

For the Council of Europe

Analysis of current practices and identification of training gaps and needs of target groups

As a part of the Council of Europe – European Union joint project “Ensuring child-friendly justice through the effective operation of the Barnahus Units in Finland”

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Introduction and Proposed Trainings

This document has been produced as a part of the *Ensuring child-friendly justice through the effective cooperation of the Barnahus-units in Finland - European Union (DG REFORM)* - Project, by forensic psychologist Marianne Mäenpää and international criminal lawyer Anna Ovaska, both of whom are Junior Experts to the Council of Europe and supervised by Professor Pekka Santtila and Dr. Julia Korkman.

The aim of the project was to analyze current practices and identify training gaps and needs of target groups within child abuse investigations in Finland. Four methods were originally identified in our preliminary planning, namely the review of relevant scientific literature regarding problems relevant to the investigation of crimes of sexual violence against children that training should address, reviewing available internal documents of the child sexual abuse investigations training needs, review of structural issues related to child sexual abuse investigations in Finland with focus on the impact of such issues on training needs and efficacy, and finally conducting focus groups interviews to identify self-perceived training needs among selected groups of experts. The scope of the assessment was later broadened to include all types of violence against children and sexual exploitation, and the scientific review was further focused particularly on expertise and cognitive biases in the Barnahus-units. The preliminary analyses for the former two methods were conducted by Ms. Mäenpää, and the latter two by Ms. Ovaska. Their texts have been reviewed and edited by Pekka Santtila and Julia Korkman.

Ms. Mäenpää also participated in conducting focus groups by assembling the groups, planning the preliminary questions together with Pekka Santtila and Julia Korkman, and organising the meetings. During the process, information was gathered from literature, national and international legislation, internal documentations, and from focus groups held for the selected groups of experts.

Based on the analyses by Ms Mäenpää and Ms Ovaska, Pekka Santtila and Julia Korkman identified the most prominently featured training needs and proposed different training packages to answer these needs. These are described at the beginning of these documents.

Proposed trainings based on the analysis

1. Training of trainers to provide feedback on interviews

One of the concerns that were raised throughout the analysis was the absence of a follow-up training or continuous supervision and feedback on interviews by professionals who have already received the one-year interview training provided at the Police University College. Continuous feedback has been identified as an essential component of upholding interview quality.

In view of the budgetary restraints and the large numbers of interviewers who will need continuous feedback and supervision, the most feasible way of responding to this need is to train trainers in the Barnahus units (and possibly also some of the most expert police officers) to provide continuous feedback and supervision. The training of trainers should consist of:

A) Lectures recapping the most important features of child interviewing along with the latest research as well as a strong focus on assessing interview quality. The training would also involve coding exercises to achieve sufficient inter-rater reliability between trainees. Lectures would be in person while the coding exercises would be online.

B) One pre-training interview with self-reflection should be provided by each participant. To be approved, the reflection would have to demonstrate an understanding of both problems and the virtues of the interview as well as correct coding of question types.

The recommendation would be for only participants who pass these requirements to provide feedback to interviewers in the future.

Target audience:

Barnahus unit personnel and some of the most experienced and good police interviewers

Training scope:

In person lectures: 2 days, coding exercises online: 1 day. It should be noted that the preparation of the coding exercises demands resources at the preparation phase.

2. Training for Investigating online sexual crimes against children

Within the analysis, the lack of knowledge regarding online sexual abuse was noted. This was found particularly problematic for police officers and prosecutors. Most of the sexual offences against children are currently partly or completely committed using digital means.

The training would encompass knowledge about the online environment, the behaviour of perpetrators, and training in the use of the new Online Abuse Interview Protocol created by Korkman, Rossi, Joleby, Hershkowitz and Lamb (2022).

The training would consist of an online training part as well as a live webinar or seminar. It is essential that there is an opportunity for participants to ask questions given that some of the technical knowledge may be quite novel and demanding to learn given the background education of the participants.

Target audience:

Police officers, prosecutors, Barnahus units

Training scope:

Online lectures: 2 days

Live webinar / seminar: 1 day.

3. Training in the legislative framework for investigating crimes against children

The need for knowledge about relevant legislation and how to apply it in concrete situations also became evident in the analysis. Importantly, as the sexual offence legislation in Finland is about to change, there is an acute need for further education of all professional groups involved in the investigation and prosecution of sexual offences against children.

Furthermore, specific training on how to apply specifically the obligation to report is needed. Also, the legislation concerning human trafficking in children - which is an increasingly important theme - is also currently poorly understood and needs to be given further attention. Given that there will be a need to consider the practical application of the legislation, it will be necessary to provide opportunities for structured discussions of case examples that the trainees can bring with them to the training sessions. Possibly, this training can be moved online at a later stage.

Target audience:

Police officers, prosecutors and Barnahus units

Training scope:

In person lectures and group work: 2 days, possibly later online.

4. Advanced training in decision-making processes to the Barnhus-units

The analysis identified several issues related to the application of new scientific research into bias and decision-making that should be taken into account in advanced training targeting the Barnhus-units. There is also a need to standardise some methods currently in use where divergence over time may have occurred. The proposal is to co-create the training materials with the units and then follow-up on their application in practice. The training is proposed to have the following main components:

- a. Create a checklist to be used to assess the interviewability of a child witness and then provide training in its use
- b. Create a checklist to aid in the differentiation between relevant and irrelevant information and then provide training in how to structure the investigative and decision-making process in the units so that the possibilities of irrelevant information biasing decision-making processes being minimised (for relevant information, the checklist should provide assistance in evidentiary value estimation)
- c. Create a structured approach to both hypothesis-creating and testing (especially conclusion formulation) to provide more standardisation as well as to avoid some common mistakes that can take place at the conclusion formulation stage
- d. Develop a standardised approach to the assessment of psychological abuse

Target audience:

Barnhus-units

Training scope:

Development of materials, 1 day training per developed instrument, 1 day follow-up seminar per developed instrument to assess its practical application

5. Multiprofessional simulated training in expertise and witnessing in court

A repeatedly mentioned training need relates to on the one hand acting as an expert witness and on the other hand asking questions to expert witnesses and assessing the quality of their statements. This area presents several challenges that training should address. First, there is an ongoing debate about the issues related to applying empirical research results to individual cases. This debate has both scientific and legal aspects and different solutions have been suggested in different legislative contexts as well as in professional guidelines. Second, given that many trials related to child abuse are conducted 'behind closed doors', i.e. they are not public, it is difficult to provide peer-review to the different actors. For example, Barnhus-unit experts cannot get insight into how their colleagues approach different types of questions asked of them during a trial. Third, especially defence lawyers have insufficient access to trainings in the area of child abuse investigations and expertise in this area.

To address these concerns, we propose a multiprofessional training that primarily consists of simulated trials. In a distance-learning phase, the participants will first acquaint themselves with some of the central literature in this area. This is then followed by a three day seminar phase which consists of repeated simulated trials. In these simulations the participants will act different roles (both their own professional role as well as other professional roles) around fictive case materials. Each simulation is followed by extensive peer and expert feedback. The training will be planned together with the National Courts Administration, Prosecutor General's Office and Finnish Bar Association.

The number of participants per training will be limited to 12 individuals.

Target audience:

Barnhus-units, judges, prosecutors, attorneys.

Training scope:

Distance learning 2 days (texts and acquainting oneself with the case materials), trial simulations 3 days.

6. Basic training in crimes against children for professional groups encountering children outside specialised investigative contexts

There is a clear need to train professional groups (e.g. teachers, frontline police officers, daycare personnel, health care professionals) that regularly come into contact with children but whose main task is not the investigation of child sexual abuse cases. Nevertheless, these professional groups need to be informed of the phenomenon of child abuse as well as of both how to initially approach a case when abuse is suspected (or when it is evident). Also, the issue of reporting obligation needs to be addressed. We propose two types of training approaches.

First, an online training course that provides the minimum necessary information in easy to digest interactive video lecture library (i.e. a series of 3-5 minute videos with embedded questions to assess comprehension). Ease of access and clear labelling should be given particular attention so that the professionals can not only take the full course but also select videos addressing particular topics that are of specific interest to them. Attention should also be paid to it being possible to consume the content on multiple platforms and devices. Here, the existing teaching materials developed by the national Barnhus project and Åbo Akademi will be assessed and used where appropriate and then complemented with further materials.

Second, the Barnhus-units are currently providing training to different groups of professionals in their respective regions. We propose creating standardised training materials that seamlessly link to the video library mentioned above but that can be flexibly provided before, after or concurrently with the participants engaging with the video library.

Target audience:

Professional groups who can come into contact with abused children

Training scope:

Video library (approximately 10 3-5 min interactive videos, standardized training materials)

Method 1 - Review of relevant scientific literature regarding problems relevant to the investigation of child sexual abuse that training should address

Theme 1: Minimizing cognitive bias

Cognitive biases have been broadly demonstrated in various domains of forensic science (see e.g. Kukucka & Dror, 2022). The many potential sources of cognitive bias can arise from personal factors (experience, motivation, working environment), case-specific information (data, reference materials, irrelevant information) and from the nature of human cognition (Dror, 2020). Bias can affect how information is observed, processed and what kind of conclusions are made, possibly hindering effective decision-making (Dror, 2020). Bias affects not only forensic experts, but also medical experts, police investigators and anyone who engages in decision-making (Dror & Kukucka, 2021). Minimizing bias is crucial for avoiding mistaken assessments, both of which are known to be risks in child abuse assessments and both of which can have detrimental consequences.

Despite the comprehensive literature, relatively little attention has been paid to how cognitive biases affect the different areas of investigations of suspected child abuse, let alone the Barnahus-units' work. This might be partly due to much of the child abuse investigations focusing on the child interview and the evaluation of the child statement, instead of more objective evidence, such as fingerprints, where the effects of bias are easier to measure and demonstrate (Dror & Murrie, 2018). Even less focus has been paid on how to systematically minimize bias in child abuse investigations as a whole considering the current Finnish practices. However, there is promising research suggesting that bias can to some extent be minimized through training (Lahtinen et al. 2017). There are methods to minimize bias that are already in use, that could be given more attention. New promising methods to be utilized in training and practice are discussed below.

Hypothesis-testing approach and current practices

When looking at the Finnish Barnahus-units' current practices, one of the best-known and currently most widely used way of minimizing bias in child abuse investigations (and investigations in general) is the *hypothesis-testing approach* (Korkman et al., 2017). Recent reviews on cognitive biases in criminal cases at a general level, and in the setting of child abuse allegations in particular, highlight the importance of hypothesis-testing models (Meterko & Cooper, 2021; O'Donohue & Cirlugea, 2021). A hypothesis-testing approach is recommended in the Finnish national guidelines for police investigators and Barnahus-unit staff regarding child abuse investigations (Lehtinen & Rossi, 2022; Ellonen & Rantaeskola, 2016; Ellonen, 2013). Currently, after assessing the available information, alternative explanations to the suspected abuse are formulated to be taken into account in the forensic interview (see Laajasalo et al. 2018; Korkman et al., 2017). Specialised training for professionals investigating crimes against children (previously called "Interview training"), administered by the Police University College of Finland, is one of the most important training in Finland for investigators and Barnahus-unit staff, where working with hypotheses and the role of biases are addressed. The program lasts for one year, with comprehensive coverage of topics pertaining to interviewing techniques. Another important training program is the Forensic Psychology Specialization Training, which is a two-year long advanced

training program in legal and forensic psychology for professionals working in legal fields and with legal questions, such as Barnahus-unit psychologists, lawyers, and Master of Police Services degrees, like chief inspectors and superintendents. In this program, the role of cognitive biases and the importance of a hypothesis-testing approach in both investigations and assessments of suspected crimes against children are addressed in detail.

However, the practices and understanding of testing hypotheses work may vary between the different Barnahus-units and between professionals in Finland. There are also regional differences in access to training, as well as the practices at use at different Police departments. There has also not been any research on how the hypothesis-testing approach is implemented in different Police departments in Finland and how police investigators formulate hypotheses. Alternative hypotheses are ought to be evaluated and re-formulated as necessary in the course of the investigation, until the conclusions are drawn with respect to these hypotheses (Korkman et al., 2017). For example, the child's statement may (partially) disconfirm some hypotheses and bring up new hypotheses, which again may need to be assessed, for example through interrogations or forensic investigations. Guidelines for police investigators (Lehtinen & Rossi, 2022) address the need for hypotheses in the beginning of the investigations, but do not include how to assess the hypotheses throughout the investigative process. Older guidelines point out that hypotheses should be updated during an investigation, if new information arises (Ellonen & Rantaeskola, 2016). Also, anecdotal evidence suggests that a common problem with the hypothesis-testing approach arises when conclusions are drawn. The lack of support for a particular hypothesis may be seen to make that hypothesis less likely when, in fact, the lack of support is due to the hypothesis not having been tested at all.

Current research from Norway proposes a structured hypothesis development -method (SHDCI) to be used during the course of a criminal investigation, to aid objectivity and neutrality of the police investigators (Sunde, 2022). The SHDCI-method presents different queries to aid the formulation of alternative hypotheses, uses visualisation methods, and includes structured brainstorming and articulation phases. The SHDCI was formulated to aid hypothesis testing and it has been used in training and case-based exercises (Sunde, 2022). When reviewing the current Finnish guidelines for hypothesis testing, the Norwegian method has similarities, but additional benefits due to its structured and concrete nature. It could be fruitful to apply the SHDCI-method to enhance the current hypothesis-testing approach used in the Finnish Barnahus-units. The structured queries contained in the SHDCI-method could also help police investigators in the field formulate relevant alternative hypotheses to further aid practical application of the hypothesis-testing approach. Considering the workload and limited resources of the Police in child abuse investigations, this method could be especially helpful in transferring training into practice.

There is currently neither advanced nor continuous training offered for police investigators after the Specialized training in investigating crimes against children. Especially several years post-training, any positive impact on quality (e.g. of the interviews) is at risk of declining, according to studies conducted in other countries(see Lamb et al. 2002; Stewart et al. 2011). It should be a priority to a) provide investigators recap training, b) create models to

support the benefits of the specialised training, and c) in addition to these, providing supportive materials.

Barnahus-units in Finland also often work in a consultative or supportive role, guiding investigators in the best practice methods when collaborating on cases. However, this only happens when the Police actively / by their own initiative requests such assistance, which happens in less than a quarter of all cases (see the Barnahus project plan 2022-2023). The current system for requesting assistance allows flexible ways of working together (e.g., a psychologist and an investigator work together as a pair; a psychologist gives feedback to the police investigator regarding their interview), but these models are not used as frequently as the “basic” model, where the Police makes a formal request for assistance and the Barnahus-unit interviews the child and writes a statement. This may be because the threshold of asking feedback or working differently than usual can be practically challenging given the work context. Some police investigators have also raised concerns about their interviews not being “good enough” to be exposed to scrutiny. This speaks in favor of professional guidance, such as “case-guidance” and continuous training, where the evaluating of interviews and ways of working becomes an automatic part of the work flow. This could be implemented either with separate guidance or (preferably) in collaboration with the Barnahus-units, where there is usually already experience of cooperation with police investigators. The guidance could be provided as part of an automatic work flow rather than via separate request. This would enable strengthening the competence in cases that do not come to the Barnahus-units. Furthermore, the hypothesis-testing model could be applied on a case-level, supporting further practical application.

