

Police Forensic Interview Practice on Sexually Abused Children:  
The case of Selected Women and Children Protection and Investigation Units in Addis Ababa  
A thesis Submitted to the Graduate School of Social Work in  
Partial Fulfilment of the Requirement for the Degree of Master of Art  
(Social Work)

Tensae Gebrekrstos

Addis Ababa University

Addis Ababa, Ethiopia

April, 2018

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By: Tensae Gebrkerstos

Advisor: Commander Demelash Kassaye (PhD)

Addis Ababa University

Graduate School of Social Work

April, 2018

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Addis Ababa University

School of Graduate Studies

This is to certify that the thesis prepared by Tensae Gebrekrstos entitled: Police Forensic Interview Practice on Sexually Abused Children: The case of Selected Women and Children Protection and Investigation Units in Addis Ababa and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Social Work) fulfills with the regulation of the University and meets the accepted standards with respect to originality and quality.

Approved by the Examining Board

Internal Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

External Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Declaration

I declare that Police Forensic Interview Practice on Sexually Abused Children: The case of Selected Women and Children Protection and Investigation Units in Addis Ababa is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of reference and that the work has not been submitted before at any other institutions.

Tensae Gebrekrstos Gebreegziabher

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Place: Addis Ababa University, Ethiopia

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## Table of Contents

Acknowledgement.....	i
Table of Contents.....	ii
List of tables.....	iii
Acronyms .....	iv
Abstract.....	v
Chapter one: Introduction .....	1
1.1. Background of the study .....	1
1.2. Statement of the problem .....	3
1.3. Objective of the study .....	6
1.3.1. General objective.....	6
1.4. Research questions .....	7
1.5. Significance of the study .....	7
1.6. Limitations of the study.....	8
1.7. Operational definition .....	8
Chapter two: Literature review .....	10
2.1. Brief of history of child forensic interview practice in Ethiopia.....	10
2.2. Child sexual abuse definition .....	11
2.3. Prevalence of child sexual abuse.....	12
2.4. Definition of child forensic interview .....	13
2.5. International and regional legal frameworks on child forensic interview .....	15
2.6. National legal frameworks .....	19
2.6.1. Introduction. ....	22

## Police forensic interview practice...

2.6.2. Rapport building.....	23
2.6.3. Training in episodic memory.....	23
2.6.4. Transition to substantive issues.....	25
2.6.5. Investigating the incidents.....	25
2.6.6. Break.....	28
2.6.7. Eliciting information that has not been mentioned by the Child.....	28
2.6.8. If the child fails to mention information the interviewer expected.....	28
2.6.9. Information about the disclosure.....	29
2.6.10. Closure.....	29
2.6.11. Neutral topic.....	30
2.7. Challenges of child forensic interview practice.....	30
2.8. Theoretical framework.....	33
2.8.1. Multidisciplinary team approach.....	33
Summary.....	35
Chapter three: Research methodology.....	37
3.1. Study design.....	37
3.2. Description of the study areas.....	38
3.3. Selection of the study participants.....	39
3.3.1. Inclusion criteria.....	40
3.4. Methods of data collection.....	41
3.4.1. Interview.....	41
3.4.2. Observation.....	42
3.4.3. Documents.....	43
3.5. Data quality assurance.....	43
3.6. Data analysis.....	44

Police forensic interview practice...

3.7. Ethical considerations .....	45
Chapter four: Findings .....	46
4.1. Demographic background of the study participants.....	46
4.2. The application Investigative Interview Techniques Guideline.....	49
4.2.1. Introduction. ....	50
4.2.2. Rapport building.....	51
4.2.3. Training in episodic memory.....	52
4.2.4. Transition to substantive issues. ....	53
4.2.5. Investigating the incidents. ....	53
4.2.6. Break.....	55
4.2.7. Eliciting information that has not been mentioned by the Child. ....	55
4.2.8. If the child fails to mention information you expected. ....	56
4.2.9. Information about the disclosure. ....	56
4.2.10. Closure.....	57
4.2.11. Neutral topic. ....	58
4.3. Multidisciplinary team forensic interview practice.....	58
4.4. Challenges of child forensic interview practice. ....	63
4.4.1. Lack of training. ....	63
4.4.2. Lack of feedback and supervision on interview practice. ....	65
4.4.3. Lack of stress management mechanism. ....	67
4.4.4. Improper forensic interview room settings.....	68
4.4.5. Problems related to disclosure.....	70
4.4.6. Turnover of forensic interviewers. ....	71
4.4.7. Problem vis-à-vis MDT forensic interview. ....	72
Chapter Five: Discussion .....	78

## Police forensic interview practice...

5.1. The Practice of the Interview Techniques Guideline at the selected settings .....	78
5.1.1. Introduction. ....	78
5.1.2. Rapport building. ....	78
5.1.3. Training in episodic memory. ....	79
5.1.4. Transition to substantive issues. ....	80
5.1.5. Investigating the incidents. ....	81
5.1.6. Break. ....	82
5.1.7. Eliciting information that has not been mentioned by the child. ....	83
5.1.8. If the child fails to mention information the interviewer expected. ....	83
5.1.9. Information about the disclosure. ....	84
5.1.10. Closure. ....	84
5.1.11. Neutral topic. ....	85
5.2. Multidisciplinary team child forensic interview .....	85
5.3. Challenges of forensic interview practice .....	88
Chapter six: Conclusion and implication .....	95
6.1. Conclusion. ....	95
6.2. Social work implication .....	98
6.2.1. Implication to practice. ....	98
6.2.2. Implication to policy. ....	99
6.2.3. Educational implication. ....	100
6.2.4. Implication for research. ....	101
References .....	vii
Annexes .....	viii

<b>List of Tables</b>	<b>page</b>
Table 1: Background information of in-depth interview informants.....	46
Table 2: Background information of other informants.....	48
Table 3: Background information of key informants.....	49

**Acronyms**

ACRWC	African Charter on the Rights and Welfare of the Child
EPUC	Ethiopian Police University College
FDRE	Federal Democratic Republic of Ethiopia
MDT	Multidisciplinary Team
NICHD	National Institute of Child Health and Human Development
ISPCAN	International Society for Prevention of Child Abuse and Neglect
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNCRC	Convention on the Right of the Child
UNODC	United Nations Office on Drugs and Crime
WHO	World Health Organization

## Abstract

This study explored police forensic interview practice on sexually abused children at Gandhi Memorial Hospital, Arada and Yeka Women and Children Protection and Investigation Units. To this end, qualitative method with case study approach was used and purposive sampling technique was employed to select the study settings. The total participants in the study were 17 where seven are investigative police officers, three public prosecutors and three social workers and four individual who are in administration position at the selected settings. In-depth interview with the police, social workers and prosecutors and key informant interview with the administrators were employed. Observation and document reviews were also utilized to collect data. Thematic analysis was used to analysis the data. The finding show that thought the police are familiar with some of the interview phases stated in the Federal Supreme Court Interview Techniques Guideline, they have poor understanding with most of the phases and the interview questions indicated in each phase. As per the guideline, free narrative/open-ended questions are preferable as they give the chance to the child to describe the abuse by his/her own words, the police however tend to get information quickly by sticking on the suggestive ones. The police have some sort of work relationship with the social workers and prosecutors in the forensic interview practice however there is lack of recognition of each professional's role in the forensic interview and no protocol that envisage the role and responsibilities of each professional and their overall relationship. The major challenges of forensic interview practice includes lack of training, lack of feedback and supervision, lack of stress management mechanism, improper interview room settings, duplication of interviews, turnover of forensic interviewers. Among other things, the study indicated that forensic interviewers need to be trained to improve their skill of forensic interview techniques accompanied with regular feedback and supervision and there should be guideline that govern their role and responsibilities in the forensic interview. Further research with a larger sample of participants is needed to better understand forensic interview of sexually abused children.

## **Chapter one: Introduction**

### **1.1. Background of the study**

The Convention on the Rights of the Child (CRC) was adopted by the United Nations in 1989 and ratified by the Ethiopian Government in 1991. The CRC have major principles intended to give overall guidance for national implementation of the Convention. One of the main principles is “the right to be heard and to express views and concerns” of the child (CRC, Article 12). The opinion of children should be given due weight in accordance with the age and maturity of the child. In particular, children should be provided the opportunity to be heard in any judicial or administrative proceedings including police investigations affecting them. Interviewing sexually abused children in a way that enables them to come forward with their views in a non-biased, non-suggestive and legal defensible manner is, however, challenging. One of the reasons is due to the insensitive nature of police investigative interview practice (Cronch, Viljoen, and Hansen, 2006; Harris, 2010; La Rooy, Lamb & Memon, 2011). In 2009, this was also confirmed by the United Nations Office on Drug and Crime (UNODC).

Due to the effects of child sexual abuse and the challenges of forensic interview practice, considerable efforts have been built to protect children by effective policing, with emphasis on the gathering of evidence in forensic interviews. Police investigators must rely a large deal on children’s formal statements because there is frequently very little other evidence. Supporting this idea, several studies described child sexual abuse as a silent and witness free crime, often leaving no physical signs and actively hidden by wrongdoers (Cronch et al., 2006; Harries, 2010; Jibril, 2012). Hence, disclosure of sexual abuse through proper interviewing techniques is a key to provide support and appropriate further interventions for the child victim. When children do not give away or delay disclosure, there is a possibility of continued victimization and it is

Police forensic interview practice...

likewise difficult to design appropriate future interventions (Cronch et al., 2006; Esposito, n.d.; Harries, 2010). Usually an investigator should encourage a child alleged of sexual abuse or witness to recall what happened in their own words. To this end, child victim should as a matter of duty and practice be interviewed by a specially trained investigator (UNODC, 2009, p.15).

Learning in the field of child forensic interview has provided valuable information regarding effective and appropriate forensic interviewing techniques. As a result, forensic interview professionals have translated research findings into guidelines for interviewers. The most influential and greatly adopted one is the National Institute of Child Health and Human Development (NICHD) interview guideline (Cronch et al., 2006; Faller, 2015). According to the International Society for Prevention of Child Abuse and Neglect (ISPCAN), the NICHD interview protocol was developed by group of researchers led by Micheal Lamb at the NICHD mainly to encourage forensic interviewers to use open-ended prompts in extracting information or evidence from the child alleged of sexual abuse and it was published in 2000 (ISPCAN,2011). As La Rooy et al.,(2015) described it is the most common interview protocol developed in reference to child development issues including linguistic abilities, memory retrieval capacities, suggestibility in interviewer's behavior and effect of stress and trauma. Several studies findings have demonstrated the NICHD protocol's effectiveness in reducing leading and suggestive questioning and increase the use of open-ended questions. Similar study by Pipe, Orbach, Lamb, Abbott and Stewart (2013) investigated the effects of the NICHD protocol for interviewing sexually abused children on case outcomes and indicated that children interviewed with the NICHD protocol provide significantly more details and the protocol was found to be equally effective for all ages. Numerous studies showed that ongoing training, supervision, peer reviews and other forms of feedback should help forensic interviewers to integrate the skills they learned

Police forensic interview practice...

during initial training and also improve their practice through time (Faller, 2015; Lamb et al., 2007; Newline et al., 2015). Based on these studies, the NICHD interview protocol guide the police investigative interviewer through the various stages of a legally sound interview techniques; mainly vary from highly structured to semi-structured to flexible one. The most reliable information is obtained when a continuum of questions are used.

I was motivated to do this research due to my frequent contact with crime investigators working in Addis Ababa Police Commission women and children investigation and protection units and with crime investigation students who have been attending bachelor degree in the Ethiopian Police University College(EPUC). In both settings, we discuss the issue regarding the practice and problems of investigative interviews of sexually abused children. This frequent discussion aroused an interest within me to know more about the forensic interviewing practice of sexually abused children through systematic inquiry.

To the best of my knowledge, there have been no studies conducted on the areas of forensic interview in the selected areas. Hence, this study is aimed to explore the police forensic interview practice focusing on the application of the forensic interview techniques guideline adopted by the Federal Supreme Court Child Protect office (2002 E.C), the work relationship of the police with other professionals namely the social workers and public prosecutors in the team forensic interview and the challenges of forensic interview practice of sexually abused children in the Gandhi Memorial Hospital Women and Children Integrated Care and Justice Center, Arada and Yeka Women and Children Protection and Investigation Units.

## **1.2. Statement of the problem**

Ethiopia has ratified the both the CRC and the African Charter on the Right and Welfare of the Child(ACRWC). Ethiopia is also an active participant in formulating various international

Police forensic interview practice...

and regional legal frameworks and standards and established institutional frameworks and arrangement on the field of children's rights including sexually abused ones. The 1995 Federal Democratic Republic of Ethiopia (FDRE) Constitution devotes a full article to the rights of a child. Above all, the constitutional provision embraces, among other things, the precept of the consideration of 'the best interest of the child' in every matter concerning children undertaken by public and private institutions (FDRE Constitution, 1995, Art. 36). However, the realization of the principle of "the best interests of the child" regarding sexually abused child remains subtle in the criminal justice system, particularly in the police investigations (Getachew, 2011; Jibril, 2012; Tsegaye, 2011). Child victim of sexual abuse continue to suffer from feelings of suspicion, stigma, betrayal, and powerlessness for the rest of their lives. Above all, the second traumatization suffered by child as a result of insensitive criminal justice institutions including the police investigations perpetuates these feelings (Getachew, 2011; Jibril, 2012).

Skillful investigative interview by the police is important to ensure the protection of sexually abused child and conviction of wrongdoers. To this end, a range of forensic interview guidelines and specific questioning techniques of sexually abused child have received attention in the literatures. Several studies investigated forensic interview guidelines and questioning techniques of sexually abused children (Cronch et al., 2006; Faller, 2015; Newlin et al., 2015; Smith, 2014). The studies found that there are shortcomings within police investigations as interviewers rarely adhered to best practice guidance.

Russell (2009) reviewed the importance of documenting forensic interview statements from child victim of sexual abuse and witnesses. Accordingly, properly documented forensic interview statements help to make sure whether investigative interviewers are in line with internationally recommended interview protocols or not. The review concluded that forensic

Police forensic interview practice...

interviewers should get training and be aware of interviewing guidelines to properly interview the child and document its result. The importance of having electronic record over other types of documenting forensic interview was also indicated in the study by La Rooy et al.,(2011) and Newlin et al., (2015). According to these studies, having a record of investigative interview statements from the child, among other things, serves as a best mechanism to preserve evidence that can serve to testify in the court and to know adherence of the interviewers to the best practices interview methods and the overall interaction between the child and interviewer. Actually, the best method of documenting interview statements is highly determined by each country's policy and legal frameworks and the goal is to accurately record the details of the interview. When the documentation is in writing, the exact words of the child should be used whenever possible (La Rooy et al., 2011; Russel, 2009).

Researchers have also examined barriers of children not to disclose the sexual abuse. This includes gender of the interviewer, age of the child, interviewer and interviewee characteristics. To overcome these challenges, scholars suggested the use of recommended forensic interview guidelines (Allnock, 2010; Cronch et al. ,2006; Leander, 2007; Whisnant, 2009).

Another study in New Zealand examined understanding and challenges faced by child forensic interviewers (Wolfman, 2016). Lack of access to regular feedback, supervision, guided self-review were among the challenges. Similarly, in Scotland, quantitative research by La Rooy et la.,(2011) studied the adherence of police forensic interviewers to the Scottish Executive Interview Guideline. The study found that forensic interviewers mostly adhered to the guideline however interviewers should further get feedback on their interview process.

Wood and Garven (2000) also studied about clumsy interviewing and the implication for police and other allied professionals as a result of failure to use recommended interviewing

Police forensic interview practice...

techniques. Clumsy interviews may occur even with highly trained and experienced interviewers due to forgetfulness, lack of skill, and lack of supervision and this in turn results lack of detail in children's responses, reduced credibility of children's statements and thereby reduce likelihood of conviction. The study recommended that forensic interviewers should have experience in interviewing children; be trained and supervised to avoid improper interviewing techniques.

In Ethiopia there is no similar research conducted on police forensic interview practice with sexually abused children at the selected settings. However, during my preliminary observation in the selected areas and due to my exposure with crime investigation bachelor degree students in the EPUC, police investigating officers in the selected areas are conducting forensic interview with sexually abused children. So we do not know whether the police forensic interview practice at the selected areas is adhering to the internationally recommended interview techniques guidelines (2002 E.C.) adopted by the Ethiopian Federal Supreme Court Child Project Office or not. Hence, such a gap in the literature appeared as a rationale for undertaking this particular study aimed to specifically explore the application of child forensic interview techniques guideline, the work relationship of the police with social workers and public prosecutors in the Multidisciplinary Team (MDT) forensic interview and challenges of forensic interview practice of sexually abused children in the selected areas.

### **1.3. Objective of the study**

#### **1.3.1. General objective.**

The overall objective of this study is to explore police forensic interview practice on sexually abused children in the case of Gandhi Memorial Hospital, Arada and Yeka Women and Children Protection and Investigation Units.

Police forensic interview practice...

### **1.3.2. Specific objectives.**

- To explore the application of forensic interview techniques guideline in interviewing sexually abused children.
- To explore the work relationship of the police with social workers and public prosecutors in the MDT forensic interview practice of sexually abused children.
- To investigate the major challenges of police forensic interview practice with sexually abused children.

### **1.4. Research questions**

- Is police forensic interview practice of sexually abused children in the selected areas based on the investigative interview techniques guideline?
- What are the work relationships of police with social workers and public prosecutors in the forensic interview practice of sexually abused children?
- What are the major challenges of police forensic interview practice of sexually abused children?

### **1.5. Significance of the study**

Forensic interview practice with sexually abused children is a new phenomenon in Ethiopia and no research has been undertaken on the selected areas. The practice need more research and promotion as it is contributing an enormous job for the police, social service and the criminal justice system as a whole. This study will contribute for the understanding and promotion of forensic interview practice in the selected child investigation and protection setting Furthermore, conducting this particular research will help to provide information for other researchers who want to conduct related and further research.

Police forensic interview practice...

Above all, the study will give insight for policy makers to mitigate the problem of forensic interview practice by the police in the selected areas and for any responsible body who wants to work in improving the forensic interview practice in the selected settings.

