JUVENILE JUSTICE TRAINING MANUAL

an interactive training course on juvenile justice for police officers, judges and prosecutors







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CZU 347.91-053.5(075)=111 S 93

Thanks to all who have contributed to the elaboration of this manual:

Ministry of Internal Affairs, Police Academy "Stefan cel Mare", Supreme Court of Justice, Superior Council of Magistrates, General Prosecutor's Office

Gheorghe Papuc, Valeria Şterbeţ, Valeriu Balaban, Vladimir Botnari, Raisa Botezatu, Mihail Martânenco, Eugen Rusu, Viorel Ciobanu, Igor Serbinov, Angela Rusu, Tudor Osoianu, Radu Cojocaru

And children from the Temporary Placement Center, Center for Resocialization of Street Children - Casa "Gavroche", Penitentiary nr.2 from Lipcani town

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Descrierea CIP a Camerei Naționale a Cărții

Styles-Power, Chris

Juvenile justice training manual / Chris Styles-Power, Vasile Rotaru. – Ch.: Elena V.I., 2006. – 209 p.

ISBN 978-9975-1-1 50 ex.

347.91-053.5(075)=111

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FOREWORD

Today, perhaps more than ever, training the professionals who work in internal affairs, the Prosecutor's Office, and the courts to have a fair attitude towards children and young people in contact with justice is of primary importance. It is similarly important to promote the spirit of values espoused by the international community in the field of juvenile justice. The Republic of Moldova does not yet have a separate juvenile justice system to address the specific needs of children. The administration of justice for children and young people is divided among different administrative and judicial bodies that do not coordinate their actions.

The priority of this training is repeatedly documented in UNICEF reports and studies developed jointly with the Government of the Republic of Moldova and civil society representatives¹. It also appears in the Recommendations formulated by the members of the Official Delegation of the Republic of Moldova to the High Level Training in Juvenile Justice held in Sion, Switzerland, October 2003².

Based on these realities, by Decision No. 100/10 of the Superior Council of Magistrate on 6.05.2004 and General Prosecutor's Order No.54/21 of 29.03.2004, judges and prosecutors specialized in criminal cases involving minors were appointed to all the courts and Prosecutor's Offices in the country. As a result, the process of training justice professionals in the area of international standards and best practices in juvenile justice was initiated. This Juvenile Justice Trainer's Manual has been developed within this initiative.

A National Team of Trainers in the field of juvenile justice has been created to implement and pilot this manual. The Team was established through a Memorandum of Understanding between the Ministry of Internal Affairs, the Supreme Court of Justice, and the General Prosecutor's Office.

The team consists of police officers, Supreme Court of Justice judges, and prosecutors from the General Prosecutor's Office who are responsible for further implementation of

¹ Juvenile Justice in the Republic of Moldova, Evaluation Report 2002-2003, Government of the Republic of Moldova-UNICEF, 2003; Situation of Children in Places of Detention, Monitoring Report, UNICEF-Institute for Penal Reform, 2005.

² The Official Delegation included: Maria Postoico, President of the Parliament Legal Committee; Valeria Sterbet, President of the Supreme Court of Justice; Vasile Rusu, General Prosecutor of the Republic of Moldova; Vladimir Botnari, Deputy Minister of Internal Affairs; Anghelina Apostol, Deputy Minister of Labour and Social Protection; and other officials from government and justice bodies.

the manual in their own training centres: "Stefan cel Mare" Academy of the Ministry of Internal Affairs; the Republican Centre for Training and Advanced Training of Ministry of Justice and General Prosecutor's Office Staff, and the Centre for Training Prosecutor's Office Staff.

The manual advantageously provides a wide range of knowledge to trainees, and uses new interactive methodologies. The manual not only covers international standards and national norms regulating the issue of children in conflict with the law. It also addresses psychological and social assistance, communication, and time management issues. Without this thorough preparation, providing special, individualized services for children within the justice system is not feasible.

We are confident that the Juvenile Justice Trainer's Manual will be able to positively change the attitudes of professionals in the justice system. The benefits of this will assist not only children in conflict with the law, but every potential child at risk.

Dr. Valeria Sterbet, Chair of the Supreme Court of Justice, Chair of the Superior Council of Magistrature This manual is the first of its kind in Moldova. It can contribute greatly to a number of improvements for children: a necessary increase in the observance of human rights; development of alternatives to detention; and special treatment for children confronted with the criminal justice system, as provided in international and community legal instruments, the National Action Plan in the field of human rights for 2004-2008, and the EU-Republic of Moldova Action Plan.

Implementation of the activities set forth in this manual will promote the realization of an adequate juvenile justice system in the Republic of Moldova. This system requires strict observance of current international and European standards in the field. A good justice system also requires a complex approach to each case, both from legal and psychological perspectives. Moreover, the system must take into account the specific needs of every child confronted with the justice system, whether as victim, witness, or wrongdoer.

The spirit of this manual is based on restorative justice principles. The restorative justice approach is more effective in preventing repeated offences than a punitive system. It aims to actively involve the child-perpetrator in the damage recovery process, not to punish the youth offender. The goal is to make youth aware of the gravity of their actions while avoiding, whenever possible, their involvement in the formal justice system. The system's purpose is to apply educative, not repressive, measures to young wrongdoers. This is done by implementing alternatives to confinement, such as mediation between the victim and the perpetrator and unpaid community service.

This manual is intended to improve knowledge in the field of juvenile justice, as well as respect for the human rights of children in general. We hope that professionals addressed directly by the manual and others involved with children in the justice system will find this manual useful.

Ray Virgilio Torres, Representative UNICEF Moldova



INTRODUCTION

This material was developed within a project funded by UNICEF Moldova. The textbook offers theoretical support and practical activities both for higher education institutions that prepare specialists to be juvenile justice personnel and for institutions that provide continuing education for these groups.

The textbook is divided into two sections. Part 1 contains modules that provide theoretical material to assist the trainer or professor in organizing juvenile justice training.

The various modules are designed to facilitate participants' understanding of the concepts and ethos behind the training. To improve comprehension of the material, some modules contain activities for trainers to carry out during while teaching from the manual.

Each module in Part II has three sections. Section I provides the theoretical material underpinning the module that trainers will need while implementing the activities. Section II contains suggested activities and Section III, Supplementary material, includes material to be used for activities (handouts, instructions, overheads etc.)

It is recommended that trainers read the theory in the module and constantly refer to it while conducting the activities.

Each exercise will provide trainers with an overall aim for the session and a list of objectives to support that aim. The majority of activities contain a thorough example of questions for debriefing. This is not a definitive list and trainers are encouraged to add their own questions depending on the objectives they have set.

The modules in Part II are not mandatory and need not be used in the order presented. Trainers should choose whatever module he/she thinks is necessary to meet the requirements of the trainees as well as the organization. For example, although the communication module is listed as the second subject within Part II of the manual, it can be introduced at any stage of the syllabus and should be used as a platform to reinforce other subjects. The same principle applies to the activities presented in each module. Again for example, the first lesson provided in the communication module could be used as an icebreaker at the start of a seminar and also assist students to develop the habit of questioning everything they do.

We hope that in the years to come you will use it as a reference guide, yet at the same time add your own contributions to the modules as you may identify a topic that we have not included.

Any training syllabus has to be dynamic to survive and remain relevant for both trainers and participants. To achieve this it should have the ability to evolve and take into account changing methods and advances in the broader education environment.

Finally, we hope that our message to you has been one of Openness, Honesty, Personal Development and Support for

others, as these should be the major aims of any training environment.

If you have any inquiries regarding this manual please contact the authors through the UNICEF office in Chisinau.

Training in the adult environment





TRAINING WITHIN THE ADULT ENVIRONMENT

Module 1

Welcome to the first module of the Trainer's Manual in Juvenile Justice for Law Enforcement Officers and Juvenile Justice Officials. This module will differ from those that will follow in as much as it may examine concepts and theories that could be alien to you as future trainers. You will find, though, that as with everything we do as trainers, we need to have an overall aim and clear objectives to assist us in achieving that aim. Thus, the aim for this module is:

To understand and practice the principles of adult education.

Objectives

- 1 To differentiate between the concepts of Trainer and Teacher.
- 2 To recognise the need for those who have not been involved in a formal academic environment to learn how to learn.
- 3 Examine general guidelines for training adults.
- 4 Understand different learning styles and how they can affect group dynamics.
- 5 Examine Maslow's hierarchy and how it affects the learning environment.
- 6 To appreciate that the most effective method of consolidating knowledge, skills, and attitudes is to learn by experience.

Before we start examining concepts and theories we would like you to spend a few minutes on the following exercise.

Activity



What do you think the difference is between a trainer and a teacher? Please write your thoughts in the space below.

Discussion



Some of you may have written down similar meanings, others may have examined it from an academic and sporting perspective. The Oxford English Dictionary defines *teach* as "to impart information or skill to (a person) or about (a subject, etc.)"

Train is defined as "To bring to a desired standard of efficiency, condition or behaviour by instruction and practice."

In looking at the two definitions we have noticed that there is a premise that when one teaches there is no or little knowledge of the subject by the student. In training, the trainer wishes to develop existing basic knowledge, skills or abilities, by practicing certain concepts and theories. This will be one of the aims of your trainer's course for future courses that you will implement.

A second area that is worth examining is that in any Human Rights training, not only does the trainer provide students with knowledge and skills, more importantly they examine existing attitudes and beliefs. The integration of knowledge, skills and attitudes is fundamental in any training process.

We do not want you to be too concerned about how you will undergo this process, as this will be discussed in later modules and you will be given plenty of opportunity to acquire and practice those skills.

One phrase that we would like to bring to your attention at this early stage is, "the trainer is a facilitator". You may be aware of the term facilitate. We understand this word to mean, making a subject or topic easy or less difficult. We define facilitation as similar to conducting an orchestra. He/she cannot possibly play all the instruments, but by assisting the musicians to understand the musical piece the outcome is a coherent interpretation of a symphony, etc and is enjoyable not only to the musicians but also to the audience.

You will notice that one of our objectives for this module is to assist students or trainees to learn how to learn. You may think that this should not be the responsibility of the trainer as students should be there to learn. However, think back to when you were last in an academic environment. How many years ago was it? In your roles you may have to study at regular intervals to achieve knowledge and skills for professional advancement. In the case of Judges and Prosecutors, the law and procedures are subject to regular change and revision. These professionals must constantly study to keep pace with modern thinking as well as legislation that is now subject to International Law.

When conducting a human rights training, especially in juvenile justice, you may be working with people who left school, college or university some years ago. When we were students, we divided our time between academic study, leisure and home. Academically, we were in a fairly disciplined and straightforward environment. Adult students face more pressure. Not only do they have to acquire knowledge and skills, and examine attitudes and behaviour; they also have to balance family life, leisure and work with all the pressures these can bring. Another factor for you and your trainees is time. How much time will you have to conduct a training session? (This will be examined in greater detail in later modules.) You will also have to consider how much time students have and how they can effectively use it. A further factor is reintroducing the adult student to a for-

mal academic environment. When a person have been out of a classroom for some years it can be very difficult to re-

adjust to being confined to a small space and being disciplined to the requirements of academic study.

Activity



For the next exercise, spend a few minutes making a list of how you study a subject or topic. We also want you to list the strengths and weaknesses of your methods, taking into account time available, family pressure, environmental conditions, pressure of work, and ability to retain concentration.

Your list can look like this:

METHOD

STRENGTHS

WEAKNESSES

Discussion



There are no right or wrong answers to this last exercise. We all have different capacities to assimilate knowledge and retain facts. However, introducing your trainees to the following simple rules may be worthwhile.

- Develop a systematic approach. When one first starts to study it can be very difficult to make any real progress until we have developed some kind of system for studying. Until we have a general feel for what needs to be done and when, we may spend a lot of unfocused time, starting one thing and going onto the next topic before the first is finished. We all need to plan and schedule our work, as we would do with any other task we carry out in our professional roles.
- 2 Time management. Most people have two problems with time: finding enough time to complete an activity, and more importantly, using it effectively and efficiently. One of the authors encountered this poem when he was studying a in a postgraduate Business Administration programme.

It isn't that I'm indolent
Or dodging duty by intent;
I work as hard as anyone,
And yet I get so little done,
The morning goes, the noon is here,
Before I know the night is here,

And all around me, I regret
Are things I haven't finished yet?
If I could just get organised!
I often times have realised
Not all that matters is the man;
The man must also have a plan.

We need to encourage trainees to find time for all their responsibilities and to include time for studying, including making a plan for how much time they can allocate to each activity.

3 Using time.

Not only must we find time, but also we need to use it effectively and understand the mind's capacity to retain facts. An example is a simple experiment with a glass of water. The empty glass signifies the human brain when faced with new facts, concepts or theories. New information is signified by pouring water into the glass. The glass can only hold as much water as it has been designed to hold. If you keep pouring water into the glass it overflows and water, or information, is lost. The analogy is that people can retain new facts, but too much information can not be absorbed and will be lost.

Translated into time, studies have shown that when involved in an academic activity, people spend the first ten minutes settling into the activity. Peak performance lasts for approximately ninety minutes, after which we experience a slowing down period.

Another factor to remember regarding effective use of time is to prioritise what must be learned into three categories: areas that must be studied, areas that should be studied, and areas that could be studied. Assisting trainees to consider these simple rules will make the transition from the office to the classroom easier. It has to be said, though, that the final factor is the student's commitment. Knowledge is not easy to acquire and students must be determined to work hard.

We now focus on training adults in Human Rights. At the start of this module, we mentioned that training in this field integrates knowledge, skills, and attitudes. When students attend an academic institution, the responsibility for learning lays on the shoulders of the teacher or lecturer. Students sit in rows or at tables and listened to lectures. If it was a science subject, we were led through a series of steps to solve a chemical or mathematical problem.

When training adults, the emphasis and responsibility for learning moves from the educator to the student. To achieve this, the trainer needs to create a safe learning environment so that trainees or students can express their views and feel respected, even if they do not conform to everyday thinking. It is only by creating a safe environment that the trainer can assist individuals to examine preconceived ideas, assess attitudes and beliefs, and modify behaviour if needed. Trainers can assist their students to achieve these goals with relevant materials and a student-centred approach.

To create the right learning environment, we now turn to the teachings of Abraham Maslow, a behavioural psychologist of the early 20th century. Maslow created a theory identifying a hierarchy of human needs which we can translate to adult education needs. Maslow believed that

as human beings we have five, 'General Needs' which need to be fulfilled, in order, before we can move on to the next level. Educational theorists have refined this theory to directly relate to a teaching environment.

The lowest need is Physiological. It includes the basic needs required to sustain life, such as food, drink, air, warmth, sleep and shelter Think back to when you were at school, sitting for hours on uncomfortable seats behind a desk with very little room to move. Transfer this to men and women in their 30's and 40's and the attention spans soon diminish. In the training forum, if we create the right environment, such as a well-lit room and comfortable surroundings, learners will feel valued and perform to the best of their ability; a comfortable environment stimulates learning.

The second is level of Maslow's hierarchy is Safety. This includes protection from danger, threat, deprivation and lack of security. Relates to human rights trainings, trainers will be examining attitudes about the concept of respect for all people. It is important to create an atmosphere where people feel safe from ridicule and potential punitive action for extreme views, and do not fear being an outcast. To do so, trainers need to create the safe learning environment where all views are respected and challenges to those that do not agree with the group or international norms and standards are made in a positive, non-judgemental manner. In the trainer's course, we will examine this in more depth.

Maslow's third need is Social. This entails a sense of belonging, giving and receiving friendship, love, and participating in social activities. Later in this module we present a principal of adult education that includes learning from each other. A group that bonds together and works in harmony can achieve amazing results in the learning process.

The fourth need in the hierarchy is Self Esteem. This means that people need self-respect, respect of others, autonomy and responsibility, appreciation and recognition, achievement, knowledge and status. These needs are of paramount importance within the training environment. No one should feel ridiculed for their views. background, rank or status. All contributions should be respected and achievements encouraged and recognised. Status is especially important; those of you who will be carrying out training programmes in the future have been specially selected for qualities you possess that are required to deliver juvenile justice trainings.

The fifth and final need, which can only be achieved after all the others, is Self Realisation. This is described as 'the desire to become more and more what one is, to become everything that one is capable of becoming.' People who have everything, especially within the training sphere, can maximise their potential. This can be as simple as realising that an extreme view regarding the role of women can be softened and altered, or nationalistic/racist tendencies can be eradicated. However, it is important to stress that only an individual can make these

internal changes. They will not be achieved within a rigid teaching environment but rather a classroom that does encourages lateral thinking and creativity. (Further reading can be obtained from Abraham Maslow, Motivation and Personality, 2nd edition, Harper and Row, 1970.)

A later module will look at planning a training session and group dynamics. Following Maslow's principles will help you to achieve the right environment and setting for your course and assist the group you

are training/teaching to bond together and perform to their maximum capability.

GUIDELINES FOR TEACHING ADULTS Now that we have established the right environment, we would like to look at general guidelines for teaching adults. At the end of each rule we will give our interpretation, but as professionals you may arrive at different conclusions.

There are three general rules within the principles of adult education.

1 All adults have experiences that they bring to any activity.

For example, when a teacher interacts with children or young people, they see the child as an empty computer that needs to collect data before any thought process takes place. In contrast, adults bring a wealth of experiences to the train-

ing room, no matter what their background or social status. As adults we all have life experience that is relevant to the training process, especially when discussing human rights.

2 Everyone has skills that can contribute to the success of any forum.

This statement supports our comments above in 1.

3 All participants and their contributions should be valued.

This is of paramount importance when dealing with adults. Think back to Maslow and his hierarchy of needs. By not valuing a person, the trainer potentially cre-

ates a barrier within the group that will affect the training process. (We will look at barriers again in later modules).

As trainers the following approaches should be included when teaching adults.

1 There is no objectively right way of learning. Truth is not known.

We would explain this as follows. In the academic environment, the teacher is seen as a fount of all knowledge. How-

ever, a trainer is not an exhaustive source but rather uses the contributions of the group to arrive at answers.

2 Human beings have a natural potential for learning and students take selfinitiative.

In comparing adult education to formal education, we believe that in the formal setting the responsibility for learning lies with the teacher. In adult education, the obligation lies with the student.

3 The most significant learning is acquired through doing.

Think back to when you had to listen to teachers' lectures full of facts and figures. It is believed that we can only retain 30% of the information we hear. The capacity to retain and assimilate knowledge increases when we see information, whether

by overhead projector, computer screen or video clip. When we actively participate in a lesson, the ability to retain and understand what is being taught increases even further.

4 Significant learning takes place when students perceive personal relevance to the subject matter.

This can be simply explained by saying the subject must be real and apply to the role that students will be undertaking. For example, judges need to consider different procedures and practices when examining juvenile justice matters which would not apply to police officers or social assistants.

5 There is no set sequence of learning; each student engages with the material in his or her own way and own sequence.

We will look at individual learning styles later and also discuss a model of learning that we hope you will adopt to assist your students in understanding and practicing the topics in this manual.

6 Creativity is contingent on active involvement in the learning process.

This again reinforces the principle that learning is the student's responsibility. Imagine what it was like to sit through a lecture that lasted for several hours, making only limited contribution if any, and

were expected to take notes? Refer back to the first rule of adult education where we state that all adults bring their experiences to any activity.

7 Learning is best achieved when self-criticism and self-evaluation are primary; evaluation by others is of secondary importance.

This will be explored in depth later with the Kolb and Fry learning cycle. Following the proposition that all adults have a contribution to make, and that all contributions should be valued. we then

conclude that each learner is the best person to examine their contribution and reflect on their impact within the learning process. 8 Learning that involves the whole person, emotionally as well as intellectually, will be more effective and last longer.

Remember we are training within the human rights field. Thus we need to address knowledge of international conven-

tions, skills in applying them, and students' attitudes towards the principles, especially with respect to child rights.

9 The most useful learning in the modern world is learning how to learn; a continuing openness and an incorporation of the process of change into oneself are necessary goals of education.

To explain this, there is a popular saying for students. "The mind is like a para-

chute, it only functions when open".

Please remember a simple rule: When I hear, I forget; when I see, I remember; when I do, I understand.

We now want to look at how individuals learn. Please to take a few moments to complete the following activity.

Activity



Think back to when you were at school, college or university. Was there a time when you selected a topic or subject that you had difficulty in learning but your colleagues did not? Reflect on this and then answer the following questions.

- 1 What was the subject?
- 2 Why did it cause me difficulty?
- 3 How did the other students in my class learn this subject and why did they not find it difficult?

Discussion



Here are the reflections of one of the authors:

The topic I have chosen is geometry. That subject caused me a great deal of difficulty at school. No matter how hard I tried, I could not grasp the basic concept of Pythagoras theory, angles, or shapes. Each math lesson left me feeling frustrated and with an impression that the teach-

er who was stupid. But as my fellow students had no difficulty, the fault was mine. It was not until a few years later at a navy college where I learned the principles of celestial navigation and how to navigate a ship at sea that it all became clear. Later in my life, when I attended a Trainer's course, my difficulties with this particular subject become clear when I was introduced to learning styles.

Learning styles

Educationalists believe that each individual has a predominant style of learning and assimilating facts, and these can be classed into four categories.

1 PRAGMATISTS



- ➤ Are keen to try out new ideas, theories and techniques to see if they work in practice.
- > Search out new ideas and take the first opportunity to use them.
- > Like to get on with things.
- > Tend to be impatient.
- ➤ Are practical, down to earth people who like making practical decisions and solving problems.
- > Respond to problems and opportunities as a challenge.
- > Believe that "there is always a better way" and "if it works, it is good".

2 REFLECTORS



- > Like to stand back and ponder experiences.
- ➤ Like to collect data and analyse it before coming to conclusions.
- > Tend to postpone definitive conclusions because of data collection.
- ➤ Like to consider all possible angles and implications before making a move.
- Prefer to watch others in action and take a back seat.
- > Act with a view to the wider context.
- Believe in being cautious.

3 ACTIVISTS



- Involve themselves fully and without bias in new experiences.
- > Tend to be open-minded.
- Are enthusiastic about anything new.
- > Tend to act first and consider the consequences afterwards.
- > Fill their days with activities.
- > Like to be in the middle of things.
- Believe that you should try anything once.

4 THEORISTS



- Adapt and integrate observations into complex but logically sound theories.
- > Think problems through in a step-by-step, logical way.
- > Tend to be perfectionists.
- Are keen on basic assumption, principles, theories, models and systems thinking.
- > Tend to be detached, analytical and dedicated to rational objectivity.
- Prefer to maximise certainty and are uncomfortable with subjective judgement and lateral thinking.
- Believe in rationality and logic; 'if it's logical, it's good'.

The above principle are not intended to place people into boxes, which could be counter productive when encouraging the adult student to full participation. Any of us could move from one category to another, but it is held that each of us possesses a dominant learning style. This is important to recognise, especially in group work or devising role-play.

Three types of learning

The next stage of the learning process examines the three types of learning. A committee of colleges in the United States, led by Benjamin Bloom, identified three categories of educational activities. These are the Cognitive (knowledge), Affective (attitudes), and Psychomotor (manual or physical skills). As you can now see, adult education needs to address knowledge, skills and attitudes when delivering a human rights programme.

We can break this down further. The cognitive area deals with knowledge of national and international law, as well as procedures for the police station, prosecutor's office, or courtroom. Attitudes are how we feel and how emotions may affect how we deal with people, especially young people who come into conflict with

the law. Psychomotor means manual or physical skills, and includes the art of communicating with students and children, which will be addressed in later modules.

COGNITIVE (KNOWLEDGE)

When we introduce a subject that requires developing knowledge and intellectual skills, trainers need to take their students through a series of stages to ensure that maximum learning takes place. These are:

Knowledge. This is a review of data that a student may already possess on a subject that you are going to discuss. It is important to assess what the student knows before moving on. There is nothing worse than a trainer teaching a subject that the students already are profi-

cient in. For example, teaching courtroom procedures to a judge of long standing who has practised for years is not an efficient or effective use of training time. If you already know that the student will have little knowledge of a new concept, then there are ways of building on this level of knowledge discussed in a later module.

Comprehension. In the next stage, comprehension, new data is presented and the trainer needs to ensure that students understand and interpret the subject in their own words.

Application. The next level builds on understanding by applying new data to new situations. Remember one of the general rules for training is that significant learning takes place when the subject matter is relevant to the student's own work. In other words, the topic must be relevant to the student's role and be useful in their every day duties.

Analysis. This stage actively encourages students to examine what they have received and work out for themselves how this compares with previously held beliefs or knowledge. This helps them understand what the subject matter is about and how it can be used in their duties.

Synthesis. Students build new procedures for themselves and foresee new problems that they may face. In this stage, students create their own new meaning or structures.

Evaluation. The final stage actively encourages students to make informed judgements about the ideas that they have discussed or learnt, and use new information effectively in new situations.

It may not always be possible to reach the latter stages of synthesis and evaluation in the time given. But a trainer must reach the application stage, and hopefully get the students to analyse what they have learnt.

AFFECTIVE (ATTITUDES)

The next category is probably the most important area to address in delivering human rights training. It can also be the most difficult to accomplish. The affective learning deals with emotions, feelings, attitudes, motivation, enthusiasm and appreciation. Within this domain are five stages that the trainer should take the student through to maximise learning and make the training programme effective.

Receiving. The first stage is where students listen to others with respect, and are also willing to hear new information. In human rights topics, there are subjects and ideas that may conflict with long held beliefs, traditions and cultural norms and values. If a student is not willing to initially listen to the information presented, it is the duty of the trainer to find out why. If the person is still unwilling then the student should probably not be allowed to deal with vulnerable groups such as children.

Responding. In the second stage, students take an active part in classroom discussions, assist in giving presentations, and ask questions in a positive way to explore new ideas and concepts. This includes a willingness to respond to new concepts.

Valuing. The next stage can range from simple acceptance of new beliefs, to active commitment, to accepting new concepts and putting them into practice in the workplace. Indications of a student's valuing of new ideas can be seen through their overt behaviour in the training room. Students' body language may also express how comfortable they are with the subject. (This will be detailed in a later module.) At this stage the trainer can assess whether a student accepts the new practices that are being taught.

Organizing. In this stage students organise their values into priorities by contrasting different values held in society, resolving conflicts between them, and creating their own unique value system. This is the stage where there is total acceptance of new ethical systems and students begin to live their lives within that system.

Internalising. Students continue with their new attitudes towards learned values when working independently and away from the classroom. It is the stage where they display professional commitment to these values in their daily routine. They revise their judgement process and change

their behaviour in light of new evidence. In other words, they become completely open minded without sacrificing their own newly held beliefs.

By examining the process that we wish you to take your students through, you should now realise the importance of creating a safe learning environment from the very start. Again, if you perceive that a student is not able to alter adverse behaviour which does not conform to international norms and standards, you owe a duty to yourself, the group, and the individual student to address their behaviour. In extreme circumstances you may have to exclude them from the group.

Psychomotor skills also go through stages but as we are mainly focusing on communication skills we will develop these by exercises to ensure active participation and practice of skills. It is quite likely that all of you are effective communicators and it is not our wish to teach skills which the learners already possess. (For further reading, refer to Benjamin S. Bloom, Bertram B. Mesia and David R. Krathwohl, *Taxonomy and Educational Objectives.* 1964, New York, David McKay.)

Activity



For our penultimate activity please consider what you have read and the activities you have done. In the space below, write your thoughts now that you have completed this module and answer the following question.

How will this material assist you in delivering training courses to your colleagues?

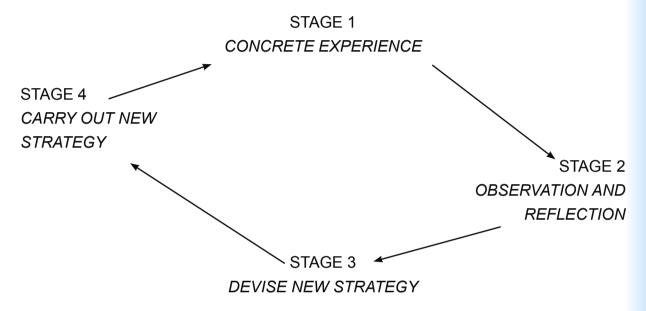
Discussion



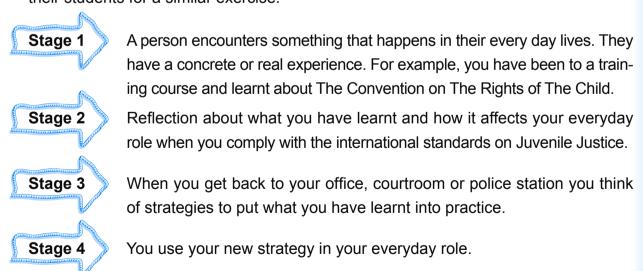
We can not know exactly what process you went through when considering our last question. Hopefully you thought about what you have read and identified how it can assist you in your new role.

When engaged in the training process, this is an exercise that effective trainers carry out with their students. To assist in the training process, please refer students to the Kolb and Fry learning cycle (below).

KOLB AND FRY LEARNING CYCLE



We will now explain the four stages that trainers should carry out themselves and get their students for a similar exercise.



The model suggests that with every new experience we should take ourselves around the cycle. To support this concept, every time you carry out an activity with your students you should provide them with the opportunity to think about what they have learnt and how they are going to put it into practice. This will also assist you in following Bloom's steps.

Our final point in this module concerns providing your students with an overview of the process that they will take part in and what you hope they will gain from it (aim and objectives). This theory is related to the Gestalt theory, where you provide the students with all the parts of a training process so that they have a complete picture. This ensures students' ownership of the training process and enables them, by using Kolb and Fry, to assess their own progress. Remember, adult education is a journey of discovery where both trainer and students can learn from each other.

REVIEW

This completes the Adult Learning module. For our final exercise please take a few moments to revisit the aim and objectives on page one and assess whether they have been achieved.



The authors hope that you can now differentiate between the concepts of teacher and trainer, and an academic environment versus adult training context.

The course also aims to prepare you for the training role you will assume after successfully completing this trainers course.

What it means to be a good trainer





Following our discussions on the principles and theories of Adult Education, we now focus on the skills and abilities required to become an effective trainer. We hope that as you develop your own training styles you may add to our list.

The training atmosphere and ultimately its success depend to a great extent on the trainer. He or she ensures the quality of training. Given this, it is important for the trainer to possess certain qualities and skills.

Activity



Before reading on please spend a few moments on the following exercise.

Think about your idea of training. In the space below, list the qualities that you feel make a good trainer.

Discussion



In general, someone is considered a good trainer if he/she possesses the following skills and abilities. Please do not be concerned if your list was not identical to ours. Everyone has different opinions about what makes a good trainer, and all points are relevant. In general it is considered that a good trainer:

- Is competent in the field of the training. You cannot teach unless you know the subject you are teaching. To be competent in the material of the training is also necessary from the psychological point of view, to ensure the participants' credibility in the training. You will also soon realise that in training you need to stay a step ahead of your participants to deal effectively with the 'what ifs' and other questions. It is always advisable to prepare at
- least one stage further than the subject you are currently teaching.
- Is informed about the participants and their needs. Do not limit yourself only to investigating participants' needs before the training, but continue to assess their needs during the training the process. Provide participants with opportunities to express themselves, and listen to what they tell you. Be responsive to their questions and encourage them to provide feedback on

- their experience. The trainer also helps participants to identify their specific training needs.
- Is interested in the participants' learning. You may be very competent and deliver the course well, but if you do not care whether the participants learn, then you may not be a good trainer. A good trainer does not demonstrate how much he or she knows, but focuses on supporting the participants to achieve the training objectives.
- Is open and sincere with participants.
 Express your feelings, values, concerns, and priorities when you run training.
 The trainer's sincerity encourages and motivates the participants' sincerity.
- Is a good listener, sensitive both to verbal and non-verbal communication.
- Is capable of creating an atmosphere wherein the participants can learn. This means both ensuring the observance of work rules and respecting the dignity of the participants. A good trainer takes responsibility for settling conflicts and other situations that obstruct successful learning. Moreover, the trainer shall not use unknown terms without explanation. The trainer shall present all necessary materials to the participants to ensure a better understanding. Trainers ensure that participants have opportunities to ask questions whenever they do not understand something.
- Promotes the active participation of all the participants and tries to maintain the participants' interest. This is

- achieved by encouraging participants, addressing them by their names, showing a friendly attitude, and maintaining visual contact. When participants fulfil a task, do not isolate yourself. Rather, keep yourself at the participants' disposal to respond to questions and provide assistance. Make sure that all participants understand directions and activities.
- Is sensitive to the physical capacities of participants. A good trainer will be aware of the group's energy; if it goes down, a good trainer will employ a number of techniques to redress the situation (a short break, energizers, humour, etc.).
- Is capable of communicating clearly and specifically. When a trainer explains tasks to participants, directions should be formulated as succinctly as possible and in the sequence in which the activities are to be carried out. If there is a need, you have to structure your instructions in time. Give the participants the first part of the instructions and give them time to complete the task before providing further instructions. Plan enough time for all physical arrangements (preparation of necessary materials, splitting into groups, etc.). Explain their responsibility to the participants (for example, whether they will have to report back at the end or not, etc.) and the trainer's role (will move from one group to another, observe, be the timekeeper, etc.).
- Is neutral in the eyes of other participants. Do not attach yourself exces-

sively (or at least do not demonstrate bias) to certain individuals or groups. During activities, this could lead certain participants to believe that you are partial and to misinterpret the trainer's position. Make sure that everybody feels free to express themselves and try to prevent any one person from dominating during the course.

 Is positive about the processes and confident about the participants' potential. A good trainer shall challenge the participants' thinking and shall ask open questions to identify different

- opinions. Also, the trainer shall periodically summarize problems and reformulate the participants' ideas when they are unclear.
- Is well organized both regarding the training structure and contents and regarding the external aspect (big picture).
- Is sensitive to the particularities of the participants and attentive to not offend a participant by an expression or gesture, or put anyone into an unpleasant or uncomfortable situation.

It is essential that within the training, planned results will be achieved. But what is even more important is *how* such results are achieved.

A good trainer not only does everything possible to achieve the suggested objectives, but also does it in a democratic way. This means that the trainer:

- Shall communicate and respectfully create open communication regardless of the social, professional, or other status of the participants or of the trainer. Every person has the right to participate without any prejudice.
- Shall influence how the training is run on the basis of his/her professional and personal skills, not on the basis of administrative powers or other authority;
- Shall recognize that he/she is not the only authority and is ready to accept

- and learn him/herself from the participants as well. The trainer is ready to accept different points of view expressed by participants.
- Shall assume responsibility for his/her actions. At the same time, the trainer shall not assume total responsibility for the organization of the training process. The participants will share responsibility for different elements of the course (creation or amendment of the agenda, adoption of decisions, etc.).

As mentioned in our introduction to this module, you may be able to add to the list of skills and abilities discussed. The suggestion below is one way an effective trainer can do this. As an element for improving the trainer's skills, keep a personal diary. On the first page write down all the qualities that you possess as a trainer and the ones that you would like to develop in the future. On the next page, list the things you would like to change or stop. In the rest of the journal, write down your progress for both the development of positive and change or elimination of negative aspects.

We now move on to the structure of a training session.



Training session structure





TRAINING SESSION STRUCTURE

Module 3

With the variety of content and methods presented, the training session should have a fixed structure. Although the structure of a session varies depending on several factors, the stages below are usually found in any interactive session. These stages maximise the students' learning potential.

The structure of a session:

- 1. Focusing (optional)
- 2. Objectives
- 3. The main activity
- 4. Debriefing/conclusions
- 5. Evaluation

Following these stages keeps the participants alert and improves their learning and retention. This suggested order assures a greater level of knowledge assimilation because it presents the material to participants at least three times in a session. First when they are informed of their study focus and objectives; second, when they participate in the main activity; and third, as they reflect on their learning experience during debriefing and evaluation. This repetition assures that more material is learned and remembered, be it knowledge, abilities or attitudes.

For maximum results in assimilating the material, the session should not be longer than 90 minutes. If some of the methods, such as the simulated process, require more time, one way to keep within the suggested time limit is by dividing the activity into more than one session.

FOCUSING



This first stage is principally to draw the participants' attention to the subject they are going to examine, and challenge and motivate them to learn. In this stage, participants are prepared for the material that will be taught and learn course objectives and priorities. The framework for presenting objectives is also established.

