

Protasis Evaluation and Impact Assessment

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Executive Summary

This report is produced as part of ‘Protasis: Police Training Skills’ (Grant Agreement JUST/2015/RDAP/AG/VICT/9318), which is a two-year EU funded project launched in December 2016. The project seeks to support better implementation of the EU Victims’ Directive 2012/29/EU establishing minimum standards on the rights, support and protection of victims of crime. As an independent partner excluded from the delivery and design of the material and training, IARS has undertaken the evaluation and impact assessment of the training programme. This report is an output of the capacity building and training, which took place in Greece, Italy and Portugal.

Below is a summary of the key findings:

- ✓ Participants were very satisfied with the elements of the training, including the extent they could actively participate, the support given throughout, and the facilitators.
- ✓ Participants were very satisfied with the structure and content of the training, including victim-sensitive and gender-oriented aspects.
- ✓ Participants were very satisfied with the interactive tools, activities and exercises, including discussions and sharing examples, and exchanging practical knowledge.
- ✓ All the components of the training programme were between satisfactory and very satisfactory.
- ✓ Both of the skills-oriented seminars were rated as very satisfactory, and the skills oriented workshop was rated as the most useful seminar.
- ✓ Trainers agreed that the Victim’s Services catalogue provided the participants with a better understanding of services available to victims of crime, and trainers also observed an attitude change in participants during the training.
- ✓ The overall increase in confidence levels regarding scenarios may demonstrate that the training has had a positive impact on participants’ readiness to tackle similar cases, and to ensure the level of victim support and the respect of victims’ rights and their access to justice.
- ✓ 81 per cent of the participants believed that the training programme could raise awareness regarding the challenges and good practices for an effective and sustainable implementation of the EU policy framework on supporting victims of crime and the role of the police.
- ✓ Participants agreed that the training has had a positive impact on them, and they strongly agreed that the training has enabled them to enhance victim’s rights, and the skills taught in the training have enhanced their capacity as officers.
- ✓ Participants would almost certainly share and disseminate training material, new knowledge and skills with colleagues.

Below is a summary of the key recommendations:

- ✓ The target group should be more defined, i.e. the frequency of interaction with victims.

- ✓ The extent the training is tailored to participants' specific needs should be improved by increasing the duration of the training and adjusting the training elements, or by targeting the training to a more specific group of officers.
- ✓ The information about the implementation of the victim's directive should be improved by specifying the target group or by providing a more in depth and detailed seminar.
- ✓ The training contents, including the training responding to reality and its flexibility, should be reviewed.
- ✓ A more varied use of visual aids, including videos, presentations, illustrations and charts and graphs, should be utilised.
- ✓ More in depth information and training time should be devoted for the skills-oriented seminars.
- ✓ The 2-day work visit should be recommended as part of the future training in order to ensure the exchange of good practices on a European level.
- ✓ Trainers should be provided with more time to deliver the training programme.
- ✓ The scenario options should reflect the jurisdiction of each country the training is taking place in.
- ✓ All the abovementioned recommendations suggest that the future training programme should undergo a training needs assessment.

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Context of the Report

Introduction

An examination of the practical implementation of the Victims' Directive across EU Member States reveals that the most significant challenge remains the obligation to safeguard that all victims have access to victim support based on their specific needs. Victim support is perceived as the key element in both ensuring the respect of victims' rights and their access to justice. As such, the effective support and protection of victims can significantly depend upon both an effective training system for professionals working with victims, and secondly, an effective information system, including referral to support services (FRA, 2014).

Police officers are most often the first point of contact that a victim has with authorities, placing them, therefore, into a key position for enhancing the effective support and protection of victims' rights. As the first officials to come in contact with a victim, they are tasked with the individual assessment of the victim's specific needs and providing information and referral to support services (FRA, 2014).

However, the practical implementation of these provisions across Member States is not consistent. Across member states, the training of police officers highly differs, with training being offered in non-systematic and non-compulsory manner and often only for specific target groups. In fact, most police officers and police investigators have received limited or no education on issues related to communication with and interviewing of victims of crime. Similarly, referral mechanisms are often absent in several member states, some of which even lack the appropriate support service organisations (FRA, 2014).

'Protasis: Police Training Skills' is a two-year EU-funded project, which launched in December 2016. The project seeks to support better implementation of the EU Victims' Directive 2012/29/EU establishing minimum standards on the rights, support and protection of victims of crime. The project is delivered with six partners in four countries, including [the European Public Law Organization](#) (Greece), [EuroCrime](#) (Italy), Inter-Area Local Police School Foundation (Italy), Lisbon Law School's Research Centre of Criminal Law and Criminal Sciences (Portugal) and the [Portuguese Association for Victim Support](#) (Portugal).

This project seeks to develop improved training products, which are informed by evidence-based research and the sharing of best practice. The project consists of four distinctive work streams (WS), which are briefly outlined below:

WS1: Sharing best practices, material productions and referral pathways' development

WS2: Capacity building and training delivery

WS3: Training evaluation and impact assessment

WS4: Awareness raising and dissemination

Following the preparatory work during WS1, WS2 focused on the delivery of capacity building and training to police officers. As part of the WS2, a total of 20 hours of training seminars and workshops to 239 police officers were held in three participating countries, including Greece, Italy and Portugal. After the delivery of the training during WS2, the WS3 firstly provides an evaluation of the training programme and the material provided during the training, and secondly, it provides an impact assessment of the training to the actual working life of the police officers.

Aims and Objectives of the Report

The aim of this work stream (WS3) and this report is to offer an evaluation of the training seminars and their impact assessment on the participants. More specifically, this report aims to evaluate the curriculum design, the organisation and delivery of the training and the trainers' capacity. In addition, it aims to assess the long-term impact and benefits of the training programme, and the possible obstacles identified by the trainees and the trainers. Lastly, the report aims to provide an estimation of the impact of the training on the lives of victims of violence and possible victims of violence.

The specific objectives of the report are to:

1. Evaluate the effectiveness of the training material and programme.
2. Identify complications as well as advantages from the implementation of the training programme
3. If applicable, develop and provide suggestions for the improvement of the material;
4. Examine and analyse the impact assessment of the training implementation into the everyday working lives of participants;
5. Share best practices with a wider professional audience.

The findings and conclusions of the WS3 evaluation will assist in the further enhancement of the training programme. At the same time a successful evaluation of the training programme is expected to have a significant effect for policy makers and practitioners in developing new policies and strategies for the training of professionals. This evaluation and impact assessment report will ensure the sustainability of the project and the transfer of know-how in the long term.

IARS' Role and the Outline of the Report

The IARS International Institute is an independent user-led charity led by its founder and Director, Professor Dr. Theo Gavrielides, and staffed with an expert and dedicated team of researchers, interns and volunteers. IARS is an international expert in user-led research, evaluation, human rights and inclusion, citizenship, criminal justice and restorative justice.

As an independent partner excluded from the delivery and design of the material and training, IARS has undertaken the evaluation and impact assessment of the WS2. This independent evaluation and impact assessment has adopted the following structure outlined below.

This report is an output of the WS3 of the project, which consisted of training evaluation and impact assessment questionnaires. The first section above provides a brief introduction to the project with a description of the aims and objectives of this report. The second section discusses the methodological framework, including the quantitative strategy, sampling strategy and sampling numbers, data analysis method and methodological limitations.

The third section analyses the demographics of the sample, including the age of participants by countries and the breakdown of age groups within the whole sample, the gender of participants by countries and the breakdown of gender groups within the whole sample, the years in police service by countries and the breakdown of years in police service within the whole sample, and the rank in police service by countries, the breakdown of ranking in police service, the qualifications by countries and the breakdown of qualifications within the whole sample, the previous knowledge and experience by countries and the breakdown of previous knowledge within the whole sample, and frequency of interaction with victims by countries and the breakdown of frequency of interaction with victims within the whole sample. In addition, this section examines the demographics of the trainers.

The fourth section provides an evaluation on the effectiveness of the training programme by analysing the results of the training evaluation questionnaires by both the participants and the trainers. Furthermore, this section identifies any complications and advantages from the implementation of the training programme. The fifth section assesses the impact of the training programme on the participants by analysing the results of the pre- and post- impact assessment questionnaires by both the participants and the trainers. The impact assessment section is divided into country profiles and comparisons and analysis of the above data.

After this, the report moves on to the sixth section, which consists of discussion and recommendations. This section develops and provides suggestions for the improvement of the training course and the material. Lastly, this report concludes by sharing best practices with a wider professional audience.

Methodology

Quantitative Strategy

This report utilised survey data collected from five different questionnaires. The questionnaires consisted of a demographics survey, participants and trainer evaluation surveys and pre- and post-assessment surveys.

In order for the objectives of the WS3 to be achieved, the demographics questionnaire collected information on the participants' age, nationality, gender, ethnicity, qualifications,

previous knowledge and experience, frequency of interaction with victims. The evaluation questionnaires combined essential elements of victimology, communication skills, practical skills and information, under the scope of gender and child-specific issues. The pre- and post-assessment questionnaires compiled essential elements from everyday working life of the participants in the form of three individual scenarios, which all related to gender and child-specific issues.

All five questionnaires were translated to Greek, Italian and Portuguese. Each partner held 20 hours of training seminars and workshops to 239 police officers in the three participating countries. The translated questionnaires were printed out and distributed. Participants filled out the paper copies and they were collected after each seminar and workshop. The completed questionnaires were then scanned and shared with IARS via cloud storage service.

Regarding coding, all data was entered into a computer-based data file by utilising a spreadsheet programme Microsoft Excel. Every piece of data collected from each questionnaire question was stored in columns with individual sets of responses recorded in rows. Data was entered as numeric codes with corresponding labels for variable description and category labels attached (May, 2011).

Sampling Strategy and Sampling Numbers

The target group, from which the sample was drawn, aimed to recruit police officers to participate in the training programme. This purposive sample was necessary, as the project aims to improve the practical implementation of the Victims’ Directive, and thus, police officers are in a key position for enhancing the effective support and protection of victims’ rights. The sample consisted of 223 police officers, who all consented to take part in the survey questionnaires. Each participating country recruited officers willing to participate in the training programme by utilising a convenience sample.

In terms of the participant recruitment, the Italian officers voluntarily signed up to participate in the training. The Greek officers were selected to participate by the police headquarters and by the departments responsible for training needs. The selection in Greece was made based on the position, experience, and upper ranking level of the police officers. As a result, this would then allow the Greek officers to transfer the knowledge back to their units. There was one Greek officer from each unit around the country, and thus, this ensured the geographic coverage, including smaller cities and rural areas. Regarding the Portuguese officers, they were also selected by leadership to participate in the training programme. The officers came from various regions around Portugal and from two separate police forces, namely National Republican Guard and the Public Security Police. See table 1 below for a breakdown of the participants consenting to take part in the survey questionnaires by country.

Table 1. Breakdown of the Nationality of Participants.

Nationality of participants	Number of participants	Percentage
Greece	71	32 %

Italy	83	37 %
Portugal	69	31 %
Total	223	100 %

Data Analysis Method

The analysis has been divided into evaluation based on the participant and trainer questionnaires and into impact assessment based on the pre- and post-questionnaires.

The analysis of the questionnaire data can be structured into two distinctive phases.

I Phase: Country profiles and breakdowns between countries

This initial phase involved describing the demographics of the sample and the sample survey data using tables, graphs and descriptive statistics. Data was described both as individual variables (by country) and through the exploration of relationships between these variables (between countries) (Fielding and Gilbert, 2008).

II Phase: Analysis of the results

The final phase analysed the results and enabled, where appropriate, recommendations (Tarling, 2009).

Methodological Limitations

This section considers some of the limitations to the survey method and critically examines the design of the questionnaires. A common criticism of the survey method falls under its attempts to demonstrate causal relations between variables. For instance, age or the level of qualifications does not necessarily cause certain opinions. To say that there is correlation between age and victim support may not mean that age of the police officers defines the level of support victims receive.

As a further limitation, the survey method rules out the possibility of understanding the process by which participants adopt particular opinions and behaviour. Furthermore, the very design of the questionnaires can dictate what are considered the important questions to ask. In addition, questionnaires present a simplification of a complex world by dividing complex questions into a series of simple answer categories. In terms of the research bias, researchers may have presuppositions that lead them to ask certain questions, such as the pre-conceived assumption of the relationship between age and victim support (May, 2011). However, transparency and reflexivity can be achieved by examining and consciously acknowledging the assumptions and preconceptions the researcher brings into the research, which may potentially shape the outcome of the research. By making the research process itself a point of analysis can reduce the risk of being misled by one's own experiences and interpretations

(Creswell and Creswell, 2018). To ensure objectivity, fellow colleagues have reviewed this research at various stages.

More importantly, the fundamental issue with questionnaires is a hermeneutic one in nature. For that reason, researchers cannot accurately understand the ways in which participants interpret the world around them. In addition, attitudes and actions may differ significantly from one another. In other words, what participants say they do may be very different from what they actually do (May, 2011).

In regards to the analysis of the data, comparisons and generalisations have not been made, as this research has been solely based on descriptive statistics. Thus, this research is unable to reach conclusions beyond the data regarding any hypotheses. In terms of the limitations to the design of the questionnaires, some shortcomings have been identified. For instance, a proportion of participants have misinterpreted the instructions by filling in multiple answers when the questionnaire question only required one answer to be filled in. The researcher has decided to nullify those answers. These responses, during data entry, were coded in the same way as participants who did not answer the questions. As a result, this might show the dropout rate slightly higher than it actually is.

One noticeable trend in all the scenario questions, presented in the pre- and post-assessment questionnaires, was that the same questions answered post training had a higher percentage of questions not being answered. However, a significant proportion of these came from participants, who filled in multiple answers for a single answer question. This resulted in the decision to nullify those answers.

The number of dropouts, participants who filled in the pre-impact assessment questionnaire, but failed to fill in the post-impact assessment questionnaire, was 17 out of 223 participants. This signifies an eight per cent dropout rate out of the total percentage of participants.

Demographics

This section outlines both the demographics of the participants and the demographics of the trainers, who prepared and delivered the training programme. In total, 239 police officers received the training, and out of the total 223 officers consented to take part in the survey questionnaires. The training was delivered by 12 trainers.

Participant Demographics

This section provides an overview of the demographics, which represent the statistical characteristics of the sample. The demographic data herein contains the age of participants by countries and the breakdown of age groups within the whole sample, the gender of participants by countries and the breakdown of gender groups within the whole sample, the years in police service by countries and the breakdown of years in police service within the

whole sample, and the rank in police service by countries, the breakdown of ranking in police service, the qualifications by countries and the breakdown of qualifications within the whole sample, the previous knowledge and experience by countries and the breakdown of previous knowledge within the whole sample, and frequency of interaction with victims by countries and the breakdown of frequency of interaction with victims within the whole sample.

Table 2. Participant Age Groups by Countries.

Country	Greece		Italy		Portugal	
	(n)	(%)	(n)	(%)	(n)	(%)
20-29	13	18	0	0	4	6
30-39	41	58	10	12	17	25
40-49	13	18	33	40	32	46
50-59	4	6	40	48	16	23
Total	71	100	83	100	69	100

Table 2 presents the participant age groups by countries in numbers and percentages. As shown, the youngest participants were from Greece with 58 per cent of the Greek police officers being between the ages of 30 and 39. The oldest participants were from Italy with 48 per cent of the Italian police officers being between the ages of 50 and 59. The largest age group participating in the training programme in Portugal was police officers between the ages of 40 and 49.

Figure 1. Percentage Breakdown of Participant Age Groups within All Countries.

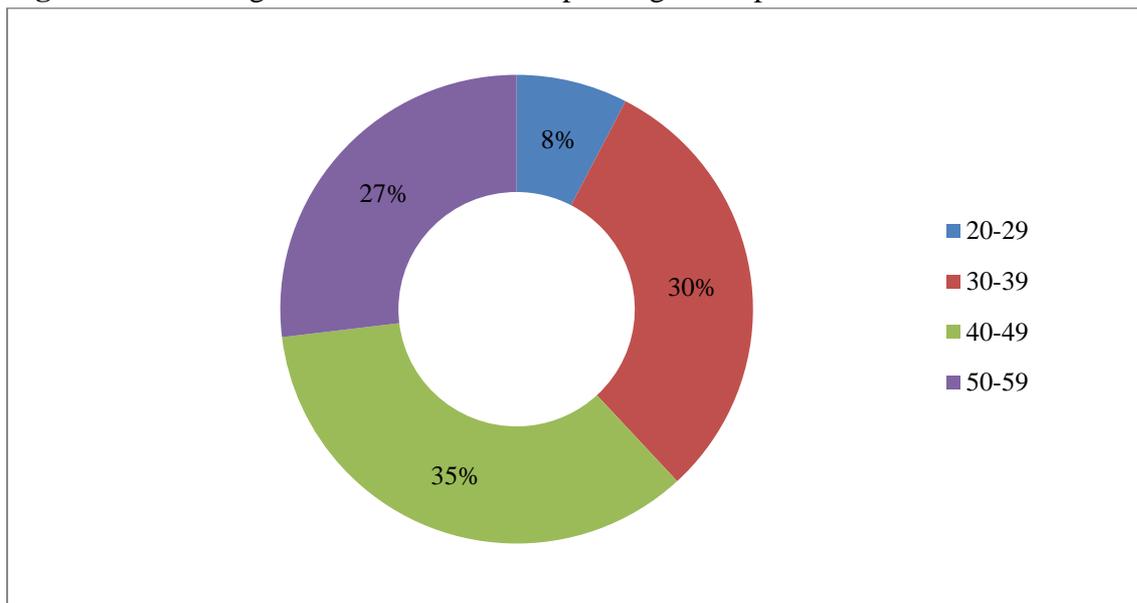


Figure 1 has been divided into the four distinctive age groups. As demonstrated, 35 per cent of all police officers participating in the training programme were between the ages of 40 and

49. Out of the whole sample, 30 per cent of the police officers were between the ages of 30 and 39, and respectively, 27 per cent of the participants were between the ages of 50 and 59. Only eight per cent of the participants were between the ages of 20 and 29.

Table 3. Participant Gender Groups by Countries.