Apart from that, it will also generate knowledge that is helpful in contextualizing social work intervention with crime investigation specifically with the forensic interview practice of sexually abused children at the selected areas in Addis Ababa and beyond. Most importantly, the selected areas can use this document as an opportunity to grasp helpful insights and improve the forensic interview practice with sexually abused children.

### **1.6. Limitations of the study**

If it wasn't for time and cost constraints, the researcher would have considered studying more areas on forensic interviewers. This study involved only 17 participants: seven investigative police officers, three prosecutors and three social workers and four relevant administrators. The small sample size and qualitative nature of the study also make this study difficult to generalize to the larger number of forensic interviewers population. It would have been better if there were more composition of the professionals in order to get more information especially from the health professionals and social workers working in similar units. Another limitation was to get recording of the explanation of the participants, but after convincing the importance of the research for the better treatment and handling of sexually abused children I got the record for almost half participants. Besides, as forensic interview is new and no research has been done on the area and the literature review mostly depends on foreign literatures.

### **1.7. Operational definition**

*Child sexual abuse:* Any form of sexual abuse committed on a child.

Police forensic interview practice...

*Sexually abused child:* A child who is under the age of 18 whom for this particular study has encounter a sexual abuse by someone who is related to the child or stranger.

*Child forensic interview:* An investigative interview of sexually abused child, during which the forensic interviewers elicit information regarding the sexual abuse.

*Multidisciplinary team forensic interview* - refers to the forensic interview practice of sexually abused child by the investigative police officer, social worker and public prosecutor.

*Women and children integrated care and justice center/women and children investigation and protection unit:* Refers to a specialized police unit mainly concerned with child abuse investigation including its forensic interview.

*Investigative police officer:* Refers to a sworn police designated to investigate a child sexual abuse cases including forensic interview of sexually abused child.

## **Chapter two: Literature review**

This chapter deals with an overview of existing literature amassed in the area of forensic interview of sexually abused children by the investigative police. It specifically provides the review of relevant literatures gathered from different sources such as books, journals, magazines, legal documents, protocols, published and unpublished materials and online sources on the issues of police forensic interview practice of sexually abused children.

### **2.1. Brief of history of child forensic interview practice in Ethiopia**

The practice of forensic interview of sexually abused children by specially trained professionals including the police, social workers and public prosecutors was initiated with the establishment of child protection units during the second half of 1990s mainly to provide services for children who are victims of abuse. The Forum on Street Children Ethiopia in collaboration with the Addis Ababa Police Commission after the funding support from the Save the Children Sweden setup units pilot projects at five selected Addis Ababa police stations and based on the lessons from the pilot projects the unit model has been expanded to other police stations in the capital and to major regional towns of the country including Nazareth, Bahirdar, Dessie, Diredawa, Shashemane and Awassa (Jibril, 2012; Tsegaye, 2011).

The rationale behind to establish such specialized police units were mainly owing to the magnitude of violence against children, lack of awareness and understanding of the problem of child abuse by the police and absence of the systems necessary to deal with child related cases including child sexual abuse ones. Consequently, creating awareness and sensitizing the senior police leaders about child abuses including child sexual abuse, police officers assigned to the unit were given six weeks training on legal, operational and psychological aspects of their job in the meantime social workers, psychologists and legal experts were also hired. While the

Police forensic interview practice...

counselors and social workers take primary responsibility for the provision of supports and services of psychological, social and material forms, police officers assume primary responsibility for interview of children alleged of sexual abuse (Jibril, 2012; Tsegaye, 2011).

## **2.2. Child sexual abuse definition**

The definition of child sexual abuse is controversial and scholars define the term differently. Possibly, the most problematic area for scholars of child sexual abuse is the lack of a universal consensus regarding the definition of child sexual abuse. Definitions have ranged from broad to very narrow and encompass a range of sexual behaviors and acts. A report by World Health Organization(WHO) defined child sexual abuse as:

Sexual abuse is defined as the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Children can be sexually abused by both adults and other children who are – by virtue of their age or stage of development – in a position of responsibility, trust or power over the victim (WHO, 2006, p.10).

The WHO stress that sexual abuse is also perpetrated by other children and this is essential for people working with children to recognize. The United States Department of Health and Human Services also defines sexual abuse by listing elongated sexual activities (2008). Accordingly, child sexual abuse is an adult or younger child's sexual behavior with a child which includes fondling a child's genitals, making the child fondle the adult's genitals, intercourse, incest, rape, sodomy, exhibitionism, sexual exploitation, or exposure to pornography by family members, boyfriend or girlfriend or care givers outside family including babysitter or strangers (U.S Department of Health & Human Services, 2008).

Child sexual abuse involves both contact and non-contact abuses. Contact abuse refers to penetrative abuse or where an abuser makes physical contact with a child while non-contact abuse used to describe acts where the abuser does not touch the child but it includes grooming, exploitation and persuading children to perform sexual acts over the internet and flashing (U.S. Department of Veterans Affairs, 2018).

In general, child sexual abuse definitions vary across disciplines, social systems, research efforts, and legal frameworks. Child sexual abuse therefore occurs when an adult, adolescent or child use their power or authority to involve a child in any sexual activity. Sexual abuse can be physical, verbal or emotional. Therefore, definitions of child sexual abuse are numerous. Some are succinct, others are more detailed.

### **2.3. Prevalence of child sexual abuse**

The prevalence of child sexual abuse is difficult to determine because it is often not reported and scholars agree that the incidence is far greater than what is reported to authorities (Allnock, 2010;Korkman, 2006). In 2009, Fifty five studies in 24 countries were conducted and according to predefined types of sexual abuse, prevalence estimates ranged from 8 to 31 % for girls and 3 to 17 % for boys. Nine girls and three boys out of 100 are victims of sexual abuse. A meta- analysis research conducted at the University of Barcelona by analyzing 65 researches across 22 countries indicated that an estimated 7.9% of men and 19.7% of female children globally experienced sexual abuse prior to the age of 18. Geographically, Europe showed the lowest prevalence rate (9.2%). America and Asia had prevalence rates between 10.1% and 23.9% and the highest prevalence rate was found in Africa (34.4 %) (Pereda, Guilera, Forns & Gómez-Benito, 2009).

Police forensic interview practice...

Research evidence on child sexual abuse incidence in Ethiopia is scarce but the research conducted indicate that child sexual abuse is growing concern in the country (UNICEF, 2008). In 2012, study by Jibril indicated that, of the total reported crime cases committed against children (between July 2005 and December 2006), 23% of them were child sexual victimization. A cross-sectional study conducted in Addis Ababa also identified child sexual abuse prevalence rate against children was 38.5 % among the general public out of which 29% were committed by victims' family members and 68% of them were victimized by adults the children knew (Jibril, 2012). In 2013, the study by Alemayehu also showed that estimates of the incidence of sexual abuse ranges from 15% to 22% for female children and 3% to 8% for male children or higher.

#### **2.4. Definition of child forensic interview**

Forensic interview also known as an investigative interview has been defined differently. For some scholars forensic interview is similar with child forensic interview for others it is not. For example, Dune (2006) define forensic interview as a semi-structured, one time videotaped interview of the child by a trained professional, provided that there has been a disclosure of sexual abuse or there is a reason or strong suspicion to believe the child has been sexually abused based upon behavioral observation or medical evidence. This definition seems very narrow as forensic interview is wide concept that involves other than the child victim of sexual abuse. Similarly, the North Carolina's Division of Social Services and the N.C. Family and Children's Resource Program (2002) defines the term forensic interview as a technique used to obtain a statement from a child in an objective, developmentally sensitive, and legally defensible manner. In 2014, Smith defined forensic interview in similar fashion. But the problem is that forensic interview is not only related to child victim of sexual abuse but also includes other victims including child witness, offenders including adults. For example, Swerdlow-Freed (2009)

Police forensic interview practice...

defines forensic interview as structured conversation with a child victim and witnesses of both physical and sexual abuses to elicit accurate account of events. By this definition, forensic interview can be conducted with child victim of physical abuse, sexual abuse, and witness of such abuses. Forensic interview further produces evidence that will stand up in court where the sexual abuse investigation leads to criminal prosecution. Forensic interviews are legally sound in part because they ensure the interviewer's objectivity, employ non-leading techniques, and emphasize careful documentation of the interview (Harris, 2010; North Carolina's Division of Social Services and the N.C Family and Children's Resource Program, 2002; Smith, 2014).

Newlin et al. (2015) defined the term forensic interview as:

A forensic interview of a child is a developmentally sensitive and legally sound method of gathering factual information regarding allegations of abuse or exposure to violence.

This interview is conducted by a competently trained, neutral professional utilizing research and practice-informed techniques as part of a larger investigative process (p.3).

Hence, forensic interview is broader than child forensic interview and even broader than what forensic interview of sexually abused children is. Various scholars and institutions use the term forensic or investigative interview differently to refer to the child victim of sexual abuse.

Therefore, irrespective of the use of different terms by different scholars and institutions, child forensic interview is part and parcel of the larger criminal investigation which specifically involves the interviewing of child victim of sexual abuse where the specially trained professional including police investigative interviewer, social workers, public prosecutor and other pertinent professionals gather information/evidence regarding the abuse in a developmentally sensitive, non-leading questioning techniques, objective and legally defensible manner. And information obtained from forensic interview might be useful for making treatment decisions though the

Police forensic interview practice...

interview is not part of treatment process. To the researcher's knowledge, in Ethiopia, forensic interview including forensic interview of sexually abused child is not defined anywhere.

## **2.5. International and regional legal frameworks on child forensic interview**

Though there is no comprehensive universal legal framework that entirely deals with child victims of sexual abuse and its investigation, there are important implications in various international, regional and national frameworks that govern issues of children in general and child victims of sexual abuse in particular. The need for children to be protected against all forms of abuse and exploitation because of their vulnerability and immaturity first appeared in the 1924 League of Nations Declaration of the Rights of the Child. Subsequently, the Universal Declaration of Human Rights (UDHR) adopted in 1948 proclaimed that childhood is entitled to special care and assistance (Article. 25). The United Nations Declaration of the Rights of the Child (1959) further stipulated the need to extend particular care to the child. More importantly, the adoption of the CRC in 1989 brought a clear statement of the rights of special treatment for the child. The preamble of the CRC strongly states that the child, by reason of her or his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection (CRC, 1989, p.1).

The CRC adopts a rights-based approach to the treatment of children setting out general principles that should guide all types of protection, support and assistance to children. Among these are upholding the best interests of the child and the respect for the views and concerns of the child. The convention calls for the promotion of physical and psychological recovery and social rehabilitation of children who have been victims of any form of abuse including sexual abuse.

Special treatment of child victims of sexual abuse is also contained in various declarations and guidelines primarily at the United Nations (UN) level. For example, the UN

Police forensic interview practice...

Guidelines for Action on Children in the Criminal Justice System is one of the earlier soft law instruments which require that any measure established to treat children victims should ensure that they are treated with compassion and respect for their dignity (Guidelines for Action on Children in the Criminal Justice System, 1997, para.43). The guideline further declare that justice personnel including police should be given training in handling cases child victim; states should establish specialized units to deal with crimes against children; codes of conduct and practice for proper management of cases involving child victims be developed and established (Guidelines for Action on Children in the Criminal Justice System, 1997, para.44). One of the manifestations of this declaration is the center/units under scrutiny.

The guideline for the Alternative Care of Children adopted by the UN General Assembly Resolution is another framework intended to be a useful framework to assist countries in enhancing the protection of the children in the criminal justice system. This guideline provides a particular framework, to assist in the review of domestic law, procedure and practice. So that these ensure full respect for the right of child victim and witness of crime and contribute to the implementation of the CRC parties to that convention.

Justice in Matters involving Child Victims and Witnesses of Crime directs activities of national institutions in handling children. The guideline was developed to help children who have been harmed by crime and children who have seen others harmed are protected and treated fairly when they tell about abuse happened to them in a criminal justice system including in the police investigations. It emphasizes many areas of importance, including the child victim's right to be protected from hardship during the justice process. In this case justice professionals are required to integrate their services under one roof and prevent secondary victimization in the process of interview (UNODC, 2009).

## Police forensic interview practice...

Further, children have the right to give their statement in a safe and child friendly interview room. Interviews should be conducted by trained professionals who proceed in a sensitive, respectful and thorough manner. All interactions should be conducted in a child-sensitive manner in a suitable environment that accommodates the special needs of the child and in a language which the child uses and understands to enhance her or his ability to participate. Measures should be put in place to limit unnecessary contact with the justice process, such as limiting the number of interviews with a child and using video recording of testimony to avoid repeated interview (UNODC,2009,pp.46-49).

Regarding sexually abused children, several interviewing methods or protocols have been examined in the literature in various countries in different settings. Faller (2015) for example, reviewed the historical development of forensic interview methods, both in the United States Child Advocacy Centers and parallel development in other developed countries in the last 40 years. Amongst, the most important development in forensic interviewing in the years covered was the development of the NICHD interview protocol including its revised one. The protocol has been used and adopted in a number of jurisdictions and is supported by extensive field researches. As Faller (2015) stated, the NICHD interview protocol is the most important for interviewing child alleged of sexual abuse for the reason that the team who developed it have collaboration in other developed countries, consequently, the team has access to interview data more than 40,000 investigative interviews using the NICHD interview protocol. These partnerships enabled field research and the NICHD team had also has access to study the effects of forensic interview. Moreover, the protocol serves as a baseline for other forensic interview guidelines such as the Ten Step and Michigan Interview Protocols.

Police forensic interview practice...

Faller (2015) argued that forensic interviews of child alleged of sexual abuse in the United States and other developed countries need to lead to comparable relevance for other developing countries as children in these countries deserve protection and justice. Similarly, a study by Cronch et al. (2006) examined current techniques used in forensic interviews with child sexual abuse victims and new directions in research and practice. The study reviewed many investigative interview guidelines including the NICHD interview protocol and suggested that due to its effectiveness, ease of use and limited training requirements, the NICHD is preferable for interviewing sexually abused children (Cronch et al., 2006; Faller, 2015).

The studies by (Harris, 2010; Leander, 2007; Pipe et al., 2013) also evaluated the effectiveness of the NICHD protocol operationalizing universally recommended guidelines to child alleged of sexual abuse. These studies indicated that interviews conducted based on protocols contained more open-ended prompts and option-posing utterance than non-protocol interviews. Accordingly, findings confirmed that implementation of professionally recommended forensic interview protocols such as the NICHD interview protocol affected the behavior of interviewers in both the pre-substantive and substantive phases of their interviews and enhanced the quality of information elicited from the child victim. Similarly, Newlin et al. (2015) reviewed historical context, overall considerations and outline of each stage of the interview process. The review was meant to serve the first collaborative effort, by professionals from several countries recognized investigative interview training programs, to summarize the current knowledge and application of best practices in the field. Social workers, police and others professionals from various nations have been specially trained in child sensitive forensic interviewing including on how to apply the NICHD protocol for sexually abused children (ISPCAN, 2011).

Police forensic interview practice...

In the process of the development of the NICHD Protocol, Ethiopia has also participated through African Network for the Prevention and Protection against Child Abuse and Neglect (ISPCAN, 2011). Since 2011, Ethiopia is one of the members of the ISPCAN. The NICHD interview protocol has been translated into a number of languages including Amharic, Chinese, Finish, French, Georgian, Hebrew, Italian, Japanese, Portuguese and Spanish (Federal Supreme Court Interview Techniques Guideline, 2002 E.C.; Faller, 2015; ISPCAN, 2011).

Therefore, it can be concluded that these guidelines are developed to make sure that children victims of sexual are protected and treated fairly when they tell their stories to the forensic interview professionals including the police, social workers and public prosecutors.

At regional level, the ACRWC was adopted on 11 July 1990, which has evolved in distinct separation from the African Charter on Human and Peoples Rights. This charter reflects the scope and popularity of the CRC. Due to this, article 16 of the ACRWC is a reflection of art 19 of the CRC. It imposes a duty on the member state of African Union protect the child from all forms of torture, inhuman or degrading treatment including sexual abuse. The Charter regionalizes significant principles and rights stated in the CRC. It provides protection of children from sexual abuse. For example, in its article 27, it adopts the definition given under CRC article 34; article 16 clarified the obligations of State parties to take appropriate measures and to protect children from sexual abuse (CRC, 1989; ACRWC, 1990). Many of the provisions of the Charter are similar to those included in the CRC, though in Africa the rights extend to all those below the age of eighteen without exception.

## **2.6. National legal frameworks**

The FDRE Constitution adopted in 1995 provides a sound framework for the protection and promotion of the rights of children. The constitution in its chapter three offers a long list of

Police forensic interview practice...

human rights and democratic rights (FDRE Constitution, 1995). Everyone, including child is entitled to the rights entrenched in the constitution, and such protection equally applies to children as human beings. Besides, article 36 of the constitution specifically deal with rights of children including the right to free from corporal punishment, or cruel and inhuman treatment and in all action consideration shall be the best interest of the child. Ethiopia ratified the CRC in 1991 and ACRWC in 2002. The CRC includes different child rights ranging from the right to be free from sexual abuse to economic opportunity. According to the convention, Ethiopia as a state party to the convention is primarily responsible for protecting, providing and fulfilling all human rights given to all children. For example, article 19(1) of the convention states that “state parties shall take appropriate legislative, administrative, social and educational” measures to protect the child from abuse. In particular, article 34 of the CRC requires states parties to protect the child from all forms of sexual abuse and exploitation.

The FDRE National Children's Policy is the comprehensive policy that fully addresses children's rights and welfare. The policy addresses protection to children who are victim of crime including sexual abuse. Four fundamental principles mentioned in the policy relates to children at all settings (FDRE National Children's Policy, 2017, p.14). Namely, children's right to live, survive and development, best interest of the child, non-discrimination; as well as child participation. Besides, one of the pillars of the policy is prevention and protection of children from social, economic and political hardship (p.2).

The FDRE Criminal Justice Policy has incorporated in its section six regarding the vulnerable children and the right of victims to participate in criminal investigation and establishment of special units for children. The two fundamental principles mentioned above

Police forensic interview practice...

relating to children at all settings are also incorporated in the Criminal Justice Policy (The Criminal Justice Policy of FDRE, 2002 E.C.).