Most often this is done by:

- ➤ Encouraging participants to reflect on a subject to relevant review skills they already have and to discover their needs for new knowledge. This both stimulates their interest to learn more and facilitates the learning process by placing new knowledge in a situation already familiar to the participants;
- ➤ Encouraging participants to remember a situation that they have experienced. Besides the factors above, this also develops an appropriate emotional environment for the session:
- ➤ Encouraging participants to reflect and to express their views on a subject they are not familiar with.

You can focus participants in the session using different techniques, for example:

- ➤ Pose an open question or questions, which will guide the participants to the focus of the session, such as "What are the difficulties you face during the hearing of a minor?"
- ➤ Brainstorm with a leading questions, for example: "What tactical rules should be observed during the hearing of a minor?"
- > Tell the participants a story or give them a short article that is relevant to the session.
- ➤ Lead an activity, for example: "Each person list two arguments in favour of, or against, the parents participation in the hearing of a minor".
- ➤ Give them a test and compare the results with the answers that are considered to be correct.

Other activities can focus participants, and you can be as creative as possible (read a poem, organize a photography exhibition, solve riddles, watch a short movie, carry out an energy-building exercise, bring up previous sessions, etc.). However, remember that focusing should take only 5-15 % of the time allocated for the session.

OBJECTIVES



Informing the participants about the objectives of the session is important for the training process. This assists in understanding where the session is going and what the trainer hopes to achieve. By offering this guidance from the beginning, participants have a clearer understanding of the topics and their relevance, which helps them learn more effectively.

Because the objectives the session's importance to the participants, this stage can is a link between the introduction and the body of the lesson.

Although from the technical point of view it is possible for the objectives to be presented to the participants at the end of a session, for the above reasons we recommend giving the objectives from the beginning. The trainer may present objectives by reading them out and providing an explanation, or allowing the participants to read them and explain their understanding. The trainer may offer other points to clarify or emphasize the objectives as well.

The objectives must establish what the participants should achieve by the end of the session. In this way the objectives measure performance and are formulated as results, and not only processes. For example:

At the end of this session;

- > The participants will understand the principles that form the basis of child rights.
- ➤ The participants will be able to explain the principles that form the basis of child rights.

By performance we mean a behaviour that indicates participant possesses the requisite knowledge, abilities or attitudes. That is why the objectives are generally classified into knowledge, abilities, or attitudes. Choose objectives based on the participants' needs and the depth you wish to achieve on a given subject. For example:

At the end of the activity the participants will be able to:

- List the principles that form the basis of child rights (knowledge); OR
- ➤ Apply the principles that form the basis of child rights in solving a given case (abilities); OR
- ➤ Express a position towards the principles that form the basis of child rights (attitude).

The objectives are formulated using measurable verbs, facts or statements that allow performance evaluation. A list of such verbs, classified according to Bloom's taxonomy of human learning discussed in Module 1, is below.

List of Verbs for Formulating Educational Objectives¹

The following verbs are effective in formulating educational objectives.

1. Communicate knowledge

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-										

cite indicate	identify read	quote repeat	relate tell	tabulate define	count list
recite	select	trace	describe	name	recognize
state write	update	draw	point	record	summarize

¹ Rosof, AB, <u>Stating Objectives</u>, in Rosof, A.B. and Felch, W.C. (eds): *Continuing Medical Education: A Primer*, Westport, Conn: Praeger; 1992:52-59

Comprehension						
assess demonstrate estimate express	contrast estimate interpret predict	distinguish interpret review compute	interpolate review translate discuss	restate classify compare extrapolate	associate describe differentiate report	
Application apply examine order review use	employ operate restate treat develop	match report translate demonstrate locate	relate solve complete interpret prescribe	sketch choose interpolate predict select	calculate illustrate practice schedule utilize	
Analysis analyze debate distinguish measure	criticize differentiate inventory	diagram inspect separate	infer separate contrast	question contract detect	appraise deduce experiment	
Synthesis arrange create integrate prescribe	construct generalize prepare validate	formulate plan specify compose	organize suggest combine document	produce collect detect	assemble design manage	
Evaluation: appraise decide judge revise	critique grade recommend	evaluate rate test	rank select compare	score choose estimate	assess determine measure	
2. Impart skill demonstrate integrate project	ls: hold measure empathize	massage write palpate	pass diagram record		diagnose operate	
3. Convey att acquire modify	titudes: exemplify realize	plan revise	reflect	transfer	consider	

These words are better avoided; they are often used but open to many interpretations: appreciate have faith in know learn understand believe

An error that trainers frequently make when establishing objectives is to first chose the content, then organize an activity or method for teaching the particular subject, and formulate the objectives for the activity last.

It is far better to determine the objectives that participants need to achieve first. This way, the appropriate method and activity will support these objectives. To this end, first

establish the participant's learning needs. For example, you have assessed that they need to learn how to listen to children in a friendly manner. Establish the necessary skills and abilities to listen effectively and formulate them in terms of the learning results (for example, "to explain how tone of voice influences the emotional state of a child and demonstrate a list of communication techniques that encourage the interviewer to adopt a child friendly approach").

Each objective can be formulated at different qualitative levels. For example, listing the communication techniques is simpler and requires less time than identifying them while observing an interview.

To create quality objectives, a series of rules is helpful. We suggest you use the SMART criteria.

SMART is an English acronym. Each letter represents one criterion, and the word "SMART" means clever or intelligent.

The objectives should be:

S pecific	Clearly establish what should the person be able to do and at what level.
M easurable	It must be possible to measure if the objective has been achieved or
	not. For example, we can't measure the objective "the participants
	shall be able to understand the process of decision making". Howev-
	er, we can assess if the objectives "to explain stages of decision mak-
	ing process" or "to analyse a decision based on the stages of decision
	making", because we can watch a person explain or analyse but we
	cannot see their internal understanding.
A chievable	The objective must be achievable, take into account available re-
	sources, level of participants knowledge, etc.
Relevant	Relevant to the participants' needs as well as the conditions in which they
	will apply what they have studied. For example, it is irrelevant to teach
	judges when and how to use handcuffs, a tool which judges do not use.
	Or it would be irrelevant to teach a policeman how to correctly use dis-
	tance monitoring if such mechanisms are not used by the police.
Specified in	The objectives must establish the time within which they have to be
T ime	achieved (for example, by the end of the seminar or session, the par-
	ticipants will be able to). The objectives also must be formulated to
	be achievable in the time given.

THE MAIN ACTIVITY



This stage is the core of the session. In the main activity, participants are presented with content, materials, and opportunities for acquiring knowledge, developing skills and abilities, and analysing attitudes.

This stage usually contains two distinct parts: theoretical lecture and interactive application. Depending on specific circumstances, the lecture can precede the interactive part or vice

versa. Sometimes the lecture can be skipped, if for example the trainer does not have theoretical material to present or can present it through an interactive method such as mutual teaching.

Lecture

Research shows that after 10-20 minutes of lecture, listeners' attention decreases dramatically and their assimilation of the material becomes poor. For this reason, even if the trainer has to present a lecture, it is desirable to interact as much as possible with the audience, use techniques to capture and maintain attention, and promote joint ownership of the training process. Good lecturers can use illustrative materials, visual aids, questions, request for the audience to add examples from their own experience to the lecture, etc. Whenever possible, to help learners better assimilate the material, the following methods are useful: use symbols; underline the relationship between new material and information the participants already know; offer real life examples of the theory being taught, especially if you want participants to apply material while carrying out their professional obligations.

Interactive Application

The interactive application of theory usually comprises exercises to assist participants in applying knowledge and practise or developing abilities. The basic premise is that adults learn much better when they are actively involved and practicing their learning in situations that reflect or approximate those in every day life.

For more information about the methods that are useful at this stage, see Module 4, "Methodological suggestions".

It is important to teach this portion of a session as creatively as possible, taking into account the exact needs of the participants, your objectives and the material you are teaching. For example, in presenting the contents of the Convention on Child Rights you can chose or combine lecture, mutual teaching, case studies with applications of the convention, or other appropriate activities.

DEBRIEFING/CONCLUSIONS



Using interactive methods is desirable, even necessary, in an effective training session. Participatory exercises

are a viable means of transmitting knowledge while building the desired abilities and attitudes. At the same time, to achieve optimal learning, the use of interactive methods is not enough. For the successful acquisition of knowledge and development of skills, abilities and attitudes, interactive methods must be accompanied by other strategies. It is absolutely necessary to debrief participants after completing an interactive activity. Training experts agree that the greatest level of learning occurs during debriefing. A simple model to adopt during any debrief is the Kolb and Fry learning cycle (see Module 1). Another important factor for an effective debriefing is a safe learning environment. This is especially relevant to any human rights training program, where the emphasis is on attitudes and feelings. If participants feel that previous experiences or current thinking is vulnerable to ridicule and censure, it is unlikely that the training or debrief will effectively bring about change within themselves. In English, to debrief means to have a conversation to get or exchange information after performing a task. Recently, the term "debriefing" is being used in our cussing their experience during main activity, by asking questions, offering feedback, exploring alternative options, etc. Of all the lesson components, debriefing is most often ignored because it can be complicated to plan and sometimes there is not enough time. However, debriefing is a key component to long term learning and must be incorporated into the lesson plan. Specifically during the debriefing stage, the participants have the possibility to review, organise, analyse, clarify, assess and interpret what took place during the activity. The trainer, in turn, has the opportunity to complete, correct or continue teaching the participants, based on their feedback and understanding of the content.

tates the participants' learning by dis-

Debriefing involves several additional elements for the teacher, including planning before the session, selecting techniques to encourage the debriefing discussion, and analysis of the debriefing. Most often, debriefing takes place by posing a series of questions. Although questions must be appropriate to the activity, there is a pattern for debriefing questions that applies to almost every activity.

According to Jossey-Bass and Pfeiffer, the debriefing questions must follow an algorithm, which starts from feelings and progresses to what happened during the activity. This is followed by questions designed to acquire knowledge, and ends with hypothetical or speculative questions.

country more often. It identifies the last

part of the lesson when the trainer facili-

...starting from feelings

First of all, these authors recommend that debriefing has to begin with the participants' feelings. The first question that should be asked is, "how do you feel?" This allows the relief of feelings that may have built up during a session, especially where the subject can raise strong emotions and represents an emotional link to the specific process of learning. A period of "venting" feelings accumulated during the activity is necessary. Without it, it is impossible to get to a "colder" judgement about the importance of the activity. Plus, if you do not discuss feelings during the debriefing, the participants will constantly bring them up anyway.

We recommend you to use this block as creatively as possible. For example, you could ask about situations in the participants' life when they had similar feelings and how their feelings affected them. The analysis of feelings is extremely efficient when we want to show how our actions can influence other people. For example, during the debriefing of teamwork, a person who has monopolized the discussion can understand the consequences of this action because their colleagues are expressing feelings of frustration and irritation. From this, participants can learn to be more careful in the future when they work with other people.

From the authors' experiences in trainings, we have observed trainers begin the debriefing with (and often even limit it to) the question "did you enjoy the activity?" It is better to avoid this type of question, because participants evaluate you as a

teacher instead of thinking about what they have learned. If you want their opinion of the activity, you should do it at the end and with more specific questions.

...replay the film of the activity

The next series of questions which Jossey-Bass and Pfeiffer recommend involve the participants' observations. These are questions such as "what happened?" or "what did you notice?" These questions challenge the participants to re-create the activities and review the knowledge they have recently acquired.

Let's return to the debriefing example of how a team worked together. Often a participant recalls that at the beginning of the activity the team leader had rejected the suggestion of a member and this member subsequently did not participate in the group work. It is an important observation that could lead to a conclusion about the influence we may have on other people by what we say or how we say it. More questions can build on this and guide the discussion to more relevant and important information, thereby assisting participants in the learning process. For example, the trainer could ask, if each person had the chance to express their opinion within the group, what factors determined them to act one way or another during the activity, etc.

... what have they learned from the lesson

After the participants have expressed their feelings, and re-considered the events, you can move on to questions that focus on what the participants got out of their

experience. Trainers can ask what they have learned from the activity; be careful here, because Jossey-Bass and Pfeiffer recommend not asking the participants if they have learned something. Usually participants can identify certain knowledge they have acquired, but sometimes participants find it difficult to formulate their learning. Trainers can suggest specific knowledge learned, and should bring data, indicators, or otherwise draw out the knowledge you talked about.

An important question to close this portion of debriefing is to ask the participants how, in their professional roles, they can apply the knowledge acquired during the activity. They may say that in real life things are different and thus application is not possible. Still, if you have followed the suggested algorithm this negative response is less probable.

What would happen if...

The next block of questions is intended improve the acquired knowledge by encouraging participants to speculate and make suppositions regarding the activity. Begin by asking about the circumstances of the activity. "How would the results be different if you had more time?"; "How would your interaction be different if you would have been rewarded for finishing the task more quickly?"; "Would the presence of observers have changed anything?" Secondly, you can ask the participants if they would act differently in real life than they did during the activity. At this moment they could be much more self-critical and they could analyse what they have done with the purpose of improving it.

A third question that you could ask at this stage is focused on the activity's rules. "How could we modify the rules of activity to make it more useful?" "What can we learn from the fact that we've let John break the rules?", "What rules would have made the simulation more real?", etc. These questions can generate new findings for the participants in respect to processes and relationships, and help participants examine alternative strategies for action.

* * *

Another example of questions to pose in any debriefing session (which actually follows in general the algorithm suggested before) is presented by Sivasailam "Thiagi" Thiagarajan. Thiagi recommends establishing, before the activity, some general questions from six areas that will stimulate exploration and reflection. Thiagi recommends that debriefing should contain more than a series of short reactions and that this can sometimes be even longer than the activity that is being debriefed.

- 1. How did you feel during the activity? (Focus on specific components of the activity to make the participants' feelings more dynamic.)
- 2. What happened during the activity? (Direct the participants' attention towards the major parts of the activity and ask them to describe their reactions.)
- 3. What did you learn? (Explore the importance and understanding of different aspects of the activity.)
- 4. How does it relate to other moments of your life? (Identify other 'complicated' situations that the participants can re-

member and that would generate similar reactions).

- 5. What would happen if? (Ask the participants to suggest modifications or possible perspectives that could have led to other results and let them explain and argue why things would have been different in this situation)
- 6. What comes next? (Ask the participants to imagine how they will react when something similar happens or when they find themselves in similar situations).

It is obvious that these questions are not rules to be strictly observed. When preparing questions for debriefing one has to consider the multitude of factors that influence the learning process. It is important to listen carefully to the participants' answers. Exhibit your interested in

what the participants tell you. This provides opportunities to ask new questions that develop the discussion further.

Debriefing and reflecting is vital to the success of an activity. According to Jossey-Bass and Pfeiffer, a good discussion can turn almost any experience into one that generates rich and useful learning. The results of an activity may have a small connection with the activity, but depend to a great extent on the discussion that follows.

A simple way to organise the debriefing is using the technique of unfinished sentences. Ask each participant to finish a sentence. The sentences can be about feelings, about themselves or about colleagues, the process, etc, depending on your goals.

Examples:

The most interesting moment for me was when....

The most boring moment for me was when....

It was most difficult to...

It was easiest to...

What surprised me was....

What I knew that would happen was....

I am satisfied because....

If I would have to start the activity from the beginning I would...

My motivation decreased when...

It was helpful to...

What I am beginning to learn is...

After the debriefing it is good to draw some conclusions from the conversation to underline the most important findings. The main ideas should be summarized and the possibilities for participants to use the course materials in their work should be emphasized.

Here one can also return to the session's objectives, to verify if the participants feel that these have been achieved. If so, praise the participants for their work. If they do not feel that they have achieved the objectives, encourage them. If it is necessary, make a connection between this session and the next one.

EVALUATION



Evaluation does not mean only testing or giving marks, but has a much broader meaning. It implies providing feedback to the participants to measure or assess their progress. Although it is listed as a stage, this part of the session does not have a distinct place because evaluation takes place throughout the session. Nevertheless, the trainer can organize a distinct evaluation. For more information about evaluation,

see Module 8, "Evaluation proposals".

As you have seen from our discussions, we place a great deal of emphasis on a structured approach. Some trainers, to save time, actually devise the activities for a training session that we examine in the next module, and then look at objectives instead of the other way round. We recommend that you always plan your aim and objectives first. This way you ensure that your students gain the maximum learning from each session.



Module 4

Methodological suggestions





METHODOLOGICAL SUGGESTIONS

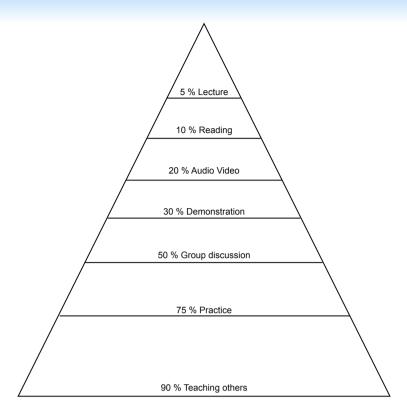
Studies have revealed that people learn in one of two ways. With active learning, participants are completely involved in the learning process. With passive learning, participants rely on other sources to feed them knowledge and information. The same studies have also proved that we learn more efficiently, enjoy the learning process more, and are more focused on our environment when we are actively involved in the learning process. That is why, for any training course, seminar or workshop to be successful, it has to be organised to include not only a variety of methods for presenting topics, but also activities that enable participants' full involvement in the learning process. 'Interactive methodology' is a good way to achieve engaged learning.

Interactive methods include a process of communication among learners, facilitated by the trainer. Within this process, the learner contributes experiences, reflections, understanding, skills, and personal attitudes to collectively explore new areas. Teaching is structured so that all participants are involved in the activities, including the trainer/teacher.

Although interactive methods are usually more time consuming and may require extra resources, the effect is much greater than traditional methods such as lectures, reading texts, etc. These methods are also essential for maintaining adult learners' attention and take into account the differences between individual learning styles (see Module 1 for more on learning styles). At the same time, as illustrated in the learning pyramid on the next page, interactive methods assure a higher level of retention. Remember the saying commonly used in training, "I hear, I forget; I see, I remember; I do, I understand".

Interactive training enables the trainer to cover diverse content in different formats (individual, pairs, trios, groups). It also increases the teacher/trainer's responsibility, as it is important prepare the session with interactive methods, materials, within the allocated time, including managing and monitoring the structure and size of the groups and reporting back on the tasks/exercises carried out.

When using interactive methods, the attention of participants must be directed from interactivity and games towards conclusions and findings efficiently; otherwise, learning may be lost.



We turn now to some activities and games that are proven methods for promoting learning.

ROLE PLAY



Definition and purpose



Role-play is a short sketch or incident played by some of the participants in a training seminar, course or workshop. Usually, the roles are related to a situation that the participants are learning about, and the

players have to improvise or do not have detailed roles. Role plays rely on individuals to interpret a situation. After the role-play, a discussion takes place during which feelings, attitudes, values, behaviour strategies, etc. are analysed.

Through role-play, participants can:

- ➤ Gain new perspectives on a situation and thereby increase their empathy (for example, a judge who plays the role of a policeman can understand the requirements and restraints related to the policeman's work);
- Acquire knowledge and form abilities applicable to real life situations (for example, how people behave when they are detained);
- Practice abilities in "safe" conditions that exclude the risks of real life situations (the risk of not observing a procedure, reacting in the wrong manner, etc).

Procedure



To organize a roleplay, first determine the problem or learning outcome that you want to address. Cre-

ate a situation based on this problem, but remember it does not have to be based on a legal framework; it can be taken from everyday experiences. To avoid embarrassing situations, it is important to have a safe learning environment within the classroom, which cannot be attended by strangers without the participants' approval. Participation in a role-play must be voluntary, but the trainer can assign roles to those who participate in the role-play. This can be done for various teaching reasons (to encourage reluctant people, to establish better relationships between specific groups by assigning roles that will foster closer connections, etc.).

Before beginning the role-play, the trainer should define the roles of each participant and the specific situation as it relates to the lesson. Depending on the objectives, this can be done by a common explanation, or by distributing individual roles with brief explanations of the situation. These situations can contain information about the character's role, his/her emotional state, circum-

stances, goals, etc. If participants need additional information to perform their roles, it must be made available and discussed before the activity. Depending on circumstances, roles can be distributed a day ahead, or just before the activity begins.

Prior to the beginning of the activity, give the participants an overview of the role play. To maintain the interest of the observers that are not actually involved in the role-play, provide them with specific tasks related to the initial learning outcomes (objectives). During the role-play, the trainer should take notes, to have a more holistic view of the overall aim and objectives of the session.

Once the role-play is completed, it is important that the participants who played roles are treated gently. They need to express their feelings and, if necessary, calm down. The trainer must emphasise the fact that they are no longer in their roles.

The role-play especially needs debriefing. As a rule you, can start with the person who had the most difficult part or who represented the most vulnerable person. Then you can give the floor to other actors. Finally, encourage the other participants at the seminar to speak. For an example, see the debrief model for role-plays in this Module.)

Alternatives:



Frozen role-playing. The role-play is stopped at specific stages by the trainer, to give participant observers an opportunity to analyse the situation and discuss what they could do after the game begins again.

Role-playing with changing parts. At a specific point in the game, stop the role-play to change the actors' roles.

Good Practices



- Make sure that the participants who are not involved in the role-play do not judge or criticize what is going on.
- When you organize a role-play for the first time with a group, have the most active and open participants play roles.
- Be as explicit as possible regarding what the participants will have to
 do during the game, to avoid a situation where, in the middle of the
 play, somebody refuses to play their role. If this does happen, do not
 get dispirited. Try to identify the underlying reason for refusal. It may
 need to be dealt with sensitively. If this occurs, the reasons why may
 be a lesson in itself.
- During the debriefing, make sure that the other participants focus their comments on the roles, and not at their colleagues who were playing the role.
- If clear time limits are not specified for the role-play, stop the activity if/when you realise that the activity will not be completed. Do not let it continue if it is not meeting the lesson's objectives.
- Be sensitive about the group's structure when you create the roles.
 For example, with a group representing different law bodies, then a role-play involving characters from this field must be carried out tactfully so that nobody feels ridiculed.
- Finally, be aware that if the role-players stray from the script as far as your learning outcomes are concerned, other issues may arise that have relevance to the overall human rights seminar.

A variation on the role-play is simulation. Compared with our first example, simulations will probably involve only a minority of participants. Simulation is more complex, longer, and usually involves more or all training seminar participants when the activity is more complicated. Within a simulation activity, participants may not be playing role, but acting as themselves in a specific case. Examples of simulations could be carrying out a simulated court trial, negotiations, or organising a legislative hearing.

An important point for the trainer to remember is that, if all the participants are involved in a simulation, the trainer must be careful with the roles each participant takes so that no one is open to ridicule. The aim of the exercise is to learn from others' experiences.

De-brief Model for Role-Play

This model can be adapted for de-briefing any trainers' activities. Trainers should realise that role-play in the training environment usually focuses on activities that highlight attitudes and feelings. It is therefore important that trainers carefully monitor role-plays to ensure that participants are not showing signs of stress. Special attention should be paid to debriefing role-players.

- Stage 1 Debrief the lead role-player while they are still in their role. Focus on feelings and attitudes by using open questions, such as, "how did they react to the person they were interacting with," and "what caused them to react in that manner?"
- Stage 2 Debrief the second role player, again concentrating on thoughts, feelings, and the reasons why they acted the way they did.
- Stage 3 De-role your role-players, if required. Remember, some participants will find it difficult to get into role, which may be a valuable learning experience to focus on. Once they are out of their role, focus on what happened and how they would change their behaviour if they could "do" the action/incident again.
- **Stage 4** Observers, if any, can now present their observations. Again remind participants to comment on the role, not their colleague.
- Stage 5 Any other observations from the group.
- Stage 6 Role-players are given the opportunity to make any final statement.
- Stage 7 Debrief by linking what has been learned to the original aim and objectives.

THE MOSAIC



Definition and Purpose



The mosaic is a method for participants to peer-teach with their "expert" colleagues.

Using the mosaic, the participants can:

- > Consolidate their cooperation.
- > Process a large amount of information and avoid the limits lectures or individual readings.
- Increase personal responsibility for their and their colleagues learning.

Procedure



This method is beneficial to the trainer, especially with academic or theoretical material. It can be organised using the following steps:

- Split the participants into equal groups.
- Divide the theoretical material into equal parts, considering both the amount and difficulty, so that each member of a small group gets an equal portion of the material. For example, if the participants are divided into groups of four, the theoretical material shall be divided into four roughly equal parts.
- Give the students time to read their part of material. They do not need to read the other parts.
- Participants with the same material gather in groups: group one will consist of participants with part one, group two with part two, etc. During the task, the participants learn the material they have and clarify any misunderstandings. Their next task is to develop a strategy to teach the material to their colleagues from the other groups. During this stage, the participants become "experts" in the material they have been given.
- The trainer then helps participants to efficiently organise the work in the

- groups of experts, so that they are as proficient as possible. The material can be again divided into parts (paragraphs, etc.). Each participant teaches his or her portion of the material. The others then summarize the material to make sure nothing was omitted or inaccurate. The participants also give feedback on how the material could be better presented. This process is repeated until all of the expert group's material has been learned. At the end, if time permits, a participant could present the complete material to his /her expert group colleagues.
- After working in the experts groups, bring all the participants into their initial groups. Their task is now to teach others their material, and learn their colleagues' material. The outcome of the activity is that all members learn the material in its entirety.
- The last stage is to evaluate how well the participants have learned the material. You can do that in many ways, for example questionnaires, individual tests, etc.

Alternatives



Mosaic with expert pairs. To economize time you can replace groups of experts with pairs of experts.

Mosaic with extension. To verify and assure clear understanding of the material, you can invite one group to teach the material again, in front of all the participants.

Good Practices



- While the participants are working in groups, visit each group to clarify any misunderstandings.
- To limit the risk of incorrect teaching and to reduce the pressure on every member of the initial group, you can allocate portions of the material to two members, so that in each group you will have two experts for each topic.
- Difficulties may arise among participants with different learning styles. For example, some can read and process information faster, whereas others need more time. In the classroom, the former can get bored while the latter may feel guilty or frustrated. To avoid this it is helpful to divide the class into groups according to learning styles. However, this may be unnecessary, as participants may not adequately learn the material within the "expert" groups. For this reason, in most cases, participants' different learning styles are not a problem. Nevertheless, to avoid the possibility of difficulties from different learning styles, closely monitor the groups to identify which ones need extra tasks to keep them constructively occupied. For example, the brightest participants could perform additional tasks by helping their colleagues present the material. However, make sure to not alienate any learners by giving the impression that some may be more adept than others.

THE PANEL OF EXPERTS



Definition and purpose



The panel of experts consists of presentations made by members of a group who have prior knowledge on a specific, relevant topic. The number of experts can consist of two, three, or more.

This method helps participants to:

- Acquire knowledge on specific topics from people that possess prior knowledge.
- > Develop analysis and questioning abilities
- ➤ Be involved in topics that are more interesting and intellectually challenging than simple discussions
- Maintain the learners' attention much easier than a lecture

Procedure



This method has two main types. The panel of experts may consist of:

- 1. People with experience in a field relevant to the current discussion/lesson.
- 2. Participants at the seminar who prepared the topic and to present it to the group.

Whichever method identified, the following procedure is necessary:

- Before organising the panel of experts, clearly state the problem to be discussed. Select the people to be invited as "experts", and physically arrange the classroom to accommodate them. (To make it more interesting, you could design the room as a TV studio and use a video camera to record the proceedings. This version is especially useful when addressing the subject of public speaking and dealing with the media, contained in Modules 12).
- Ask each expert to briefly present their perspective or experience on the subject to be discussed.
- During the panel, the trainer introduces each speaker and ensures that discussions and presentations are relevant, on track, and accomplished within the allocated time. After each expert's speech, the trainer can comment on and summarize the presented material. The trainer also closes the panel with concluding remarks.
- After each expert's speech, open the floor to questions from other panellists or the audience.
- After each expert presentation, allocate time for participants to ask the experts questions, verbally or in writing.
- Finally, debrief the panel.

Alternatives



In an extended panel, an unoccupied chair is placed in front of the room and any participant can be an "expert" in the discussion. Once they have expressed an opinion, the participant leaves the chair.

Good practices



 Care is needed when choosing experts. Specialists in their field may not be good presenters, which can limit the effectiveness of this method. Discuss the exercise with them and explain expectations clearly.

- Sometimes the personality of the speaker influences perception of their message.
 If this appears likely or probable, work with the participants before carrying out this activity.
- If one expert is available, arrange the panel accordingly by leaving out the stage where experts debate their findings.
- When choosing experts, try to identify people with diverse educational and professional experiences; the more different the better. For example, when addressing the rights of the detained child, a person from: the penitentiary system, an NGO that monitors such children, a social assistant, etc. If the experts are seminar participants, offer a variety of materials to assist them in their presentations.
- Be aware that this method may be time consuming and possibly have a limited focus. Decide in advance whether it will support the overall aim and objectives of the workshop/seminar.

BRAINSTORMING

Definition and purpose



Brainstorming consists of generating and analysing ideas by a group of people to solve a problem or situation, or to find answers to a question.

Through brainstorming, participants may:

- Develop solutions for certain problems and situations.
- Express ideas and opinions without the risk of being judged by others.
- Appreciate the efficiency of working in groups to solve problems.
- > Evaluate their knowledge on a specific topic.

Procedure



Brainstorming has two stages: the quantitative stage and the qualitative stage.

At the quantitative stage:

- Explain the method to the participants, including the stages and rules to be respected ed during the activity. Underline the importance of respecting rules.
- Announce the problem, concept or question to be solved, analysed or answered with the brainstorm.

- Formulate the topic of the brainstorm as an open question with many possible answers.
- Establish clear time limits.
- Ask the participants to provide as many responses as possible to the topic, even just a single word or phrase.
- Write the answers where all the participants can see them (on the blackboard, A1 paper, a projector, etc.).
- Stop this stage when the participants are out of ideas or the time is up.
- During this stage, the following rules must be respected:
 - No criticism, analysis, comment or judgement on any of the ideas is permitted. All ideas are written. Respecting this rule encourages creativity and stimulates everybody's participation.
 - All answers are encouraged no matter how aberrant, unpractical or illogical they seem. What matters at this stage is the quantity of ideas, not their quality. Respecting this rule increases the quality of the solution. Often the "far out" ideas are the most creative in the end.
 - Association of ideas is allowed. The participants build on each others contributions to create new ideas. The group comes up with more answers if this rule is respected; it is easier to more generate ideas based on existing ones.

At the qualitative stage:

- After the "brainstorm" the group can use the ideas generated. For this:
- Establish a set of criteria according to which you will analyse and chose a solution/s. (Remember, there may be more than one.) Thus, you can group the ideas as:
 - 1. Practical suitable solutions which can be applied immediately;
 - 2. Promising solutions that might be applied or require an additional analysis to determine if they are useful or not;
 - 3. Not useful can not solve the given question;
- Criteria for analysis could include: implementation costs, time requirements or constraints, legality of solutions, etc.
- A simple method for sorting ideas is by voting. This can be done individually, with each member voting separately for the idea/s they prefer. Then the votes are counted and ideas are grouped according to the number of votes received. Another option is to read each idea and vote for or against it as a group.
- When you have separated the ideas into groups, analyse them again to choose the best one/s.

Alternatives



Brainstorming in three stages. Do the quantitative stage in groups, and/ or have participants generate ideas individually.

Good practices



- It is very important to encourage a free and uncritical atmosphere. The participants must feel free to contribute any ideas they have.
- Make sure that each person has equal opportunity to express their ideas.
- To better facilitate the session it is useful to have one person to write down all the contributions.
- Brainstorming provides more substantial results when the participants have professional expertise. Results are more relevant when participants have professional and life experience that is as diverse as possible (different professions, experiences, fields of studies, etc.).

- Participants can keep a piece of paper to note their ideas, to not forget them when their turn comes.
- In the quantitative stage it is best to not have more than 12-15 people in a group.
- Thank and encourage the participants for each idea, especially those that are out of the ordinary.
- Maintain a quick pace for the activity, to eliminate the possibility of criticism and evaluation at the quantitative stage.
- There will inevitably be moments of silence. Don't be afraid of them, but be patient. People need time to reflect before generating ideas.
- If the brainstorm takes a long time (more than half an hour), give the participants a short break before going to the qualitative stage.

CONTINUUM (TAKE A STAND)



Definition and purpose



The continuum consists of choosing a place on a line, imaginary or drawn. Depending on their place on the line, the participants agree or disagree to a different degree with a statement provided by the trainer.

Through the continuum, participants can:

- ➤ Learn different arguments elated to an issue in a short time.
- > Evaluate their knowledge on a particular topic.
- Develop flexibility in their thinking related to controversial problems.
- Learn tolerance of to opinions that are contrary to their own.

Procedure



 Mark a line on the floor with a piece of chalk or rope. One end of the line is for those

who totally support the trainer's statement and the other end is for those who totally disagree with the statement. The middle of the line is for those who do not have an opinion, and the spaces between these points will be for intermediary opinions.

- Announce the statement regarding which the participants must take a position. The statement must allow more than one position or level of agreement, and be specific enough to avoid misunderstanding. (For example, "When interviewing a minor is it compulsory for one parent to be present all the time?").
- Ask the participants to take a place on the line in accordance with their position on the statement.
- Ask one participant from each part of the continuum to provide a rationale

- as to why they took the position. Make sure that each position provides supporting statements. Limit the responses to only one statement per participant, so that as many participants as possible can contribute. It is acceptable if some participants have nothing to add.
- To diversify the discussion, hold one or more rounds to ask for ideas contrary to those already stated.
- Ask the undecided participants, if any, why they do not want to take a position.
- Ask the other participants if they want to change their position, and if so, why.
- Discuss the practical implications for each position. What arguments appear the most persuasive or the least convincing to their colleagues? What conclusions can be drawn from the fact that so many were positions taken? Can the opposite position be judged as wrong? What is the difference between right and wrong? Etc.

Alternatives



Continuum with work in small groups. After the participants have taken a position, let them work in the groups that they have formed. They can share their arguments and choose the best ones to present.

Continuum with individual communication. After the participants have taken a position, they discuss their position with people who have opposing views, exchanging opinions and arguments. Then the participants again take a position on the continuum. Did any change their minds? If so, why?

Continuum with choice of presented arguments. After you have announced the issue for the brainstorm activity, ask only one or two people to take opposing positions (for example, "Who completely agrees with the statement?"). Listen to the opposing arguments from the one or two selected participants and ask the rest of the participants to take a position according to the presented opinions. Analyse their arguments when they choose one position or another.

Continuum with choosing one argument. Develop several arguments for and against one position. Write them down and ask participants to stand near the statement that they consider the most convincing.

Physical arrangement. Use the corners of the room instead of a line. Two opposite corners are for those who totally agree or disagree with the statement, and the other corners will be for the positions "more agree than disagree" and "more disagree than agree". The centre of the room will be for undecided participants.

Good practices



- To generate more diverse positions, the chosen statement must be on a controversial problem. For example, "Children must be criminally punished" might not generate such positions, because most people would agree. Stating that children have to be punished when they reach the age of 10 would be more controversial.
- This method can be used for focusing the lesson to stimulate interest for a topic, or to evaluate knowledge the participants have acquired on a topic.
- This method also allows the trainer to examine participants' attitudes towards a given hypothesis.

THE CASE STUDY



Definition and purpose



The case study is a situation that contains a problem or conflict that a person or group has confronted. The participants analyse and solve the situation.

With the help of case study, the participants can:

- > Explore complex cases in a safe learning environment.
- ➤ Develop their ability to articulate thoughts, identify problems, generate solutions, and set rules that could be applied to similar situations.
- > Develop new perspectives for solving problems specific to their role.
- Apply related knowledge and abilities to different topics.
- Correlate theoretical information with real life experience.
- Learn from each other through the variety of viewpoints presented in the case analyses.
- Encourage team spirit and cooperation.

Procedure



1. Selecting or elaborating the case

 Usually the case studied includes a description of the situa-

tion, context and the major decisions to be made. The case study must indicate the people who are involved, events that occurred, causal connections, and questions to be answered (finding certain solutions, evaluating certain decisions or circumstances, etc.).

 The situation must be real. Imaginary case studies may be used when real situations for the given objectives can not be found or when circumstances prohibit use of a real case. For example, a fabricated case is appropriate for examining sensitive issues, especially for a particular organisation, social group, individual, or territorial unit). These are commonly known as case exercises.

