



**Fostering Child-Friendly Legal Environments
through collaborative networks**

Supporting material for training packages

Deliverable D2.2



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Modules' structure

Training Package for Trainers: Adult learning and Judicial training

Developed by the Center for the Study of Democracy

Learning objectives and expected outcomes

Upon completion of this module, participants will be able to:

- Compare traditional and participatory training approaches, highlighting key differences in learner engagement.
- Explain the core principles of participatory learning and how they enhance adult education.
- Select appropriate training methods that align with specific learning goals.
- Design and deliver a participatory presentation using interactive elements.
- Incorporate digital tools (e.g., Mentimeter, Slido, Zoom Polls) in a training session.
- Compare various judicial training methodologies and their effectiveness.

Modules Outline

From Traditional to Participatory Training

Core Principles of Participatory Learning

Adult Learning in Practice: Kolb's Learning Cycle

Matching Methods to Learning Goals

Key Adult Learning Principles for Trainers

Participatory Training Methods

Icebreaking Activity

Snowballing

Participatory Presentation

Debate

Role Play exercise

Practical Demonstration



Training methods in digital environment

Virtual Icebreakers

Polling and Instant Feedback Tools (Mentimeter, Slido, Zoom Polls)

Breakout Room Group Work

Scenario-Based Analysis with Visual Aids (slides, whiteboards, or Jamboards)

Video-Based Reflection

Online Role Play (Structured, Optional)

Wrap-Up Reflections (Char or Quick Survey)

EU Judicial Training Strategies

Why Judicial Training Matters?

Evolution of EU Judicial Training Strategies

Key EU Stakeholders in Judicial Training

Judicial Training Methodologies

Relevance to Children's Rights in EU law

Training and Knowledge Assessment Tools

Training tools considered more suitable to achieve the learning objectives are:

- Presentations
- Interactive discussion/ debate
- Ex post knowledge assessment quiz with 5 multiple choice questions



Training Package for Lawyers: Child-friendly justice and children – victims of crime

Developed by the Center for the Study of Democracy

Learning objectives and expected outcomes

Upon completion of this module, participants will be able to:

- Define the concept of child-friendly justice in line with international and EU legal standards.
- Identify the key principles of child-friendly justice (e.g. participation, best interests of the child, protection from harm, dignity, and non-discrimination).
- Recognise how these principles apply at different stages of judicial and administrative procedures involving children.

Module Outline

- The Role of Judicial Training and Legal Professionals
- What is Child-Friendly Justice?
- Child-Friendly Justice for Child Victims
- The Role of Lawyers in Implementing Child-Friendly Justice

Training and Knowledge Assessment Tools

Training tools considered more suitable to achieve the learning objectives are:

- Presentations
- Interactive discussion/ debate
- Ex post knowledge assessment quiz with 5 multiple choice questions



Training Package for Lawyers: The Rights of Child Victims of Crime

Developed by the Institute of Criminology

Learning objectives and expected outcomes

Upon completion of this module, participants will:

- Gain a clear understanding of the rights of child victims and the importance of fostering a supportive, child-friendly criminal justice system, as outlined in the UN Convention on the Rights of the Child and EU Directives
- Develop a comprehensive knowledge of specific rights: right to information, legal representation, and privacy, and
- Acquire the skills to assess and support the child victim's capacity to actively participate in criminal proceedings.

Module Outline

- The United Nations Convention on the Rights of the Child
- EU Directive 2011/92 (Against Child Sexual Abuse)
- EU Directive 2011/99 (European Protection Order)
- EU Directive 2012/29 (Victims' Rights)
- Council Directive 2004/80 (Compensation to Victims)
- EU Directive 2011/36 (Trafficking in Human Beings)

Training and Knowledge Assessment Tools

Training tools considered more suitable to achieve the learning objectives are:

- Presentations
- Interactive discussion/ debate
- Case law analysis
- Case studies
- Ex post knowledge assessment quiz with 5 multiple choice questions



Training Package for Lawyers: Protection of Children's Personal Data and Ethical Responsibilities of Lawyers

Developed by the Centre for European Constitutional Law

Learning objectives and expected outcomes

Upon completion of this module, participants will:

- Identify situations where ethical dilemmas may arise despite legal compliance, particularly in cases involving vulnerable populations such as children.
- Evaluate professional conduct through the lens of both legal obligations and ethical standards, using real or hypothetical case studies.
- Describe the main international and European legal instruments that apply in issues of privacy and confidentiality in cases of child victims of crime, and
- Apply relevant legal standards in legal cases involving children.