The new criminal code of Ethiopia added different provisions to make harmony with the provision of CRC and ACRWC. Many acts of violence against children are specifically criminalized in the new criminal law (FDRE Criminal Code, 2007). Moreover, the criminal code also treats persons of less than eighteen years of age differently both for the purpose of substantive protection and for increasing the penalties on the perpetrators of crimes against children, giving the impression that the legislature considers persons of less than 18 years of age as children. However, the existing Criminal Procedure Code (1961) which guides the criminal justice process in Ethiopia does not provide for even a single rule pertaining to child victims and its investigation.

Overall, different efforts have been done to govern issues of children in different settings, victims of sexual abused are less addressed by the existing policies and laws of Ethiopia.

In 2002 E.C., the Ethiopian Federal Supreme Court Child Project Office adopted Interview Techniques Guideline for use by the investigative interviewers of sexually abused children. The guideline identified the tasks of investigative interviewers in child protection units and noted that these professionals shall provide services in accordance with this guideline and required to comply with the requirements in each stage process when dealing with sexually abused children (Federal Supreme Court Child Project office Interview Techniques Guideline, 2002 E.C., P.1). The Guideline is the Amharic version of NICHD interview protocol and it covers all phases of the investigative interview with the following main components emphasized:

### **2.6.1. Introduction.**

In beginning of the interview with the sexually abused child, the police investigative interviewer introduces him/herself by providing a brief and neutral explanation of his/her role using language and terminology that is age appropriate. Besides, the police introduce anyone else who will be in the interview room. However, for privacy reasons, the presence of other person than the police investigative interviewer him/herself is not recommended (P.1).

Based on the guideline, the interviewer is also required to explain the purpose of the interview, which may vary from situation to situation. It can be helpful for children to understand that the interviewers will ask them a lot of questions. Inform the child that interviewer has spoken with lots of other children before, and that interviewer is interested in talking with the children. Besides, the interviewer should also inform the child all about the means and purpose of documentation and observation being used and respond to any question and concerns (p.2).

Setting ground rules is also another subcomponent of this phase. Interviewers are required to make sure that the child knows not to guess, will tell if she/he does not understand a question and will correct a misstatement by the interviewer. In addition, children should demonstrate knowing the difference between a truth and a lie and should agree to tell only the truth. Interviewers usually do this by having children demonstrate that they know the difference between telling the truth and telling lies, often by describing a scenario that involves either the truth or a lie and asking the children “would that be the truth or a lie?” It is preferable that children demonstrate that they know the difference between truth and falsehood using examples rather than be asked to define truth and lies (p.3). In this regard, (La Rooy et al., 2011; Wolfman, 2016) described, these rules aim to manage the expectations of children who are typically unaccustomed to being questioned by adults who are naive to the children’s experiences.

As it can be inferred from the guideline, discussion about the rule or expectation of the interview may allow the child to better participate in the interview process. Successfully communicating the ground policies should help the interviewers obtain complete and accurate accounts about the sexual abuse experiences.

### **2.6.2. Rapport building.**

Under this phase, the interviewer is required the child to elaborate and give more detail about neutral topics with open-ended follow up questions such as "Tell me about things you like to do."; "I really want to know you better."; "I need you to tell me about the things you like to do." Asking such types of interview questions, the interviewer has to wait the child to respond on the questions posed by him/her (p.5). In this case, research has shown that rapport building is a key component of the interview, and sets the stage for the rest of the interview if it is warm and supportive. Various scholars such as La Rooy et al.,(2015) argued that this phase help the child to relax and establish understanding between the interviewer and child. It is designed to familiarize children with the open-ended investigative interview questions that will be used during the next phase of the interview, while demonstrating the specific level of detail expected of them. Questions about the child's life including experiences at school, relationships with friends, interests and hobbies, and family demographics are often useful ways to help the children feel comfortable. Rapport building should be established and maintained throughout the entire interview process (La Rooy et al., 2015; O'Donohue & Fanetti, 2015,pp.64-65).

### **2.6.3. Training in episodic memory.**

Under this phase, interviewers should first identify recent non sexual abuse incidents the child alleged of sexual abuse experienced. The interviewer encourages the child to provide a detailed account of a recent neutral experienced events including asking about first day of

Police forensic interview practice...

school, birthday party, holiday celebration and the like. But interviewers are encouraged to choose an event that took place at about the same time as the alleged sexual abuse event.

Depending up on the incident, age, developmental capacities as well as language abilities of the child, training in episodic memory or practice interview involves asking the child tell about a neutral event in a way that maximizes open-ended questions and encourages narrative responses. For example, interviewer can ask the child as: "I want to know more about you and the things you do." "And then what happened?" and the like (pp.5-6).

The interviewer may begin by stating he or she would like to get to know the child better and ask what kinds of things the child likes to do. Based on the child's answer, the interviewer may be able to identify an event connected to an activity the child enjoys and ask the child to tell her/his all about that event. Alternatively, the child's caregivers or another adult familiar with the child may be able to identify a recent enjoyable event such as holiday, school activity, birthday, other special occasion in which the child victim participated. If the interviewer cannot easily identify a memorable innocuous event, he or she can always ask about the child's day leading up to the interview as an event for narrative practice. Following initial open-ended invitations to tell everything that happened, the interviewer can use a variety of open-ended questioning techniques to try to exhaust the child's memory for the event, so the child clearly gets the message that she/he is expected to elaborate in her/her own words (pp.5-6).

According to Faller (2015), building rapport and practice interview are meant to train the child so that able to answer in the substantive part of the interview. It specifically, prepares the child to call upon episodic memory and to respond to similar questions that will be used in the substantive part of the interview. The introduction, building rapport and training in episodic memory phases as stated in the guideline are categorized under pre-substantive phase interview.

#### **2.6.4. Transition to substantive issues.**

In the transition phase, the interviewer introduces suspected sexual abuse with an open-ended and non-suggestive way. As stated in the guideline, interviewer can begin with a prompt such as "Tell me why you're here today?" Or "Tell me the reason you are here?" When the child has previously told about the suspected abuse, a prompt referencing the person to whom the disclosure was made can be useful. This includes "I heard you talked to [name] about something that happened - tell me what happened?" (pp.9-11). When a child fails to respond, saying "It's really important for me to know why you are here to talk to me?" may be enough to encourage the child to respond. If the child does not respond with information about the topic of concern, the interviewer can use other open-ended but non-suggestive prompts including "I heard something might have happened to you - tell me what happened?" (pp.11-12).

According to the guideline, other general prompts or carefully considered questions based on the specific circumstances of the case may be also necessary.

#### **2.6.5. Investigating the incidents.**

According to the guideline, the style of prompting used in the practice interview should be continued into the substantive phase where children are asked to provide free-recall narratives of what happened. This allows children to provide accounts of what happened in their own words. And this will be usually obtained using open-ended prompts for information such as "tell me what happened," "tell me more about that," and "then what happened." Research in this regard shows that recall is most accurate when open-ended prompts are used and answers to such an open-ended prompts are perceived as more credible in the court of law. Because responses to such prompts are longer, they also allow interviewers more time to formulate their next questions and require them to ask fewer questions overall (Faller, 2015; Lamb et al., 2007).

## Police forensic interview practice...

The question begins after it is clear that the child has finished providing a free narrative. This stage is the time to clarify the child's comments and seek for legally relevant information or evidences. The interviewer should consider how directly a child should be prompted using the hierarchy of questions and taking into consideration the amount of corroborating evidence and the safety of the child (pp.15-16). As it can be seen from the guideline and relevant literatures, the following are the hierarchy of progression of interview question types which are from least suggestive to most suggestive ones.

***Open-ended questions.*** Open-ended questions also called prompts by definition are interviewer utterances that can be using more than just one/two words. It allows children to select the specific detail they will discuss and open-ended questions encourage multiple-word responses. This includes asking the child to tell the interviewer everything what happened. Open-prompts may also be used to follow-up on details previously disclosed by the child. The child's responses to open-prompts become longer and more detailed as they get older (pp.9-16). Open-ended questions according to various scholars are considered to be the best type of prompts to use in interviewing children including sexually abused ones (Cheung, 2003;Faller, 2015,pp.44-46). The study by Korkman (2006) also examined the questioning techniques applied and the language used by the interviewers in Finland. The result showed that forensic interviewers' over-reliance on narrow and often leading question types and largely fail to pose the recommended open-ended questions. Hence, protocol based interviews elicited more information using open-ended prompts and less information using option-posing/suggestive questions than did standard interviews (Korkman, 2006).

***Specific questions.*** After children have described what happened in their own words, interviewers often need to ask additional focused questions usually 'Wh' questions. These

Police forensic interview practice...

questions should focus on topics that have been mentioned by the child earlier (Smith, 2014; Wolfman, 2016; pp.16-20).

**Closed questions.** These questions are phrased in such a way that only ‘yes’ or ‘no’ responses are required, or are phrased so that the child must choose between alternatives provided by the interviewer. These types of questions often yield incorrect answers, in part because they may refer to details that are not remembered well, leading children to guess because they want to satisfy the interviewer (pp.21-26). Closed questions may be necessary for clarification but advised to be followed by an open-ended question (Faller (2015).

**Leading questions.** As a principle, children should not be asked questions that could be construed as leading or suggestive because they imply that particular answers would be correct or would please the interviewers. However, the guideline recognizes leading or suggestive questions that may in some cases be unavoidable. When a decision is made to use these form of questions, the question should include the least information possible that the child has not previously volunteered. Furthermore, the child should be asked to elaborate on any information provided in response to this type of inquiry. However, interviewers are universally advised not to use suggestive questions (Faller, 2015; pp.21-27).

In sum, all interview structures provide guidance about appropriate questions and there is general agreement that open-ended questions are superior to close-ended ones. The specific terms used to label a given type of question are not consistent across interview process, and there is not complete consensus about where on the question/probe continuum different types of interviewer utterances fall. However, the continuum is structured from free narrative and other open-ended questions to specific or focused but non leading questions then to closed questions and then explicitly leading question. Therefore, the later questions are only possible when every

Police forensic interview practice...

other phase of the interview has failed to produce sufficient information and there is still a good reason that the sexual abuse is happened.

#### **2.6.6. Break.**

As it is clearly stated the guideline, the interviewer can give the child a short break. During the break, the interviewer should review the information/evidence received and look if relevant information is left, fill out the forensic check list and plan for the next session of the interview and propose additional questions. After the break, the interviewer should resume questioning based on his/her reflection and consultation during the break. Based on the guideline, the interviewers should continue to ask open-ended follow-up questions. But get information that is not disclosed by the child, interviewer can ask some direct questions to explore relevant information and then proceed to the next phase (pp.20-21).

#### **2.6.7. Eliciting information that has not been mentioned by the Child.**

The interviewer should ask additional focused questions but only after giving option to explain the child in her/his own words and if forensically important information is missed and unclear. When there are various incidents the interviewer should direct the child to the relevant event in her/his own words and then proceed to focused questions. To ask specific types of questions under this phase, interviewer can indicate previous disclosure by the child mainly related to person, place, object and activity followed by questions like "tell me all about that." Based on the interview guideline, the interviewer should wait the child's answer before asking further questions According to the guideline, interviewer can ask the child using "wh" questions such as "who, what, when, and where"(pp.21-23).

#### **2.6.8. If the child fails to mention information the interviewer expected.**

According to the guideline, the interviewer is expected to ask questions which are only relevant. During this phase, the interviewer uses externally derived information such as a prior disclosure in focused questions to elicit a disclosure or additional information. Questions like I understand that something may have happened to you, tell me what happened? If the child has observable signs of injury such as bruise, bandage, interviewer can ask questions directly to tell her/him everything about what happened. In this case the interviewer can ask as: "I see that you have a bruise on your hand, tell me everything about that?" Even depending up on the interviewer's information about the issue, he/she can even ask as: "I heard that you talked to your mother about something. It is important to understand, tell me what happened?"(pp. 23-25).

#### **2.6.9. Information about the disclosure.**

During this stage, the interviewer first of all should recognize and thank for the child about the information the child gave and prompt her/him to further disclosure. Under this stage interviewer can ask about whether the child victim has told someone before coming to the investigative interview and the response of the person. However, if the child did not mention disclosing the abuse to someone, the interviewer tries other options to help the child to tell. In this regard, interviewer can ask questions like "tell me what happened after [the last incident]." Followed by the by the "then what happen?" questions. Then the interviewer can ask the child questions like "does anybody knows what happened?" In general, the interviewer can ask different types of interview questions to elicit information from the child mainly focusing on each of the incident mentioned by the child (pp.25-27).

#### **2.6.10. Closure.**

In this phase, the interviewer is required to thank the child for providing information about the abuse. Interviewer can ask the child if there is something else he/she needs to know;

Police forensic interview practice...

ask the child if there is something the child wants to tell or ask the interviewer and for further contact, the interviewer should provide her/his contact address to the child. Questions in this phase include "is there anything else you think I should know?" "Is there anything else you think I should know?" "Are there any questions you want to ask me?" (p.27).

#### **2.6.11. Neutral topic.**

In this phase, the interviewer talks with the child's plans after the interview. This process may vary in length depending upon the children's need. The interviewer should ask the child neutral topics such as: "what are you going to do after you go from here?" And the interviewer is also required to tell the child about the time and the completion of the interview process (p.28).

In sum, based on the guideline the entire investigative interview is required to be structured so that relevant information is gathered with open types of questions that fall on the less suggestive end of the suggestibility continuum. But more closed types of questions can be used if necessary to clarify or seek additional information regarding the child's response to open-ended questions.

### **2.7. Challenges of child forensic interview practice**

Challenges of child forensic interview practice are multifaceted. Some of the challenges of forensic interview practice are emanated from the interviewers and/or interviewee themselves while others are institutional by nature. Forensic interviewers handle sensitive and tender cases that threaten their own individuality and personal character. In the study by Korkman (2006) and Wolfman (2016) nonconformity to the internationally recommended forensic interview guidelines are prevalent in interviewing sexually abused children. Commonly, over-reliance on narrow and often leading question types among interviewers is the challenging issues in the forensic interview of sexually abused children. Above all, when children provide interviewers

Police forensic interview practice...

with new and relevant information regarding the sexual abuse allegations, interviewers have largely failed to pose the recommended open-ended questions and stick to option-posing or even suggestive questions. Another problem found in the study was the use of language. Professionals who are regarded as child experts including police interviewers have problems in adapting their language to the cognitive-developmental level of the child. Instead, they use confusing words that even the child could not understand easily (Wolfman, 2016).

Understanding the disclosure process is critical for both the police investigation process and child protection outcomes. Child sexual abuse is a worldwide problem and disclosure continuing to be a challenging process for a child to perform since the majority of perpetrators is found to be people known to the victims. The distressing sexual abuse experience, the developmental abilities and limitations of children also contribute to the challenges of obtaining disclosure from children (Allnock, 2010; Dunn, 2006). Literature on investigative interviews with children advocates the use of internationally recommended protocols and procedures since there are legal implications involved in obtaining disclosure (La Rooy, 2015; Smith, 2014).

If sexual abuse experience is disclosed, investigated, and its perpetrators put to trial are of utmost importance for the child's perhaps other children's safety, the possibility to receive treatment, and for the redress of the victim child. A child's self-disclosure of sexual abuse is a critical component in initiating intervention to stop the abuse, address its immediate effects, and decrease the likelihood of negative long-term outcome (Leander, 2007). However, most child sexual abuse cases are not reported due to several barriers. The empirical basis for the child sexual abuse accommodation syndrome, a theoretical model posits that sexually abused children frequently display secrecy, tentative disclosures, and retractions of abuse statements (London et al., 2005). A study conducted by Leander (2007) indicated that the majority of the studied

Police forensic interview practice...

children did not report any or only very few sexual details. Moreover, the children, at a total of 97 occasions, denied or expressed reluctance to talk about the sexual abuse.

Several studies by (Cronch et al.,2006; Whisnant, 2009; Allnock, 2010) indicated organizational, community, interviewer and interviewee related problems include among the principal and usual challenges that hinder the child from disclosing sexual abuse incident. In 2016, the study by Wolfman examined understanding and addressing challenges faced by police forensic interviewers in New Zealand. The study specifically looked at the practice, perception of supervision, the effectiveness of a self-review tool designed to increase the use of invitations and cued invitations. Considering the challenges of forensic interviewers', access to regular feedback and supervision, guided self-review method were among the suggested ways to improve the conduct of interviewers (Wolfman, 2016).

Turnover of forensic interviewers was also reported as challenges of forensic interview practice. Forensic interviewers including the police, social workers and public prosecutors are exposed to traumatic child victim and witness of crime and this in turn have direct effect on turnover of the professionals. Above all, turnover of skilled and experienced forensic interviewers negatively affects on the service provided to the child victim of sexual abuse (O'Donohue & Fanetti, 2015).

In Ethiopia, the studies by (Getachew, 2011) indicated the challenges of crime investigation in general. According to Tsegaye (2011), the reason why children, families and communities are unwilling to disclose the violent act including sexual abuse cases is to avoid sense of shame, fear of revenge by perpetrators or intentions to prevent family breakdown in cases of incest. But the study didn't indicate the existing specific challenges in relation to forensic interview of sexually abused children at the selected settings.

Police forensic interview practice...

Hence, the overall conclusion of the aforementioned studies is that the most common types of challenges that forensic interviewer practice includes problems in relation to sexual abuse investigation, lack of consistent supervision and feedback from the interviewers, time constraint, financial and limited availability of supervisors. While some of the challenges emanated from the interviewers themselves other have organizational nature.

## **2.8. Theoretical framework**

### **2.8.1. Multidisciplinary team approach.**

Multidisciplinary team forensic interview is based on the premise that child sexual abuse is a community problem. No single agency has the training, manpower, resources, or legal mandate to intervene effectively in child abuse cases. Though determined by the law that govern the team, it typically involves police, social workers, prosecutors, mental health and medical professionals. Hence, it is a coordinated child sexual abuse investigation that limit duplicative of interview with the child, provide comfortable, child-friendly settings for investigation; promote proper and expedient collection of evidences and increase public awareness about the child sexual abuse. Moreover, it also increases investigation's effectiveness and reduce stress for child (Bracewell, 2015;Cronch et al., 2006; UNDOC,2009). Some MDT are part of children's advocacy center where there is child friendly setting that provides comprehensive service including forensic interview, medical examinations and treatments. There are also team in child advocacy centers which do not provide comprehensive service and mostly found in hospitals, prosecutors' offices and within child protective services agencies. Still there are many teams which are not part of child advocacy center and even do not have special interview facilities but uses available resources to reduce trauma to victims and families, improving the accuracy of

Police forensic interview practice...

information obtained during the investigation and lessen the strain on investigators (UNDOC,2009;U.S. Department of Justice,2000).