- The case study you choose will normally present more than one possible solution. If the situation has only one obvious solution, for example one imposed by law, then another method, case solving, is implicated.
- The selected case must be relevant to the course, seminar or workshop and to the attending participants' social and legal training needs.

2. Analysing the case

- Divide participants into small groups to make sure that everyone can effectively participate in the case analysis.
- Present the case to participants with three or four questions to generate or guide analysis of the case. Also, prepare other questions to stimulate the participants' thinking.
- Tell the participants to read the case understand the situation described in the case.
- After that, ask them to read the case once again and identify the important facts and the problems in the case. Cases may have more than one problem. Ask participants to identify the most important problems and separate them from the unimportant ones. It is helpful to use open questions, such as: What happened? Who is involved in this situation? Why have certain things happened as described? What is important for solving this situation? Which are the obstacles that prevent the solution (limited resources, incompetence etc.)? It is good if the trainer clarifies all the issues in the case together with all the

- participants, to ensure a common understanding of the case.
- Ask the participants to identify and discuss possible solutions. After that, ask them to choose the best alternative and provide arguments for choosing it over the other alternatives. Discuss the consequences (legal, ethical, practical) for the solutions.
- If necessary, for the last stage, ask the participants to plan the chosen solution's implementation.
- If the case is real, tell the participants how it was solved and what arguments were given for the solution.
 Discuss the differences.
- If the initial outcome contained in a case study breaches international norms or national laws, make sure that no blame is attached and participants use it as a learning experience. The case studies contained within this material do not have the benefit of allowing any of the officials to explain their reasons for carrying out particular actions, which could include pressure from managers, domestic problems, or even personal illness.

Alternatives



Incomplete case study. Participants are given a case without all the necessary data. While analysing the case and asking specific questions, the trainer offers additional information on the case.

Case study with multiple solutions. Participants are given a case with multiple solutions. After initial analysis they choose the solution they think is right. Again, participants provide supporting arguments for their opinion.

Case study without argumentation. Participants are given a real case and its solution. They have to find arguments for the solution that was chosen.

Combining individual and group work. At different stages of the case study, for example at the initial stage where they are identifying facts, participants can be asked to work first individually, and then to share all their ideas with their colleagues.

Good practices

- Make sure that the case is presented objectively. The arguments for one party should not prevail, and no one way for solving the case should be preponderant. Make sure that the case contains enough information to arrive at a solution.
- Plan your lesson carefully to ensure discussion on different aspects of the case, including legal and social impacts.
- It is important to promote a climate of acceptance and openness during the discussion. Participants have to understand that, no matter how controversial their solutions are, all opinions are welcomed and relevant and will be analysed equally. All participants should encourage each other, listen, give arguments, and evaluate.

- Questions asked during the case study activity must stimulate thinking and not limit the group's answers to yes and no.
- It is possible that participants will identify a solution from the first reading of the case. Explain that looking for solutions early on can lead them to form inaccurate preconceived opinions, misunderstand the case, or miss facts that are very important for identifying the most suitable solution.
- In analysing only one case, participants may form a generalized opinion about other similar cases, which is not always correct. Try to prevent this by presenting other cases or additional information.

The results obtained from a case study can be used for simulations, role-playing, and other activities.

MUTUAL TEACHING

Definition and purpose



Mutual teaching consists of offering each participant a small part of theoretical material to in turn present to the whole group or to as many colleagues as possible in a certain period of time.

With the help of mutual teaching, the participants can:

- Learn theoretical material in an interactive way.
- Raise the level of responsibility for their colleagues' understanding.
- > Feel the importance of interaction and cooperation during the activity.
- Obtain greater motivation when studying a certain topic.

Procedure



 Divide the material you want to teach into sections. The number of sections must equal

the number of participants.

- Explain that each participant will get a
 file containing a section of the theoretical material to be studied during
 the session. Moving around the classroom, each participant must tell all (or
 the majority) of participants about the
 material in their file and listen, in turn,
 to the information that others have. Emphasise that they can relay the message to only one person at a time.
- Distribute the files.
- Give the participants time to learn the material and think of the most effec-

- tive way to presenting it (examples, comparisons to help assimilate the material, etc.).
- Participants present material to each other.
- When the participants have finished their presentations, organize a debriefing. Ask as many different questions as possible so that all the material from the files is covered. Example debriefing questions are: Tell one thing that you have learned. What tactical rules of interviewing have you learned about? What messages did you disagree with? If necessary, give each participant the copied files, so that they have all the theoretical material in their possession.

Alternatives



It can be difficult for participants to remember with which colleagues they have spoken. Instead of a chaotic "market" form of moving through the group, organise a "carousel" of learning. This way, participants go around and talk to each other in order.

Good practices



- Be careful when to assess what participants have learned. This is necessary because participants may have misunderstood or wrongly presented the content of their material.
- The material contained on the files does not have to be big. A maximum
 of seven to eight lines of text is sufficient to let the listener easily assimilate the message they are receiving. This method can be successfully
 applied when the amount of material taught can be logically divided by
 the number of participants.

PRES



Definition and purpose



The **PRES** method allows participants to formulate an argument based on a set algorithm.

With the PRES method, participants can:

- Formulate and present their opinions clearly and briefly.
- Gain a better understanding of their ideas.
- > Listen to well formulated arguments on a controversial subject in a short period of time.
- Hold a structured discussion on a controversial subject.
- Understand that all opinions have underlying rationales.

Procedure



- Present a poster with the four steps of the PRES method:
- P The dominant perspective on the subject being presented
- R The judgement that serves as the basis for this particular point of view
- **E** An example that confirms the point of view and the judgement presented
- **S** Summary or conclusions of the expressed position.

- Explain the steps and answer possible questions. The following example illustrates the method.
- P I think that children can be criminally convicted starting at 10 years of age.
- R The recent psychological researches prove that 10-year-old children totally understand the consequences of their actions.
- E Great Britain has legalized criminal responsibility for children beginning at the age of 10 years.
- S The Parliament of the Republic of Moldova should assign criminal responsibility from the age of 10 years.
 - Ask a few participants to practice the method on a subject of their choice.
 - Announce an issue for discussion. Ask each participant to express his or her opinion using the PRES method.
 - Analyse the arguments and summarise them.

Good practices



If necessary, give the participants informational material, either in the session or in advance, to prepare examples and arguments. Sometimes the participants cannot find an example to clarify their argument or cannot form the necessary argument.

THE ANALYTIC READING



Definition and purpose



Analytic reading consists of reading a text and identifying information in accordance with certain pre-established criteria.

Through analytic reading participants can:

- > Develop the ability to analyze a text while they read it.
- Discover and learn new information in a more challenging way.
- Form an opinion regarding the text while they read it.
- Connect the knowledge they have and the text they are reading.

Procedure

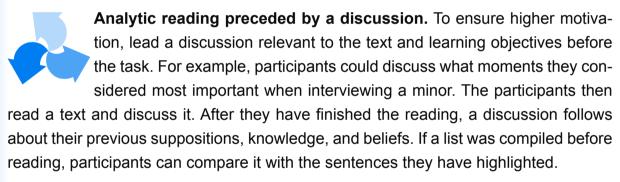


- Give every participant a text to read.
- Explain to the participants the criteria to identify in the text, and

that they should mark it. The criteria can vary depending on the activity's objectives, and the signs can be chosen at random. For example, mark with a "+" the information that you consider to be especially important for your activity, with a "?" the information that is not useful, with a "*" the sentences you disagree with, etc. It is

- essential that there are not too many criteria for so that the activity does not get too complicated.
- After the participants have finished reading, discuss what they have marked. For this you can take each sign separately and ask participants what content was marked with that sign. Pay special attention to the information that is most relevant to the session. For example, new information or data that is especially relevant to the participants' professional roles.

Alternatives



Analytic reading to extract information into a table. Follow the same procedure, but participants will not mark the text they are reading. Instead they will put information in a separate table with extracted sentences for each sign.

Good practices



 The points observed must relate to the participants' experiences and suited to their needs. This will ensure that you have a higher level of motivation when they study the text.

THE RESOURCE PERSON

Definition and purpose



The resource person is a person with knowledge and experience in a certain field. They are invited to take part in an interview or discussion about their field of expertise with the participants.

By having a discussion with the resource person, participants can:

- > Obtain knowledge from a person with experience in a certain field.
- Increase their motivation for studying a topic.
- Obtain a much more specific, personalized and practical perspective on a specific topic.
- > Form active listening abilities.

Procedure



• Select the resource person based on the lesson's objectives. He or she can be any per-

son with the necessary experience. Besides professionals, the resource person can also be a person that has witnessed certain events that are important for the study. It could be a person who knows about adopting normative acts, a person accused in a period under study (for example, "interview techniques of fifty years ago"), etc.

- Prepare the resource person for the session. Inform them of the topic, objectives and duration of the session. Let them know what knowledge your participants have in the field to be discussed and what they are expected to do. It is also useful to provide your resource person with the numbers of participants and with their professional background.
- Prepare the room and other necessities so that the session can run

- smoothly. Do not forget to find out your resource person's needs (equipment, materials). Inform the participants about the resource person and explain the procedure for the session. Advise them that they may find it beneficial to research the topic to be discussed. The session's objectives should be made clear to the participants, who must prepare questions on the topic.
- During the session, the resource person makes a presentation, followed by an open discussion when the participants can ask questions.
- Debrief the session with the participants. Ask them what they have learned. What expectations were not fulfilled? How can the new information integrate in the system of existing knowledge that they have? Etc.
- Thank the resource person after the session and ask them for feedback on how the session went and what could be done, if anything, to improve it.

Alternatives



Questioning by the trainer. Only the trainer can ask the questions. The trainer collects participants' questions in advance and structures them so that they fulfil the set objectives.

Organised activities with the resource person. Instead of a lecture session with questions and answers, involve the resource person in an activity. For example, the participants can role-play a situation with the resource person serving as a referee. In this context, the resource person can share valuable insights on what takes place during the simulations.

Good practices



- Sometimes the resource person is an expert in their field, but has limited public presentation abilities. When you choose a resource person you must take this into account.
- Make sure that the resource person's experience does not lead the participants to a narrow understanding of the topic. Compare what is presented with other, real-life situations.
- Emphasise to the participants that preliminary research and serious preparation for questions is essential for maximizing their learning from the resource person.

FIELD VISIT



Definition and purpose



The field visit is a planned visit to an organisation or place, to observe activities, facilities, or situations.

Through a field visit, the participants can:

- Observe practices, problems and situations in real conditions.
- Get first hand contact with objects, tactics, and people they may not meet in their normal duties.
- Increase their motivation to study a topic.
- Obtain a more specific, personalized, and practical perspective on a topic.

Procedure



• Choose the place you want to visit based the topic and established objectives. Thus,

if you approach children's rights you can visit places with problems related to respecting child rights (centres of detention, prisons etc.); or you can visit organisations that fight against child abuse (NGO's, the ombudsman's office, state institutions).

- Prepare the logistical arrangements of the visit with a responsible person in the institution (time/date, itinerary, duration, and other details of the visit).
- Prepare the participants for the visit they are going to make. This could include making a list of preliminary questions, drafts of research, background information, etc. Provide the participants with general information

- about the place that is going to be visited and the visit's objectives. You can also set specific objectives for the participants to fulfil during the visit (such as to collect certain information or interview certain people). Ask participants to write down their comments and questions that come up during the visit.
- After the visit, review or debrief it. What did the participants observe? What did they learn from the visit? What else would they have wanted to find out? Make appropriate questions specific to the theme and objectives of the field visit. If you used observation notes, discuss the results. Listen to the reports of the groups or participants that had special tasks.
- Thank the people who facilitated and hosted the field visit.

Good practices



- This method requires a lot of time to prepare and carry out. That is why it is necessary to carefully choose topics that would be beneficial as field visits, to ensure sufficient time left to achieve all the training objectives in a seminar.
- The participants could review their observations in some cases with scepticism.
 They may note that everything was specially prepared for the visit, but in real life things are different from what they observed on the visit. Be prepared to approach these opinions. Also, be prepared for the fact that, in some cases, the reality encountered in field visits may shock your participants.

DEMONSTRATION

Definition and purpose



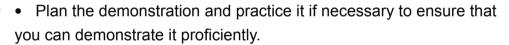
In the demonstration, participants observe a series of actions carried out, usually by the trainer, to see and learn a procedure, technique or operation. By observing the demonstration, participants understand what a something represents or how a proce-

dure or activity is done. Often the demonstration is combined with a verbal explanation of the actions and can involve instruments, equipment or other materials. The demonstration can be live or recorded.

With the help of a demonstration, the participants can:

- Identify the correct succession and content of the stages followed to fulfil a task/procedure.
- Form the abilities necessary to perform a task/procedure.
- Obtain a better understanding of how to complete a task/procedure.

Procedure



- Before the demonstration, if it would be beneficial to the participants, provide a brief summary of what you will be doing. Give the participants' general information about the ability that will be taught, the stages to be followed, and other necessary information (e.g., rules of protection). For a better understanding, use visual materials. Step by step, show the process followed to complete a task using the recommended techniques, procedures and methods.
- During the demonstration, explain the reason behind and importance of each action. The participants here have the opportunity to see and hear details about the skill being taught. Verify the participants' understanding by asking questions and by watching their non-verbal language.
- If possible, allow time for the participants to practice the activities themselves.
- Debrief the activity.

Alternatives



The demonstration can have different forms. You can do the demonstration at a normal pace or you can proceed slowly and pause for explanations. A member of the group could assist with the presentation. For simpler demonstrations, you could explain the skills required to the partici-

pants and then ask some of them to demonstrate these skills, correcting them if necessary. Another way is, after the trainer completes the demonstration, the participants can explain what is happening.

Good practices



- In order to maintain the participants' interest, involve them in the demonstration, if possible.
- Carefully arrange the environment for the demonstration, so that everybody can see and hear what is going on.
- Keep the demonstration as simple as possible. Do not try to relay too much information at this stage.
- Be careful to not offend participants who find it difficult to learn the skills required.

OTHER TEACHING STRATEGIES



Discussion



Usually discussion includes questions from the trainer and participants' reflections on those questions. Dis-

cussion stimulates participants' thinking while increasing interaction among them. For a discussion to be efficient the number of participants should be limited and clear rules must be established before the discussion begins (no interruptions, one person talks at a time, etc.). Questions should be as challenging as

possible. In some instances participants should write their thoughts down before the discussion begins.

The aim of the discussion is that all aspects of an issue be analyzed. After discussing the responses, the trainer can quide participants to a conclusion.

A discussion is successful when participants interact directly with each other. Therefore, how the participants are arranged is important. The trainer must be a part of the group, but to motivate par-

ticipation, the trainer should avoid expressing opinions before participants have fully expressed themselves. Trainers should praise participants for their active participation. Although it might appear simpler, discussion usually requires more complex preparation than a lecture.

Fish bowl



Fish bowl is a variant of discussion. Four to five people form a small circle, like a fish bowl. The trainer has prepared a discussion,

task, or question for them. Other participants sit around the fish bowl and observe the discussion without intervening.

An alternative is to leave an empty place in the fish bowl. When someone from the exterior circle wants to intervene, he or she joins the small circle. Someone from the fish bowl must leave to create a new empty place.

Game



Game is an activity in which participants are asked to achieve a goal through cooperation and/ or competition. Although

games are generally meant to entertain, during training it is intended to emphasize principles or values, or to form or prepare abilities. Through games some behaviors are emphasized, which leads participants to establish certain conclusions. Usually games have clear rules and might include such elements as pressure due to lack of time, distributing roles or intentions to some participants that are not known to others, etc.

When using games, as with other interactive methods, it is better to not get too involved with the game itself but stay focused on the learning objectives. A game should continue until the trainer sees that the objectives are achieved.

Learning contract



Each participant (usually at the end of the training) decides what abilities or knowledge they need to learn. They establish the level of competence, dead-

lines and methods to achieve it. All these are written into a learning contract with oneself.

In the contract, concrete obligations (what? when? how? etc.) to apply things learned in the training might be included. During

the next training or another occasion, compliance with the contract is veri-

fied individually with the trainer or with the trainer and other participants.

Pre-reads



With pre-reads, each participant reads some material before the start of the training seminar. Material can include books, manuals, laws, prepared

materials, or other documents. This saves time for other activities, and participants are better and more equally prepared to fully participate in the training. Pre-reads should be done shortly before the seminar so that the material is not forgotten. Trainers should find ways to encourage and motivate participants to read the material, to minimize the danger of poor preparation.

Pre-reads must be as clear and short as possible. To avoid boredom and to increase motivation, material might include practical activities.

Module 4 has looked at various methods that may be used to promote an interactive learning environment. We recommend that you use only a few different methods, to ensure time for debriefing. To assist you and your colleagues, when you write an activity, keep it in a lesson bank to share ideas. When using interactive methods, be aware that you will also experience noise. Depending on the training environment, noise levels will vary but noise almost always signifies learning. Traditional managers may see this as a lack of control and need to be convinced that this is a vital part of the learning process.

We will now look at working with small groups.



5

Module 5

Working in small groups





WORKING IN SMALL GROUPS

In the previous module we emphasised that participants who are actively involved in the learning process gain greater enjoyment, increase their ability to assimilate knowledge and develop skills, abilities, and attitudes. Different studies have demonstrated that learning is more efficient when the participants are divided into small groups which enable and encourage the participation of all members. Often participants feel more comfortable doing specific activities in small groups. Furthermore, the majority of interactive methods require participants to be involved in some type of group work.

Therefore, to enable the efficient organization of courses, this module addresses how to manage small groups work.

Organization of group work



When preparing for a session or planning a course, identify the sessions in which it would be

more effective for participants to work in small groups. Consider the number of groups, how they will be formed, how to facilitate and monitor the group work, and finally, how to evaluate the participation of each person.

Small group work is always possible to organize, but it requires planning. Small groups are particularly effective for activities that generate ideas quickly, help everybody to analyse an abstract concept, learn from the experience of others, solve tasks that require creativity, and tasks that can only be completed in a small group.

Working in small groups requires additional effort from the trainer and the participants. If some participants lack expe-

rience or skills for working in small groups, before dividing them up, the trainer can introduce group work norms to the class. Explain that efficient collaboration requires each member of the group to possess or develop a set of skills and abilities. Participants need to be capable of active listening, tolerance, patience, allowing and encouraging the participation of everybody, and working to solve misunderstandings that arise. If time allows, there are activities that explore working in teams. Three examples are included at the end of this module.

A problem in group work is that some members may remain passive. To minimise this, group members should have a task which makes them feel that must they depend on one another to solve it. This should encourage all members to work together as a team. Another strategy is that each member is responsible for

a task. In almost all group activities, individuals can be assigned roles, such as: scribe/recorder; facilitator/leader; presenter. Additional specific roles may arise depending on the task. For example, a document to be examined may be divided so that each group member studies a part of it. Each time they start group work, encourage participants to decide on and distribute roles and tasks. As in all inter-

active learning activities, the trainer needs to monitor carefully to ensure that all members take their turn and are involved.

Remember, as the course/seminar/workshop develops you will get to know your participants and their strengths and weaknesses. Remember that in addition to supporting the learning process, group work helps individuals develop the professional skills and abilities mentioned above.

Forming groups



When planning small group work it is important to think about how to form the groups. Several ways to do that are explained here.

One way is to form groups randomly to ensure the variety of participants as much as possible in each group. Procedures vary from counting each participant to running different short games which result in participants' placement into groups. Another possibility is that participants sitting close to each other form groups.

Another way to form groups is to allow the participants to choose their groups. However, this may cause chaos and trainers should be wary of cliques forming. A more organized procedure is to post pieces of paper with the name of each group (group A, group B, etc.) with space for writing the members names limited to the number of group members. Everybody will be in a group, and all groups will be the correct size.

A third way is for the trainer to verbally assign each participant to a group.

Choosing one or another way to form the groups depends on the objectives set by the trainer. For this, answer the following questions: does the activity require homogeneous or heterogeneous groups? Do I want participants with similar levels, qualifications, professions, skills etc in each group? Should genders be combined or separated in the groups? Would the activity require colleagues or friends to work together? Additional guestions may arise.

In forming groups, special attention should be paid to group size. A rule of thumb is that groups should be made of three to seven persons. A larger group increases the risk that not all members of the group will be involved. The size of the group again depends on the task it must accomplish. If voting on a decision is important, then the number of members should be odd. Groups should be smaller when they have less time, or when the participants have less group-work skills. Also consider the total number of groups. If each group will need to present their work to their colleagues, then time for presenting is another factor to consider.

Activities for consolidating group work skills

CREATING AN OBJECT

Objective: By the end of the activity, participants will be able to identify how the actions of each individual can influence the result of group work.



Procedure:

Divide participants into groups. Appoint an observer for each team to record and report later about the group's processes. Observers may not, in any way whatsoever, get involved in the group activity. Provide each group with the same materials, which may vary depending on what is available: scotch tape, glue, scissors, cardboard, plastic bags, clay, etc.

Tell participants that their task is to build an object. It may be object chosen by the trainer: ship, aircraft, tree, etc. Whichever team that builds the most durable and aesthetic object wins. Provide enough time to build the object, but not too much. Participants should be under some pressure.

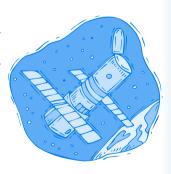
When the time is up, stop the activity. Briefly examine what the teams have produced and inform them that the most important work was not the object, but how it was created. Proceed to analyze the processes of each group engaged.

During the debriefing, ask questions such as: What actions by each member had a positive impact on the group and the task they had to complete? What actions had a negative impact? What actions could have made the group's work more efficient? Who did what during the task/exercise? Was all behaviour necessary for the group's work? Additional questions may arise.

NASA EXERCISE

Objective:

By the end of the activity participants shall be capable of explaining how working in groups influences the quality of decisions compared to those made individually.



Procedure:

Each participant is provided with a situation and a list of objects. Participants have 10 minutes to rate the objects by their importance and no discussion is allowed. Then groups

of six to eight persons are formed, plus an observer. With the list, the groups have 20 minutes to rate the objects in order of importance. After this, participants compare their individual results with the collective ones and with lists prioritized by NASA experts.

Debriefing:

Evaluate the results. Which are better? How did the group discussion go? What are the results? Was it easy to make a group decision?

Note

The exercise shall be evaluated according to the table of correct answers drafted by a team of NASA scientists.

Card 1.

You are inside a spaceship that has to join the "mother" ship on the illuminated part of the Moon. Due to technical problems your ship has landed 300 km away from the "mother" ship. During the landing, much of the on board equipment was destroyed.

YOUR SURVIVAL DEPENDS ON GETTING TO THE "MOTHER" SHIP.

To achieve this, only the MOST necessary things may be taken. A list of 15 articles left intact after landing is provided. Your task is to prioritise the articles according to their importance for enabling the astronauts to reach the "mother" ship. Number 1 is the most important article, while 15 is least important. (Answers for trainers only are provided in brackets.)

- ➤ 1 box of matches (15 there is no oxygen on the Moon)
- ➤ 1 box of concentrated food (4 you can survive some time without the food)
- ➤ 20 m of nylon cord (6 to facilitate deployment on the irregular surface)
- 30 m of silk for parachute (8 to protect against sun or cold)
- Heating device (13 illuminated part of Moon is hot)
- ➤ 2 pistols of 45 calibre (11 useful for propulsion)
- Powdered milk (12 needs water)
- 2 50-litre oxygen cylinders (1 there is no air on the Moon)
- A map of stars and constellations (necessary for orientation)
- ➤ A pneumatic boat with CO2-cylinders (9 for deployment and protection, and the gas cylinders for propulsion)
- ➤ A magnetic compass (14 there is no magnetic field on the Moon)
- ➤ 20 litres of water (2 you can not live without the water)
- Signal fires (may be used in vacuum) (10 useful for close distance only)
- A medical first aid set (7 some items are useful, others useless)
- FM receiver and emitter using solar energy (5 communication with the ship).

SQUARES OF COOPERATION

Objective: By the end of the activity, participants will be able to explain the importance of cooperation in the process of problem resolution, and counteracting obstacles which may impede cooperation.

Duration: 20 minutes

Materials: a set of five cardboard squares for each team cut out of the pattern at the end of this module; envelopes or clips.

Procedure:

- 1. Before starting the activity, prepare a set of squares for each team of five people, cutting them out of cardboard after the pattern provided. Group the square pieces according to letters A, B, C, D and E and put the clips on them or put them into envelopes marked with the appropriate letters.
- 2. Split participants into groups of five persons and ask them to sit at around table, if possible.
- 3. Provide each group with a set of envelopes. Each member of the group receives an envelope marked with the letters A, B, C, D or E. Provide them with the following instructions:

"Your task is to make five squares of equal size. There are two rules:

- You may not communicate with each other, either verbally or non-verbally;
- You can not give or take squares directly. You may only put figures which you do not need in the middle of the table and take them from the middle of the table".

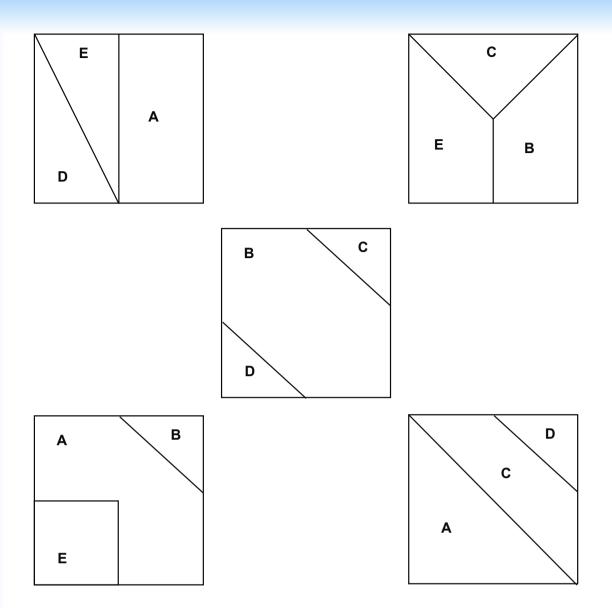
Do not instruct the participants directly to cooperate among themselves to fulfil the task. Allow them to discover themselves that cooperation is necessary.

4. Once all the participants have understood the rules, the work shall start. Stop the activity when the majority of groups have formed the squares.

Debriefing

Discuss the following questions with the entire group:

- How did you start to solve the problem?
- Did you change tactics during the activity?
- How did you feel when initially you could not make the squares?
- What made you to realize that cooperation is necessary?
- What roles did group members adopt during the activity?
- How well do you think your group cooperated?



This module discussed alternative ways to facilitate learning which break with tradition. Trainers may encounter reluctance to break away from the formal, regimented system of sitting at desks in rows. When asking people to come out of their comfort zones, be prepared for resistance and be patient if a session does not appear to be going as well as planned. The participants may be trying to get used to the different methods of learning and may be learning a lot, even if it is not evident.

You may also experience fear that when you organise group work. Participants work away from the main classroom and the trainer does not have complete control, as in the past. Peers and managers may criticise group work because they feel that this method is a waste of time. (See our comments in time management.) Do not let this deter you from taking risks and holding innovative, exciting training sessions.

6

Module 6

Training design





TRAINING DESIGN

Module 6

If you are going to fight without preparing, you are more likely to lose. If a trainer comes unprepared to a course, he or she will be less successful. Remember the saying, "Failing to plan is planning to fail".

Preparing a course, however simple it is, requires effort. It is often harder than actually teaching a course. Before implementing a training it is necessary to:

- Identify the training needs (pre-training evaluation)
- · Develop and plan the training

Activity

Before reading on please spend a few moments completing the following exercise. Imagine an incident at work where the performance of your staff is falling below the levels that you require. This is reflecting badly on you as a manager, but being a supportive boss, you feel that other solutions should be tried before dismissing anyone. You decide to offer a training course.

Please list below the steps you would take to solve this problem.

Discussion

When tasked with the project to design and deliver a trainers' manual, we went through the following stages to design a training course.

1. Identify training needs

The first step in any training process is to analyze training needs. Analysis can take two forms. The first is before participants are identified, and the second is with the participants in the classroom. Usually in the first case, training needs are identified through analysing the objectives in a particular situation or field. For example, from a report on legal assistance provided to children, it may be evident that almost all attorneys neglect to meeting with their clients. This is in contravention of national and international laws and procedures. Therefore there is a need to train and convince attorneys of the necessity to meet their clients. In the second case, you may already have a group of attorneys for a training on how to communicate with their clients.

Both in the first and second case, before and after you have identified the participants, you have to identify their training needs. This includes evaluating their skills, and assessing what behaviours, competences, or attitudes need to be improved.

Thus, for example, if you establish that a specific attorney usually communicates effectively with clients and realizes the importance of client communication, then he or she does not need to participate in the training seminar that you are planning. On the other hand, you may not be authorised to choose the participants. For instance, you may have a group of persons to be trained in child rights within a criminal process. First you must find out whether these professionals need such a train-

ing seminar, and if so, identify the desired results of the training.



Training needs may be established through analysis of the participants' performance. It may actually be reduced two questions: why participants neglect to do what they should do, and/or why they do things that they should not do. A similar is why certain things are not done in the way they should be.

For example, a number of minors report that criminal prosecution officers did not invite a pedagogue to their hearing. After conducting some research you discover that officers do not invite pedagogues because they do not have ready access to one. A training need in this case is for the officers to learn how to establish links with the community, and especially with other professionals whose involvement is required in cases that involve minors.

For methods to identify training needs, you may need to refer to Module 8, Evaluation.

Sometimes, there is no need to collect information about the participants because is the training objectives are absolutely new for them. In such cases, trainers base training objectives on the requirements of those who requested the training. For example, the officers responsible for public relations in police stations do not know how to draft a communication plan for behavioural change, while the management of the Ministry of Interior would like them to learn this skill.

2. Training design and planning

Once the training needs have been identified, the next step is to design and plan the training. Start by drafting a list of the knowledge, skills, and attitudes that participants should achieve by the end of the training course, seminar, or workshop. Based on this list, the trainer then drafts the aim and objectives of the course. Then the contents and teaching methods shall be chosen and training sessions structured. For additional information on drafting objectives and choosing methods, see Module 3, Training Session Structure.

Session and training planning may be influenced by a number of factors. To clarify the training plan you must answer the following questions:

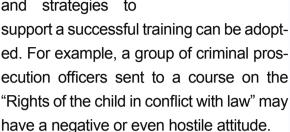
· Who are the participants?

The answer to this question may determine the teaching methods you choose. Senior participants may feel uncomfortable with some of the methods in the presence of the younger ones, and likewise superiors may feel resistant to certain activities in the presence of their subordinates.

In case when managers are together with their subordinates, how will you avoid the possibly negative influence of this mix to achieve the relaxed participation of all?

• What is the participants' motivation? What would the participants like to learn about? Why did they come to the course? Were they required to attend? If they were, do they want to learn what they are expected to learn? Depending on the answers to these questions, attitudes that

would favour or impede the training may be anticipated and strategies to



- Another area to be taken into account is the participants' learning styles. It is rare to establish the learning style of your participants before the course. However, it is possible to plan activities so that they can be easily adapted them to any delivery style. It is also feasible to plan activities that appeal to different learning styles and senses (hearing, seeing, touching).
- During and after planning, it is important to consider the resources necessary to implement the plans. This includes the availability of materials such as markers, paper, and an overhead projector; reserving the training room; and other arrangements for resources allowing for what it is available at the time.
- A traditional work- or classroom has desks arranged in rows. Such an arrangement may be efficient for a limited number of learning activities, such as lectures or individual tests. For interactive methods, it is more appropriate to arrange the participants so they can see each others' faces. Desks may not be necessary at all. Participants can sit in two lines each facing the other, a semi-

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circle, a circle, etc., depending on the activities themselves. In a debate, for example, participants should be arranged in two lines facing each other, whereas a circle is preferable for guided discussion. While arranging the room, remember that the trainer should be as close to the participants as possible, and it should not be difficult to move across or out of the room.

Moreover, keep in mind that the participants' physical comfort influences their effective involvement in the learning process. Try to ensure a physical environment that provides for visual contact, sufficient light and heat or air-conditioning/fans, and adequate personal space

so participants are not seated touching each other. The workroom should be clean and tidy, without clutter or other distracting elements.

It is likely that what is planned for the training will turn out differently in reality. However well planned, unavoidable situations arise. If this happens, do not hesitate to change your activity plan or even the whole training session, workshop, or seminar if a need arises. Learn to understand the audience's reaction to determine whether you need to makes any changes.

For additional guidance, when planning a training course, seminar, or workshop the following list of questions may be helpful.

Questions targeted to preparing a training

- Why is there a need for this training?
- What is the problem or need I need to meet?
- What are the expected outcomes of this course?
- Who or what are the persons/organizations interested in this training?
- Who will actually take part in the training?
- What are their interests and motivations to participate?
- What possible problems may arise in connection with the specific participants?
- What strategies could maximize the participants' engagement?
- What strategies would ensure achievement of the planned outcomes/objectives?
- How much time is needed to achieve the results?
- What information is required to evaluate how efficient the training course, workshop, or seminar has been?
- How will the training's evaluation be organized?
- What human, material, and institutional resources will be needed?

Important aspects of the training structure

Usually, training consists of sessions through which the established objectives are achieved. Trainings have other elements to ensure its efficient organisation.

At the onset, before the actual training begins, a "learning community" shall be organized. Participants will receive an explanation of the trainers' and their own roles, expectations will be clarified, and the activities' rules will be presented.

It should be clear to the participants that the main role of the trainer is to facilitate their learning. The trainer does this by organizing the content of learning, and providing resources, information and any other type of support. To engage the participants in defining the trainers' role, at the beginning of the training they can answer the question, "How could the trainer be of most help to me?"

The trainer will also clarify the participants' role. First determine what the par-

ticipants' attitude should be. Will they be required to participate in any activity or may they refuse to participate? May participants simply assist and not get involved? The trainer is recommended to encourage general participation. The principal idea is that the course is like a workshop where everybody comes to learn. For this reason, participants should be tolerant of one another. Any perceived errors or mistakes are opportunities to learn, not to attack a fellow participant.

A necessary element in any training is the establishment of working rules. The best way is for the participants to draw up their own list of rules. They will feel more comfortable following them than if the rules are dictated by the trainer. The simplest method is to go around the room as the participants propose rules one after another. The trainer can write them down briefly, and to the class works together to finalize the list.

Below are some examples of rules:

- Everyone has the right to their own opinion
- Be punctual
- Do not take feedback as an insult (do not take it personally)
- Say what you think, be honest

Before moving on to the training session, clarify the participants' expectations about the training. Comment on the participants' expectations and explain generally how the training will meet their expectations, or if not, then why. This helps the participants feel that they have an active part in the training process and become

more motivated. Their expectations or wishes may be clarified in different ways. Besides asking them directly what their expectations are, you may provide them with sentences to finish (I hope that during this training *X* will happen / I am afraid that during this training *Y* will happen; A thing that I would like to take from this

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training is... / A thing that I can give during the training is..., etc.)

It is also recommended to review the training structure and the agenda of activities for the participants before the session begins. Present the agenda of activities either when commenting on the trainer's expectations for the participants, or separately. Explain to them how the sessions will take place, what subjects will be covered, and how much time is available for each activity. This psychologically prepares the participants for the training. Organize the agenda to be as flexible as possible. Some activities may take more time than planned, others less. Be ready for this so as to not have to rush the participants or stop them before they complete a task just because time has run out. Remember to provide time for rest with two daily breaks of 15 to 30 minutes each in the agenda.

If you provide the participants with a folder of materials at the start of the training, explain the materials to them including what they will be used for. Additionally, it is useful to explain other details to the participants such as where the breaks will be, where the WC is, etc.

At the end of each day it is recommended to evaluate the day's activities. This can be done by simply asking participants to reflect in writing on what was good or useful, what they disliked or found useless, and any suggestions for future trainings. At the beginning of the next day the trainer can give the participants feedback on their evaluation.