Country	Greece		Italy		Portugal	
	(n)	(%)	(n)	(%)	(n)	(%)
Male	51	72	23	28	50	73
Female	19	27	43	52	13	19
Other	0	0	6	7	3	4
Prefer not to say	1	1	11	13	3	4
Total	71	100	83	100	69	100

Table 3 presents the participant gender groups by countries in numbers and percentages. As demonstrated, 72 per cent of the Greek participants were male, and 27 per cent female. Out of the 83 Italian participants 28 per cent were male, whereas 52 per cent were female. 73 per cent of the Portuguese participants were male, and 19 per cent were female.

Figure 2. Percentage Breakdown of Participant Gender Groups.

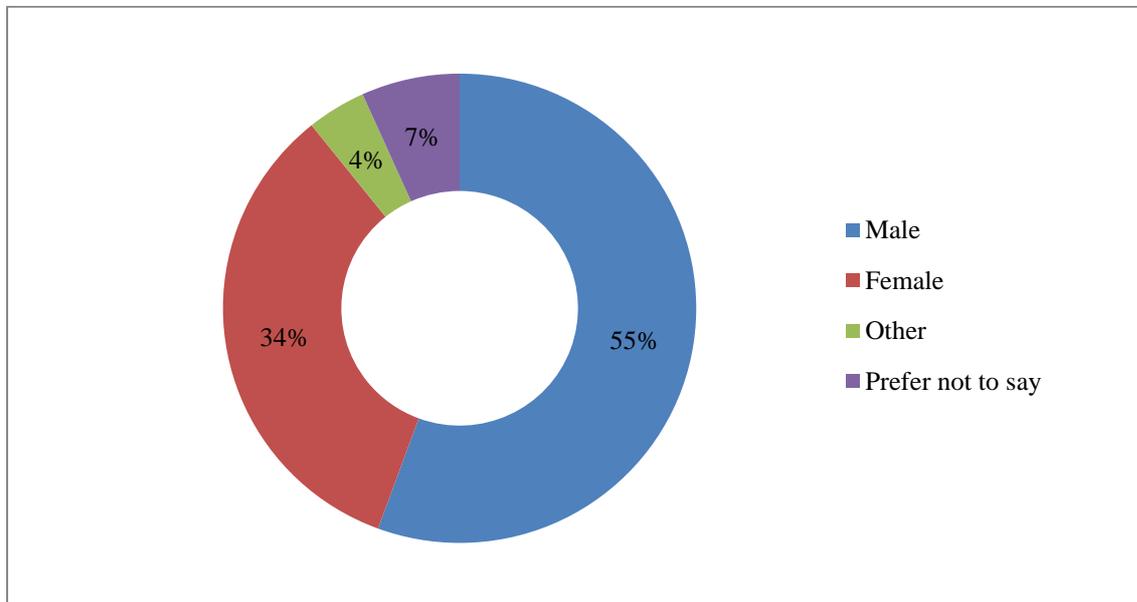


Figure 2 has been divided into three gender categories and ‘prefer not to say’ option. As shown, just over half of the participants were male at 55 per cent, whereas 34 per cent of the participants were female, which signifies one third of the participants. Four per cent identified as ‘other’ and seven per cent preferred not to say their gender. Interestingly, in both Greece and Portugal male participants comprised over 70 per cent of the sample, whereas in Italy over 50 per cent of the participants were female. Consequently, Italian female

participants constituted 57 per cent of the total of 75 female participants within the whole sample.

Table 4. Years in Police Service by Countries.

Country	Greece		Italy		Portugal	
	(n)	(%)	(n)	(%)	(n)	(%)
Years in Police Service						
<5	1	1	1	1	1	1
5 to 10	15	21	16	19	10	15
11 to 15	12	17	13	16	9	13
16 to 20	24	34	16	19	17	25
21 to 25	11	16	12	15	9	13
26 to 30	5	7	15	18	16	23
>30	1	1	5	6	3	4
Did not answer	2	3	5	6	4	6
Total	71	100	83	100	69	100

Table 4 presents the years in police service by countries in numbers and percentages. As displayed, just over a third of the Greek participants had had 16 to 20 years in police service; a fifth had had 5 to 10 years in police service. A fifth of Italian participants had had 16 to 20 years in police service. Furthermore, a fifth of Italian participants had also had 5 to 10 years and 26 to 30 years in police service. A fourth of the Portuguese participants had had 16 to 20 years in police service, and a fourth had had 26 to 30 years in police service. The Greek participants had the highest percentage of the least years in police service out of the whole sample at 21 per cent. The Portuguese participants had the highest percentage of the most years in police service out of the whole sample at 23 per cent.

Figure 3. Percentage Breakdown of Years in Police Service within All Countries.

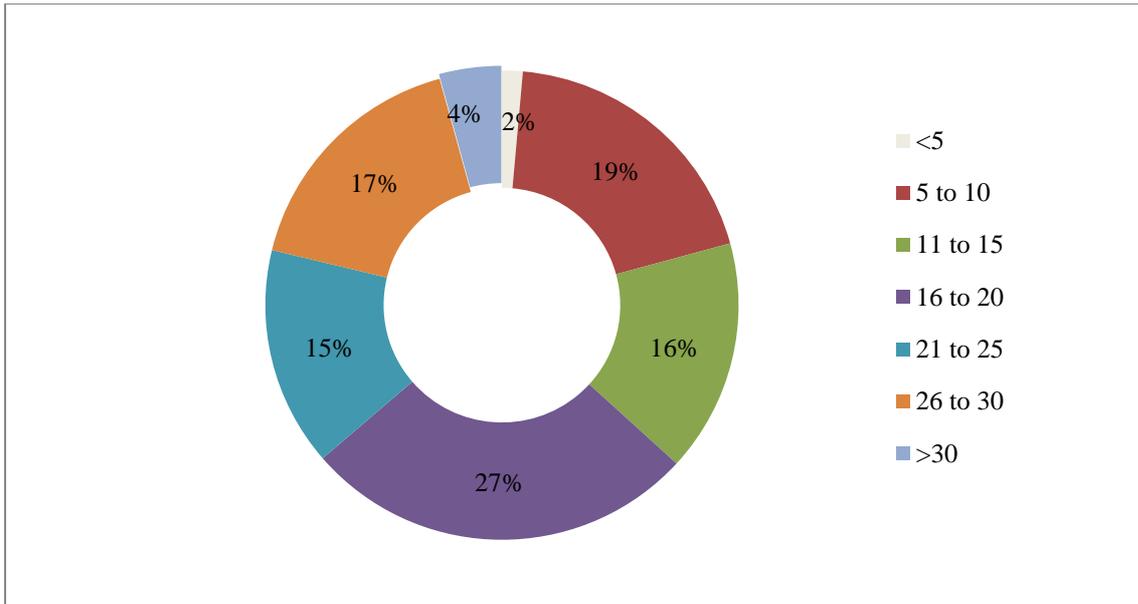


Figure 3 has been divided into seven distinctive categories, which measure the years in police service within all countries. As shown, just over a fourth of the participants had had 16 to 20 years in police service. A fifth of the participants had had 5 to 10 years in police service, and similarly, almost a fifth of the participants had had 26 to 30 years in police service. Figure 3 demonstrates that participants have a fairly equal distribution of years in the police service varying from 5 years to 30 years of experience. Interestingly, figure 3 shows that out of all participants only one per cent had 5 years or under in police service, and respectively, only four per cent had 30 and over years in police service.

Table 5. Rank in Police Service by Countries.

Rank	Country	Greece		Italy		Portugal	
		(n)	(%)	(n)	(%)	(n)	(%)
Trainee		0	0	20	24	0	0
Officer		0	0	40	48	55	80
Supervisor		0	0	3	4	13	19
Management		70	99	7	8	0	0
Senior Management		1	1	6	7	0	0
Did not answer		0	0	7	8	1	1
Total		71	100	83	100	69	100

Table 5 demonstrates the rank in police service by countries in numbers and percentages. As shown in the table, the level of ranking in police service varied between all three countries. Interestingly, 99 per cent of the Greek participants were on management level, whereas 48 per cent of Italian participants were on officer level. Similarly, 80 per cent of Portuguese participants were on officer level.

Figure 4. Percentage Breakdown of Rank in Police Service within All Countries.

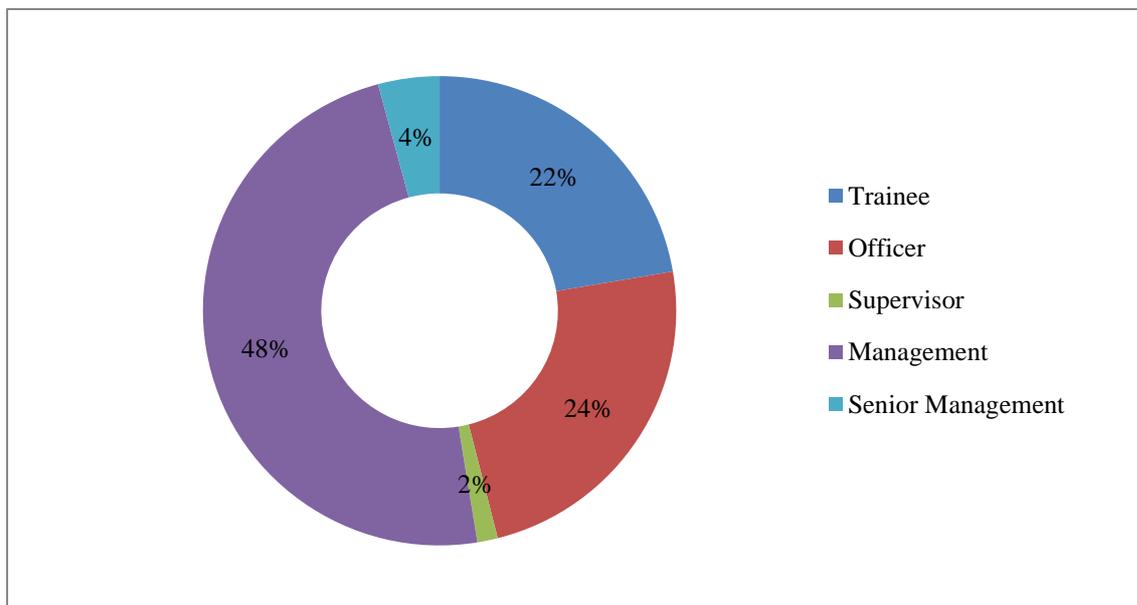


Figure 4 has been divided into five distinctive ranking categories, which measure the levels of ranking in police service within all countries. As demonstrated, the levels of ranking varied significantly between countries. A majority of participants were from management level at 48 per cent. However, out of the 104 management level participants 67 per cent were Greek. A fourth of the participants were from officer level, and, a fifth of the participants were from trainee level. Only four per cent of the participants were from senior management level, and two per cent were from supervisory level.

Table 6. Highest Level of Education Attained by Countries.

Country	Greece		Italy		Portugal	
	(n)	(%)	(n)	(%)	(n)	(%)
High school	17	24	11	13	58	84
Graduate	39	55	45	54	4	6
Postgraduate	12	17	27	33	4	6
Did not answer	3	4	0	0	3	4
Total	71	100	83	100	69	100

Table 6 demonstrates the highest level of education attained by participants. As shown, the level of education varied extensively between all three countries. 55 per cent of the Greek participants attained a graduate degree as the highest level of education, whereas 33 per cent of the Italian participants had a postgraduate degree. 84 per cent of the Portuguese participants had high school as their highest level of education.

Figure 5. Percentage Breakdown of Levels of Education Attained within All Countries.

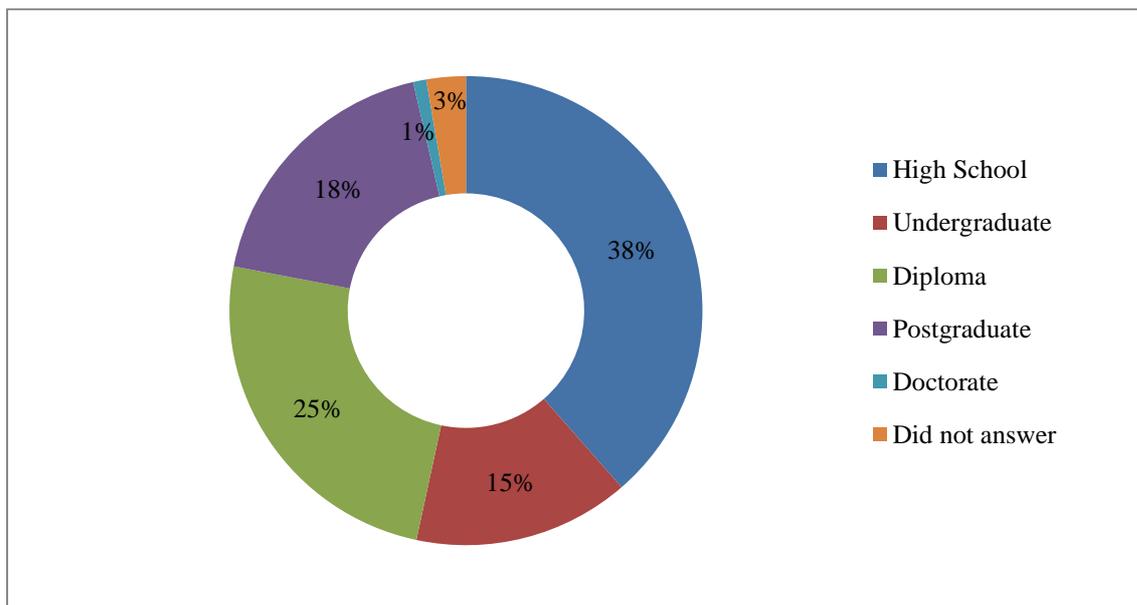


Figure 5 has been divided into five distinctive education levels, and ‘did not answer’ category, which measure the level of education attained by the participants. As demonstrated, 38 per cent of the participants had high school as their highest educational attainment followed by diploma attained by 25 per cent of the participants. Participants with postgraduate degrees constituted 18 per cent of the whole sample, and respectively, undergraduates constituted 15 per cent of all participants.

Table 7. Field of Formal Qualifications of participants by Countries.

Field of Qualification	Country	Greece		Italy		Portugal	
		(n)	(%)	(n)	(%)	(n)	(%)
Criminology		1	1	9	11	6	9
Sociology		0	0	1	1	0	0
Psychology		8	11	1	1	1	1
Social Policy		2	3	2	2	0	0
Other		24	34	15	18	14	20
Did not answer		36	51	55	66	48	70
Total		71	100	83	100	69	100

Table 7 presents the field of formal qualifications by participants. As displayed, 34 per cent of the Greek participants classed their field of qualifications as ‘other’. Similarly, the 20 per cent of the Portuguese participants classed their qualifications as ‘other’, followed by Italian counterparts at 18 per cent. Interestingly, over half of all participants in each country did not answer this question.

Figure 6. Percentage Breakdown of Fields of Qualifications within All Countries.

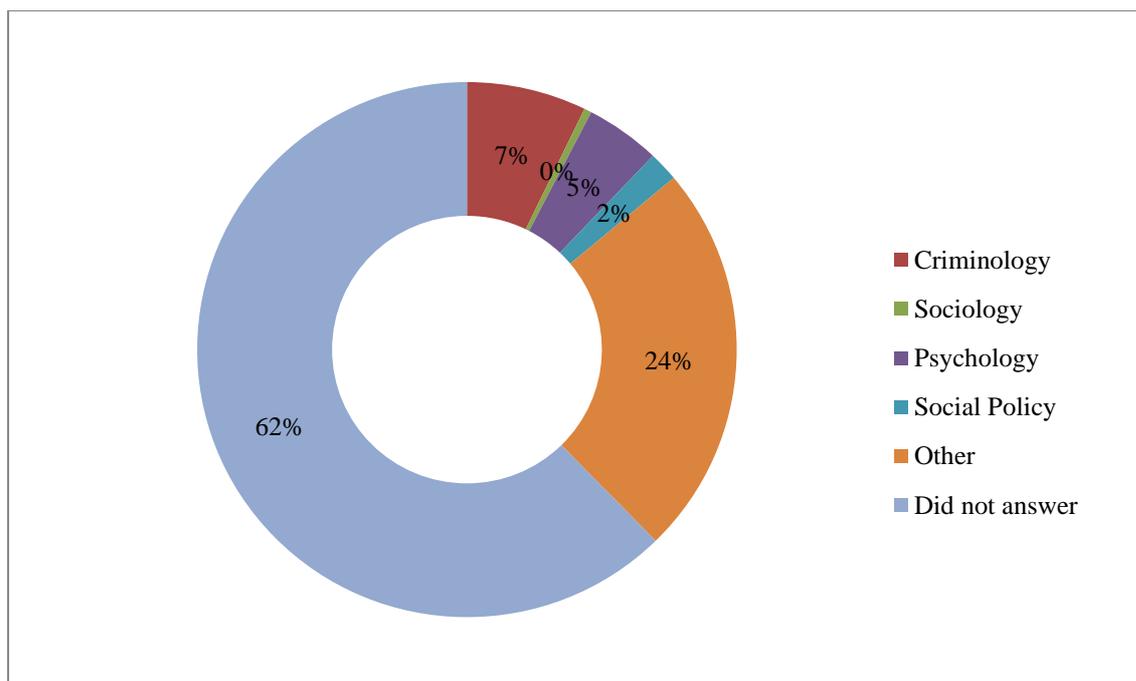


Figure 6 demonstrates the total breakdown of fields of qualifications by all participants. As shown, 62 per cent of the participants did not answer this question. 24 per cent of the participants classed their field of qualifications as ‘other’. Seven per cent of all participants had undertaken criminology, and five per cent had undertaken psychology as part of their qualifications.

Figure 7. Breakdown of Participants’ Knowledge on the Topics Outlined.