Module Outline

- The interplay between legal framework and ethics
- International and European legal framework

Training and Knowledge Assessment Tools

Training tools considered more suitable to achieve the learning objectives are:

- Presentations
- Interactive discussion/ debate
- Case studies
- Ex post knowledge assessment quiz with 5 multiple choice questions



Training Package for Lawyers: Child Psychology and Child-Friendly Communication

Developed by the Society of Social Psychiatry P. Sakellaropoulos

Learning objectives and expected outcomes

Upon completion of this module, participants should:

- Have a clear understanding of basic child psychology and developmental stages.
- Comprehend how family dynamics influence child's situation.
- Recognize the signs and impacts of trauma with regards to child- victims.
- Understand the impact of multi-victimization with regards to child – victims.
- Develop basic trauma-informed communication skills to effectively engage with children.
- Develop basic skills in order to build trust and rapport with child victims, ensuring their active and safe participation in procedures.
- Acquire skills for conducting child-sensitive legal interviews and avoiding re-traumatization and/or secondary victimization.
- Enhance their cultural sensitivity and learn inclusive communication strategies for working with children from diverse cultural backgrounds and other diversities, children with disabilities.

Module outline

Understanding Child Psychology

- Developmental psychology
- Attachment relationship – children and parents (caregiver)
- Child psychology and legal settings
- Understanding family dynamics and their influence on child's situation
- Comprehensive approach of child victim

Understanding Trauma

- Adverse childhood experiences
- What is trauma and how it affects children
- Childhood Trauma
- Emotional Signs of Trauma in children and adolescents-
- Impact of early trauma on memory, testimony, and participation



Communication and Trauma-Informed Approach

- Guidelines for lawyers on child-friendly communication
- Building rapport with the child
- Conducting the Interview
- Ending the Interview
- Preventing Secondary Victimization
- Implementing a Trauma-Informed Approach

Diversities in Child-Friendly Communication

- Addressing multi-victimization: exposure to multiple or prolonged adverse experiences during childhood
- Communicating with children from diverse cultural backgrounds: understanding cultural diversity and differences, intercultural communication, and cultural variability.
- Recognizing and addressing discrimination based on gender, gender - based violence, applying an intersectional approach to communication.
- Approaches to communication with children with disabilities, based on the social model of disability and the rights of persons with disabilities. Integrating recovery-oriented perspectives.

Training and Knowledge Assessment Tools

The training methods selected as the most suitable to achieve the learning objectives are:

- Presentations
- Interactive discussion/ debate
- Videos
- Case studies
- Ex post knowledge assessment quiz with 10 multiple choice questions
- Role play/small group exercises



Training Package for Lawyers: Strengthening Collaboration in Child Protection and Victim Support

Developed by the Centre for Social Sciences

Learning objectives and expected outcomes

Upon completion of this module, participants will:

- Have a clear understanding of the importance of cooperation and clear communication between relevant actors in juvenile justice and child protection in a broad sense.
- Comprehend the roles and competences of these actors & sectors and deepen the knowledge on possible methods of effective communication.
- Understand the importance of cooperation between legal professionals, relevant support services and competent authorities in child protection and the justice sector.

Module Outline

- Mapping the Landscape – Actors in collaboration in child protection and victim support
- The importance of cooperation among actors in cases with child victims
- The Barnahus Model
- Victim Support Services in the EU and in the participating countries
- Policy Recommendations regarding Integrated Child Protection Policies and Child-Friendly Justice Policies

Training and Knowledge Assessment Tools

Training tools considered more suitable to achieve the learning objectives are:

- Presentations
- Interactive discussion/ debate
- Case studies
- Ex post knowledge assessment quiz with 5 multiple choice questions



Case studies

The Rights of Child Victims of Crime

Case study (Victims' Rights Directive)

Ana is a 7-year old girl, who was found on the street begging for money and was recognised as a victim of forced labour and child exploitation. Ana does not speak the language of the country where she has been found and has a severe speech impediment. Her parents are unknown.

❖ Which rights and protective measures under the Victims' rights directive must be provided to Ana?

1. Right to be recognised and treated with respect and dignity:

Ana must be treated with respect for her dignity and protected from further victimisation, intimidation, or retaliation throughout the justice process.

2. Right to special protection as a child victim:

Given her age and vulnerability, Ana is entitled to individual assessment to determine her specific protection needs. This assessment should recognize her age, the nature of the crime (forced labour and exploitation), her severe speech impediment, her language barrier, her status as an unaccompanied child.

Based on this, she should be granted special protective measures, including:

- avoiding contact with the suspect/defendant before and during the court process,
- testifying via video link to avoid direct confrontation,
- appointment of a special representative to safeguard her interests (since her parents are unknown).