It is also important to conclude the training as professionally as possible. The conclusion of the training may last one to five hours, depending on several factors. Here, include the following elements:

- 1. What was learned
- 2. How to use the lessons learned
- 3. Course evaluation
- 4. Thanks and farewell

1. What was learned

Review and summarize the material in the training. Go through the training agenda and identify what has been covered and what has not. It is an appropriate moment to return to the participants' expectations and identify to what extent the training has met them. Participants can divide into groups to prepare posters illustrating what they have learned. Other activities to recapitulate the training may be relevant. For example, everybody can reflect and make notes on the success of the learning to share in pairs, groups, or with everybody the whole class.

2. How to use the lessons learned

Participants draft their personal action plans or individual contracts. In these documents, they take responsibility to apply what they have learned, specifying the methods and deadlines for the integrating their learning into their professional activities.

The trainer can copy the contracts and send them to each participant after a period of time, to remind participants about their promises. If you have another course with the same group of participants, you could take some time at the beginning to discuss how they have fulfilled their prior learning contracts.

This is also a good point to discuss with the participants how to monitor their performance in the workplace.

3. Course evaluation

For course evaluation refer to Module 8. Evaluation.

4. Thanks and farewell

It is important to thank the participants for being active, and other positive aspects of their participation in the training. Trainers can take this opportunity to show how much they appreciate the participants' efforts. In this context, if it is appropriate or compulsory, give them a certificate. Then proceed to farewell.

As you are now aware, training design and planning takes time and cannot be rushed. Experienced teachers usually have a number of lessons at their disposal. But they must also be tailored to suit the needs of the participants. If not, they should not be discarded but, following the guidelines in this manual, they could be re-designed. To do this Module 3, Training Sessions is helpful.

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Module 7

Time management



7



Following the previous module, a case could be made that after assessing participants' needs and formulating objectives, the time available is not sufficient. In such a case it is tempting to try squeezing all the objectives into the training agenda. This may lead to unpleasant results. When you are overloaded by many tasks, you may not wish to go on. A half fulfilled plan leaves one without a feeling of achievement, which may lead to frustration, confusion, and other negative emotions.

To avoid an overloaded agenda and frustration, efficient management is called for to optimally use the limited time in the framework of a training course, workshop, or seminar.

Factors to consider

For a training agenda, efficient time management means planning, first and foremost. Careful planning ensures that participants do not lose any learning due to the trainer running out of time. Inefficient time management may result in sessions ending without logical closure, which reduces the value of the activities. It is important to provide sufficient time for concluding activities, because that is where maximum learning takes place.

A successful time management strategy involves planning enough time for each activity and implicitly requires that the course agenda focus on the most important learning areas. It is necessary to prioritize the identified needs and give them precedence in the course.

Several rules may increase participants' productivity and, therefore, the amount of information which can be covered in a limited period of time.

- Vilfredo Pareto's rule, which states that 80% of results are obtained by 20% of efforts. Establish which topics and activities are the most important and to focus your efforts on them.
- Each of us has periods of the day when we are more efficient and effective. Normally in the first half of the day participants are more receptive and have a higher work potential. It is therefore best to plan the most 'tiresome' activities (lectures, etc.) for this period. A good rule of thumb is to study the most difficult activities first.
- Organize the training so that participants study the material in blocks separated by breaks. Split the first part of the day in two sections separated by a break, and again split the material into sections which can be interrupted at a logical point by a break.

- Make sure that the environment is appropriate to the activities so as to not waste time uselessly. Have all the necessary materials and equipment ready at hand. Allow the participants to get comfortable and organize themselves to be more efficient. Try to make sure that the training room has as few interruptions as possible (no telephones, mobile phones off, no interruptions or circulation of non-participants, and an organized system of passing messages to the participants).
- An important factor in time management is starting sessions on time. It can be a challenge to collect the participants after breaks and lunch. To avoid delays, remind the participants consistently about the necessity to be on time. It is helpful to explain that punctuality not only allows sufficient time for the training, but also ensures that they will break on time. To further this point, always start on time even if everybody has not returned. Once the participants are aware of these rules and consequences, the trainer should also be punctual. That includes not keeping participants busy during break time.

Even if the sessions are planned well, you may exceed the allocated time. To keep sessions within the established time limits, heed the following:

- Keep the participants focused to finish tasks within the time limits. Inform the participants when only a few minutes remain to finish an exercise. Avoid sudden announcements, like "time is up, proceed to presentations" because often the groups will not be ready to present. If the time allocated is over, be flexible and provide additional time if needed. It is not always advisable to proceed to the next activity if the participants have not learnt what they had to learn. Trainers can negotiate with a group that has incomplete tasks on how much time they need, then announce to the other groups how much extra time they will receive. However, this does not mean always providing additional time. (We never said that managing training courses would be easy.) Instead of providing additional time, trainers may note which groups use too much time. It is possible that they are not complying with the program, so direct them to go forward with the work.
- Do not comment on everything that the participants have done or presented (posters, lists, etc.). Limit remarks to things that are most important and relevant to the training. With all these make sure that you comment on each piece of work, for example a presented poster.
- During work sessions, use anything you can to shorten the time for achieving the planned results. For example, use a prepared list of points for effective interviewing, instead of trying to create it on the spot, if of course this fits the sessions plan.
- For some tasks it is possible to divide the groups so that the participants complement each other and achieve the results as quickly as possible. (Remember that differences in learning styles can hinder a group.)

- Prepare as many materials as possible before the course so as to not waste time during the course. Involving the participants may also save time in different tasks during the course, i.e. writing down a brainstorming list.
- Keep a watch or clock to check the time. To avoid misinterpreting participants (if you are in a hurry, you do not listen), keep a clock or watch where you can see it easily, so that the participants do not notice you looking at it.

Efficient time management \ means not just solving a situation when the participants do not manage do accomplish what was planned. Be ready to face situations when some groups or participants finish before the others. It is helpful to have a task in reserve for them, preferably one that is relevant to the task that has just been fulfilled. It is not desirable to provide the groups with free time if they finished early. This has a negative influence both for the groups which still have work to do. It could influence group work from the very beginning, if there are persons who want free time and rush through the group work, ignoring the quality.

As discussed in Module 5, Working in Small Groups, we are breaking with traditional methods of teaching and training, and trainers may initially face reluctance. This will also have an impact on your time management and you will need to allow time for resistance. Conversely, as groups get used to different methods, you will find that they complete the tasks more quickly. Do not fall into the trap of planning your session once then neglecting to re-visit it regularly.

Finally, remember that written on every trainer's gravestone is the epitaph, "If only I had enough time".

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Module 8

Evaluating the training process



8



EVALUATING THE TRAINING PROCESS

Module 8

Welcome to the last module of Part 1 of the training manual. This module discusses evaluation methods, which are important to ensuring a complete training programme. Before reading this module, please carry out the following activity and write your answers in the space below:

Activity



- 1. What do you understand by the term "evaluation"?
- 2. How do you use it in your work place?
- 3. What are the purposes of evaluating something?
- 4. What do you think when are you informed that your work or department is to be reviewed?

Discussion



Sometimes those being evaluated see it as a form of control on how they perform their duties, or even more seriously a threat to them and their pos-

sible future. We cannot stress enough the fact that an evaluation should be seen as a developmental tool to improve performance and raise skills in any domain, particularly in a training session. Evaluation is a process that measures participants' progress in achieving set objectives, and assesses the value and impact of the training program. In other words, evaluation demonstrates to us how well the participants learn or have learnt the material (learning evaluation) and how effectively the trainers have planned and delivered the material (delivery evaluation). These two elements are closely connected. By evaluating the participants, trainers obtain information,

which may be used for planning further training, amending delivery methods, etc.

Taking the above into consideration, evaluation should primarily focus on how well the material is assimilated, rather than simply how well it is delivered. Thus, the evaluation of participants should not

be viewed as an adverse process but as an instrument with broader and more complex objectives than testing them. Evaluation provides responses to questions of how well the activity has been implemented (quality evaluation) and how much has been achieved (quantity evaluation).

Usually, evaluation has the following objectives:

- Training motivation the motivation of the participants to learn is higher when they
 realize that trainers are interested in their progress;
- Delivery improvement the data obtained as a result of evaluations is used for amending and/or planning activities aimed at achieving better results. Evaluations yield suggestions for revision, adjustment of methods, agendas, work procedures, etc.;
- Correlation of personal styles the fit of individual characteristics, learning and delivery styles between trainers and participants is assessed through evaluation;
- Participants' responsibility correct evaluation requires participants to take responsibility for their own learning. It increases the personal role and responsibility in achieving planned results, and improves self-evaluation skills;
- Training monitoring looks for continuous success by of the examination framework through achievement of set objectives, ensured through evaluation.

Whatever the motive for evaluation, it is important that evaluation is an integral part of the training process and shall be a component of any training.

Although there are a number of evaluation types, trainers should pay special attention to:

- 1. Preliminary evaluation (see Module 6, Planning Trainings);
- 2. Progress evaluation;
- 3. Final evaluation.

Progress evaluation occurs in the course of the training activities. With this type of evaluation, the process is to collect information to evaluate the quality and quantity of the training as well as how it is carried out. Through this type of evaluation, problems in the training process should be eliminated as the training is implemented. Progress evaluation looks at the evolution of the teaching process, and measures participants progress towards the set objectives; the elements that help them achieve this progress; and how activities are implemented (e.g., compliance with and sufficiency of allocated time, trainer's reaction to unanticipated situations).

Progress evaluation is done through observation, receiving feedback, interviewing, and other means.

Final evaluation occurs immediately or soon after the training or component parts are completed. It measures the general success of the training; the degree to which set objectives were achieved; its strong and weak points; training planning, and other aspects of the training.

Final evaluation may be carried out by participants filling in a questionnaire, or having the participants complete a relevant task such as a test, demonstration, project, etc.

STAGES OF EVALUATION PROCESS

Evaluation is a process that goes through four stages:

- 1. Setting parameters to be evaluated
- 2. Identifying methods and creating evaluative tasks
- 3. Collecting and analysing information
- 4. Communicating evaluation outcomes

Activity



Before reading on, relate this list to your workplace. Think of a problem that you have encountered at work, either in court, office, police station or academy. In the space below write the problem down and, using our four points above, try to identify a solution.

Discussion



The example we have used involves the poor quality of reports in an office. First we would identify the specific problem. Was it all reports or just a specific topic that was causing a problem?

Next we would examine ways to discover the reason for our first question, and who could assist us in this. What tasks do we want them to do? Examine all reports or just a sample? Then we would allocate specific people to carry out certain tasks for us.

In the third stage we would analyse all the evidence that had been collected to understand the problem.

Once we came to a conclusion, we would transmit our findings to our colleagues with the hope that reports would improve.

Please note that in any evaluation, work with those who are being evaluated and could be affected by the outcome to not see it as a threat but rather an opportunity to improve their working conditions and results.

1. Setting parameters that shall be evaluated

Usually, the parameters to be evaluated are expressly defined by set objectives. Therefore, orient the evaluation to the training's or session's objectives. For example, if the objective is for participants to correctly identify situations in which they may use a rubber stick, then an evaluation test with questions like "what is the chemical composition of the stick", "how does the rubber stick appear", "how shall the stick shall be worn", etc. would not be relevant.

Evaluations should start by establishing whether the set objectives have been achieved. Thus, evaluation should address whether, for instance, a participant has learnt what he/she was expected to learn. Building on the above example, participants could be given a set of situations in which they indicate when to use a rubber stick.

After setting parameters that shall be evaluated, develop indicators describing the characteristics, performances, or knowledge which participants are expected to demonstrate. Indicators are measurement tools, evidence and signs, which facilitate evaluation. Through indicators the parameters that need to be evaluated

are formulated in measurable terms, suitable for identification, collection, and analysis.

To develop indicators, start

by analyzing the expected results and established objectives. For this, identify the type of objectives (knowledge, skills, attitudes) and the change that these objectives should produce (a state of things, a situation, attitude, behavior), etc.

If objectives have been formulated correctly, then indicators may be found in the objective or derived from it. If the objective is for participants to be able to name the rights specific to children within a criminal prosecution, the indicators would be to name the rights, list them on a piece of paper, and select them from a list of other rights.

Besides formulating parameters directly from the seminar's objectives, the following are also evaluated during a training: strong and weak points, work methods, work atmosphere, seminar contents and agenda, materials used, trainer's performance, etc. A good orientation for setting the parameters for evaluation is the Kirkpatrick model. This model covers four levels of evaluation:

- a. Reaction level
- b. Learning level
- c. Conduct level
- d. Outcomes level

At the reaction level, the questions asked are: have the trainings satisfied the participants? What do they feel about the materials, trainer/s, workroom, and methodology used, etc?

Evaluation provides quantitative rather than qualitative results. Therefore, do not ask whether the participants have been satisfied, but rather the degree of their satisfaction. For example, a course may be very useful, less useful or useless. Additionally, encourage participants to write comments by providing free space after each question.

At the learning level, the extent to which the participants have enlarged their knowledge, improved their skills, and changed their attitudes is measured. This level is more complicated to measure and therefore more elaborate methods of evaluation are used, such as simulation or skills performance tests. To measure the extent to which participants have assimilated information, pretests and post-tests may be used.

The evaluation of these first two levels especially may also evaluate the trainer's performance. If participants are not satisfied or have not learnt enough, the next stage is to ask why and find out how to change the delivery method to improve results.

Although a person may have assimilated something, this does not mean that he/ she will apply it. Conduct level evaluation measures how the training affected par-

ticipants' service or work duties. Has the participants' conduct changed after the training? Has the participants' work performance improved as a result of the training? Evaluation at this level measures not only the quality of training, but also factors that influence application of the skills learnt (work climate, administrative motivation, etc.). Conduct evaluation should not take place immediately after the training, but after a reasonable period to allow conduct changes to be demonstrated.

Interviewing participants is an effective evaluative tool for conduct. Sample questions are: How relevant was the training to your work tasks? How did the training prepare you to discharge your work tasks? What has helped you after the training to recall, understand, and apply in practice the things learned? What has limited or prevented you from practicing what you learned?

Alternately, observing participants' work allows for conduct evaluation. Pay attention to the following: Are the skills and abilities developed during training used in the workplace? Why, or if not, why not? Are they used in the same way participants' were taught? If not, then why aren't they? If some participants do use them correctly and others do not, why does this happen? What factors impede the transference of theory into practice? These methods also may be used to assess participants' needs before the course.

At the outcome level, the impact of the training on the organization is evaluat-

ed. This level does not refer to the impact on the individual who benefited from the training, but on the organization in which he/she works for. For example, changes in the methods of working with children among all the members of the police division, whose participants attended the training, would be evaluated.

2. Identifying methods and creating evaluation tasks

Before choosing a method to evaluate the participants, decide what to evaluate them for, what kind of information is needed, when the information is needed, and what resources are available. Based on the answers to these questions, choose a relevant evaluation method. For instance, a test is appropriate for a quantitative assessment when the results are not needed immediately, and if paper, photocopying equipment and other resources necessary for implementing a test are available.

One or two evaluation methods are usually sufficient for a specific activity. Use as many types of methods as possible from one activity to another in cycle of activities. After choosing the method, develop evaluation tasks. Then, based on the training's objectives and indicators, formulate criteria to assess the degree to

which the objective was achieved. For instance, participants' score 'very well' if they name all the rights relating to children in the criminal



justice system, 'well' if they name 70% of those rights, 'average' for 40%, and 'poor' if they name less that 40%.

Proceed similarly with other objectives. For example, the objective is for participants to adopt a friendly attitude to the child in an interview. The degree to which this objective is achieved is established on the basis of indicators (e.g., all, more, less, never) and the frequency of their presence. The following may be considered indicators: maintains eye contact; asks the child if everything is clear; uses words that show respect; does not use words that disgrace the child; etc.

3. Collecting and analysing information

This stage applies the evaluation methods and collects information. Make sure that the participants know that they are being evaluated, the evaluation criteria, and understand the procedure.

Depending on the circumstances, the trainer may collect information directly, through an independent observer or one of the participants, or with the help of technical means, such as video recording. Another method of collecting information is

through analyzing participants' works, such as journals, materials prepared for activities, etc.

After gathering data, analyse the informa-



tion through the prism of the objectives, indicators, and evaluation criteria. The collected information shall be formulated as evaluation outcomes, i.e. a brief comment or a score.

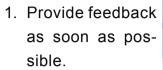
4. Communicating evaluation outcomes

To achieve all the benefits of evaluation, results have to be communicated to the participants. Inform the participants of the findings and the importance or relevance this information bears to them.

Results communication may take the form of a mark, score, percentage or feedback; we recommend feedback as the primary method of communicating the results, either in combination with numeric scores or independently. Feedback in English means communicating a reaction to something. Here, it is a comment made by the trainer regarding the conduct, performance, etc. of the trainee.

Providing feedback is more than simply informing the participant about their performance. It is not easy to tell someone's about his/her deficiencies or mistakes. (Think how you feel when this happens to you.) If feedback is not given correctly, it may cause confusion, defensiveness, and lower self-esteem. Effective feedback should contribute to reflection and self-correction in the person receiving it. It should not generate hostility or self-justification. Therefore, a certain format and certain rules are suggested, to use feedback as constructive as possible in the process of improving the assimilation:

Elements of good feedback include:





- 2. The person receiving feedback should welcome it and not feel imposed upon.
- 3. Begin by stressing the positive sides.
- 4. Analyze conduct, and not the person.
- 5. Be clear about the parameters you evaluate.
- 6. Be as specific as possible. Avoid general comments. A message such as "your conduct in an interview with a child is not acceptable" is not useful, if you do not specify what and why exactly it is not acceptable.
- 7. Try whenever possible to describe facts objective reality instead of evaluating. Thus, instead of saying "I do not like x" or "such behaviour is not desirable", point out facts: "Since the beginning of the training session you have interrupted your colleagues five times. How do you think they feel about this?"
- 8. Always end on a positive note so that the person feels valued.

Try not to provide 'ready' advice, but rather lead the person to learn from what you communicate to him/her.

METHODS OF EVALUATION



Activity



Before moving on to the next stage, complete the following exercise. Think of an instance at work when you had to evaluate a process or someone's performance. What methods did you use and how successful were they? Please write your answers in the space bellow.

Discussion



There are no right or wrong answers to this question. Below are examples of effective evaluation methods.

Test



Tests consist of a set of questions on the information taught during the training. Traditionally tests are considered to focus only on knowledge, but they may also focus on skills such as problem solving and using information, and attitudes.

Try not to use vague or unclear questions. It is also important for the test to be as balanced as possible. It should comprise the basic ideas and most important concepts from the training.

Tests may be in different forms:

- Multiple choice
- 'True-false' or 'yes-no' questions. Since the possibility of wild guessing in this type
 of test is high, the test can include two empty lines after each question for the participant to briefly explain their answer.

Demonstration



In a demonstration, participants show their skills by producing an action or a series of actions related to their training by handling equipment, conducting an interview, reacting to a conflict situation, etc. Before asking participants to demonstrate their skills or leaning for evaluation, provide them with an opportunity to prepare their presentation.

Demonstration may take the form of simulation or be carried out in the course of work.

Portfolio



A portfolio is a collection of a participant's work. It may include papers (tests, interviews, documents, case studies, excerpts from a personal diary, etc.) as well as documentation of the participant's work (newspaper articles, statistics, feedback, etc.). Usually, the participant decides what to include in the portfolio by determining what best characterizes his/her professional growth.

Portfolios require more time than other methods of evaluation. This makes portfolios a good method for final evaluation after a series of courses. The advantage of this method is that portfolios document a person's progress and helps develop one's ability to self-evaluate.

Observation



Observing participants during activities is an efficient method of assessment. Informal observation efficiently assesses participants' learning. For example, if a participant's eyes are bright and shiny, they are probably interested and engaged, and vice-versa, if their eyes are closed or sleepy, they are probably not listening and/or

bored. Also, during the training, an observer may note participants' comments, questions, and non-verbal language. This information may provide a basis for evaluation.

Observation may be even more structured, for example by creating an observation card. An observation card can include several parameters to evaluate, such as the ability to stay polite in stressful situations, clarity of analysis, etc. As suggested earlier, determine levels of performance and indicators for each level. The card is used to observe and evaluate one or more participants in the activities.

Socratic Dialogue



Socratic dialogue consists of asking questions to evaluate an individuals' knowledge. Unlike an exam or test, the questions are not predetermined, but arise from discussion with the participant. Most frequently, open questions that do not suppose a 'yes' or 'no' answer are used.

R. Paul classifies Socratic dialogue questions in the following categories:

- Clarifying questions (What do you mean by ____? What is the main issue in this case? What is your main idea?)
- Questions regarding the initial issue or problem (What assumptions are at the basis
 of this issue? Is the question clear? In order to answer this question, what questions
 must be answered first? Why is this question important?)
- Questions investigating assumptions (What assumptions do you make when you say this? What assumptions may be made? Why would someone make such an assumption?)
- Questions investigating motives and evidence (How do you know this? Why do you think this is true? Can you explain the reason for believing this? Is there good evidence for believing this? How can we know this is true?)
- Questions that lead to an origin or source (Where did you take this idea from? Do others hold the same belief? What made you to feel so? Have you always believed this?)
- Questions that address consequences (If this happened, what would the result be?
 How probable is the result? What would be an alternative? What would be the effect?)
- Questions that address points of view (How would other people answer this? What
 would someone who does not agree with you say? Could someone see this differently?
 You seem to believe x. What makes you see things from this position and not others?)

Although questions are not exactly determined beforehand, use of Socratic dialogue requires prepared questions based on knowledge of the possible answers.

Evaluation Questionnaire



A way of evaluation that shall be included in each course is the distribution at the end of it of an evaluation questionnaire. You have to spare enough time in the agenda for this activity to enable the participants to provide as complete answers as possible. In order to receive sincere answers it is recommended for the questionnaires to be anonymous. If

there is enough time, an alternative to questionnaires may be interview. In any case, you have to formulate brief questions relevant to the training. These questions also

may provide you with a good occasion to stress the important aspects of the training to the participants.

Problem Solving/Case Studies



This method is an efficient way see what a participant has learnt or whether he/she can apply what he/she has learned in practice. In choosing a case study, consider that problem situations may be less complex than a case than in life and shall refer only to applying legal provisions. When proposing to solve a problem or case, be aware that more than one correct solution may exist, especially in processing a

case and other ambiguous situations.

After presenting a case problem, provide a set of questions to be answered or analysed by the participants.

To carry out a long-term evaluation, use documents (i.e., participant's notes), statistics, discussions with the participant's colleagues, and other data relevant to the participants' performance.

This is the end of the theoretical stage of the manual. In this last module we hope that the activities have helped you achieve a better understanding of evaluation. More traditional institutions probably use only traditional methods such as exams to evaluate students' knowledge. However, it is valuable to adopt other methods. As well as evaluating students and training activities, also it is valuable to continually evaluate our own performance. By doing this we learn from experience and become more effective trainers.



Module 9

International norms and standards



9



INTERNATIONAL NORMS AND STANDARDS

Module 9

Welcome to Module 9 of the Trainer's manual. This module concentrates on the provisions of the United Nations Convention on The Rights of the Child. Although this module concentrates on international guidelines it is designed to help the trainer integrate this module with the topics contained in the juvenile justice manual's syllabus.

The following topics are covered in this module:

- Fundamental principles of the Convention on The Rights of the Child
- Articles concerning treatment including periodic review of placement
- Articles concerning exploitation
- Articles focusing on juvenile justice and deprivation of liberty
- National laws and procedures for dealing with children who come into conflict with the law
- Compatibility between national legislation and human rights standards
- Prevention of juvenile delinquency and gathering information
- Child development and working with children
- Dealing with stress

The first two or three activities are quite prescriptive on areas to be debriefed. Also, the first case studies in the supplementary material provide trainers with an example of relevant issues to focus the participants' attention on.

The remainder of the activities are left to the trainers' discretion as to what issues to debrief; as we do not wish to impede or restrict trainers' flexibility or lateral thinking.

THEORETICAL MATERIAL

This module focuses on three main provisions that relate to children and young people who come into conflict with the law: (1) the international Convention on the Rights of the Child (CRC); (2) the minimum rules for the Administration of Juvenile Justice; (3) the Beijing rules; and (4) the United Nations guidelines for preventing children and young people entering the criminal justice system, also known as the Riyadh guidelines.



Entry into force of the UN Convention on the Rights of the Child on 2 September 1990 marked the culmination of nearly 70 years of efforts to ensure that the international community properly recognize the special needs and vulnerability of children as human beings.

However, the struggle for child rights began as early as 1923 when an organisation known as 'Save the Children International Union' adopted a five-point declaration on the rights of the child, known as the Declaration of Geneva. This was endorsed the following year by the now defunct League of Nations, predecessor to the current United Nations.

It was not until 1948 that the next development in child rights occurred. The newly formed United Nations approved a slightly expanded version of the text and, after 11 years, in 1959 adopted a new declaration with 10 basic principles on child welfare and protection. This catalyzed the initiative to draft the Convention on the Rights of the Child. The Government of Poland proposed this to the UN Commission on Human Rights in 1978, presenting the text of the 1959 declara-

tion. The aim was to get it adopted by the following year, which happened to be the International Year of the Child. But it took a further 10 years of in-depth review before the final version was adopted by the UN on 20 November 1989. This date happened to be the thirtieth anniversary of the Declaration. (Research into the publication of a shortened version of the Convention by Nigel Cantwell from Defence International provided much of this background information.)

Admittedly, some see the Convention as a threat to the rights of parents in raising their children. For this reason certain countries, although ratifying the treaty, have not incorporated all the rights in the Convention into their respective national laws. It was never the aim of the international committee to pose any threat to the rights of parents; rather to develop a partnership approach to protecting and respecting the rights of children as human beings. It is hoped that one of your aims after reading this manual will be to devise ways of communicating the Convention's message to the whole community and not just juvenile justice professionals.

The rights covered by the Convention can be divided into 3 categories:

- 1 **PROVISION** contains rights focused on services such as food, education and health care.
- 2 **PROTECTION** focuses on the right to protection from torture, cruel and inhuman treatment and punishment.
- 3 PARTICIPATION focuses on articles of particular interest to justice professionals concerning the rights of children to legal assistance and to participate in decisions affecting their lives.

The training material is deliberately concentrated on rights that are relevant to the aim and objectives of this project. Therefore this manual focuses on the articles that are known as 'the fundamental principles' basic to implementing all rights in the Convention:

- Article 2 on non discrimination
- Article 3 on the best interests of the child
- Article 6 on the right to life, survival, and development
- Article 12 on respect for the views of the child

Also included are eight articles focused on juvenile justice, duties of parents, treatment of children and young people, together with certain provisions of the Beijing rules and Riyadh guidelines.

The Convention introduces two significant conceptual elements:

First, Article 3 'Best Interests of the Child' forms the compulsory criteria for all actions concerning children. Trainers will need to stress, when delivering activities that deal with children, that 'best interest' should not be confused with what an adult may reasonably define as in the best interests of children. Article 3 is much broader than that, and imposes a duty on all who work with children to listen to what they have to say and take their wishes into account.

Secondly, Article 5 promotes the principle that parents or others responsible for the child should provide guidance to their child in exercising his or her rights, in accordance with the child's evolving capacities.

As previously mentioned, some see the Convention as a threat to parental authority. Articles 5 and Article 19, protection from all forms of physical or mental violence including corporal punishment, brought about a great deal of comment. Indeed, Article 19 is still an issue in the United Kingdom. Trainers, in dealing with any discussion concerning children, must

pose the question where-ever uncertainty arises, "Is it in the best interests of the child?" Where controversy may arise, there is a simple answer. "Why not ask the child or young person?"

Article 25 'Periodic Review' and Article 37, 'Cruel, Inhuman or Degrading Treatment or Punishment' are included as a result of research prior to writing this manual. Examples of children and young people placed in institutions without any formal review were found. No one had addressed whether it was still in their best interests to remain there, and conditions in some institutions, though not all, were below a standard that any reasonable person would expect children to live in. While acknowledging that social and economic conditions in the Republic of Moldova may hamper initiatives for improving facilities, during our research we found establishments and institutions that had comparable conditions to those in countries with greater resources.

Articles 34, 35, and 36 are included because they address exploitation and traf-

ficking. The situation in Moldova has received recent media coverage, and is garnering more concern from the international community. Articles 34, Sexual Exploitation, and 35, Trafficking, Sale and Abduction are straightforward. Article 36 covers "All other forms of exploitation not covered by articles 32 labour, 33 drug abuse, 34 and 35". The guidance notes mentioned below focus on gifted children. This addresses children with exceptional talents who are exploited by

the media, and by unscrupulous research and experimentation establishments.

Finally, it is recommended that trainers and resource persons receive the UNICEF publication 'Implementation Handbook for the Convention on the Rights of the Child', prepared by Rachel Hodgkin and Peter Newell (ISBN 92-806-3337-6). This publication is an invaluable tool in interpreting, explaining, and understanding the articles in the Convention.

ACTIVITIES

Introduction to human rights



This first lesson introduces a human rights curriculum, allows participants to discuss their attitudes about human rights issues, assesses how national legislation supports human rights norms and standards, and discusses dealing with stress.

Aim. To help participants understand the link between lawful and humane exercise of power and professional competence when considering human rights issues.

Objectives. At the end of this activity participants will be able to:

- 1 Assess their attitudes about a complex human rights issue.
- 2 Analyze how national law supports the concept of humane and fair treatment.
- 3 Examine alternative methods for dealing with human rights issues.
- 4 Identify stress and methods that supervisors can employ to effectively reduce stress.
- 5 Distinguish the fact that policing which is conducted unlawfully, unethically or inhumanely is a failure of the juvenile justice system, regardless of the results achieved.
- 6 Analyse the concept of a partnership approach when dealing with juvenile justice issues.

Procedure

Stage 1

Start the session by introducing the aim of the activity and the list of objectives.

Stage 2

This first exercise should be conducted as a plenary session involving all the participants, although alternative methods are covered in Module 4. Each participant receives a copy of document 'A' (see supplementary material) and is asked to read it considering the two questions on the text. Allow 15 minutes.

Stage 3

The trainer projects the text of document 'B' (see supplementary material), summarizing the challenges described in document 'A' to remind participants of the significant elements in the scenario.

Stage 4

Participants then define the term 'professional' per question 1. The trainer should write note these definitions on the board until all participants have contributed. Allow 30 minutes.

Stage 5

The trainer projects the text of document 'C' (see supplementary material) onto the screen. Participants discuss how they agree or differ with other participant's contributions. The trainer emphasises terms which refer to 'behaviour' or 'personal qualities', and point out to participants that, while technical skills are essential for any professional, behaviour is integral to the definition of professional. Allow 10 minutes.

Stage 6

The trainer leads a discussion on question 2 in document 'A', focusing on the responsibilities of all leaders in the juvenile justice system vis-à-vis the situations described in the scenario, and similar situations. Allow 10 minutes.

Debrief, including the following questions:

How did you feel? What made you feel that way?

What have you learned?

How would you deal with a) a supervisor b) children c) a participant in your seminar with similar views? How important is humane and fair treatment in dealing with them all? Human and fair treatment should not be confused with taking no action. Adults should be firm with children, but not severe.

How important are attitudes in dealing with children? How do you see a child in this situation? The trainer can point out that the child is a victim and not an offender.

How can our attitudes affect our behaviour?

Bearing in mind the situation in the scenario, what skills and abilities do you feel are required to deal with a similar incident? The trainer should focus on patience, understanding, empathy, ability to communicate, moral and physical courage, and problem solving.

Who else could help us in such situations (schools, social services, community etc.)? How?

The trainer should now direct students to remember all that has been discussed, as it will be relevant throughout the remainder of the training.

The trainer should emphasise that the child should always be considered a victim in any juvenile justice programme, no matter the circumstances. Give participants a short break to clear up any questions before moving onto the next phase.

Dealing with stress

The trainer may use the following points to focus on stress and stress management within the context of child rights. To motivate participants after what may have been an intense session in the previous exercise, the trainer may use the following method.



The trainer states: "The challenges of policing and administering a juvenile justice system can de-sensitise or even brutalise officials. This is bad for the community, police service and court officials. Yet this process is not inevitable. What can be done to prevent it?"

Stage 1

Split participants into groups to discuss the following: what issues or incidents caused their stress? How do they deal with it? Allow 10 minutes.

Stage 2

Groups present their findings to their peers. Allow 3 minutes per presentation.

Stage 3

Participants consider whether there is a place for inter-agency cooperation when dealing with and de-briefing human rights issues. Allow 10 minutes.

Debrief, including the following questions:

How do they define stress?

What are causes stress?

What effect can stressful situations have on attitudes and behaviour?

How does stress affect everyday performance?

The trainer then introduces a debriefing model based on Kolb and Fry (see supplementary material). Participants may use this model in discussing and dealing with stressful situations.

Good Practice. Trainers need to be aware that some participants may find it difficult to discuss issues which they feel their colleagues may perceive see as a weakness. Because of this, creating a safe and confidential learning environment are paramount.

Fundamental principles

The following suggestions depend on the amount of time the trainer has to deliver a juvenile justice seminar while retaining the aim and objectives. Choosing a method will be the trainer's decision, based on his or her knowledge of the participant's skills and abilities, and the location and time allowed for the seminar.

Aim. To provide participants attending a juvenile justice seminar with good background knowledge and awareness of international guidelines for the treatment of young people, prevention of juvenile crime and dealing with those who are in conflict with the law.

Objectives. Participants should be able to:

- 1 Identify the fundamental principles of the United Nations Convention on The Rights of The Child (CRC).
- 2 Demonstrate understanding of how the Convention affects officials who work in the area of Juvenile Justice.
- 3 Apply international laws and regulations regarding the treatment of young people in practical situations.
- 4 Analyse and develop initial strategies to prevent young people from coming into conflict with the law.
- 5 Explore the possibility of interagency cooperation when dealing with young people who come to the attention of civil or judicial authorities.
- 6 Create an engaged environment for professionals attending juvenile justice seminars to become actively involved in the learning process.

Pre-read

This method uses the principle of open and distance learning in imparting knowledge and assisting participants to initially examine their own attitudes. Trainers issue seminar participants a prepared booklet similar to the one in the supplementary material.

The strengths of this method are that it ensures that all participants attending will have the same base of knowledge. This preparation is beneficial for several reasons. It allows more time for the trainer to develop skills and abilities on more complex issues; raises participants awareness of issues they may face in the work place; develops a proactive approach among juvenile justice officials in dealing with juvenile delinquency issues; and prepares participants to adjust from traditional teaching methods to an interactive method where participants are responsible for their own learning, including discussing findings in small groups.

As with any teaching method, it also contains weaknesses. The biggest weakness is that this method relies on the participant's motivation to read and complete the activities in the material. Trainers need to remember that some adult participants have to balance the pressures of home life, heavy workload, keeping up to date with changes in legislation and working practises with having to study in their free time. There is a natural tendency to prioritise these demands, and the training material is not always the top priority. Other weaknesses may include

problems with distribution, especially to those in outlying areas, and the issue that participants may already have the material and could be alienated if they already possess the knowledge in the material.

Finally, trainers need to ensure that the aim and objectives of the pre-read and the attending activities have been met, and that there is a means of assessing this. For further guidance, see Module 4, Methodological Suggestions, and Module 8, Evaluation. The trainer must assure a direct line of communication with the participants to clarify any ambiguities.

The Mosaic

This method is useful when the trainer has the time to cover all the topics contained in the juvenile justice programme and all the participants have the same basic level of knowledge on the Convention. The trainer will need to separate the pre-read articles into four sections, for example fundamental principles, Beijing rules, Riyadh guidelines, and articles 37 and 40.

Procedure

Stage 1 > Trainer introduces the activity by outlining the overall aim and objectives.

Stage 2 > Split participants into 4 equal-sized groups.

Stage 3 Provide each group with the selected material and give sufficient time to study the material and prepare to present it to their peers.

Each group presents their findings to the rest of the class and the trainer, who clarifies any ambiguity.

Debrief

Stage 4

The trainer then evaluates and consolidates learning with a pre-selected case study (see supplementary material). Participants answer a series of questions about the case, focusing on the convention.

Authors' note

Trainers should be aware that this method is suitable for disseminating theoretical material, yet the emphasis of any human rights training is to also focus on the attitudes of juvenile justice practitioners. Therefore, an exercise to address feelings with a real example is necessary to develop the theoretical material learned. A case study is the most effective medium for this.

Developing complex issues

The next series of suggestions are designed to build on participant's knowledge, skills and attitudes gained from previous sessions. The main focus is to examine current procedure, assess whether it conflicts with international norms and standards, and develop strategies for juvenile justice officials and practitioners to use in their day-to-day dealings with children who come into conflict with the law.