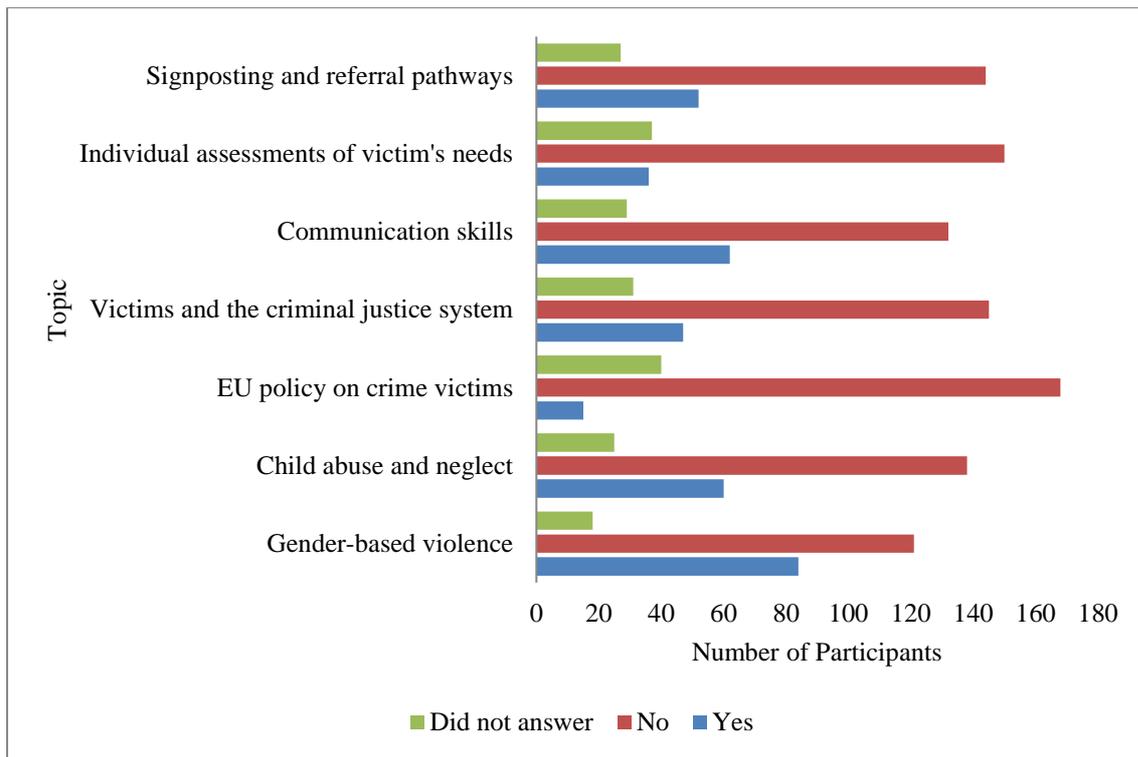


Figure 7 demonstrates the breakdown of topics the participants have previous knowledge on. The particular question the chart is derived from asked if participants have any previous knowledge on any of the following topics. As shown, participants have the most knowledge on gender-based violence followed by communications skills. Participants have the least knowledge in topics, such as the EU policy on crime victims and on individual assessment of victim’s needs.

Figure 8. Percentage Breakdown of the Frequency of Interaction with Victims.

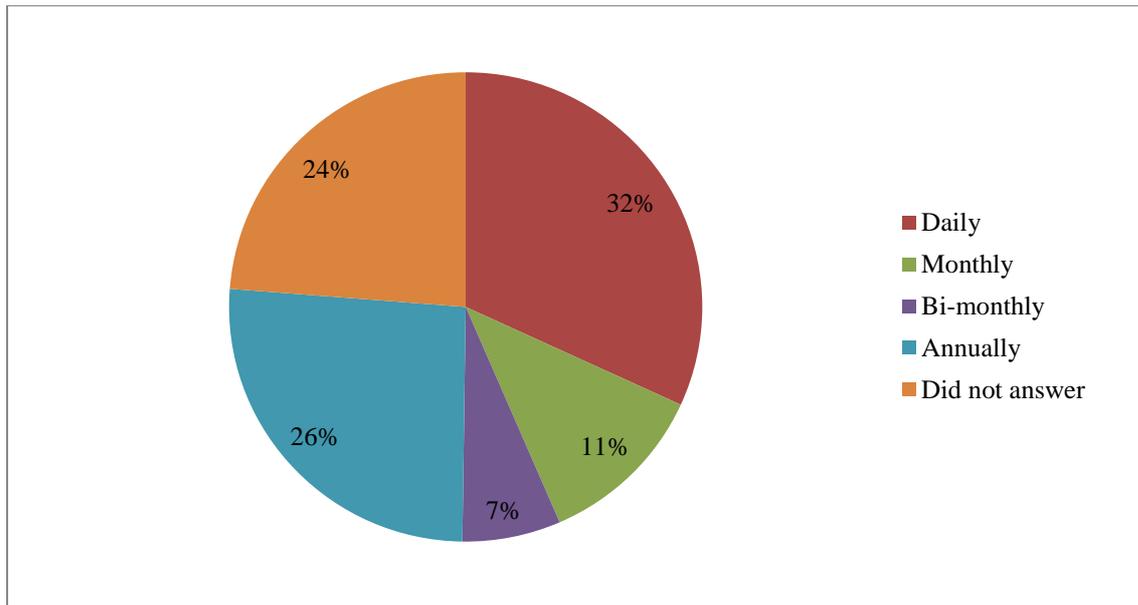


Figure 8 presents the breakdown of interaction with victims by all participants. As shown, almost a third of the participants interact with victims daily at 32 per cent. A fourth of participants interact with victims annually, whereas 11 per cent interact with victims on a monthly basis. Seven per cent of participants have victim interaction bi-monthly, and, almost a fourth of participants did not answer the question.

Trainer Demographics

This section provides an overview of the trainer demographics. The demographic data herein contains the age of the trainers, the highest level of education attained by the trainers, the gender groups of the trainers. In total, the group consisted of 12 trainers.

Figure 9. Percentage Breakdown of Trainers' Ages in Years.

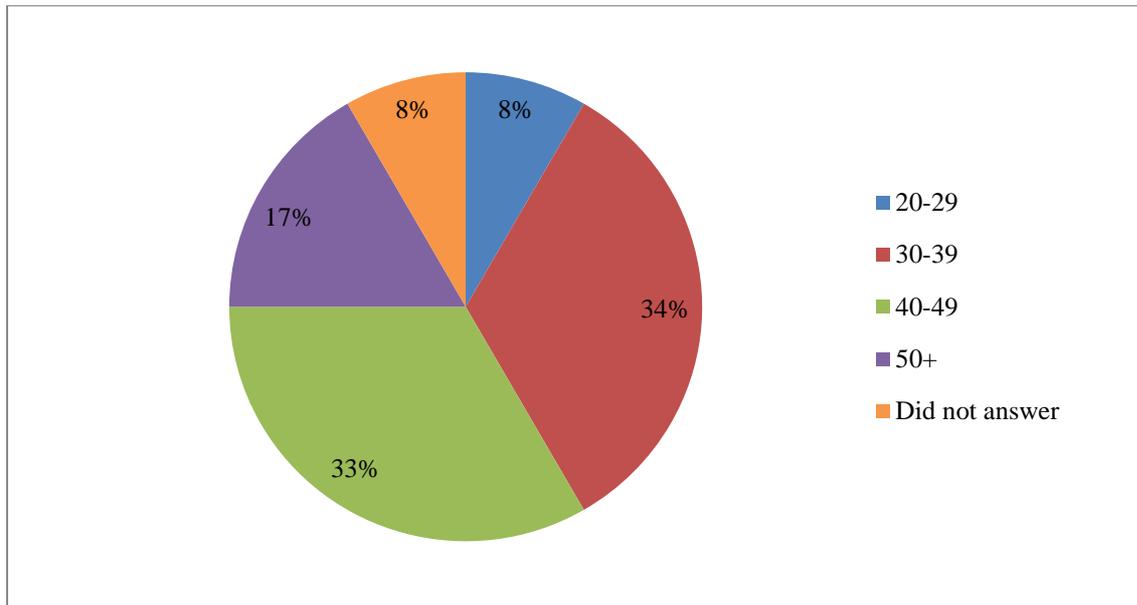


Figure 9 presents the age breakdown of the trainers. As shown, 34 per cent of the trainers were between the ages of 30 and 39, whereas, another 33 per cent of the trainers were between the ages of 40 and 49. 17 per cent of the trainers were 50 or over. Only eight per cent were between the ages of 20 and 29, and respectively, another eight per cent did not answer the question.

Figure 10. Percentage Breakdown of Trainers' Education Levels.

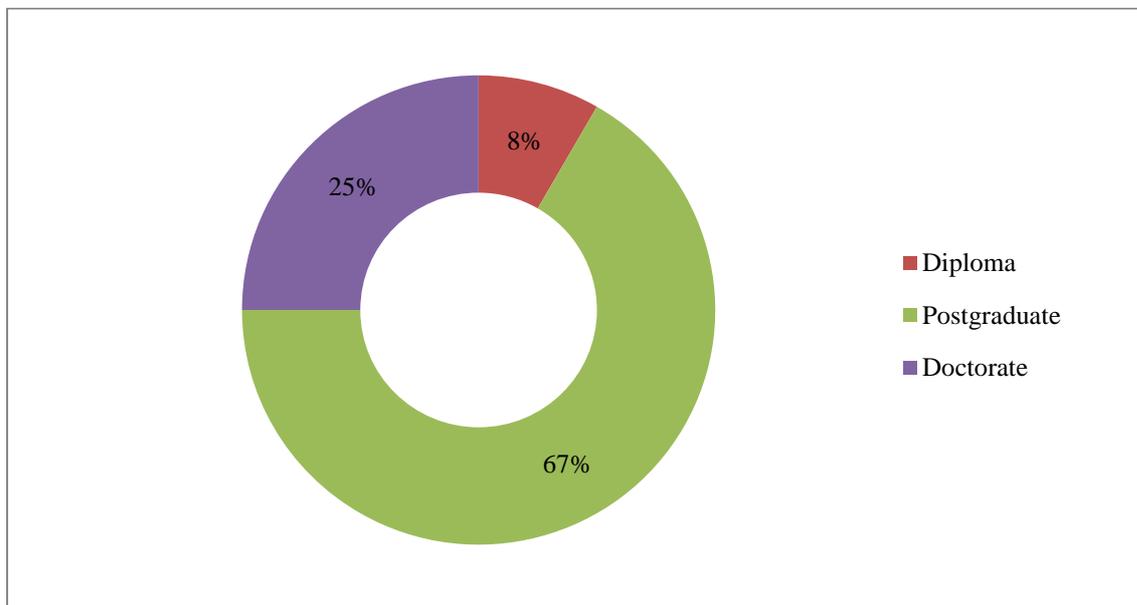


Figure 10 presents the breakdown of trainers' education levels. As shown, 67 per cent of the trainers held a postgraduate degree, whereas a fourth of the trainers held a doctorate degree. Eight per cent of the trainers had a diploma.

Figure 11. Percentage Breakdown of Trainers' Gender Groups.

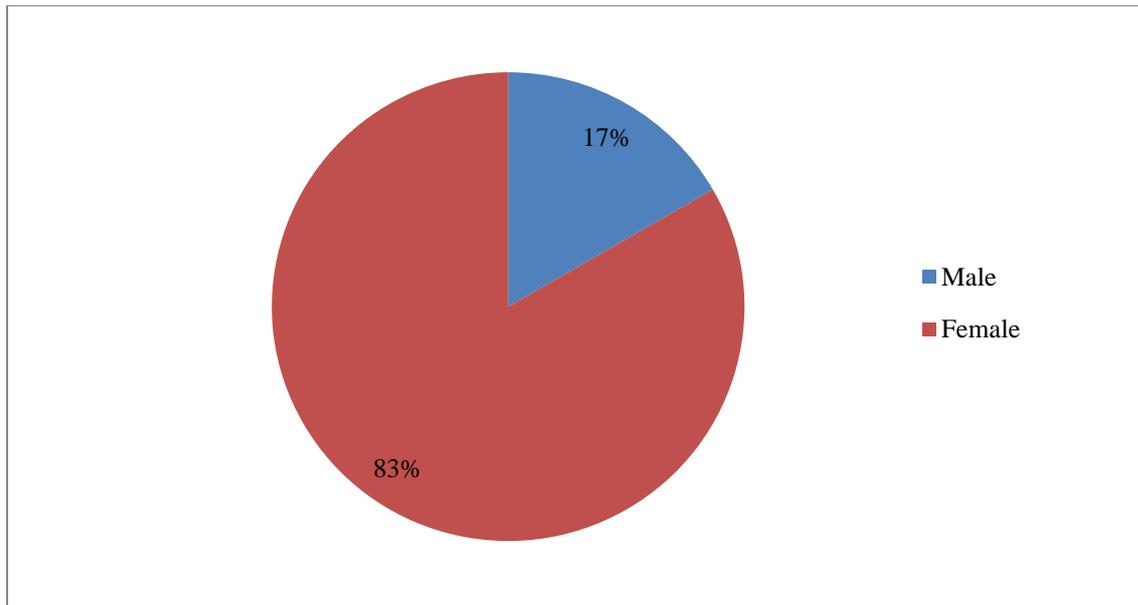


Figure 11 displays the breakdown of trainers' gender groups. As demonstrated, 83 per cent of the trainers were female, and 17 per cent were male.

Table 8. Demographics of All Trainers.

Country	Age	Gender	Highest level of education	Formal qualifications in subject	Years spent as trainer in specific field	Years spent as trainer in general field
Italy	52	F	Postgraduate	Sociology and social policy	20	20
Italy	53	F	Diploma	N.A.	5	10
Italy	35	F	Postgraduate	Social policy	2	9
Italy	37	M	Postgraduate	Others	3	4
Italy	48	F	Doctorate	Criminology and sociology	18	18
Portugal	-	F	Doctorate	Others	5	15
Portugal	43	F	Postgraduate	Others	10	19
Portugal	43	F	Postgraduate	Psychology	13	17
Portugal	39	F	Doctorate	Criminology and psychology	13	13
Portugal	41	M	Postgraduate	Psychology	13	16
Greece	32	F	Postgraduate	Psychology	5	7
Greece	28	F	Postgraduate	Criminology and psychology	4	4

Table 8 presents an overview of the trainer demographics as a whole based on country, age, gender, level of education and qualifications and years spent as a trainer both in specific field and in general.

Evaluation

This section provides an evaluation of the effectiveness of the training programme by analysing the results of the training evaluation questionnaires by both the participants and the

trainers. Furthermore, this section identifies any complications and advantages from the implementation of the training programme.

Participant Evaluation

Questions in the participant evaluation aimed to measure how satisfied the participants were with various components of the training. The responses are rated at a scale from 1 to 5, with 5 being ‘very satisfied’ and 1 being ‘very dissatisfied’.

Figure 12. Participants’ Satisfaction Levels on Training Elements.

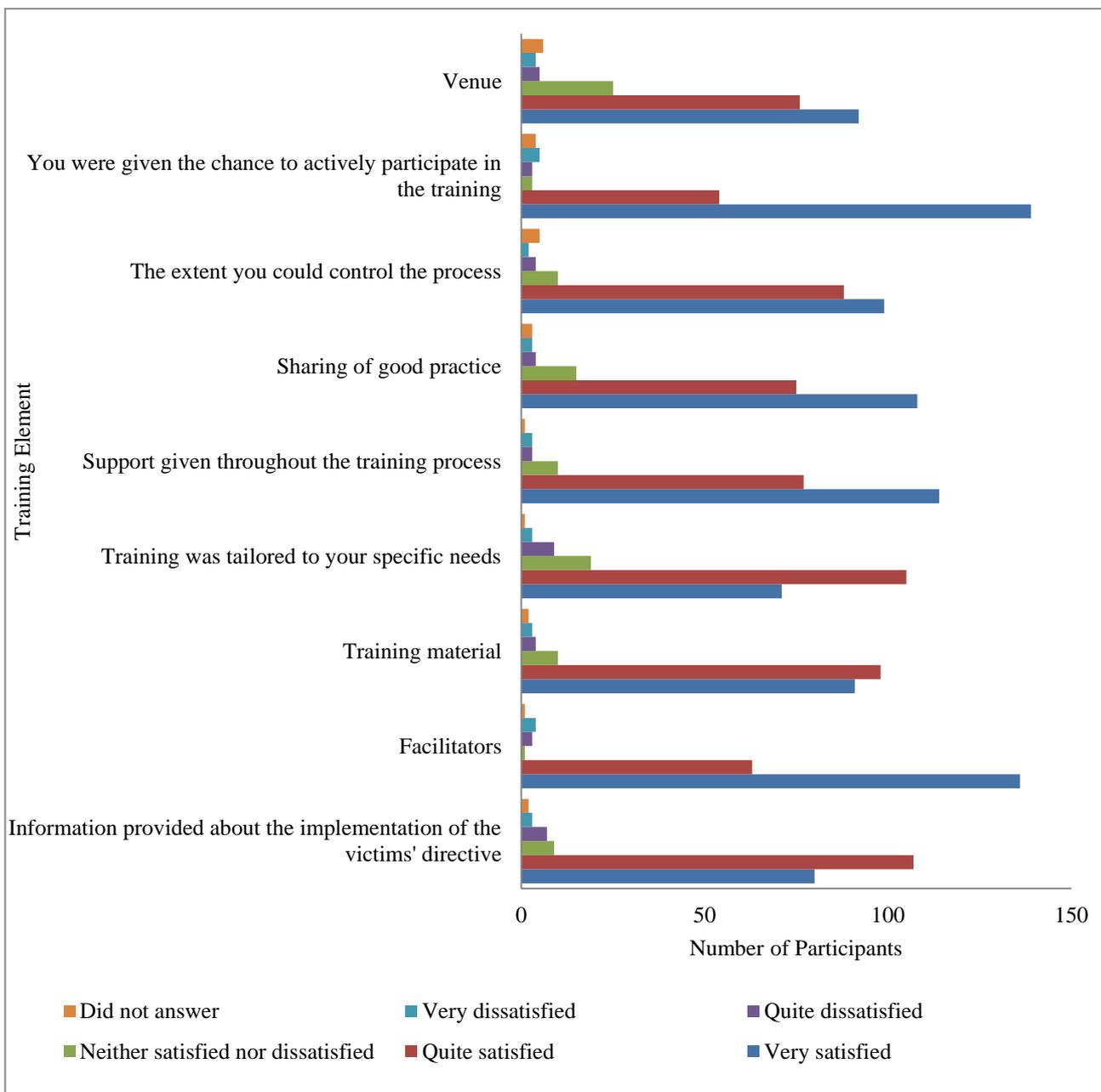


Figure 12 demonstrates how satisfied the participants were with the outlined elements of the training regarding the challenges and good practices for an effective and sustainable

implementation of the Victim’s Directive and the role of the police. As shown, the participants were very satisfied with the extent they could actively participate in the training, with the support given throughout the training and with the facilitators of the training. Some participants were quite dissatisfied with the extent the training was tailored to their specific needs. Furthermore, some participants found the information provided about the implementation of the victim’s directive quite dissatisfying.