3. Right to information:

Ana must be provided with information about her rights, the case, and available services in a way that is understandable to a 7-year-old and adapted to her communication abilities, which includes:

- Information in a language she understands,
- Use of non-verbal communication tools or specialists to address her speech impediment.

4. Right to interpretation and translation:



Ana is entitled to free interpretation and translation services throughout criminal proceedings, including for interviews and medical or psychological assessments.

5. Right to access support services:

Ana should have access to free, confidential victim support services, tailored to children, which may include:

- psychological support,
- speech therapy or communication assistance,
- safe accommodation (e.g., child protection services or foster care).

6. Right to legal representation:

Given her age and the absence of parents, Ana must be provided with:

- a guardian or legal representative to act in her best interests,
- access to legal aid and support to understand and participate in proceedings.

7. Right to avoid re-traumatisation during the trial:

Ana must be protected from secondary victimisation, particularly by:

- being interviewed only when necessary,
- ensuring interviews are conducted by trained professionals in child-friendly settings,
- avoiding repeated interviews.

Case study (European Convention on Human Rights)

Simon is an 11-year old boy who has been a victim of sexual abuse, allegedly caused by his football coach. There are no other direct witnesses of the alleged abuse and all other evidence is circumstantial. The defence claims that Simon has made up the story as a revenge to his coach who has not allowed him to play in the best team. The defence counsel has requested from the trial court to allow the defendant to question Simon, claiming that this is the defendant's fundamental fair trial right under the ECHR, Article 6/3.d

As an attorney, you have been appointed to provide legal aid to Simon in the ensuing criminal proceedings. The trial judge asked your opinion on the defence's request.

- ❖ Discuss what are the best arguments to provide to the court in order both to protect Simon and to prevent mistrial due to the breach of defendant's fair trial rights.

**Points to consider in solution:**

- Under the EU legislation, Simon must not have any direct visual contact with the defendant at trial and must be given the opportunity to provide testimony without being present in court.
- However, the court needs to counterbalance the restriction of the defendant's right to examine a witness against him.
- This is even more important, since Simon's testimony is a decisive evidence in this case

Possible solutions:

- Simon's testimony must be taken outside of court without the presence of the defendant, e.g. in Barnahus (if available), in special child-friendly premises.
- Defendant should be given the opportunity to pose questions to the victim indirectly, e.g. in a written form, through a trained professional who will conduct the interview (e.g. psychologist, specialised police person).
- Simon's testimony can be audio-visually recorded, defence should have the opportunity to comment on the testimony in court and to present any evidence to disprove its content.

Protection of Children's Personal Data and Ethical Responsibilities of Lawyers**Case Study 1: Data Protection in Child Representation**

A 16-year-old girl is involved in a court proceeding following allegations of physical domestic abuse. Lawyer Mr. K. communicates regularly with her via "WhatsApp". During their discussions, the girl shares sensitive information, including about her mental health, school issues, and past trauma. Mr. K. stores all notes from their conversations on his personal laptop, which does not have encryption. During a legal conference, Mr. K. presents the case (with victims' name and some specific facts) to present the general challenges in representing children. He does not obtain prior consent from the 16-year-old girl or the court.

Identify and explain ethical or legal concerns in the case study. Consider:

- GDPR/data protection
- Confidentiality



- Appropriate communication
- Best interests of the child

Answer Points:

- Insecure communication – Are social media appropriate for confidential legal discussions?
- Lack of data security – storing sensitive child data on an unencrypted personal laptop.
- Sharing identifiable case details publicly.
- No informed consent – 16-year-old girl and her guardian was not consulted before public disclosure.

Case Study 2: Children in Criminal Proceedings

A 16-year-old boy is accused of participating in a bank robbery. His lawyer, without the consent of him or his guardian, publicly states on a newspaper that “The offender has had serious psychological problems since childhood due to serious problems in his family environment. This is not the first time he has been arrested by the police”. The case file contains psychiatric evaluation data, which the lawyer stores in a shared office space.

- What risks does the lawyer’s behaviour create?
- How could personal data be protected?

Answer Points:

- Revealing (directly or indirectly) identifying details about a child violates the principle of confidentiality.
- Present the case on the media risks social and psychological harm to the child and may lead to labelling/stigmatization.
- Storing sensitive information (such as mental health records) in an unsecured, shared environment risks unauthorized access.
- Lawyers should avoid public commentary about children, even if names are not mentioned. In any case, lawyers should obtain consent from children and their guardian before making any public statement in relation to the case.
- Lawyers have to secure storage of case files and health data in encrypted, access-controlled systems.
- Lawyers should receive training on personal data law and juvenile justice.



