated at court and what the outcomes were at all levels for your clients. Unlike questions for which you know that “it is only a matter of time when they will be asked”, be prepared with professional literature you will provide for the participants in the form of an educational CD or some other media. As for other questions, tackle deeper processes that cause significant friction (“we don’t have such competences / such laws”, “we don’t have a say: chiefs, directors, etc.” or “this is so many light years away from us!” Maintain a good sense of proportion and carry on with the program as a priority, so that the resistance does not become overwhelming and reach the target of “sabotaging” the implementation of the program and “sinking” it. (The ITC has recorded the experience of a male participant who kept reacting to the working environment of ITC premises, constantly asking questions about the feminist messages on the promotional material on the walls, or persistently enquiring about the sources of financing ITC activities. Concentration on these topics was intense irrespective of the course of our work and the responses that he received. When the trainer attempted to strike a final agreement on streamlining our attention towards the content of the educational program, the participant refused to comply and briefly, the group bonded firmly and supported him. The trainers decided to return the responsibility to the group by asking them to decide, during a short break, whether we would proceed with our work or not. We continued working without the participant who was distracted by other topics. Another incident, a bit lessened in proportion, together with this one, represents the “most extreme” situations we have encountered so far. Groups always react well to practitioners, and when they recognize this identity, resistance is greatly relieved.

10. **Feminist trainers – is that who I am?** Do you recognize yourself in this identity? Can you cope with it? Every person from a helper profession who genuinely respects the experience of an abused woman or child, and demonstrates that in her agency, also has to uphold and implement feminist principles of work. It is important to choose the right moment to explain feminist practice and theory in the context of violence, the history of gender-based violence, that women survivors of violence are referred to in the official literature as experts by experience, which completely defines the approach to them (and also to you when you convey your experiences in working with women, the group actually assumes the right to question the experiences of abused women and children and it is important that you serve as a medium who will make them aware of this problem), etc. You can talk about everything and present arguments provided you yourself know about the problem of violence from the perspective of practitioners. You should reconsider how safe you feel with this topic, if you have a record of continual direct work with victims of violence, and if you know about group processes and their dynamics. All these are factors that represent “guardians of your confidence, whereas in direct group work there will always be challenges in response to which it is necessary to demonstrate the utmost of one’s training skills and a carefully balanced approach, but without making any concessions regarding attitudes to violence, women and diversity. Confront the group with the fact that the simplest task is to upgrade one’s knowledge about violence, but that the deep-rooted attitudes and various internalized messages represent the turning point to assuming the right approach and intervention. And concerning identity, what is your first “ID”? Do you introduce yourself first by highlighting the expertise you have regarding the problem of violence, or in your original profession (which you know will by definition “open many doors”?). In view of the fact that working in the field of violence has not received due recognition yet, how are you coping – by focusing on one of these identities or by neatly presenting the synthesis of the two? Don’t forget that being part of a certain profession did not help much before you were trained for work in the context of violence, and thus became valuable for child and women survivors of violence!

11. **During the training sessions, you will often be working on several frontlines simultaneously:**

- a) You will be teaching the participants how to negotiate with the clients aiming at reporting abuse.
- b) You will be lending support to the participants to report to other competent authorities the abuse that has been reported to them.

These levels often require not only teaching skills and the usual training skills and knowledge about coaching groups and the specific methodology in the sphere of human rights, diversity and the problem of violence, but also supervision services and occasionally knowledge about the methods of evaluation. This is particularly

true when there are some points in common between the reported case and a life situation of the helper, you can find yourself in the situation where you are counselling the participant and it is important to explore the possibilities and limitations in the course of intervention defined by this overlapping.