Current practices in some of the Barnahus-units for further developing cooperation with the police investigations include the so-called “station-working-model” (in Finnish “jalkautuminen asemille”), where Barnahus-unit psychologists (and sometimes social workers) work directly at a Police station and either helps to evaluate the cases and/or provides expert knowledge on different topics. This can lower the threshold for receiving feedback and effectively utilising Barnahus-units’ knowledge on interviewing, hypothesis-testing and other topics as part of everyday work, and promote the implementation of best practices. When considering the limitations in Barnahus-units (number of experienced psychologists per Police stations, limited resources for long periods of working), these kinds of models can be difficult to implement in a balanced way for every police station in each area, which can result in unequal processes. There is also a risk for the Barnahus unit expert taking over the interviewing instead of or in addition to providing supervision and other guidance due to the limited resources of the police. It is therefore particularly important to plan carefully what kind of station-working-model is being carried out and what the long-term objectives are, and how they are measured.

Another way of strengthening the competence of the Police units in hypothesis-testing approach and on the topics of cognitive bias would be providing basic level training on these topics at the Police University College. Currently, there is no mention in the curriculum regarding these topics. Also, there are no broader courses on child abuse in general (Police University College curriculum 2020-2023).

In light of the hypothesis-testing approach it should be noted that more information is needed on how the different Barnahus-units formulate hypotheses and how they are weighed in their expert statements written for the courts, since the competence may vary from professional to professional and possibly also among the various units.

Linear Sequential Unmasking - Expanded (LSU-E)

Linear sequential unmasking -expanded (see e.g. Dror & Kukucka, 2021; Quigley-McBride et al. 2022) has recently been proposed as a potential method to improve forensic decision-making of different kinds. It has been well documented that the sequence in which information is presented affects how we process information with initial information affecting us the most and altering the interpretation of subsequent information, potentially resulting in different conclusions being drawn depending on the order in which information is presented (Dror & Kukucka, 2021). The LSU-E-method emphasises the processing of the information in order of relevance, objectivity and biasing power. Irrelevant data should not be presented at all, and the most relevant and objective information with least biasing power should be presented first. The question arises what is irrelevant information in child abuse investigations and to which type of expert. There are currently no procedures or guidelines in use on assessing what information is relevant to forensic interviewing in child abuse investigations (Huang & Bull, 2021). When taking into account the police investigators, it can be nearly impossible to know in advance what information arises during interrogations and different investigations, making the method easier to apply to other professionals working on the investigations at a later date.

One possible application of the LSU-E-method could be in the context of medical investigations of the child. The medical investigations of children are carried out mainly in the Barnahus-units in two of the units (Tays and KYS) and in the paediatric emergency units in other Barnahus-units (Lehtinen & Rossi, 2022). In the current Finnish guidelines for the police investigators in child abuse cases (Lehtinen & Rossi, 2022), the instruction is to include specific information about the case to the medical doctor/nurse, when requesting medical examinations (e.g., time of suspected abuse, manner of abuse, how the suspicion arose, who has told and what to whom). This, in the perspective of cognitive bias and LSU-E, implies a risk for inducing biased opinions. When applying the LSU-E-method it would be advisable that the examiner documents their findings without prior knowledge of the suspected abuse, is then given the information and then reassesses their conclusions (Dror & Kukucka, 2021). This could be achieved by training both the police investigators who request the expert help and increasing the awareness of bias in medical examiners, and in Barnahus-units where the medical examinations are conducted in-unit.

In addition, it would be advisable in the light of the current research, that the question of irrelevant versus relevant material to different experts in criminal investigations are included in future training, and acknowledged when dealing with a lot of material of different relevance. Optimally, there would be different lists on what the most relevant information to each expert is, and either task-managers to control what information is given and when. Practically, this may be challenging to organize. It is also noted by the authors that in using LSU-E, the expert has to weigh the potential benefits of certain knowledge in relation to the

biasing effects. However, criteria and guidelines have been created to assist in practical implementation (see Quigley-McBride et al. 2022). Research has also shown that forensic experts can be biased by the side that has retained them (Dror & Murrie, 2018: *adversarial allegiance* -effect). The current system however does not allow managing this effect directly, as discussed below. Moreover, recent professional guidelines for forensic psychologists for ethical practice (The Finnish Psychological Association; Forensic psychology professional working group 30.8.2021) highlight that forensic psychologists should avoid collecting irrelevant information for their own conclusions, but it is not clarified what this irrelevant information could be.

Hierarchy of Expert Performance (HEP)

Hierarchy of Expert Performance (HEP) has previously been developed to define different domains for evaluating and quantifying expert decision-making (see Dror, 2016). HEP consists of eight levels observing reliability and “biasability” within and between experts in observations and conclusions level (Dror, 2016). HEP has previously been applied to forensic psychology research, where specific problem areas have been highlighted that require both more research and improved practices (see Dror & Murrie, 2018). The research states that there have been little or no data on reliability within forensic psychology experts, and that many of the eight levels have been understudied, including biases related to forensic psychologists’ decision-making (Dror & Murrie, 2018). The examples presented in the article cover mostly forensic psychologists assessing mental health related questions, highlighting that other statements for court and forensic interviewing need more recognition.

Huang and Bull (2021) applied the HEP-model to investigative interviews and examined the existing research in each level of HEP. They further highlighted the lack of research (especially in within-expert reliability), since the research has primarily focused on interview protocols, rather than the role of the interviewer themselves. Huang and Bull (2021) suggested research to meet this need.

When applying these issues into statements for court use in child abuse investigational settings, one way to handle these issues would be to focus on the between-expert reliability in expert statements. Attempts to implement this kind of a setup have been made between the Barnahus-units. One unit at a time has sent a forensic psychologist statement about alleged abuse, leaving conclusions out. Then experts in other units have independently drawn conclusions from the information presented about the case, which then have been discussed together. However, this practice has since changed and nowadays the mutual meetings focus more on the content of the statements and overall investigative processes in different units. The former model had some benefits, but its downfalls were clear: the Barnahus-units formulated the conclusions together (v. single experts) and the background information usually only consisted of the written statement (v. raw data), both of which can bias the conclusions. It can be argued as well that it might be socially difficult to criticize colleagues’ statements, making it harder to be objective.

To focus on between-expert reliability further, it could be beneficial to present a pre-formulated case or cases for all of the forensic psychologists in each unit, who then would draw their own conclusions separately and form their own statements anonymously. After

that, the statements could be compared, focusing on how the experts formulated and presented their opinions, how similar the opinions were, what data was seen relevant and how certain the experts were about their conclusions, as Dror and Murrin (2018) suggest in their research. This could, as one method, be a way of analyzing expert competence as well. This would be made possible if the cases were formulated in a way that there would be “right” conclusions or otherwise the statements would be made measurable (number of “right” factors that the conclusions should reasonably cover, such as base rate, elapsed time for alleged abuse etc.). Similarly, between-expert reliability could be assessed for a number of specific questions such as for question type-analysis. Even within-expert measures would be possible regarding question types, when experts would be asked to analyze the same interview (or different parts of it) at different times (see Huang & Bull 2021), changing perhaps the details regarding age and gender etc. One important part of the expert evaluations in the Barnahus-units is whether or not a child should at all be interviewed. There is a general lack of research regarding this topic and checklists and guidelines as well as between-expert decisions can thus vary even inside the same Barnahus-unit. This could also be fruitfully addressed using between-expert agreement on pre-selected cases.

The risk of bias related to organizational factors

The scientific literature also raises concerns considering organizational factors that might induce bias. As Dror (2020) highlights, bias does not only affect one individual and one aspect at a time, but also occurs in interpersonal processes and influences different aspects of the investigative process. Colleagues, supervisors, attorneys, investigators among others can affect the decision-making of an individual, including forensic experts (Kukucka & Dror, 2022). There are many areas vulnerable to bias in the current Barnahus system, including how information is shared formally and informally, how both investigative and therapeutic perspectives are mixed and how information is communicated to different professionals, to name a few.

To increase objectivity and minimize the risk of bias, it would be most beneficial if forensic psychologists and other experts could work independently from any side of the legal process (O’Donohue & Cirlugea 2021). This would of course mean major structural reorganization in the Finnish Barnahus context in many areas. As argued above, one of the strengths of the Finnish model is the forensic psychological knowledge inside the Barnahus-units. As Korkman et al. (2017) noted, one major weakness in the Finnish system is the availability of second opinions that are not readily available for the defendants’ side. Since our organizational layout is naturally more on the prosecutors’ “side”, it would be imperative to have possibilities for second opinion statements for court use to support objectivity within our system. This is one way to combat bias and support a just process, but it does not answer many other problems that our system induces.

As explained above, exposure to irrelevant materials or information, such as the side that has retained the statement, can hinder expert decision-making. One possibility could be to create a second opinion model, where the court / defense could ask second opinions from different Barnahus-units’ experts or other qualified experts on the field, anonymously, without the expert knowing who has asked for the statement. When providing second

opinions and utilizing the LSU-E-model, the expert should be provided with all of the (relevant) materials first, then the expert should form their opinion, and after that they could see the previous statement made by the other expert. It would be beneficial also, that the statement would be anonymized, so that the possible collegiality would not affect the assessment process.

For a second opinion model to work, there should be enough *qualified* experts from whom to request second opinions. Furthermore, there should be formulated criteria related to the type of cases for which a second opinion could be asked, for instance focusing in particular on complex cases which depend solely on the child's account. Currently, the Barnahus-units in some areas have severe turnover of employees and many units have recent graduate psychologists, who of course cannot be considered as experts yet. Another issue is that there is currently neither a register of qualified experts nor is there a systematic validation process inside the forensic psychology field itself. As mentioned above, we currently have a forensic psychology specialization training program, after which a psychologist can name themselves as "forensic psychologist", but that does not necessarily mean that they are a qualified expert in all of the forensic psychology sub-domains.

Theme 2: Expertise in the Barnahus-units

As addressed by Korkman et al. (2017), the Finnish system has two unique features: the use of forensic psychology experts in Barnahus-units and child abuse investigations, and the formerly mentioned hypothesis-testing approach. This model has many benefits alongside the previously mentioned pitfalls, such as a lack of a second opinion -system. One significant challenge is that there are currently no criteria on who can be considered a forensic psychological expert, let alone estimates, on how many psychologists in Barnahus-units could meet these expert criterias.

To be heard in court as an expert in Finland, the expert has to generally fulfill general eligibility conditions; to be "honest and skillful" (Code of judicial procedure 17, 571 § 44, which does, however, not define how these conditions should be assessed). Besides these conditions, there are currently no specific criteria or guidelines in Finland for experts providing statements for courts, which has been previously identified as an issue (see e.g. Tadei et al. 2016). There are different criteria and guidelines proposed in the research literature for evaluating expert testimonies, most referenced being the broadly discussed *Daubert* criteria: falsifiability, peer-reviewed research process, error rate of the methods/theory and scientific acceptance (see e.g. Goodman-Delahunty, 1997). Previous studies indicate that for example judges in Finland are lacking in knowledge to sufficiently evaluate expert testimonies (Tadei et al. 2016) and on the other hand it is unclear how Barnahus-units strive to meet these criterias. Importantly, the *Daubert* criteria can be related to the research basis as well as the expert properties.

When considering the Barnahus-units' psychologists (and medical doctors), they are often called to testify as witnesses rather than experts, but separating the roles is not always straightforward. In court hearings in child abuse cases, expert witnesses can be asked about broader topics outside the scope of the case in question and questions that are not within their scope expertise to answer, which emphasizes the necessity of training. Expert

testimonies are one topic in the forensic psychologist specialization training, but it is addressed as a part of many different themes and from a larger point of view (e.g. how to evaluate expert testimonies in different forensic fields) rather than just from a child abuse or Barnahus-unit view. There are currently no other systematic training programs dedicated to testifying or specific guidelines to support (expert) testimonies in child abuse cases. It would be beneficial to consider both intra-agency training (such as for different Barnahus-units' professionals or forensic psychologists) and multi-agency training, and favorably these two approaches would be combined in a training program. Psychologists and other professionals providing the testimonies could be trained on the topics important to testifying, such as how to address the reference materials, base rate and the certainty levels of different methods, and how to communicate the limits of one's expertise. Legal professionals could simultaneously be provided with insight on what aspects contribute to high quality testimonies and how to evaluate the veracity of testimonies in child abuse cases. The joint part of the training could preferably contain hands-on training or even simulations with pre-formulated case-examples to give the professionals a concrete way of practicing giving and evaluating testimonies. Giving testimonies is arguably one of the challenging topics where training may not be put into practice, since testifying can be often felt as unnerving and the perceived stress and pressure can hinder how acquired knowledge can be put to use. This further emphasizes the need for practical exercises and simulation to reduce these negative effects (For one example how simulation can be applied to child abuse investigative training, see i.e. Pompedda et al. 2022). Conducting this training it would be critical for all of the professionals to include different operators from different sides of the process (prosecutors and defence attorneys). This would further support a just system, where all professionals of the criminal proceedings are sufficient in evaluating the expert performance. The role of defence attorneys has not received very much attention in Finland within the field of child abuse investigations. In reality, however, attorneys are crucial on pointing out possible problems related to investigations, and it is therefore of benefit for the quality of the processes that defence attorneys receive training so that their criticism is correctly addressed.

It is also important to consider the long term effects of the possible training, and how to support and uphold the acquired knowledge with either follow-up training sessions or other supportive materials. Despite the previous description focusing on testimonies on the forensic psychology field, it would be imperative to consider including other professions to the training as well, such as psychiatrists and medical examiners, who are the other main professions called to testify from Barnahus-units. Moreover, there are many other professionals and experts within child abuse investigations that could benefit from said advanced training.

As previously mentioned, expert statements for court, such as the analysis of the child's statement (credibility / reliability assessment) is one of key elements that could be systematically measured. Similarly, forensic interviewing and assessments of these can be considered one key element. The third key point of expert decision-making in the Finnish Barnahus-units is the ability to make reasoned and justifiable decisions to interview or not to interview children. Creating these kinds of measurable "quality criteria" for the Barnahus-units psychologist to be considered experts in their subfield, would make it possible to

eventually create a basis on the expert register. These should have as their basis the interview training and the specialisation training in legal psychology.

Statements for court use

The Barnahus-units currently provide different statements for court (and the Police) use: credibility assessments on the child statement, other forensic psychologist assessments (e.g. statements explaining why a child is not interviewed in the investigative process), and in some cases assessments of psychological harm and/or medical statements. Currently (forensic) psychologists conduct the credibility assessments and depending on the unit, the assessments of psychological harm are done by either psychologist or psychiatrist. When reviewing the current practices in Finland regarding the assessments of children's statements, there are no specific instructions or best-practice guidelines for Barnahus-units psychologists on how to conduct them. Years ago, Barnahus-units made a checklist together on what topics the credibility statements should include, based on research evidence of the time. This checklist or listing cannot be found in all of the Barnahus-units anymore. Based on Tays Barnahus-unit as an example, the former checklist has been adapted many times since then, and if other Barnahus-units have done the same, it can only be hypothesized how the mutually selected topics are presented in each Barnahus-units documents. Hence, it would be imperative to collect information from the Barnahus-units on how these statements are formed today and what instructions or checklists are made to support the assessments of credibility in every Barnahus-unit. These should then be analysed against current scientific information and unified.

Currently our working model emphasises that the statements have to be based on the evaluation of the different hypotheses. Among the most important background information the statements should include are:

- How the suspicion of crime arised,
- How the interview was conducted,
- Information about the child's development,
- The time elaped from the alleged abuse,
- Possible challenges in relation to the child's statement, and
- The base rate of the suspected acts

(see e.g. Amado et al. 2016; Volbert & Steller, 2014; Väisänen & Korkman, 2014, O'Donohue, Benuto & Cirlugea, 2013). It should be noted that the current research literature does not include any practical recommendations or manuals on how to properly assess credibility in different cases.