Multidisciplinary team forensic interview significantly increases the likelihood of a successful outcome in the judicial system and long-term healing for the child victim of sexual abuse. The setting where the team conduct forensic interview is “one-stop” center that brings the medical assessment, investigation and treatment of child abuse under one roof. Methods may include interviews in which one trained interviewer collects information from the child while other team members watch through a one-way mirror or closed-circuit television. The principal role of forensic interviewer among other things includes gather preliminary information about the sexual abuse, orient to the child to the facility and explain the forensic interview process, ,prepare and plan for the actual interview, conduct the interview with team members, consult the team members before, during and after the interview, document the interview statements, attend in peer reviews, testify in the court, complete case documentation when interview is over, consulting the child and family, conduct post-evaluation debrief sessions with partners/caregivers, prepare the child to the court, keep informed on the current child sexual abuse issues and interviewing techniques, conduct joint trainings with other team members, conduct research on child sexual abuse issues identified (Bracewell, 2015; National Children Alliance,2007; North Carolina’s Division of Social Services and the N.C. Family and Children’s Resource Program, 2002).

The center cannot be effective without the cooperation of the different entities involved in child protection (Bracewell, 2015). According to the U.S Department of Justice (2000),"team investigations require the full participation and collaboration of team members, who share their knowledge, skills, and abilities. Team members remain responsible for fulfilling their own

Police forensic interview practice...

professional roles while learning to take others' roles and responsibilities into account (p.4)."

Collaboration is defined for the purpose of this study as a process and an outcome to promote effective child protection among forensic interviewers including the police, social workers and public prosecutors and other pertinent professionals that are responsible for identifying, assessing and responding to child sexual abuse. Besides, it is also a two way relationship where both sides stand by their own having equal contribution for the required outcome. Conversely, supportive in a team forensic interview is to mean an assistant for the other. By this supportive role have little contribution for the required result (Kisthardt, 2005; U.S. Department of Justice,2000).

However, conflict is likely to occur in a MDT forensic interview practice(. This is mainly due to difference in goals, views, role overlap and confidentiality issues among the professionals (Han, Carnochan & Austin, 2005; U.S Department of Justice, 2000). Moreover, Fowler, Hannigan, & Northway (as cited in Pangborn, 2009) also stated that funding, mistrust among professionals, communication problems, sexual involvements with team members, lack of respect, conflict over power are expected to happen in the MDT forensic interview. Hence, communication with members of the team is vital as members may raise issues over the interview process.

In Ethiopia, MDT forensic interview is not studied anywhere. In practice however the police, social workers, public prosecutors and sometimes the health and medical professionals participate in the forensic interview process.

### **Summary**

As indicated above, almost all of the above studies have been conducted in the developed countries. In Ethiopia, there is no research conducted on the forensic interview practice of sexually abused children. Few studies mentioned problem of police investigations about children

Police forensic interview practice...

in conflict with the law and child victim in Addis Ababa and some urban areas of Ethiopia.

Specifically, the above scholars stated that child abuse investigation in general by the police had several problems. However, other than mentioning as a general problem of police investigation and its traumatization, the studies didn't come up with the specific problems regarding forensic interview practice by the police officers at the selected areas. Therefore, to continue or suggest ways to improve the police forensic interview practice and overcome its challenges of interview practice along with the involvement of the police in the multidisciplinary team forensic interview of sexually abused children, knowing the exiting reality in the area is above all. And this will be through systematic research. Hence, there exists a knowledge paucity which the researcher wants to fill.

### **Chapter three: Research methodology**

This chapter deals with the research methods that were used in undertaking this study. The study design, description of study areas, selection of study participants, inclusion criteria, methods of data collection, data quality assurance, methods of data collection, method of data analysis as well as ethical consideration are discussed under this study.

#### **3.1. Study design**

The overall objective of this study was to explore police forensic interview practice with sexually abused children in Gandhi Memorial Hospital, Arada and Yeka Children and Women Investigation and Protection Units. To this end, qualitative research design was used. Qualitative design is chosen due to its flexible nature, helpful to understand real life context and ability to allow the active involvement of the study participants (Creswell, 2007, p.40). Yin (2011) also confirmed that qualitative research allows the researcher to explore the identified social problem in its social context and find new things along the way. It covers contextual conditions such as social, institutional as well as environmental conditions within which people's lives take place. In this study, the researcher expect study participants to provide subjective meaning of their experiences of the application of forensic interview techniques guideline, their involvement with other professionals in the MDT forensic interview and the major challenges of forensic interview practice at the study sites.

As Yin (2003) stated, case study research represents a much broader view meaning that involves conducting an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence. As a result, the study used case study method. Thus, the use of such an approach, allows for the possibility of gaining significant knowledge about the issue under study. Notwithstanding, the study was exploratory since exploratory case study was

Police forensic interview practice...

applied: to explore entirely new fields of research when the researcher has only few or no antecedents as far as explaining the focused phenomenon (Yin, 2003). This research site is also selected purposefully, because the inquirer selects individuals and sites for study because it can purposefully inform an understanding of the research problem and central phenomenon of the study (Creswell, 2007). For this reason, this study used an exploratory case study approach.

To this end, both primary and secondary sources were used to gather pertinent data for this study. In-depth interview and observation were used to collect primary data while secondary sources such as written documents, including the internationally recommended investigative interview techniques guideline adopted by the Ethiopian Federal Supreme Court Child Project Office (2002 E.C.) was also used.

### **3.2. Description of the study areas**

The study settings are Gandhi Memorial Hospital Women and Children Integrated Care and Justice Center, Arada and Yeka Children and Women Investigation and Protection Units. With respect to the investigation of sexual abuse cases and associated powers, all of the selected settings are accountable to the city administration of Addis Ababa Police Commission Women and Children Investigation and Protection Coordination office. The Gandhi Memorial Hospital was established as a memorial of their prominent revolutionary person “Mahteme Gandhi” by Indians to deliver maternity care to pregnant women in 1950 E.C. It is located in Kirkos Sub city of Addis Ababa City Administration. Gandhi Memorial Hospital Women And Children Integrated Care and Justice Center is found within the hospital compound. The center was established in 2004 E.C. under the Kirkos Sub City Police Station and it is the first center where an integrated service is given for sexually abused children coming from various parts of Addis Ababa and other parts of the country. The center has three children and women abuse

Police forensic interview practice...

investigators, one focal public prosecutor and one social worker. Arada is one of the 10 subcities of Addis Ababa City Administration. Arada women and child investigation and protection unit is found within the sub city's police head office with three police investigators, one social worker and one public prosecutor. Yeka sub city of Addis Ababa City Administration and the women and child investigation and protection unit is found within the sub city's police head office. The unit has three police investigators, one social worker and one public prosecutor. These professionals work as a team to investigate violence against women and children including sexually abused ones.

The selected study sites provide and facilitate specialized services of protection and treatment particularly vulnerable children, including investigation of child sexual abuse cases. The rationale for selecting these research sites is due to the large numbers and experienced forensic interviewers as compared to other units in the city, there is well-organized forensic interview practice and potential to get an organized and reliable data on forensic interview practice. In addition, the annual report of Addis Ababa Police Commission Women and Children Investigation and Protection Coordination office shows that the selected sites unlike other sub cities in Addis Ababa are recognized for high report of child sexual abuse cases and investigators in these areas are exposed to handle large number of child sexual abuse cases.

### **3.3. Selection of the study participants**

As Creswell (2007; 2014) stated, in qualitative research, a study area and those participants that will best help to understand a problem and research questions are mostly selected purposefully. Meaning, the selection procedure is more deliberate rather than a random process. Purposive sampling involves the use of the researcher's knowledge of the population in

Police forensic interview practice...

terms of research goals. Meaning, elements are selected based on the researcher's judgment that they will provide access to the desired information.

The study participants for this particular research were police investigative officers, social workers, public prosecutors and individuals in administration position who have direct relation to the issue raised and are currently working and supporting in the selected areas. Hence, the total number of participants in the study areas were 17 where seven investigative police officers, three social workers, three prosecutors and four senior official and administrators on the matter of child sexual abuse investigation. The distribution of the study participants in the study areas were two police investigative officers, one social worker, one public prosecutor and one in administration position in Yeka unit; three police investigative officers, one social worker, one public prosecutor and one in administration position in Arada unit; two police investigative officers, one social worker, one prosecutor in Gandhi center and one who is in administration position in Gandhi center. Besides, one who is in charge of all the units in Addis Ababa Police Commission was also included.

### **3.3.1. Inclusion criteria.**

The inclusion criteria for the selection of study participants included the following; they are currently employees of the study areas, time availability of the participants, they conduct forensic interview in the study areas, and have a work relation in interviewing sexually abused children in the study area and have willingness to participate and provide the required information about the issue raised in the study. These inclusion criteria used for the selection of study participants for both the in-depth-interviews and other informants.

### **3.4. Methods of data collection**

As Creswell (2007) stated, in qualitative research, the major tools of data collection tools includes interview, observation and document review. In this study, the above data collection instruments were employed to gather pertinent information regarding police forensic interview practice in the selected areas. Data collection is a series of interrelated activities aimed at gathering good information to answer the research questions. Hence, a case study design involves detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 2007; 2014). As Yin (2003) stated “data for case studies may come from documents, archival records, interviews, direct observation and physical artifacts” (p. 86). For the purpose of this study, the techniques for data collection were presented below.

#### **3.4.1. Interview.**

In this study; an in-depth interview, with a face-to-face manner, was employed with police investigative interviewers as well as the allied professionals’ specifically social workers, public prosecutors and individuals in the administration position of the selected sites. They were asked to share their understanding about the application of forensic interview technique guideline, the work relationship of the police with coworkers in the forensic interview and challenges of forensic interview practice.

The data collection instrument that was employed in the in-depth interview was a semi-structured interview guide. The semi-structured interviews as O’Leary (2004) stated are neither fully fixed nor fully free, and are perhaps best seen as flexible. Interviewers generally start with some defined questioning plan, but pursue a more conversational style of interview that may see questions answered in an order more natural to the flow of conversation (p.164). The interview guides were developed with open-ended questions believing that the participants would share

Police forensic interview practice...

their awareness and experiences freely regarding the forensic interview practice, the professional involvement of police, social workers and public prosecutors in the forensic interview and the challenges of forensic interview practice. As Mitchell (2005) stated the interview guides will be prepared in accordance with the issues raised in the specific objectives, research questions and literature review. It is usually best to start with questions that participants can answer easily and then proceed to more difficult or sensitive topics. This can help put respondents at ease, build up confidence and rapport and often generates rich data that subsequently develops the interview further (p.168).

During the interviews, Amharic language was used as a medium of communication so that there could be a clear understanding between the researcher and the study participants. Most of the interviews were carried out in a quiet environment including in the office to get all the attention of participants to provide adequate information. Further, the interviews with the investigative interviewer will took an average of 45-60 minutes while the interviews with the other informants will probably took an average of 20-30 minutes. In the course of data collection for this study, the researcher electronically recorded interviews for future references.

### **3.4.2. Observation.**

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records in an unstructured or semi structured way (using some prior questions that the researcher wants to know), activities at the research site (Creswell, 2014). Observation offers the opportunity to record and analyze behavior and interactions as they occur, although not as a member of the study population. Accordingly, non-participant observation was used in this study. The researcher carefully watched the interaction of participants without involving him or

Police forensic interview practice...

herself (O’Leary, 2004, p. 172). Specifically, the researcher observed issues like forensic interviewing practice including office settings, record keeping/documenting mechanisms, interaction of police forensic interviewers with prosecutor and social workers at the units. Observation is very useful in overcoming discrepancies between what people say and what they actually do and this might help the researcher uncover behavior of which the participants themselves may not be aware.

### **3.4.3. Documents.**

Another instrument for data collection was document. In document analysis, documents are pre-produced texts that have not been generated by the researcher. Rather, the researcher’s role is limited to gathering, reviewing and interrogating relevant documents (O’Leary, 2004, p. 177; Creswell, 2007). As Yin (2011) described, in a case study, documents are helpful and can provide special details to corroborate information from other sources and also important to make inferences. Similarly, Hancock and Algozzine (2006) also stated that case study research also review documents related to the research question. This includes, materials extracted from the internet, private and public records and physical evidences. Therefore, documents mainly forensic interview protocol and other pertinent legal frameworks were reviewed to acquire relevant data to answer the research questions.

### **3.5. Data quality assurance**

In this study, the validity of the data collected were assured using one of the types of triangulation; the triangulation of sources. The triangulation of sources involves comparing the information gathered through different qualitative data collection instruments used in the particular research such as interviews, observations and document analysis (Ritchie & Lewis 2003, p.276). In every research, fairness, truthfulness, honesty and unbiased approach are very

Police forensic interview practice...

important for the quality of the study. In qualitative approach, it is advisable for the researcher to get intimate with research participants and the study setting as a whole. For this reason, the researcher was directly involved in the data collection process of this study.

During an interaction with the study participants, the researcher may be biased. This occurs when the researcher has general expectations about what the study participants know or feel about a particular situation. This might lead the researcher to put an influence on how honest the participants are going to be during the interviews. Sometimes participants might provide answers that they feel are right in the eyes of the researcher and assume the interviewer expects them to answer in certain ways. To avoid such prejudices, the researcher approached the participants free of any expectations and judgments.

### **3.6. Data analysis**

In this study, the interviews were made through field notes taking and voice recording. The voice-recorded interviews of participants' were transcribed word by word. The voice recorded interview and transcriptions were carefully reviewed for consistency. The researcher also compared the field notes with voice interview to check their consistency. Then, the transcribed data were translated from Amharic to English language. The transcripts were read several times to gain better understandings of the experiences of participants. For those interviewees uncomfortable with audio recorder, the interviews were conducted with taking field notes. The field notes were reviewed. Then, those translated data reduced by organizing the most frequent words, phrases, sentences or quotes that occur in the interview transcriptions or field notes categorically. Finally, the categories were summarized into themes. Hence, thematic data analysis was employed in this study.

Police forensic interview practice...

Secondary data was also used in data analysis to strength the primary data. And the investigative interview guidelines that indicate the activities of the interviewers were the major source of secondary data.

### **3.7. Ethical considerations**

The researcher took an official letter from Addis Ababa University School of Social Work to ease the process of gaining entry to the research fields and enable acceptance in the selected areas. The researcher also prepared a consent form, which explained about participant's right to continue participation or withdraw before or during the data collection. The researcher made sure each and every participant read and signed before starting the interview. The information gathered from the study participants stored and utilized to respect and protect privacy and confidentiality. Anonymity and confidentiality of informants was protected by using codes for each informant.

## Chapter four: Findings

This chapter presents the findings of the study. Accordingly, the chapter is organized into four parts comprising socio-demographic data of study participants, the application of forensic interview techniques guideline adopted by the Federal Supreme Court Child Project office (2002 E.C.), the work relationship of the police with social workers and prosecutors in MDT forensic interview and the identified challenges of forensic interview practice in the selected settings. All of the study participants are professionals and have direct forensic interview experience. These are police investigative officers (including administrators), social workers and public prosecutors. Pseudonyms and codes are used to protect the identity of the study participants.

### 4.1. Demographic background of the study participants

In this study, seven investigative police officers participated in the in-depth interviews. Of which, five are females and the rest are males. Their age range is between 30-38 years. Their work experience in child forensic interview is four to nine years. The following table depicts the biographic data of participants enrolled in the study as informants of in-depth interview;

Table 1: *Background information of in-depth interview informants*

Participants' Code	Sex	Age	Educational background /Training	General experience	Unit/center they work	Work Experience in the unit/center
Police Investigator 1	Female	30	Certificate in Police Science	5 years	Arada	5 years
Police Investigator 2	Female	32	Diploma in Police Science	5.8 years	Arada	5.8 years

Police forensic interview practice...

Police Investigator 3	Male	35	Certificate in Police Science	4 years	Arada	4 years
Police Investigator 4	Female	38	Certificate in Police Science	6	Gandhi	6 years
Police Investigator 5	Female	32	Certificate in Police Science	8	Gandhi	5.4 years
Police Investigator 6	Male	33	Diploma in Police Science	10	Yeka	9 years
Police Investigator 7	Female	36	Certificate in Police Science	15	Yeka	7 years

There were also other informants who comprise social workers and public prosecutors. These professionals were selected to be informants in this research believing that they have direct work relation with the police and can provide information regarding forensic interview in the selected areas. Accordingly, three social workers were participated and three of them were females. Selam has masters' degree in Counseling Psychology. She has also two and half years working experience with sexually abused children in the unit. The second social worker Sosna, graduated in Sociology and masters degree in Social Work with four years working experience in the unit. The third social worker Marta have first degree in Sociology. She has also three years working experience with sexually abused children.

Three public prosecutors were also participated and three of them are females. Halima who is a public prosecutor has first degree in law and worked for three years in the unit. Debitu have three years of working experience as a public prosecutor in the unit. Halima who have first

Police forensic interview practice...

degree in law is a prosecutor worked for two years and half in the unit. Maya have first and second degree in law with two years experience in the area of child abuse investigation.