Aim. Build on existing knowledge of the Convention and develop skills and attitudes necessary for participants to deal with children who come into conflict with the law. Examine initiatives to improve existing conditions for children who are in, or in danger of entering, the juvenile justice system.

Objectives: At the end of this activity the participants will be able to:

- 1 Compare how existing legislation in the Republic compliments or conflicts with international laws and standards.
- 2 Examine current laws, strategies and initiatives for children who are in danger of being in conflict with the law.
- 3 Develop strategies to improve current practise and procedures.
- 4 Integrate the juvenile justice syllabus to assist participants in dealing with complex issues.
- 5 Distinguish the skills and abilities that will assist participants to become 'Agents for change' when dealing with children and young people.
- 6 Create a spirit of cooperation and foster an interagency approach when dealing with children and young people who are in conflict with the law.

Suggestion 1. Panel of experts and Case study



Procedure

Stage 1 Provide participants with copies of articles 5, 9, 16 and 19 of the CRC.

Stage 2 Introduce the problem to be discussed, for example, pose the question.

"How do the provisions of present civil and penal code in the Republic of Moldova support or contradict with these articles?"

Stage 3 Select a panel of experts and arrange the room for the discussion forum.

(See Module 6 for details.)

Stage 4 Presentations are made by the 'experts'. The trainer ensures that the panel stays focused and appropriate.

Stage 5 Invite discussions and questions from the floor. The trainer may develop this further by prompting a discussion on the rights of parents and the use of corporal punishment that is effectively prohibited by Article 19 (1). The trainer may pose the question "Would parents in certain sections of Moldovan society view this as state interference with their rights as parents?"

Following the 'simple to complex' concept, the trainer may now introduce a case study to evaluate the above lesson and build future strategies. It is recommended that the trainer provide time for reflection by giving the participants at least a 15-minute break before moving onto the next stage.

Stage 6 Provide each participant with a copy of case study 1, "Arthur's story", and task them to note which articles of the Convention are covered by the case study. Allow 5 minutes.

Divide the participants into groups to answer the following questions: What offences have been committed under national law? If the incident were reported to participants, what action would they take? Presentations to peers can be in any format. Allow 20 minutes.

Each group presents their findings to their colleagues, inviting comments at the conclusion of each presentation. Allow 2 minutes per group and 5 minutes for questions from the floor.

The trainer summarises the main points of the presentations from the 'Expert group' and case study, and proposes a vote on the question, "Does

Stage 9

Stage 7

Stage 8

the floor agree that the current provisions of the civil and penal code in the Republic of Moldova support the Convention?"

Stage 10

The trainer debriefs the session using Kolb and Fry to formulate an action plan (see supplementary material).

Authors note. When discussing future actions and formulating an action plan connected with this exercise, trainers need to be aware of what is realistic under the present working practises of the criminal and civil juvenile legislation. Action plans **MUST** follow the SMART principle and be realistic.

Suggestion 2. Case study

Procedure

Stage 1

Provide participants with copies of articles 5, 9, 16, 19 and 25, and allow sufficient time to read the information.

Stage 2

Provide each participant with a copy of "John's story" and ask them to answer the following questions: Which of the articles they just read are covered in the case study? What offences, if any, have been committed under national law and by whom? If this action were reported to the participants, what action would they take? Participants should work independently and not confer with their colleagues. Allow 15 minutes.

Stage 3

Form participants into groups, where they will reach a consensus in their answers to the above questions and present them to the rest of the group. Trainers need to monitor their groups carefully to ensure that no individual becomes isolated from the group if they are not in agreement with their peers. Allow 15 minutes.

Stage 4

Group presentations should be limited to 2 minutes per group, plus time for discussion from the floor.

Stage 5

The trainer should clarify points raised and clear up any ambiguities. Participants remain in their groups and work on the following scenario: "Imagine that you have called John into the police station for an interview. Answer the following questions: Where in the police station would they interview John? How would they lay out the room? Who would be present in the interview? After the interview, what action would they take?"

Authors' note. At this stage, trainer may wish to test the participants' creativity and limit the type of presentation. For example, do not allow the use of flip charts or minilectures. Sufficient time and resources should be allowed. It may be necessary to give a break to avoid participant overload.

Stage 6

Groups present their findings to their peers.

Stage 7

The trainer consolidates presentations and may pose the question, "What if the age of the interviewee were below that of criminal responsibility? What difference would it make?" Possible responses include an inability to work, the need to refer John to another department, or simply ignore the problem. Then using Kolb and Fry, guide the participants in identifying what they have learned from the individual group presentations and what they would change in the future.

Developing future strategies



The next lesson is designed to assist trainers in focusing on interagency cooperation and working with family groups. It concentrates on one specific case study. It is up to the trainer's discretion to use this lesson for all participants or for selected groups.

Aim. To foster a spirit of cooperation among professionals working with children and young people who are at risk or who are in conflict with the law.

Objectives. At the end of this activity participants should be able to:

- 1 Promote involvement of family groups in education on the CRC and targeting victims and offenders.
- 2 Devise strategies to identify children and young people at risk.
- 3 Examine methods of data gathering and storing of intelligence on exploitation in any form.
- 4 Create a system of efficient storage and information sharing on victims and offenders.
- 5 Consider the use of professional teams to offer mutual support.

Procedure. Continuum and Case study.

Stage 1

Distribute articles 34, 35 and 36 of the Convention and give participants time to read them. Allow 5 minutes.

Stage 2

Clarify any ambiguity the participants may have with the articles.

Stage 3

Tell the participants, "It is the role of the police to carry out the requirements of Articles 34, 35 and 36." The trainer can use the continuum method for this activity (see module 4, Training Methodology).

Stage 4

The trainer selects a representative from different areas of the continuum to give the reasons for their decision and summarise them on the board.

Stage 5

The trainer should debrief participants at this stage of the exercise. Allow 20 minutes.

Stage 6

Give the participants the case study, 'Ana's story' (see supplementary material) and allow time to read the material.

Stage 7

Depending on the positions participants took on the continuum, the trainer may now use the continuum to formulate arguments using the PRES method (see module 4) and ask for supporters of the following statements:

- a) The most effective way to deal with traffickers is with the international community and government.
- b) The police should use whatever methods they choose to gather intelligence and deal with traffickers.
- c) A core group of professionals from various ministries should be formed to address trafficking.
- d) Police and social services departments should cooperation with municipal government, non-governmental organisations, and the community to address trafficking.

Each group will have 15 minutes to formulate their arguments, with the trainer closely monitoring the groups. Arguments should contain realistic strategies that could be employed in their day-to-day duties.

Stage 8

Each group has 5 minutes to support their point of view.

Stage 9

The trainer will then call for a vote from the floor to see which presentation wins the support of the whole group.

Stage 10

The trainer leads the class in debriefing the lesson, highlighting and clarifying any ambiguities.

Allow participants a break before moving on to the final stage.

A natural progression from the above session can again use the concepts of Kolb and Fry and the SMART mnemonic to devise strategies that participants/practitioners may use in their day-to-day duties. It will depend on the composition of the group; for example, officials from the Ministry of Justice may not gather evidence or collect data on trafficking trends. However, a particular group of participants may be able to influence future strategy.

A suggested format for closing the session follows:

Brainstorm method

Stage 11

Participants consider the current practice of gathering information on crime trends involving children and young people. (Does it exist?) Initial thoughts are brainstormed onto the board, either by trainer or a nominated note-taker.

Stage 12

After the brainstorm, the trainer separates responses into sections, for example sole responsibility of police, community, etc.

Stage 13

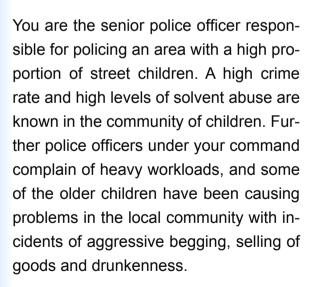
Ask participants to consider the responses and divide them into the following categories: Must do, Should do, Could do. Remember that participants and trainer need to use the SMART mnemonic and be realistic.

Stage 14

Participants formulate an action plan to carry out when they return to their workplaces.

SUPPLEMENTARY MATERIAL

Documents for activity on Introduction to Human Rights



Some officers operating from your station have a reputation for being fairly tough. These individuals are prepared to use unlawful methods, including excessive force, to achieve their objectives. Complaints



from the children and some members of the community against these officers reach your attention. You yourself are aware that these officers have a generally cynical and aggressive attitude towards the children and members of the public.

You are concerned about the effect this is having on relations between the police and the community in your area. You are also concerned for the police officers themselves, and the effect their work and their attitude is having on their personalities. Furthermore, you feel that if you do not react to the situation, some may make themselves liable to disciplinary action or even serious criminal charges.

You decide to discuss your concerns with their supervisor, and the response is that as that unit has a tough job in a tough area, it is inevitable that they will be aggressive. The supervisor says that you cannot expect them to obey the rules if the children don't.

You respond by saying that he/she and the officers under his/her control are not showing a professional attitude to their work. The supervisor replies that surely being professional amounts to no more than getting results and showing everyone, even the children, who is the boss.

Question 1

What challenges do you think the police feel they face in the above circumstances?

Question 2

How would you define the term "professionalism" as far as the police are concerned? How valid is the supervisor's argument that because the officers are policing a tough area, it is inevitable and even acceptable that subordinates will act aggressively and possibly even unlawfully?

DOCUMENT B

CHALLENGES AND PROFESSION-ALISM

CHALLENGES

CRIME RATE

LEVELS OF SOCIAL DISORDER

LEVELS OF VIOLENCE USED BY THE CHILDREN

THREATS TO THE WELL BEING OF THE POLICE OFFICERS

DOCUMENT C

CHALLENGES AND PROFESSION-ALISM

PROFESSIONALISM

HIGH LEVEL OF KNOWLEDGE AND SKILL IN THE CRAFT OF POLICING

KNOWLEDGE OF, AND RESPECT FOR, THE LAW

ABILITY TO RETAIN OBJECTIVITY AND DETACHMENT, AND TO MINIMISE EMO-TIONAL INVOLVEMENT IN SITUATIONS



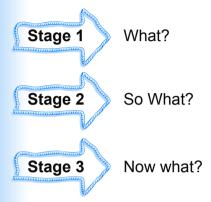
IN SUMMARY:

KNOWLEDGE
SKILLS
EMOTIONAL MATURITY

Suggested debriefing modelled on the Kolb and Fry theory of the experiential learning cycle.

This model may be used for debriefing any learning activity or, as suggested on the session dealing with stress, as a model for everyday situations.

A brief explanation of Kolb and Fry can be given in three stages:



In Stage 1 the trainer or supervisor/counsellor focuses on what has happened to the person they are debriefing. This is followed by questions such as: How they were feeling at the time? How did they think the other person was feeling? What emotions were each of them going through, e.g. anger, humiliation, frustration, resignation or uncaring about what was happening. How are they feeling now?

It is important to remember that when dealing with stressful situations, one of the most effective debriefing tools is silence. Allow the subject time to reflect on these questions and put their thoughts into a logical sequence.

In Stage 2, move on to ask about the consequences or possible consequences of the incident discussed in Stage 1. At this point the subject may be faced with far reaching consequences, such as prosecution, demotion, alienation from his/her friends and colleagues, having to change their home or job, and possibly having to leave their partner or divorce. In the short term they may face ridicule, public censure or even be a figure of amusement. It is important to recognise that all these feelings or situations will affect the person's professional and domestic/private situation. On the positive side, a stressful situation could bring recognition, promotion, financial or a social reward, medal, citation, etc.

Stage 3 moves on to the future and focuses on lessons learned from the incident or exercise that the subject experienced. At this stage it is beneficial to all parties to adopt a positive outlook, hence the expression 'learning from experience'. Here it would be useful to develop an action plan, either short-term or longer term. Also at this stage, encourage the subject to carry out the new strategy as soon as possible and evaluate the result using the three stages again.

JUVENILE JUSTICE TRAINING PRE-READ

This booklet has been designed to provide trainers and other resource persons with an alternative method to deliver background information on international human rights norms and standards related to juvenile justice in Moldova. The value in this method is that when trainers have little time to deliver a human rights programme, it enables all participants to gain background knowledge prior to attending training sessions. This helps participants attain a competent level of knowledge.

It examines how international guidelines for the treatment of young people, prevention of juvenile crime, and dealing with young offenders affect professionals who work with children and young people in conflict with the law. It is not intended to teach areas of the Moldavian Penal Procedure Code.

After reading this booklet, participants should have an understanding of:

- How the Convention on the Rights of the Child affect them.
- The international laws and regulations regarding the treatment of young people.

 Strategies that police and other agencies, working in cooperation, can adopt to prevent young people coming into conflict with the authorities.

A number of activities throughout the booklet are designed to encourage participants to reflect on how they deal with young people now, and areas they may wish to develop for the future.

The manual's authors appreciate how busy potential participants are, but it is important to complete the reading and exercises before attending any workshop, as they form an integral part of the programme.

Participants may find it useful to meet with a colleague to read through the booklet and do the activities together. is the authors also recommend a support mechanism, either through direct contact with participants or some other means, that will enable participants to clarify any ambiguities they encounter as they complete the pre-read and activities.

I. INTERNATIONAL STANDARDS

From your own experiences you will realise that many different cultures exist throughout the world. These affect how people, especially young people, are treated. In some instances, abuse of children was widely practised. To overcome this the international community, through the United Nations, has imposed strict guidelines regarding the treatment of all children. These are laid down in **THE CONVENTION on the RIGHTS of the CHILD**



(CRC). The Convention was the quickest universally ratified human rights treaty and was adopted by 191 countries in November 1989.

Moldova ratified the CRC on 26 October 1993. Moldova has a monist system, which means that international instruments automatically become part of the national law upon ratification or accession. The Republic of Moldova states that where national law is in conflict with international law, the latter takes precedence.

The rights covered by the Convention can be divided into 3 categories:

1. PROVISION

The right to services such as food, education and health care.

2 PROTECTION

The right to protection from torture, and cruel and inhuman treatment and punishment.

3. PARTICIPATION

The right to legal assistance and to participate in decisions affecting their lives.

In criminal work, further rules regulate the treatment of young people who come into contact with criminal law. Each country has a section of their respective criminal codes relating to juvenile issues.

There is also an international code which lays down the minimum rules for the Administration of Juvenile Justice. These are known as the **BEIJING RULES**. Whether you work as a juvenile justice professional in Chisinau, London, or New York, these guidelines must be followed to ensure that young people are treated fairly.

International community members have different views on the age of children. So the first standard set by the Convention on the Rights of the Child was to interpret the meaning of a **child**.

For the purpose of the present convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is reached earlier.

(Article 1, Convention on the Rights of the Child)

In Moldova the law goes into more detail regarding children who are subject to their own penal system and sets out ages when a child is accountable for their actions and what the authorities may do with them.

Activity 1

Use the space provided the answer to the following question.

Question 1

Under the Moldovan criminal code, at what age is a person fully liable for their actions?

Question 2

What do you believe the age should be? Please list your reasons.

II. TREATMENT OF YOUNG PEOPLE

This section concentrates on how young people should be treated. Before reading on, please complete the following activity.



Answer the questions in the space below.

Question 1

How do you think young people should be treated?

Question 2

What do you see as one of your primary roles when dealing with young people?

Comment on Activity 2

You may have thought of several answers to the first question. Some of these will be contained in the international guidelines. These will be explored during the following pages and in the workshop on Juvenile Justice and dealing with children in difficult circumstances and who come into conflict with the law.

Regarding the second question, it is important to consider the issue of protecting young people from those who wish to exploit them. Your role is important in the future development of young people.

Turning to the next four articles in the Convention, we examine how the rules affect you. These articles are the Fundamental Principles on the Rights of the Child.

Respect and ensure the rights set forth in the present convention to each child without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

(Article 2.1, Convention on the Rights of the Child)

This may cause some difficulties, as the article is very precise in how children should be treated. Professionals who work with children in conflict with the law can largely protect children from discrimination of any kind. Remember these are the adults of the future.

Take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

(Article 2.2, Convention on the Rights of the Child)

In all dealings with young people, whether as judges, prosecutors, police officers, or members of other agencies with responsibility for children, it is imperative to remember Article 2.2.

The next article places all countries under certain obligations when dealing with a young person in any sort of official capacity. For members of a police force implementing the legal system, the best interest of a young person must be their primary consideration.

In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

(Article 3.1, Convention on the Rights of the Child)

Before going on to the rest of article 3, spend a few minutes on the next exercise.

Activity 3

Think about your culture and write in the space below what problems Article 3.1 may cause when you are working with children?

Your answers will be shared during the workshop. If you are having difficulty understanding the question, think of the different backgrounds of children who live in Moldova. Class, economic status, and culture can influence how a child is treated.

Article 3 continues:

They shall undertake to ensure the child such protection and care as is necessary for his or her well being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take appropriate legislative and administration measures.

(Article 3.2, Convention on the Rights of the Child)

This section of article 3 is concerned with a partnership approach for looking after the interests of children. One problem you may have listed in the previous activity was concerning the rights of parents. Parents have a legitimate right to care for their own children. However, there may be occasions when this is not possible and responsibility for the care and protection of children is passed to others.

Activity 4

Question 1

Give examples of when you were involved with young people and their care and protection had to be taken away from their parents.

Question 2

How can you support the provision of care and protection for children?

Comment on Activity 4

In response to this question, think of those children from poor economic and family backgrounds who are forced to live or work on the streets. Much discussion has been focused on the problems caused by traffickers and risks faced by young girls. In researching and preparing this pre-read, time was spent talking to children and young people who were in a temporary placement centre and a municipal street shelter. We will look at these areas during the workshop and discuss ways you can help. It will be helpful if you bring your answers to the above questions to the training.

Finally, in this section:

Shall ensure that institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by the competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

(Article 3.3, Convention on the Rights of the Child)

This section covers, among other areas, the Juvenile Justice system. It places a responsibility on governments to ensure that staff involved with young people is properly trained. This may be one of the reasons why you are attending this course.

We will now look at Article 6, which is very simple and seen as a universal human rights principle.

States parties shall recognize that every child has the inherent right to life.

(Article 6.1)

This statement does not need an explanation here.

Parties shall ensure to the maximum extent possible the survival and development of the child.

(Article 6.2, Convention on the Rights of the Child)

Again, the convention stresses the importance of a partnership approach in any dealings with children. There is no doubt that some children in Moldova are suffering hardship and that some mistrust towards authority exists. One of the roles that you can adopt is to overcome this feeling among children and in communities.

Activity 5

As a person in authority, how can you play a part in the survival and development of young people? Before you read on, write your thoughts in the space below.

Comment on Activity 5

As usual, many answers to this question are correct. The situation you work in is very different to that in other countries. Yet no matter what job we do or where we live, everyone has a responsibility to protect children from violence and exploitation. Children most at risk are those who do not live in a caring and supportive environment. These young people are most likely the ones you will meet and work with. Please remember that no matter what their background, they are the future of Moldova.

During the workshop that you will attend, we will discuss and explore ways you can interact with young people to carry out the responsibility imposed by Article 6. Your experiences will be important when we talk about these issues, because this programme aims to be realistic and help people carry out their duties in a child-friendly manner.

The final article in this section addresses the views of the child. When we meet, one of our first exercises will look at how we view children. Different cultures see children in different ways, and different groups of people also different approaches based on each person's or social group's role in society. This does not only apply to professions—police officers, social workers, judges, lawyers or employers—but also to one's view as a friend, parent, sibling, aunt or uncle.

States parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

(Article 12.1, Convention on the Rights of the Child)

Simply put, this article states that whenever you are working with a young person, especially in a situation that affects them, you must take their wishes into account. You should ask yourself one question before you do this.

Activity 6

Write what you think this question should be in the space below.

Comment on Activity 6

The question we should ask is, how do I know the child is capable? You may not be able to answer this when you first meet a young person. In any case where you think a child may be unable to express their wishes, due age, influence of drugs or alcohol, or physical or mental disability, seek expert advice. These children can be easily influenced.

Article 12 continues:

For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

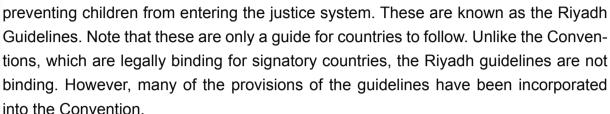
(Article 12.2, Convention on the Rights of the Child)

This article directly affects all those in authority, including police officers, social workers, prosecutors and judges. In any official dealings with young people, all authorities must ensure that the child's side of the story is heard. Remember that this does not mean that they have to talk to you. If you ever suspect that the young person is not capable of giving their views or understanding what is happening, then you must make sure that a suitable person will represent them.

Regarding this, please note that many, if not all, children in conflict with the law or in difficult circumstances find their situations confusing, scary, and arbitrary. This is especially so when authority figures who the child does not know are making decisions for and about the child. Even a child who is mature and articulate, and who appears both to understand what is happening and to be able to articulate their position, may need some assistance in evaluating and formulating his or her situation. Therefore, it is important for the adults working with children in conflict with the law to determine if there is an adult to advocate for the child. This must be someone who can, without bias or conflict, educate the child about the legal process and assist the child in evaluating his or her options. Giving the child access to such an adult should improve a child's ability to express his or her views about his or her situation in a meaningful way.

III. PREVENTING YOUNG PEOPLE FROM COMMITTING CRIME

The last section looked at the basic rights of children. This section moves on to the United Nations guidelines aimed at



Depending on your point of view and your role in society, you may view preventing young people from conflict with authorities as the responsibility of the police or the family. The international community holds that it is everyone's responsibility to keep children from coming into conflict with the law or entering the criminal justice system.

The prevention of juvenile delinquency is an essential part of crime prevention in society. By engaging in lawfully, socially useful activities and adopting a humanistic orientation towards society and outlook on life, young people can develop non-crimonogenic attitudes

(Fundamental Principle 1, Riyadh Guidelines)

We will now examine this statement and how it affects you. You will see that everyone shares responsibility for preventing young people's involvement in crime. Again this espouses the partnership approach. Why is this? Could it not be argued that it is solely the job of the police or the prosecutor or even the court to prevent crime?

To put it in simple terms, everyone is affected by crime. Not only the people involved in breaking the law, but also their families and community, the people who have been wronged, and of course the legal and administrative system.

So what part can you play in preventing young people from breaking the law? Think back to the comments on Article 6 and the development of young people.

Activity 7

Think about the following question and write down what you can do to prevent children from breaking the law.

Question

What part can you play in preventing young people from breaking the law?

Comment on Activity 7

You have a better understanding than others of the problems facing children in Moldova, including the dangers they face working on the streets, frequenting Internet cafes, and having access to drugs. By interacting with them, listening to them and understanding their problems, you may be able to influence their behaviour.

It is important to respect their point of view and be aware of what they are experiencing when they are at risk. Another Riyadh principle covers this point.

The need for and importance of progressive delinquency prevention policies and the systematic study and the elaboration of measures should be recognized. These should avoid criminalizing and penalizing a child that does not cause serious damage to the development of the child or harm to others. Such policies and measures should involve:

Consideration that youthful behaviour or conduct that does not conform to overall social norms and values is often part of the maturation and growth process and tends to disappear spontaneously in most individuals with the transition to adulthood.

(Fundamental Principle 5(e), Riyadh Guidelines)

On first reading, this part of the guidelines may appear complicated. What it is saying is that we all had to grow up at some time and the behaviour of the young might not necessarily fit in with the adult world. Think back to when you were young.

Activity 8

Spend some time on the following exercise.

In the space below, write your answers to the following questions. We will look at them during the workshop.

Question 1

What can you do as part of your day-to-day duties to prevent young people who live in difficult circumstances from coming into conflict with the law?

Question 2

What benefits will you gain from this activity?

Question 3
What benefits will the young people gain?
Question 4
What benefits will the community gain?

IV. ADMINISTRATION OF JUVENILE JUSTICE



This section examines more articles from the Convention on the Rights of the Child, and the international rules that cover the Administration of Juvenile Justice known as the BEJIING RULES.

Juvenile Justice systems shall emphasize the well being of juveniles and shall ensure that any reaction to juvenile offenders shall always be in proportion to the circumstances of both the offenders and the offence.

(Beijing Rules Principle 5.1: Aims of Juvenile Justice)

As principle demonstrates, the United Nations realises that children enter the penal system and has imposed strict guidelines on how they should be treated.

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and

in a manner, which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances:

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and a prompt decision on any such action.

(Article 37, Convention on the Rights of the Child)

Section B of Article 37 emphasises that arrest, detention or imprisonment of a child should be used only as a last resort. Remember this article affects every institution that works with children and prevents them from leaving freely.

Article 40 of the Convention goes into detail on the procedure for children who enter a penal system.

States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

(Article 40.1, Convention on the Rights of the Child)

This article promotes recognition of each child's dignity so that the legal system does not turn a child into a professional criminal and thereby prevents him or her from becoming a useful member of society. Respect for children is achieved by following the remainder of the article.

To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

- (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
 - (i) To be presumed innocent until proven guilty according to law;
 - (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation of his or her defence;
 - (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
 - (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination on his or her behalf under conditions of equality;
 - (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
 - (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
 - (vii) To have his or her privacy full respected at all stages of the proceedings.

(Article 40.2, Convention on the Rights of the Child)

This section outlines how children are to be treated from the moment an allegation is made, through investigation, arrest, charging, any pre-trial period, and sentencing.

Before moving on to the rest of Article 40, spend a few minutes completing the following activity.

Activity 9

Articles 37 and 40(2b)(iii) mention that the child's parents or legal guardians should be involved except when their involvement is not in the best interests of the child. In what circumstances would it not be in the interest of the child to have their parents or legal guardians present?

We will look at your answers during the workshop.

Article 40 continues:

States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

- (a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law:
- (b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

(Article 40.3, Convention on the Rights of the Child)

This section of article 40 requires governments to set a minimum age for criminal responsibility. It also advocates developing procedures to deal with children who may have infringed penal law without resorting to judicial proceedings, and provision of a variety of alternatives to institutional care.

The Beijing Rules offer further guidance for Section 3.

In view of the varying special needs of juveniles as well as the variety of measures available, appropriate scope for discretion shall be allowed at all stages of Juvenile Justice Administration, including investigation, prosecution, adjudication and the follow up disposition.

(Beijing Rules, Principle 6.1)

This rule says that all involved in the juvenile justice system--police, public prosecutors, judges and welfare officials--should be able to use discretion when dealing with young people's infringements of the penal code.

It goes on to say:

Efforts should be made however, to ensure accountability at all stages and levels in the exercise of any such discretion.

(Beijing Rules, Principle 6.2)

This is very important to note and is in accordance with article 3(b) of the Convention. The rule is adamant that all officials using discretion will be accountable. This ensures that the system is fair to all, regardless of their background.

Alternative measures are delineated in the final section of Article 40.

A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well being and proportionate both to their circumstances and the offence.

(Article 40.4, Convention on the Rights of the Child)

In the outline for its General Discussion on the administration of juvenile justice, the Committee stated that the Convention, together with the United Nations rules and guidelines on juvenile justice, "call for the adoption of a child-oriented system."

For the final activity in this section, answer the following question.

Activity 10

Can you think of measures affecting you, wherein Moldova is adopting a child-oriented system?

Comment on Activity 10

Our immediate thoughts on this question are of two obvious ways. First is the establishment of specialised judges and prosecutors who will deal solely with children. Second, workshops concentrating on the treatment of children and young people who come into conflict with the law.

V. CONCLUSION



The message throughout this booklet is to respect the rights of the child and assist in their development. The exercises you

have completed will be referred to during the workshop, to further develop your skills with young people and assist you in carrying out the duties as stipulated by international guidelines.

Four more articles contained in the Convention will be covered during the five days of the training. These articles focus on the rights of parents and the community, the separation of children from their parents, the child's right to privacy and the child's right to protection from all forms of violence.

They have not been covered in this booklet, as its main aim is basic rights and the administration of juvenile justice.

REVIEW

After working through this booklet you should now be aware of and have considered the elements of international law, practice and procedure relating to young people:



Your personal and professional role and attitude towards the treatment of young people

The international laws and regulations regarding the treatment of young people

The care and protection of young people

Preventing young people from committing crime

The rules governing detention of young people

You should bring this booklet with you to the workshop and be prepared to discuss the comments you have made for the ten activities.

Finally, thank you for your time reading this booklet. Hopefully you have found it useful. We look forward to seeing you at future training seminars.

CASE STUDIES

The following case studies are included for trainers to use with any of the activities in part two of the manual. We hope that, as time goes by, trainers will build on these simple case studies. Trainers can develop complex, comprehensive files such as the article printed from the English magazine with Ana's story.



Arthur is a 16-year-old boy. Although he was born in Russia and lived there for 6 years, he is a Moldovan citizen. His parents came back to Moldova and lived with Arthur's grandmother, 39 km from Chisinau. His father abused alcohol and began beating Arthur and his mother when he drank. After six months, Arthur's grandmother became ill and she threw Arthur's family out of the house. His parents divorced and went in different direc-

tions, not appearing to care what happened to their son. Arthur believes he knows where both parents live. He thinks that his mother went to live with her parents and his father is living in a village in Moldova.

Arthur remained with his uncle who lived next door his grandmother in another house. He lived \ with his uncle until he finished the 6th grade. After this his uncle threw him out without really explaining why.

Starting that summer and until the following April, Arthur lived in the village. He slept on a bench in the village bus shelter. To survive he worked for villagers, helping them with agricultural work and any other work that he could find.

After learning about this situation, the local police officer spoke to the mayor, who promised to find a room for Arthur. But it never happened. In April the police officer arranged for Arthur to go to the Temporary Placement Center in Chisinau. He has been there for about four months and there has been no contact with any members of his family. Nobody in authority at the center has asked him what he wants to do. He knows that he has an aunt that lives in Saratov and Arthur believes that his aunt would let him stay with her, but he cannot give an address. He has not told the authorities this and no one has examined his case or circumstances. He has no idea what the future holds for him

Interviewers' comments

During the interview with Arthur, he could not maintain eye contact and was incapable of formulating long sentences. While he was telling his story, the interviewers observed that tears came into his eyes on several occasions. When questioned about his living conditions during his time with his grandmother and uncle, and when he was thrown out of the house, he became evasive and quite distressed.

Issues for interviewers:

Expert interviewers

Stress management

Psychological support

Damage limitation

Sex of interviewers

Specimen issues that trainers could focus on when using this case study:

Economic migration

Duties and responsibilities of parents

Duties and responsibilities of other family members

Duties and responsibilities of the state (local police, mayor, temporary placement center, other)

Periodic review

Best interest of the child

Child's view of being heard

Interagency cooperation

Application and enforcement of national legislation

Application and enforcement of international law

Citizenship
Identity documents
Role of the community
Family violence
Alcohol abuse

Valentina

Valentina is 14 years old. She lived across the street from the Temporary Placement Center with her mother and grandmother. The family is well known to the TPC police officers. She regularly attended school with no history of truancy.

Two months ago, her mother sold the apartment and went to live in Basarabeasca. Valentina and her grandmother did not go and rented a place near their former apartment. Soon after that, Valentina finished 7th grade and her grandmother decided to move to Basarabeasca to rejoin her daughter Irena. Valentina was allowed to stay three more days with her friends and their parents before coming to Basarabeasca. On the second day at her friends' the landlady reported her as

being vagrant. She was picked up while sitting with her friends on the street in front of the friends house. The friends' mother knew where Irena, Valentina's mother, was staying and even had the telephone number. But despite knowing this, Valentina was still bought to TPC by the police.

She has been in the TPC for four days. She was told that the police couldn't find her mother (who does not have a phone in Basarabeasca). Valentina believes that when her mother discovers that she is not staying with her friends but is in police custody, she will come to take her home. She was told that if the mother is not found, a police officer from Basarabeasca would come and take her to her family.

Interviewers' comments

During the interview Valentina was very articulate and did not appear naïve. She was more than capable of expressing her views. Although willing to go and live with her mother and grandmother in Basarabeasca, she did not want to leave her friends in Chisinau.

Trainers can carry out a similar exercise to the one after Arthur's story. Note the issues raised by this case study. These form the basis for debriefing.

Mike

Mike is 14 years old. He lives in Straşeni with his twin sister and his grandmother, who works at a large firm. His mother went to work in Greece two years ago. His father remained behind and during

this time started physically abusing Mike, although as Mike puts it, not on a regular basis. His father went to work in Russia 6 months ago. Mike attends the local school and is a very good student. He has no

grades below 8 (80%). At school he shows a particular interest in technological education and drawing.

Two months ago he came to Chisinau alone and he was picked up by the police, while watching a movie about Christ's life in an Internet café. Since then he has been staying in the TPC. His grandmother knows that he is there and will come to pick up him in about a month when school starts. He does not know why she is leaving him for so long in the Center. During his time at the Center he participates fully part in the activities, including going to camp with other children, and has done other different activities (reading, drawing, playing football, etc.).

Mike has been at the TPC on eleven previous occasions. This is his 12th time there. He was placed for the first time two years ago, after his mother left for Greece.

Sometimes he came to Chisinau and was picked up by the police and referred to the TPC. For example, one year ago he came for June 1st, Children's Day, to the Circus in Chişinău. He was picked by the police just 50 meters from the Circus. He had 150 lei with him that was a present from his mother. He never has seen the money again. The same thing happened another time when he was picked up in a department store. He had 25 lei on him, but learning from his previous experience he kept 15 lei hidden in his shoe and the police never found that. Other times he comes to the TPC by himself. When he was asked why he does that, his answer was that he does not get along with his sister and grandmother, and after quarrelling with them he feels like going away. Also he says that there is nothing interesting in Straşeni so he likes to come to Chisinau from time to time.

Interviewers' comments

During the interview Mike was very articulate and streetwise. Although no allegations appear to have been made by the police against him it was not certain that Mike was not involved in criminal activity. It was clear that he is a boy who was easily bored and needed to fill his time usefully.

Ana

Ana is 17 years old. She lived with her parents in a village about 150 km from Chisinau. Three years ago she came to Chisinau to visit friends, as there was little to occupy her in the village. During this time she stayed with different friends, occasionally working in bars. About nine months ago she was promised work in Turkey in a hotel and her parents went with her to the airport so that she would

be allowed to leave the country. She went there, worked for three days and was then forced into prostitution. After a month a man "bought" her out of this. She stayed for two more months with him until the local police caught her and sent her back to Moldova. She is now a witness in a criminal investigation related to the trafficking of young girls.

After coming home to Moldova she stayed about a month in a rehabilitation center. After this she rented an apartment with one of her friends (a 15 year old girl who was to have joined her in Turkey, but Ana managed to warn her not to come). A week ago the apartment contract expired. She and her friend left their luggage at a friends' apartment and went to a disco that night. There her friend met an Arab man who invited them to stay at his place. At approximately 4 am they came for their luggage and started putting it in a taxi. When the last thing was to be

brought to the taxi, Ana was stopped by plain-clothes police officers in an unmarked police car. They detained Ana and her girlfriend. When Ana asked why they were being detained, the police told her that she was not 18 years and could not wander the streets without parents. Ana does not think this is a reason, as she went abroad by herself and only recently returned from the seaside in Ukraine. She and her friend were placed in TPC. When she asked why, she was told that there are reasons to keep her there, but they would not explain to her.

Interviewers' comments

The interviewers are not sure why she was able to warn a 14 year old girl not to come to Turkey because she would be forced into prostitution as well, and yet made no effort for one month to escape or alert the authorities. She did comment during the interview that she was treated reasonably well, allowed to keep her documents and at times all her male clients wished to do was to drink wine and talk. She did reveal an instance when she received physical abuse (two slaps across the face). It is felt that this story strongly supports the article from the English 'Observer' magazine.

John

John is 16 years old and was born in Chisinau. He went to school and finished two grades but for a reason that he did not disclose, he dropped out. For over a year he did nothing and stayed home. Then he was sent to an *internat*. He did not like being there. After a few days he ran away. He did not go back home and lived on the streets. To survive, John guarded cars, carried loads in the open market, and other odd jobs. There is no mention of any criminal activity. After two years away from home, he returned. His father was seriously ill and his mother had divorced him and was living with an-

other man. He lived with his mother and stayed with her. At first everything was OK, but after a month the step-father started to drink and beat them. At this time John's father died. The atmosphere in the mother's family got worse, so he ran away again and returned to the streets.