It has been observed in the meetings between Barnahus-units in previous years, that the units sometimes differ greatly on how statements and even hypotheses are formulated, how question types are categorised and what information is prioritised in the statement. This means that the quality of the statements currently depends on the level of expertise of each psychologist and how and what instructions they use to support the application of research information. Therefore, in addition to an up-to-date checklist, more detailed guidelines are needed to ensure that the different checklist themes are weighed / emphasised properly and

that different sub-themes are discussed. From a practical level this means, that if a brief checklist states “e.g.. analyse how the suspicion arose” the guidelines would present current research or best practical information on the different questions to weigh in components such as: “How much time has passed from the alleged abuse to the disclosure; does some party have a motive towards the suspect; has there been any previous suspicions of abuse; how many times have there been discussions on the suspicion with the child.”

Based on cognitive bias as explained before, it would be useful to include more practical guidelines for the issues of cognitive bias (how information is gathered and documented), base rate (and even own checklists for base rates), how to use the reference materials when analysing the support for or against the different hypothesis (*“If the reference material at use doesn’t support a hypothesis, does that mean that the hypothesis can be contradicted?”*) and other challenging topics that are crucial to understand when conducting these assessments, and how to weigh these topics in the statements. Brief checklist would make it possible for other professionals to evaluate whether a statement includes all of the specific themes required and more detailed manuals would support the uniformity of the statements. Experienced professionals could thus use the checklist to remind themselves of the information to be reviewed, whereas more novice ones could rely on the more detailed information provided in the handbook.

Self-evidently, these kinds of manuals can not be properly utilised without training and guidance. At the moment, the Barnahus-units have the possibility for expert consultation on how to formulate different statements for court use. In addition to the forensic psychology specialisation training, there are no other advanced training possibilities to support the competence on assessing the child’s credibility. Currently there are many psychologist in the Barnahus-units that have not received the specialization training yet, and even the specialization training isn’t comprehensive enough to answer the needs for statements in child abuse investigations. Therefore, more advanced training targeted directly for these topics would be imperative. What would be beneficial as well, would be broader national training on current research topics to keep the research knowledge up-to-date, since there is not always enough time to study the research literature to the extent that would be necessary.

As presented in the discussion of HEP-model earlier, it would also be crucial to conduct more research on the expert decision-making regarding these statements and how different statements and decisions sustain credibility. In the light of other statements, it would be important to evaluate the reliability of other professionals' statements, such as the medical examiners, as well.

A practical challenge when conducting different statements for court, is that there is often a lack of applicable research on different research questions and hypotheses formulated in the child abuse investigations (e.g. “Could the experience of a major threat have altered the memory of the small child if the abuse happened or not”). To further support the assessment of the child’s statements, it would be useful to cooperate with national researchers or even students completing their master’s degree, to formulate different practical questions to be researched further. This would support the quality of the assessments, since our field often

faces the so-called Group to individual -problem (Faigman, Monahan & Slobogin, 2014), implying group-level information can be hard to draw conclusions from in individual cases, at least with a sufficient degree of confidence for a forensic setting..

Theme 3: Touch on the newest research on different child abuse topics

Below are presented different relevant topics regarding child abuse and child abuse investigations from the most recent research literature and some suggestions for training.

Topic: Intra-familial child sexual abuse

One difficult topic in the field from the perspective of Barnabus-units and our consultations is the addressing and assessing sexual abuse between children, and even more so, siblings. Practitioners in the field seem to have a lack of understanding on child's normative sexual development and on the other hand, sexual abuse between children is sometimes dismissed, and the severity, prevalence and impact are not fully understood. This is problematic when considering the potent prevalence of sibling sexual abuse as apposed to other better recognized forms of sexual violence. A recent comprehensive overview by Yates and Allardyce (2021) addresses different aspects of sibling sexual abuse and raises the issue of how professionals struggle to respond proportionately to sibling sexual abuse. These kinds of overviews could be used as a basis for creating shorter checklists or guidelines for different professionals (see Method 2 and Tays Barnabus-units educational materials). Training is needed to increase awareness on the issue in the light of legal and psychosocial consequences.

Child sexual abuse by mothers, i.e. maternal incest, has received more spotlight in the research literature in the recent years (see e.g. Augarde & Rydon-Grange, 2022; Kaylor, Winters & Jeglic, 2021; Sancak et al. 2021). It can be argued that little knowledge yet exists in the field, since these cases are so rare but also since they may go both unreported and under-detected. Implications of training would be increasing the awareness of the phenomena and considering the implementations on investigative practice.

An emerging theme within the child sexual abuse context in general, and also intra-familial child sexual abuse, is the risk for CSAM produced and distributed by parental figures; see e.g. Salter et al. (2021). Regarding intra-familial sexual abuse, it would be important to note in investigative and interview-training the risks for intra-familial CSAM.

Nicol et al. (2022) presented current preliminary research on characteristics of men charged with extra-familial child sexual abuse that have remained undetected longer periods of time. Implications would be to further understand the risk factors related to these offenders in the investigative and legal settings.

Topic: Children with special needs

Research by Cunial et al. (2020) reviewed Australian detectives' perspectives on impact of ADHD on Cognitive Interview, detective's skills/ability and training preferences. The authors highlight that the current literature lacks best practice recommendations for dealing with

youth with ADHD in forensic settings. This has been somewhat noted in the Finnish system on a broader level (see Oikeusturva ja kuntoutus kuntoon 2020 -hanke, Autismisäätiö: https://www.autismisaatio.fi/media/infovihko_oikeusturva_2020.pdf). However, our current situation calls for cooperation with the different professionals, since many police investigators in the child abuse field weren't aware of the current supportive materials when asked. Cucial et al. (2020) highlight the need for more ADHD awareness overall, understanding the impact of ADHD in forensic interviews and specific accommodations that are suggested. The training should include alleged child victims and (child) suspects of abuse, and especially focus on the police investigative setting, since Barnahus-units already have basic knowledge of neurodevelopmental disorders. Nevertheless, practical implications would benefit both agencies.

In similar fashion, children with other neurodevelopmental challenges, such as autism spectrum disorders pose a challenge to police investigators and interviews (see e.g. Murphy, 2018). Arguably most challenging can be the cases that police interview themselves, since children with more difficult challenges are interviewed in cooperation with the Barnahus-units. When the developmental challenges are less visible or apparent, like in many cases of autism spectrum disorders, police investigators might not be able to take the issues into account properly in the interview. This could be accompanied by specific risks for bias, such as misinterpreting the interviewees behavior being due to unreliability (Logos et al. 2021). Logos et al. (2021) concluded that providing brief information on autism spectrum disorder was sufficient alone to minimize this bias (see limits of the study, random participants, not investigators). Further training should address these issues, to ensure high quality and structured interviews for children with these kinds of special needs.

For current practical guides for interviewing children with disabilities in general, see for example the Zero abuse project (2022; <https://ojjdp.ojp.gov/publications/interviewing-children-with-disabilities>), that provides an assistive checklist on what to consider before and during the forensic interview. Providing investigative professionals brief guidelines or checklists adjusted to Finnish forensic setting, could support the use of best practices regarding children with different special needs.

In addition to developmental disorders and disabilities, it should be also noted that from a Barnahus-unit perspective police investigators sometimes find it difficult to interview children with common mental health problems, such as anxiety, panic attacks or depression. Training in the future should provide support for understanding the different effects of these common problems, and how to support the child / adolescent better.

Topic: Emotional / psychological abuse

Recent study from Finnish survey (Leppäkoski, Vuorenmaa & Paavilainen, 2021) highlighted the high prevalence of psychological abuse and its co-occurrence with different forms of child abuse. Likewise, a recent survey from Finnish institute for health and welfare found that emotional abuse is often encountered among different professionals, especially Child welfare service workers, but still recognized to a varying degree (Paasivirta et al. 2022). According to the survey, many professionals found emotional abuse difficult to address, and

as emphasized by Leppäkoski et al. (2021), the risk factors of psychological abuse and other forms of violence should be asked about systematically in child and family services. More training is needed for different basic levels and other professionals to support the competence to properly assess and ask about different forms of violence, support the families and take investigative measures.

Other topics to consider:

To address how trauma and dissociation can appear in forensic interviews through imagination and fantasies, see Tsur & Katz (2021). More understanding for Barnahus-units is needed in the more difficult mental health symptoms, since dissociation and other serious mental health issues are perceived challenging in interview settings. On the other hand, both imagination and fantasy-elements are something quite common in small children, yet the consequences for reliability are difficult to assess. Possibility for one theme on reliability / credibility training amongst other topics.

One idea regarding current structural issues of long distances and regional differences is using tele-forensic methods. Would requesting for help from Barnahus-units be more efficient and shorten the delays if forensic interviews could be conducted via tele-forensic / remote methods? See e.g. Brown, Walker & Godden, (2021), Dickinson, Lytle & Poole, (2021) and Smith, (2021) for current research.

Lastly, it is important to note regarding scientific research that no data is currently gathered in any of the Barnahus-units other than the Helsinki unit. Collecting and analysing information systematically (such as information on the alleged abuse, demographics and more detailed information on the child, what hypothesis was formulated and what was supported etc.) would provide an essential possibility of analysing various different research questions inside and between the Units and bring up further training and other developmental targets. Data should be comparable between the Units.

Method 2 - Review of available internal documentations on child sexual abuse investigations' training needs

The review of internal documentations on child abuse investigations' training needs was carried out through four different methods. Firstly, data was collected through email questionnaires from all of the Finnish Barnahus-units (HUS, Tays, TYKS, OYS, KYS and Vaasa). The Barnahus-units were asked to provide a review of materials produced and implemented in training, review of challenges and specific needs for training in each area (and the target groups) and possible innovations recommended. Secondly, data was collected from police investigators and selected professionals (Barnahus-development teams and the Barnahus leading expert) in discussions by phone and Teams. Selected professionals were interviewed on their views on training gaps and issues in child abuse investigations. Third, recent reports were reviewed:

- Inception Report 2021
- Barnahus national and local (Tays, HUS, TYKS) project plans (2022-2023)
- Current reports from the Ministry of Social Affairs and Health: Lanzarote Convention: National Action Plan for 2022-2025 (Malja & October, 2022) and Non-Violent Childhoods 2020-2025 (Korpilahti, 2020)
- Prime Minister's Offices report regarding Duration of criminal proceedings related to sexual offences against children (Fagerlund & Toivonen, 2021)
- National Institute for Health and Welfare report on the LASTA project (Sinkkonen & Mäkelä, 2017).

Recently identified training needs and possible training gaps were collected. Lastly, data was collected from the focus groups to gather in-depth views from the police investigators nationwide as well as all Barnahus-units psychologists or other professionals (26 in total). The focus groups were asked to discuss in their units or stations in advance the different training needs in their area and then discussions were continued in the focus groups in small groups. Then each group brought forward their views, which were collected. In addition, an online survey was conducted with the participants, where they could highlight the most acute training needs and issues (see Method 4).

Views of the Barnahus-units (emails and focus group)

Listed below are the training needs for other target groups perceived by the Barnahus-units:

- Police investigators:
 - child participation and child-friendly practices,
 - how to interview children with special needs (ADHD, autism spectrum disorders,
 - different sub-topics such as child with anxiety, or child at opposition);
 - supervision and more practical training

- Basic level (implying all professionals working with children on a daily basis):
 - continuous training on what to do and ask when a suspicion of a crime against a child arises (many areas have yearly seminars, but there is a continuous need for more).
 - Understanding of criminal investigations.
 - Understanding of normative sexual development, children's sexual behavior and sexual situations between children (material already produced but need for easily accessible training in smaller target groups v. bigger seminars).
 - Short internet based training and checklists of basics skills for discussions with children, where basics could be revised (material produced by different areas, but not systematically and many operators are not aware of the material).
 - Different needs for different target groups depending on how often abuse-related topics arise.
 - How to address neutrally concern about a child, but direct enough, that child is offered a genuine opportunity to speak.
 - More specific identification of different needs of different subgroups is needed.
- Social workers / Child welfare services:
 - Training about different aspects of abuse and the investigations.
 - Training on how to talk with children about their operation on the internet and knowledge about online child abuse.
 - More national training for social workers on interviewing children.
 - More understanding of criminal investigations and more cooperation with the police, especially what to do in situations where the crime suspicion remains unclear / unresolved,
 - best practices and understanding that termination of a criminal investigation doesn't mean that there hasn't been abuse.
- Medical experts, emergency staff and police patrols:
 - Concrete and brief materials for talking with children and how to interview them (some materials prepared in the HUS Barnahus-unit, but nothing concrete yet). Some issues with strongly suggestive interviews from these professionals were raised.
- Court and prosecutors: knowledge about psychological issues and reliability assessments.
- Interpreters and legal guardians: understanding of criminal investigations, child abuse and child interviewing.

Needs for Barnahus-units staff themselves:

- Training and materials for credibility assessments, checklists, national best practices, and other statements for court (psychological harm)
- Training on supportive training, guidance and work supervision (to guide the police investigators and other relevant stakeholders)
- Training on testifying in court (psychologist and doctors)

- More cooperation with the court, prosecutor and defence
- Training on court proceeding and other legislative issues, such as the Child Welfare Act
- Strengthening the involvement of the child at a concrete level
- Best practices between different professionals in unclear situations and recurring crime suspicions
- Training on different cultural questions (working with culturally diverse families, knowledge on different forms of violence)
- Joint training and discussions with relevant stakeholders

Some of the recent educational material produced in different areas, some training in cooperation with Barnahus:

- HUS: Manuals on What is abuse; What to do in case of a suspected crime; How to interview children (at the Police), How to work with families during and after criminal investigations (for healthcare providers). Instructions for the interpreter. Children and abuse -training for social workers in Child welfare services
- TAYS: Short manuals on What to do when a child discloses abuse; How to interview children (in CWS); How to operate when there are sexual situations or potential abuse between children. Annual training in one area on different child abuse topics and basic level information on child abuse investigations.
- OYS: Instructions for social workers on what to do in case of a "surprise interview" (where the child is interviewed without the prior knowledge of the parents; support and the need for psychosocial support); Broader guidance for different local professionals on best practices (concerning behavior, criminal suspicion, what to do when a child discloses etc.).
- KYS: Instructions on working with an interpreter. Training on what to do in case of a suspected crime (pediatricians, foniatics, school, youth and child psychiatry, basic level, asylums). Training on alienation, forensic interviews and different forms of abuse.
- TYKS & Vaasa: "Hei mulla ois yks juttu" -seminars (basic level training on different child abuse topics and information on child abuse investigations. "Tue Lasta" - training for different social services and health care professionals on psychosocial support, consequences of violence and mapping of service paths.

Every Barnahus-unit stressed the need for training for themselves on different statements for court, most importantly credibility assessments of the child. This further emphasises the issue previously discussed in Method 1, that there are currently no national detailed guidelines or instructions for conducting these assessments. Moreover, the answers suggest a lack of perceived competence or expertise to assess credibility. Given this, it would be of high importance to educate other relevant stakeholders on credibility assessments as well, so the quality of the statements could be evaluated and on the other hand, police investigators and legal professionals could better identify cases that could benefit from the assessments. Furthermore, this issue is also apparent regarding statements on psychological harm and arguably medical expert statements.