Table 2: *Background information of other informants*

Participants' pseudonyms	Sex	Age	Educational background	Unit/center they work	Job description	Work Experience in the unit/center
Selam Tesfu	F	32	MA counseling Psychology	Arada	Social Worker	2.5 years
Halima Issa	F	34	First degree in Law	Arada	Prosecutor	3 years
Debitu Guyo	F	34	First degree in law	Gandhi	Prosecutor	3 years
Sosna Lema	F	32	BA sociology & MSW	Gandhi	Social worker	4 years
Marta Bahru	F	33	First degree in sociology	Yeka	Social worker	3 years
Maya Biru	F	30	LLM (LLM)	Yeka	Prosecutor	2 years

Other participants of this study were key informant interviewees. Hence, four key informants were participated where two of them are females and one male key informant. Key informants one is senior child sexual abuse investigator and focal person on matter of children and women in Yeka sub city police. Key informant two is senior official and focal person on matter of children and women in Addis Ababa Police Commission Children and Women Investigation and Protection office. Key informant three is senior child sexual abuse investigator

Police forensic interview practice...

and focal person on matter of children and women in Arada sub city police. Lastly, key informant four is senior prosecutor and focal person on matter of children and women in Federal Attorney General Yeka Sub City Women and Child Affairs office. These key informants have work relation with the forensic interviewers and they have knowledge and experience of forensic interview. The background information of these informants is illustrated in the following table;

Table 3: *Background information of key informants*

Participants Code	Sex	Age	Position	Educational Background	Work experience
Key informant 1	M	45	Senior child sexual abuse investigator & focal person in Yeka Police	Certificate in Police Science	8 years
Key informant 2	F	42	Senior official & focal person in Ababa Police Commission	LLB & diploma in Police Science	15 years
Key informant 3	F	35	Senior child sexual abuse investigator & focal person in Arada Police	Diploma in Police Science	8 years
Key informant 4	F	32	Senior prosecutor & focal person in Yeka women & child affairs	LLB	4.7 years

#### **4.2. The application Investigative Interview Techniques Guideline**

This section examines the application of Federal Supreme Court Child Project office Investigative Interview Techniques Guideline (2002 E.C.) in the selected areas mainly in terms

Police forensic interview practice...

of assessing police forensic interviewers' awareness and application of the standards stated in each phases of the guideline in interviewing sexually abused children.

#### **4.2.1. Introduction.**

The police investigative interviewers are obliged to undoubtedly follow the steps claimed in the guideline developed to be used while making interview with sexually abused children. As explained by the informants of the in-depth-interview, they do follow the steps since the beginning of the interview and described the following. In support of this, police investigator 4 explained on how she would start the interview:

I know how to introduce child. To start the interview with the child, I introduce my name and describe my role and the place I work. Then I explain the purpose of the interview.

Reassure the child that I have spoken with lots of other children before, and that I am interested in talking with children. This is what I do with children to introduce.

Similarly, police investigator 6 introduces interview as follows:

After welcoming the child, I ask her/his name. I tell the child that I am happy to meet her/him and ask how she/he is doing. I introduce my name and my job. And then, I let others to introduce themselves with the child.

Police investigator 4 also introduce ground rules such as informing the child that she/he should tell the truth and required to describe events in detail because the interviewer was not present and does not know what has happened.

Moreover, all of the in-depth interview informants tell the child about the confidential nature of the issues discussed in the interview and the persons who are authorized to know and access it. They believe that telling the child the right not to be interview and know about the

Police forensic interview practice...

confidential nature of the interview process helps the child to feel confident and safe for the information she/he disclosed.

#### **4.2.2. Rapport building.**

The in-depth interview informants were asked about their awareness and practice of building rapport. According to the findings, all of them said that rapport building in their interview is indeed essential. The main purpose, as they explained, is to put the child at ease and this in turn brings a relative advantage to overcome reticence and to gain the feelings of children's willingness to communicate. And this is mainly by considering child developmental stage and language competence. Police investigator 2 described rapport building as follows: I often call the child from the entranceway to the unit as soon as she/he enters in the hands of the police. The first thing I do in the unit is creating conducive environment and creating good relationship with the child. Therefore, rapport building as to me serves to have a harmonious relationship with the child alleged of sexual abuse.

According to police investigator 1, building a rapport is "engaging the child in brief conversation about her/his interests or personal activities. This includes an opportunity for the child to describe a recent non sexual abuse related experience." Furthermore, police investigator 5 also described building rapport as "a friendly environment going to be established between the police and the child. In doing so, I always consider the child developmental stage, and communication capacity." Closely, police investigator 7 believes that the purpose of rapport building as "to create a safe environment throughout the process of interview where by the child trusts the interviewer and facilitate a disclosure about the sexual abuse experience."

To assess their actual use of rapport building in their interview practice, in-depth - interview informants were asked what issues they raise in the rapport building stage. According

Police forensic interview practice...

to police investigator 4, she invite the child to tell her everything the child like to do and she believes that this in run help her to teach the child to describe about the actual sexual abuse happening. Besides, police investigator 6 in his day to day rapport building activities ask open ended questions like "where do you go to school? What grade are you in? What is the name of your teacher? And do you like school?" Police investigator 2 also raised similar open ended invitations like asking about school, recent activities you the child did etcetera.

As seen some of the informants above, interviewers most of the time extract information from children during the rapport-building by asking open ended questions which are not directly linked the sexual abuse but events that leads to the abuse. Nonetheless, all of them believe that rapport building is always in the beginning of the interview process. And this is meant to make the child feel comfortable with the interview process and to obtain preliminary information about child victim' verbal skills and cognitive maturity.

#### **4.2.3. Training in episodic memory.**

The in-depth-interview informants were asked if they are aware of training in episodic memory or narrative practice in interviewing the child. Most of the informants reported that they do not have awareness about the concept of training practice interview and they don't use in reviewing the child. The rest informants reported that they are familiar with the concept of narrative practice. After stating their familiarity with the concept, the researcher asked them what major issues they pose with the child during the narrative practice and its importance. In their view, asking the child to tell them about neutral events in a way that maximizes open-ended questioning and encourages narrative responses is meant to train practice interview. According to them, issues they raise here are some how similar with the rapport building phase. In this regard, police investigator 6 stated that:

Police forensic interview practice...

I ask the child victim regarding a recent occurrence or about everything that happened yesterday or today. This helps me to assess the child use of language and developmental level. It can also help me to identify an event connected to an activity the child enjoys and ask the child to tell me all about that happening.

#### **4.2.4. Transition to substantive issues.**

One of the stages of the investigative interview guideline is transition to substantive issues or introducing the topic of concern. In-depth-interview informants were asked how they proceed to the targeted topic in interviewing the child. According, most of the informants reported that substantive portion of the interview begins when the interviewer prompts a transition to the targeted topic. As the finding show, they usually allow the children to raise the targeted issue by themselves. To introduce the topic of concern, police investigator 4 usually "invite the children to tell her everything they know about the sexual abuse happened against them. She asks them to tell her why they are in her office. But she doesn't start the issue by her own." Police investigator 1 also invites the child by asking open-ended questions like "tell me what happened"? They also told me that if children do not make allegations and they don't have option than using series of increasingly focused prompts. But few in-depth interview informants they raise the issues themselves first and ask the child to tell them about the sexual abuse.

#### **4.2.5. Investigating the incidents.**

According to the investigative interview guideline, the questioning phase begins after it is clear that the child has finished providing a free narrative. The questioning phase is a time to seek legally relevant information/evidences and to clarify the child's comments. All the in-depth interview informants were asked about the types of questioning techniques they apply in interviewing child alleged of sexual abuse. Though is not in an organized and coherent manner,

Police forensic interview practice...

almost all the in-depth-interviewees use questions that encourage the child to talk more about the sexual abuse incident with an open-ended one. And they believe that open-ended interview questions help the child to tell them about the sexual abuse than focused questions. To confirm their answer, the in-depth-interview participants were asked to list out the types of open-ended questions they ask. In view of all of the in-depth-interview participants open-ended questions includes "Tell me everything what happened." "Tell me everything from the beginning to the end." "You mentioned.... Tell me everything about that."; "Then what happened." and so on. They told me that these open-prompts are intended to get detail story of the abuse.

According to police investigator 1, 3 and 7 they sometimes ask some golden questions such as "who", "what" and "where" and some other interviewer even provide option or answer by saying "Yes" or "No." questions. Regarding the questions techniques they follow in the interview process, the statement made by police investigator 6 signify the view of all informants:

After introducing ourselves, the role and purpose of the interview depending up on the child's language and developmental understanding, I let the child to tell me everything she/he notices concerning the sexual abuse. I use the 'wh' questions that I learned in police science trainings and some other special training. I ask questions like tell me everything you can remember, what else you remember, what happened next and the like. I even ask focused and leading questions whenever it is appropriate. But I should be honest that I don't follow any standardized procedure for asking such questions than I learned in police science and some other on job trainings over the years.

All the informants also recognized the importance of proper questing techniques in interviewing sexually abused children. In this case, police investigator put the importance of proper question techniques throughout the interview process:

Police forensic interview practice...

As to me, proper investigative interview questions help the investigator to get information/evidence and coherently record the disclosures of child for use later in the court. Besides, this will help to determine who might have been responsible for that sexual abuse. In general, if a given police investigative interviewer employs appropriate interviewing questions; it will have decisive impact on the outcome of the case and help to install the appropriate intervention for the child victim.

#### **4.2.6. Break.**

According to the investigative interview guideline, after asking open-ended questions and before asking potentially contaminating questions, the interviewer can give the child a short break. All of the in-depth-interview informants have awareness about taken break and its importance. During the break time the police forensic interviewers along with the social worker and prosecutor review the information they have received, try to see if there is any missing information, and depending up on the information they had they plan the rest of the interview process including framing relevant and appropriate interview questions.

However, the informants have knowledge of taking break and its importance, some of the in-depth-interview informants do not actually practice taking break. They believe that "taking break may result interruption of flow of the interview process and as a result my even lost crucial information about the incident."

#### **4.2.7. Eliciting information that has not been mentioned by the Child.**

The investigative interview guideline required police investigative interviewer to ask focused questions when she/he have tried other questioning techniques and she/he feels that some forensically important information is missing or unclear. According to the findings, only few of the in-depth interview participants are familiar with the type of questions to ask when an

Police forensic interview practice...

important information/evidence is missed. They indicate by referring such as an object, activity, place and feeling already mentioned by the child. When the child begun to talk about the missed forensically relevant information and they follow up with other open-ended prompts such as "tell me all about that?"

In the contrary, the rest in-depth interview informants are familiar with specific questions to ask when forensically important information is missing or unclear. Accordingly, interviewers usually ask open invitations such as "tell me all about that?"

#### **4.2.8. If the child fails to mention information you expected.**

Here, the interviewer is required to use prompts that are only relevant. If the child has not responded to the initial questions asked, it is better to indicate the child that the interviewer should understand something may have happened. Accordingly, the interviewer should invite the child to tell her/him what happened. The finding shows that in-depth interview informants use various issues mentioned in the interview process before and their observation to help the child tell her/him about the sexual abuse. For instance, police investigator 4 stated that in this situation she refers the child as: "If there are noticeable injuries on her/his face I can ask as 'I see that you have a bruise on your face, tell me everything about that'?" Nevertheless, few in-depth interview informants reported that they ask leading and forced choice questions.

#### **4.2.9. Information about the disclosure.**

Among the stages of the investigative interview guideline, disclosure of information is one of them. Regarding this, most of the in-depth interview informants stated that they follow different approaches depending up on the response of the child. The most common approach they told me is that if the child has mentioned telling someone about the incident and if the child has not mentioned telling anyone. They commonly ask questions such as "who did the child

Police forensic interview practice...

initially tell? Who else knows what happened." Once the child is safe to disclose they follow the normal open ended questions and prompts if the child is unable to tell about the incident. Police investigator 4 stated that she usually ask the "then what happened? In contrast, few of the in-depth interview informants such as police investigator 4 told me that they don't have specific procedure they follow than referring the child either to the social worker to enable the child to disclose the incident.

#### **4.2.10. Closure.**

In-depth-interview informants were also asked if they are aware of closure phase of forensic interview. All of them reported that they are aware and practice of the closure phase of forensic interview process. The researcher asked the in-depth interview informants to point out what closing statements they make when they terminate an interview with the child. All of them stated closer of an interview as an ending the interview process. Police investigator 1 explained closure phase and its importance as follows:

After the end of the interview process, I ask the child if there is any information revealed that she/he is not sure about. I also ensure the child will be safe when going back to her/his home. I usually finish the interview talking about something good activities that the child is looking forward to.

Similarly, police investigator 6 believe that "the child victim never be sent out of my office while still she/he is in tears or not emotionally contained. I seek the help of social worker to help the child feel safe before the child leaves my office."

Police investigator 6 also explained that "after the end of the interview, the child would be emotionally disturbed and unstable. In that case, I often help the child to feel more stable and not to be re-traumatized." This is also confirmed by police investigator 4 who presented that:

Police forensic interview practice...

“there are children, who cry a lot while talking, being aggressive and shocked after they give their statement of the abuse. In such instances, I will try to treat the children for a time.”

#### **4.2.11. Neutral topic.**

According to the investigative interview guideline, the interviewer is expected to talk a couple of minutes with the child about neutral issues. For that reason, the in-depth interview informants were asked their knowledge and practice of talking about neutral topics in the interview process. All of the in-depth-interviewees stated that they have awareness about the concept of talking about neutral topics with the child but believe that is part of the closure phase.

When asked about the specific questions they ask for the child, they ask questions like “Is there anything else I should know?” “Is there anything you want to tell me?” “What are you going to do today after you leave here?” and the like. As police investigator 7 stated that she keep the interview process by allowing the child to return if additional information becomes available and give the child an opportunity to express concerns regarding the interview.

### **4.3. Multidisciplinary team forensic interview practice**

Here, the finding will be presented in relation to the work relationship of the police with social workers and public prosecutors in the forensic interview practice mainly the study participants' understanding of the need of MDT forensic interview and the role of each professional in the forensic interview of sexually abused children at the selected settings.

Finding of the study indicated that though the degrees of involvement among the professionals varies forensic interview of sexually abused children is conducted in a team approach where the police, social worker and public prosecutor are mainly involved in the interview process. Even in the Gandhi Memorial Hospital health and medical professionals also participate in the interview process. All of the study participants believe that forensic interview

Police forensic interview practice...

conducted in a team approach facilitates efficient gathering and sharing of information, improves communication among the professionals and enables coordinated response to the child victim of sexual abuse. Police investigator 1 described the importance of having different professionals in the interview process that "when forensic interview is conducted in a team, the strength of different expertise and point of view that the professionals possess is important to deliver better and comprehensive service for the child victim of sexual abuse." She added that:

Up on the accusation of child sexual abuse, the possibility of the child to get confused from the responding criminal justice system such as the police is common. Multiple interviews by many professionals including interviews by untrained police officers create problems for the child. Hence, coordinated investigative interview reduces system intervention trauma to the child victim of sexual abuse.

In a similar way, Sosna believes interview handled by a team that:

Forensic interview conducted by a single professional is problematic as child sexual abuse demands multiple interventions. As to me, forensic interview that involves the police, social workers, prosecutors and other pertinent professionals addresses these potential problems by reducing the number of interviews and stress on the child victim.

Debritu who is public prosecutor also stated that:

Although we are from different professional backgrounds, the police, social workers and prosecutors stand for a common goal. We coordinate our response to reduce trauma for the child victim and conduct successful investigation. So, the importance of having different professionals in interviewing sexually abused children is not questionable.

In general, the study participants believe that the involvement of the police, social workers, prosecutors and other professionals in forensic interview enables coordinated child

Police forensic interview practice...

sexual abuse investigation in a particular it enables better information sharing, reduce secondary victimization and install further intervention service for the child victim of sexual abuse.

The study participants' response reflected that in interviewing sexually abused children the work relationship between the police and public prosecutor is collaborative. The finding indicated that the role of the police in the forensic interview practice includes initiate the child sexual abuse investigation, gather preliminary information about the sexual abuse, orient to the child to the facility and explain the forensic interview process, prepare and plan for the actual interview, conduct the interview with team members, consult the team members before, during and after the interview, coordinate interview strategies and techniques with team members, participate in case briefings and team meetings, document and maintain detailed records of interviews, prepare written reports of interviews and monitor interviews conducted by other members of the team. After the investigation file is completed, the police transfer to the prosecutor for prosecution. The public prosecutor mainly determine the legality of the case, plan for the interview, prepare interview questions, participate in the interview process and ask the child some legally relevant questions, follow up the police and social workers' legality of their interviewing and questioning techniques, file its document for prosecution and prepare for the court. Based on the interview outcome, the prosecutor also participates in decision of the referral service of the child along with the police and social workers. Forensic interview of sexually abused children is considered as a primary duty of the police and public prosecutors. Accordingly, participants believe that the police and public prosecutors are the core components of criminal justice system that have collaborative role in the forensic interview.

On the other hand, most of the study participants view that the role of social workers' in the MDT forensic interview is supportive or facilitative one. Police investigator 3 described that

Police forensic interview practice...

social workers are simply to facilitate the interview process. He believes that social workers are there in the unit to ease the interview process but not equally important as prosecutor and police do. He further added that "had social workers been equal with the police and prosecutor they would be influential in the eyes of the judge." Police investigator 7 repeated that:

In my experience with social workers, they are in the unit to support the police and public prosecutor. They can't participate in the case by their own but they participate whenever the police or prosecutor invites them to do so. Thus, I don't think that the role of social workers in interview process is equally important to the police and prosecutor.

Similarly, police investigator 5 believes social workers as support persons that "as social workers are meant to ease the relationship between the police, public prosecutor and child and help the child to disclose the sexual abuse, social workers are supportive persons."

Though they don't believe that their expected role in the team forensic interview is limited to facilitative or supportive one, social workers who participated in this study also confirmed their facilitative or communicative role in the selected areas. For example, Selam described her social worker's role in the interview process as "facilitating the disclosure of child sexual abuse and help to maintain smooth relationship between police and the child victim."

In line with this, Sosna who is a social worker exemplified the situation as:

In the center I work in, I sometimes participate in the interview process along with the police and prosecutors. My role is limited to facilitate the child's voluntarily disclosure the abuse. I am not discharging my forensic social worker's role than simply helping the police and the public prosecutors to discharge their own roles and responsibilities.

Police forensic interview practice...

To the contrary, few of the research participants such as key informant 1 described social workers as professionals that can stand by their own. He stated the corroborative role of social worker in the forensic interview process as beneath:

For me, social workers are equally important with other professionals such as the police and prosecutors. In child sexual abuse cases, the spoken word have greatest source of investigative evidence and often is the best evidence in criminal proceedings. To that extent no child sexual abuse case investigation is complete until the child victim is forensically interviewed. This is due to the fact that physical evidences in sexual abuse cases most of the time is rare. In my opinion, social workers are collaborative as their intervention is mandatory.