Table 9. Average Satisfaction Level for Elements of Training.

Training Element	Average Satisfaction Level (1 - 5)
Information provided about the processes for the implementation of the victim’s directive	4.23
Facilitators	4.57
Training material	4.31
The extent to which training was tailored to your specific needs	4.12
Support given throughout the training process	4.43
Sharing of good practice	4.37
The extent you could control the process	4.37
The extent that you felt you were given the chance to actively participate in the training	4.56
Venue	4.22

Table 9 presents the average satisfaction levels with the training elements by all participants. As shown, the highest satisfaction average was with the extent the participants felt they were given the chance to actively participate in the training followed by the facilitators. The lowest satisfaction average of the training elements was the extent to which the training was tailored to participants’ specific needs. Participants perceived the overall average of the training elements as very satisfactory.

Figure 13. Amount of Information Given in the Training by All Participants.

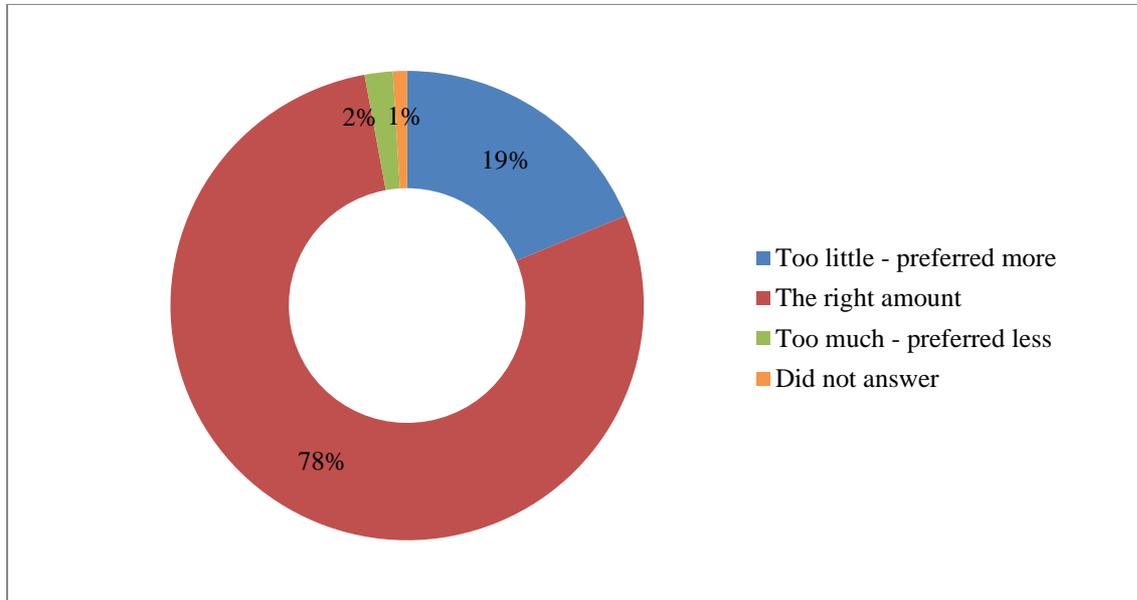


Figure 13 presents the level of satisfaction to the amount of information given at the training by participants. 78 per cent of the participants perceived the information provided being the right amount, whereas 19 per cent of the participants would have preferred more information. Only two per cent of the participants felt that the information provided was too much.

Figure 14. Satisfaction Levels on Structure and Content of the Training.

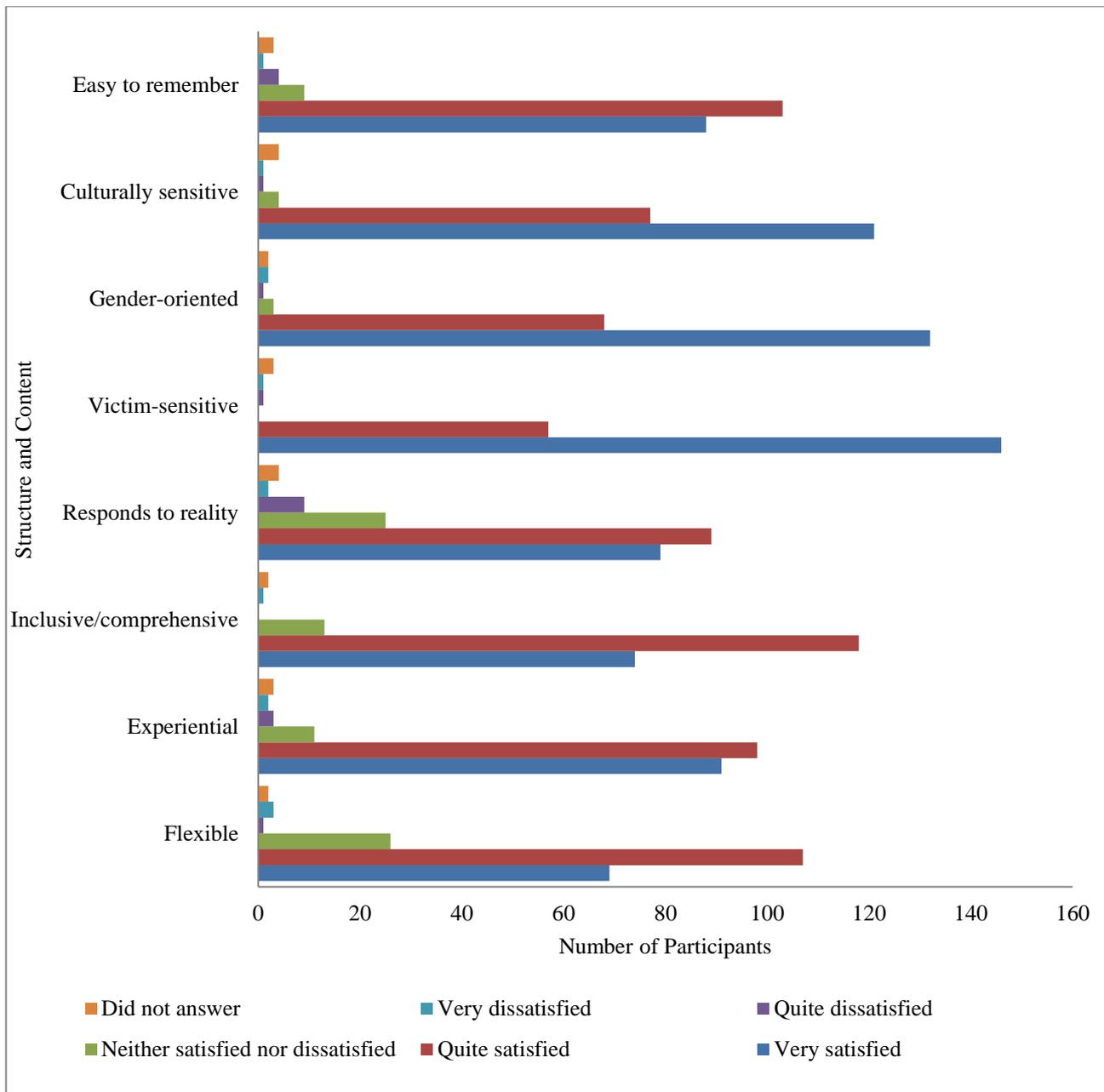


Figure 14 demonstrates how satisfied the participants were with the following aspects regarding content and structure of the training. Participants were very satisfied with the victim-sensitive and gender-oriented aspects of the training. Participants were also quite satisfied with inclusive/comprehensive, flexible and easy to remember aspects of the training. Some participants were quite dissatisfied about the training content responding to reality.

Table 10. Average Satisfaction Level for Content and Structure of the Training.

Content and Structure	Average Satisfaction Level (1-5)
Flexibility	4.16
Experiential	4.33
Inclusive/Comprehensive	4.28
Responds to reality	4.15
Victim-sensitive	4.69
Gender-oriented	4.59
Culturally sensitive	4.55
Easy to remember	4.33

Table 10 presents the average satisfaction levels with the content and structure of the training by all participants. As shown, the highest satisfaction average was with the victim-sensitivity followed by the gender-oriented content and structure. The lowest satisfaction average was with the content and structure responding to reality and flexibility. Overall, participants perceived the overall average of the content and structure as very satisfactory.

Figure 15. Satisfaction Levels on Interactive Tools, Activities and Exercises used in the Training.

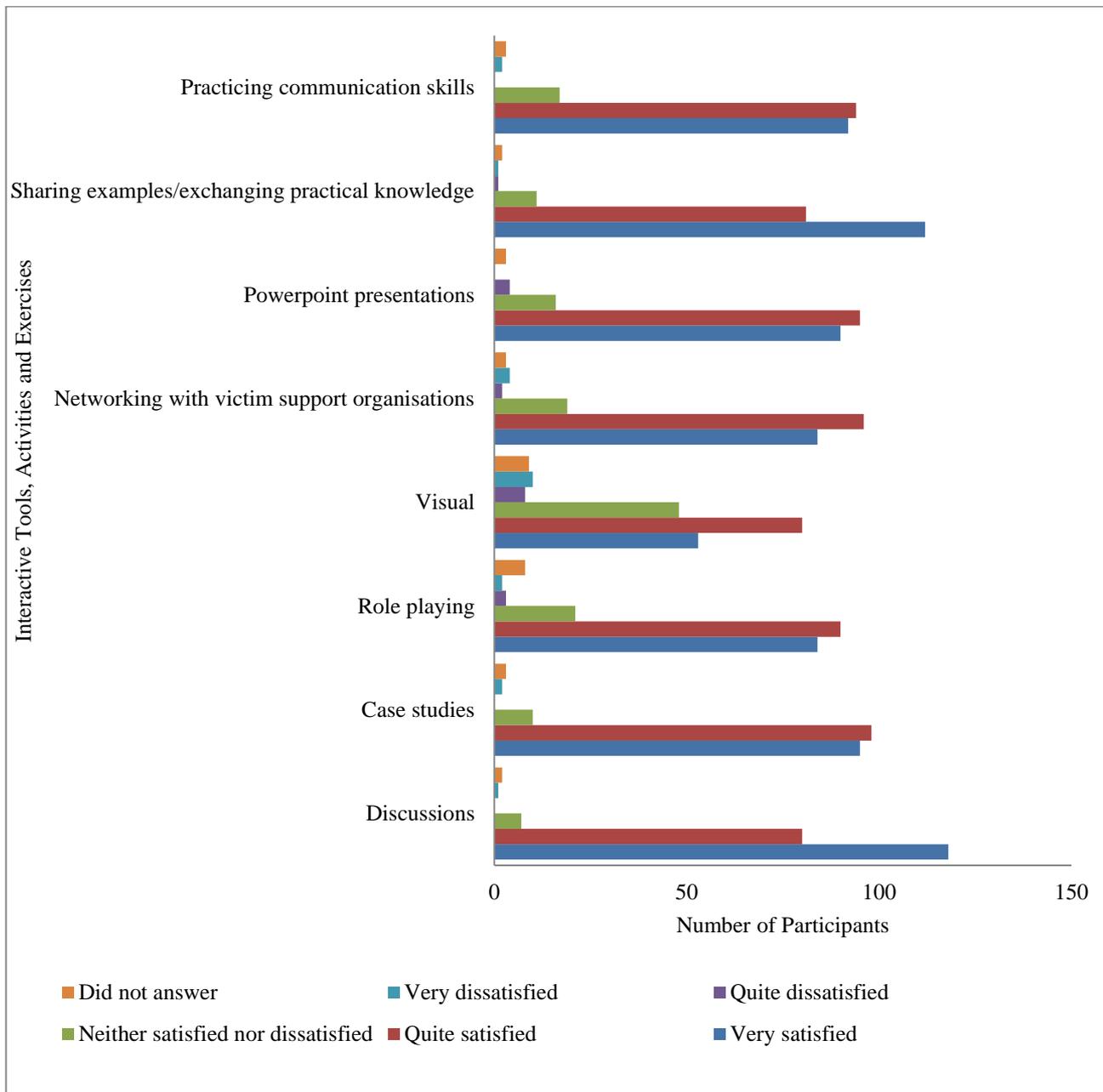


Figure 15 demonstrates how satisfied the participants were with the form of interactive tools, activities and exercises used in the training. A majority of the participants were very satisfied with discussions and sharing examples and exchanging practical knowledge during the training. Most of the participants were also quite satisfied with case studies, networking with victim organisations, PowerPoint presentations and practising communication skills. Some participants were very dissatisfied with the visual side of the training.

Table 11. Average Satisfaction Level on Interactive Tools, Activities and Exercises.

Interactive tools, Activities and Exercises	Average Satisfaction Level (1-5)
Discussions	4.52
Case studies	4.39
Role-playing	4.26
Visual	3.79
Networking with victim support organisations	4.24
PowerPoint presentations	4.32
Sharing examples/ exchanging practical knowledge	4.47
Practicing communication skills	4.34

Table 11 presents the average satisfaction levels with the interactive tools, activities and exercises of the training by all participants. As shown, the highest satisfaction average was with discussions followed by sharing examples and exchanging practical knowledge. The lowest satisfaction average was with the visual side of the training. Participants perceived the overall average of interactive tools, activities and exercises as satisfactory.

Table 12. Average Satisfaction Level of the Knowledge Workshop Seminar.

Type of Knowledge Oriented Seminar	Average Satisfaction Level (1-10)
Awareness on Victimology	8.12
Awareness on Gender issues	7.89
Awareness on Domestic violence	8.04
Awareness on Sexual violence	7.98
Awareness on Child victims	7.84

Table 12 presents the average satisfaction levels with the knowledge-oriented part of the training, which consisted of seminars offering information, activities, case studies and theoretical knowledge. This part also aimed to increase awareness on the topics outlined above. Table 12 presents the average satisfaction level on increasing the participants' awareness on the topics. As shown, awareness on victimology had the highest satisfaction average followed by awareness on domestic violence. Awareness on child victims and gender issues had the lowest satisfaction average. Overall, participants felt that the awareness seminars were satisfactory in increasing the awareness on respective topics.

Figure 16. Satisfaction Levels on Information provided in the Training during Child Victims, Sexual Violence, Domestic Violence, Gender Issues and Victimology Seminars by All Participants.

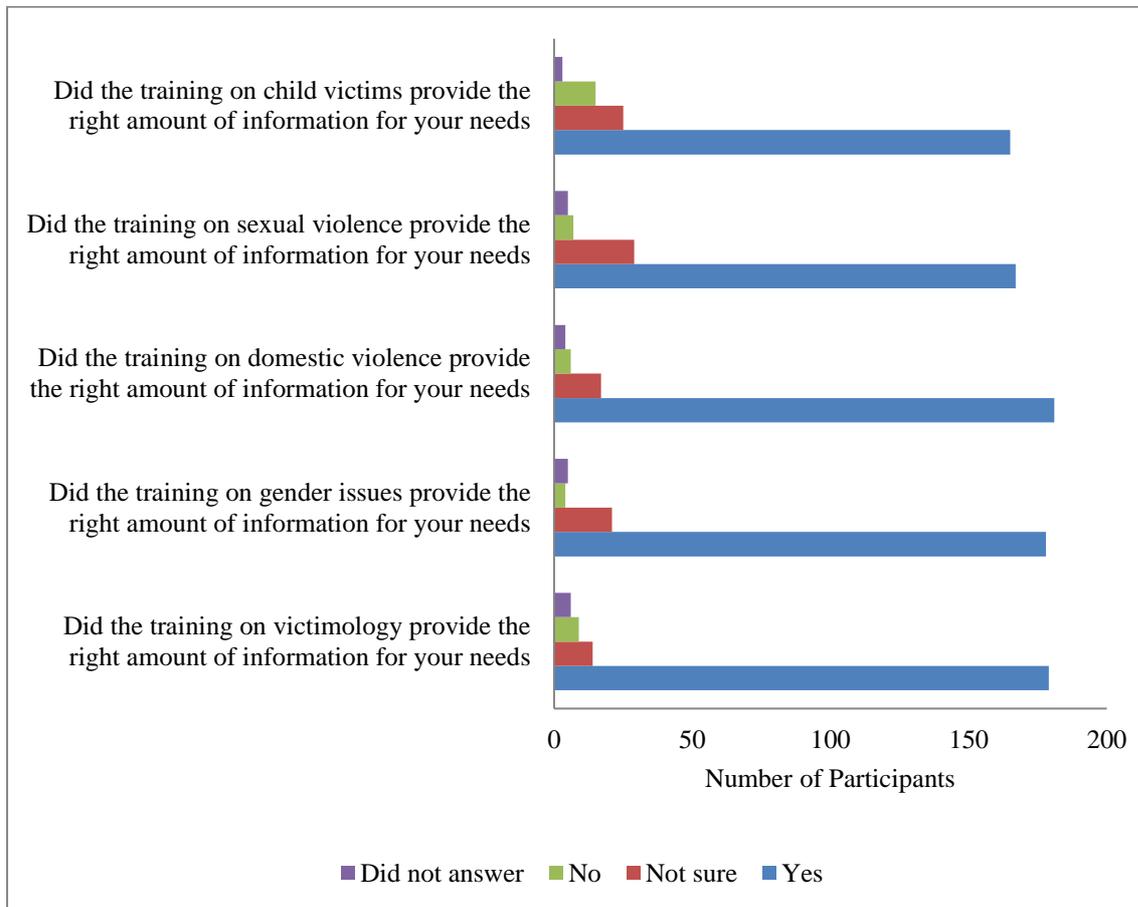


Figure 16 presents the satisfaction levels on information provided during the respective seminars. As shown, the majority of participants thought that the training on child victims, sexual violence, domestic violence, gender issues and victimology provided the right amount of information for their needs. Some participants thought that the training on child victims could have provided more information.

Table 13. Average Satisfaction Level of the Skills Workshop Seminar.