The need for more training for testifying in court was identified from almost all of the Barnahus-units answers. There are different procedures in every area on how expert witnesses are called to testify and how often: some Barnahus-units psychologists get a call once in a few years and some monthly. As addressed in Method 1, there are currently no other systematic training programs to support (expert) testimonies and no possibilities to practice giving testimonies. One difficulty regarding training is, that the child abuse trials are often held “closed doors”, why it is not possible to follow the testimony of others colleagues or experts, and for supervisors to give feedback or evaluate the performance. From this perspective, it would be beneficial to implement a model as suggested in Method 1 and to provide more detailed instructions for the testifying.

As listed before, there are many regional training sessions held to different professionals by (or in cooperation of) the Barnahus-units. Some areas have more systematic training and other areas call the need for such. Every area highlighted the need for even more training, since the annual seminars do not meet the need of the basic level and different professionals. In many areas, the training answers most vitally to employee turnover rather than supporting the knowledge previously gained. Moreover, many areas had produced some materials, but the need for more concrete guidelines and checklists to support training benefits was brought up. It would be beneficial to collect the different materials produced and compare how different instructions are constructed, analyse them in the light of current research and pinpoint what stakeholders are perhaps not yet paying enough attention to.

Correspondingly, there is a need for assembling different professionals and stakeholders together and having joint training sessions, where practices could be evaluated and refined locally, regionally and nationally. Currently different professionals have their own local or national meetings annually (like police investigators and Barnahus-units their own), but there is an apparent need for more joint discussions.

Views from the police investigators (pre-discussions and focus group)

Listed below are the training needs for other target groups perceived by the different police investigators:

- Increasing awareness on what is worrisome, when to suspect a crime, what to do when such suspicions rise (consultation and obligations to notify authorities), how to interview children in a neutral way for basic levels and different professionals. More concrete training is needed on what can be asked, in addition to what shouldn't be said or asked.
- Joint training to support cooperation between the Police and Child welfare services / social workers, to bring in more understanding of each other's processes and support best practices
- Checklists for child abuse investigations in general, identification of specifically challenging cases and cases that require Barnahus-units, supporting more efficient multi-agency cooperation
- More specific guides for court on legal guardians to support uniform and equal proceedings

Needs identified by the police investigators for themselves

- Training on ICT-topics, such as ICT-investigations, different social media platforms and different phenomena of online abuse. Investigators identified the need for collaboration with the ICT-investigators and continuum of training since the social media develops constantly
- Advanced and ongoing training on different topics, such as child interviews. Also the need for more accessible training was highlighted.
- Training and support on work well-being and how to recover from work
- Brief trainings on different sub-topics, such as reluctant children, and easy access manuals and materials
- Training on suspect interviews

Police investigators from every area highlighted the need for investigative and interview training and better access to current training. The current year-long training for child abuse investigations was seen as comprehensive and practical, but many Police areas faced challenges in getting into the training. Additionally, the need for ongoing training and support was raised, uniformly to the Inception Report (2021), bearing in mind the regionally different resources (*can the investigator attend training if they are the only investigator in the area*) and employee turnover. The training was hoped to be of low-threshold, pragmatic, brief and well considered. The insights from different investigators support what has been highlighted in the literature: to maintain training benefits and for example the quality of child interviews, the operators must be provided ongoing training, supervision and feed-back (see e.g. Stewart, Katz & La Rooy 2011; Lamb et al. 2002a; Lamb et al. 2002b). The initial training and knowledge of best practices itself doesn't unfortunately correlate with the quality in the long run, and should always be supported with ongoing training (Stewart et al. 2011).

One recurring theme from many Police departments was the experience that Child welfare services need more understanding on criminal investigations and how they relate and affect their responsibilities. More concretely, police investigators expressed that Child welfare services / child's social workers do not understand what could be done in different stages of the police investigations and that often (especially in the less clear intra-familial physical abuse cases) the investigations should not be prioritized. They pointed out that social workers might often wait until police investigations are over, even though from a police point of view, child protective and supportive measures should be prioritised. To cite the concerns of several police investigators: *"More understanding is needed to aid cooperation and that the Child welfare services understand that the outcome of the investigations of verdict is not the ultimate truth. CWS does not require the same level of proof and the police investigations can't decide on custody disputes. It should be taken into account that many cases are left unresolved, and the mild intra-familial abuse cases are the astounding majority, from which many cases could be handled by the social workers rather than police."*

In light of the police investigators views, it would be essential to hear what social workers themselves think about the cooperation with the police investigators and if they raise similar concerns. It would be necessary to identify what procedures or models support a working cooperation and aid to mutual trust between these key professionals, that provide the base

for every child abuse investigation. Joint and practical, even case-level, training and evaluations would be imperative to support the understanding between one another and to create flexible and effective, child-friendly practices. Similar to the suggestions from Barnahus-units, multi-agency cooperation benefits from multi-agency training.

In addition to national or local manuals and brief instruction pamphlets, some police investigators identified a need for local guidance and checklists to systematically identify children at increased risk. For example in the Tays Barnahus-unit, local police investigators highlighted the issues of recognizing effectively the children that need stronger multidisciplinary coordination, than for instance between the Police and child's social worker / Child welfare services. Some areas have implemented the model, where Barnahus-unit is involved in each child abuse investigation, but as previously noted, this takes resources and many cases can be handled by the Police and the Child welfare services. Barnahus-units resources should be referred to cases that the Police alone cannot handle with sufficient quality. Taking the vast regional differences in both police resources and training, the assistance and support should be properly targeted. Considering these issues, some police investigators felt that in contrast to station-working-models, it would be more efficient and sustainable to allocate designated social workers with broad access rights directly to the Police departments.

Additional data from different professional groups would be imperative, such as social workers, health care professionals and legal system views on training needs about these topics. What has been neglected in both training and needs assessments, is the views of defence attorneys, which would be imperative to take better account in the future to support just process and on the other hand provide critical input and feed-back on the current practices. One important view also is, to take account of the local differences and differences in the levels of expertise, and especially the areas, that have only one or none police investigators in child abuse investigations.

Needs risen from previous reports and from discussions with other professionals

The Finnish Barnahus-project has provided several national webinars on different topics that have risen from the needs of the field. Such webinars have included themes such as, what to do when suspecting a crime against child, emotional abuse, hearing the children in custody disputes when there is a risk for violence and online child sexual abuse and child as an abuse witness. Alongside, the Barnahus-project has produced a broad online training course on crimes against children and intensive training course for social workers in Child welfare services. Awareness should be raised in training about the comprehensive materials that already exist. In addition to these, more hands-on, practical and focused training sessions should be provided to the professionals working in the field. From the Barnahus-unit point of view, many professionals have previously stated that the threshold for asking specific questions on abuse topics or express lack of knowledge is high in broad broad seminars with many participants. Broader seminars might not always target the specific needs of different sub-groups or concrete issues raised in the field.

The Non-Violent Childhoods Action Plan (Korpilahti, 2020) includes a variety of measures that answer many training gaps and challenges in the basic level and highlights different

aspects that are particularly vulnerable. The Non-Violent Childhoods Action Plan notes the need for more ICT-knowledge for the police and police-students and on the other hand up-to-date information about social media and technology for all adults working with children. The need for knowledge on the basic level on different forms of abuse and violence is highlighted as well. In many aspects of the Action Plan, the need for more knowledge and tools for recognizing possible violence and how to talk with children is recognized, but what has not been taken into account to the extent necessary is, how to support different professionals on how to talk with children. The Action Plan does not include a plan regarding professional educations, such as social workers, psychologists, kindergarten teachers and school teachers, on how to support competence early on, on recognizing abuse, its risks and how to talk with children on a concrete level. One of the target groups for training from this point of view would be other vocational institutions. It could be implemented for example by organizing interdisciplinary courses in Universities, where students of different professionals would receive training and practical guidance on different topics of child abuse, such as how to talk with children and what to do when a suspicion of a crime arises. Taken the high employee-turnover in different professionals working with child abuse topics, the vocational courses could support the base knowledge on different abuse topics. Different vocational educations could also implement the already produced materials, such as the Barnahus online training course on child abuse topics.

In the Tampere area, two Barnahus workers have recently mapped out different needs for knowledge and training on child abuse topics via questionnaire for social workers, teachers, health care professionals, maternity clinic workers and other basic level professionals. Their survey emphasizes the challenges even further: different operators on the field felt, that they need more knowledge on every area of child abuse (how to recognize abuse, how to talk with children, what to do when child discloses, how to support the child and family, how to incorporate child involvement, how to guide children on safety measures etc.). The discussion with these two Barnahus workers highlighted the need for more training and practical and short manuals to turn to, in the acute situation where child discloses. It was noted that Finland already has a really comprehensive health care system, such as annual school health care check ups. There are already different surveys for the child and family to fill in these check ups, where different aspects of violence are briefly covered. In principle, there are therefore many possibilities and chances where suspicion of abuse could emerge. However, the discussion revealed that there is not enough competence to adequately confront and discuss the possibly rising themes, nor competence to map the child's situation more openly. It was discussed that these are one of the examples of the important moments where practical and short instructions would be useful. In the discussion it was also noted that the comprehensive materials provided by the Finnish Barnahus-project, such as the online training, are not yet known or utilized as broadly as possible.

The recent Government-supported analysis on the duration of criminal proceedings in child sexual abuse offenses highlighted that the second main factor in affecting delays besides organizational factors (police officers being able to work in specialised groups), was training (Fagerlund & Toivonen, 2021). The perceived challenges that rose from the interviews conducted in the Governments analysis (experts, police investigators, prosecutors and judges) that the basic vocational education of the Police does not involve courses about the

basic on child (sexual) abuse investigations, there's need for advanced training, there's need for more ICT-knowledge and training for court (especially judges) (Fagerlund & Toivonen, 2021). One point of delay was, when Barnahus-units were asked for their statement for court use (Fagerlund & Toivonen, 2021). In light of the training needs for reliability assessments raised from Barnahus-units themselves, more advanced training could contribute positively to the delays.

Structural issues, such as poor resources, growing disparities, high employee turnover and the workload of police officers and other professionals should be taken into account when planning any training. These concerns were also underlined in the focus groups. Training can not be properly utilised when the target group is too burdened from work, nor if the organisational structures don't support multidisciplinary cooperation or the application of what has been learned. What also was pointed out in the focus groups was that the concentration of the investigation had also protected against employee turnover in some areas, meaning that the trained employees stayed at the unit/station. This highlights the importance of structural support in the implementation of best practices. One area (Police unit for sex offences in Helsinki) pointed out, that in contrast to the broader national situation, they had rather good resources, and little to no issues in the investigations. Another area (the Turku main police station) highlighted that they felt they had well-functioning multi-agency cooperation with the Child welfare services and other professionals. It would be beneficial to further review what elements support the cooperation, trust and flexibility between different authorities, and what elements support the police well-being.

One recurring topic is child participation and how to support child involvement. This is highlighted in many reports in the Finnish context and often referred to as imperative in different discussions. Still, concrete measures on how to support participation are lacking in many parts of the Finnish system. Regarding this, one important finding from the focus group online survey is that many respondents felt that there were challenges on how the child's and family's perspective was taken into account in the criminal investigations, including child participation such as giving the children (and families) information on age appropriate level at different points of the investigations. Again, from a Barnahus-unit perspective there are several points of the investigations and in the working of different professionals, where a child's perspective should and could be taken better account by applying child-friendly justice guidelines. In discussions with the different professionals, regional differences in the investigative working models and child participation were discussed (for example when and where children are interviewed, how often and on what grounds children are interviewed at their school or kindergarten, who transports the child to the interview if needed and how the child is informed about the different steps of the investigations). Several concerning findings emerged: in some areas, children or even teens have been brought to interviews without themselves knowing why and where they were going, even teenagers can be told vaguely that they are coming to "talk with an adult" beforehand and only at the recorded part of the interview told, that they are in fact taking part on the criminal investigation. In many cases children or teens are not informed when the suspect will be noted on the child's statement, nor is it even considered to be important. These are some of the concrete issues, and can either highlight the "worst case scenarios" in

different areas or be a tip of the iceberg how cases can be handled in both police investigations and Barnahus-units as well. Nonetheless, this raises concern on the different practical approaches taken in different regions. These issues are arguably to be highlighted even more, now that the CSAM investigative needs are expanding and children may come to the interview without ever disclosing abuse. These findings emphasise the need for a better understanding of the child's perspective and need for more sensitive approaches within all the relevant stakeholders. Many of the issues surrounding these questions can be seen as structural or even legislative concerns. However, from a training and child participation perspective, these questions are imperative to consider and discuss with different professionals in the training to ensure best, child friendly practices. Legislative framework or structural challenges cannot outweigh the child's best interest, and many improvements to child participation can be already before bigger reforms. It has been previously highlighted that it should be ensured, that the child and the family understands the authorities' different processes and concretely planned how and by whom the information is shared (Sinkkonen & Mäkelä, 2017). In addition, it is important to consider concrete measures on how to improve child involvement without adding adult responsibilities (Olsson & Klävferud, 2017). It is also essential to systematically gather views from both children and their families on the different parts of investigative procedures, both from visiting Barnahus-units and police investigations without the Units. As highlighted in the Inception Report (2021), there is currently no systematic data-collection of children's or families feedback on the investigative process. The collected views should then be incorporated into the training for different professionals working in the investigations, to further emphasise different concrete obstacles and where procedures could be improved from the child's and families perspectives.

Method 3 - Review of structural issues related to CSA investigations in Finland

This method outlines identified structural issues related to investigating crimes (of sexual violence) against children in Finland, with a specific focus on supplementing said issues by training. Whilst a number of structural issues can be identified, the main themes focused on in this section are legislation and policy, multi-agency coordination and collaboration, and police resources. Due to the unique nature of internet-facilitated (sexual) violence against children and its implications on crime prevention and investigation, a deeper look into the phenomenon of online (sexual) violence against children is taken. The findings highlighted here are based on some of the issues already identified in the Inception Report (2021). Data and information are gathered through focus group interviews, national and international legislation, as well as literature and research.

Theme 1 - Legislation and policy

Finnish law should clearly define the roles and responsibilities of all the agencies involved in the response mechanism system to cases of child sexual abuse, particularly in the information gathering, information sharing, and evaluation phases. (Inception report)

Including:

Obligation to report:

- Reporting a grave criminal act before it happens (Rikoslaki 15:10)
- Professionals' obligation to report crimes committed against a child or suspicions thereof (Lastensuojelulaki 5:25)
- Professionals' obligation to report children whose situation requires further investigation and possible further acts (Lastensuojelulaki 5:25)
- Moreover, 13 additional pieces of national legislation include a clause on reporting suspicions of violence or threat thereof as analysed deeper in Ms. Lilja's analysis.

To what extent are relevant actors aware of these obligations? Increasing awareness and knowledge by training all relevant stakeholders on their obligations and the obligations' extent thereof? As mandated by Finnish law, professionals who encounter a child who has fallen victim to a crime or a child whose situation requires further investigation by relevant actors must report the cases regardless of applicable confidentiality rules. With this, however, it becomes vital to ensure that the individuals who may come across a potential child victim of violence are able to recognize the signs/indicators and risk factors of abuse. All relevant stakeholders (at least those laid out in Finnish legislation as having mandatory reporting duties) must receive training to recognize child victims of abuse, and warning signs/indicators/risk factors thereof, and furthermore, means approach said (potential) victims. Only by receiving such training can they fulfil their obligations under Finnish national legislation. Moreover, the training must also be regular, effective, up to date, and specific to each profession.

How to ensure scalability of training programmes to this massive extent? Not realistic to attempt to physically train every single individual falling within the scope of the relevant

professional groups. This would require immense resources and would not be achievable nor realistic or an efficient use of (already limited) resources. Possible means to ensure scalability of training: investing in web trainings that can be completed at one's own pace, creating flowcharts and/or checklists that professionals can refer to for support within their work.