Debitu who is a public prosecutor also believes that the role of social workers in the team forensic interview as a collaborative one. She puts the relationship in a brief way that:

Social workers in the center I work are doing various activities including facilitating the interview process, counseling for the child victim, give an expert witness in the court and propose some referral services to the child victim. Hence, they are equally important professionals that have deceive role in providing better service for the child victim.

Similarity, the observation conducted by the researcher also confirmed the collaborative role of social workers in team forensic interview in the center as; On the scheduled day for observation in Gandhi Memorial Hospital Women and Children Integrated Care and Justice Center(also known as women and children protection and investigation center/unit), most likely 12 to 14 years old little girl allegedly sexually abused one come with her mother to the unit to report about the abuse and both the police and public prosecutor had been waiting the social worker for about 2:00 hours and when the social worker come immediately they begun the

Police forensic interview practice...

interview all together. To support this observation, police investigator 2 told the researcher that "if there is no social worker in the unit, we wait until social worker comes from other unit.

Because interviewing some children is very difficult if there is no social worker."

#### **4.4. Challenges of child forensic interview practice.**

One of the objectives of this particular study was to find out whether there are challenges of forensic interview practice in the selected areas. Accordingly, all of the study participants of were asked to point out if there are any challenges of forensic interview practice. The finding show that there are many challenges of forensic interview practice in the selected areas and some of these major challenges are presented here in the subsequent section.

##### **4.4.1. Lack of training.**

The study reveals that lack of regular and institutionalized forensic interview training is one of the principal challenges all of the study participants raised as a concern. The in-depth interview informants reported that new police officer join the units even without getting any initial trainings. Perhaps all of the in-depth-interview informants had received general police science training on crime prevention and investigation. There are also on job trainings in few cases. However, they are insufficient to provide better service for the children who are sexually abused. In this regard, police investigator 3 stated that:

I never took training regarding forensic interview of sexually abused children except two days training on general children and women abuse investigation with in my four years experience in the unit. I come from the crime prevention section and joined to this unit without getting initial training on child abuse investigation. As to me continuous ongoing training is required for investigative interviewer like me.

Similarly, police investigator 5 asserted that:

## Police forensic interview practice...

Children are incapable to understand the nature of the sexual abuse committed against them and they get disturbed when they are handled by unskilled investigator that doesn't have the necessary knowledge and skill to deal with them. Hence, forensic interview needs knowledgeable and skillful professional police that have the ability to obtain necessary evidences from the children. As to me this can be solved through different special trainings on forensic interview.

Moreover, police investigator 1 stated that:

Most sexual abuse against children is committed by individuals who are close to victims. Consequently, they can easily distract evidences. Child victims are also expected to testify against persons they love most. They may be threatened by the perpetrator not to talk about the incident. All these situations make the investigation difficult. In this case, the police should have the skill to extract possible evidence from the child. And this is possible if the police get timely and relevant trainings.

According to key informant 4:

Training of forensic interviewers is must because sexually abused children should be handled by specialized police, prosecutors and other professionals who are mainly trained in children's rights or how to deal with victim children and this lessen the risk of secondary trauma to the child victim. But, this is uncommon in the unit I am working in. In similar vein, key informant 1 suggested the solution for this particular challenge that: We don't have to depend always on external trainers instead the Addis Ababa Police Commission children and women investigation and protection coordination office, the Federal Attorney General along with each unit should use the experienced police

Police forensic interview practice...

interviewers and social workers to share their experiences and provide training to less skilled and inexperienced police investigative interviewers.

When asked to comment about aspects of the training they need, all in-depth-interview informants recommended more practice forensic interviews such as phase of forensic interview process, child development, documenting of forensic interview statements, types of interview questions, training on what to do when child victim did not disclose about the abuse and so on. In this regard, police investigator 4 also suggested that:

Beyond knowledge of the general crime investigation questioning technique such as the who, when, where and the what questions, the police investigative officer should train on child development capabilities and best practice interview such as ground rules, rapport building and questioning techniques.

#### **4.4.2. Lack of feedback and supervision on interview practice.**

Most of the in-depth-interview informants indicated that they do not receive any formal feedback on the interview they conducted. Very few of them said that they receive verbal feedback from colleagues, prosecutors and social workers. However, much of the feedback would have been on the general child sexual abuse investigation than on the quality of interview. Key informant 4 described the feedback and its importance as described below:

Training programs that do not dovetail with continuing feedback for interviewers are not sufficient in improving investigative interviewing. Without feedback, interviewers can make the inaccurate judgment that the guideline doesn't work. Interviewers believe that they are following the guideline however it is only when systematic and timely feedback is given. In my opinion, feedback is vital to improve and maintain interviewing skills. In

## Police forensic interview practice...

this case, experienced interviewers can provide continued feedbacks to the less experienced interviewers.

Police investigator 7 stated that "I never get feedback from my colleagues and my boss on my interview practice than the prosecutor's written order about the issues to be considered in the interview. However, still it is not as such detailed and explanatory."

Key informant 2 described the practice of feedback as follows:

As to me, there is no as such continual feedback and support for interviewers in many in the selected areas. I believe that forensic interview training must be accompanied with ongoing feedback. And this feedback can be provided during the interview break and during the debriefing process immediately following each interview is conducted.

Regarding the team forensic interview, Sosna and key informant 4 described briefly that there are hardly regular occasional meetings where members of the team share their experience of forensic interviewing within the specific period of time. But, most of the participants stated that there is no periodic evaluation system that helps to make sure whether member of the team is doing its role and responsibility effectively or not.

As to supervision none of the participants received supervision on the interview they conducted. In this regard, police investigator 6 reported that:

No one observes and directs my day to day forensic interview practice. In fact I am required to plan and report periodically on my daily activities. My immediate boss also give me general comments on my interview process however he doesn't show me the error I have and the good jobs I did in detail. It is simply general direction that he gives me. If this is supervision, I don't think this could help me to improve my interview skills.

Police forensic interview practice...

Similarly, police investigator 4 described that "in the unit I work, we simply rely on each other's support and guidance on our cases. But, there are no formal supervisory mechanisms that direct our interview practice." From the in-depth-interview informants it seems that they do not receive supervision though some indirect way of supervision that doesn't enable them to conduct better and skilful interviews. Key informant 2 said that:

The police since their appointment as an investigator had received extensive training in child abuse investigation. In addition, social workers received extensive training from respected professionals in their field to equip them with the necessary skill to perform their functions. They are therefore competent. They are monitored with regard to their plans and reports, case flow and appearance as expert witness.

According to the research participants, the major cause for the absence of forensic interview supervision or guidance is lack of experienced professionals and commitment by the concerned institution.

#### **4.4.3. Lack of stress management mechanism.**

The finding from the in-depth interview informants and key informants show that although interviewing sexually abused children is traumatic and stressful there are no stress management mechanism in the selected areas. Here, police investigator 4 explained that:

Child sexual abuse investigation including forensic interview of sexually abused children is very stressful and challenging. It's not a type of service that you can finish at your office. The stressful feeling and sometimes heartfelt feelings will follow you at home. Because you often remember the bad happening to the child victim including her/his body injuries. I with my two colleagues handle a number of cases at a time. Hence, there should be refreshment programs and professional counseling for forensic interviewers.

Police forensic interview practice...

Otherwise it will affect the day to day forensic interview practice and the case even may fail before it proceeds to the concerned organ.

In a similar way, police investigator 3 stated that:

Working with child victim of sexual abuse is traumatic. The stressed investigative officers pose a threat to themselves, other police officers, child victims, offenders and even to public safety and thus it is a matter of urgent concern for the unit to arrange programs that help officers to eliminate the stress if not to reduce the stress.

To the contrary, key informant 2 described the situation as follows:

Forensic interview of sexually abused children is painful and stressful. I know because of stress some investigators have left their job. As a solution for this, we usually prepare stress management trainings and counseling services to our staff members, public prosecutors and social workers working as a team in the units to help them lesser their stress and burnout. This is mostly by experienced police officers, social workers and sometimes by inviting some counselors from NGOs.

#### **4.4.4. Improper forensic interview room settings.**

In the participants view, there are improper forensic interview room settings in units. The interview room according to the participants is not friendly; it is uncluttered and not free from distracting noises and supplies. The unit room is not sufficient and not equipped with supportive tools of interview. Its arrangement is not comfortable to victim children to tell their story with confidence to the interviewer. In particular, all of the research participants stated that the room setting of the unit is not at ease to child. Police, public prosecutors and social workers in all the selected areas share a single room for interviewing sexually abused children.

## Police forensic interview practice...

The researcher's personal observation is also similar to the above respondents view. The investigators of the units have interview the children who came to their office in the presence of their colleagues and other clients. Besides, the researcher observed interview in the presence of uniformed police investigators and other people who come to the unit to get other services. This is particularly in Arada and Yeka units. On the other hand, though there are some limitations, the researcher observed that Gandhi Memorial Hospital Women and Children Integrated Care and Justice Center is arranged in a better way than the two units. There is separate building block that only serves the child victim of sexual abuse. Besides, the composition of the MDTs professionals namely the police, prosecutors, social workers and health professionals is also well organized. Above all, they are experienced professionals that stay for long period of time in the center. The police investigator 4 and 5 stated that the center was established in 2004 E.C and it is the first center taken from the South African model. The center is a national model, being the first center to fully integrate children and women abuse investigation. It is “one-stop” center to child sexual abuse intervention that brings forensic interview, medical assessment, counseling services under one roof to protect children and to prevent further abuse. The detail roles and responsibilities of the above members of the MDTs unlike other units is also clearly put under the protocol prepare by the National Coordinator Body Secretariat Ministry of Justice in 2003 E.C. But the participants told me that there are no separated and equipped rooms for each professional that can help her/him to provide professional and confidential service to the child victim.

The in-depth-interview informants stated that the Addis Ababa Police Commission Women and Children Investigation Coordination office and the units' respective administration don't give a credit concomitant to the contribution of the forensic interview practice for the justice process. Nonetheless, key informant 1 insisted that resource allocation of the commission

Police forensic interview practice...

to the units is limited. The limitation arises because of scarce budget of the units have and this hampers to provide better service for sexually abused children. Police investigator 3 stated that: Due attention has to be afforded to the unit. As a principle, the unit should be separate block where everything is furnished well that can best serve the children including sexually abused ones. But, as you can see is the room is very narrow that is aimed to handle many abused children and women where the police, social worker and prosecutor should seat to interview children altogether.

#### **4.4.5. Problems related to disclosure.**

All of the in-depth interview informants revealed that families who do not want to open cases against the alleged perpetrator especially where the perpetrator is related to the child. There are families who withdraw charges laid against the perpetrator. This is where the sexual abuse occurred in the family, the mother blames the child for the abuse because the child has broken the family relationship due to arrest or prosecution. Police investigator 6 and key informant 1 stated that “the perpetrator may deny the alleged sexual abuse if there is no evidence.” In line with police investigator 4 also described that:

The sexually abused child might not tell the truth because of being threatened by the perpetrator, the family of the perpetrator. The child might take back a previous statement which was made in the beginning of the forensic interview process.

The major causes as stated by research participants is due to the distressing sexual abuse experience, victim's child family, developmental abilities of the child, lack of support of forensic interview by other physical evidences and lack of communication with other professionals about the abuse. Above all, the police together with other concerned institutions such as the Federal Attorney General and other stakeholders working in the area of children didn't create awareness

Police forensic interview practice...

about the problem of sexual abuse and its effect. Even the society doesn't have trust on the role and contribution forensic interviewers.

#### **4.4.6. Turnover of forensic interviewers.**

All of the study participants believe that sexually abused children have the right be interviewed by professionals. When an experienced professional who know the case very well, leave his/her job, and handover the case to other new professional, the process of child abuse investigation including its interview might interrupt or even stop somewhere. Turnover of the experienced police investigative officers, public prosecutors and social workers is common in the selected areas. Police investigator 3 stated that:

Child sexual abuse investigation as a job is not valued, respected, and often misunderstood by some coworkers and concerned officials. Even the payment is low as compare to other professionals doing similar job at the unit. Besides, the job by itself is stressful as compare to other jobs. This all brings many experienced police investigative officers to leave the unit and find better jobs.

The finding show that one of the major cause for the turnover of forensic interviewers is salary and per dim differences between police investigative interviewers and other professionals such as public prosecutors and social workers in the selected areas. This difference has its own impact on the motivation of police investigative interviewers. It makes the units to have less trained forensic interviewers. Police investigator 6 stated this situation as:

As to me, there are no experienced forensic interviewers here in the Yeka sub city police unit. One of the principal reasons is difference in remunerations for similar jobs with prosecutors and social workers. The latter two are paid by the employee institution Federal Attorney General while the former are paid by Addis Ababa Police Commission

Police forensic interview practice...

mostly based on rank. Experienced police officers have been left the unit to get better job. Even the social workers do not stay long in the unit rather use the unit as transit institution and when they get better job and environment they left the unit. This in turn hinders to provide better service to child victim of sexual abuse.

Similarly key informant 4 confirmed that:

One of the problems I observed in unit I worked and I am working is the salary of crime investigators. Even though there are some committed investigators who stayed for more than ten years in the unit and some other units, they are dissatisfied with their rank based salary. As you know, crime investigation above all interviewing sexually abused children is very difficult, time consuming and even stressful that need patience. As to me, this can be at least minimized by motivating the investigators.

#### **4.4.7. Problem vis-à-vis MDT forensic interview.**

Though forensic interview of sexually abused children is conducted in a MDT approach, there are major challenges that hinder coordinated treatment of sexually abused children coming to these areas. One of the challenges of MDT forensic interview according to the finding is duplication of interview. The response of police investigator 5 is relevant to mention here that:

The composition of police, prosecutors and social workers in forensic interview is meant to reduce the number of interviews to which a child is subjected including reducing unfamiliar interviewers to whom a child must narrate and providing a trained interviewer. Though the three professionals often conduct interview altogether, other sub city's unit again subject the child to duplicative interview believing that the former was not sufficient. The child alleged of sexual abuse come to Gandhi for medical assessments and initial interview. After medical treatment, we conduct the interview and gather evidence

Police forensic interview practice...

about the abuse and transfer to the concerned sub city's police unit. After they receive the initial investigation file and they over again conduct interview.

According to key informant 2, multiple interview of child victim is the problem that we don't solve yet. As she reported, the establishment of the center in Gandhi Memorial Hospital was to overcome the duplicative of interviews by different and untrained interviewers. She mentioned that though an initial stage of forensic interview is conducted in Gandhi center, the other sub city police that received the investigation file again conduct similar interview where the child is subject to secondary victimization believing that the initial interview is not sufficient.

Another challenge where the study participants highly concerned is that forensic interviewers use traditional interviewing techniques that apply for adults. Sosna who is a social worker observes that:

Most investigative police officers charged with the responsibility of interviewing sexually abused children do not have the required knowledge about child development. They are not trained on how to elicit relevant information from the child victim than using the ordinary interview techniques that apply for adults. Even the police turn the interview into an interrogation that lasts for long hours. But I believe that child victim of sexual abuse cannot be interrogated like the perpetrators. So they should be trained.

Debitu who is a public prosecutor puts similar idea that:

The investigative police officers have limitation on how to extract information from the child victim of sexual abuse. Because there are no regular trainings that can help them to equip with the techniques of interviewing sexually abused children. From the onset, some of them even join the unit without getting initial trainings about child sexual abuse investigation. Most of them run to ask questions without any sequence.

Police forensic interview practice...

The police officers themselves have admitted these limitations. For example, police investigator 2 and 5 asserted that “the police most of the time do not apply child appropriate interviewing techniques than using the common ‘wh’ questions.”

On the other hand, Halima puts the idea stating that:

Social workers involvement in the forensic interview process is not observable. Their involvement is dependent up request of the police and prosecutor. Even their communication and consultations with the police and prosecutor is less. They have to act professionally and engage actively in the forensic interview process like we do.

The social workers who participated in this study themselves stated that they have limitations as to their involvement in the forensic interview selected areas. In this regard, Sosna described the reality as:

As a social worker, we have limitations in extracting information from the child victim.

We do not prepare expert recommendation to the court; If we are preparing it is not adequate. That is why most of the time courts are not dependant on our expert opinion.

Maya a public prosecutor also reported that the social workers in the MDT forensic interview is limited to facilitate the interview process mostly when the child is unable to talk or emotionally disturbed. Similarly police investigator 6 stated that:

Child sexual abuse perpetrators can only be successfully be brought to justice and protect the rights of the child victim when there is good coordination among different professionals including police, social workers and public prosecutors. However, in the unit I work with there is no as such good coordination among us. One is highly concerned on the process of forensic interview process while the other is not. Even you can't see as such smooth relationship among us. The police collect relevant evidences after passing

## Police forensic interview practice...

challenging state of affairs, the public prosecutor on the other hand rejects saying that it is not relevant. Social workers are also not influential in the interview process. Much work is needed to overcome these limitations.

In agreement with the above idea, key informant 2 stated:

As to me, when establishing a multidisciplinary team, members need to understand what other members are doing and how their activities interrelate. For instance, the police should consider how its interview might traumatize a child victim. Social workers need to understand that their treatment and evaluation techniques might affect the police interview process. Although differences in opinion are expected, effective team work relies on a mutually agreed upon and open mechanism for discussing and resolving differences. But the practice is to the reverse. This holds back to deliver enhanced and coordinated service to the child victim of sexual abuse.

According to the study participants, the prosecutors mostly ask interview questions that do not take into account the child's maturity level and language competence. As police investigator 2 put: "prosecutors are not acquainted child developmental level and the specific interviewing techniques. Thus, they should train age and language appropriate interview questions." Likewise, the Sosna who is social workers described that:

Though opinions are forwarded both before and during the interview process; the police and public prosecutors mostly leave out based on their own interest. They do not consider social workers as experts on forensic interview of sexually abused children and even not consider that social workers have knowledge on the area.

Police forensic interview practice...

She further alleged that "problems exist between the police and public prosecutors on understanding social workers role, on the competence and even on the relevance of the social work profession on child sexual abuse investigations."

All of the study participants stated that as there is no guideline that puts the role of each professional in the MDT forensic interview. In the actual forensic interview the three professional set at one room and all of them participate in asking the child very possible questions in relation to the sexual abuse. The study participants emphasized that there should be clear protocol that guides the role and responsibilities of each professional in interviewing sexually abused children.