Child Psychology and Child-Friendly Communication

[Chapter 3]

Case study on exercising free narrative recall (episodic memory) :

Discuss verbal and non- verbal methods the interviewer (forensic psychologist) used.

After he introduced himself, the specialist scientist asks:

Int: "I would be interested in learning more about you. Would you like to tell me how you spend your day? Tell me as much as you can from beginning to end. Try not to miss a thing."

Child: "I go to the third grade and I also play good football..."

Int: nods his head reinforcing

Child: "we went on a school trip, by bus. It was perfect..."

Int: "I would be very interested if you could tell me everything about the excursion. Try to tell me every detail, from the beginning to the end."

Child: "First the teacher told us to stand in a line to get on the bus. My friends and I sat in the back of the bus all together. Then we went to an ancient castle- it was a bit boring – another lady spoke to us there about the ancient history. But then the teacher told us, because you were good kids, she is going to take us to the nicest playground. It was great! We played and we ate ice cream."

Int: "You said you went to a playground. Can you tell me more about it?"

Child: "He had lots of toys, a wheel and a big round thing that you talk to and they hear you on the other side. Only at the swings it was not nice because Maria fell and hit her knee."

Int: Silence

Child: "She swing high up and then jumped and fell down. I saw her first and told the teacher and Stefanos mom. She was bleeding and they put a Band-Aid on her. Then none of us had to go to the swings."

Int: "And then what happened. Remember, I wasn't there, I don't know what happened."

Child: "Then we sat on the grass and ate ice cream. Then the bus came, and we went back."

Chapter 4



Exercise on social identity¹

Take a sheet of paper and write 10 of your characteristics that answer the question: "Who am I?" Write whatever you think characterises you, whatever comes to mind. You have 10 minutes at your disposal.

Now imagine that you have been forced to become a refugee - disabled person.

Carefully read each of the 10 characteristics you wrote and mark those that you think are likely to change as a result of this experience. How many of these characteristics change? (It could be none, few, or all.)

Reflect on the following question: When a person is forced to become a refugee, to leave their country - to become disabled, what changes and what remains intact?

Strengthening Collaboration in Child Protection and Victim Support

Case studies / Role playing

Case studies are short "stories" about people and events that illustrate a problem. Like statement cards, they are useful tools for presenting information in a non-didactic way. They are also valuable because they create a distance between the participants and the problem, which makes discussion of the topic less threatening. Participants read the case story, analyse the problem and try to make suggestions for resolving the problem.

A role play is a short drama acted out by the participants. Although participants draw on their own life experiences to role play a situation, role plays are mostly improvised. Role plays can improve understanding of a situation and encourage empathy towards the people who are portrayed. They enable people to experience challenging situations but in a safe atmosphere. Role plays need to be used sensitively. Firstly, it is essential that people have time at the end to come out of role. Secondly, everyone needs to respect the feelings of individuals and the social structure of the group.

Case study 1. – Suzanna

¹ R. K. Papadopoulos, 'Working with refugee and asylum seeking families', In "Race" And Culture. Tools, Techniques and Trainings. A Manual for Professionals. Edited by Singh, R. & Dutta, S. London: Karnac, 2010.



Suzanna is a 9-year-old girl referred to child welfare services after disclosing to a school nurse that his stepfather has been sexually abusing her. The disclosure occurred during a class activity on self-awareness meeting with the school nurse. The school notified child social services, who contacted the police, conducting the investigation.

Potential Actors Involved:

- School nurse
- Social worker of the child social services
- Paediatrician
- Police investigator
- Forensic psychologist
- Victim's lawyer

Challenges:

- School environment is involved in sharing all the needed information and the evidence but is obliged to safeguard confidentiality;
- The involved practitioners should make sure that Suzanna is not retraumatised during the investigation;
- The aspect of removing Suzanna from her home immediately should be considered;
- What happens if the stepfather denies allegations and mother is defensive and reluctant to cooperate.

Discussion Questions:

- Who is organising the information exchange?
- What are the roles of each actor?
- What confidentiality rules apply to sharing information among the participants?

Should the child remain at home during the investigation?

Case Study 2. - Felix

Felix, a 13-year-old boy from Eastern Europe, was found during a police raid on an illegal worksite in a Western EU country. He was working long hours in unsafe conditions and appeared malnourished and afraid. His knowledge of the local language is limited. Authorities suspect that he was trafficked.