Finnish law should clearly define what constitutes emotional abuse and the punishment for such abuse and provide capacity building for relevant professionals in order to properly identify it alongside physical abuse. (Inception report)

- Laki lapsen huollosta ja tapaamisoikeudesta 1:1
 - States that children must be protected from all forms of physical and emotional abuse/violence but does not elaborate or define further.

Relevant stakeholders should be trained on emotional abuse, recognizing it, and punishing it accordingly. Research shows that 25 % of children have experienced emotional abuse in Finland (THL 2021). Legislation that is ambiguous or non-existent/lacking, renders professionals working with children often unable to identify emotional abuse and act upon their findings. Clear definition of emotional abuse should be laid out in legislation to guide professionals in identifying and punishing it. Despite its prevalence, child emotional abuse is the least recognized form of abuse (Brassard, Hart, Glaser 2020).

Finnish law should further define the procedures in cases when a child is a witness or an alleged perpetrator and not a victim. (Inception report)

- Barnahus units lack the information on how to proceed with children who are not victims (e.g., witnesses, perpetrators, suspects, etc.). Finnish legislation lacks the mention on how to proceed in ensuring multi-agency cooperation in cases whereby a child is not the victim but otherwise involved in a criminal case.
- Under Finnish legislation, for an individual to be criminally liable for their actions, they have to have turned 15-years old (Rikoslaki 3:4). However, legislation provides that the involvement in a criminal act of an under 15-year old will be investigated to determine their possible part in the criminal act (Esitutkintalaki 3:5).
- Finnish legislation states that during investigative procedures, children under the age of 18 must be treated in a way that is appropriate for their age and development (Esitutkintalaki 4:7).
- Esitutkintalaki 4:8 edunvalvojan määrääminen lapselle (ei koske todistajaa)
- Esitutkintalaki 7:14 vajaanlaisen laillisen edustajan läsnäolo kuulustelussa (koskee todistajaa myös)

It is important to bear in mind that although a child under the age of 15 cannot be held criminally liable for their actions, they may have to pay damages (Esitutkintalaki 3:5). Additionally, it is vital for the child to understand the implications of their behaviour, and the consequences thereof (see more: Ellonen & Rantaeskola 2016).

Theme 2 - Multi-agency coordination and cooperation

All relevant actors have different legal bases for their work and responsibilities, which slows down the process of cooperation and information sharing among the different agencies involved. Should there be legislative reforms or could training on the importance and, on the other hand, possible bottlenecks of multi-agency coordination and cooperation to relevant stakeholders act as a first step? Could some sort of a shared database be the solution?

Need for all relevant cases to be able to benefit from interagency investigations, not only the most acute ones, which is now hindered partly because of lack of police resources. (Inception report)

Tying into this, e.g., social workers have tens of ongoing cases at any given moment. Although legislation restricts the number of cases per one social worker to a maximum of 35 currently (and 30 cases from 1.1.2024 onwards), the real number is often much higher (Lastensuojelulaki 3:13(b)). From these cases they need to identify the ones that are the most urgent, or those that have “red flags”, all with their own limited working time and resources. It is not realistic to place so much pressure and responsibility on one individual or group of individuals. All cases must be given equal treatment and attention at an interagency level. One professional cannot be responsible for manually choosing the “most acute” cases. The question remains: where do we allocate our limited resources? How do we select which cases to place first in line for investigating further? Who/what agency should be responsible for making these decisions? Could these lacks be somehow supplemented with training?

Concerns were raised in the focus groups on the focus shifting away from the child’s best interest and safety and more onto the procedural side of things. More focus seems to be put on solving crimes or going blindly “by the book” and following correct procedure to a fault to some extent, failing to focus on what is in the child’s best interest.

Need to improve information sharing processes, information access rights for different professionals involved in investigations, and address patient data systems compatibility problems. (Inception report).

National legislation does not speak on cooperation and information sharing in criminal matters, and legislation on sharing information between actors is fragmented and unclear. This is analysed in depth in Ms. Lilja’s analysis.

Multi-agency cooperation is severely hindered by delays within the processes. It is important to look at the investigative process as a whole when seeking to understand possible delays in the system, as actors’ processes are strongly interlinked. Delays are often caused by structural hierarchies within the system. Lack of resources or strong hierarchies within one actor inadvertently translates to delays in the other actors’ processes. Extremely lengthy criminal proceedings do not align with the child’s best interests. The length of the criminal proceedings in cases of child sexual abuse across Finland averaged at 23,1 months in 2019. The process was significantly longer in some areas in Finland, averaging at 29,5 and 26,7 months (Fagerlund & Toivonen 2021, pp.55). When looking at the criminal proceedings as a whole it becomes clear that the lengthiest part of the process is the investigative phase

ranging from 7,6 months to 14,55 months (Fagerlund & Toivonen 2021, pp. 59). These statistics further underline the lengthy back and forth with mutual assistance requests between multiple different agencies.

The Barnahus units have been organised as a part of the specialised medical care in Finland. This categorization effectively establishes the Barnahus units as a part of the health sector. Whilst this surely brings about some benefits, the unfortunate downside is that lengthy proceedings and a lot of back and forth is inevitable. The police need to seek mutual assistance from the Barnahus units' specialists and since they are structurally organised under a separate authority, the mutual assistance requests take a lot of time, leading to even lengthier procedures. These hierarchical and structural procedural delays could be circumvented by a radical restructuring of the relevant authorities. Moreover, the nature of internal hierarchies in the health sector as a whole, and the expertise held by individuals in supervisory roles do not translate to the specific field of forensic psychology within the Barnahus units, and thus hinder the investigatory processes.

Further, some focus group participants feel that the "ankkuri-malli" which is currently in use to prevent youth criminality would be useful also within the field of crimes against children investigations (see more: [Ankkuri - Rikosentorjunta.fi](https://ankkuri-rikosentorjunta.fi)). Such a model would allow for a social worker to be permanently embedded as a part of the police investigations within the police precinct. This would minimise the back and forth and reduce the length of the procedures as a whole and the delays.

Theme 3 - Police resources / Crimes against children as a phenomenon

The current lack and fragmented setup of crimes against children investigators causes delays in investigations and sometimes limits the investigation as a whole (i.e., simply not enough investigators to work all cases and some cannot be investigated perhaps with the same intensity as they would were the resources more sufficient). There is no clear publicly available information on the number of crimes against children investigators (nor the way in which they are geographically allocated across Finland) so the amount of cases per investigator cannot be estimated.

Are the investigators focused solely on CSEA investigations or a wider range of topics? Points highlighted in the focus group interviews demonstrate that there are currently only a few dedicated investigators, and otherwise many who shift from one field of investigation to another, thus not developing a deep understanding of crimes (of sexual) violence against children. Ideally, the situation would be such that all police areas would have their own, dedicated team of CSEA investigators, trained specifically on investigating such crimes, hearing/interviewing child victims and possible child witnesses. Ideally, the investigators would have the ability to deepen their understanding of the crimes of (sexual) violence against children and receive additional training as well as focused work counseling.

The turnover rate amongst investigators focusing on crimes against children is very high. A significant reason for this is the wellbeing of the investigators. Could this be mitigated by identifying underlying vulnerabilities or risk factors within the investigators themselves which may affect their work welfare and wellbeing? Moreover, how could workplace wellbeing of

the investigators be supported in a way that would reduce burnout and lower turnover in general? An important component of workplace wellbeing on an individual employee level is their perception of the significance and importance of their contribution. Do the investigators have a realistic picture of the job and what it entails beforehand? Could more rigorous training and screening of investigators assigned to investigations of crimes (of sexual violence) against children reduce the turnover rate? Would it be possible to identify risk factors or underlying misconceptions of what the work entails as a whole already before the investigator begins working in the crimes against children units?

Online crimes (of sexual violence) against children as a phenomenon

Crimes of sexual violence against children have moved strongly online. Due to the “ease” of committing such crimes online, one perpetrator could have tens, hundreds or thousands of child victims of abuse. One could argue, therefore, that focusing on online offenders and child victims of internet-facilitated violence would be more effective from the perspective of crime prevention and child protection, as well as from the perspective of bringing justice to the child victim of abuse. The phenomenon is continuously growing, facilitated by the constantly developing technology which allows one perpetrator to commit crimes of sexual violence against tens and even hundreds of children at once. Physical proximity is no longer a necessity. This shift in the *modus operandi* burdens the police more than ever before. Furthermore, the development of technology influences the methods of investigation, the number of cases, as well as complications with regards to jurisdiction and the international nature of technology related criminality.

Crimes of sexual violence against children reported to the authorities have risen drastically between the years 2010 and 2020 in Finland. Compiling reported cases of a total of 20 different crimes throughout Finland from a 10-year time-period, reports have risen 103,6% from 1645 reports in 2010 to 3350 reports in 2020 (Statistics Finland). It is of immense importance to note the low disclosure rates in crimes of sexual violence against children. Whilst impossible to know for certain, research suggests that a mere 12% of crimes of sexual violence against children are brought to the attention of authorities in Finland (Lahtinen et al. 2018). If this were the case, the true number of crimes of sexual violence against children in Finland in the year 2020 would have been nearly 30 000 as opposed to the 3350 reported. Especially with regard to online facilitated crimes of sexual violence against children there is clear evidence of one perpetrator often having several child victims. This then begs the question: would more crimes of sexual violence be identified were the police’s resources adequately increased? Would an increase in police resources allow for a more comprehensive / broad investigation encompassing any other possible victims the perpetrator may have had?

With an estimated 12% of crimes of sexual violence against children reported to authorities, one can only speculate the extent of the lack of police resources were the number of reported cases to suddenly begin increasing. The Finnish Government is developing and funding measures to encourage the increase of disclosure rates in Finland (Ministry of the Interior 2022). Higher rates of disclosure lead to justice for the victims and punitive measures for the perpetrators and is thus inherently vital. These efforts must, however, be

mirrored in the resources to investigate and bring justice, support, and care to the victims of violence. Simply increasing the disclosure rate but failing to subsequently increase resources necessary for the investigation of the crime and the support to the victim and their families may lead to a devastating scenario: a child victim of (sexual) violence brings to light the trauma that they have been exposed to and the wrong that has been done to them, simply to be met with no support, and no possibility to investigate the crime committed against them.

Explosive growth within the phenomenon of CSAM-related offences is clearly demonstrated by the number of reports of CSAM within the EU between the years 2010 and 2019. The number of reports went up from 23 000 to 725 000 marking an increase of over 3000% (European Commission). A similar increase is also visible on national level whereby CSAM related offences reported to authorities have seen a 780% increase between the years 2010 and 2020 (Statistics Finland). This stark increase demonstrates the extent of the problem of not only CSAM, but other forms of sexual violence against children. Moreover, live streamed sexual violence against children is emerging as a trend, and Insoll et al. (2021) demonstrate approximately 45% of CSAM users in their study reported to also viewing live streamed CSAM. Therefore, one child can be victimised by tens or hundreds of offenders at once, or one perpetrator can offend against tens or hundreds of children at once, all without the need for physical proximity. Further, a recent study by Insoll et al. demonstrates a strong correlation between viewing CSAM and seeking direct contact with a child online, with 42% of respondents reporting having sought direct contact with a child after viewing child sexual abuse material (Insoll et al. 2022). These findings underline the urgency in removing CSAM from the internet and tackling CSAM-related offenses as a priority to prevent further, possibly more severe (sexual) violence against children. Therefore, since research demonstrates a link between viewing child sexual abuse material and seeking contact with children presumably to commit further and possibly more severe crimes of sexual violence against them, placing a stronger focus on the investigation of CSAM-related offences would effectively lead to justice to the child victims portrayed in the abuse material *as well as* prevent future crimes of sexual violence against children. This argument does not aim to minimize the importance of investigating and offering support to child victims of physical or in-person (sexual) violence, but merely raises a point to consider in the allocation of investigative and support resources.

The reality of the situation is, however, that police resources for investigating crimes of (sexual) violence against children will always be limited. Resources need to be spread evenly to cover other crimes as well. This then leads us to a difficult question, perhaps similar to the "Trolley Dilemma": how should the resources to investigate crimes against children be allocated? In other words, how should the investigators decide which child's case is the most *urgent* or most *severe* one? Factors that could be considered here: the nature of the crime, the offender's *modus operandi*, the age of the child, is the child in imminent danger or threat thereof, the likelihood that the alleged crime occurred/may occur, perhaps also the number of possible victims involved and the number of perpetrators involved etc. It would be interesting to find statistics regarding the investigation of in-person offences on one hand and internet-facilitated crimes against children on the other? Is one prioritised over the other? If yes, why? If yes, is it done so on purpose? Are in-person offences easier to

investigate, perhaps internet-facilitated crimes require more resources and possibly international cooperation? The future of crimes (of sexual violence) against children is shifting online and crime prevention, crime investigation, victim support, and courts must keep up with this shift to ensure justice to all child victims of violence. Moreover, should Barnahus units shift their attention and resources to cover internet-facilitated (sexual) violence against children more comprehensively than currently? Child victims of internet-facilitated crimes must be provided with the same support and resources in coping with their trauma as victims of in-person offences. This is, however, in stark contrast to what the reality seems to be. The extent of resources allocated for contact or in-person offences against children are more broad and structured, Barnahus units themselves as an example. There seems to be a clear disconnect with understanding the harmfulness of online crimes of sexual violence against children. Perhaps this could be supplemented by training relevant stakeholders on the types of online-facilitated crimes (of sexual violence) against children, the impact of these crimes on the child victim, and the unique nature of crimes (of sexual violence) against children. The online element to crimes of sexual violence against children adds on to the trauma experienced by the child as a part of their physical abuse. In a Canadian Centre for Child Protection survey, nearly 70% of child victims of sexual violence whose abuse was documented in the form of CSAM said that the distribution of their images impacts them differently than the hands-on abuse committed against them as they felt that the distribution never ends and the images are permanent (Canadian Centre for Child Protection 2017).

With regards to investigating crimes on internet-facilitated child abuse, the police should receive a better understanding of international legislation on jurisdiction, and its relationship with national legislation within the investigation process. Furthermore, investigating internet-facilitated crimes requires vast knowledge on technology, which should be made available to units investigating crimes (of sexual violence) against children. Relevant international & EU legislation include:

- Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography (art. 10)
- Council of Europe Convention on the Protection of Children Against Sexual Exploitation and Sexual Abuse (Lanzarote Convention) (art. 38)
- Convention on Cybercrime (Budapest Convention)
- Directive 2011/93/EU (art. 17)
- Directive 2014/41/EU

Four means of international cooperation:

- Transfer of proceedings
- Transfer of execution of sentences
- Extradition (& surrender)
- Mutual legal assistance

Principles of extraterritorial jurisdiction:

(See e.g. Ryngaert, 2008)

- Active personality principle
- Passive personality principle
- Protective principle
- Universality principle

Method 4 - Focus groups to identify self-perceived training needs among selected groups of experts

The final section of this paper outlines the self-perceived training needs among two groups of experts, namely front-line criminal investigators from Finnish police departments and psychologists at Barnahus units in Finland. Two focus groups were conducted virtually to ensure participation from a variety of investigative and Barnahus units across Finland. Two expert groups were identified to narrow the scope of these focus groups, but it is important to note here that further research and interviews should be conducted with experts representing other groups in the future to ensure more comprehensive findings. Future research is suggested in the Conclusion of this paper.