As a result, the study participants revealed the solution for the aforesaid limitations. Key informant 1 for example suggested the solution stating that:

In interviewing sexually abused children, the police, public prosecutor and social worker should have clearly defined roles and responsibilities. Whenever, there is problem or role conflict, ongoing discussions of priorities and problems during investigations will help to minimize the problem that these differences might result.

According to Marta, Halima and key informant 2 , a child's best interest can be well served when police, social worker and public prosecutor who involved in the interview process understand and respect each other's role. Above all, there should be joint trainings that help the professionals to understand mutual roles and responsibilities.

The research participants' response and the researcher's observation indicated that there are also opportunities that can help to conduct effective and successful forensic interview in the selected settings. The willingness of most of police, social worker and public prosecutors to work together, to help and share their own professional skill one another, the availability of various

Police forensic interview practice...

institutions who are working on the areas of children such as the Federal Supreme Court child Project Office, U.S Embassy in Ethiopia, the EPUC and other governmental and nongovernmental institutions working in the area of children can help in training the forensic interviewers. Because these and other pertinent institutions have trained the investigative interviewers of the selected areas. In this case key informant interview 1 indicated, to minimize the stress and burnout, the Addis Ababa Police Commission Women and Children Investigation and Protection unit is inviting external professionals to provide some stress management service for the forensic interviewers and few other skill development trainings. The existence of the FDRE Criminal Justice Policy (2002 E.C) and National Children's Policy(2017). The investigative interview techniques guideline (2002 E.C.) and other relevant international legal frameworks are also opportunities to observe and apply in their day to day forensic interview techniques. Most of the research participants are also willing to conduct peer review sessions that help to share best experience of forensic interview. Hence, if is utilized properly, these good opportunists can help to conduct successful interview of sexually abused children with the existing resources both in and outside the selected settings.

## **Chapter Five: Discussion**

This chapter is devoted to the discussion of the findings under different sub themes in light of the research objectives, research questions and the related literatures per se.

### **5.1. The Practice of the Interview Techniques Guideline at the selected settings**

#### **5.1.1. Introduction.**

According to the findings of the study, all of the in-depth interview informants confirmed that they are aware of the introducing the course of interview including their name, role and purpose of the interview. This is always the first thing they do before discussing about the subject matter. This is similar with the investigative interview guideline that insist police forensic interviewers to introduce their name, role, place of work, method of documentation and confidential nature of interview and reassure the child that he/she has spoken with lots of other children before, and that the interviewer is interested in talking with children (Federal Supreme Court Interview Techniques Guideline, 2002 E.C., pp.2-4).

However, as the finding show, the in-depth interview informants neither tell the child about the documentation methods that they are going to use and its importance nor explain the ground rules of the interview. Besides, the interview is conducted in the presence of public prosecutors and social workers. For privacy reasons however the guideline suggests police investigative interviewers to conduct the interview alone (pp.2-4).

#### **5.1.2. Rapport building.**

In respect to rapport building, the results of the study indicated that all of the in depth interview informants always use rapport building in interviewing sexually abused children. The in-depth interview informants reported that they usually consider the child developmental stage, communication capacity and language competence of the child to conduct interview. Typically,

Police forensic interview practice...

they invite the child to talk about issues that are not linked with the abuse but events that leads to the abuse. Questions like 'Tell me about things you like to do.' 'Where do you go to school? What grade are you in? What is the name of your teacher? Do you like school?' 'What are the things you like best about school?' are among the rapport building questions that lead the child to feel comfortable with the interview process. This also helps the interviewer to obtain preliminary information about child verbal skills and cognitive development. According to the interview guideline, interview questions like 'Tell me about things you like to do' 'I really want to know you better' 'I need you to tell me about the things you like to do' 'Tell me more about that' These questions are not directly linked to the targeted issue but events that lead the child to tell about the actual happening (p.5).

The in-depth interview informants also believe that building rapport help to put the child victim at ease and this in turn have the opportunity for interviewers to gain the children's willingness to communicate. Similarly, as (Donohue & Fanetti, 2015,pp.64-65; La Rooy et al., 2015, pp.10-11) stated in the rapport building phase the child alleged of sexual abuse begin to trust the interviewer and become cooperative in the interview process. Rapport building begins with the initial introduction and continues throughout the interviews process. However, the in-depth-interview informants believe that rapport building is always in the beginning of the interview process.

### **5.1.3. Training in episodic memory.**

The findings of the study show that almost all in-depth interview informants have awareness about what training in episodic memory/narrative event practice is. They asserted that practice interview about a neutral topic extends rapport building before substantive issues are discussed and allows the child to become more familiar with the process of answering open-

Police forensic interview practice...

ended questions. Before the interview, forensic interviewers ask the child regarding recently experienced events such as first day of school, birthday party, holiday and other special occasions that the child can remember. Besides, they even ask the child events that took place at the same time with the alleged sexual abuse. This is congruent with the investigative interview guideline where the interviewer is required to identify recent events the child can remember (pp.5-9). Similarly (Faller, 2015; La Rooy et al.,2015) stated this phase is a continuation of the rapport building phase where forensic interviewers also learn more about the communicative abilities of the child alleged of sexual abuse and prepares the child to respond in the substantive phase of the interview. Nevertheless, few participants didn't distinguish the difference between rapport building and this phase. Rather they believe that rapport building and narrative event practice phase are similar which shows that they have a gap in identifying rapport building from that of narrative practice.

#### **5.1.4. Transition to substantive issues.**

One of the stages of the investigative interview guideline is introducing the topic of concern. According to the finding, the entire in-depth interview participants reported that transition to substantive issues begins when the interviewer prompts a transition to the targeted abuse. Questions such as "tell me why you're here today? Tell me what happened?" or "I heard someone may have done something that wasn't right? Tell me everything about that?" are among the prompts interviewers ask to the child. Consistent with this finding, the investigative interview guideline suggest interviewers to ask the child similar questions as the research participants revealed. As per the guideline, questions that lead to substantive issues include:

Now that I know you a little better, I want to talk about why [you are here] today. I understand that something may have happened to you. Tell me everything that happened from the beginning

Police forensic interview practice...

to the end. As I told you, my job is to talk to kids about things that might have happened to them. It is very important that you tell me why [you are here/ you came here/ I am here]. Tell me why you think [your mum, your dad, and your grandmother] brought you here today [or 'why you think I came to talk to you today]... (pp.9-14).

Though most of the in-depth informants identified most of the questions to ask during this phase of interview, few of them believe that the type of questions to ask depends up on the response of the child.

#### **5.1.5. Investigating the incidents.**

Almost all the in-depth interview informants use questions that encourage the child to talk more about the abuse with open-ended questions. Participants also believe that considering the age and communicative level of the child is the first thing to consider in posing open-ended questions during this phase. To the in-depth informants, open-ended questions include "Tell me everything what happened." "Tell me everything from the beginning to the end." "You mentioned.... Tell me everything about that." "Then what happened?" These types of questions according to the participants help the child to tell detail story of the abuse.

Similarly (Faller, 2015; Lamb et al., 2007;La Rooy et al.,2015) believe that open-ended questions usually encourage children to describe events in their own words. Open-ended questions allow children to select the specific details they want discuss and encourage multiple-word responses. This includes questions like what happened. Tell me everything you can remember? Tell me very thing from the start to the end?

Likewise, the investigative interview guideline suggests open-ended questions that help the children to describe the abuse in their own words. This includes:

Police forensic interview practice...

Tell me everything about that; then what happened? Think back to that [day/night] and tell me everything that happened from [some preceding event mentioned by the child] until [alleged abusive incident as described by the child]. Tell me more about [person/object/ activity mentioned by the child]. You mentioned [person/ object/ activity mentioned by the child], tell me everything about that... (pp.15-20).

On the other hand, though few participants believe that open-ended questions are good as they encourage the child to talk about the sexual abuse, they were unable to tell the proper types of questions to ask than questions that begin with who, what, where, when and why.

#### **5.1.6. Break.**

The findings of the study revealed half of the in-depth informants practice taking a break during the interview process. This is in particular common when the interview is taken place for long hours. During the break time the police along with the prosecutors and social workers review the information received, look missed information and plan the rest of the interview including framing relevant interview questions. Similarly, the guideline stated that interviewers require considering break that helps her/him to revise the information received, to fill the forensic check list, determine if important information missed, plan and prepare interview questions for the rest of the interview process (pp.20-21).

On the other hand, the rest in-depth informants do not talk break in their interview. Even when the interview is taking for long hours they continue to ask the child. Because they believe that taking break may result interruption of flow of the interview and may even lost forensically important evidences. This is contrary to the investigative interview guideline that requires forensic interviewers to talk break in the interview process.

#### **5.1.7. Eliciting information that has not been mentioned by the child.**

Form the findings of the study few of the in-depth informants are familiar with the type of questions to ask when an important information/evidence is missed. They prompt the child by indicating some important issues like an object, activity, place and feeling mentioned earlier by the child. When the child begun to talk about the missed information they follow the common open-ended prompts such as ‘tell me all about that? follows. Likewise the investigative interview guideline require interviewers to ask some prompting questions but only after exhausting open-ended questions and when ever forensically important questions are missed (pp.21-22). The rest in-depth informants have awareness about the types of the interview questions when there is information the child didn't tell. The mostly ask open ended invitations to help the child disclosed in her/his own words. They also indicate some previously told information to help the child remember the fact.

#### **5.1.8. If the child fails to mention information the interviewer expected.**

As the finding almost half of the in-depth interview informants are partly aware of the type of questions when the child fails to mention information they expected to be answered. They pose some specific questions that help them to link with the previously obtained information or evidences. The guideline demands interviewers to ask some prompts that are only relevant. Above all, the type of question to ask varies depending upon the response of the child as well as the knowledge of the interviewer regarding the abuse and prior disclosure made by the child (pp.23-25).

Conversely, the rest in-depth informants pointed out that they try to convince the child whatever interviewing questioning techniques including forced choice ones. Besides, they don't even follow standardized questioning techniques to elicit information from the child victim.

#### **5.1.9. Information about the disclosure.**

Most of the in-depth interview informants stated that they follow different approaches depending up on the response of the child. They commonly ask questions such as "who did the child initially tell? Who else knows what happened?" "You've told me why you came to talk to me today. You've given me lots of information and that really helps me to understand what happened." However, rather than listing the types of the questions they ask they didn't identify the specific options mentioned in the guideline. According to the guideline, there are two options to follow during this phase. If child has mentioned telling someone about the abuse, the interviewer should ask 'Tell me everything you can about how ["the first person mentioned by the child"] found out.' Where as if the child has not mentioned telling anyone, probe about possible immediate disclosure by saying: 'Tell me what happened after [the last incident].' 'And then what happened?' In general, the interviewers should use appropriate interview questions depending up on the response of the child (pp.25-27).

However, few in-depth-interview informants were even unable to mention the specific question to ask during this phase. They don't even have any specific technique to follow than ask every possible question that helps the child to disclose. In sum, almost all of the in-depth interview informants are not fully aware of this phase.

#### **5.1.10. Closure.**

According to the findings of the study, almost all of the in-depth interview informants are aware and implement the closure phase of forensic interview process. They ask the child if something else left to tell regarding the abuse. Further, they thank the child regarding the interview process and the information the child feed them. And, if the child is in need of some treatment they refer the child to the social worker to help the child feel safe before leaving their

Police forensic interview practice...

office. In a similar vein, the guideline demands investigative interviewers to ask the child if something has left, thank for the information the child told them and give some counseling service for the child if she/he is yet in need of some treatment (p.27).

However, there are few interviewers who are not fully aware of the closure phase of the interview and they didn't reveal the possible issues to mention under this phase. The only thing they told the researcher about the closure phase is that they simply ask the child if something left to tell and thank the child without addressing further issues covered in the guideline.

#### **5.1.11. Neutral topic.**

As stated in the guideline, interviewers are expected to refocus and briefly talk a couple of minutes regarding neutral topics with the child. This includes asking the child "what she/he is going to do after leaving the office? or tell time and inform the interview is over and provide interviewer's contact information in case the child needs to call and the interviewer give the child victim an opportunity to express worries or concerns about the interview/investigative process" (p.28). In line with this, the response of all of the participants fits with issues covered in the guideline. However, most of them believe that talking neutral topics with the child is covered under the closure phase of forensic interview. This shows there is confusion on the two phases.

#### **5.2. Multidisciplinary team child forensic interview**

The study revealed that forensic interview of sexually abused children in the selected areas is conducted in a MDT approach where most of the time the investigative police officers, social workers and public prosecutors conduct the interview. All of the study participants believe that MDT is an important approach where many professionals with different expertise conduct the interview and share information about the abuse. Team forensic interview in the participants view reduce replication of interview, secondary victimization and stress on the child victim of

Police forensic interview practice...

sexual abuse. This is in line with the finding of (Cronch et al., 2006) stating that MDT forensic interview help to have well-coordinated sexual abuse investigations that benefit from various professionals in particular helps to share information about the abuse and child and minimize replication of interview by several interviewers. Likewise, Bracewell (2015) concluded that coordinated response to child abuse cases is important than responses by individual professional.

As the finding shows, the role of investigative police officers is mainly to initiate child sexual abuse investigation, collect preliminary information about the sexual abuse, prepare for the actual interview including designing interview questions, conduct the interview with social workers and public prosecutors and document the interview statements from the child and prepare for the court based on the interview and other collaborative evidences. Likewise, the public prosecutor along with other MDT team members collect legally relevant preliminary information about the sexual abuse, determine its legality and the criteria and process of when to conduct forensic interview, conduct interview with the child victim, ask different general and legal defensible questions, institute child sexual abuse criminal charges and based on the result testify in court his/her evidence about the sexual abuse and participate in the decision of referral services. Due to this, police and the prosecutor as an integral part of the child sexual abuse investigation and prosecution have collaborative role in the MDT forensic interview practice.

In the participants' opinion, forensic interview of sexually abused children is highly concerned both to the police and prosecutor than the social worker. To the contrary, most of the in-depth interview informants believe that social workers unlike the police and prosecutors in the MDT forensic interview have supportive role. They believe that social workers in the team forensic interview are meant to facilitate the interview process by smoothing the relationship between the interviewers and the child alleged of sexual abuse. Hence, social workers are

Police forensic interview practice...

support persons. However, as shown in the literature, the working relationship between the police, public prosecutors, social workers and other relevant professionals is expected to be collaborative where each professional have equal importance for successful forensic interview. The social workers who participated in this study confirmed that the police and prosecutors do not consider the role of social work profession as equally relevant profession for child sexual abuse investigation including its forensic interview. Owing to this, social workers blame to the existing system as it do not allow them to act professionally as forensic social workers do in other countries. Unlike the police and public prosecutors courts neither rely on the social workers' testimony nor accept their social work recommendation. However, few of the study participants described that the intervention of social workers in the forensic interview is equally important alike the police and prosecutors. Because successful child sexual abuse investigation including its interview depends up on the contribution of each team member.

As the finding show, the social workers participate throughout the interview process and carry out a number of roles including facilitating the forensic interview, participate in the interview process and ask child appropriate interview questions, prepare social work recommendation to the court, counseling and based on the interview outcome give an expert witness in the court and decide on referral services for the child victim. Therefore, social workers in the team forensic interview are important professionals that have collaborative role in providing better service for the child victim. But, they also believe that social workers are neither fully enjoying their forensic social workers role nor influential in the team forensic interview. Accordingly, social workers are more expected to participate facilitate the interview process, questioning the child, work on referral services for the child with external agencies, prepare social work reports; identify research areas on child issues and conduct research and inform to

Police forensic interview practice...

the concerned organ, prepare and conduct trainings for team members and other professional mainly on human and child developments. Likewise, social workers within the South African Police Service play a crucial role. Because, courts in the South African context rely on the social workers' expert witness and recommendation on the subject of the sexual abuse (Jonkers, 2012). Similar with the above findings, the study by Jonkers (2012) pointed out that forensic social workers in the interview of sexually abused children have a number of roles they should perform. Social workers conduct interview, questioning, counseling, expert testimony, prepare social work reports; educate other professional on human and child developments etcetera. Forensic social workers in the South African context have considerable number of roles both in the child sexual abuse investigation units including its forensic interview and in the courts. The judge has heavy rely on the forensic social workers' role in testifying the abuse and in providing forensic social work reports (Jonkers, 2012). Similarly, the study by Smith (2014) also revealed the collaborative role of forensic social workers in the South Africa criminal justice system.

### **5.3. Challenges of forensic interview practice**

The study participants reflected that police forensic interviewers at the selected areas face diverse challenges. The challenges are in relation to forensic interview training, lack of feedback and supervision on interview practice, lack of stress management mechanism, improper forensic interview room settings, problem in relation to disclosure, turnover of forensic interviewers and problems in relation to MDT forensic interview. Each of these challenges is discussed in the next paragraphs.

As all of the study participants revealed, lack of regular and institutionalized training is one of the major challenges that forensic interviewers face in interviewing sexually abused children in the selected areas. Even some of the police officers are employed without having

Police forensic interview practice...

initial training on how to investigate sexual abuse cases including its interview. The only training they get is general police science training and some other on job trainings that don't even directly enable them to conduct forensic interview. However, the study by Faller (2015) showed that countries that adopt the NICHD Protocol have trained their forensic interviewers. The training mainly ranges from two days to one week. The study concluded that adopting any protocol such as the NICHD one without training forensic interviewers is paper value. Thus, forensic interviewers according to Faller (2015) should train how to apply the protocol or guideline and its detail.

Worldwide study by La Rooy et al.,(2015) also indicated that forensic interviewers such as police and social workers are highly trained to interview sexually abused children. The trained mainly took five to ten days that specifically focus on familiarizing forensic interview guidelines, practicing interviews with trained actors, receiving feedback on practice interviews, learning about communicative and child developmental issues and learning regarding role of forensic interviewer in criminal justice proceedings. Undertaking trainings in a regular manner is essential for forensic interviewers who seek to develop their knowledge and skill of forensic interviewing. This in turn enables forensic interviewers to provide better service for child victim of sexual abuse. Nonetheless, the findings revealed that there is huge gap in this area. Further, the UN Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime (2009, Art.13) declares also justice personnel including the police should be given training regarding interviewing of sexually abused children.