When he was 15 and a half, he entered a warehouse on private property. It was left unlocked, and John was looking for empty bottles to sell. He was discovered by the owner, who told him to leave the premises and not return. After 15 minutes, John said that he returned to the warehouse for a personal thing that he

had left behind. The owner saw him and this time called the police.

At the police station John was interviewed and sent back to his mother's house. A week later, an inspector for minors invited him to the police station. The inspector told John that he was under a criminal investigation and would be tried for what he had done. After the interview the inspector told John that he has to come to the police station whenever he was called. For about three months nobody contacted John or his mother.

One day a police officer came to their house and invited John to come to the police office to finish some paper work. At the police station John was interviewed and locked in a cell. The attorney appointed by the state told John that he needed about 500 lei to try to close the

case. When told that John's family did not have this money, the state appointed defender disappeared and never showed again. John stayed locked in a cell for about six months. Initially he was in police detention for 9 days, and then he was placed in the detention center before he was brought to court to be tried. During this period of detention, he was physically abused and kept with adult prisoners in the police detention center. After the initial session in court, he was sent to the detention facility again where he was locked up for another five months. Altogether during this period there were four courts sessions. At the fourth session he was conditionally sentenced to 5 years, set free, and sent to the Municipal shelter. During the entire period he spent in detention, John received no visits from his mother or an attorney.

Interviewers' comments

It was interesting to note the change in John's attitude over 2 short months. He had been seen by one of the interviewers a week after he had been released, and despite his ordeal was smiling and quite outgoing. During this interview he was defensive, watchful and surly. Although he was polite to the interviewers, it was obvious that the experience had left negative feelings in him and it will take a great deal of special work to help him become a useful member of society. When asked about the future, he stated that they wanted him to go to a dormitory where he would be allocated a job with training. However, this was not to his liking as he had already found work making and installing blinds for windows.

Valeriu

Valeriu is a 14 year old boy. When he was one year old, his parents divorced and his mother left him with his godmother to work abroad. She visited him maybe once a year at the most. When Valeriu was seven, his mother returned to Moldova and took him to live with a man she started living with. At the time, he had an

eye condition that required an operation. Because of this, he entered first grade when he was nine years old. After a period the mother left her boyfriend and rented an apartment in a village near Chisinau. When Valeriu finished fourth grade, his mother sent him to an *internat*. From the *internat*, he was sent to the Mu-

nicipal Center where he has been for some months.

He still does not know why his mother wanted to give him away. When, a week

ago, Valeriu and two social assistants went to his mother to gather some information on Valeriu, his mother did not speak to him. Valeriu said it was because she did not have time.

Interviewers' comments

The incident when his mother did not speak to him clearly upset Valeriu and has left him feeling rejected. Although he is 14 he is a lad who has not developed fully and could be mistaken for a boy much younger. His nature is such that the staff does not wish him to go to an internat, as this would spoil this boy who has the chance to become a very nice young man. They are working hard to get him adopted.

MATERIAL FOR DEVELOPING COMPLEX ISSUES



Articles 5, 9, 16 and 19

ARTICLE 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance by the child of the rights recognized in the present Convention.

ARTICLE 9

- 1) States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or where the parents are living separately and a decision must be made as to the child's place of residence.
- 2) In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
- 3) States parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except it is contrary to the child's best interests.
- 4) Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising

from any cause while the person is in the custody of the state) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

ARTICLE 16

- 1 No child shall be subject to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour or reputation.
- 2 The child has the right to the protection of the law against such interference or attacks.

ARTICLE 19

- 1 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 care of the child.
- 2 Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Developing future strategies

Articles 34, 35 and 36

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitive use of children in prostitution or other unlawful sexual practises;
- (c) The exploitive use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Module 10

Communication techniques



10



Welcome to module 10 of the training manual. This module focuses on the art of communication and communication techniques. The aim of this module is to provide trainers and resource people with suggestions for delivering communication skills to students and professionals who will work with children and young people who come into conflict with the law and enter the Juvenile Justice system.

Recognising that all adults possess basic communication skills, the trainers' aim should be to initially assess these skills and devise training programmes to build on them.

The teaching suggestions in this module will cover the following topics:

Barriers to communication

Bern's Theory of Transactional Analysis Non-verbal communication and analysing body language

Communicating with children

Creating a positive environment for communication

THEORETICAL MATERIAL

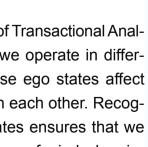
In defining communication do not restrict it to simply verbal skills, but widen the definition to include other senses. In Chinese, the verb to communicate closely resembles the human heart. It is believed that the three main characteristics of communication involve the eyes, mouth, and feelings. Simply put, when we communicate with others it is vitally important to keep an open mind.

In examining barriers to communication, preconceived ideas, attitudes and feelings may affect the intended message. What we mean to say is not received as it was intended by the recipient. It is important when dealing with human rights issues, especially with children, that our meaning is clear and that we are aware of how our

own value systems

can affect how we work with vulnerable members of society. The exercises contained in the supplementary material for this module will assist trainers to deal with these issues.

Eric Berne's Theory of Transactional Analysis describes how we operate in different ego states. These ego states affect the way we deal with each other. Recognising these ego states ensures that we are in the correct frame of mind when interacting with children. His theories on Parents, Children and Adults are also



beneficial when working with peers, supervisors, friends and family. This module will not go in depth with Berne's Theory in this section, includes a brief summary here. A separate handout explains the theory in greater detail in the supplementary material.

The parent ego state is divided into two, Critical Parent and Nurturing Parent. This covers how parents react to their children and how children may react, especially in an interview situation. In both cases the agenda is predetermined, which stifles free thinking and development.

The Adult ego state is open-minded, without pre-conceived ideas or agendas. Operating in this state, adults think and react holistically without jumping to conclusions. This assists the interviewer when dealing with those who may be in opposing ego states.

The Child ego state is divided into three parts. The Adaptive Child is the part of us that seeks attention and gets on with authority. The Free Child is the natural, spontaneous, carefree and curious part of us. The Little Professor is the creative, manipulative and intuitive part of us.

An ego state is described as a distinct pattern of thinking, feeling and behaving. It is our feeling about the direct results of how we communicate with each other.

The exercises in the supplementary support assist trainers to help participants develop communication skills and recognise what factors can cause a message to be taken the wrong way. Almost everyone has encountered incidents in our

lives when we feel misunderstood. This leaves both parties in the verbal transaction feeling confused and let down.

At the beginning of this introduction we mentioned using eyes when communicating. The human body can display a variety of meanings without a person opening their mouth to speak. Some behavioural theorists believe that it is extremely difficult to remain completely still for any length of time. A technique used by interviewers is long periods of silence, which can be very uncomfortable for their subjects. The human body displays this discomfort. All trainers will have experienced times that, just by observing and examining how a person reacts, they had some idea of what the person was thinking. The most obvious example in the criminal justice system is the suspect that lies and attempts to deceive the interviewer with their verbal account of an incident, while their bodies and physical gestures let them down. At this stage we must insert a note of caution when dealing with non-verbal communication or body language. It can be dangerous to interpret what a person means from a single reaction. Trainers must impress on their trainees that when analysing body language they should seek other evidence to support their conclusions. For example, a person who yawns may indicate that they are tired or bored but yawning can also indicate fear or discomfort. Another example is eye contact with the person to whom you are speaking. If during a conversation the person you are talking to continually looks away or averts

their eyes from yours, you may feel that they are bored, not interested in what you are saying and wish to move on, or lying. However, in certain areas of the world, if you look someone straight in the eyes it is seen as a challenge and quite rude or threatening. Therefore, we have to use other methods to support our initial conclusions about how a person feels and why they display particular signs.

When communicating with children it is extremely important to be sensitive and supportive. This will be examined later in the module in a section on interviewing children. Participants will internalize the fact that at all times the Convention on

the Rights of the Child should be their first thought, especially concerning a child's best interests.

In creating a positive communication environment, trainers must recognise location, time and lack of distractions are important factors. Think of what it would be like to attend a four-day seminar in a draughty room, without heat in winter or very hot in summer, with noise from traffic and other activities taking place, or constant disruption. Exercises in the supplementary material will examine how this affects our ability to concentrate and assimilate facts and knowledge.

ACTIVITIES

Open versus closed questions

Aim: To allow students to introduce each other and communicate with people outside their normal work environment. To introduce an element of competition amongst students in a non-threatening manner.

Objectives

At the end of this activity participants will be able to:

- 1 Identify the knowledge, skills and abilities that they bring to a seminar.
- 2 Demonstrate, practice, and use open question techniques.
- 3 Apply basic elements while communicating with members of other organisations with whom they do not normally work.

Procedure

Note: This exercise will only be effective if participants do not know each other very well.



Trainer introduces a topic for discussion and general rules of the exercise, and explains the aim and overall objectives. Suggested topic: personal hobbies.

Rules: Each participant has to interview a colleague on their personal hobby (or the topic the trainer chooses), focusing on the following questions:

- What is your partner's hobby?
- Why does your partner do it and what benefits does s/he gain?

Participants are to use only open questions. For each open question they score one point. The interviewee will keep the score.

Allow 3 minutes. After time is up, each participant chooses another partner and reverses roles. (To organize the change more easily, the participants can stand in two concentric circles facing each other. At the end of first round the inner circle moves one place to their left).

Stage 2

Students will then calculate their colleagues' scores and arrive at a total. Allow 2 minutes.

Stage 3

Students may then introduce the colleague they interviewed to the group, presenting the information they gathered. To present, they should prioritise the information under the headings and tell the group what they learned. Allow 2 minutes per person.

Stage 4

Trainer collects individual scores and allocates prizes to the three highest scoring students.

Debrief Allow 30 minutes

Suggested questions:

How did you feel having to interview complete strangers?

What were the difficulties due to talking to complete strangers?

What difficulties did you encounter from pressure caused by the knowledge that the subject was being evaluated based on the type of questions used?

Can you draw an analogy between this and your dealings with other organisations? What difficulties were imposed by time constraints?

Trainers might also use the Kolb and Fry theory to pose the following questions:

Who used open questions?

What was the effect? Did it participants feel at ease? How much information did they get? Did the information flow?

Would they do anything differently?

What was the effect when you used closed questions? Did the participants feel at ease? How much information did the open questions yield? Did the information flow?

Good practices

If the trainer is completely satisfied that all the points have been covered at this stage, the training should move on to focus on transferring skills to the work place. This will

assist participants in realizing that all classroom activities are relevant to their work. Some questions for guiding this discussion are:

How does the use of open questions assist you in your work?

What are the dangers of using closed questions?

When do you need to use closed questions?

How can time constraints affect your ability to conduct an effective interview? (cut corners, possibly not get all the information, ignoring rights)

How can the information you learned about each other be used during our training? (If during the introductions participants learned that someone has a hobby that relates to the course, then could their experiences be shared usefully?)

Barriers to Communication



The following exercises assist trainers in raising their student's awareness of factors that contribute to poor communication and hinder the overall development of skills and abilities. They are also designed to help students consider potential problem when dealing with human rights issues, with colleagues, children or the general public. All of these exercises have the same aim and objectives, and progress from simple to complex.

The Blivet



Aim: To consider factors which can affect effective communication when dealing with children or members of the public.

Objectives:

At the end of this activity participants will be able to:

- 1 Identify factors in an environment that can be a barrier to communication.
- 2 Assess what effect unclear and ambiguous instructions may have on communication.
- 3 Use effective questioning in clearing up ambiguity.
- 4 Analyse how planning and preparation can assist or prohibit effective communication.

Trainers should include minimum teaching aids to promote learning and adapt the following exercise to their resources.

Stage 1

The trainer introduces the topic by explaining the aim and objectives, then ask for a volunteer. The volunteer will describe an object from a prepared briefing sheet, which also includes general rules for the volunteer to follow (see supplementary material). Do not instruct the volunteer how to perform the task. Let him or her follow the instructions from the briefing sheet as he or she sees fit.

Stage 2

The volunteer goes behind a screen. The remainder of the group is instructed to listen and follow the volunteer's instructions. The class is not allowed to ask any questions. Allow 5 minutes.

Stage 3

The trainer will stop the exercise and assess how successful the group was with following the instructions.

Stage 4

The volunteer will rejoin the group to discuss the following topics.

- a) How accurate was the group's interpretation of the instructions?
- b) What was the effect of not being able to see the speaker? What other environmental conditions could affect our communication? What conditions in your workplace improve communication or cause barriers?
- c) What difficulties did the volunteer encounter when giving the instructions?
- d) What difficulties did the rest of the group encounter? What would have happened if the group were allowed to ask questions? Why? (Clarification can be necessary to understand a message.) What does it tell us? (Balanced questioning is necessary as it allows people to impart a point of view without stifling the recipients' creativity.)
- e) What effect did rigid time constraints have on the message delivered? Ask the volunteer, if they were allowed to plan and prepare the exercise, how they would do it differently. What does that tell us about the importance of planning and preparation to communication?
- f) How could you relate this to your work with children?

Debriefing

The issues raised during the debrief may include, but are not limited to, the following: Instructions that do not allow creativity for the communicator constitute a lack of effective questioning, and do not allow for different perceptions between the instructor and the group. Inability to study the communicator's body language is also limiting.

Stage 6

Following the debrief, the trainer may wish to repeat the exercise and allow more flexibility to see whether the group is more successful in completing the task. The trainer may wish to use a different volunteer, but be careful to avoid alienating the first volunteer. It is important that the whole exercise be completed in an atmosphere of humour.

Prejudices



Objective: At the end of this activity participants will be able to:

Examine and predict how people's values and attitudes affect communication.

When considering the next two exercises, trainers must ensure that confidence within the group is strong, and that they have cre-

ated the safe learning environment mentioned in Module 1. Without this atmosphere students will be reluctant to disclose their prejudices.

Before starting this exercise the trainer should decide what teaching method they wish to use. If delivering this session with the continuum method (see Module 4), the trainer could use the four corners of the room and mark them according to the exercise in the supplementary material.

Procedure

Stage 1

Trainer introduces the topic and the planned outcome. With the continuum method, the trainer should explain the method to the group.

Stage 2

Trainer should state the following: "while carrying out our roles, our values, beliefs, and culture affect how we deal with different parts of society".

Stage 3

The participants should choose a stance. The trainer runs the continuum method as described in Module 4.

Stage 4

Debrief the continuum as described in Module 3.

Stage 5

The trainer poses a question to the group, asking them to think back to an incident at work when they interacted with someone whose views differed to theirs or whose background and culture (including religious beliefs) are alien to their own. The group should be given time to complete this task and write down details of the incident. The trainer should emphasise that what they write will be kept in the strictest confidence and does not have to be disclosed to the rest of the group. Allow 10 minutes. (*Trainers should constantly monitor the group to check that all members are comfortable with the task. If any member displays signs of discomfort, the trainer should take note and speak with the individual at a later time.*)

Stage 6

The trainer then asks the group to refer back to the arguments they made during the continuum. In light of what they wrote, does anyone wish to change their position? (*Trainers should be prepared for a period of silence while participants review their experiences and reflect*). Discuss their reasons for changing their opinions or not.

Debrief Allow 30 minutes

The discussion should focus on the following issues:

The effects that preconceived notions have when talking to others.

How can people let their prejudices cloud their judgement?

What strategies can people employ to overcome this?

How can prejudice affect their work and subsequent official action?

What areas of discrimination have they witnessed towards children in their day-to-day lives?

An alternative to the above session can be the PRES method (see Module 4).

Suggestions for formulating the argument could be the following statement.

I believe that children who beg are also involved in crime and therefore they have to be dealt with by the criminal law.

The trainer can then use the prejudice/discrimination model to lead the discussion focusing on how this can be a barrier to communication (see supplementary material). Issues that may be raised include: prejudice limits how we approach people; negative body language can hinder effective communication; preconceived notions hinder an open minded approach.

Alternative continuum: Positives and negatives

Stage 1

Students list characteristics of people that they like or dislike in two columns.

Stage 2

Students draw a continuum and place the characteristics on the continuum in order of preference. The left side is "intensely dislike" and the right side is "intensely like."

Stage 3

Divide students into small groups. Ask them to find common ground and present their list to the rest of the class.

Debrief

a) If there is common ground, what does it tell us? (We are all individuals, not restrained by our role; we are open-minded.)

Ask participants what might happen in this case with group dynamics. No cohesive policy exists for any devised strategy. Different decisions in similar cases affect society's attitudes toward us and affect our attitude toward colleagues.

b) If we have common ground, why? What does that tell us? (We are submissive/influenced by culture, peer pressure)

How might group dynamics affect us? (Makes us close minded, make narrow opinions on certain issues; could suffocate/stifle creativity in policy making, investigation, decision making)

Could this common ground exist because people that become prosecutors, judges, and police officers display certain characteristics expected for this job?

How could their likes and dislikes affect their job performance, especially with children? Ask participants to give concrete examples.

The trainer may need to provide a mini-lecture on prejudice and discrimination. Points to address include:

Students must accept that we all have prejudices.

At certain moments of our life we all discriminate against something and someone.

We all fit into one of four areas of behaviour (see discrimination box in the supplementary material).

The message



Objective: At the end of this activity participants will be able to:

Explain how the lack of questioning might lead to a lack of clarification of the authenticity of information given in an interview.

An alternative to the above gives the trainer an opportunity to inject some humour into the session; this could relieve boredom after a heavy

theoretical lesson. This exercise could be used as the group approaches a coffee or lunch break.

Procedure

Method

Stage 1

The trainer informs the group that the relevance of the next exercise will be clear at the end. Select one member of the group (Participant 1) and give them a statement to pass on to their colleagues. No one may question the deliverer about the message. The selected participant stands behind a screen and has 30 seconds to memorise the statement. The time can be extended if the trainer wishes, but it will be more effective if the prepared statement is kept simple.

Stage 2

One participant will then join their colleague behind the screen. Participant 1 will quietly say the message so that only Participant 2 can hear it, and Participant 1 will return to their place.

Stage 3

The process will continue until each participant has heard the message. When all participants have rejoined the group, the last one to hear the message announces the message to the rest of the class.

If the message from the final student is correct, the whole group is rewarded with an extra 5 minutes during their coffee break.

The trainer debriefs the exercise, focusing on problems the group faced. Issues raised may be perception, understanding, inability to ask questions for clarification, or that the message deliverer was in a hurry and therefore did not concentrate.

What effect does it have when you cannot question instructions?

How do you feel about the person who gave you the message?

Can you think of examples when this happened in the workplace? If, so what are they?

Body language



At the end of this activity participants will be able to:

Illustrate how body language can assist in the art of effective communication.

Stage 1

The trainer introduces the exercise by stressing that not all communication spoken or written. Four volunteers will perform a role-play for the rest of the group. Divide them in two pairs. Provide each participant the role-play sheets (attached at the end of this activity).

Stage 2

Ask the first pair to perform the role-play. Then ask the second pair to perform the role-play.

Debriefing

- 1. Start by debriefing the first pair following this pattern:
 - Ask the speaker how felt while talking.
 - What affect did their partner's behaviour have on them?
 - Ask the listener how they felt while listening.
 - What affect did their partner's behaviour have on them?
- 2. Repeat the process with the second pair.
- 3. The trainer should ask the whole group the following questions:
 - What have you noticed?
 - What affect did the negative listener have on their partner compared with the positive listener? (irritation, raised voice, speaking quickly, turning the body away, etc.)

- What body language caused this effect? What other signs can positively or negatively affect communication with others?
- How will this affect you in your work place? In dealing with children?

Role-play, Pair 1

Listener:

You are at a party. A colleague from work, who you find very boring, approaches you to tell you about his/her latest shopping trip. This colleague is the type of person who believes in material wealth and always enjoys demonstrating how much money he/she have by the articles he/she buys. You do not wish to offend him/her, as he/she is due for promotion soon and may become your manager.

Speaker:

You have just arrived at a party and you see a colleague from work. You wish to show him/her the expensive watch that you bought this afternoon, and demonstrate all of its attachments.

Role-play, Pair 2

Listener:

You are a newly appointed lecturer at the University of Law. You arrive at a party and see the new Head of your department. As you are on probation, you wish to impress him/her and you know that the chief likes to be listened to. He/she approaches you.

Speaker:

You are at a party when you noticed a newly appointed member of your staff. You approach her/him to inform her/him how the curriculum is organized at the University.

Transactional Analysis



The next subject examines the theory of Transactional Analysis, developed by Dr. Eric Berne (1910-1970). Dr. Berne was an American psychologist whose work, although used widely in psychotherapy, has been adapted for educators. The basic principle behind the theory is that each person possesses an ego state when talking to others. The ego state a person is in deter-

mines how effective the communicator can be and what barriers are in place.

Ego state

Aim: To examine a method of communicating with others and barriers that may affect professionals working within the criminal justice system

Objectives:

At the end of this activity participants will be able to:

- 1 Identify the various ego states in Berne's theory.
- 2 Assess what ego state a person is in at a particular time.
- 3 Examine how ego states affect people when they communicate with each other.
- 4 Apply knowledge learned to workplace situations.
- 5 Analyse how attitudes can affect behaviour.
- 6 Plan strategies for communicating with different sections of society.

When discussing various methods for delivering this topic, be aware that people are easily confused when they do not recognise how this theory is transferred to the educational system. A basic working knowledge of the theory is recommended and some resources are in the supplementary material for this manual. Trainers may also wish to refer to Dr Eric Berne's books *Transactional Analysis in Psychotherapy* (1961) and *Games people Play* (1964).

A constant problem for students is identifying the term *Ego state* as a state of mind or behaviour that reflects self-esteem and concentrates on the self rather than others. To be effective communicators, we have to retain a sense of rational objectivity and put self-interest in a secondary position. (See later module on Interview Techniques) Trainers are urged that, to get the maximum effect from this session, it should be kept as simple as possible.

Procedure

Discussion groups

Stage 1

Trainer introduces the topic by explaining the aim and objectives.

Stage 2

Participants think of examples when they attempted to discuss a contentious subject with the following people:

- a) A member of the family
- b) A colleague at work
- c) A friend at a party or informal gathering
- d) A supervisor
- e) A member of the public
- f) Someone from another organisation that they work with closely.

Under each heading they should answer the following questions:

How successful was I in getting my point across to the other person?

If they accepted my point of view, why?

If they disagreed with my point of view, why?

What could I have done differently?

Allow 10 minutes.

Stage 3

Students form into groups of four to discuss their individual findings. They must reach a consensus on the above questions and write their responses on a flip chart. Allow 15 minutes.

Stage 4

A spokesperson nominated from each group presents their findings to the rest of the class. Allow 15 minutes.

Stage 5

Trainer debriefs the exercise, focusing agreements. The trainer should also focus on cases where there was no disagreement at all in the first exercise at stage 1. Use student's experiences to discuss ways in which they were able to get the other person in the examples to see their point of view.

Stage 6

Trainer introduces the group to Berne's theory of Transactional Analysis (see supplementary material). Use an overhead projector and highlight how opposing ego states can be a barrier to communication. Refer to the student presentations. Allow 30 minutes.

Stage 7

Trainer debriefs the exercise, linking it back to the original task. The trainer may also ask the group how the environment can effect communication. Focus on where the discussion takes place, was in the environment formal or informal, and what effect did this have on how they presented their argument?

After discussing their answers, debrief the whole activity.

Debriefing

Trainer asks the group the following questions, bearing in mind what they have just learned: What ego state do they think they are in when they are dealing with any person in their official capacity?

What ego does the person they are dealing with expect them to be in?

What would be the effect if the person coming in to their office/building/court were a child?

Do ever you modify your approach or ego state?

How does the child see them?

Is the person a figure of authority, someone who will help them, or someone who will punish them?

What would be the effect if you adopted following ego states while interviewing a child? Critical? Nurturing parent?

The trainer focuses on the following issues: critical or nurturing parent sets the agenda for an interview; therefore the child is not allowed to express opinions. This does not follow international principles on the best interest of the child and taking into account the child's point of view

Child ego state

The trainer focuses on the following issues: people sometimes make the mistake of thinking that they have to go down to a child's level. This poses a danger that the child will manipulate the interviewer; again this is not in the best interest of the child.

In both cases there will be a tendency for the child to tell the interviewer what the child thinks the interviewer wants to know.

Adult ego state

The trainer emphasizes that all interviewers, no matter the context, should remain in an adult ego state. The purpose of any interview is to determine all the facts about an incident. Because truth can be, only when the interviewer remains open minded—especially when dealing with children—can they legitimately claim to have followed the principles of the Convention.

Role-play for Transactional Analysis

Procedure

Stage 1

Ask for two volunteers to take part in a role-play. (*Note: Trainers should ensure that the same participants who performed previous role-plays are not used.*)

Stage 2

Take the two role players out of the room and provide them with the roleplay scripts in the supplementary material. The trainer must ensure that the role players do not compare scripts and that any questions that the role players have are correctly answered.

Stage 3

Brief the remainder of the group that they are about to witness an incident/conversation between two people. Each participant watches the role-play without interrupting and writes down what ego states the two players adopt during the incident/conversation. The trainer should also stress that if a role player changes from one ego state to another, the observers should note the change and at what point it occurred.

Stage 4

Invite the leading role player to set up the room as they would see fit.

Stage 5

Start the role-play. While the role play is going, the remainder of the participants will complete the individual observation sheets (see supplementary material).

Stage 7

Debrief the role-play following the debrief model (see supplementary material).

Debrief

Consolidate the lesson with a whole group discussion. Clear up any ambiguities that participants may have. The trainer can ask the group the following questions.

In what dominant ego states were the two role-players?

What affect did this have on the interaction between them?

At this stage, to consolidate learning trainer may also refer participants back to the session on body language.

Were there any noticeable changes in the ego states of the two role-players? If so, at what stage of the role-play did this occur?

What were the reasons for this?

Here, the trainer is checking the participants' awareness that, in any interaction between two people, the roles may change. The lead interviewer may lose the initiative to the person being interviewed. This is a common occurrence in formal interviews, especially where the interviewer has not been fully trained or prepared for the interview (see later module of interviewing children). The trainer may wish to raise the subject of talking to children. A problem for participants here is they always think that a child will be in the Child's ego state when communicating with adults. This is not the case. Interviewers should think of children who work on the streets or are from a large family. Studies by child psychologists have found that the elder child adopts a parent role. Studies of children playing in groups show who the dominant member of the group is. They may have already seen this with their own children. Allow 40 minutes.

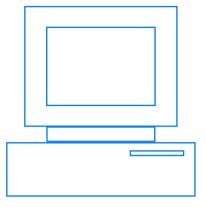
SUPPLEMENTARY MATERIAL

The Blivet



These are simple exercises that require little equipment. Trainers may use any shapes. The rules are quite simple and vary depending on how much the trainer wishes to develop listening skills and reinforce the objectives of this session. The only materials that are required are paper and pencils for the 'listeners' to carry out the instructions of the volunteer

Diagram 1

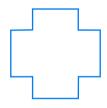


Rules for volunteer.

- 1 Describe this object to your colleagues. They have to accurately draw this object from your directions.
- 2 You are not allowed to physically describe the object/ diagram, for example "I want you to draw a computer"
- 3 Do not make any reference to geometric shapes, for example "Draw a square"
- 4 Only answer "yes" or "no" to your colleagues questions.
- 5 You must stay in the position that you were placed in by the trainer.

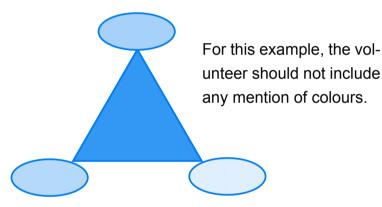
GOOD LUCK!

Diagram 2



The same rules for the volunteer apply.

Diagram 3



The discrimination model for Prejudices



NP/ND	P/ND
P/D	NP/D

The above diagram is useful for the trainer to explore any issues on prejudice and discrimination. The letters in the boxes

signify how we react to certain situations or people. The notes below are designed to explain the message.

The theory behind this model is that as human beings we all have prejudices and at times have discriminated against situations or people. As communicators and interviewers, this may hinder our dealings with people if we let these prejudices affect how we deal with people or if we discriminate against certain sections of society.

In the Oxford English dictionary, prejudice is described as an judgement or opinion made without examining facts. Discrimination is described as making an unfair distinction and giving unfair treatment.

In examining our box, the letters P and D stand for Prejudice and Discrimination. Evidence has shown that we operate within one of the boxes.

The top left hand box, NP/ND, signifies a person who is not prejudiced and not discriminatory. Not many of these people are on earth today. Significant role models for this box are Mahatma Ghandi in the past and Nelson Mandela today. However, even these examples could be open to interpretation and argument.

The top right hand corner, P/ND, signifies a person who has prejudices but does not discriminate. This box signifies the majority of people. It admits that we all have prejudices but as professionals within a justice system we try to not let them affect our behaviour, and strive to deal with all people equally.

The bottom left hand corner, P/D, signifies people who are prejudiced and discriminate. An example is the xenophobic racists/nationalists and religious fundamentalists from all countries that unfortunately exist within our society as well. When dealing with vulnerable people, especially children, we cannot let our feelings affect our judgements.

Finally, NP/D signifies those who are not prejudiced but do discriminate. An example here is a factory manager who has no problem employing women but, because his workforce is predominantly male, will not employ them as it may affect his workforce.

We strongly urge trainers to create an environment in the training room where attitudes can be examined and behaviours can be addressed.

Berne's theory of Transactional Analysis.

Ego States



The central idea of Ego States was developed by Berne in his early work on intuition. It proposes classifying individual personality into three sub personalities or Ego States. Each one has characteristic attitudes, feelings, behaviour and language. This makes it important in the context of our module on communication.

The three basic ego states are referred to as the Parent, Adult and Child. They are conventionally portrayed in the following manner:

THE PARENT IN US FEELS AND
BEHAVES IN THE SAME WAY WE
PERCEIVED THE FEELINGS AND
BEHAVIOUR OF OUR OWN PARENTS



THE ADULT IS THE PART OF US
THAT WORKS THINGS OUT BY
LOOKING AT FACTS, THEN MAKES
DECISIONS.



THE CHILD IN US IS WHAT WE WERE WHEN WE WERE VERY YOUNG WITH ALL THE FEELINGS AND WAYS OF BEHAVING WE HAD WHEN WE WERE LITTLE.



THE PARENT CAN BE SUB-DIVIDED INTO TWO PARTS.

CRITICAL PARENT:

SETS LIMITS

DISCIPLINES

MAKES RULES

KEEPS TRADITIONS

JUDGES AND CRITISES SELF OR OTHERS

NURTURING PARENT:

SYMPATHETIC

PROTECTIVE

INDULGENT

NOTE: Both of these states have negative implications. Both stifle learning.

The Adult is the part of us that works things out by looking at the facts, and then makes decisions. It has low emotion and is concerned with 'what fits' and what is most useful. Adult does not mean mature.

The Adult gathers data from the outside world and from the inside, e.g. how the child feels and what the child wants, what the parent says and memories of past decisions stored in the Adult. They also sort out the best alternatives from this data, estimate probabilities, and plan step in the decision making process.

THE CHILD IS SUB-DIVIDED INTO THREE PARTS.

FREE CHILD:

NATURAL

SPONTANEOUS

FUN-LOVING

CREATIVE

UNINHIBITED

ADAPTED CHILD:

DEVIOUS BEHAVIOUR

FLATTERY

COMPLIANT

DEJECTED

SULKING

THE LITLE PROFESSOR:

FLASHES OF INSPIRATION

MANIPULATING

The following table provides a general idea of the characteristics of the Ego States. It is important to realise, however, that this is only a guide. The circumstances (e.g., tone of voice) associated with words, gestures and attitudes are important.

EGO STATE	WORDS/PHRASES	GESTURES	ATTITUDES
CRITICAL PARENT	Disgraceful	Furrowed brow	Condescending
	Ought	Pointed finger	Judgmental
	Always		
NURTURING	"Well done young	Open arms	Caring
PARENT	man"	Pat on the back	Rescuing
ADULT	How? When?	Relaxed	Aware
	Where? What?	Attentive	Open minded
FREE CHILD	I want	Laughing WITH	Curious
		someone	Fun-loving
		Uninhibited	
ADAPTED CHILD	Please can I?	Vigorous head	Compliant
	I can't	nodding	Defiant
		Downcast eyes	
		Whining voice	

Note: According to Berne, everybody is all three people. All three are important—no one Ego State is better than any other. Rather, different Ego States are appropriate at different times, depending on the situation. It is helpful to have the ability to use any Ego States in relationships, to have choices in dealing with the different kinds of people and situations.

OBSERVER'S SHEETS FOR ROLE-PLAY

ROLE PLAYER 1	EGO STATE
ROLE PLAYER 2	EGO STATE

Rules for observers:

Watch the activity that you are about to see closely. Take notes on the sheet provided, following these instruction. In the role-player column, note any specific actions the role player does. In the Ego State column, note of what Ego State you think the role-player is in. Try to provide evidence for each Ego State.

ROLE PLAY SCENARIOS

ROLE PLAY 1

Player 1

You are a highly skilled technician in an electronics factory and your company has recently won a lucrative contract to provide equipment for the Ministry of Health. Your close friend and colleague have been selected, along with yourself, to carry out part of the assembly on a vital piece of equipment. However, you have noticed that over the last few days she/he has become distracted and is not concentrating on the project.

This concerns you, not only because he/she is a close friend but also because this contract is vital for the future of your company. During a coffee break, you decide to talk to him/her and see if you can help.

Player 2

You have recently discovered that a close friend /relative has become mixed up with a group who you believe may be dealing drugs. You are very concerned, as this is affecting their behaviour. Unless something is done, your close friend /relatives activities may come to the attention of the police. This is starting to affect your work and also your family life.

ROLE PLAY 2

Player 1

You are the owner of a local transport company that provides fresh vegetables to local cafes in the city. You are well regarded by your customers for your prompt service and fresh produce. Recently one of your drivers has been late in reporting for work. In his haste to catch up with the deliveries, he/she has driven to fast. Some of the fruit and vegetables are being damaged, which causes your customers to complain. You do not wish to dismiss the driver but you need to take action. You decide to have a word with him/her.

Player 2

You have worked for a local transport company for 15 years and have always been punctual. Recently you returned from a holiday in Romania and have been feeling unwell. This is affecting your work. However, you cannot afford to take any time off as your wife has just given birth to a new baby.

Module 11

Interviewing children





Welcome to Module 11 of the training manual. This module will look at interviewing children, but hopefully the suggestions here will assist trainers in sessions on general interview techniques for juvenile justice officials in their everyday duties.

This module is linked to Module 10, Communication Techniques and Module 9, International Norms and Standards. It will assist trainers in developing participants' knowledge, skills and attitudes if the international provisions for juvenile justice have already been covered.

The following teaching sessions will cover these topics:

- Examine a structured method that can be applied to interviewing a witness, victim or offender within a formal juvenile justice setting.
- Recognize the principle that in any instance when a child or young person is in conflict with the law, they should be treated as a victim.
- Use of appropriate adults and legal representation.
- Dealing with and recognising children and young people who have special needs.
- Alternative strategies in planning locations and times for interviewing.
- Developing future strategies to adopt inter-agency approaches for interviewing child victims of serious offences.

THEORETICAL MATERIAL

This module is designed to expand skills and abilities that participants began to develop in Module 10, Communication Techniques. This module is calculated to examine specific ways to interviewing children. It is not meant to change the way juvenile justice professional's interview, but rather suggest alternative methods.

A main principle in the trainer's course is the importance of planning every teaching session. The same principle has to be applied in interviews. Remember

the saying 'Failing to plan is planning to fail'. In discussing the structure of interviews, this module uses a technique that is now commonly used throughout the United Kingdom. Hopefully trainers will find it useful. The PEACE method of interviewing was devised after several miscarriages of justice involving high profile cases in the U.K. during the 1970's and



1980's. When investigating criminal cases, researchers found that police investigators adopted a narrow approach, focusing only on the points of an offence that they wished to prove. No attention was given to factors that may have proved an element of doubt in criminal cases. There were also allegations of aggressive and intimidating tactics employed by police interrogators during investigation, towards offenders as well as witnesses. No national standard for conducting interviews existed. Rather, methods depended on which school of criminal investigation the detective attended when he or she joined the Criminal Investigation department.