The focus groups included a total of 11 psychologists from 6 Barnahus units in Finland and 15 investigators from corresponding police areas. Pre-meeting tasks were provided to all participants, consisting of two questions. Participants were asked to prepare for group discussions on the basis of the questions provided and participants were encouraged to gather thoughts and opinions also from their colleagues from the field who were not joining the focus group meetings. During the focus group meetings, participants were informed on the background and purpose of the meeting in more depth, and all participants were encouraged to reach out to the facilitators any time during or after the meeting if they had any questions or comments. Participants were divided into groups consisting of a mix of individuals from both expert groups for more fruitful interdisciplinary discussions. Participants discussed the topics they were provided with prior to the meeting in small groups and presented their findings and thoughts to the rest of the group afterwards.

Common themes identified in the focus groups on self-perceived training needs included:

ICT and investigation

- Better understanding on ICT investigations, equal skills across police precincts to conduct quality investigations on ICT devices
- Better understanding of technological developments, new applications used by both (potential) victims (i.e., children) and (potential) offenders alike.
- Further training on the investigation of internet-related crimes against children.
- Increased knowledge on interviewing methods of suspects of crimes (of sexual violence) against children.

Encountering and hearing the child victim of violence

- Further training on interviewing child victims of abuse and exploitation. Many receive minimal training and encounter long waits to increase their knowledge on a child-friendly and appropriate method of interviewing child victims.
- Training on assessing the credibility of a child's statement.
- Further understanding on decision-making regarding the child's situation and possible biases.

- Training on better understanding of the impact of the trauma on the child victim and their caregivers.

Procedural matters

- Better understanding of applicable legislation on both the procedural structures, as well as criminal law as a whole was highlighted as an important gap in training.
- A better understanding of the roles and responsibilities of the police and the social welfare units with regard to a child victim of violence and the “timeline” of the acts between the two.

Criminal proceedings

- Increasing expertise of psychologists and doctors on testifying in court.
- Training on the better understanding of court proceedings for professionals working in the social sector.
- Training on better taking into account the child and their guardian/family as a part of the criminal proceedings.

On a broader level, still with regard to training, some police investigators voiced their concerns regarding the constant changing in staff. Concerns were specifically pointed at the fact that new investigators joining the crimes against children unit were constantly trained, but very few received any deeper or further training before relocating into another unit. This leads to fragmented and surface-level understanding and knowledge of the phenomenon of crimes of violence against children and the investigation of said cases. Moreover, on training in general, concerns were raised regarding the unequal opportunities arising depending on the location of the professional. More opportunities are provided in major cities, whereas specialists located in smaller, more remote areas are lacking these opportunities. Comments were also made regarding the long wait time to receive further training in some areas. Further notes on the discussions held within the focus groups are available in Annex II.

Responses to an anonymous online survey for focus group attendees

To gather further, more detailed information on self-perceived training needs, as well as other pressing matters, participants were requested to complete an anonymous online survey after the focus group meeting. The anonymous online survey also provided participants the opportunity to express their concerns more openly and perhaps more honestly. Graphs demonstrating responses are presented below. Detailed report of the data is provided in Annex I.

Figure I: Self-perceived training needs among police officers

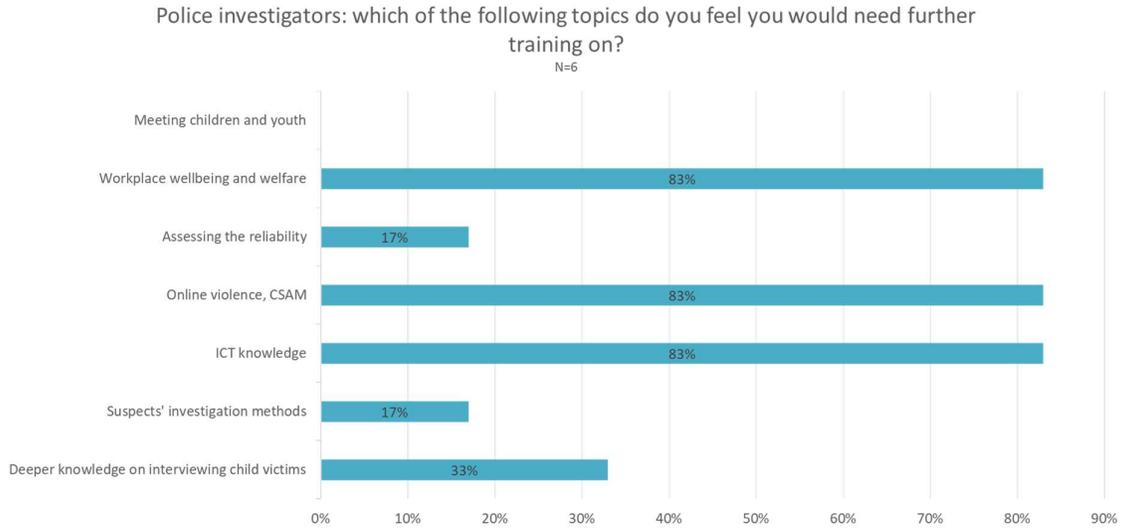


Figure I above demonstrates self-perceived training needs among police officers partaking in the focus groups. The most prominent training needs that were also discussed heavily within the focus group meetings were the need for better ICT knowledge, workplace wellbeing, and further training on internet-facilitated crimes of sexual violence against children. A common theme that was present with regards to ICT investigations was the uneven distribution of resources and knowledge needed for effective ICT investigations. Points were raised for example regarding the lack of expertise to investigate a suspect's mobile device, and uneven skills related to extracting information from devices in general.

Figure II: Self-perceived training needs among Barnahus psychologists

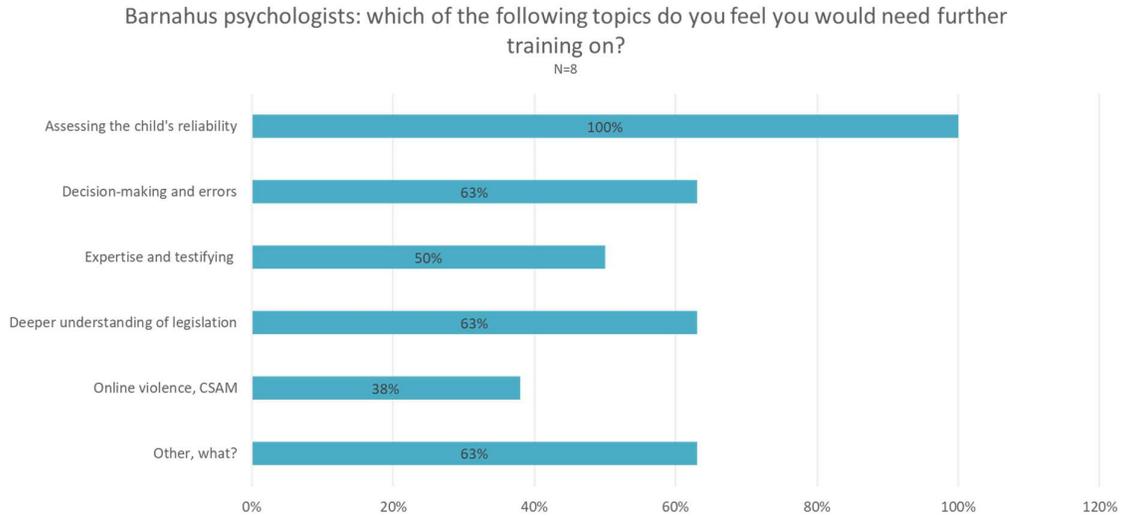


Figure II above demonstrates self-perceived training needs among Barnahus psychologists partaking in the focus groups. A staggering 100% of respondents felt that they need further training on assessing the reliability of the child.

Figure III: Groups in need of further training on themes of violence against children as identified by police and Barnahus psychologists

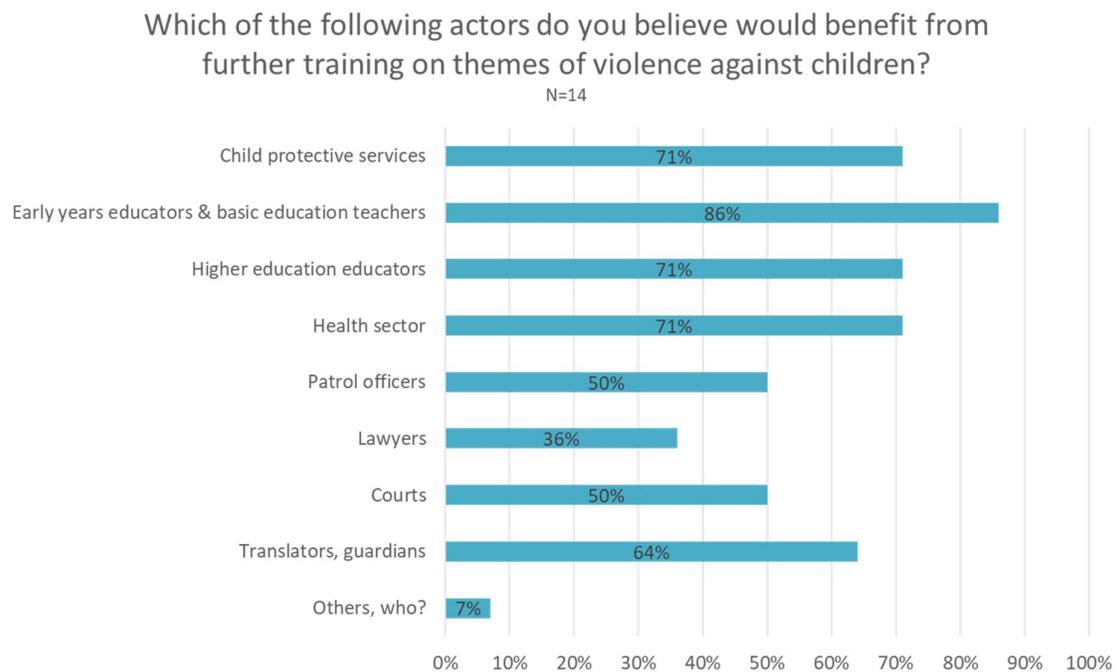
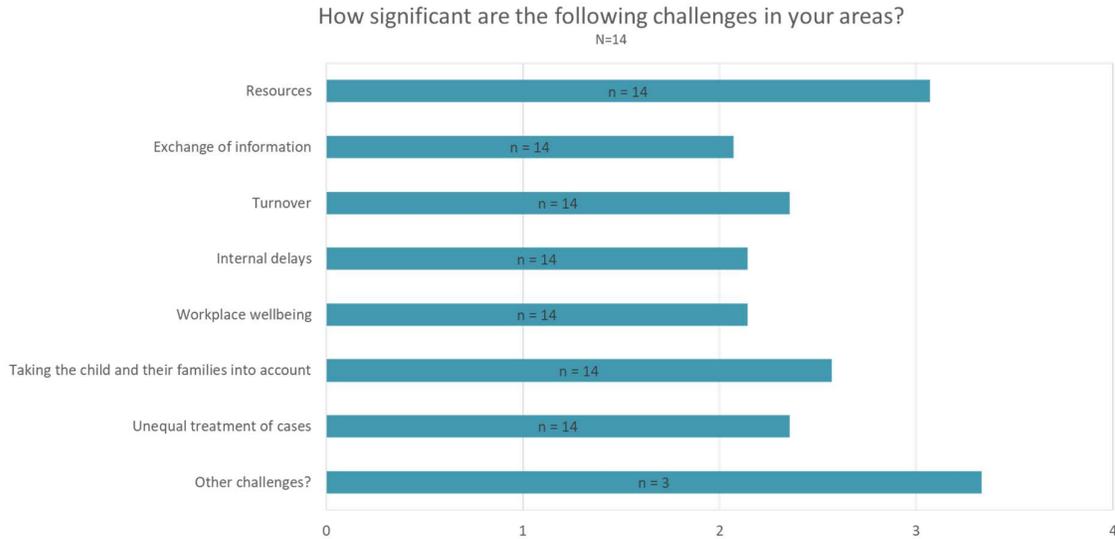


Figure IV: Self-perceived challenges within own areas as identified by police and Barnahus psychologists



In Figure IV above, challenges are measured between 0 = *no challenge* and 4 = *the situation is unbearable*. Challenges were especially recognized with regards to lack of resources, high turnover rates, and taking the child victim and their families into account during the process.

To conclude, Barnahus psychologists and police investigators alike feel that they or their units need further training on a variety of topics. Moreover, due to the multi-agency nature of the investigations of (sexual) violence against children, many participants find it important for a wide variety of relevant stakeholders to receive further training as well. The focus group meetings brought to light a plethora of structural issues related to CSA investigations, with a strong emphasis on lack of police resources and uneven distribution of resources, long delays in information sharing between actors, high turnover rate especially within the investigators, and legislative gaps and vagueness. Whilst some of the structural concerns are such in nature that they could be complemented or developed with training, some require more severe actions. Many focus group participants expressed their concerns with training, stating that they were unsure whether further training would be the solution to problems stemming from the lack of resources. Some stated it simply would not be plausible for them or their teammates to attend any training at the present moment, because doing so would take away from their already extremely limited resources. Many stated that it would be important to carefully consider which training would be the most valuable and important ones for professionals to attend, to best utilize their working time. This is where the question of scalability comes into consideration as elaborated on above. What it all comes down to is that what lacks in resources can only be made up with extra training to a certain extent, and for sustainable and long-term change, the resources allocated must be carefully reassessed.

Conclusions

This paper has outlined training needs and structural problems within child abuse investigations in Finland. Data and findings were gathered from focus group interviews, internal documentations, international and national legislation, and research and literature. As raised from the research literature, more consideration should be paid on how cognitive bias affects different levels of our child abuse investigations, and what concrete measures can be taken to minimize bias with training and other practices. As both research and observations from the field show, there are numerous gaps where more detailed guidelines, checklists and advanced training and guidance could be targeted, including forensic experts' statements for court use, expert testimonies, (forensic) interviews, multi-agency cooperation and child participation. Concrete training ideas and research applications were presented.

Some considerations for further research include a better understanding of the allocation of resources among the investigation of crimes of (sexual) violence against children. It would be of interest and importance to understand the resources currently placed on investigating in-person crimes against children on one hand, and internet-facilitated crimes on the other. With regard to focus groups and specialist interviews in the future, it would be of absolute necessity to hear from a broad range of professionals involved in the process of child abuse investigations, including social workers, a comprehensive range of medical professionals, legal specialists working with children and within the courts, and to take into further account the defense attorneys' side in the training.