12. Be direct and practical (here are just a few notes).

- *Prepare the group that the topic of violence is not simple to follow and take in.* Offer them alternatives for difficult moments:
 - a) be observant of your own process and personal capacity for caring about your own boundaries,
 - b) inform the group if someone would like to share part of their own process,
 - c) take a break and shortly leave the room where the training is taking place - "safety valve"
 - d) the trainers are also practitioners, being helpers themselves, and are therefore available during the breaks for short conversation concerning the participants' private issues.
- *From time to time, try to prevent resistances you are sure to encounter in the course of such trainings.* Use the "third person" by enumerating the usual "infant ailments" that can occur in groups when tackling the topic of violence. For example, explain the dynamics of the persons' reacting who're involved in the context of violence, that in the case of child sexual abuse, as a rule, most helpers' negative reactions are directed at the woman/mother, and after that to the offender/father (although he is responsible for the act of violence; the question "why did he do that" is even overwhelming compared to the expected reaction of rage and condemnation), while the child often "drops out" of focus, in spite of being the one who most urgently needs help (and everyone refers to the children as our biggest treasure and a true adornment of this world"). Share something from the list in the Appendix with the group, which will efficiently make them aware of some of their processes, and also save time that would have been necessary to react "from the beginning", since they will know that it is a "déjà vu".
- *Specify that it is important to report under one's full name and last name, because this is decisive of how seriously GO's will take the report.* We sometimes hear that it's important to encourage the citizens to report and that they can do it anonymously. Technically, this is true, of course, but your strength lies in being able to instruct the participants about the best approaches that will lead to the best outcomes in practice. Thus, an anonymous report will not be treated as seriously as a report made by a private or official person under their full name, or even better, as a report made by an institution.
- *Prepare copies of expert opinions, your own and issued by others* that have enhanced positive outcomes in cases of violence (without ID). Collect examples of good practices and demystify the writing of expert opinions by making it clear that everyone of us, in the capacity of witnesses of the reality of a woman and a child who are exposed to violence, by documenting our findings, can contribute to terminating a situation of violence. Also collect examples of negative practice, so as to be able "to put on the table" possible shortcomings, and analyze them together with the group, because it is important to understand the errors that were made and other elements of such missives (e.g. one letter from a primary school to which ITC reported a case of a sexually abused child, contains argumentation that "the child reads and writes well, is not showing any signs of sexual abuse, and that such reports are dangerous and that it should be reviewed how comes they could be made", which simply encourages discussion about the warning signs, the stereotypes regarding them and the topic and that it is common that some children do not manifest any warning signs, but on the contrary, "function perfectly").
- *Make sure to obtain a copy of the reports and complaints against helpers who abused their position, within the competences pertaining to their positions, exceeded their authority and abused women/children emotionally, physically and/or sexually.* With your personal example, point out that this topic must be tackled and that the ethics of work must be preserved as opposed to bonding, which is how professionals usually protect one another (even in case of criminal offence). Ask them whether, within their organization, they have defined the Child Protection Policy and developed procedures in case some of their staff is abusing the child (or woman) who appealed for help. Give them an example of your own procedures in this area or examples of practices of other institutions (usually globally).
- *Point to the advantages of supervision when working in the context of violence.* Together with intervision, supervision is necessary to take place. Identify the sources of assistance for supervising services in the context of violence, and guarantee exclusively for those sources you had good personal experience with. Victims of

violence do not need unverified and unreliable references for supervision of their helpers. Since working in the context of violence is a great satisfaction and also a big frustration, irrespective of the kind of service you provide (direct services to clients, training, supervision and other consultancy services), you present continually the “trash can” of resistances, projecting, transferences, etc. We cannot do without supervision. Supervision is part of undertaking this job responsibly.

Finally, a few more goals:

- **Only a critical mass of participants can be sensitized to the problem of violence. The reality that not everyone will be able to accept the social framework for the occurrence of violence and its workings – should be presented to the group in square terms. It largely depends on your approach how much of it they will “take or leave”.** And one more thing: there will always be some “enigmatic studies in grey” who will not be taking part in your trainings, although, by virtue of office and according to the type of decisions they make, their presence would be requisite. Simply, take their resistance for granted and work with the group who are here. Encourage the group to put forward their needs, deriving from practice, to their superiors.
- **Honor your promises fully.** Especially if you are a women NGO addressing the context of violence, it means that these are at least three reasons why you have to excel in your work in order to be met with acceptance and recognition. Prove your diligence and consistence in everything you do, be punctual, everything counts. Or else, strong reactions will follow.
- **Express openly your critical thinking.** In this way, you will enhance the participants crystalize their attitudes about violence, and be a role-model they can choose to accept or reject (positive role-models in this sphere are acutely missing), state your attitude about the trends emerging in the treatment of the problem of violence, instead of assuming a neutral stance, which has no particular function for the survivors of violence. Working in the context of violence means that you have a political attitude, so reconsider – do you? If not, do not interfere with this topic, we owe an attitude to the victims of violence.
- **Stimulate the participants to encourage their clients to carefully choose their supportive persons and to help them work out the criteria for the selection of an adequate helper. Explain to them that the selection of a helper is every survivor’s fundamental right.**
- **Be updated.** Do you know what GOs and NGOs have been working on most over the past six months? For instance, is there a bill waiting to be approved by the Government, do you know what amendments have to be made to the Criminal Law, can you put forward some suggestions of your own, e.g. how to organize a central database or introduce instruments – so called risk assessment matrixes – in order to establish the capacity of foster families as safe places for children, free of violence? Can you list precisely the sources from which you draw information you are presenting (how do you guarantee it is representative)? Offer the availability of the protocols you possess as an organization, information about calls for application for allocation of funds for working in the context of violence, etc.
- **Encourage taking responsibility by reporting cases of violence to the relevant GOs and NGOs within the support system** (although you might find yourselves engulfed by their trust to do it in the place of those who received the case). Tell them that you are, of course, an allied organization that will support their reporting.
- **Push boundaries, bring in activism to the routine work of GOs.** Bringing up the visibility of violence in a society is a shared responsibility (and not only taking in patients/clients in their surgeries and offices, while NGOs conduct street campaigns). The ITC organized one of its actions on the occasion of the World Prevention Day of Child Abuse and Neglect in Republic Square in Belgrade, together with the uniformed police staff and inspectors of the Departments for Juvenile Delinquency and Sex Offences who had completed our trainings, and we distributed educational material and talked with the children. The same applies to forming concrete and functional teams for the transfer of knowledge through educational programs, with GO and NGO trainers working side by side.

CHILD FANTASY EXERCISE

I'd like you to stay with me for about 10 minutes while I take you on a guided fantasy. Hopefully this will help you to get closer to the feelings that a Child Sexual Abuse Victim experiences.

Close your eyes and be yourself as a child of seven years. Imagine yourself in your house. What does your house or apartment look like? Notice your size in relation to the furniture. Look at your family around the dinner table.

Imagine your school. Your second grade teacher. Who are your friends? Who are the people in your family that you trust?

Everyone says your father is a wonderful person. He always makes people laugh. He is a good provider. He takes good care of the family. He takes you on vacations and pays for your food and clothes. He is a person whom people trust. You can trust him too. You love your father. You do what he tells you to do. Your father knows best. You were told never talk back to adults.

You and your dad have always had fun together. On weekends he takes you to the movies, or the zoo, or the beach. He brings you popcorn and candy. He carries you on his shoulders. He protects you from giant waves in the ocean. When you fall asleep in the back seat of the car, he quietly carries you upstairs.

Can you remember what your relationship is like with your mother at this age? Try to imagine the dynamics in your family among your mother, father, siblings.

Now it is Wednesday night. Wednesday is the night every week that your mother goes out. No one else is home except you and your dad. Your father always makes up games for you both to play. You play hide and seek. It's fun and you laugh a lot. A few weeks ago, he showed you how to play a new game. First he tickles you all over and makes you laugh. Then he touches different places on your body. When it's your turn, you get to touch him the same way. Your father calls the game "secret touch" and he makes you promise never to tell anyone about it because it's just between you and him. It's kind of fun having a secret. Tonight he wants to play the secret game again but you're getting tired of it and would rather play hide and seek. Your father gets angry at you and says you have to play secret touch. The game is getting to be no fun anymore. He always wants to play it. He says if you do what he wants, he'll buy you a surprise. He always does.

Tonight he tells you to take off your clothes for the game. He touches you all over. He touches your genitals and does strange things to you. He hurts you-he says not to worry-everything is ok. Do you believe him? How are you feeling?

When he's not doing these things, he's a wonderful person. He brings you presents but Wednesday nights stay the same.

The game goes on for a long time and now you are 10 years old. It happens more than Wednesday night now. It happens whenever your father wants to do it. Even when people are in the house, he comes into your room in the middle of the night and lies on top of you in bed.

He says if you tell anyone, the whole family will be broken up and it will all be your fault. You're 10 years old. How are you feeling about the responsibility for keeping the family together? What are you thinking about your mother? When he's not doing these things, he's a wonderful person. He always makes people laugh. He's a good provider. He takes good care of the family. He still takes you to the movies and brings you popcorn. If people only knew.