Potential Actors involved:



- Anti-trafficking police unit
- Child protection case worker
- Interpreter
- Health professionals (General Practitioner and Psychologist)
- Public Prosecutor (specialising in trafficking)
- Guardian ad litem
- Victim's lawyer
- NGO specialising in child trafficking victims

Challenges:

- Language and cultural barriers during interviews.
- Uncertainty over child's identity and documentation.
- Difficulty in assessing the best placement for the child (i.e., a shelter or foster care).
- Risks of re-trafficking or intimidation by traffickers
- Return and reintegration of the child in the country of origin

Discussion Questions:

1. What protection measures should be applied immediately after identification?
2. Who should lead the risk assessment and what factors should be prioritised?
3. How do you address language and trust issues in interviews?
4. How can the team support reintegration or long-term protection?



Additional resources

The Rights of Child Victims of Crime

- [The Council of Europe portal on child-friendly justice](#): provides guidelines, publications, multimedia, and other comprehensive sources on child-friendly justice.
- [FRA's videos on children and justice](#): videos provide practical guidelines on ensuring child-friendly justice.
- [Banahus Network](#): explains the Barnahus ("Children's House") model and provides ample information on implementation of the concept.
- [Underpinning victims' rights \(FRA, 2023\)](#): the report by the EU Agency for Fundamental Rights on the implementation of the Victims' Rights Directive also highlights good practices in the protection of child victims.
- [EU Strategy on the Rights of the Child](#): This comprehensive strategy aims to protect all children's rights and ensure they are at the center of EU policy making.
- [European Child Guarantee](#): This initiative focuses on securing access to basic services for vulnerable children.
- [Joint EU-Council of Europe Child-friendly Justice Project](#): This project aims to improve the protection of children in contact with the justice system.
- [Child-Friendly Justice in Action \(CFJ-IA\)](#) project: This bottom-up approach aims to adapt administrative proceedings to the specific needs of children.

Child Psychology and Child Friendly Communication

Chapter 1

1. National Children's Advocacy Center. *Interviewing Preschoolers: A Bibliography*. 2023. Huntsville, AL: Author. <https://files.calio.org/BIBS/interviewing-preschoolers-bib.pdf>, (accessed 28.04.2025).
2. Themeli, O. 'Τα παιδιά καταθέτει. Η δικανική εξέταση ανήλικων μαρτύρων, θυμάτων σεξουαλικής κακοποίησης' 2014.
3. [Psychology Classic Studies: The Strange Situation](#)
4. Research session on attachment styles: The Strange Situation: Mary Ainsworth
https://www.youtube.com/watch?v=QTsewNrHUHU&t=3s&ab_channel=thibs44



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1. American Psychiatric Association,
<https://www.apaf.org/getmedia/cf5cc930-f38d-4658-b6de-2ed12b9d7daa/What-are-ACEs-A-Guide-for-Judges.pdf> (accessed 1. May 2025)
2. Preventing secondary and repeat victimization of child victims of crime: Risk assessments and solutions in the best interests of the child, International Capacity-Building Workshop under the project E-PROTECT II October 2021 Publisher: South-East European Research Centre (SEERC)
<https://www.seerc.org/docs/SEView E-PROTECT International Workshop e-book.pdf>
3. Susan Ayres, Trauma-Informed Advocacy: Learning to Empathize with Unspeakable Horrors, 26 Wm. & Mary J. Race Gender & Soc. Just. 225 (2020). Available at: <https://scholarship.law.tamu.edu/facscholar/1384>

Chapter 3

4. Center for Justice Innovation, 'Criminal Legal System Glossary for Kids', 2022,
<https://www.innovatingjustice.org/sites/default/files/media/document/2023/Monograph CJI CWMP CLS Glossary 05042023.pdf>
5. European Union Agency for Fundamental Rights: Child-friendly justice: Key terms, 2014, https://fra.europa.eu/sites/default/files/fra-2014-child-friendly-justice-key-terms_en.pdf
6. Hope For Children & Sheffield Hallam University "Kids in Court Game", 2023, <https://uncrcpc.org.cy/article/hope-children-introduces-innovative-kids-court-game-europols-annual-expert-meeting> (accessed 24.04.2025)
7. Hurley Pamela A Resource Guide for Justice Professionals Working with Child Witnesses in Northern Canada <https://cac-cae.ca/wp-content/uploads/Web-Resource-Guide Lynx-1.pdf>
8. Lyon T. Interviewing Children: Getting More with Less, 2009,
https://www.youtube.com/watch?v=7my1T4Ghf7A&ab_channel=DavidLaRooy
9. Stalford H. & Woodhouse S., European Children's Rights Unit, School of Law & Social Justice, Eleanor Rathbone Building University of Liverpool. Training Activities for Legal Experts to make justice Child Friendly, (website), <http://www.project-tale.org/> (accessed 24.04.2025).

Chapter 4

10. Multicultural Mental Health Australia, *Cultural Awareness Tool: Understanding Cultural Diversity in Mental Health*, 2002.