The culture of police officers as interrogators was transformed to investigators. This naturally pushed police officials to adopt a more holistic approach when conducting interviews. The practice of tape recording interviews, together with the more recent practice of video taping interviews, ensured that correct and proper procedures were carried out during investigations. Failure of police investigators to follow this procedure may result in evidence being challenged in court and offenders being found not guilty. In the Republic of Moldova the Criminal Procedure Code establishes that investigators must investigate all circumstances completely and objectively in each case. Exercises in the supplementary material examine these approaches. Trainers must adapt them to suit their needs and that of their students. By using the case studies in the supplementary material, trainers can bring a semblance of reality to the training sessions.

The emphasis in juvenile justice, and especially this module, is that in all instances a child or young person entering the criminal justice system should be treated as a victim first and foremost. It is our view that no child was born evil, but that environment and other circumstances have affected the child's behaviour. This concept can be difficult to explain to some professionals when they are dealing with young offenders suspected of serious crimes such as sexual offences and homicide. However, all professionals working in the juvenile justice field should bear the Convention's principles in mind.

While the authors are not child development experts, there are qualified and effective experts specialized in a range of topics of interest to juvenile justice professionals. Every country possesses talented individuals who know not only their subject but the living conditions of children and young people as well. Trainers should take advantage of this by inviting guest speakers, especially professionals working in institutions for children, enrich the training seminars.

At this stage it is relevant to review some child development theories. Developed by experts, emphasise that all children are victims as well as assist trainers in raising participants' awareness of certain facts to prepare them for interviewing children and young people.

Children are developing social skills by the age of five. Experts have organised

problem solving and rational thinking exercises with children as young as three. From the age of 6 to 12 years (some will say between 5 and 10 years), children are in what is called middle or late childhood. This is where the most vivid childhood memories are developed, for example of best friends, school, teachers and classes, after school activities, etc. During late childhood, peers become extremely important. For this reason some writers call it the 'gang age'. Some parents will have experienced situations where their child appeared to depend on a friend and take advice from peers rather than parents or family.

Piaget uses the term "the age of reason" to describe a time of considerable physical, social, emotional, cognitive, and linguistic development. He posited that a child's personality is set by the age of seven although this has not been supported by research. Personality is a dynamic phenomenon influenced throughout life by environmental pressures. However, keep in mind that all children do not develop at the same pace. For anyone to develop to their fullest potential requires near ideal conditions to support that growth. Unfortunately, the children who come in contact with the juvenile justice system do not experience ideal conditions. Experts have recognised five inorganic reasons that children fail to thrive. These are poor nutrition, lack of bonding, lack of stimulation/opportunity, poor environment, and physical, sexual or emotional abuse. They categorize a child's basic needs into two areas, physical and psychological.

Physical needs are:

Shelter and protective care
Food
Warmth and clothing
Fresh air and sunlight
Activity and rest
Prevention of illness and injury
Training in habits and skills necessary for the maintenance of life.

Psychological needs are:

Affection and individual care Security

Personal identity and dignity as a human being

Self respect through being valued Opportunity to learn

Opportunity to achieve success, however small

Opportunity to achieve independence Opportunity to take responsibility, however small.

No wonder, then, that children and young people coming into contact with the criminal justice system have to be seen as victims.

The stage between late childhood and adulthood is known as Adolescence. Most people do not recall a particular point when they entered adolescence and left childhood behind. Some parents would pinpoint definitely when their child entered adolescence as a night the child went to bed, sweet natured, loving, caring, and obedient, and in the morning emerged as a teenager from hell, argumentative, untidy, and lazy. In western society adolescence often seems to be a holding pattern between childhood and adulthood. In early adolescence it is easy

to slip back into the role of a child to suit a particular purpose. In early adulthood many individuals choose to slip back into adolescent roles.

Adolescence is defined by both physical and social hallmarks. It is marked by the biological changes of puberty, and it is a socially transitional time. The adolescent becomes identified as a person increasingly able to make his or her own decisions about school, leisure, employment, and friends. Adolescence ends with independence from the family of origin, brought about by marriage or a full time job. For some, adolescence may begin at age eleven or twelve and go on through the middle to late twenties. For others it may start at age fourteen or fifteen and end within a year. Physical, cognitive, and social factors all determine the length of the adolescent period. Throughout adolescence, the best interests of the child and allowing the child to express a point of view are valid demands of the Convention.

The last theory we would like to briefly examine is that known as Life Positions. This term can be defined as "one's basic beliefs about self and others, which are used to justify decisions and behaviour". Eric Berne developed this theory by using four statements based on the phrase 'I'm OK. You're OK'. Berne suggests that the young child, early in the process of script formation already has certain convictions about themselves and the people round them. These convictions are likely to stay with them the rest of their life and may be summarised as follows.

- 1 I'm OK
- 2 I'm not OK
- 3 You're OK
- 4 You're not OK.

By putting these together in all their possible combinations, we get four statements about self and others:

I'm OK, You're OK; I'm not OK, you're OK; I'm OK, you're not OK I'm not OK, you're not OK.

Some writers also call these basic positions, existential positions or just positions. They represent fundamental stances a person takes on the essential value they perceive in themselves and others. This means more than simply having an opinion about their own and other people's behaviour.

Once the child has adopted one of these one of these positions, they are likely to construct the rest of their script to fit it. Berne believes that every game, script and destiny is based on one of these four basic positions.

An important concept for those working with children the criminal justice system is that all experts believe that a child's script or characteristics are developed at a very young age. Berne believes the position is taken in early childhood, (third to seventh year). Claude Steiner believes this life position is adopted much earlier, in the early months of nursing. He also believes that each and every child starts with the basic position 'I'm OK, You're OK'. What happens to a child

during the formative early years guides how that is shaped for the rest of his or her life.

The child who chooses 'I'm OK, You're OK' is likely to build a winning script. He/ she views him/herself as lovable and good. This child decides that his/her parents are lovable and trustworthy, and later extends this view to people generally.

If the child who takes up the position 'I'm not OK, you're OK' is creating a losing life story. To be consistent with this basic position, he/she will construct a script around themes of being victimised and losing out to others. This may happen, for example, when a child feels unloved by the mother. The child forms the decision that he/she is unlovable. He/she may then conclude that something is wrong with him or her, but not the mother.

'I'm OK, you're not OK' may seem like a winning formula for the child. But this child will believe that they need to be superior and put others down. They manage to do this some of the time, achieving what they want but only with a struggle. At times people around them will get tired of being put down and reject the child. An example of this is when a father abuses his daughter and she begins to view all men as not OK.

Finally, the position 'I'm not OK, you're not OK is the most likely foundation for a losing script. Children with this basis are convinced that life is futile and full of despair. They view themselves as lesser people and unlovable. They believe that no one will help them because they are

not OK. Thus he/she will write a script around scenes of rejecting and being rejected. Juvenile justice professionals need to be aware of the emotional state of every child or young person coming into contact with the criminal justice system, whether as a witness or offender.

During research for this manual, the authors were constantly informed of incidents where children or young people had been interviewed without appropriate legal representation, or even parents or guardians present. This is in direct contravention of international norms and standards and Moldavian Criminal Procedure Code. Yet it is acknowledged that some occasions of this violation were the fault not of the investigating authorities but of legal representatives who did not attend. The aim of this module is to ensure a standard procedure throughout the juvenile justice system, again emphasising the best interests of the child.

A particularly difficult area is when a child has special needs, either medical, psychological, behavioural, linguistic, cultural, or some combination. Special care needs to be taken, regardless of whether the subject is an offender, crime victim, or witness. The use of specialized professionals is encouraged and is quite relevant to a lawful investigation.

A natural progression follows as the exercises here examine the use of other professionals in the interview environment. This may conflict with the preconceived idea that only juvenile justice professionals are competent to conduct interviews. However, other professionals

may take part and assist with interviews in the future. We feel that this conflict should be addressed and explored.

A further and perhaps radical proposal regards interview locations. In Module 10, Communication, the importance of creating the right environment for effec-

tive communication was stressed. This is explored further in this section on interviewing children. In cases involving the justice system, we pose the question: does an interview always have to take place in a formal setting such as a police station, prosecutor's office, or judge's chambers?

ACTIVITIES

Lesson 1: Experiences in interviewing



Aim: To ascertain participants' previous knowledge, skills, and experience in interviewing children and young people.

Objectives:

At the end of this activity participants will be able to:

- 1 Make an inventory of their current skills and the procedures they know related to interviewing children and young people.
- 2 Construct a platform from which they can introduce and develop new initiatives and procedures.
- 3 Determine whether previous practices complied with international norms and conventions.

Procedures:

Stage 1

Group participants based on their professional roles. Each group will write down an example of when they interviewed a child or young person, including: Outline the incident that caused the child or young person to be interviewed. Where did the interview take place? Who was present at the interview? They write their answers on a flip chart, which they will present to the rest of the class. Allow 30 minutes.

Stage 2

Each group to then presents their examples to the rest of the group. At this stage there should be no comment from trainer or from the rest of the class. Allow only 5 minutes per group.

Ask the students to reflect on the information they have learned about international norms and standards. What areas of their presentations are in accordance or conflict with the procedures in the Convention on The Rights of The Child concerning questioning and treatment of young people? Allow 15 minutes.

Debrief:

Refer participants back to Kolb and Fry and discuss the following questions:

Why did the interview breach the principles of the Convention?
What would be the result if the offender were placed before a court?
How will the participants conduct interviews in the future?

Good Practices:

This exercise needs to be approached with a great deal of sensitivity, as there may be examples that breached international law. It should be impressed upon students that all learning comes from building on experiences and no blame should be attached to incidents that occurred in the past. The aim of this training is to focus on the future and build on the past, eliminating old practices and traditions whenever necessary. The trainer also needs to bear current national legislation in mind, as it may still be in conflict with international law.

Lesson 2: Planning the environment for interviews



Aim: To assist participants to consider what factors need to be taken into account regarding location and times of interviews.

Objectives:

At the end of this activity participants will be able to:

- 1 Distinguish how the environment can be a critical factor by referring back to Maslow's theory. Participants will understand and recognise how it may affect the outcome of the interview.
- 2 Use the provisions of Article 2 (2) of the Convention when interviewing children and young people.
- 3 Apply the principles of the Beijing rules when interviewing children and young people.
- 4 Analyse the possibility of alternative locations for conducting interviews.

Procedure:

Stage 1

Introduce topic by explaining the aim and objectives.

Participants are provided with the case study, 'Ana's story' (see supplementary material for Module 9, International Norms) and given time to read it. Allow 5 minutes.

Stage 3

Issue the tasks for participants to consider.

- a) List the locations where the interview could take place.
- b) How would they plan the lay out of the room?
- c) What other factors would they take into account?
- d) If Ana were an offender, what would they do differently? Allow 5 minutes.

Stage 4

Divide participants into groups. Depending on trainer's preference, groups can have a mix of different professions or stay professionally homogeneous (Judges group, Prosecutors group, etc.) Allow 20 minutes.

Stage 5

Participants present their findings. The trainer can allow participants creativity by letting them choose their method of presentation, but the trainer needs to impose a maximum time limit.

Debrief

Lead with the following questions:

Having read the case study, what do they feel are Ana's 'best interests'?

Should Ana be interviewed?

Is there a need to seek medical or psychiatric assistance, such as counselling?

What time of day should they conduct the interview? What factors would they consider?

Where will the interview take place?

Regarding this case, how important is the environment? (With this question, consider the implications of where Ana was kept, as a small room may take her back to when she was in Turkey.)

Who will be present?

What gender should the interviewers be?

How are officials restricted by national legislation?

An alternative method to the debriefing above is using an adaptation of the Mosaic (see Module 4, Methodological Suggestions). The trainer can adapt the case study to provide students with initial information. With questioning, the trainer can see what issues the participants are considering. This methodology is suggested as follows:

Stage 1

Decide before the session whether to conduct the lesson as a plenary or with pre-selected groups. The students are provided with the opening paragraph of the case study and tasked with answering the questions in Lesson 1: Experiences in interviewing. Allow 10 minutes.

Provide participants with the second paragraph. Discuss whether, in light of the new information, participants want to alter their initial views. At this stage the trainer may invite the students to ask questions if they need any clarification. To encourage participants to use more open questions, any closed questions should be answered "yes or no" by the trainer. Once all the information is discussed move on to the next stage.

Stage 3

Give participants the final section of the case study and tell them to come to a final conclusion.

Stage 4

Debrief the exercise with the trainer. Focus on how the students felt about not being able to have the full story. How does this reflect day-to-day reality?

The advantage of this method is that it encourages lateral thinking, questioning by participants, and a flexible approach is more reflective of what happens in real life.

The trainer can build on this method by introducing another case study where the subject is an offender and see how the participants' conclusions differ. The emphasis here is that participants must recognise that in any event the child, even is he/she is an offender, is also a victim. However, if time is an issue and the trainer needs to move on this can be used in later sections.

Lesson 3: Interviewing children and young people



Aim: To raise participants' awareness of interviewing children and young people in accordance with international norms and standards, and considering a new structure for planning and conducting interviews.

Objectives:

At the end of this activity participants will be able to:

- 1 Discuss their definition of what an interview is.
- 2 Assess awareness of the stages in a child's development when considering 'The best interest of the child'.
- 3 Illustrate their knowledge of the term *appropriate adult*.
- 4 Examine existing attitudes and beliefs about the purpose of interviewing those that have infringed the penal code.
- 5 Analyse implications of the Beijing Rules, and articles 37 and 40 of the Convention.
- 6 Appraise different strategies for interviewing those with special needs.
- 7 Debate the possibilities of inter agency cooperation when conducting interviews.
- 8 Question the current situation of legal representation for young people in the juvenile justice system and how it can be improved.

Good practices. The following series of training sessions are designed to cover the above aims and objectives. It is left to the trainers' discretion as to which method to use. In some cases, more than one method may be used to build on knowledge, skills and attitudes. Please note that, whatever session is chosen, the trainer should always introduce the students to the aim and objectives of the lesson.

Suggested method 1: Brainstorm

Procedure:

Stage 1 Introduce the topic of interviewing and ask, "What do you think is meant by the term *interview*"?

Write the participants responses on a flip chart. If the question is too narrow the trainer may need to prompt the students by posing other questions or clarifying. The exercise should last until the trainer feels that there are no more responses.

In a departure from normal procedure, there should be no debrief. However, the trainer should place the flip chart with the responses in a prominent area to provide a reference when the whole session on interviewing is de-briefed.

Suggestion 2: The Continuum

Procedure:

Stage 3

Stage 4

Stage 5

Stage 1 Introduce the following statement: "The purpose of an interview is to interrogate a victim or suspect of a criminal offence and prove their guilt".

Stage 2 Invite the participants to share their own arguments as to whether they agree or disagree with the statement. Allow 10 minutes.

Ask the group about their interviewing experiences. What attitude sis they adopt that either supported or refuted the opening statement? Time for this stage is flexible, but 15 minutes maximum.

If they agree with the opening statement, what are the strengths and weaknesses of such an approach? This is an opportunity to brainstorm responses onto a whiteboard.

In light of what the participants have now learned concerning the Convention of The Rights of The Child, do they still agree with the statement? Allow 5 minutes.

Debrief the exercise focusing on the following issues: The danger of prejudging circumstances; ignoring the interviewee's rights; failing to comply with the rule of the best interests of the child; taking shortcuts to prove their own agenda; failing to find out all the facts about the incident; existing attitudes and beliefs clouding judgement, pressure from superiors to close a case. Allow 20 minutes.

Suggestion 3: Case study

Procedure:

Stage 1

Distribute Ion's case study (see supplementary material for Module 9, International Norms) and for participants to read. Allow 5 minutes.

Stage 2

Form participants into groups (by trainer's choice). Participants imagine that they are going to interview Ion. They will answer the following questions.

- a) What preparation would they make prior to the interview?
- b) Where would the interview take place?
- c) Who would be present and why?
- d) How long would the interview take?

Allow 20 minutes.

Stage 3

Groups presentation their responses. At the end of each presentation, the trainer invites questions and comments from the floor. Allow 20 minutes.

Stage 4

Debrief the activity. Focus on where the presentations have complied, or not, with international norms and standards.

Stage 5

Ask the group following question: "What if Ion displayed signs of a physical or mental disability?" Participants can comment on what action they would take. Allow 10 minutes.

Stage 6

Take students through the Kolb and Fry cycle. Ask the group what would they change and why, in light of what they have discussed during this session.

Alternative exercise for interviewing children



This exercise is included to help participants learn to identify non-verbal signs that may indicate when the person being interviewed is not telling the truth. It also allows the trainer to inject an atmosphere of humour into the lesson.

Aim: To give participants experience dealing with interviewees who are not telling the truth.

Objectives:

At the end of this activity participants will be able to:

- 1 Identify when a person who is talking is not telling the truth.
- 2 Assess how non-verbal language can assist interviewers.
- 3 Practice recognizing verbal and non-verbal signs of lying.

Procedure

Stage 1

Outline the aim, objectives, and rules of the game (see below).

Rules: The trainer selects 8 participants from the group, 4 to play the role of a panel of speakers and 4 to play the role of assessors. Each panel member receives an explanation of an uncommon word or phrase. Only one of the explanations will be true; the other three will be false. The true definition will not be given until the end of the game.

Once the panel have completed their explanations, each of the assessors has one minute to question the panel on their meaning.

Once the assessors have completed their questions, one assessor will announce who on the panel he/she believes is telling the truth and how the assessor decided.

The game will continue until the each member of panel has taken a turn to tell a true definition.

Stage 2

The trainer tasks the remainder of the participants to note down each phase of the game. Their goal is to see if they can spot who is telling the truth.

Stage 3

On completion of the game, each member of the panel will indicate who was telling the truth. The trainer will note the scores of the assessors.

Stage 4

Debrief: focus on the following:

How accurate were the assessors in deciding who was giving false information?

What signs did panellists give to indicate that they were giving false information?

How accurate were the observers?
What strategies can participants use to combat lies?

The PEACE model of interviewing



The following session focuses on a method of interviewing that is now widely used in the United Kingdom. Trainers may wish to use this to develop a previous teaching suggestion. This model covers the aim and all the objectives for Lesson 3.

Suggestion 4: *Mutual teaching* (see Module 4, Methodological Suggestions)

Procedure:

Stage 1

Split the class into 5 groups. Provide each group with a section of the model to research and present to their colleagues (see supplementary material). In addition to presenting their part of the model, they should also share whether it could be used in their day-to-day duties. They may present their section of the model in any way they wish. Initially allow 30 minutes. Trainer should serve as a point of reference for participants for ambiguities or questions.

Stage 2

Groups present, and allow questions from the floor to clarify any points. (Trainers note the caution mentioned in Module 4 to monitor that the presentations are factually accurate.)

Stage 3

Clarify any ambiguous points arising from the presentations.

Stage 4

If desired, trainer may then consolidate learning by tasking students to use the new model with one of the case studies in the supplementary material for Module 9, International Norms.

Stage 5

If the trainer carried out the brainstorm in Suggestion 1, refer participants back to the flip chart to see how they have developed a new way of looking at interviews.

Suggestion 5: Interviewing a child victim

This lesson focuses on interviewing a child victim who does not necessarily come into the juvenile justice system. The most effective method for this session is a case exercise based on an adaptation of Valentina's story (see supplementary material at the end of Module 9. International Norms).

Procedures:

Stage 1

Distribute Valentina's story for participants to read. The story should be modified in advance with these changes: she is a 10 year old girl who is suspected of being a victim of child abuse. Allow 5 minutes.

Stage 2

Using the model, participants re-enact an interview with Valentina covering the following points:

- a) Where will the interview take place?
- b) Who will conduct the interview?
- c) Who else should be present?
- d) Who could be present?
- e) What other factors would they consider? Allow 20 minutes.

Stage 3

Group presentations. These could be a role-play for the rest observe and comment on.

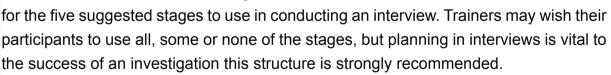
Stage 4

Debrief. Cover issues of interagency cooperation; role and status of the interviewers (do the interviewers have to be police or legal professionals?): time and location of the interview; further actions that could be taken. And what other support should Valentina receive?

SUPPLEMENTARY MATERIAL

THE PEACE METHOD FOR INTERVIEWING

This document is designed to provide you with a reminder of the areas to consider when conducting an interview. PEACE stands





P (Planning and preparation)

Planning: factors to consider

Understand the purpose of the interview.

Define your aims and objectives: why are you doing it, what do you hope to achieve? If you are interviewing for a criminal matter, what points in law do you need to prove?

Analyse what evidence you already have.

Assess how effective that evidence is and what other evidence you need Identify the source of your evidence. Was the witness/source reliable? When interviewing children and young people, who else needs to be with you?

Preparation: factors to consider

Location of the interview; does it have to be at a police station?

When to interview. Time of day, how long will it take?

Reduce distractions, especially for children.

Make sure you have any articles that were used in the offence with you.

Make sure you have enough paper, pens etc.

If more than one person is interviewing, who does what?



E (Engage and explain)

Outline the reason for the interview

Explain the routine or plan (what will happen)

Provide a basic outline of the topics you want to cover.

If a witness, tell them what is expected from them

If a suspect, don't forget the formal procedure.

Identify the main areas of the interview.



A (Account)

Decide which approach to use.

Cognitive

Encourage free recall. (In case this does not readily translate into Romanian, recall is a term that is used in Great Britain, which means to let the witness/suspect talk freely to remember more details. The reasoning behind this is that the more one says the more difficult it is to remember what was said the first time when asked to recount it. This is especially so if one is not telling the truth.)

Use of silence

DO NOT INTERRUPT

Second recall

Third recall

Probe

Review what has been said.

Conversation management

Open questions, who, what, why, where, when and how.

DO NOT INTERRUPT

Probe

Summarise

Link

Avoid topic hopping

Challenge lies positively

Stage 4:

C (Closure)

Summarise events

Check understanding, yours and theirs.

Invite questions

Tell them what happens next

If a suspect, then do not forget the formal procedure

Stage 5:

E (Evaluation)

Information gained during the interview

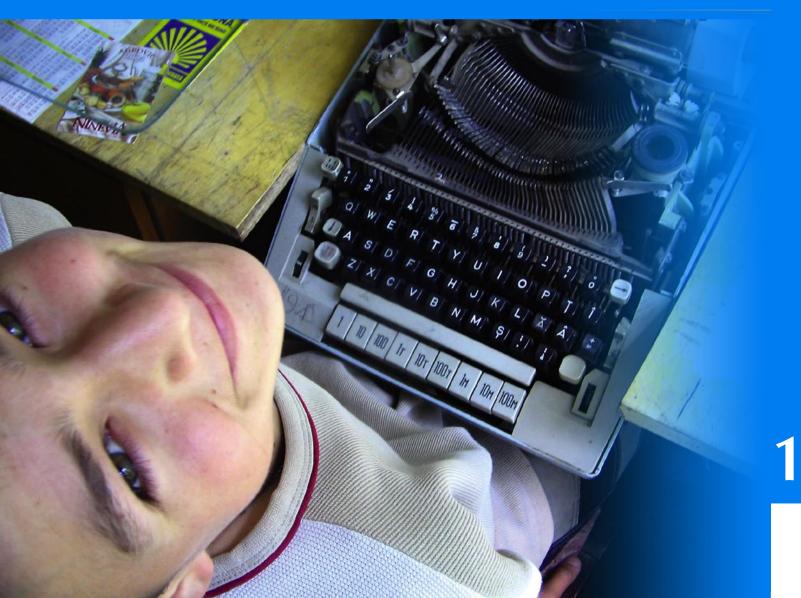
The whole investigation

Your performance

What next?

Module 12

Public speaking and working with the media



12



THEORETICAL MATERIAL

Efficient communication abilities are absolutely necessary for people in legal professions because many of their activities are of special interest to society. For this reason, anybody in the legal community must be prepared to communicate in public and with the public. This section focuses on how to prepare a public speech, giving special attention to working with the mass media.

Although some people are more able than others to speak in public, anybody can do it with proper training.

When appearing in front of an audience to deliver a speech or communicate something, it is important to keep the following in mind:

There are two major dangers. First of all, as a professional you can use legal terms that are not understood by your audience. Try to use more comprehensible terms and a language specific to a wide public audience. In this regard, a speech in front of your colleagues to convince them to have a positive attitude towards children who are in conflict with the law will be quite different from a speech on the same topic to a group of villagers. The

different education and goals of the audiences



are important. The villagers may not value children's freedom, but prefer them to perform work for the community. Secondly, at all times, be careful of the culture of speech. Although we may consider that we speak our native language well, practice is necessary. The improper use of language not only diminishes the speaker's credibility but may also lead to confusion and misunderstanding of the message.

- Try to vary your tone, volume and speed of speech. While it is agreed that monotonous or monotone speech bores an audience, many forget to vary their speech to prevent this. In addition to varying the voice, pauses are useful to stress the importance of specific ideas or facts.
- Pay attention to parasite words or expressions. These not only distract the listener's attention from the message, but also lead the audience to unexpected or undesirable conclusions. For example, "if I may be honest" may lead to the idea that you were not honest before.

The speaker's image is quite important. Physical appearance (clothes, hair, etc.) strongly influences the audience's opinion and how they perceive the message. You must always look appropriate to the audience.

A good presentation requires solid preparation. Whenever possible, plan time to prepare adequately before the speech.

- Set the objective of the speech; determine what the listeners should know towards the end of the speech. What would you like the effect of the speech to be? (motivate certain actions, create a certain attitude, etc.) This determines the character of the speech: to inform, to convince, etc.
- 2. Find out as much as possible about the audience. How many people? What is their motivation to listen to you? What do they know, what do they not know that you want to communicate to them? What would they like or not like to hear?
- Write down the ideas that you want to communicate, taking into consideration the time you were given. Decide how you to structure the speech. The simplest method is to structure your contents into an introduction, message, and conclusion.
 - The introduction determines how the audience receives you. That is why it is important to prepare an introduction that will grab their attention. For example, a question

- relaxes the atmosphere, moves the attention from the speaker to the topic, and involves the audience. An example, analogy, or brief story also make strong introductions. For other introduction ideas, see Module 3, Training Session Structure.
- After capturing the audience's interest, briefly introduce your topic. After this, go to the prepared message. This is the clear and logical explanation of ideas, with examples or other tools to maintain attention (visual materials, video etc.). For a successful speech, keep the sentences as short as possible, use relevant facts, use expert or unprejudiced opinions, and back up your arguments with evidence.
- The closing is what you want your audience to remember. Summarize the main ideas. Depending on the topic, closure can be a rhetorical question to the audience, an answer which may be found in the speech they have just heard, or a next step in the logical progression of the message.
- 4. Plan the timing of the speech. How much time do you have for the speech? How much time will each part take? How much time do you need for questions? How will you keep track of the time; is there a watch in the room, is it easy to see, etc.?

Before the speech:

- Find out about where the speech will be hold. If possible, visit it beforehand to familiarize yourself with it. Verify the resources you will need (projector, etc.).
- Prepare the materials you need.
- Practice the speech in front of friends or alone. Some professional speakers practice in front of a mirror.
- Be in good physical and psychological shape before the speech—eat something and be well rested. If you are tired or stressed you are more likely to make mistakes.

During the speech:

- Be aware of non-verbal communication. Some research shows that only 6-8% of a listener's attention is at the verbal level. Non-verbal communication, body language, gestures, and voice volume, are much more important. It may seem ridiculous, but sometimes the way we say something is more important than what we say.
- Maintain eye contact with the audience.
- Make pauses where appropriate.
- Try to integrate dialogue elements into the speech. This can be done by asking
 rhetorical questions or questions to you expect an answer, appealing to the listener's life experience, etc. Having a dialogue with the audience is a tool that keeps the
 audience engaged and interested.
- Be authentic. Do not try to be someone else, use different manners, unfamiliar expressions, etc.
- Smile.

After the speech:

- Encourage questions from the audience.
- Thank the audience for their patience.

WORKING WITH MASS MEDIA

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The advice about giving a speech is applicable to working with the mass media (for example, a press conference).

However, some skills are specific to working with the mass media. Mass media has a special role in society. Holding a speech in a community or in front of pupils at school is different from speaking in front of the press. First of all, the mass media usually has an established agenda of information they wish to find out and which they are much more insistent in obtaining. Secondly, there may be cases in your work with the press

when you have to give speeches or press releases without any advance preparation. This often happens when critical events take place suddenly and spontaneously.

There are other occasions in which you may have contact with journalists. This can be a press conference where you are holding a speech; a short conversation; or an interview.

Interviews



Interviews usually involve answering or responding to a series of questions asked by the journalist. This may happen over the phone or in person. However, it is preferable to interview with jour-

nalists in person. The journalist can understand you better when meeting face to face. Moreover, a personal interview can help you establish better relations with the journalist.

Many people's initial response to a journalist's request for an interview is refusal. This can be for different reasons, but remember that a journalist may find someone else to interview, who may be less competent. For this reason, in the majority of situations it is better to grant an interview. An example of when to not grant one would be if a journalist requests an interview for purposes you consider immoral.

It is necessary to prepare for an interview. Sometimes journalists provide the questions in advance, other times only the topic of the interview is given. In the latter case, make all possible efforts to understand what the journalist wants from you. During the interview you may be asked questions which deviate from the subject of the interview. Try to prepare answers for all possible questions.

The medium for which you give the interview is also important. TV interviews are usually short. That is why preparation is important. Write down the main ideas which you would like to communicate. The written press has more time and the message can be more complex for newspapers than for TV or radio. Because a journalist will prepare the material, it is a good strategy to ask what he/she has understood to avoid misunderstandings. If possible ask the journalist to show you the finished article so that you can check its accuracy.

When giving an interview, keep the following in mind:

- Remember that the terms and ideas you are familiar with may be not known to the reporter, even if they have specialized in your area. When the use of special terms cannot be avoided, explain them in familiar terms.
- If you have doubts regarding an answer, be ready to say, "I don't know".
 It is batter to say this than to say something wrong.
- Never lie. It is always the best approach to tell the truth.
- Communicate facts and be wary assumptions or circumstances about which you are doubtful. Interpret facts only with sufficient information.

Communication with mass media in critical situations

In critical situations it can be difficult to communicate with the mass media. This module provides an extract from a sketch that shows how the mass media reacts to a tragedy that impacts an entire community. Marlene Young, executive director of The National Association of Victims Assistance (USA), elaborated this sketch in 1997. Although the specific of mass media in Moldova may be different, this sketch may be of use because it contains valid things even for the Republic of Moldova. Marlene Young suggests that after a tragedy, for example shootings and killings in some American and German high schools, mass media follows a pattern:

10-12 hours. Reporters are usually in a hurry to get facts. They try to answer to the question, "What happened?" Often media representatives question eyewitnesses, listen to the police recordings, and interview anybody who talks about what happened. This has resulted in contradictory and incomplete stories on several occasions (trainers should find a national example).

12-24 hours. In the second 12 hours, the media tries to determine who the victims are. There is a perpetual conflict over when to announce the names of victims. Authorities try to inform victims' relatives before making any public announcements. To find out more about the victims, mass media representatives will make many enquiries to find the "necessary" information. They will speak to those involved in

saving people, police, doctors, neighbours, victim's friends and even go to the scene of the crime to gather more facts.

24-36 hours. The next day, media is focused on why the tragedy happened and who is at fault. It is a natural reaction to tragedy, especially one involving violent crime, that people look for somebody who is responsible. Unfortunately, people have their own ideas regarding who is culpable before the facts are known. The problem with this is that when everybody is guilty, no one is guilty.

36-72 hours. During this time, the media starts a much more profound analysis of what happened and why it happened. Sometimes, the mass media may doubt the response efforts of police or other people.

It is one thing to talk to media in situations when you have a planned and organized your message in advance. It is much more complicated to do this in crisis situations. You may even be tempted not to talk with the journalists. However, take one thing into consideration. The journalists will find the information they are looking for, but from other sources. That is why it is better to give official information rather than leaving journalists to find facts, which may be misleading or distorted, from somebody else.

The most important strategy during a crisis, especially during the first hours, is to be available to the press. In a crisis there are usually a lot of unknown factors. Do not complicate the confusion with assumptions, as that can cause a great deal of harm.

Here is an example of this. In January 1981, in a district of London called Deptford, a fire occurred at a party attended by a group of young black teenagers. In the tragedy thirteen of the partygoers lost their lives. Because of alleged comments by police officers at the scene, the community was convinced that it was a racist attack and that someone threw a petrol bomb into the building and caused the fire.

The subsequent press coverage and the misunderstanding became the cause of a great deal of tension and distrust of the police by the black community. Subsequent enquiries found no evidence that it was anything other than a tragic accident. But even after 20 years there are people in the community who still have doubts.

Therefore, if in doubt, keep quiet.

Organizing work with the media



It is not necessary to wait for journalists to approach you. It is good to devise a strategy to promote the interests of your institution or programs and ideas pro-

moted by your institution. The simplest way to do this is through the press release.

The press release must be as short as possible, contain all relevant data, and must have at least a telephone number and contact person.

To attract attention, the press release must have an attractive title to reflect its essence. Because you do not know how much space or time the mass media medium has, to include the most important ideas in the first paragraphs. In case there is not enough space, the journalists

will leave out the last paragraphs but still have the most important information.

In the first paragraph, develop the release's title and answer basic the questions: what, who, where, when. If you want the information to be broadcasted, then introduce new facts in the release. In the next paragraphs develop the ideas from the first paragraph.

After sending the press release, usually through fax or e-mail, follow up. Contact the agencies or the mass media agency you sent the release to and find out if they will broadcast it. You cannot insist that any press release is broadcasted, but by contacting the agents you can encourage them to do it or find out what you can do in the future to prepare a release that will be broadcasted.

Working with the mass media:

 Be proactive. Research the mass media market and see who would be the most interested in collaborating with you. Establish contact with people

from the media environment who may help you when you need to make a press release, send a message through mass media, etc. A friendly relation-

- ship with journalists may help you especially in crisis situations or when you have to deal with difficult problems.
- Always have prepared information and materials for journalists in case you have to present it. For example, when a child commits a severe offence it is possible that the journalists may inquire about statistical data on child offences.
- It is good if within your institution one or more persons are designated to col-

- laborate with the mass media and, when necessary, write all press releases.
- If you have given inaccurate information, try to correct it as soon as possible. This will minimize the negative impact on your institution.
- Usually journalists are in a hurry.
 Learn to formulate your messages clearly, succinctly, and present them attractively. When possible, ask the journalist how much time he/she has.

When you communicate with the press on issues concerning the children, keep in mind the following:

- Avoid words or expressions that label or stigmatize children. Instead of juvenile offender, it is better to use the expression "a child who is in conflict with the law", and instead of juvenile criminality, "juvenile delinquency".
- Avoid sensational expressions. Usually children appear in the news in cases of severe or violent crimes because these are out of the ordinary. This presents them in a bad light, although the gravity of the crimes commit-

- ted by children may be smaller in comparison to those committed by adults.
- Minimize the possibility of imitation crimes in the future. The way information is conveyed to media may determine whether other persons commit imitation crimes. Children may commit crimes by imitating heroes from movies or other media. How the news is expressed can provoke or limit this imitation effect.

The following list provides a select few pieces of advice that could prevent such incidents. They were adapted by Philip J. Lazarus, Stephen Brock, and Ted Feinberg, NCSP (based on the work of O'Carroll, P. W., & Potter, L. B. (1994). Suicide contagion and the reporting of suicide: Recommendations from a national workshop. Morbidity and Mortality Weekly Report, 43, (RR-6)).

- Do not dictate to reporters what to broadcast or not. Instead explain to them the probability of crime imitation.
- Avoid expressing how the crime was committed. Exposing the technical details of the crime (how did they buy
- the guns, how did they prepare the explosive) may facilitate imitation.
- Avoid exposing horror moments (shocking photos, blood, etc.).
- Avoid presenting the crime as a means of obtaining something. Violence and

- other crimes should not be presented as an efficient strategy to solve problems, because other children or adults may perceive this as an attractive solution.
- It is important to stress key messages during the interview, such as:
 - 1. We have to teach children how to solve conflicts without using violence.

- 2. Parents have to spend time communicating with their children.
- The need to implement effective extracurricular programs to offer protection, supervision, and instruction for children.
- 4. Isolated, rejected children are at a higher risk and need intervention.

ACTIVITIES



Public presentation



Aim: To assist participants prepare and deliver an oral presentation outside their normal environment.