In school, a policeman comes to your 5th grade class and tells you about safety. He says there are bad people out there who might want to hurt you. He says to never go for a ride with strangers. He says to do everything your parents tell you to do and you'll be safe. How are you feeling?

Your teacher asks you again if something is bothering you. You remember your father's warnings about the secret. He has said many additional things to make sure you didn't tell. Imagine the things he has said. Has he threatened you?

Your teacher asks you again if something is wrong. What don't you say to your teacher?

Imagine that you are with some other children in your neighborhood. Try to picture them in a group. What things do they talk about? Do you feel like one of the gang? Have you ever heard of this happening to anyone else? How would you feel if someone found out about your secret? Do you want to tell anyone? Who? What keeps you from telling?

You are in 7th grade. Imagine what your school looks like. Are you still living in the same house? Who are your friends? The game has been going on for five years now but it is not a game anymore. Your father doesn't just touch you and rub against you anymore. He has been forcing you to have sexual intercourse with him past 2 years. Sometimes it hurts but he always says he's sorry. He calls you his special person. He always gives you more attention than anyone. You like that. If you have brothers and sisters, how do they feel about the attention and presents you get? Do you want him to stop? Every night you wait for him to come into your room knowing that when he's finished this time, you'll be safe for another few days. Would anyone believe your father?

You are 13 years old. Your father has been abusing you for about 6 years. You are with a group of your friends at school. Imagine who is there. They are talking and giggling about sex. They brag about sexual things they've done-who's done what and who hasn't done anything. How are you feeling as they explore their sexual awareness? Do you feel part of their group? Why or why not? They turn to you saying-what about you? What have you done? Do you answer? What do you say? How are you feeling?

You are 14 years old. Imagine your world at 14. What your father is doing to you is affecting your social life, your school work, your physical health. It's hard to sleep at night. Think about the changes you've gone through since you were seven. Your mother has never mentioned what your father does to you. Do you think she knows? Have you ever tried to tell her? How are you feeling about your mother?

With all the other adolescence, this situation is too much for you to handle. You have finally made up your mind to tell someone. This morning you get dressed and leave the house. How do you feel about your decision to tell? Could anyone believe this about your father? Who do you tell? What happens now?

SOME USUAL PERSONAL AND GROUP DYNAMIC PROCESSES OCCURRING WHEN GENDER-BASED VIOLENCE THEME PRESENTED

- Difficulties in accepting and adopting gender issue

- «Women and men are equal in the society»
- «Women and men in equal number perform violence»
- «I have an example when a woman acted the way you describe the men do...»
- «My friend has a wife who doesn't let him whisper a word...»

- Offenders and victims = general population

- Supporting myths concerning violence issue

- «Children can not be raped»
- «Women enjoy violence (otherwise they wouldn't be in this situation or they would have known how to defend themselves and leave the situation) »
- «A man can be raped in the same way as a woman»

- Difficulties in accepting the point of responsibility (producing myth of mutuality, "cause-consequence")

- «These are bad marital relations»
- «Violence is a way of communicating in that bad marriage»
- «He needs help, too (yes, but after recognizing the point of responsibility and taking necessary steps in order to protect the victim)»
- «Of course, he punched her when she wasn't shutting up...»

- Using tradition and culture as an excuse

- «It has been always existing and it will always exist, we can't enter a family and change things...»
- «Everyone is a boss at his own home and nobody has the right to interfere...»
- Stereotypes around fulfilling marital obligations, etc.

- Supporting stereotypes/prejudices concerning prevalence of violence (minimizing, denial), causes (psychopathology, alcohol), offender/victim profile...

- Supporting and claiming right to spread stereotypes/ prejudices concerning diversities -hate speech (on gender, age, class, race, appearance, national /ethnic affiliation, sexual orientation, religious background, physical and intellectual ability)

- Xenophobia

- «These are all the themes imported from the West»

- Women's (gender) issue non-recognized as a part of the corpus of human rights and diversity issues, but seen as a scarecrow of feminism (feminism = lesbianism = threat)

- Process of adopting the subject of domestic violence notes always more serious difficulties then adopting the subject of sexual abuse in women and children

- Process of adopting the subject concerning women's human rights is always more difficult then process of adopting the subject concerning children's rights

- Child rights are often understood primarily from the charity approach and not from the right-based approach