11. Orlando LGBT+ - Guidelines for supporting LGBT+ youth in Greece
<https://orlandolgbt.gr/guidelines/>
12. Save the Children, *Training Manual: Child Protection in Emergencies*, 2010,
<https://resourcecentre.savethechildren.net/pdf/6226.pdf/>
13. World Health Organization, *Mental health and psychosocial support for refugee, asylum seeker and migrant children in Europe*, 2015 (also available in Greek) <https://www.who.int/publications/i/item/mental-health-and-psychosocial-support-for-refugees-asylum-seekers-andmigrants-on-the-move-in-europe>

Strengthening Collaboration in Child Protection and Victim Support

Videos

- Council of Europe and EU Introduction:
<https://www.youtube.com/shorts/eUqU3WHbHPo -Introductory video 0.58>
- Barnahus, what, why and the first steps,
https://www.youtube.com/watch?v=VM_r7paDnA0
- HELP Programme Training Resources (Council of Europe) <https://help.elearning.ext.coe.int/>
- Project Documentary: The Child Friendly Justice Guidelines
<https://www.youtube.com/watch?v=KI805j4UIDQ>



Infographic developed by Dr. Maria Herczog, Child Protection Expert, Hungary

ECOSYSTEM OF COLLABORATING ACTORS IN CHILD VICTIM CRIME CAS





Infographic developed by Dr. Maria Herczog, Child Protection Expert, Hungary

OVERVIEW OF CHILDREN'S RIGHTS IN CRIMINAL PROCEEDINGS



RIGHT TO BE TREATED AS A CHILD

Children under 18 must be treated differently from adults



RIGHT TO PROTECTION AND SAFETY

Authorities must ensure the child is protected from harm, retaliation or re-victimisation



RIGHT TO PARTICIPATION

Children have right to express the views in proceedings



RIGHT TO INFORMATION

Children must receive clear age-appropriate information



RIGHT TO LEGAL AND OTHER ASSISTANCE

Children must have access to a lawyer and support services



RIGHT TO PRIVACY

Proceedings must protect the child's identity and confidentiality



RIGHT TO SPECIAL PROTECTIVE MEASURES (FOR VICTIMS/WITNESSES)

Child victims/witnesses should receive special measures care



RIGHT TO NON-DISCRIMINATION

All children must be treated equally



RIGHT TO REHABILITATION AND REINTEGRATION

Focus on restoring child well-being



RIGHT TO FAIR TRIAL (FOR ACCUSED CHILDREN)

Presumption of innocence

- prompt and fair hearing
- use of torture or cruel
- use of remain silent
- protection of torture or cruel—



Knowledge evaluation quizzes

Quiz: Judicial Training Methodologies

1. According to EU strategy, what is a primary goal of judicial training?
A) To allow Member States to diverge from EU law
B) To increase the number of legal professionals
C) To support uniform application of EU law and mutual trust
D) To replace face-to-face learning with online-only modules
2. What learning approach is emphasised in participatory adult training?
A) Memorisation of legal codes
B) Solely theoretical lectures
C) Learner-centred reflection and application
D) One-way communication from the trainer to participants
3. In Kolb's Learning Cycle, what follows "Reflective Observation"?
A) Final Evaluation
B) Abstract Conceptualisation
C) Immediate Application
D) Legal Memorization
4. What is the purpose of the "snowballing" method in judicial training?
A) To quiz participants anonymously
B) To build discussion progressively from individual to group reflection
C) To assign participants legal exams
D) To randomly assign court cases for review
5. How can trainers maintain engagement in digital judicial training sessions?
A) By avoiding emotional topics entirely
B) By using tools like breakout rooms, polls, and virtual icebreakers
C) By extending lecture time to ensure complete coverage
D) By keeping all cameras off to reduce distractions

Correct answers:

1. C
2. C
3. B
4. B
5. B



Quiz: Child-Friendly Justice

1. What distinguishes child-friendly justice from traditional legal systems?
A) It replaces the existing legal system for child cases
B) It excludes children from participation to avoid trauma
C) It takes a rights-based approach centered on the child's dignity and participation
D) It is only applicable in family law proceedings
2. What does the principle of the best interests of the child require in legal proceedings?
A) Applying uniform rules to all children under 18
B) Conducting individualised assessments for each child
C) Prioritising the desires of the child's parents
D) Deferring all decisions to child psychologists
3. Which of the following is an example of a procedural adaptation promoting child-friendly justice?
A) Forcing the child to testify multiple times
B) Allowing video testimony instead of in-person questioning
C) Conducting trials without the child's awareness
D) Using legal jargon to preserve procedural formality
4. Why is communication important for lawyers working with child victims?
A) Children must be given extensive legal texts to read
B) It allows lawyers to avoid involving the child in decisions
C) It reduces fear, confusion, and builds trust
D) It replaces the need for any parental involvement
5. What role do lawyers play beyond legal representation in child-friendly justice?
A) None. Their only duty is to present legal arguments
B) They should only report abuse cases without further involvement
C) They guide, support, and advocate for the child's well-being throughout the legal process
D) They act as intermediaries between judges and psychologists only