Type of Skills Oriented Seminar	Average Satisfaction Level (1-10)
Skills Workshop	
Overall (Sharing of experience, practical skills, open discussions, role playing)	8.13
Individual Assessment	
Overall (conducting individual assessments on victim's needs and communication skills)	8.19

Table 13 presents the average satisfaction level with the skills-oriented workshop, which included interactive workshops, where participants were able to share experiences, practice skills, have open discussions, try role playing and consider case studies. Table 13 also presents the average satisfaction level for individual assessments of victim's needs and communication skills for interacting with victims. As shown, participants rated both of the seminars satisfactory.

Table 14. Average Satisfaction Level of the Signposting and Referral Seminar.

Type of Seminar	Average Satisfaction Level (1-10)
Signposting and Referral	
Overall (Information on support services and effective techniques for safe referral)	8.29

Table 14 displays the average satisfaction level for the signposting and referral seminar, where participants were provided with information on support services and were advised about effective techniques for safe referral. As shown, the signposting and referral seminar had a high satisfaction level according to participants.

Figure 17. Amount of Information Provided during the Seminars by All Participants.

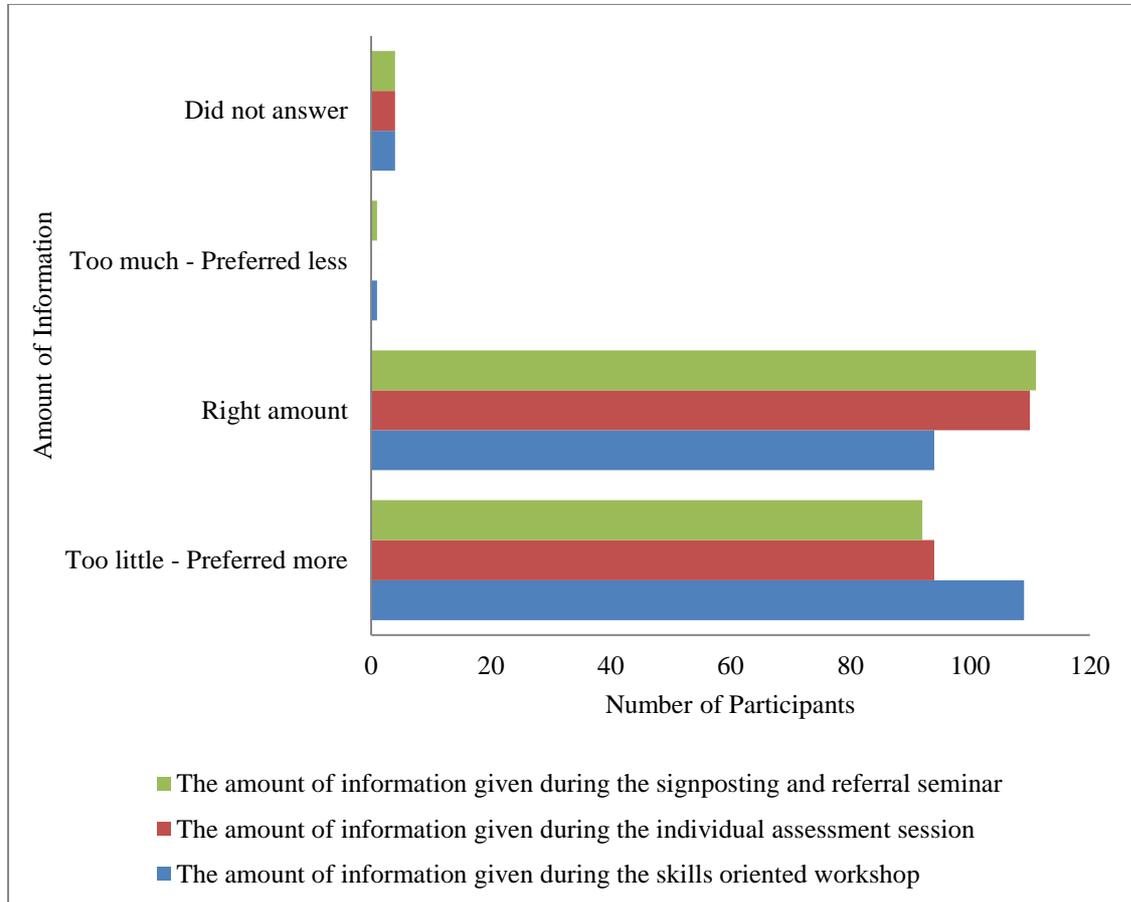


Figure 17 demonstrates the satisfaction levels regarding the amount of information provided during the seminars. As shown, almost half of the participants felt that the information provided in all three seminars was the right amount. However, another half of the participants would have preferred more information. In particular, more information was preferred during the skills workshop.

Figure 18. Amount of Information included in the Victim’s Services Catalogue by All Participants.

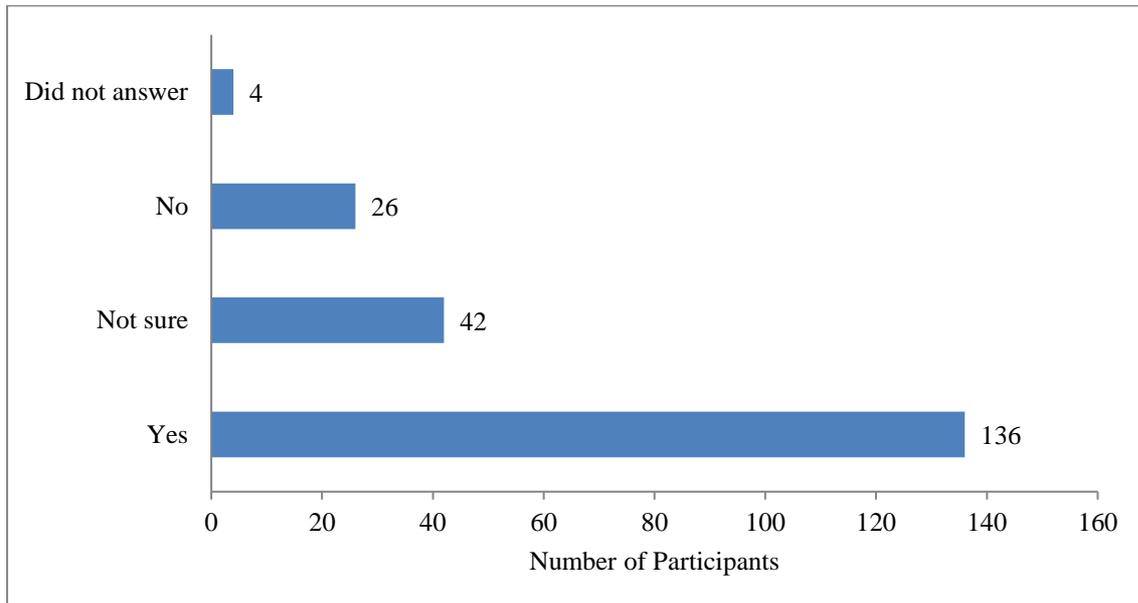


Figure 18 presents the sufficiency of the information included in the catalogue, which included information on local and national, public and private organisations that provide services to victims of crime. The particular question asked if participants thought that the catalogue of service providers included sufficient information on local and national, public and private organisations that provide services to victims of crime. As shown, the majority of the participants felt that the information provided was sufficient, however, 13 per cent of the participants felt that the information was not sufficient. A fifth of the participants were unsure about the sufficiency of the information.

Table 15. Average Satisfaction Level on the Easy Use of the Victim Support Catalogue.

Type of Catalogue	Average Satisfaction Level (1-7)
Victim Support Catalogue	5.46

Table 14 measures the extent the participants thought that the catalogue of victim support services was easy to use in their daily police practice. The average score was scaled between 1 (not easy to use) to 7 (extremely easy to use). As shown, the average score for the victim’s services catalogue is at 5.5.

Figure 19. Percentage Breakdown of the Most Useful Seminars.

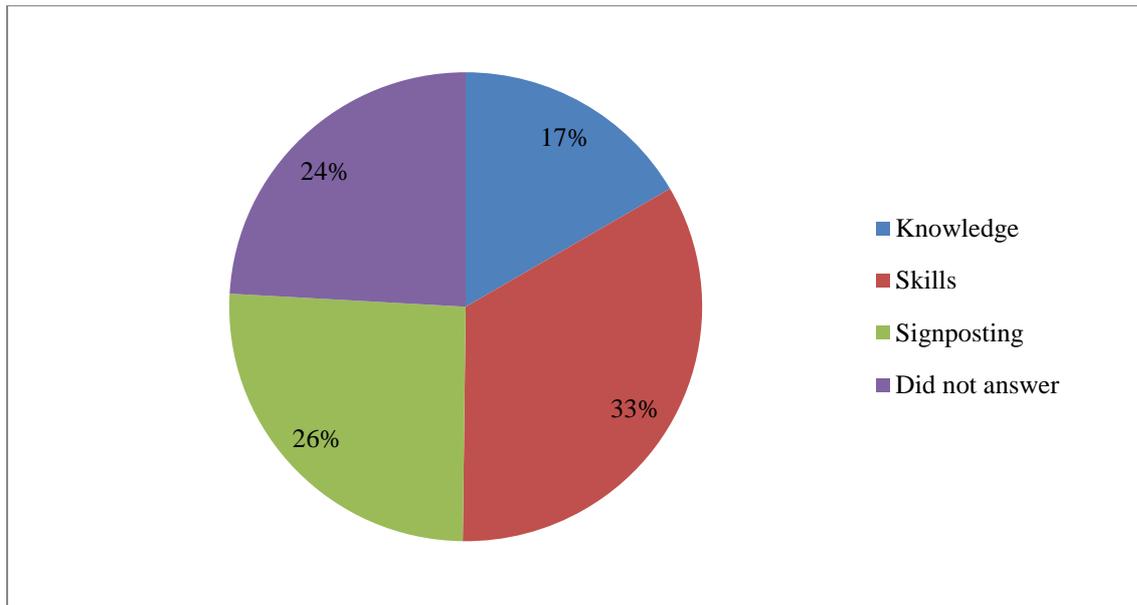


Figure 19 presents which of the three seminars the participants found the most useful. As shown, the Skills seminar was the most useful one according to 33 per cent of the participants. 26 per cent of the participants thought that the second most useful one was the Signposting seminar. The least useful seminar was thought to be the Knowledge seminar. 24 per cent of the participants did not answer this question. Interestingly, as the Skills seminar was thought to be the most useful seminar, half of the participants would have preferred more information during the seminar as demonstrated by figure 19. Furthermore, as displayed by table 13, the Skills seminar also had the lowest satisfaction average according to the participants.

Trainer Evaluation

Questions in the trainer evaluation aimed to measure how satisfied the trainers were with various components of the training. The responses are rated at a scale from 1 to 5, with 5 being 'very satisfied' and 1 being 'very dissatisfied'.

Figure 20. Satisfaction Levels on Training Elements by All Trainers.

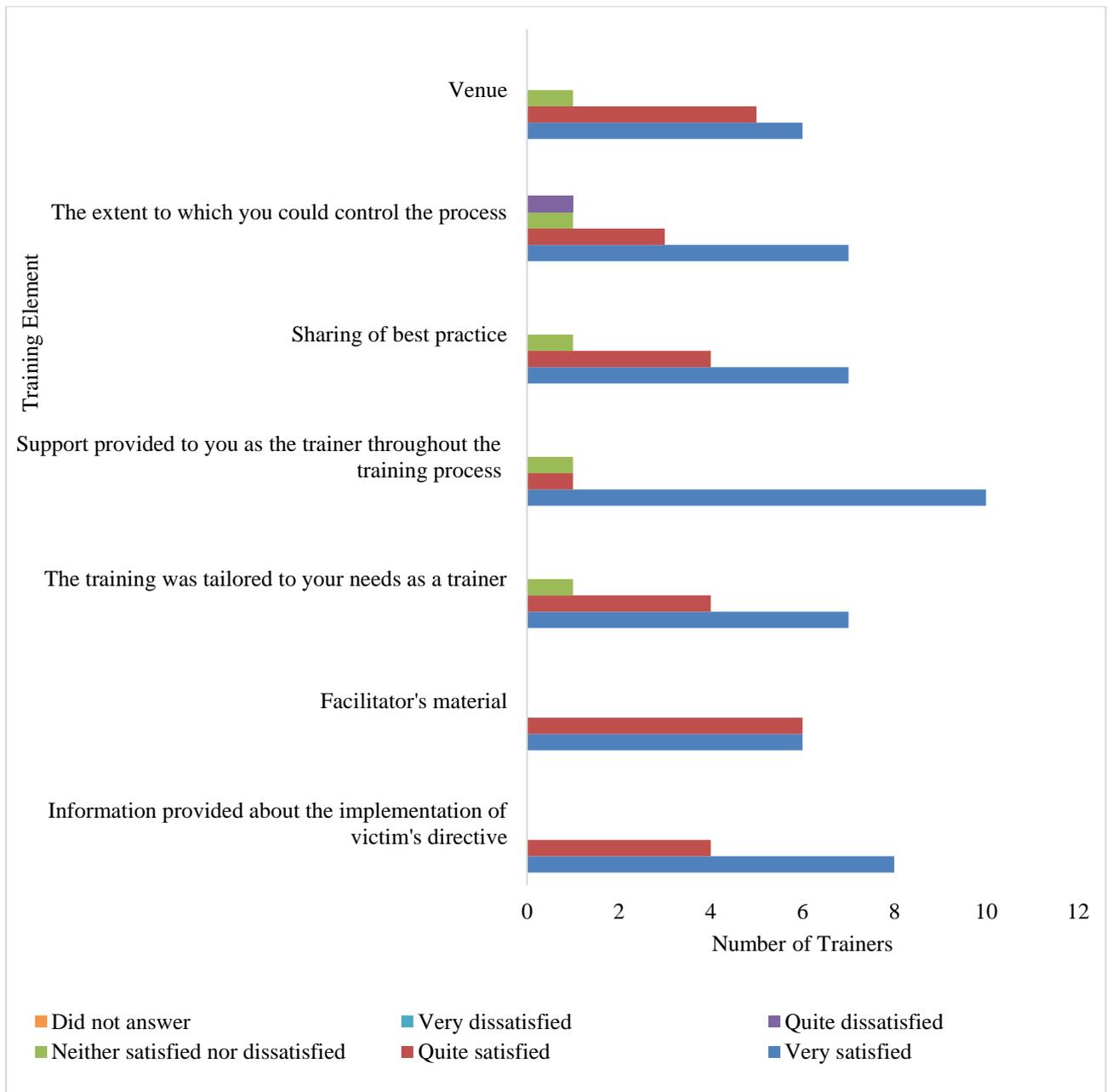


Figure 20 presents the satisfaction levels on training elements by the trainers. As shown, most of the trainers were very satisfied with support provided throughout the training process and with the information provided about the implementation of the victim’s directive. Half of the trainers were quite satisfied with the facilitator’s material and the venue. Some trainers were quite dissatisfied about the extent to which they could control the process.

Figure 21. Amount of Information Given to Trainers to Prepare and Deliver the Seminar by Type.



Figure 21 displays the amount of information given to prepare and deliver each of the training seminars. Majority of the trainers estimated that the amount of information provided for preparation and delivery was the right amount for both signposting and skills oriented training seminar. Over half of the trainers estimated that the amount of information provided for preparation and delivery was the right amount for knowledge oriented training seminar. Some trainers thought that that the amount of information provided for preparation and delivery was too much for knowledge oriented seminar, and thus, they would have preferred less.

Figure 22. Breakdown of the Usefulness of the 2-day Work Visit to the UK.

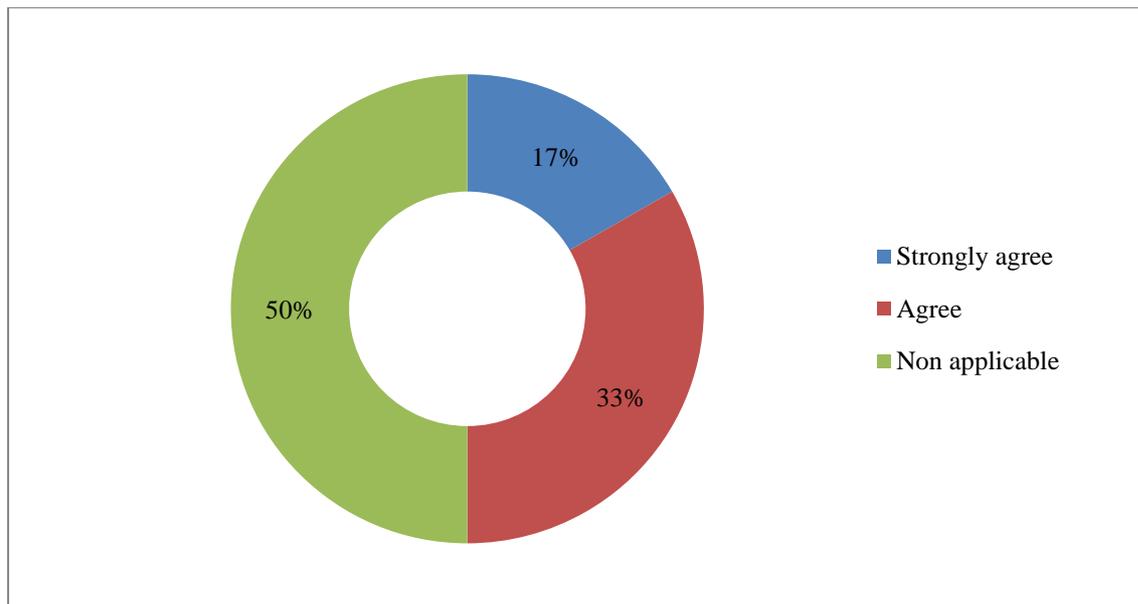


Figure 22 presents the breakdown of the usefulness of the 2-day work visit to the UK by the trainers. The question aimed to ask if trainers agreed that the work visit to learn about the current status of the assessment and referral systems in the UK was useful for the preparation and delivery of the training. As shown, a third of the trainers agreed that the work visit was useful for the preparation and delivery of the training, whereas, 17 per cent of the trainers strongly agreed on the usefulness of the visit. ‘Non-applicable’ signifies that half of the trainers did not take part in the work visit to the UK.

Figure 23. Breakdown of the Usefulness of the Catalogue.