- Difficulties in understanding and adopting the fact that right to life without violence is a basic human right (when gender issue included)
- Insufficient knowledge about international treaties and international practice where world has been already organized according to these standards (awareness that it already exists and it is proven successful in promotion and protection of human rights)
- Personal processes belonging to personal history triggered by the subject and group processes (personal traumatic experience which hasn't often been told to someone or at least not told to in the real light)
- Personal responsibility of the professional vs. good organization and functionality of the protection system for survivors
- Insufficient understanding of one's role in the protection system for survivors (both as an individual and as an agency)
- Professional as a person and a personal coping with responsibility in the whole of one's life
- Insufficient practical experience in authentic and functional co-operation of governmental and non-governmental organizations (hindered by the history of '90s in this country burdened by prejudices and variety of experiences...)

RESISTANCES DURING THE PROCESS OF LEARNING AND INTEGRATING GENDERBASED VIOLENCE ISSUE MOST OFTEN HAVE, AS A RESULT, MISTRUST IN THE SURVIVOR'S STATEMENT

Copyright 2003 Incest Trauma Center - Belgrade, End of Section 3

BIBLIOGRAPHY

1. Trauma and Recovery; Judith Herman (1992), 276p.
 2. The Courage to Heal; Ellen Bass & Laura Davis (2002), 496p.
 3. Training Manual for Trainers to Lead Trainings for Counselors; Edita Ostojić, Medica – Infoteka, Zenica, Federation BIH (2001), 247p.
 4. Self-Help Groups – Manual for Facilitators; B. Andjukić, J. Belamarić, Dj. Kolarec, M. Mamula, V. Vlahović – Štetić, Center for Women Victims of War, Zagreb, Croatia (2000), 94p.
 5. Diversity Training of Trainers Program; US, Marshall, California; Conducted by Equity Institute; (1996), 135p.
 6. Sexually Stigmatized Communities – Reducing Heterosexism and Homophobia: An Awareness Raising Training Manual; Chuck Stewart, by Sage Publications, Inc. (1999), 424p.
 7. Save the Children, UK, Policies on Protection of Children and Prevention of Abuse (2004), by SC, UK Belgrade office, 47p.
 8. Manual for Guiding Seminars on Constructive Conflict Resolution; Group MOST / Bridge, Belgrade, Serbia and Montenegro (1999), 55p.
 9. «All Different – All Equal», education pack; Council of Europe, Youth Directorate Strasbourg (1995), 214p.
 10. «Ik ben bang voor die Meneer»; Child picture book as mini-prevention tool against sexual abuse; translated into Serbian by the Incest Trauma Center – Belgrade, Serbia and Montenegro (2002), 47p.
 11. Interviewing techniques when working with child and female survivors of sexual assault (with an overview on interviewing child sexual assault offenders) – for police officers and legal services employees; Lj. Bogavac and D. Popadić, Incest Trauma Center – Belgrade, Serbia and Montenegro (2003), 18p.
 12. Suggestions for adequate treatment of child sexual assault issue – for legal services employees; Articles of the National center for Prosecution of Child Abuse and APRI (American Prosecutors Research Institute); translated into Serbian by the Incest Trauma Center – Belgrade, Serbia and Montenegro (2003), 31p.
- Creating and Administering a Kids Court Program, by Martha J. Finnegan. Update, Volume 13, Number 5, 2000
 - Thirteen tips for Cross Examining Child Abuse Defendants and Defense Witnesses, by Victor I. Vieth. Update, Volume 13, Number 6, 2000
 - Child Abuse Allegations in the Midst of Divorce and Custody Battles: Convenience, Coincidence or Conspiracy? By Mary-Ann R. Burkhart. Update, Volume 13, Number 10, 2000 - Developing Strategies for Collecting and Presenting Grooming Evidence in a High Tech World, by Duncan Brown, J.D. Update, Volume 14, Number 11, 2001
 - When Days Are Gray: Avoiding Burnout as Child Abuse Professionals, by Victor I. Vieth. Update, Volume 14, Number 4, 2001.

End of Appendix A



2016 World of Children
PROTECTION AWARD
DUŠICA POPADIĆ
Co-Founder, Incest Trauma Center – Belgrade



www.incestrauamacentar.org.rs
www.ijasamuztebe.org.rs



World of Children
UNLOCK THE FUTURE FOR VULNERABLE CHILDREN



EUROPEAN UNION