Correct answers:

1. C
2. B
3. B
4. C
5. C



Quiz: The Rights of Child Victims of Crime

1. Which of the following statements correctly reflects the principle of the best interests of the child as outlined in Article 3(1) of the UN Convention on the Rights of the Child?

- a) The best interests of the child must be a primary consideration in all actions concerning them, and this principle functions as a substantive right, legal principle, and procedural rule.
- b) The best interests of the child are considered only when no other legal interpretations are available.
- c) The best interests of the child apply uniformly and do not change based on individual circumstances.
- d) Authorities are not required to explain how the child's best interests were taken into account when making decisions.

2. According to the EU Victims' Rights Directive, which of the following best captures the obligations of Member States regarding a child victim's right to understand and be understood?

- a) Communication with the child victim should prioritize procedural efficiency over the use of simplified or accessible language.
- b) Member States are only required to adapt communication to the child's age once formal criminal proceedings have begun.
- c) Member States must ensure that communication with child victims is age-appropriate and understandable from the first contact with authorities, and must allow a trusted person to accompany the child unless this would harm the victim's interests or hinder the proceedings.
- d) The presence of a support person during initial contact is mandatory and cannot be denied under any circumstances.

3. Which of the following statements most accurately describes the protective measures required for child victims during judicial proceedings under the Victims' Rights Directive?

- a) Protective measures such as remote testimony and private hearings are optional and apply only when the defendant consents to their use.



- b) Member States must ensure protective measures such as avoiding visual contact with the offender, enabling remote testimony, restricting irrelevant questions about the child's private life, and allowing for closed hearings to protect the child's privacy.
 - c) Judicial authorities are not permitted to limit questioning about a child victim's private life, as it may infringe on the defence rights of the accused.
 - d) Child victims may only testify remotely if a medical professional certifies psychological trauma.
- 4. Which of the following statements accurately reflects the standards set by the EU Child Sexual Abuse Directive regarding interviews with child victims during criminal investigations and proceedings?**
- a) Interviews with child victims must be carried out without unjustified delay, preferably in child-friendly settings, by the same trained professionals whenever possible, with their number limited to what is strictly necessary.
 - b) Interviews with child victims must always be conducted in court settings to preserve procedural transparency and ensure that all parties are present.
 - c) The presence of a child's special representative is required only when the child victim is involved in organized crime investigations or has no living relatives.
 - d) Audio-visual recording of interviews is permitted only if the child is over 14 years old and provides written consent.
- 5. Which of the following best summarises the position of the ECtHR on the defendant's fair trial rights concerning the use of a testimony of a child victim that was not present at a criminal trial?**
- a) The use of such testimony always breaches the right to a fair trial.
 - b) The use of such testimony breaches the right to a fair trial only if it is the sole incriminating evidence.
 - c) The use of such testimony never breaches fair trial rights, as the national authorities must primarily protect the interest of a child.
 - d) National courts may use such statement as long as they apply sufficient counterbalancing factors to provide for a fair trial.

Correct answers:

- 1. A
- 2. C
- 3. B
- 4. A
- 5. D



Quiz: Protection of Children's Personal Data and Ethical Responsibilities of Lawyers

Question 1

Under the General Data Protection Regulation (GDPR), what is the minimum age at which a child can lawfully give consent for the processing of their personal data in relation to information society services, without parental authorisation?

- A. 13 years old
- B. 14 years old
- C. 15 years old
- D. 16 years old

Correct Answer: D. 16 years old

Question 2

Which of the following scenarios represents a violation of a child's right to privacy under Article 16 of the UNCRC?

- A. A lawyer explains court proceedings to a child using age-appropriate language.
- B. A media outlet publishes a blurred photo of a child involved in a legal case, without revealing their name.
- C. A public judgment reveals the full name and address of a child defendant.
- D. A child gives informed consent, with a guardian, to share anonymised details of their case for research.

Correct Answer: C. A public judgment reveals the full name and address of a child defendant.

Question 3

According to Article 6 of the GDPR, which of the following is **NOT** a lawful basis for processing a child's personal data?