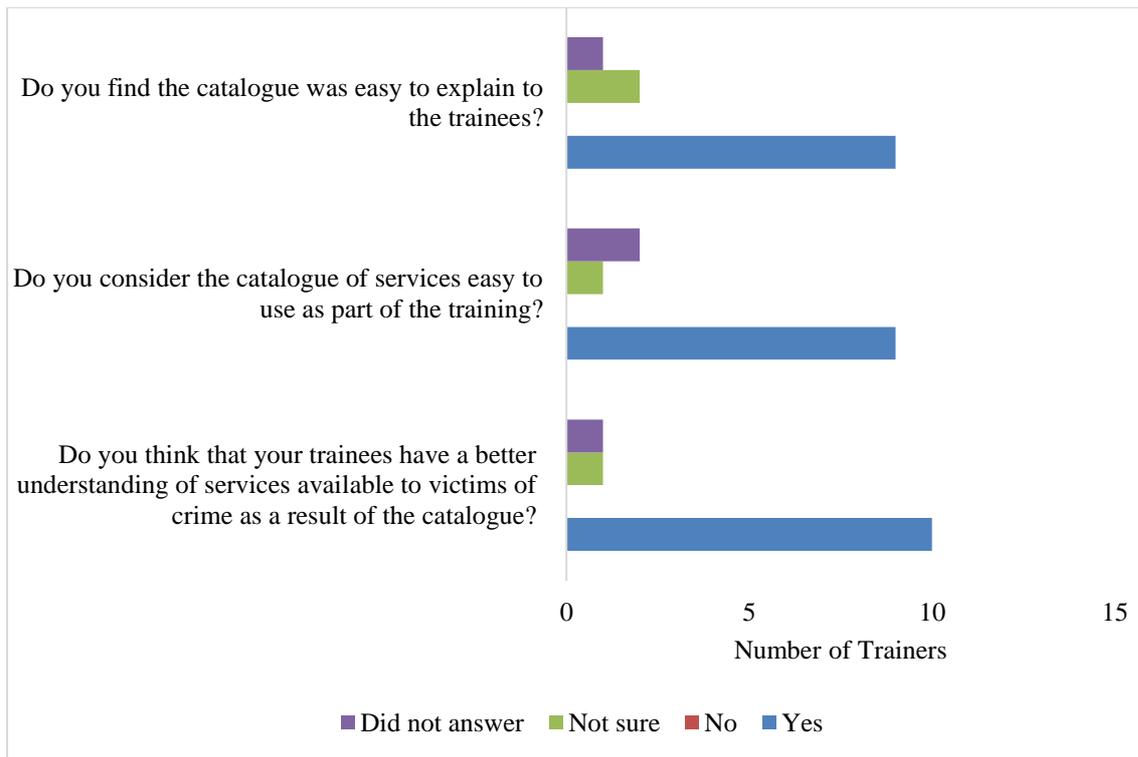


Figure 23 presents the trainers' opinions on the use of catalogue as part of the training. As shown, a majority of the trainers thought that the catalogue was easy to explain and use as part of the training. In addition, almost all the trainers thought that the catalogue has provided the participants with a better understanding of services available to victims of crime.

Figure 24. Observations on the Attitude Changes in Participants by Trainers.

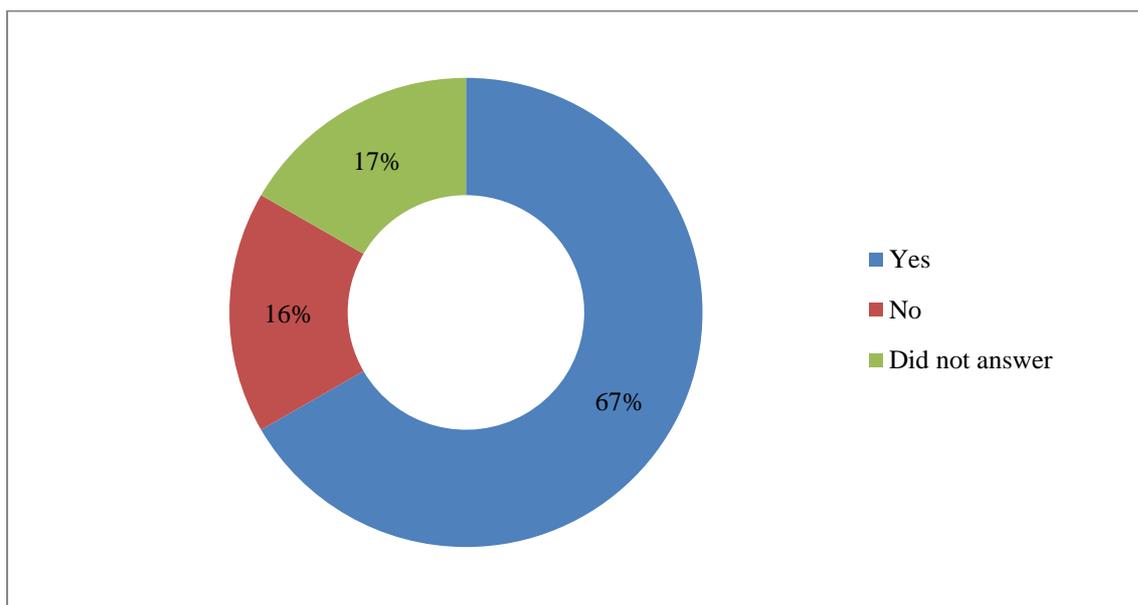


Figure 24 measures the level of attitude changes in participants by the trainers. This particular question asked if trainers observed any attitude change in the participants during the training. As shown, 67 per cent of the trainers observed an attitude change in participants during the training. Respectively, 16 per cent of the trainers did not observe an attitude change. Out of all the trainers, 17 per cent did not answer this question.

Figure 25. Satisfaction Level on the Time Given to Deliver the Training by Trainers.

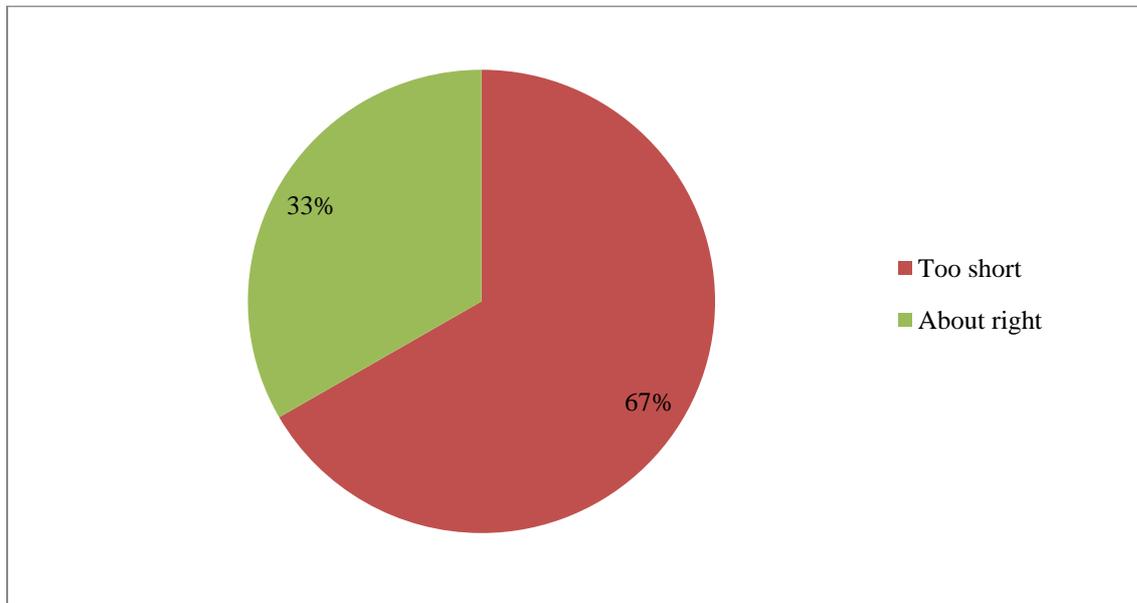


Figure 25 presents the satisfaction levels regarding the time given to deliver the training by trainers. As shown, 67 per cent of the trainers felt that the time given was too short. A third of the trainers felt that the time given was about right.

Figure 26. Satisfaction Levels on Content and Structure of the Training by All Trainers.

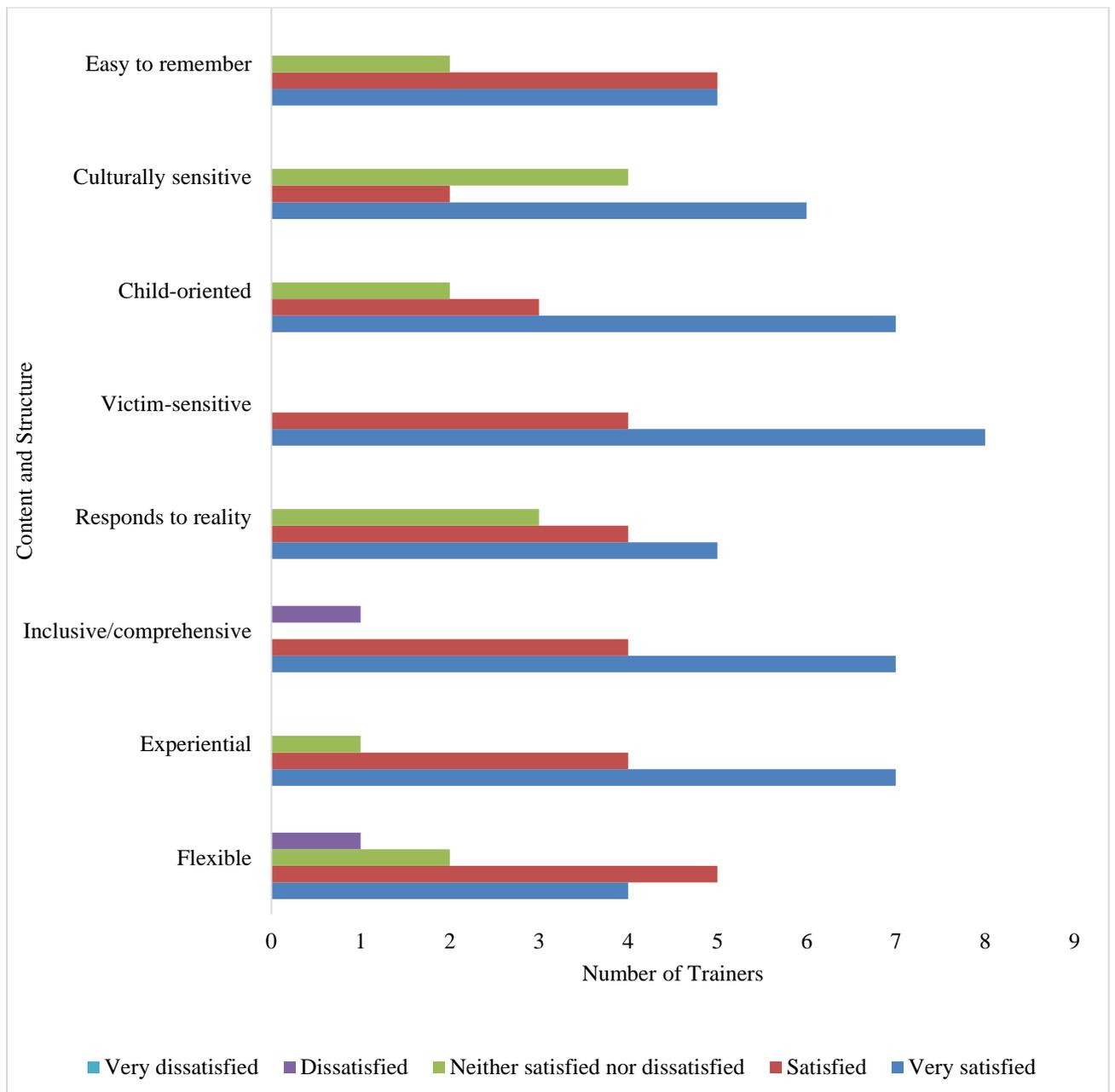


Figure 26 portrays the satisfaction levels on content and structure of the training by trainers. As shown, a majority of the trainers were very satisfied with the victim sensitive content and structure of the training. In addition, most of the trainers were very satisfied with the child oriented and experiential aspects of the training. Similarly to some participants, trainers were dissatisfied with flexible and inclusive / comprehensive content and structure of the training.

Figure 27. Satisfaction Levels on Interactive Tools, Activities and Exercises used in Training by All Trainers.

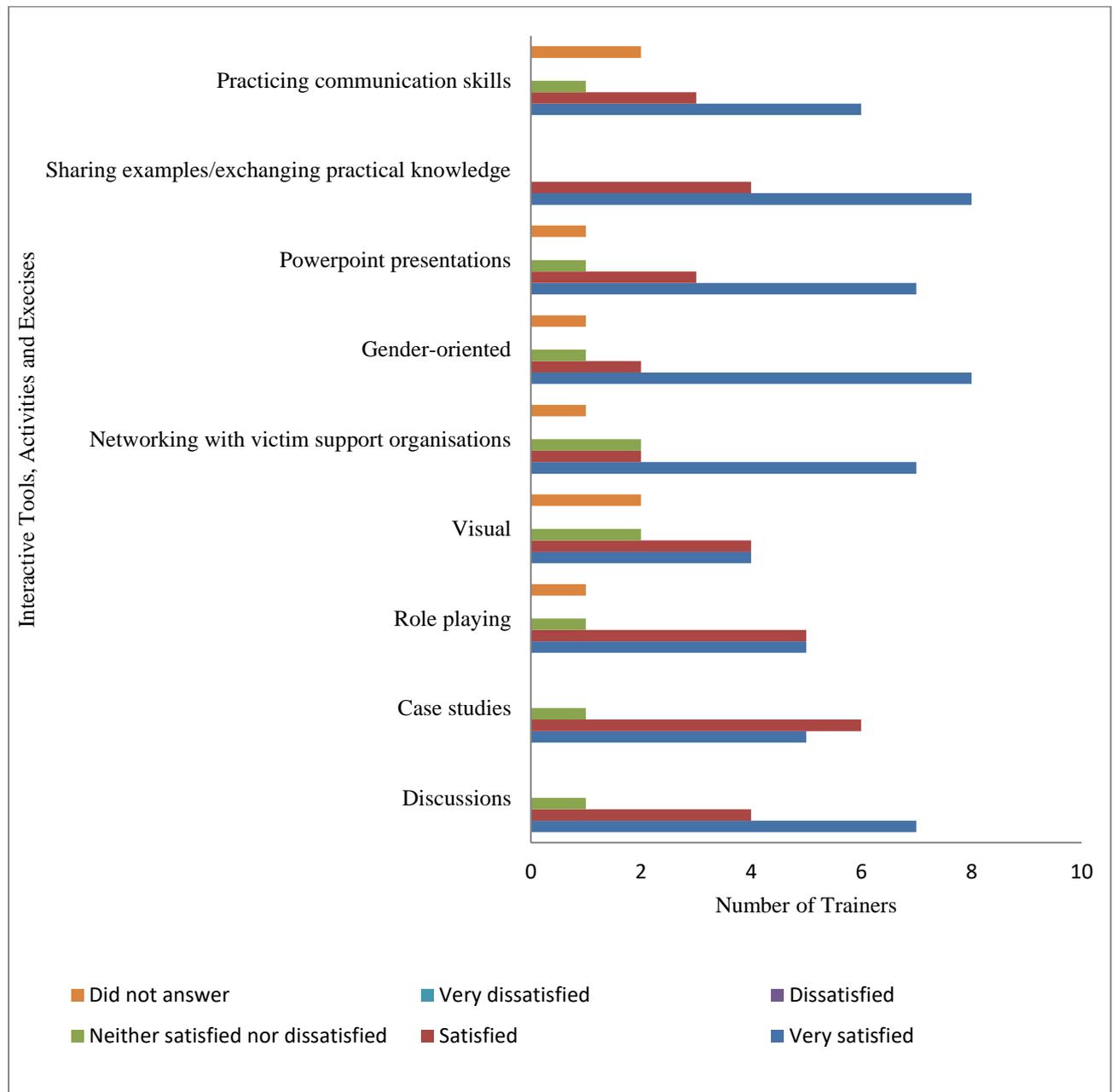


Figure 27 presents the satisfaction levels on interactive tools, activities and exercises by trainers. As shown, a majority of the trainers were very satisfied with the gender-oriented training, and similarly to participants, the trainers were also very satisfied with sharing examples and exchanging practical knowledge. Both participants and trainers were very satisfied with PowerPoint presentation, networking with victim support organisations and discussions.

Impact Assessment

This section assesses the impact of the training programme on the participants by analysing the results of the pre- and post- impact assessment questionnaires by the trainees. This section aims to understand how the training has impacted the participants. The impact assessment section is divided into country profiles and into the analysis of the above data.

Both pre- and post-impact assessment questionnaires presented three distinctive scenarios, which police officers may face in their daily police practice. Each of the three scenarios provided options on how to approach each situation. All three scenarios measured the participants' ability to safeguard that all victims have access to victim support based on their specific needs.

The responses to the scenarios provide a general idea on how participants perceive the cases. Furthermore, the assessment of responses sheds a light on participants' thought processes in decision-making. By assessing the responses prior and post training allows this impact assessment to examine the change in participants' perceptions, and, to measure the level victim support in both ensuring the respect of victims' rights and their access to justice.

Scenario I

You are on patrol and a woman approaches you asking for help. Anna has left home because her boyfriend hit her. From her accent, you realise that she is a non-local. Later at the police station, she mentions that this was not the first time it happened, but she refuses to file a report. What would you do?

Table 16. Participant Responses to Scenario I, by Countries (%).

	Pre-Training				Post Training			
	Greece	Italy	Portugal	Total	Greece	Italy	Portugal	Total
Take no further action	0%	0%	0%	0%	0%	0%	0%	0%
Talk to the boyfriend	1%	2%	0%	1%	1%	1%	0%	1%
Talk further with Anna	39%	18%	25%	27%	28%	14%	16%	19%
Refer Anna to victim support services	51%	77%	75%	68%	65%	57%	81%	67%
Encourage the boyfriend to stop	1%	0%	0%	0%	0%	0%	0%	0%
Encourage both to figure things out	4%	0%	0%	1%	0%	0%	0%	0%
Did not answer	3%	2%	0%	2%	6%	28%	3%	13%

Table 16 measures the participant responses to Scenario I pre and post training by countries. As shown, 68 per cent of participants would have referred Anna to victim support services pre training, and respectively, 67 per cent of the participants would have followed the same procedure post training. 27 per cent of the participants would have talked further with Anna pre training, whereas post training only 19 per cent would have chosen this option to tackle the situation. Interestingly, the percentage of participants, who did not answer, increased significantly post training from two per cent to 13 per cent. Most significant increase in participants, who did not answer, was in Italy with over one fourth of the participants not providing an answer to scenario I.