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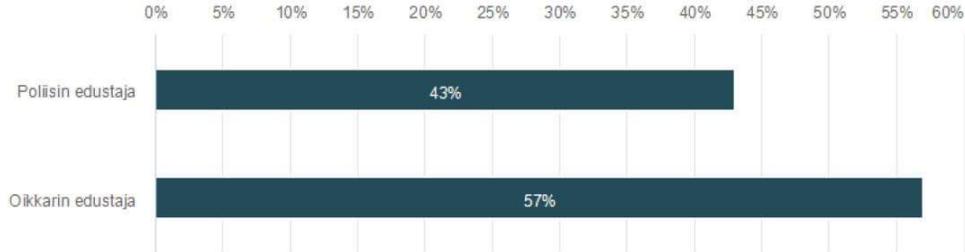
Annex I - Responses to anonymous focus group questionnaire

Basic report
Fokusryhmä - Barnahus Finland Council of Europe

Total number of respondents: 14

1. Olen...

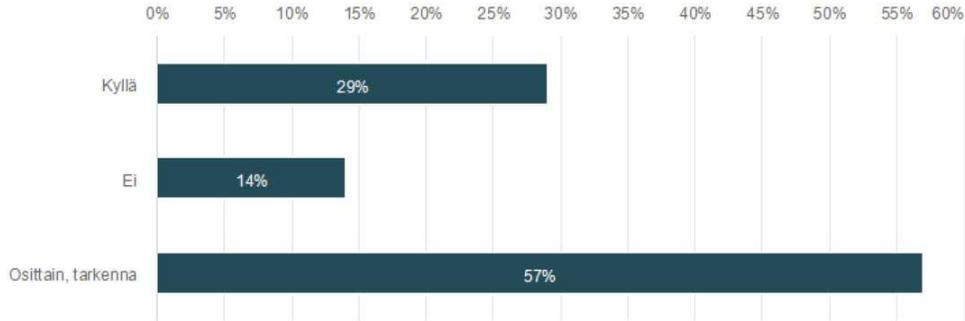
Number of respondents: 14



	n	Percent
Poliisin edustaja	6	42.9%
Oikkarin edustaja	8	57.1%

2. Onko lapsirikostutkinta alueellanne keskitettyä?

Number of respondents: 14



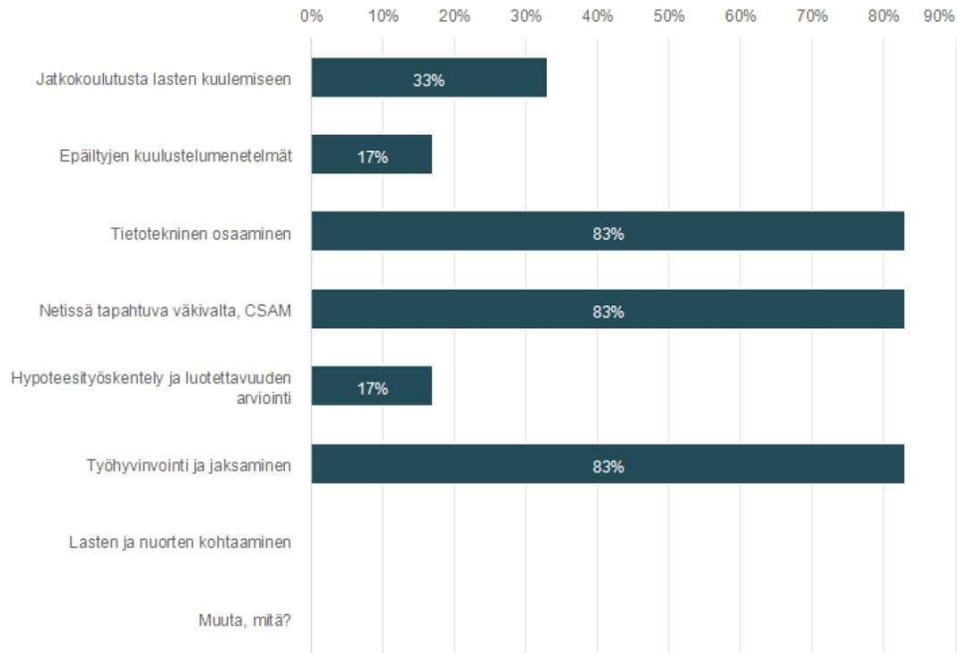
	n	Percent
Kyllä	4	28.6%
Ei	2	14.3%
Osittain, tarkenna	8	57.1%

Answers given into textfield

Option names	Text
Osittain, tarkenna	Alueellinen keskittäminen (3 aluetta)
Osittain, tarkenna	Kenttäjohtoalueittain tutkinnanjohtajat mutta lapsitutkijoita edelleen kaikilla asemilla.
Osittain, tarkenna	Kanta-Hämeessä on, Pirkanmaalla osittain, Etellä-Pohjanmaalla ei
Osittain, tarkenna	Vakavimma ja vaativimmat asiat. Muutoin tutkinta poliisiasemittain.
Osittain, tarkenna	on tulossa muutos, keskitys tulossa
Osittain, tarkenna	Olemme osa väkivaltarikosten tutkintaryhmää, jossa välillä tutkimme myös aikuisten välisiä väkivalta- ja seksuaalirikoksia. Käytännössä kuitenkin tutkijoille 90% jutuista lapsijuttuja.
Osittain, tarkenna	osalla laitoksista on, toisilla ei

3. Poliisin edustaja: Mistä seuraavista aiheista koet tarvitsevasi/koet laitoksesi tarvitsevan lisätietoa tai lisäkoulutusta?

Number of respondents: 6, selected answers: 19



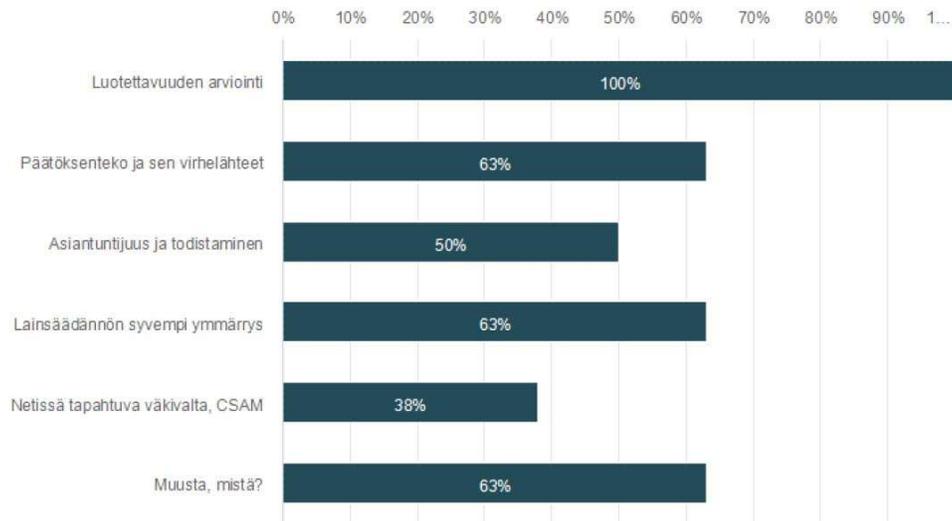
	n	Percent
Jatkokoulutusta lasten kuulemiseen	2	33.3%
Epäiltyjen kuulustelumenetelmät	1	16.7%
Tietotekninen osaaminen	5	83.3%
Netissä tapahtuva väkivalta, CSAM	5	83.3%
Hypoteesityöskentely ja luotettavuuden arviointi	1	16.7%
Työhyvinvointi ja jaksaminen	5	83.3%
Lasten ja nuorten kohtaaminen	0	0.0%
Muuta, mitä?	0	0.0%

Answers given into textfield

Option names	Text
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4. Oikkarin edustaja: Mistä seuraavista aiheista koet tarvitsevasi/koet yksikkösi tarvitsevan lisätietoa tai lisäkoulutusta?

Number of respondents: 8, selected answers: 30



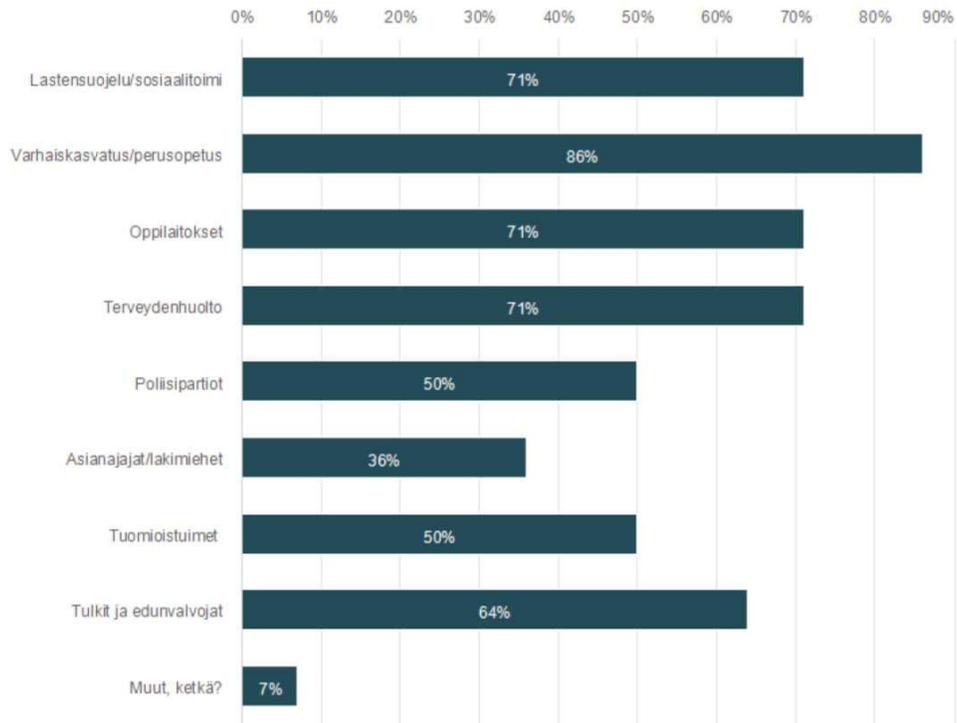
	n	Percent
Luotettavuuden arviointi	8	100.0%
Päätöksenteko ja sen virhelähteet	5	62.5%
Asiantuntijuus ja todistaminen	4	50.0%
Lainsäädännön syvempi ymmärrys	5	62.5%
Netissä tapahtuva väkivalta, CSAM	3	37.5%
Muusta, mistä?	5	62.5%

Answers given into textfield

Option names	Text
Muusta, mistä?	Trauman vaikutukset ja asianosaisten osallisuus
Muusta, mistä?	haitanarvio
Muusta, mistä?	psykososiaalisen tuen huomioinnista
Muusta, mistä?	haitan arviot
Muusta, mistä?	haitan arviointi, työnohjaus/viestintä

5. Keiden seuraavien tahojen koet tarvitsevan lisää koulutusta väkivaltateemoista?

Number of respondents: 14, selected answers: 71



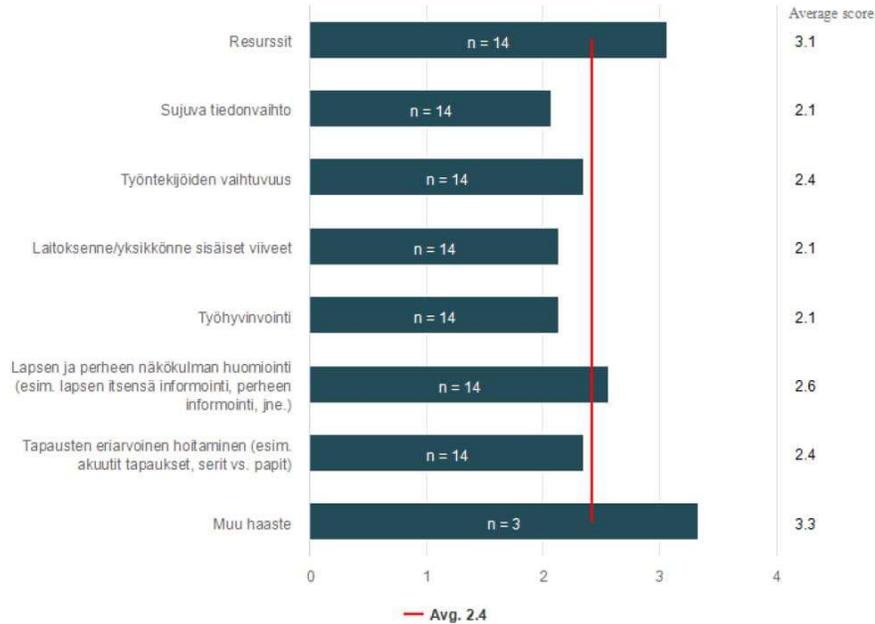
	n	Percent
Lastensuojelu/sosiaalitoimi	10	71.4%
Varhaiskasvatus/perusopetus	12	85.7%
Oppilaitokset	10	71.4%
Terveysthuolto	10	71.4%
Poliisipartiot	7	50.0%
Asianajajat/lakimiehet	5	35.7%
Tuomioistuimet	7	50.0%
Tulkit ja edunvalvojat	9	64.3%
Muut, ketkä?	1	7.1%

Answers given into textfield

Option names	Text
Muut, ketkä?	järjestöt ja 3. sektori; he eivät aina koe olevansa viranomaisia eikä esim tee lasu-ja poliisi-ilmoituksia

6. Miten merkittäviä seuraavat haasteet ovat alueellanne?

Number of respondents: 14



	Ei haasteita	Lieviä haasteita	Selviä haasteita	Tilanne on kestämätön	Average	Median
Resurssit	0.0%	14.3%	64.3%	21.4%	3.1	3.0
Sujuva tiedonvaihto	7.1%	78.6%	14.3%	0.0%	2.1	2.0
Työntekijöiden vaihtuvuus	14.3%	35.7%	50.0%	0.0%	2.4	2.5
Laitoksenne/yksikkönne sisäiset viiveet	21.4%	42.9%	35.7%	0.0%	2.1	2.0
Työhyvinvointi	21.4%	42.9%	35.7%	0.0%	2.1	2.0
Lapsen ja perheen näkökulman huomiointi (esim. lapsen itsensä informointi, perheen informointi, jne.)	0.0%	42.9%	57.1%	0.0%	2.6	3.0
Tapausten eriarvoinen hoitaminen (esim. akuutit tapaukset, serit vs. papit)	0.0%	64.3%	35.7%	0.0%	2.4	2.0
Muu haaste	0.0%	0.0%	66.7%	33.3%	3.3	3.0

Answers given into textfield

Option names	Text
Muu haaste	Edunvalvontaprosessin viiveet kun haetaan tuomioistuimesta päätös ns. normaaliprosessilla
Muu haaste	Eriarvoisuus oikkariin menevien ja muiden välillä
Muu haaste	maantieteellinen tasavertaisuus

7. Mitä mieltä olet seuraavista väittämistä?

Number of respondents: 14



	Täysin eri mieltä	Eri mieltä	En tiedä	Samaa mieltä	Täysin samaa mieltä	Average	Median
Koen, että sain tuotua esiin alueen keskeisiä haasteita	0.0%	0.0%	0.0%	92.9%	7.1%	4.1	4.0
Koin fokusryhmän tarpeelliseksi	0.0%	0.0%	14.3%	64.3%	21.4%	4.1	4.0

8. Haluatko sanoa vielä jotain muuta?

Number of respondents: 6

Responses
Suurin ongelma poliisissa ja sidosryhmissä on henkilöstön jatkuva vaihtuvuus. Siinä taustalla taas on ihmisten jaksaminen ja liian huonot resurssit. Samoja asioita koulutetaan jatkuvasti.
Lisäkoulutukset eivät ole ehkä tehokkain tapa (varsinkaan oppilaitoksiin, sosiaalitoimeen, terveydenhuoltoon, joilla niin paljon muutakin useammin vastaan tulevaa ja sitä kautta olennaisempaa koulutustarvetta), koska työntekijät kuitenkin vaihtuvat ja koulutuksiin osallistuu vain osa työntekijöistä. Mielestäni enemmänkin tarvittaisiin perehtymismateriaaleja tai sivustoja, joilta tietoa saa silloin, kun tilanne tulee eteen.
Kiitokset innostavasta ja hyvin suunnitellusta keskusteluhetkestä!
Tällä hetkellä yksi suurimmista esitutkintaa vaikeuttavista tekijöistä on tulkkien saatavuus /tulkkien ammattitaito. Alueellamme on todella paljon vieraskielisiä asiakasperheitä.
Kiitos kehitystyöstä! Koulutusta tarvitaan.
Olisi mielenkiintoista saada lisää tietoa syyttäjän/tuomarin näkökulmasta sekä luotettavuuden arvioihin että haitanarvioihin.