- A. The child (or their guardian) has given consent for specific purposes
- B. The processing is necessary to protect the vital interests of the child
- C. The processing is necessary for public interest tasks carried out by public authorities, even if it overrides the child's fundamental rights
- D. The processing is necessary to comply with a legal obligation of the controller

Correct Answer: C. The processing is necessary for public interest tasks carried out by public authorities, even if it overrides the child's fundamental rights.

Question 4

When a lawyer is unsure whether a child client fully understands their rights regarding personal data sharing, what is the most appropriate ethical course of action?

- A. Proceed with processing the data based on assumed implied consent.
- B. Disregard the child's views due to their limited capacity.
- C. Obtain consent from a parent or legal guardian, and ensure the child's best interests are respected.
- D. Delay the case until the child reaches the age of 16.



Correct Answer: C. Obtain consent from a parent or legal guardian, and ensure the child's best interests are respected.

Question 5

Why is the protection of children's personal data not only a legal obligation but also an ethical responsibility for lawyers?

- A. Because failure to do so results in automatic disbarment
- B. Because children are not considered capable of understanding legal processes
- C. Because it helps build public trust and ensures respect and dignity for vulnerable clients
- D. Because GDPR mandates it without exception

Correct Answer: C. Because it helps build public trust and ensures respect and dignity for vulnerable clients

Quiz: Child Psychology and Child Friendly Communication

1. In what developmental age a child starts to understand abstract concept like 'justice' or 'best interest'?

2. Can a child overcome restrictions of its developmental age?
 - a. Yes, to some degree having a helpful adult on its side.
 - b. Yes, in a child-friendly environment.
 - c. No.
3. Rapport building in a legal interview with a child means and to:
 - a. Build trust
 - b. Get to know each other.
 - c. Describe to the child what is going to happen in simple language.
 - d. Exercise free narration with the child using a neutral (no abusive) subject.
 - e. All the above.
4. Making hypothesis about the allegation, practicing the interview in a way that incorporates regular review, collaborative approaches and reflective practice, will help the lawyer to:
 - a. Ask the child forced choice questions.
 - b. To reduce possible interviewer bias.
 - c. To move on faster in the interview.
5. Child- friendly interviewer
 - a. Show with face and body language compassion.



- b. Are alert to watch their face and body language to avoid exaggerated reactions.
 - c. Are relaxed.
6. All abused children experience and express intense negative emotions if they should be considered less credible if they delay to disclose the abuse.
 - a. True
 - b. False
7. Which are the 4"Rs" of trauma-informed approach?

8. How do we communicate with a refugee or migrant child when we are not sure if they can understand the language or terms we use?
 - a. We immediately ask a relative or friend of theirs to help with interpretation.
 - b. We speak in a simple and understandable way, avoiding terminology.
 - c. We request a professional interpreter, ideally with training in child protection issues.
9. What do we avoid during our communication with a child from the LGBTQI+ community?
 - a. Questioning their identity or sexual orientation, not asking about preferred names and pronouns.
 - b. Making comments and expressing general opinions, and being influenced by our prejudices and stereotypes.
 - c. Asking questions and making statements that presuppose heteronormativity.
 - d. All of the above.
10. How do we approach a child who we perceive does not trust us?

Correct answers:

1. Adolescent
2. A
3. E
4. B
5. B



6. B
7. Realisation, Recognition, Responding, Resisting Re-traumatisation
8. C
9. D
10. We explain who we are and what our role is, and we inform about the process. We can ask for help and collaborate with a specialist.

Quiz: Strengthening Collaboration in Child Protection and Victim Support

1. What is the primary goal of multi-professional collaboration when responding to child victims of any form of abuse, violence?

- A. Reducing the workload for individual professionals
- B. Ensuring that the child is removed from the home immediately
- C. Providing a holistic and coordinated response to the child's needs
- D. Making the legal process faster

2. What is the legal significance of joint forensic interviews conducted in a Barnahus setting?

- A. They are informal and inadmissible in court
- B. They avoid cross-examination, violating due process
- C. They provide a legally valid recording, minimizing the need for repeated testimony
- D. They require the presence of the child's legal guardian to be valid

3. Why is information sharing important in multi-professional teams working with abused children?

- A. It reduces the number of professionals needed
- B. It eliminates the need for parental consent
- C. It allows for better decision-making and coordinated care
- D. It ensures confidentiality is never breached

4. Which legal challenge often arises in multi-agency responses to child abuse that lawyers must navigate carefully?

- A. Overregulation of inter-agency cooperation
- B. Balancing information sharing with data protection and confidentiality laws
- C. Lack of interest from child protection services
- D. Excessive reliance on hearsay evidence

Correct answers:

1. C
2. C



3. C
4. B



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