Out of the whole sample of 223 participants, 72 participants had a different answer pre and post training. In total 151 participants responded the same answer during pre and post assessment. Apart from the high number of Italian participants, who did not answer in scenario I, the percentages demonstrate that there was a significant increase among the Greek and Portuguese participants choosing to refer Anna to victim support services. Consequently, there was an overall decrease in percentages of participants talking further with the victim.

Scenario II

Maria comes to the police station to file a report. She has been sexually harassed by her husband's cousin for the past years, claiming that things escalated last week when he raped her. When you ask her why she has not previously reported it, she says that she was afraid, and he threatened to tell her husband. She claims to have evidence on her mobile phone. When you see the texts though, you get the impression that they might have been in an intimate relationship. What would you do?

Table 17. Participant Responses to Scenario II, by Countries (%).

	Pre-Training				Post Training			
	Greece	Italy	Portugal	Total	Greece	Italy	Portugal	Total
Collect evidence	18%	19%	35%	24%	15%	12%	28%	18%
Talk further with Maria	23%	36%	12%	24%	25%	30%	16%	24%
Call the cousin to talk with him	3%	2%	0%	2%	0%	0%	0%	0%
Take no further action	0%	1%	0%	0%	1%	0%	0%	0%
Open an investigation	56%	37%	51%	48%	52%	30%	52%	44%
Did not answer	0%	4%	3%	2%	6%	28%	4%	13%

Table 17 measures the participant responses to Scenario II pre and post training by countries. As indicated, 48 per cent of the participants would have opened an investigation into the case pre training, whereas, 44 per cent of the participants would have followed the same procedure. 24 per cent of the participants would have talked further with Maria both pre and post training. In addition, 24 per cent of the participants would have collected evidence pre training, while only 18 per cent of the participants would have chosen the same option post training. Again, the percentage of participants, who did not answer, increased significantly post training from two per cent to 13 per cent. Most significant increase in participants, who did not answer, was in Italy with over one fourth of the participants not providing an answer to scenario II.

Out of the whole sample of 223 participants, 89 participants had a different answer pre and post training. In total 134 participants responded the same answer during pre and post assessment.

As part of scenario II, the participants were also asked what they think had happened based on the information provided as demonstrated in table 18 below.

Based on the information, what do you suspect happened?

Table 18. Participant Responses to Question 1 of Scenario II, by Countries (%).

	Pre-Training				Post Training			
	Greece	Italy	Portugal	Total	Greece	Italy	Portugal	Total
Sexual harassment and rape	34%	55%	62%	51%	39%	37%	58%	44%
Extra marital affair	23%	27%	29%	26%	25%	19%	29%	24%
Extortion or revenge	28%	11%	6%	15%	18%	10%	7%	12%
Fraudulent case	8%	1%	3%	4%	10%	1%	3%	4%
Did not answer	7%	6%	0%	4%	7%	33%	3%	15%

Table 18 measures the participant responses to scenario II question 1 pre and post training by countries. As shown, 51 per cent of the participants suspected sexual harassment and rape pre training, whereas post training, 44 per cent of the participants suspected the same incident. 26 per cent of the participants suspected extra marital affair to be the underlying reason pre training, while, 24 per cent of the participants suspected an affair post training. Interestingly in almost all of the options, the total percentages had decreased post training. As a result, the percentage for participants, who did not answer this question, had increased from four per cent to 15 per cent. This could demonstrate that the question was problematic to interpret or that participants were indecisive in providing their answers.

Out of the whole sample of 223 participants, 88 participants had a different answer pre and post training. In total 135 participants responded the same answer during pre and post assessment.

Scenario III

Donald is a 14-year old male, who has been arrested for prostitution and possession of cannabis. He is well dressed and appears to have plenty of money. Donald says he has a 19-year old brother and a 12-year old sister with who he lives in their family home. When you ask him more personal questions he seems overly anxious and avoids giving any further information, such as his home address. How would you deal with Donald?

Table 19. Participant Responses to Scenario III, by Countries (%).

	Pre-Training				Post Training			
	Greece	Italy	Portugal	Total	Greece	Italy	Portugal	Total
Charge him with possession of an illegal substance & prostitution	20%	2%	7%	9%	6%	1%	3%	3%
Refer Donald to social services	7%	10%	10%	9%	13%	5%	7%	8%
Investigate further to determine whether Donald is a victim of abuse or neglect	69%	77%	62%	70%	69%	60%	49%	60%
Take no further action/ give Donald a caution	0%	0%	0%	0%	0%	0%	0%	0%
Refer Donald / the family to victim support services	3%	6%	19%	9%	7%	7%	36%	16%
Did not answer	1%	5%	1%	3%	6%	27%	4%	13%

Table 19 measures the participant responses to scenario III pre and post training by countries. As demonstrated, 70 per cent of the participants would investigate further to determine whether Donald is a victim of abuse or neglect pre training, whereas, post training 60 per cent of the participants would deal with the case in a similar way. Nine per cent of the participants would refer Donald and the family to victim support services pre training, while post training 16 per cent would follow the same procedure. Interestingly, one fifth of the Greek participants would have charged Donald with possession of an illegal substance and prostitution pre training, whereas, post training the percentage of Greek participants following the same procedure had fallen down to six per cent. As demonstrated by the previous scenarios, the percentage of participants, who did not answer this question, increased significantly post training from three per cent to 13 per cent.

Out of the whole sample of 223 participants, 89 participants had a different answer pre and post training. In total 134 participants responded the same answer during pre and post assessment. According to table 19, there is an overall decrease in the consensus that Donald should be charged immediately, and an overall increase in referring Donald and his family to victim support services.

As part of scenario III, the participants were also asked what they think Donald's case has to do with as demonstrated in table 20 below.

What do you think Donald's case has to do with?

Table 20. Participant Responses to Question 1 of Scenario III, by Countries (%).

	Pre-Training				Post Training			
	Greece	Italy	Portugal	Total	Greece	Italy	Portugal	Total
Possibility of being missing from home	1%	7%	1%	4%	1%	2%	0%	1%
Possibility of having an addiction	4%	13%	7%	9%	4%	5%	3%	4%
Possibility of child abuse, maltreatment or neglect	39%	71%	81%	64%	55%	64%	83%	67%
Possibility of trafficking	52%	5%	7%	21%	34%	1%	12%	15%
Did not answer	3%	4%	3%	3%	6%	28%	3%	13%

Table 20 measures the participant responses to scenario III pre and post training by countries. As shown, 64 per cent of the participants thought that Donald’s case had to do with the possibility of child abuse, maltreatment or neglect pre training, and respectively, a slightly higher percentage of participants thought the same post training. One fifth of the participants felt that the case could have to do with the possibility of trafficking pre training, whereas, only 15 per cent of the participants thought that would be the case post training. Again, the percentage of participants, who did not answer this question, increased significantly post training from three per cent to 13 per cent.

Out of the whole sample of 223 participants, 74 participants had a different answer pre and post training. In total 149 participants responded the same answer during pre and post assessment.

One noticeable trend in all the scenario questions was that the same questions answered post training had a higher percentage of questions not being answered. However, a significant proportion of these came from participants, who filled in multiple answers for a single answer question. This resulted in the decision to nullify those answers. While there may not be a single correct answer to tackle each scenario, this could potentially demonstrate that the training programme has made the participants more indecisive in choosing how they should deal with the issues at hand. One possible explanation to the failure to answer according to the instructions could be that the pre- and post-assessment questionnaires portray a set of individual and unique scenarios, which require careful consideration. A multitude of similar options might have created confusion in how to tackle each scenario. From a country specific perspective, the ambivalence in answering may have resulted from a conflict with the law. For instance, although safeguarding the victim would be considered the correct answer, the police officers would be legally obliged to charge for possession or report a domestic abuse.

Confidence level

Each of the fictional scenarios presented above reflects situations, which may arise in daily police practice. All three scenarios measured the participants' ability to safeguard that all victims have access to victim support based on their specific needs. As part of the pre- and post-assessment questionnaires, participants were asked to rate the extent they feel prepared with each of the case by using a numerical scale from 1 (not-prepared) to 5 (well-prepared). All scores for each scenario were calculated into a single average score to measure and demonstrate the change in confidence levels. Each score in table 21 below represents the average level of confidence by country for each of the three scenarios.

Table 21. Average Confidence Score (1-5) by Scenarios, by Countries.

	Pre-Training				Post Training			
	Greece	Italy	Portugal	Total	Greece	Italy	Portugal	Total
Scenario 1: Anna	3.46	2.61	3.61	3.19	3.78	2.89	3.66	3.45
Scenario 2: Maria	3.44	2.48	3.29	3.04	3.78	2.84	3.49	3.38
Scenario 3: Donald	3.24	2.45	3.19	2.93	3.74	2.78	3.45	3.33

Table 21 measures average confidence scores to all three scenarios pre and post training by countries. As displayed, the participants' confidence levels in dealing with each scenario have increased after receiving the training. Overall, participants were the least confident in dealing with scenario III pre and post training, whereas participants were the most confident in dealing with scenario I pre and post training. However, the most significant increase in confidence pre and post training was with scenario III. Interestingly, the Italian participants were the least confident in dealing with all three scenarios pre and post training in comparison to the Greek and Portuguese participants. In conclusion, the overall increase in confidence levels demonstrates that the training may have had a positive impact on participants' readiness to tackle similar cases, and to ensure the level of victim support and the respect of victims' rights and their access to justice.

As part of the post-impact assessment, the questionnaire examined the training programme's impact on the participants by asking four individual questions. Questions aimed to understand the participants' opinions regarding raising awareness, the frequency of using a set of skills and tools, and sharing new knowledge and skills and disseminating the material.

Figure 28. Likelihood of the Training Programme Raising Awareness among Practitioners

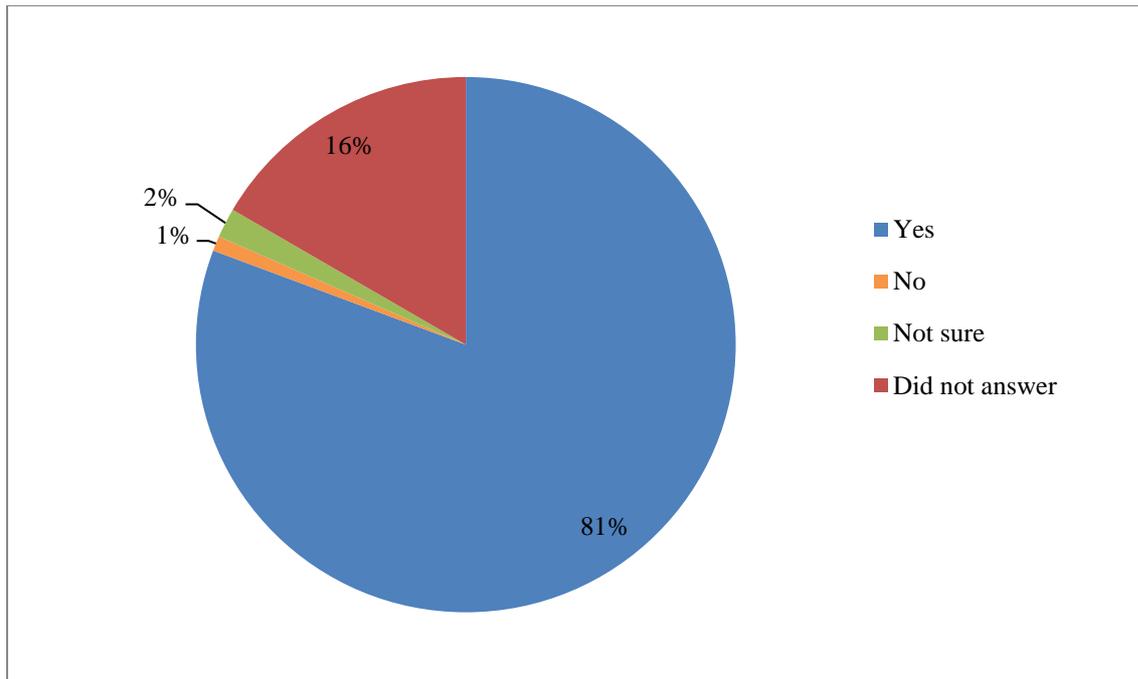


Figure 28 presents the likelihood of the training programme raising awareness among practitioners. The trainers were asked if they believe that the training programme could raise awareness regarding the challenges and good practices for an effective and sustainable implementation of the EU policy framework on supporting victims of crime and the role of the police. As shown, 81 per cent of the participants believed that the training programme could raise awareness among practitioners. Only one per cent believed that the training programme could not raise awareness among practitioners. Two per cent were unsure about raising awareness, and, 16 per cent of the participants did not answer this question.

Figure 29. Level of Agreement on the Impact of the Training by All Participants.

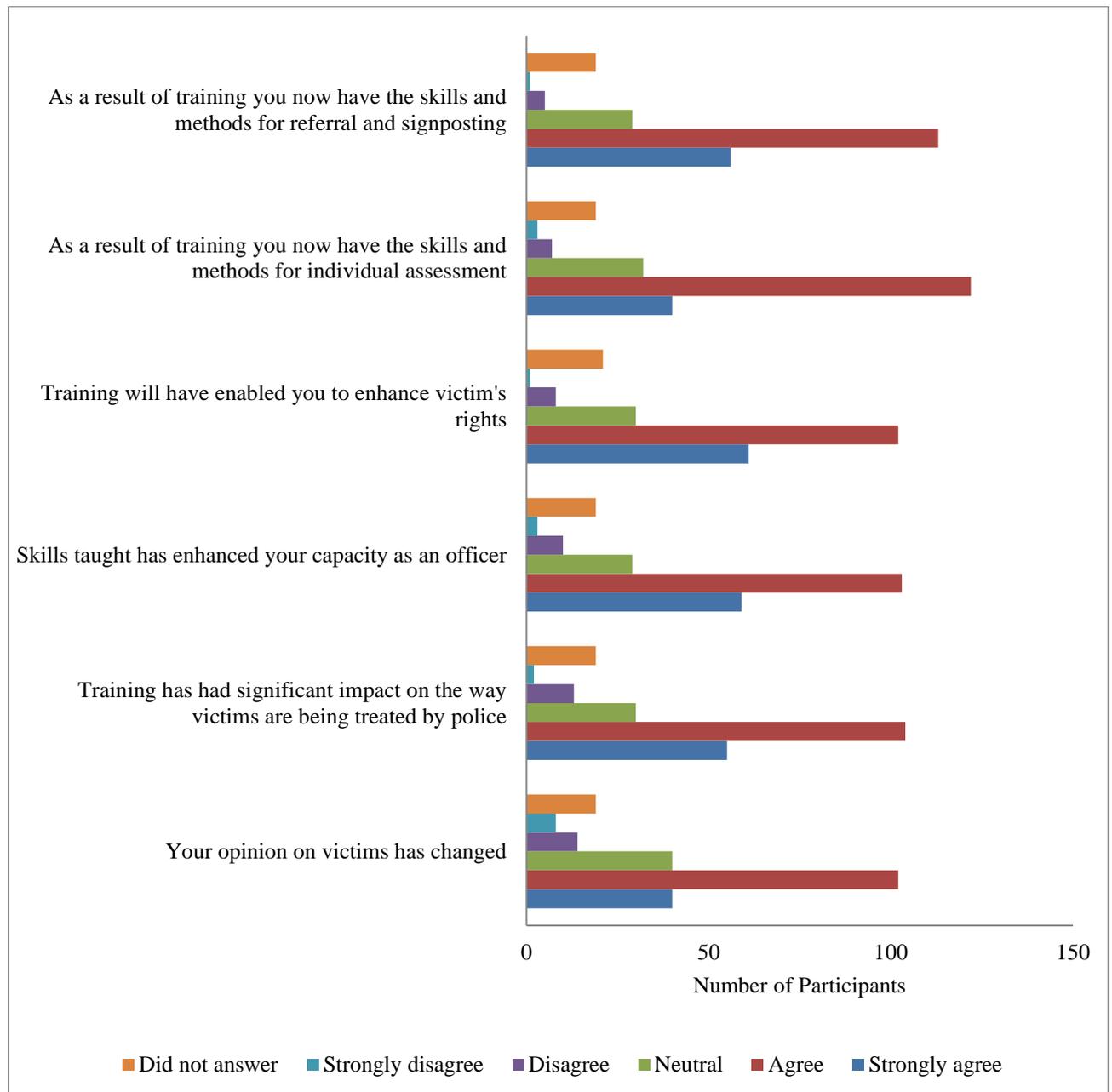


Figure 29 presents the level of agreement on the impact of the training. Participants were asked to what degree do they agree with following statements outlined in the chart. As shown, 27 per cent of the participants strongly agreed that the training has enabled them to enhance victim’s rights. 26 per cent of the participants also strongly agreed that the skills taught in the training have enhanced their capacity as officers. On average, over 45 per cent of the participants agreed with all the above statements. For instance, 55 per cent of the participants agreed that as a result of the training they now have the skills and methods for the individual assessment of victim’s needs. In addition, 51 per cent of the participants agreed that as a result of the training they now have the skills and methods for referral and signposting. 18 per cent of the participants felt neutral regarding their opinions on victims, and respectively, six per cent of the participants disagreed with the statement ‘your opinion of

victims has changed as a result of this training'. Interestingly, four per cent of the participants strongly disagreed with the opinion change regarding victims. Around nine per cent of the participants did not answer this question.

Figure 30. Frequency of Using Skills and Tools provided during the Training by All Participants.