Objectives:

At the end of this activity participants will be able to:

- 1. Select and prepare a presentation on given topic to a group outside their normal working environment.
- 2. Demonstrate the ability to prioritize what information would be required for a public presentation.
- 3. Practice delivering a public presentation.
- 4. Evaluate a concrete presentation using the criteria for a good speech.

Procedure:

Stage 1

Provide participants with guidelines from the theoretical material.

Stage 2

Give participants the topics for a public presentation (see supplementary material) and ask them to prepare a presentation for the next day. The trainer will not provide any material on the content of the presentation unless participants request it.

Provide pre-designed observation sheets (see supplementary material) to all participants.

Stage 4

Participants deliver their presentations with strict time limits. If all participants are to deliver, you may wish to split them in small groups.

Debriefing:

Debrief each participant after the delivery:

What planning and research did you do to prepare the presentation?

What were your priorities in giving the presentation?

How did you feel immediately before getting up to speak?

Allow observers to make comments bearing in mind that feedback should be constructive, not destructive.

The trainer will begin by selecting, in order, each point on the observation sheet for comment. This allows the speaker to reply to observations.

Finally, the trainer asks for any other comments that participants wish to make that are not covered by the observation sheet.

Trainers should ensure that any comments not supported by evidence are rejected.

Preparing a press release

Aim: To help participants prepare a press release.

Objectives:

At the end of this activity students will be able to:

- 1. Explain the structure and goals of a press release
- 2. Analyze a press release
- 3. Prepare a press release

Procedure:

Stage 1

Provide participants with a press release (see UNICEF press releases in supplementary material or choose any other press release) to read.

Stage 2

Discuss the press release. The following questions can be used: What is a press release? What is the purpose of a press release? What is the structure of a press release? How did the authors of the release make the information interesting? While discussing, use the theoretical material to add to the participants answers.

Stage 3

Participants brainstorm a list of topics (events, programs etc.) in the juvenile justice field or any other field that they would like the media to know about.

Choose one of the topics. Participants prepare a press release using the info from stage 2 and the form **How to draft a press release** (see supplementary material). Depending on time constraints and other factors (objectives, number of participants), participants can work in small groups or individually.

Stage 5

Present and analyze the releases. Draw attention to how convincing and interesting the releases are, and why.

Debriefing:

Discuss the learning from the activity, and what participants can do to send the release to a press agency (what agency would be interested, the best way to send it, etc.).

This activity can be extended by analyzing more press releases. Additional press releases are in the supplementary material, or any other press release can be used. Another step is to rewrite an existing press release if the participants think it could be improved.

Press briefing



Aim: To allow participants to prepare a press briefing and experience leading a press conference.

Objectives:

At the end of this activity participants will be able to:

- 1 Recognise the general rules when dealing with the mass media.
- 2 Demonstrate the skills and abilities required to talk to the media.
- 3 Experiment with different methods of talking to the media.
- 4 Formulate a plan in preparing a press briefing.

Procedure:

Stage 1

Explain the aim and objectives to the participants.

Stage 2

Provide the Human Rights scenario press briefing (see supplementary material) to all participants.

Stage 3

Divide the participants into two groups. One represents the press and the second represents senior police officials.

Stage 4

Each group formulates the agenda they will adopt, bearing in mind their respective roles.



The trainer runs the press conference, allowing participants a maximum of 15 minutes

Debrief:

What agenda did the media have for this press conference?

What agenda did the police have? Were they able to keep to it or were they derailed by questions from the press?

How effective were the police in dealing with the press? Has the media's agenda been covered?

What impression did the police give to the media?

What lessons have they learnt for the future?

SUPPLEMENTARY MATERIAL

Public presentation



Topics for presentations

Good practices You are provided with a limited choice of topics. You may think of your own topics for public presentations in case you need to involve each participant to give a presentation

- 1. Chişinău's town counsel has learned that a new manual has been created to assist selected officials from the Supreme Court, Prosecutor's office, and the Police deal with children and young people that come into the conflict with the law. They have heard that there is an international code concerning treatment of children, but they are not sure what it is and cordially invite you to give a presentation on this international law. You are given 5 minutes.
- 2. You were invited to a local school to make a presentation before the teachers and parents about the efficient ways to minimize the risk of children breaking the law. It is a reunion of parents and teaching staff that takes place just once a year. Since the agenda is very full, you are offered only 5 minutes.
- 3. You were asked to present briefly on how to physically arrange space at the hearing of a child, to minimize the negative effects on the child and simultaneously allow the hearing to be as efficient as possible. The presentation will be for a group of judges and criminal prosecution officers. You are given 5 minutes.

Public presentation observation form

Trainers please note that this sheet contains a limited number of areas to be assessed. Please do not feel restricted by it. And if you think of other relevant areas to add to this exercise, please amend the sheet accordingly bearing in mind your objectives. Share amendments with your trainer colleagues.

Please note, feedback is a method that assists you and your colleagues to improve performance. Ensure that all feedback has evidence or examples and is constructive, not destructive

Public presentation observation form

Please, take into consideration the fact that feedback is a method that helps you and your colleague to improve your performance. Ensure that the comments you provide after the observation are constructive, not destructive, and are based on specific indicators and examples written in the right column.		
Speaker:	Evaluator:	
Evaluate the presentation by giving a grade: 1- sufficient; 2- good; 3- excellent		
Field of evaluation:	Indicators for each field of evaluation:	
Contents and organization:		
Structure of the message		
Clarity of the message		
Presentation:		
Keeping the eye contact		

Efficient use of voice	
Enthusiastic expression	
Pace of presentation (too slow or too rushed)	
Usage of non-verbal language	
Usage of monosyllabic sounds——— (e.g. Mmmm, errrr) and parasitic words (e.g., like, you know)	
Other positive comments:	
Constructive criticism:	

Alternative briefing sheet

Number of times the speaker uses mon-	
osyllabic sounds (e.g. Mmmm, errrr)	
Non-verbal communication, positive or	
negative	
Sign of nerves, shaking hands, etc.	
Tone of voice, boring or interesting	
Conclusion; did it reinforce the message?	
_	

UNICEF press releases:

Despite progress, children's rights far from universal

NEW YORK, 20 November 2004 - On the 15th anniversary today of the international adoption of the Convention on the Rights of the Child (CRC), UNICEF Executive Director Carol Bellamy said that despite major advancements for children that include the creation of new laws in many countries, the rights of millions of children remain forgotten or ignored.

"The enactment of new laws set in motion by the Convention is a positive step that is critical to protecting the rights of children, but legal reform must be pursued at the same time as social policies that address the challenges facing children right now," Bellamy said. "Too many children are growing up without basic

health care, education and protection from abuse and exploitation."

Adopted in 1989 and ratified by every country in the world except two, the CRC is the most widely accepted international human rights treaty in history. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harm, abuse and exploitation; and to participate fully in family, cultural and social life.

The implementation of the CRC remains a critical strategy to achieving the Millennium Declaration and the Millennium Development Goals, behind which the international community stands.

A recent review by UNICEF of 62 countries that have strived to implement the CRC shows that:

- More than half the countries studied have incorporated the CRC into domestic law;
- Nearly a third of the countries have incorporated important provisions on the rights of the child into their constitutions;
- Nearly half the countries have adopted codes or comprehensive laws on children.

In addition, two optional protocols anchored on the CRC have been approved since: one on the involvement of children in armed conflict; and the second on the sale of children, child prostitution and child pornography. There has been widespread ratification of both of these, and their implementation is gaining momentum, Bellamy said.

The review also found that the CRC has led to important institutional reforms, including the establishment of more than 60 independent human rights institutions for children in at least 38 states around the world. With the UN Special Session on Children in 2002, independent institutions joined in a global network to enhance their advocacy on behalf of children's rights, and committed to double their number by end decade.

"These independent institutions constitute a critical pillar of a global movement

to specifically monitor and protect the rights of children," Bellamy said.

But the study also found that while highlevel political commitment has been essential to the development of new laws protecting children's rights, social change has been sustained only when that commitment has been matched by effective law enforcement, allocation of adequate resources and the engagement of all levels of society.

"Only when governments are dedicated to developing and implementing laws to protect children and work in partnership with all sectors of society will we have the true culture of human rights for children that the CRC envisions," Bellamy said.

A renewed commitment to children's rights is essential at a time when nearly 11 million children before the age of five die every year, most from preventable causes, Bellamy said.

"Children are dying because their families are too poor to be sick," said Bellamy. "If we are truly to make a difference in children's lives, and have a chance at achieving the social and economic goals of the world community, we must make the rights of these marginalized and forgotten children our highest priority. The rights to education, health care and a safe and loving environment in which to thrive must never be theoretical. They must be a reality for all children."

For more information, please contact:

<u>Jehane Sedky-Lavandero</u>, UNICEF New York, 212 326 7269, <u>Kate Donovan</u>, UNICEF New York, 212

New Afghan leadership urged to put children first

On anniversary of UN Convention on the Rights of the Child, Afghanistan's children present their Manifesto to new leaders KABUL, 18 November 2004 – On Saturday 20 November, the 15th anniversary of the establishment of the UN Convention on the Rights of the Child, Afghanistan's children will ask their newly elected leaders to put child rights top of the agenda, with the presentation of a new Children's Manifesto for Afghanistan.

The Children's Manifesto is the result of a series of consultations and workshops with children from across Afghanistan, in a process that began in 2003. The Manifesto sets out the hopes, aspirations and demands of Afghan children as well as serving as a tangible reminder of both adults and children's responsibilities in upholding children's rights. The Manifesto is backed by a new Framework for Action, drawn up by leading child rights organizations working in Afghanistan, that sets out key actions and targets requested of the new President, his Government and its partners in the UN, NGO, donor and civil society communities to strive towards the achievement of the Millennium Development Goals as they relate to children. Both the Children's Manifesto and the

Framework for Action are amongst the first public requests to be placed on the new Government agenda, underlining the importance of children's rights in the reconstruction of Afghanistan. The UN Convention on the Rights of the Child,

which came into being on 20 November 1989, is the most widely ratified human rights treaty in history; Afghanistan ratified the Convention ten years ago, in 1994. The Convention sets out, in a series of Articles, the fundamental rights of all children and the expectations and obligations faced by Governments to uphold those rights.

The Afghanistan Children's Manifesto places special emphasis on support for vulnerable and marginalized children, protection of children from abuse and exploitation. and the importance of providing adequate health care and educational opportunities for every child. The Manifesto draws upon the outcomes of consultations with children in Mazar, Kabul and Herat, as well as special conferences for street working children and other surveys and focus group discussions with children. The Framework for Action has been drafted by UNICEF, and NGOs Aschiana, Children in Crisis, Child Fund Afghanistan, EMDH and Save the Children Sweden and USA.

The Manifesto will be presented to His Excellency Vice President Amin Arsala by a group of children, alongside representatives of the child rights organizations, on Saturday 20 November, at the Vice President's office (opposite Ministry of Foreign Affairs) in Kabul. Final timings will be confirmed shortly.

Embargoed copies of the Children's Manifesto for Afghanistan, and the supporting Framework for Action, are available in English, Dari and Pashto.

For more information, please contact:

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How to draft a press release Form

Title that attracts attention and explains why this press release is important

Contact person Contact: [Your name]

[Date] [Telephone number]

[**First paragraph**: elaborates on the title of the press release and provides response to the basic questions, who, what, where, when, why, and how. Introduce information that is new so that the mass media will pick up the press release. This paragraph summarizes the entire press release.]

[Second and following paragraphs: Include detailed explanations, additional information about the organization, program, details on the news or event that help people understand why the press release is important, etc.]

• Ensure that the information you insert in the press release is interesting and attracts attention. At the same time, try to keep everything within one, or at maximum two, pages.

Examples of press releases to be analyzed in additional activities

Press release No.

A GYPSY FAMILY IS SUSPECTED OF CREATING A NETWORK OF TRAFFICKING IN HUMAN BEINGS

Chisinau, November19, INTERLIC. MIA Press Service informs that this week the officers of the Directorate on Fighting Trafficking in Human Beings from the Ministry of Internal Affairs identified a network of traffickers in human beings of Gypsy origin.

Following a search carried out at the home of the branch head, Spiridon Arapu, from the village Vulcanesti, district Nisporeni, law enforcement officers found a minor girl of 13 years locked up. The girl declares that Spiridon Arapu had bought her from the director of a boarding school in Krasnopol, Ukraine. The minor further stated to the law enforcement officers that she was sold with her identity documents.

Preliminary information indicates that the girl was to be taken to Poland for begging in the streets. It is supposed that Spiridon Arapu sold the minor's mother and her two brothers, 9 and 11 years old, also held locked.

Also two guns, a "Baikal" and an "IJ-75", as well as 200 cartridges of various calibers, were found. Policemen also found a 500 gram golden cross and other valuable objects, eight birth certificates with the names of different children, three passports for temporary departure for abroad for the same name, and other documents.

Officers from the Directorate on Fighting Trafficking in Human Beings questioned Hartimon Arapu's complicity in this case. One of the trafficker's sons, he was also arrested.

Hartimon declared that one of his other brothers is in Poland, where he supervises and manages the "activity" of the victims.

The entire family is supposed to have trafficked more than 10 persons abroad, the majority of whom are minors.

To help investigate the case, law enforcement institutions from Ukraine have been contacted.

At the moment, the actions of Spiridon Arapu's family in the village Vulcanesti, district Nisporeni, come under Article 206 of the Criminal Code of the Republic of Moldova, "Trafficking in children".

Press release no.

General Prosecutor' Office of the Republic of Moldova 05.11.2004 Press release

Approximately 23.9 million lei is the amount of material damage inflicted on the state by 4 economic agents, against whom the General Prosecutor's Office has initiated 4 criminal procedures. This activity comes under the activity of combating economic crimes and protecting public interests carried out by the prosecutor's offices.

According to the Financial and Economic Investigation Section of the General Prosecutor's Office, on 29.10.2004 and 04.11.2004 two criminal cases were initiated on the basis of article 244 paragraph 1 of the Criminal Code on tax evasion. The amount of tax evasion committed by SA "Frigo" on the fictional export of ice cream was 1,267,976 lei, and the fraud committed by SRL "Miaris-Teh" on the supply of maize seeds to SRL "Ceinar" was 1,458,856 lei.

The General Prosecutor's Office also declared on 19.10.2004 and 29.10.2004 evidence of appropriation of public finances in huge amounts. SRL "Oferta-Plus" embezzled 20 million lei with the Ministry of Finance through mutual payments. SA "Promtehgaz" executed a turnkey contract with the Lapusna District Council in the amount of 1,204,547 lei. The General Prosecutor's Office has initiated criminal prosecution in both cases on the basis of article 195 paragraph 2 CP, appropriation of public means in huge amounts.

Currently, the General Prosecutor's Office is undertaking measures provided by criminal procedural legislation for the objective and full investigation of these criminal cases.

Press Service of the General Prosecutor's Office 5-1d-298 November 5, 2004

Press release no.

MIA Press Centre November 10, 2004

PRESS RELEASE

Today, on September 29, in Kiev, the ordinary session of the Ministers of Internal Affairs Board of the members of the Commonwealth of Independent States is opening. This is an important two day international event in the Ukrainian capital.

The delegations of relevant ministries from Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, the Russian Federation, Tajikistan, Uzbekistan, Ukraine, Republic of Moldova, Police of the Armenian Republic, as well as the Director of Security, Cooperation in Fighting Criminality and Terrorism Department of the CIS Executive Committee, the Director of the Coordinating Office for Fighting Organized Crime and other very serious crimes in the territory of the states members of CIS will participate in this summit.

Also, a number of officials from the Ministers of Internal Affairs Boards from the member states of the Executive Committee of CIS will be present at the forum.

The delegation of the Republic of Moldova is headed by the Minister of Internal Affairs, General-Major of the police, Mr. Gheorghe Papuc. He is attending together with representatives and the head of International Relations, European Integration and Information Department of M.I.A., Police Colonel Vasile Sterbet.

The agenda will address a number of issues at the meeting, chief among them: fighting criminality in the territory of the CSI member countries; fulfilling the prospects of the MIA Board on implementing the Inter-State Program on Joint Actions for fighting criminality for 2003-2004; the CIS member countries' program to fight illegal trafficking in drugs and psychotropic substances; and precursors for 2002-2004, the CIS member countries' Program on fighting international terrorism and other forms of extremism for 2003-2004. Another topics is the concept of cooperation among Ministries of Internal Affairs from the CIS member countries facing new challenges and threats.

Other topics include the development of cooperation in the field of staff training for the Internal Affairs Authorities and the importance of all the countries in searching for disappeared people will be addressed. Of note, for six months the General-Major of the police, Mr. Gheorghe Papuc, has been the President of the Ministers of Internal Affairs Board of CSI member states. He will now pass the office to his colleague from Ukraine, General-Lieutenant of the police, Nikolai Bilokoni.

By the end of the Summit, the place and the date of the next ordinary session of the Ministers of Internal Affairs Board of the states members of the Commonwealth of Independent States will be identified. This Summit is held at least twice a year.

Press Centre of M.I.A. of the Republic of Moldova, September 29, 2004

Institute of Penal Reform

60 attorneys specialized in juvenile justice will work in Moldova

This year some attorneys who work in various offices throughout the country were trained in the field of providing criminal legal assistance to children in conflict with the law, including children who were accused, suspected, witnesses, and victims.

A training titled "Providing legal and psycho-social assistance to children in the criminal justice system" is organized for November 19-20, 2004. Participants will include 30 attorneys from 9 localities in Moldova. This training finalizes the training cycle for attorneys this year.

Beginning in 2005, a part of the attorneys trained by ICR will provide free-of-charge legal assistance to children in conflict with the law. Recipients will include both those from MIA isolators and MJ isolators of preliminary arrest of RM (Chisinau, Balti, Cahul, and Rezina). Other recipients include those who re already serving their sentence of deprivation of liberty in the re-education facility for minors in Lipcani and in the facility for women in Rusca.

The involvement of attorneys from various regions of Moldova in this improvement process targets the objective of developing access for all youth to qualified legal assistance.

Starting with this argument, joint trainings by IPR and UNICEF Moldova provide practical and useful practice for attorneys. These trainings cover national and international legislation, analysis of the detention regime of minors, and application of alternative punishments, like probation, mediation and community work. Attorneys have the possibility to work in groups and use real case studies.

Taking children's vulnerability into account, the seminars attempt to cultivate not only strictly legal practical skills, but also abilities related to the psycho-social particularities of adolescents.

The event is part of the joint IPR and UNICEF Moldova project called "Providing legal and psycho-social assistance to children in the criminal justice system" implemented by IPR with the financial support of UNICEF Moldova.

In total, attorneys from Chisinau, Orhei, Hincesti, Cahul, Causeni, Anenii-Noi, Calarasi, Ungheni, Falesti, Floresti, Donduseni, Leova, and Drochia have participated in the training activities.

Human Rights scenario for press briefing

You are the senior police officer responsible for policing an area with a high proportion of street children. There is a high crime rate and increasing signs that the children are resorting to solvent abuse to minimize the effects their harsh living and working conditions. Furthermore police officers under your command complain of heavy workloads, and some of the older children have been causing problems with the local community with incidents of aggressive begging and vending.

One of the units, comprised of 12 police officers, operates from a station that covers the Central district. It has a reputation for being fairly tough. The officers in this unit are known for their willingness to use unlawful methods, including excessive force to solve problems. You receive more complaints against the unit from the children and some members of the local community than for other units under your command. You yourself are aware that members of this unit have a generally cynical and aggressive attitude towards children and members of the public.

It has been bought to your attention that during the weekend a group of children had gathered by the Alexandr Pushkin monument in the park, opposite the Codru Hotel. It appears that the children were using drugs and alcohol. A fight started between them and the police were called. When the police came, two of the children were badly injured and had to be taken to hospital. Their injuries are causing concern.

The local TV and newspapers heard of this incident and have been talking to members of the local community. They are now demanding a statement from the police.



Module 13

Restorative justice





THEORETICAL MATERIAL

Welcome to the last module of the manual. By this stage, hopefully you have many new, interesting ideas about the modalities of working with children in conflict with the law. The concept of restorative justice briefly described in this module used to pose a challenge to traditional legal think-



ing. Currently, restorative justice is gaining more and more acceptance. Many recent initiatives have moved towards restorative justice in the Republic of Moldova as well.

After studying this module, participants should be able to:

- Have a general idea about the principles and values underpinning restorative justice.
- Compare the present system of criminal justice with the suggested approaches of restorative justice.
- Enlist different practices for applying restorative justice.
- Create a positive personal attitude towards restorative justice, and look for opportunities to apply restorative modes in the existing juvenile justice system.

Research identifies three possible responses to a crime by any society:

- 1. Revenge aims to punish a criminal for having made another member of society suffer. Revenge used to be widely practiced in the past. Today it is not considered compatible with modern social human values.
- 2. Retribution, punishment to compensate for a breach of law, is used for rehabilitation and prevention. Most often, the process is a state matter. Under certain circumstances, victims are ignored. In many cases the final result pleases neither party, because the results are not what is best but rather a simple punitive application of the law. Retributive justice does not aim at healing the wounds caused by crime. Deprivation of liberty, which has many unintended negative effects besides the intended positive effects (see also Effects of Imprisonment in the Supplementary Material), is often applied in retributive justice.
- Restoration aims mainly at repairing the damage done by the crime. Restorative justice is based on the premise that resolving a criminal dispute may and shall aim at healing the wounds inflicted on society and the victim directly. From this prospec-

tive, more attention is paid to the interests and wishes of the victim. Criminals are encouraged to understand the harm inflicted by their crime and undertake responsibility to remedy it.

If conceptualizing retributive and restorative justice as opposite ends of a pole, then we may say that modern criminal systems are located between these two poles, inclining more or less to one side or another.

Restorative justice is based on three principles:

- 1. Justice aims at moral and material recovery for persons who have suffered. What is more important is not the fact that a law has been breached, but the fact that certain damage requires compensation. The victim plays an important role in this.
- Persons who are directly involved and affected (victims, community, offenders)
 need the opportunity to participate in formulating a solution to the crime. Although
 their decisions may not always be decisive, these people should feel alienated from
 the justice process.
- 3. The role of the state is to keep fair public order. The role of the community is to maintain peaceful relations.
- H. Zehr mentions that the difference between retributive and restorative justice are apparent in the questions that are principal in each system.

Retributive justice asks:

What law has been breached?

Who has committed the breach?

What does he/she merit for what he/she has done?

Restorative justice may be formulated as follows:

Who has been damaged?

What are the victims needs?

What are the responsibilities and whose are they?

Zehr's table demonstrates the differences between the two approaches in more detail.

	Retributive Justice	Restorative Justice
Problem	defined narrowly, abstractly, as a legal infraction; only legal variables relevant; state as victim	defined relationally, as violation of people; overall context relevant; people as victim/s

Actors	State (active) & offender	victim & offender primary,
	(passive)	along with state & community
Process	adversarial, authoritarian,	participatory, maximizing in-
	technical, impersonal;	formation, dialogue and
	focus on guilt/blame; "neutral-	mutual agreement;
	izing strategies" encouraged	focus on needs & obligations;
		empathy and responsibility
		encouraged
Outcomes	pain, suffering;	making things right by identi-
	harm by offender balanced by	fying needs &
	harm to offender;	obligations, healing,
	oriented to past	problem-solving;
		harm by offender balanced by
		making right;
		oriented to future

(For an illustration that expands the vision from the table, please, see *Signposts of Restorative Justice* from the Supplementary Material for this Module).

Restorative justice offers the victim and the offender, and sometimes also the representatives of the community, an opportunity to communicate about the committed crime and approaches to remedying the inflicted damage. This may lead to the criminal remedying the inflicted damage either to the victim or to the community. Communication may be indirect, through a facilitator who passes messages between perpetrator and victim. In most cases, however, communication is direct. Either way, a third party always facilitates communication, and usually someone with special training in this field.

Direct communication may have a number of forms. For example:

1. Mediation between the victim and the offender



Mediation is essentially a negotiation or discussion facilitated by a specially trained person called a mediator. With the assistance of a mediator, the victim and the offender try to solve the conflict. The mediator does not have the authority to make decisions. An experienced mediator may help the parties generate optimal solutions in

a negotiation session that would not have been possible in a court proceeding.

Both parties have an opportunity to express their perceptions of the crime and clarify any misunderstandings. Mediation ends with an attempt to encourage both parties to

reach an agreement which specifies the offender's and, if relevant, the victim's obligations or commitments

Mediation shall be conducted according to certain principles. The most important are:

Voluntary nature of mediation.

Voluntary is a fundamental principle of mediation. The parties shall agree, without pressure, to enter a mediation session and to interrupt it at any moment. Nobody is imposed to enter an agreement against his/her will. Under certain legislation, the voluntary nature in criminal cases is disputable, because the offender often has to choose between entering mediation or being subjected to punishment through the court, which is often more severe.

• Impartial and neutral mediator.

The concept of a mediator's impartiality and neutrality is central to the mediation process. The mediator shall mediate only in cases, in which he/she is and remains impartial. In case of any bias, the mediator must withdraw.

Through his/her behaviour, the mediator shall emphasize his/her impartiality. The mediator has to explain to the parties all possible conflicts of interest in the case or

circumstances, which may call his/her neutrality and impartiality into question. For example, administrative pressures to finalize the mediation process by an agreement may pressure a mediator to be impartial in hopes of achieving speedier resolution.

The mediator should not communicate with any of parties outside the mediation sessions.

Confidential nature of the mediation process.

Parties may count on reasonable confidentiality from the mediator within the mediation process. The mediator may not disclose any information he/she learned in the mediation, except when the relevant party expressly allows this or the law stipulates an obligation to disclose certain information. The mediator shall explain his/her confidentiality to the parties.

The parties may agree upon their own

rules of confidentiality, and the mediator shall undertake to comply with them, if they do not contradict the law. To maintain parties' trust in mediation, the mediator has to abstain from communicating the progress of the mediation, how the parties have behaved, etc to anyone outside the mediation. He/she may report if one party or another was present at the mediation or not.

 Mediation may be conducted only by competent persons who can ensure the quality of the process.

Anyone may be the mediator, if both parties are satisfied by his/her work. However, for efficient mediation, it is usually

necessary for the mediator to have received special training. Any mediator is obliged to constantly improve his/her

skills and the quality of mediations she/ he can conduct. At the end of a mediation session, the mediator has to offer both parties an opportunity to evaluate his/her performance.

The Criminal Procedural Code of the RM stipulates that the conciliation of parties in a criminal process may take place through

mediation. Although this provision does not yet provide an option for an efficient application of restorative justice, it is a first step in this direction. Currently, a law on mediation has been drafted and a number of seminars organized by the Institute for Penal Reform are initiating different categories of specialists in penal mediation.

2. Family meetings



Family meetings are similar to mediation, except that the facilitation process focuses on the family to support the offender. Besides the victim and the offender, family meetings include families and other persons involved in the process (social workers, representatives of NGOs, etc.). These meetings are especially used in cases of children who are in conflict with the law.

Family meetings originate from New Zealand. A law adopted there in 1989 stipulated a new method for investigating cases of children in conflict with the law. Instead of courts investigations with the police and other social services, the law offered the option to determine an appropriate sanction with the offender's family and the victim.

Such meetings are very efficient for children in conflict with the law, because the children see that their family and the community care about them. In this way, such meetings not only help adults view children differently, but also help the child view the family and the community differently. Furthermore, commitments made in such meetings have higher compliance and thus has more potential for the re-socialization of children and prevention of recidivism.

3. Community circles



To a large extent these are similar to family meetings. However, the spectrum of persons participating may include anyone from the community who is interested in a particular case.

In conclusion, restorative justice assigns a more important role to victims within a criminal process, offering them an opportunity to demonstrate the impact of his/her actions to the offender. Restorative justice enables the community to find local solutions to local problems. Restorative justice also brings the offenders to account, offering them an opportunity to take responsibility and participate in the solution to their crime.

ACTIVITIES



Ideal justice



Aim: To help the participants reflect on models of ideal justice through the prism of the present system of justice.

Objectives:

By the end of this activity, the participants will be able to:

- ➤ Compare objectives targeted by the criminal justice with the present situation in achieving these objectives;
- Draft an ideal model of criminal justice through the prism of the results.

Procedure:

Stage 1

Divide the participants into small groups. Each group has to think about justice in RM and about the objectives targeted by criminal justice in particular.

Stage 2

Each group presents a list of drafted objectives. (Sample objectives are: retribution, damage reparation, societal safety, criminal re-education, etc.)

Stage 3

Initiate a discussion on how efficiently these objectives are achieved.

Stage 4

In groups, participants establish how the results of an efficient criminal system would look (for example, criminals do not repeat crimes, victims are satisfied by the decisions adopted within a criminal process, a feeling of resolution, the community is satisfied, etc.)

Stage 5

Groups present their work.

Debriefing:

Use questions that focus on the statements made in the group discussion:

Are the expected results the same as the obtained results?

What factors could cause this discrepancy?

How could the distance between the expectations and reality be reduced? Etc.

Mini-lesson



Almost certainly, the result of this exercise will be that the targeted or achieved objectives of the criminal justice do not coincide with the expected results. Currently, criminal justice professionals are searching for a system that ensures ideal results. In this context, one can operate with the concept of restorative justice. The trainer presents the concepts of juvenile justice. This may be done through a lesson, but use either the mutual learning or mosaic method.

Community circle simulation

Objective: To help participants understand one of the forms of restorative justice – community circle.

Stage 1

Distribute the case (see the supplementary material) for the participants to read. The trainer has to clarify any ambiguities and answer questions related to the case.

Stage 2

Invite volunteers to participate in the simulation. Distribute the roles to be studied, and explain the process and their roles to the participants separately (see the supplementary material).

Stage 3

While the volunteers study their roles, the trainer and the rest of the participants arrange the space for the simulation: a table with chairs around it for those who are involved in the simulation, as well as places for participants who will not take place to observe the simulation.

Stage 4

Run the simulation: For instructions for facilitator, refer to the supplementary material. The trainer or another person with relevant training should act as the facilitator. During the simulation, the participants who are not involved shall be observers, noting their comments on the process to present later.

Debriefing:

First, debrief the simulation that has taken place with the following questions:

How did you feel in the role you had? What helped you or impeded you to participate efficiently?

Was there an atmosphere in which everybody felt free to express him/herself? Did every participant have a possibility to express him/herself?

What difficulties arose during the process? Why?

From your observations, what moments seemed valuable or successful? Why?

Second, to discuss the community circle method, use the following questions:

Does the process give every party a chance to express him/herself?

May such a process be an efficient method to identify solutions for a criminal case?

What advantages does it have compared to the traditional process?

What are the advantages and risks of such a method in general, or with reference to every participant (offender, victim, community, etc.)?

SUPPLEMENTARY MATERIAL

Community circle simulation

Case facts



A group of adolescents from the community, all 16-17 years old, gathered together in a bar to celebrate a birthday. When the party reached its peak, a quarrel arose between two colleagues (Petru and Tudor), during which Petru knifed Tudor, inflicting medium corporal integrity damage on him. Petru was arrested and soon after accused of intentionally inflicting medium corporal integrity damage. The court decided to try to resolve this crime through restorative justice.

Roles

Petru

You are 17 years old. You are in your last form at the local lyceum. You do not have a criminal record. During the party you were at, after having drunk some alcohol, your best friend Tudor told you unpleasant things about your girlfriend. In a fit of fury you took a knife from the table and stabbed Tudor. Although you feel bad about what you have done, you think that a part of the guilt is Tudor's because he provoked you. Besides, you believe that if you had not drunk alcohol, you would not have done what you did.

Petru's mother

You care about your son very much. You feel ashamed of what Petru has done. You are ready to do anything to prevent Petru from being imprisoned. At the same time, you believe that if the friends had not been serving alcohol in the bar, the incident would not have happened. Moreover, all the problems with teenagers in the community have been related to alcohol consumption. You are afraid that something like this will happen again.

Tudor

You are 17 years old. You are in the last form at the local lyceum. During a party, when you and your friends had drunk quite a lot of alcohol, you approached your best friend Petru. You thought that finally you had courage to tell him about his present girlfriend, who you felt was not appropriate for Petru. After you told him that she had clandestine dates with others and added some other details, Petru got furious, took a knife from the table, and stabbed you. You are absolutely disenchanted with Petru. You had the best intentions, but he responded you so badly. After that, you do not believe in true friends anymore.

Tudor's father

You were shocked when you found out what happened to your son. However, the troubles did not stop there. After the bar experience, Tudor has changed radically. Due to the fact that the person who stabbed him was his best friend, Tudor declared that he did not believe in friends anymore. He has changed. He has become much more sad and isolated. You are afraid that he will not be able to maintain social relations with his peers anymore. You are concerned about your son's future. You would like to undertake whatever you can to prevent such things happening either to your son or anybody else. Also, you believe that drinking alcohol is to blame for what happened. You would like something to be done about this.

Bar owner

You suffered big losses because of this incident. More than that, people in the community started to speak about shutting down your bar, since it just causes trouble. You very much wish that such incidents did not happen anymore. In order to prevent this, you believe that the best solution is to punish Petru as severely as possible.

Running the simulation: Facilitator's Instructions

- 1. Greet everybody and ask each participant to introduce him/herself, explaining the reasons for taking part in the community circle.
- 2. Explain the process that will take place as well as its objectives. Specifically, mention that the role of the community circle is not to prove whether the crime has taken place. The main objectives of the meeting are to identify the impact and damage, and to see what could remedy the situation.
- 3. Mention what your role is the facilitator, not a judge. This means that you will not decide who is right or wrong and you will not suggest any solution to the parties involved. More than that, due to your role, you will stay neutral. This means that you will not take the side of anyone. Tell them that you are here to help them to make their own decision and to coordinate the process.

- 4. Indicate the rules of participation:
 - Each person will have a chance to speak. When speaking, everybody has to comply with the rules of politeness.
 - When someone speaks, everybody else has to listen. No one has the right to interrupt, but should note their ideas to express them later.
 - Everybody has to comply with the rule of confidentiality.

Get the consent of the participants to comply with those rules. Ask whether they would like to suggest something else. Ask if everything is clear and if anyone has questions.

- 5. Ask the offender what he has done and what according to him is the impact of his deed on the community or victim specifically.
- 6. Invite other participants to contribute to the discussion or ask questions. After each person has spoken, summarize what has been said.
- 7. Continue the discussion, exploring the problems that are mentioned regarding the damage to the community.
- 8. Ask the offender and other participants what the offender could do to remedy the damage.
- 9. Summarize the suggested solutions and discuss them in terms of acceptability and feasibility. Try to reach an agreement. If you have reached an agreement, write is down.

RESTORATIVE JUSTICE SIGNPOSTS

We are working toward restorative justice when we . . .

- focus on the harms of wrongdoing more than the rules that have been broken.
- show equal concern and commitment to victims and offenders, involving both in the process of justice,
- work toward the restoration of victims, empowering them and responding to their needs as they see them,
- support offenders while encouraging them to understand, accept and carry out their obligations,
- recognize that while obligations may be difficult for offenders, they should not be intended as harms and they must be achievable,
- provide opportunities for dialogue, direct or indirect, between victims and offenders as appropriate,
- involve and empower the affected *community* through the justice process, and increase its capacity to recognize and respond to community bases of crime.
- encourage collaboration and reintegration rather than coercion and isolation,
- give attention to the unintended consequences of our actions and programs,

• show respect to all parties including victims, offenders, justice colleagues.

Crime wounds . . . justice heals

-Harry Mika şi Howard Zehr

Effects of imprisonment

Regarding the effects of imprisonment on persons punished with deprivation of liberty, Dennis Challen, a Judge in Wisconsin, USA, states:

"We want them to have self-esteem ...

So we destroy their self-esteem.

We want them to be responsible ...

So we deprive them of any responsibility.

We want them to be a part of the community ...

So we isolate them from the community.

We want them to think positively and constructively ...

So we humiliate them and make them useless.

We want them not to be violent ...

So we place them in a place where they are surrounded by violence.

We want them to be good and loving people ...

So we subject them to hate and cruelty.

We do not want them to be hard ...

So we place them in places where only the hard are respected.

We want them not to make friends with losers ...

So we place all losers under the same roof.

We want them not to exploit us anymore ...

So we place them in places where everybody exploits one another.

We want them to control their own lives and problems, not to be parasites anymore ...

So we make them totally dependent on us."



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