Annex II - Notes from focus groups

Muistiinpanot fokusryhmä 1:

(Kyseessä Mariannen "raakamuistiinpanot", jotka kirjattu fokusryhmiä vedettäessä. Ensimmäisessä fokusryhmässä osallistujat jaettiin yksiköiden alueiden mukaan pareihin tai kolmeen ryhmään, toisessa fokusryhmässä jako ei ollut yhtä selkeän alueellinen osallistujien jakauman vuoksi.)

Koulutustarpeet:

HUS:

- Poliisille itselleen: ICT-tutkinnan taso heikko, haasteita tasalaatuisuudessa; eri alueilla isoja eroja virka-apupyyntöihin liittyen
- Koetaan, että poliisia ei konsultoida tarpeeksi matalalla kynnyksellä (tietoisuus), erityisesti epäilyn heräämiseen liittyen (ei osata neutraalisti selvittää, ei uskalleta kysyä mitään lisää, tulee poliisille todella niukoilla tiedoilla, ei tiedä edes mitä rikosmerkistöä olisi) → yleinen tietoisuuden lisääminen, kysymyspatteristo kaikille asiantuntijoille

KYS:

- Yksikköön: lapsen kertoman luotettavuuden arviointiin lisää koulutusta, psykologi/lääkäri oikeudessa -tyyppistä koulutusta (todistaminen ja asiantuntemus), ymmärrystä tuomioistuinkäsittelyiden prosessiin ja lastensuojelulakiin syvennyttä yksikön sosiaalityöntekijöille
- Koulutusta oikeuslääkäreille, seksuaalineuvontaa alle 16-vuotiaille, tuomioistuinkäsittelyn prosessuaalista koulutusta eri tahoille
- Poliisille itselleen: koulutetaan jatkuvasti uutta porukkaa, eikä päästä syventämään tietämystä; koulutetut lähtee muualle töihin (vaihtuvuus), nettimaailman säännöllistä koulutusta (uudet sovellukset, ajantasaisuus)
- Jatkuva perustietojen koulutus alueelle, tarvitaan säännöllistä koulutusta ja myös pienille alueille, jotka herkimmin jäävät pois koulutuksesta, ymmärrystä somaattisista ja niihin lähetteen tekemisestä

TYKS:

- Poliisille itselleen: haastatteluosaamisen vahvistaminen, tutkijoiden vaihtuvuus suurta "koulutavelka suuri"; haastattelukoulutus ei riitä, sillä alkaa vain kerran vuodessa ja murto-osa pääsee
- Yksikkö ollut laitoksella, joilta voinut ns. tilata lisää koulutusta ja osaamista
- Tarve ICT-tutkinnan ja lapsirikostutkinnan yhteisymmärryksen lisäämiseen -> toistensa kouluttamista (alkoivat suunnitella, valtakunnallinen tarve?)

- Eri alueilla puutosta ymmärryksessä, miten toimia, jatkuva tarve perustason koulutukselle (kokemus, että vaikka usein vetämässä samoja teemoja, silti paljon kuulijoita joka kerta)
- Ymmärryksen lisääminen siihen, mitä voi kysyä, mihin asiaan pitäisi reagoida ja miten nopeasti (*kriteeristö?*), haasteita ilmoitusvelvollisuuksissa
- Tuomioistuimet: suuria haasteita väliaikais määräyksissä, alueellisia merkittäviä eroja käräjäoikeuskäsittelyissä (eri vaatimuksia poliiseille, perusteita edunvalvontaan)

TAYS:

- Poliisille itselleen: ICT-tutkinta, nettitutkintoihin liittyvät asiat, uudet sovellukset, haastattelukoulutus voisi olla useammin, pienistä maakunnista vaikea päästä ja osaaminen vaihtelee
- Yksikölle itselleen: luotettavuuden arviointi, sosiaalitoimen
- Sosiaalitoimen ja poliisin välinen työnjako ja käytännöt, yhteistyön parempi ymmärtäminen; sosiaalitoimen suuntaan tietoisuuden lisäämistä poliisin toiminnasta (turhia viiveitä, odotetaan liikaa)
- Koetaan, että ilmoitusvelvollisuuden laajenemisen jälkeen asia tulee poliisille ja ”nostetaan kädet ylös”, odotetaan että poliisi tutkii vaikka olisi omat velvollisuudet viedä omaa prosessia eteenpäin sosiaalitoimessa à poliisi toivoisi enemmän, että voidaan tehdä yhdessä, näyttö joskus toissijainen, ja aina toissijainen turvaan ja tukeen; koetaan jopa, että lapsen tulevaisuus ja huoltajuussuhteet ovat kiinni rikostutkinnasta, vaikka näytön aste on aivan eri
- Sosiaalitoimeen ymmärrystä hypoteeseista, miten paljon olla huolissaan ja mistä

Rakenteelliset haasteet

HUS:

- Tällä hetkellä tutkinnassa tapahtumia, jotka ilmoitusvelvollisuuden muuttumisen jälkeen poliisilla vaikka hoituisi sosiaalitoimessa → jutut kuitenkin päätyvät suurilta osin lastensuojelun hoidettavaksi
- Edunvalvonnan haasteet sekä työmäärä, työntekijöiden pysyvyys parantunut kun keskitetty tutkinta
- Koetaan, että nykyinen ilmoitusvelvollisuus pahimmassa tapauksessa hidastaa lapsen avun saamista (vanhempi kertoo tukitaholle lievästä väkivallasta, jolloin käynnistyy raskas prosessi)

TAYS:

- Jokaisen toimijan resurssit heikkoja, paljon vaihtuvuutta, ei tunneta mitä toinen toimija tekee
- Yksiköiden lainsäädäntö koetaan vanhentuneeksi, aiemmin syntynyt erilaiseen tarpeeseen
- Ideaalitilanne tietynlaisissa (harkituissa) tapauksissa, voisi olla ns. bh-päivät, mutta vaatisi sen, että tutkinta todennäköisesti päättyisi siitä?
- Alueelliset erot valtavia, joihinkin alueisiin suurta panostusta ja keskittämistä, toisiin ei lainkaan panostusta

TYKS:

- Turussa todetaan ensin, ettei rakenteellisia haasteita koeta, mutta aiemmin tuotu esiin kuitenkin vaihtuvuutta
- Lasta-palaverit koetaan toimiviksi, yhteydenpito lastensuojeluun hyvää
- Ideaalitilanteessa edunvalvonta mukana, päätökset tulisivat nopeasti, ja yksikössä pystyttäisiin toimimaan nopeammin, tuodaan esiin miten raskaita päiviä ns. bh-päivät ovat tutkijoille

KYS:

- Edunvalvonta, prosessien kestot, maantieteelliset haasteet keskittämisen kannalta, käräjäoikeuksien ja syyttäjien väliset merkittävät erot (kolme eri aluetta ja eri linjaukset jokaisilla)
→ ehdotettu, voisivatko tehdä täsmällisemmät ohjeistukset, jotta yhdenmukaisemmat päätökset
- Resurssit, halutaan tutkijoiden työaika täysin lapsijuttuihin, työhyvinvointiin halutaan panostusta, miten kokeneet saadaan pysymään

Muistiinpanot fokusryhmä 2:

Koulutustarpeet

Jutta Antikainen:

Helsingin näkökulmasta kuulostaa tosi vieraalta muiden haasteet, toimii yhteistyö hyvin HUSin, sosiaalitoimen ja muiden yhteistyökumppaneiden kanssa. Konsultaatiopuhelin koettiin hyvänä, paljon on myös lasten välisiä väkivaltarikoksia, miten näitä tutkitaan, toisaalta lapset väkivallan tekijöinä, erityisesti nuoret seksuaalirikosten tekijät

Ryhmä 1: Annina Lehtonen ja Liisa Järvilehto ja Jutta Antikainen

- koulutus pitäisi järjestää niin, että siihen pääsisi kaikki toimijat (perustaso), esim koko henkilökunnalle mikä on iso ponnistus
- seurat jotka toimii lasten kanssa ym tällaiset, joille perustiedot
- poliisille koulutusta sosiaalitoimen toiminnasta, voisi edesauttaa yhteistyötä
- Euroopan neuvoston koulutus ICT-tutkinnasta poliisille ja syyttäjälle mikä järjestetään Europolin kanssa yhteistyössä, miten näyttöä kerätään
- äärimmäisen tiivis ja helposti lähestyttävä paketti joillekin, joilla ei niin iso osa työtä
- yksiköissä lausunnot ja erityisesti haitta-lausunnot
- työnohjaajakoulutus yksikköön jotta voisi kouluttaa paremmin yhteistyökumppaneita

Ryhmä 2: Kristina Boholm ja Marika Laakkonen-Linna

- mikäli ohjaus tuki ja neuvonta tulee enemmän elämään yksiköiden arjessa, tähän tarvitsisi valtakunnallista linjausta ja koulutusta
- haja-asutusalueet, paljon alueellista eroa tutkinnan toteuttamisessa, miten tutkijat ovat perillä eri asioista
- tarvetta haastattelukoulutukselle, ei riittävästi tutkijoita käymässä siellä. Haastattelukoulutuksella joku jatko-osio missä voisi käydä päivittämässä osaamista, työnohjauksellista tukea ja uusia tietoja.
- kentällä jatkuva tarve kerrata perusasioita, miten toimia epäilyn heräämisen tilanteissa
- edunvalvonnan koordinointi, valinta ym.
- nostetaan esiin työkuorma ja kuinka se vaikuttaa koulutukseen sitoutumiseen ja vastaanottamiseen

Ryhmä 3: Marjo Heinonen ja Joonas Kaijala

- ICT-tutkinnan kehittäminen nousi sekä Oulussa että Kajaanissa, sovelluksia on niin paljon ja somekanavia jotka kehittyvät niin aktiivisesti
- syyttäjän puolen ymmärtäminen dataraporteista, eli laajempikin ICT-osaaminen kuin poliisissa, ihan perusasioissakin haasteita
- haastatteluvideot ei aukea poliisi ja syyttäjäpäässä vaikka toimii poliisilla, osaako käyttää laitteita

- haastattelukoulutus Oulun pääpoliisiasemalla tärkeä, vaihtuvuutta on niin paljon ja ihmiset väsähtävät tehtäviin, ei oo ketään jota ottaa tilalle; voisiko koulutukseen ottaa enemmän poliiseja. Isommat kiintiöt per vuosi, varmasti hakijoita.
- lastensuojelu ja muiden ilmoituksia tekevien tahojen kouluttaminen, yhä haasteita ilmoitusvelvollisuudesta eri alueilla, poliisin konsultaatiopuhelimen tärkeys
- kaikilla alueilla ei konsultaatiopuhelinta, toisaalta voi olla kuormittava jos alueella yksi poliisi (Kainuu)

Ryhmä 4: Heli Huukkala ja Maija Mäki

- koko yksikön kanssa pohtinut koulutustarpeita, luotettavuuden arviointiin liittyvät koulutukset samoin kuin haitta-arvioihin
- kaivataan koulutusta lastensuojelullisiin ja kulttuurillisiin kysymyksiin, konsultaatioapu
- koulutusta oikeudessa todistamiseen
- alueen koulutustarpeita: aluepoleille haitanarviokoulutuksia, yleiskoulutukset rikosepäilyistä, pyörivä koulutussarja "Hei mulla ois yks juttu", tärkeä jatkaa, miten rikosepäilyjä lähestytään
- edunvalvojan määräämiseen liittyvät kysymykset, alueellinen koulutus
- monialaisen yhteistyön vahvistaminen ja tehostaminen à minkälaista koulutusta, miten eri toimijat toimijat yhteistyössä, mitkä on hyviä yhtenäisiä toimintakäytäntöjä, konkreettisia malleja ja apua à alueelliset kehittämispäivät poliisin, syyttäjän ja yksikön kanssa, jos muillakin alueilla olisi kehittämispäiviä tukemassa alueen monialaista yhteistyötä

Ryhmä 5: Juha Järvelin, Selja Pentti, Jaakko Salovaara, Susanna Åman-Back

- kaksikielisyys iso kysymys rannikolla
- maahanmuuttajat, tulkkikysymykset, edunvalvonta
- kouluterveydenhuollon, neuvolan ja päiväkodin henkilökunnan koulutusta miten toimia, kun epäily herää
- useamman eri erva-alueen kanssa toimivat laitokset, käytäntöjen yhtenäistäminen

Rakenteelliset haasteet

Ryhmä 1: Annina Lehtonen ja Liisa Järvilehto ja Jutta Antikainen

- nykyisillä resursseilla poliiseille ohjautuu paljon sellaista, jonka tutkinta ei ole poliisitutkintaa
- esikäsittelyissä pitäisi olla isot resurssit, etenkin todennäköisesti rajoitetuksi esitettävissä suurin työpaine ä toisaalta mitä jää tutkintaan
- lievät pahoinpitelyt tukkivat eniten ja toisaalta ei koeta motivoiviksi, etenkin jos niitä on todella paljon
- vaihtuvuutta on paljon ryhmissä, mutta kuulemma kaikkialla poliisiorganisaatiossa tällä hetkellä
- Espoosta puuttuu täysin lapsirikostutkinnan erillinen ryhmä, isot volyymit keissejä, pitäisi olla erikoistuneita lapsitutkijoita jotka nyt ripoteltuna kolmeen eri ryhmään

Ryhmä 2: Kristina Boholm ja Marika Laakkonen-Linna

- ideaalitulanteessa ykköseksi nousee aika, että tutkinta-ajat olisivat lyhyempiä ja toisaalta koko oikeudenkäymiskaari
- moniammatillinen yhteistyö voi venyttää asioiden hoitamista, miten saadaan napakammaksi, Kristina mietti ankkuritoimintaa, saadaanko samanlaista systeemiä (*tätä keskusteltu paljon Sisä-Suomen kanssa, poliisiko kokee mielekkäämmäksi kuin LASTA-mallin MM*)
- tuen puuttuminen myös keskeinen rakenteellinen haaste
- lapsitutkinnan resurssit
- Barnahus-keskukset vesitty myös jo suomen alueellisilla eroilla ja etäisyyksillä

Ryhmä 3: Marjo Heinonen ja Joonas Kaijala

- henkilöstön suuri vaihtuminen ja työmäärä puolin ja toisin
- ideaalitulanne: reaaliaikaisuus
- kiertomahdollisuuden järjestäminen yksikkötasolla lapsirikostutkintaa tekeville tutkijoille, jaksamisen tukeminen?
- poltetaan työllä loppuun osaavat työntekijät, vaikka voisivat välillä käydä pyörähtämässä muualla ja tulisivat takaisin, edes jotenkin tukisi jaksamista
- samaa mieltä aiemmista asioista

Ryhmä 4: Heli Huukkala ja Maija Mäki

- ei selkeitä rakenteellisia ongelmia, paljon hyviä asioita alueella (Turku ja Pori), keskitetyt tutkinnat ja omat lapsiryhmät, joka isoin syy
- jalkautumista laitokselle, mikä on koettu mielekkäänä oikkarilla sekä poliisin näkökulmasta à keissien parempi ohjautuvuus (*Jos olisi checklist ja sitten laitostyöskentelyä tukena? MM*)

Ryhmä 5: Juha Järvelin, Selja Pentti, Jaakko Salovaara, Susanna Åman-Back

- edunvalvojien hakemusten nopeuttaminen
- haaveilivat saman katon alla -mallista, että olisi kaikki toimijat samaa organisaatiota tai saman katon alla → yhteiset koulutukset ja yhteistyö