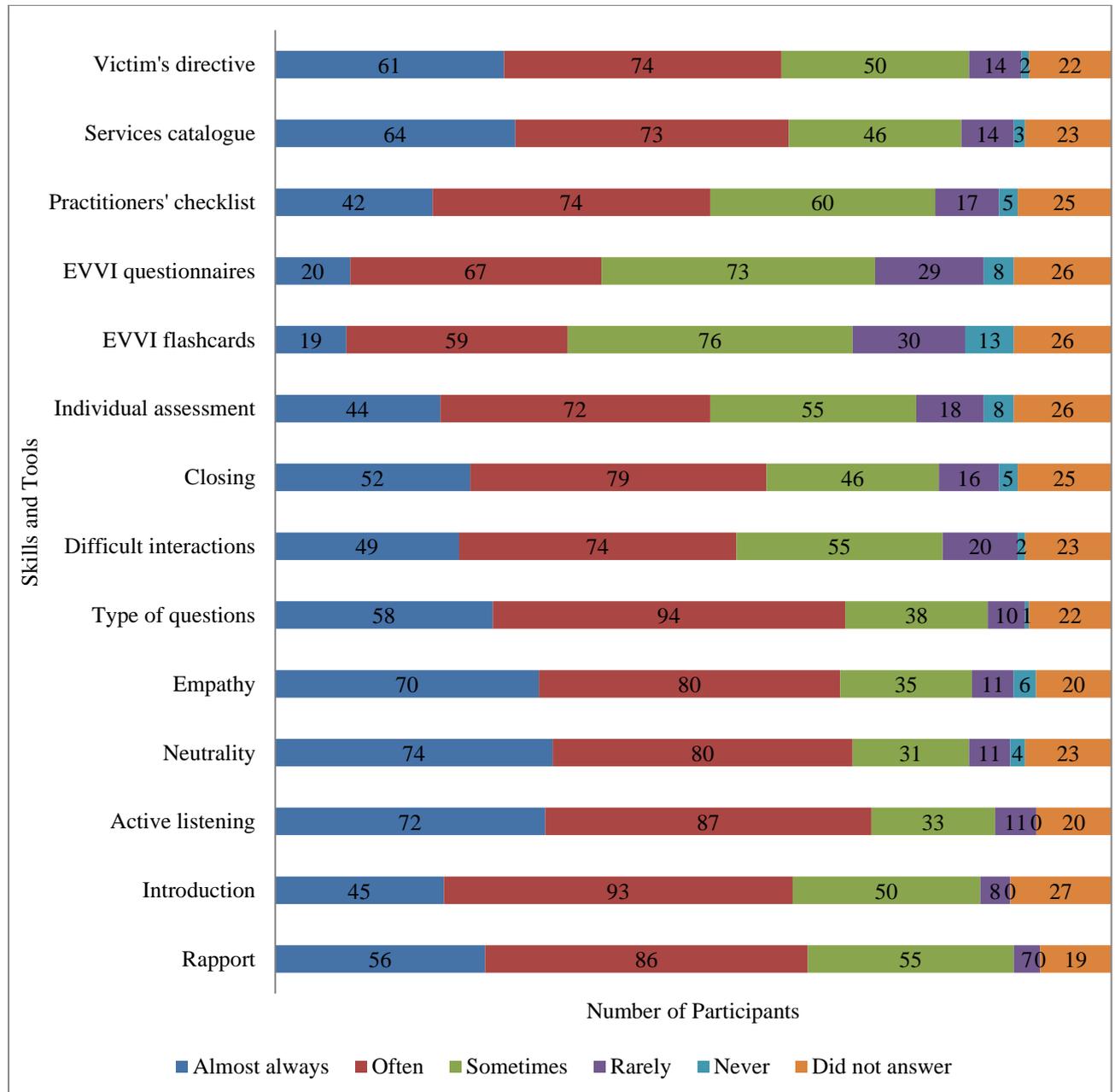


Figure 30 presents the frequency of using skills and tools provided during the training. Participants were asked how often they would use the skills and tools outlined in the chart. As shown, the most often used skills and tools according to participants were neutrality, active listening and empathy. For instance, a third of the participants would almost always use neutrality in their work, and respectively, another third of the participants would use active listening almost always in their work. Around 42 per cent of the participants would

often use type of questions and introduction in their work. A third of the participants would sometimes use EVVI flashcards and questionnaires, whereas, another 13 per cent of the participants would rarely use EVVI flashcards or questionnaires. Around six per cent would never use EVVI flashcards in their work. As demonstrated by figure 30, over half of the participants would use all the skills and tools almost always or often in their work apart from EVVI flashcards and questionnaires.

Figure 31. The Likelihood of Sharing and Disseminating Material, New Knowledge and Skills by All Participants.

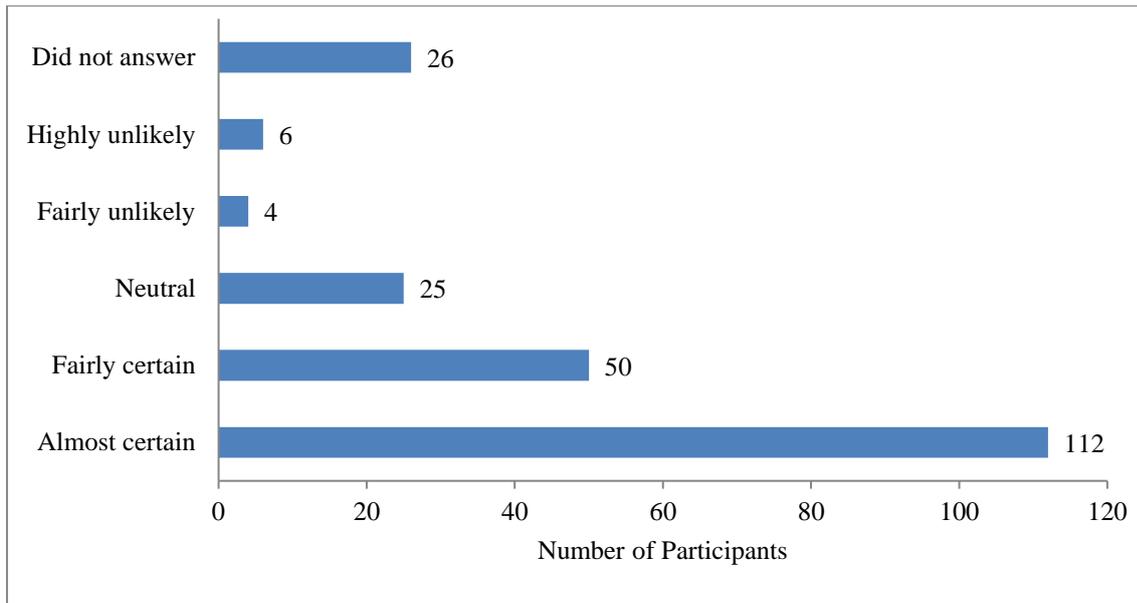


Figure 31 presents the likelihood of sharing and disseminating material, new knowledge and skills with colleagues by all participants. As shown, half of the participants would almost certainly share and disseminate material, new knowledge and skills with colleagues. A fifth of the participants would fairly certainly share and disseminate information with colleagues. 11 per cent of the participants were neutral regarding the sharing and disseminating of information. Around five per cent of the participants were fairly or highly unlikely to share and disseminate material, new knowledge and skills with colleagues.

Discussion and Recommendations

The aim of the work stream 3 was to offer an evaluation of the training seminars and their impact assessment on the participants. More specifically, WS3 aimed to evaluate the curriculum design, the organisation and delivery of the training and the trainers' capacity. In addition, WS3 aimed to assess the long-term impact and benefits of the training programme, and the possible obstacles identified by the trainees and the trainers. Lastly, the WS3 aimed to provide an estimation of the impact of the training on the lives of victims of violence and possible victims of violence. The specific objectives for this report have been:

1. Evaluate the effectiveness of the training material and programme.
2. Identify complications as well as advantages from the implementation of the training programme
3. If applicable, develop and provide suggestions for the improvement of the material;
4. Examine and analyse the impact assessment of the training implementation into the everyday working lives of participants;
5. Share best practices with a wider professional audience.

By observing the demographics, this report identifies some key differences between the target groups in each participating country. In terms of age and years in police service, the Italians were generally older with an average of 48 years and 18.8 years in police service. In comparison, the Portuguese counterparts had an average age of 43 years, and a slightly higher average in years in police service at 19.6 years. Subsequently, the Greek participants were on average the youngest target group with an average age of 36 years and 15.9 years in police service. In regards to gender distribution, Greek and Portuguese target groups were male-dominated, whereas, the Italian target group had a higher proportion of female participants with over 52 per cent identifying as female.

One significant observation from the data was the frequency of interaction with victims by all participants. Although almost a third of the participants had daily interactions with victims, the rest of the participants interacted less frequently with victims. This could suggest that the target group should to be more specific, as some of the officers are less likely to interact with victims frequently due to, for example, their ranking or daily work tasks.

In terms of ranking in police service, the Greek target group ranked the highest with 99 per cent of participants working on management level, whereas, almost half of the Italian counterparts worked as officers. 80 per cent of the Portuguese participants worked as officers. However, as countries have different ranking structures and each rank may not have a counter rank, it proves problematic to compare the levels of ranking. In relation to the highest level of education attained, a significant proportion of Italian participants held graduate and postgraduate degrees, while; half of the Greek participants held postgraduate degrees. Conversely, the Portuguese participants had the lowest level of education attained with 84 per cent of participants having graduated from high school.

In order to evaluate the effectiveness of the training material and programme, this section assesses the satisfaction levels of each training component. In terms of the elements of the training, the participants were very satisfied with the extent they could actively participate in the training, with the support given throughout the training and with the facilitators of the training. However, the extent the training was tailored to participants' specific needs could be improved further by either increasing the duration of the training and adjusting the training elements or by targeting the training to a more specific group of officers. Similarly, specifying the target group or providing a more in depth and detailed seminar could enhance the information about the implementation of the victim's directive. Based on the average

satisfaction level of the training elements, each element had an average above 4.12, which would rate the training elements as very satisfactory.

Regarding the satisfaction levels on the structure and content of the training, participants were very satisfied with the victim-sensitive and gender-oriented aspects of the training. In addition, participants were satisfied with inclusive/comprehensive, and easy to remember aspects of the training. In order to further improve the training content responding to reality and its flexibility, i.e. easy-to-adjust to national framework, the training programme could undergo a training needs assessment to identify the needs and the competency gaps. However, based on the average satisfaction level of content and structure of the training, each component had an average above 4.15, which would rate the training content and structure as very satisfactory.

In relation to the satisfaction levels on interactive tools, activities and exercises used in the training, participants were very satisfied with discussions and sharing examples and exchanging practical knowledge during the training. Furthermore, most of the participants were also satisfied with case studies, networking with victim organisations, PowerPoint presentations and practising communication skills. To further improve the visual side of the training, the training could benefit from a more varied use of visual aids, including videos, presentations, illustrations and charts and graphs. This could potentially enhance the learning experience, and thus, the effectiveness of the training. Based on the satisfaction levels on interactive tools, activities and exercises, each component had an average above 3.79, which would rate the interactive tools, activities and exercises as satisfactory.

By reflecting on the satisfaction levels from the participants, the components of the training programme were between satisfactory and very satisfactory. The highest rated component was the victim sensitive content and structure at 4.69, and respectively, the lowest rated component was the visuals at 3.79. Upon careful analysis of the components the participants were most dissatisfied with, this report identifies a link between the lowest rated components of the training. For instance, the extent of which the training was tailored to participants' specific needs could be directly interlinked with flexibility, as participants may have felt that the content and structure were not easy to adjust to their national frameworks. Furthermore, the dissatisfaction to visual tools could be linked to not being specific enough and easily adjusted to participants' day-to-day work. In addition, the dissatisfaction regarding the information provided about the implementation of the victim's directive could correlate with the training content and structure not responding to reality. As a result, the future training could benefit from a training needs assessment and a more specific target group.

In respect to the knowledge-oriented part of the training, awareness on victimology had the highest satisfaction average at 8.12 followed by awareness on domestic violence at 8.04. Awareness on child victims and gender issues had the lowest satisfaction average at 7.84 and 7.98. Based on the average satisfaction level of the awareness seminars, the knowledge-oriented part of the training had an average of 7.97. Overall, participants felt that the awareness seminars were satisfactory in increasing the awareness on respective topics. When it comes to the amount of information provided during each awareness seminar, the majority

of participants thought that the training on child victims, sexual violence, domestic violence, gender issues and victimology provided the right amount of information for their needs.

In relation to the skills-oriented workshops, the individual assessment seminar had the highest satisfaction average at 8.19, whereas, the the skills workshop had an average of 8.13. Overall, participants would rate the skills-oriented seminars as very satisfactory. In respect to the amount of information provided during the two skills oriented workshops, almost half of the participants felt that the information provided in both of the seminars was the right amount. However, another half of the participants would have preferred more information during the workshops. In particular, more information was preferred during the skills workshop, as the workshop was rated the most useful one. In order to further enhance the skills seminar, more training time and in depth information could be devoted for the seminars to positively contribute to the effectiveness of the training programme.

The signposting and referral seminar had a high satisfaction average at 8.29, and participants considered the seminar very satisfactory. In regards to the Victim's Services Catalogue, a majority of the participants felt that the information provided was sufficient. However, more in depth information could be provided as part of the future training programme. Overall, the satisfaction average of the catalogue was rated at 5.46, which would indicate that the catalogue was between moderately easy to use and very easy to use.

In order to identify the advantages from the implementation of the training programme, this section examines the satisfaction levels of each training component by the trainers. In terms of the satisfaction levels on training elements, over half of the trainers were very satisfied with all the training elements. Furthermore, the trainers were very satisfied with the support provided throughout the training process. Regarding the content and structure of the training, a majority of the trainers were very satisfied with the victim sensitive content and structure of the training. In addition, the trainers were very satisfied with the child oriented and experiential aspects of the training. However, in order to further enhance the effectiveness of the training programme, flexibility and inclusiveness of the training could be improved. When it comes to the satisfaction levels on interactive tools, activities and exercises, a majority of the trainers were very satisfied with the gender-oriented training, and similarly to participants, the trainers were also very satisfied with sharing examples and exchanging practical knowledge. In addition, trainers were very satisfied with PowerPoint presentations, networking with victim support organisations and discussions.

In regards to the delivery of the training and the trainers' capacity, this report provides some recommendations to further improve the effectiveness of the training programme. In relation to the amount of information given to prepare and deliver each of the three seminars, a majority of the trainers estimated that the amount of information provided for preparation and delivery was the right amount for both signposting and skills oriented training seminars. Over half of the trainers estimated that the amount of information provided for preparation and delivery was the right amount for knowledge oriented training seminar. In relation to the 2-day work visit to the UK, the trainers, who took part in the visit, found it very useful and the work visit was considered important for the exchange of good practices. Thus, the visit could

be highly recommended as part of future training in order to ensure the exchange of good practices on a European level. In respect to the time given to deliver the training, more time could be provided to the trainers to improve the capacity to deliver the training programme.

In regards to the Victim's Services Catalogue, a majority of the trainers thought that the catalogue was easy to explain and use as part of the training. Most importantly, all the trainers thought that the catalogue has provided the participants with a better understanding of services available to victims of crime. Furthermore, a majority of the trainers observed an attitude change in participants during the training.

In order to examine and analyse the impact assessment of the training implementation into the everyday working lives of participants, this section discusses the results of the pre- and post- impact assessment questionnaires by participants. The scenarios measured the participants' ability to safeguard that all victims have access to victim support based on their specific needs. In terms of the confidence level in tackling each of the scenarios, the participants' confidence levels regarding every scenario increased after receiving the training. Overall, participants were the least confident in dealing with scenario III pre and post training, whereas participants were the most confident in dealing with scenario I pre and post training. However, the most significant increase in confidence pre and post training was with scenario III. Interestingly, the Italian participants were the least confident in dealing with all three scenarios pre and post training in comparison to the Greek and Portuguese participants. In conclusion, the overall increase in confidence levels demonstrates that the training may have had a positive impact on participants' readiness to tackle similar cases, and to ensure the level of victim support and the respect of victims' rights and their access to justice. Potentially, as scenario III was perceived the most difficult, the future training could adopt more elements relating to child victims. In addition, the awareness on child victims seminar had the lowest satisfaction average out of all the knowledge-oriented seminars, which could indicate that more training would be required on the topic.

This report aims to provide some recommendations regarding the post impact assessment questionnaire to further improve the effectiveness of the training programme. There was a recurring trend throughout the participant responses in all the scenario questions. The post training data had a higher percentage of questions not being answered than the pre data. Consequently, a significant proportion of these came from participants, who filled in multiple answers for a single answer question. As a result, those answers were nullified. Although, there may not be a single correct answer to tackle each scenario, this could potentially demonstrate that the training programme has impacted the participants to feel more indecisive about choosing how they should deal with each scenario. One possible explanation to the inability to answer according to the instructions could be that the pre- and post-assessment questionnaires portray a set of individual and unique scenarios, which some of the participants may not be accustomed to in their daily work. Moreover, a multitude of similar options may create confusion relating to how to tackle each scenario. In some cases, the ambivalence in answering may have resulted from a conflict with the law. In order to enhance the effectiveness of the training programme, the scenario options could reflect the jurisdiction of each country the training is held in. Overall, all the abovementioned recommendations

may indicate that the future training programme could benefit from a training needs assessment, or similarly, from a more specific target group.

Participants felt very positively about the likelihood of the training programme raising awareness among practitioners. In total, 81 per cent of the participants believed that the training programme could raise awareness regarding the challenges and good practices for an effective and sustainable implementation of the EU policy framework on supporting victims of crime and the role of the police. In terms of the impact of the training, participants were in agreement on the positive influences of the training. A fourth of the participants strongly agreed that the training has enabled them to enhance victim's rights. 26 per cent of the participants also strongly agreed that the skills taught in the training have enhanced their capacity as officers. Over half of the participants agreed that as a result of the training they now have the skills and methods for the individual assessment of victim's needs and for referral and signposting. Furthermore regarding sharing and disseminating information, over half of the participants would almost certainly share and disseminate material, new knowledge and skills with colleagues.

In summary, the findings and conclusions of the WS3 evaluation have assisted in the further enhancement of the training programme. Furthermore, this successful evaluation of the training programme can have a significant effect for policy makers and practitioners in developing new policies and strategies for the training of professionals. This evaluation and impact assessment report has ensured the sustainability of the project and the transfer of know-how in the long term.

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