The informants revealed that there is neither feedback nor supervision on the interview they conducted. Consistently, finding of the studies by Korkman (2006) in Finland and Wolfman (2016) in New Zealand indicated that there are challenges of regular feedback and supervision

Police forensic interview practice...

that forensic interviewers face in both countries. The study noted that regular feedback and supervision of police investigators on the interview they conducted ensures their adherence to the specific interview guideline they follow and enhance their skill of interview. Nonetheless, the studies have also revealed the existence of some ongoing feedbacks and supervisions in these countries. Similarly, the study by (La Rooy et al., 2015) found that existence of one forensic interviewer in some police departments where there is no possibility to give feedback and the legal system of some countries is not yet oriented toward best-practice interviewing. The studies noted that feedback enables forensic interviewers to deliver better service to the child victim, reduce further abuse and protect innocent individuals from criminal punishment (Faller, 2015; La Rooy et al., 2011; La Rooy 2015). The major cause for the absence of forensic interview supervision or guidance as the participants stated is lack of experienced professionals and lack of commitment by the concerned institution.

Another finding of the study where most of the research participants reported is that challenges related to stress management mechanisms. Child sexual abuse investigation in general forensic interview in particular according to the research participants is traumatic. Traumatic nature of job together with the excessive work load, results police investigative officers to face stress and burnout. However, as the research participants revealed there is no stress management mechanism or services that help the interviewers to overcome the challenge and thereby lead stronger workforce. In line with this, Chiarelli-Helminiak (2014) mentioned that forensic interviewers of sexually abused children are vulnerable to job related stress. This in turn affects the child victim and the organization they work in. The major cause includes lack of support from supervisors and coworkers, lack of job satisfaction, and excessive workloads.

## Police forensic interview practice...

As the findings show all of the study participants stated that there are improper forensic interview room settings. The interview room arrangement is not comfortable to victim children to tell their story with confidence to the interviewer. The rooms are threatened and not as such equipped with necessary materials to conduct forensic interviews. It is not friendly; it is uncluttered and not free from distracting noises and supplies. This was also confirmed by the researcher's personal observation of the selected areas specifically Arada and Yeka units where the uniformed police have interviewed a child victim who came to their office in the presence of their colleagues and their clients. The privacy of the child victim suffered due to people who want to enter to the head of sub city crime investigation department, head of the unit and other persons. Likewise, the location of the interview room is attached to the corridor of three offices.

In line with this, the study by Pangborn (2009) stated that in most communities, forensic interviews are conducted in police stations where the interviewers are typically police officers either in uniform or plain clothes but generally visibly equipped with the usual police paraphernalia such as badge, guns, handcuffs, police radio etcetera. This may contaminate the interview process. The study by Tsegaye (2011) has also indicated that though there are separate blocks/rooms the units/centers didn't have proper setting and facilities that enhance child friendliness of unit. And this was raised as a challenge for the better treatment of children. Besides, Getachew (2011) studied predicaments of child victims of crime seeking justice in Ethiopia in particular a double victimization by the justice process and found that child victims are subjected to cycles of traumatising during investigation, prosecution and trial process. Failure to respect the privacy of the child victim during interviewing, interviewing the child victim in an intimidating and fear-instilling atmosphere and the like were mentioned as

Police forensic interview practice...

challenges of the study sites. Lack of budget, awareness and commitment by the concerned institutions was reported as major causes of the improper forensic interview settings.

The study showed that disclosure is one of the challenges all forensic interviewer face in the selected areas. In this case research participants stated that distressing sexual abuse experience, developmental abilities of the child, family of the child victim, the interviewer's characteristics, limitations of children and lack of awareness of the community about the role and contribution of forensic interviewers contribute to the challenges of obtaining disclosure from child. In line with this, the studies by (Cronch et al.,2006; Dunn, 2006; Whisnant, 2009; Smith, 2014) have similarly found that distressing sexual abuse experience, interviewees and interviewers characteristics, developmental abilities of the child, limitations of children etc also contribute to the challenges of obtaining disclosure from the child alleged of sexual abuse. Moreover, Allnock (2010) stated that feeling of shame, intra-familial abuse, child age and gender are among the barriers for disclosure of sexual abused. Getnet (2000) similarly stated that children do not easily tell the abuse mainly due to their younger age, threatened by abuser, afraid that no one will believe them, blame themselves and feel too ashamed or embarrassed.

Findings from the research participants depict that there is high turnover of forensic interviewers. The participants mentioned salary and per dim differences among different professionals working similar jobs in the selected areas; the traumatic and challenging nature of the job along with poor working environment are major cause for the turnover of the experienced and trained forensic interviewers. The experienced and skilled interviewers including the police investigative officers, social workers, child psychologists and prosecutors who know the case very well leave their job and handover the case to the new forensic interviewers. Forensic interviewers as (O'Donohue & Fanetti, 2015)) stated are exposed to traumatic child victim and

Police forensic interview practice...

witness of crime and this have direct effect on turnover of the professionals. Likewise, turnover of forensic interviewers continues to remain a challenging issue in many countries.

Though challenged by a number of issues, forensic interview of sexually abused children in the selected settings is conducted in a MDT approach. The police, social workers and public prosecutors mainly participate in the interview process. However, the degree of involvement varies among the professionals. Much of the task of forensic interview is doing by the police and public prosecutors. The social workers and their professional contribution is less considered and they are not as influential. As the finding showed, the challenges of MDT forensic interview practice includes lack of common guideline that govern how child sexual abuse investigations and other functions will be pursued by team members and the roles and responsibilities of forensic interviewers, lack of recognition of each other role and duplicative of interviews by multiple interviewers and communication problems. In the participants view, the set up of units among other things was meant to have well coordinated, divergent perspectives and unique expertise that each team member brings to the group as a whole. However, the practice is otherwise. Fowler, Hannigan, & Northway (as cited in Pangborn, 2009) in this regard argued that in a MDT forensic interview there are barriers that either emanated from institutions or from the professionals themselves. Different philosophies, organizational structures, funding limitations, conditions of service, joint training, and values of organizations in which professionals work as an institutional barriers where as professionals barriers include work-style differences, communication problems, sexism, racism, age differences, sexual involvements with team members, conflicts over power/status, and mistrust and lack of respect. Besides conflict in a team is usual happening however the team's effectiveness is measured by its ability of settling the conflict (U.S Department of Justice, 2000). More similarly, the finding of the studies by

Police forensic interview practice...

(Han, Carnochan & Austin, 2008) indicated that there is a high tension between legal professionals and social workers in handling child sexual abuse cases. The major problems arise mainly from language use difference, communication gap, lack respect of each other, knowledge gap of the social workers ethics and handling procedure on the side of legal professionals and lack of knowledge of the legal process on the side of social workers. On the other hand, Pence and Wilson (as cited in Pangborn, 2009) stated that MDT could improve understanding of and respect for differences that can lower these barriers. However, the studies didn't reflect most of the above challenges mentioned by the current study participants.

Moreover, this research also indicated some good opportunities in the selected areas which are essential to get through the challenges of interview of sexually abused children.

## **Chapter six: Conclusion and implication**

### **6.1. Conclusion**

This study explored police forensic interview practice with sexually abused children in Gandhi Memorial Hospital, Arada and Yeka women and child protection and investigation units.

Specifically, it examined the application of Federal Supreme Court Investigative Interview Techniques Guideline (2002 E.C.); the work relationship of the police with other coworkers in the forensic interview and major challenges of forensic interview practice at the selected settings.

The finding revealed that most of the police forensic interviewers have awareness of the introduction, rapport building, training in episodic memory, transition to substantive issues, investigating the incident, taking break and closure phase of the investigative interview guideline. However, they are neither fully familiar with the remaining phases nor fully aware and apply most of the interview questions stated in each phase of the guideline. As stated in the guideline and literature, the hierarchy of interview questions goes down from free narrative/open-ended questions to specific or focused but no leading questions and then to closed questions and as a last resort to explicitly leading questions. Though the in-depth interview informants have awareness that narrative or open-ended questions are preferable as they give the chance to the child to describe the abuse by his/her own words, most of the times they tend to get information quickly by sticking on the leading or suggestive ones. Because they thought that open-ended questions are time consuming and difficult to utilize and there is a pressure to obtain evidence quickly for the court.

As it brings comprehensive response to the child victim of sexual abuse, all of the study participants believe that MDT forensic interview is important. The study revealed that there are various roles the police, social workers and prosecutors accomplish in the forensic interview

Police forensic interview practice...

practice in the selected settings. The police mainly initiate the child sexual abuse investigation, collect preliminary information about the abuse, orient children to the facility and explain the process of interview, prepare for the actual interview including framing interview questions, conduct, document and maintain detailed records of interviews, coordinate interview strategies and techniques with team members, prepare written reports of interviews and monitor interviews conducted by other members of the team, participate in the team case brief meetings and work towards team goals and objectives and prepare for the court. And the role of the prosecutor includes determining the legality of the case( to proceed with the case or not), planning and conduct the interview, questioning the child, oversee the police and social workers' adherence to the legal frameworks in extracting information from the child, participate in the referral decision with the police and social workers and institute child sexual abuse criminal charge.

On the other hand, social works among other things conduct forensic interview along with the police and public prosecutors, provide counseling services for the child victim and his family, prepare social work reports and recommendation to the court and determine some referral service to child victim. However, social workers work relationship with the police and public prosecutors in the selected settings is referred as; helping or assisting the police and public prosecutor who are considered as principal forensic interviewers. Hence, it is elucidated that; social workers involvement in the forensic interview process on helping the sexually abused children is not regarded equally important like that of the police and prosecutors from the point of view of most of the police and public prosecutors participants. This form of relationship has been explained as supportive relationship. But the expected relationship between social workers and other forensic interviewers as it is indicated in the literature should be collaborative as each professional involved in the team have equal professional contribution for the successful forensic

Police forensic interview practice...

interview. Moreover, the police and public prosecutors most of the time do not consult the social worker for the intervention of the forensic social work practices. Consulting other team members before, during and after the interviews is one of the key aspects of MDT forensic interview. Hence, the relevance and contribution of the social work profession in the forensic interview practice is less understood in the study settings. As it is shown in the literature, law enforcement, child protective services, prosecution, medical, mental health, victim advocacy and children's advocacy center are represented in the team. However, only the police, prosecutors and social workers are involved in the forensic interview as a team member where others are neither represented nor consulted at any stage of the forensic interview process. The finding also indicated that there is no protocol that address the functioning of the MDT, the roles and responsibilities of the professional and their over interaction in the forensic interview process. The protocol adopted to govern the members of the team in the Gandhi Memorial Hospital Women and Children Integrated Care and Justice Center is almost non functional. In addition, duplication of interviews was reported as a challenge of MDT team forensic interview practice in the selected settings.

The study also examined major challenges that hinder effective forensic interview practice of sexually abused children at the selected settings. Lack interview training, lack of feedback and supervision on the forensic interview practice, lack of stress management mechanism, improper forensic interview room settings, turnover of forensic interviewers were reported the major challenge of forensic interview practice. The distressing sexual abuse experience, family, children and interviewers related problems also mentioned as a challenge to obtain statement from the child victim of sexual abuse. The study further indicated that the challenges have stalled to conduct successful child sexual abuse investigation in general and

Police forensic interview practice...

forensic interview of sexually abused children in particular. Hence, there is an urgent and continues training of forensic interviewers regarding child forensic interview techniques and this should be accompanied with continuous feedback and supervision. Besides, as child forensic interview is traumatic and overburden job, there should be stress management services and the concerned organ should retain the excessive turnover of the forensic interviewers by installing conducive working environment. The selected settings also should also use the opportunities indicated in order to overcome some of the challenges.

In conclusion, police forensic interviewers rarely adhere to the Federal Supreme Court Interview Techniques Guideline in interviewing sexually abused children. Even though forensic interview is conducted in a multidisciplinary team approach, the research has identified some gaps that should be solved by the agencies and professionals involved in the team and other pertinent institutions indicated below. Besides, forensic interview practice is hampered by other various challenges that stalled successful forensic interview of sexually abused children at the selected settings.

## **6.2. Social work implication**

The finding of the study on the area of police forensic interview practice presents social work education, policy, research and practice implication which are presented below.

### **6.2.1. Implication to practice.**

Social work intervention as shown in the literature is must in criminal justice system in particular in the child sexual investigations. Forensic social work as subspecialty of social work is the relevant expertise that can be fully applied in interviewing sexually abused children in the selected areas. Further, forensic interview of sexually abused children is conducted in MDT approach where the police, social workers, prosecutors and other pertinent professionals are

Police forensic interview practice...

directly involved in the interview process. But, while the role of the police and prosecutors is considered as collaborative, the role of social workers is less recognized and considered as supportive one. Social workers' recommendation is not considered as a professional recommendation. The police and public prosecutors seldom make use of social workers' reports as evidence in court cases. Even the social workers themselves are not influential in the forensic interview practice. They must not limit themselves to the facilitative role rather should actively participate in the areas indicated in this study and more. Moreover, the social workers must not wait for someone to bring a solution to their challenges in practicing forensic social work in the units. Rather, they should advocate themselves and make their own voice heard by showing how important forensic social work intervention is.

### **6.2.2. Implication to policy.**

The non existence of MDT forensic interview practice guideline is mentioned as of the major challenges in the selected areas. The guideline should specifically envisage the challenges explored in the current forensic interview practice to enact a guideline on the specific roles of each team members and the purported relationships. There is also potential conflict between evidentiary and therapeutic goals in the team forensic interview practice. An important facet of building this relationship is the development of written agreements or guidelines that spell out how each agency and practitioners will respond to child sexual abuse investigations including its forensic interview. Hence, the FDRE Attorney General, Addis Ababa Police Commission and Addis Ababa University School of Social Work and other pertinent agencies should design a guideline that show the role, responsibilities and overall interaction of each agency and professional in the forensic interview process.

Police forensic interview practice...

### **6.2.3. Educational implication.**

Teaching social work students about their roles and responsibilities will help the social workers effective in the child victim of sexual abuse investigations and help to provide better service for the best interest of the child. Thus, teaching social workers in this regard is the mandate of the Addis Abeba University Schools of Social Work. Social workers should be cognizant about the roles of forensic social workers in the criminal justice system more specifically in the forensic interview of sexually abused children. Besides, the police who are currently doing social workers' role in the selected areas should get the opportunity to develop their knowledge and skill of forensic interview of sexually abused children. As a result, the School of Social Work, Addis Ababa Police Commission and FDRE Attorney General can play a great role in this view.

The School of Social Work should have to work in collaboration with Addis Ababa University School of Law and Governance in promoting the role and contribution of social work practice in units. The social work should also consider including legal stream as one concentration in its curriculum or include course which at least give basics legal knowledge for students, as social work practice in child sexual abuse investigation is one stream which social work will provide service. Because, any social work profession graduate can't be forensic social worker or interviewer without initial and on job trainings.

Moreover, the EPUC Crime Investigation and Forensic Science Institute should also incorporate child sexual abuse investigation module to the curriculum of short term, diploma and degree programs so as to enable the police investigative officers capable of conducting forensic interview of sexually abused children in particular child development issues, interviewing /questioning techniques, role and responsibilities of police in the MDT forensic interview of

Police forensic interview practice...

sexually abused children in the child protection units. What's more is that the Institute jointly with Addis Ababa Police Commission Women and Children Investigation and Protection office should prepare and conduct on job trainings to the investigative police officers to apply the Federal Supreme Court Interview Child Project office Interview Techniques Guideline (2002 E.C.) and thereby enable them to conduct successful child forensic interview.

#### **6.2.4. Implication for research.**

To the best of my knowledge, I did not get any study that deals with forensic interview of sexually abused children in the selected areas. It is very clear that there is a research gap regarding this issue. This research can serve as a beginning point for further researches in the units included in the study and beyond. As this study focus is from the investigative police officers point of view, researches can be conducted on the role and contribution of forensic social workers in interviewing sexually abused children, challenges, role confusion and overlap over the forensic interviewers, attitude of other practitioners about the forensic interviewers and the practice, researchers and practitioners may be able to more effectively address the issues either qualitatively or quantitatively. Further, research with a larger sample of forensic interviewers is also considered necessary.

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## **Annexes**

### **ANNEX I**

#### **Informed consent for study participants**

This consent form is prepared for the research titled: Assessment of police forensic interview practice with sexually abused children in the selected children and women investigation and protection units in Addis Ababa. In particular, the study is aimed to explore the application of interview techniques guideline in the selected areas, assess the work relationship of the police and other professionals in forensic interview practice and major challenges of forensic interview practice at the selected areas in Addis Ababa.

Your participation is completely voluntary. You may end your participation at any time by letting the researcher know about your withdrawal. Upon your willingness, I would like to tape record and take note during the interview. This will ensure the quality of the data and make transcription process simple. The recording made during the interview will be permanently deleted upon finishing the research project.

The researcher requests you to answer the designed questions during the time of interview. You have the right to withdraw from the interview process at any time.

You will get a personal satisfaction for being able to share your experience in this study. The data obtained from you will benefit the society because it will contribute to the improvement of forensic interview practice through the outcome of this study.

This study is guided by the ethical considerations of autonomy and confidentiality. The information you provide will be used only for the purposes of the study. Your personal information will not be transferred to the third party without your consent. Besides, you have a

Police forensic interview practice...

full right to ask any questions regarding the research process and the researcher is willing to provide answer to your questions.

If you are willing to participate in this study and agree to the above terms, please sign your name and indicate the date below. Thank you in advance for participation in this study.

Participant name/code \_\_\_\_\_

Participant signature \_\_\_\_\_

Date \_\_\_\_\_

Researcher name \_\_\_\_\_

Researcher signature \_\_\_\_\_

Date \_\_\_\_\_

Contact number \_\_\_\_\_

## ANNEX 2

### Interview guide for in-depth interview informants

#### 1. Background information

- A. Age
- B. Sex
- C. Position
- D. Professional background/ field of study/graduation year
- E. General work experience as an investigative officer/interviewer (time length, particular focus area)
- F. Work experience in the center/unit(duration, in which area)

#### 2. Police forensic interview practice with sexually abused children

- A. With regard to your forensic interview practice: are there any guidelines or protocol that you follow? If your answer is yes, explain.
- B. There exists guideline on how police have to interview sexually abused children in the units. How do you relate your interview practice at the unit with the guideline? Is your interview practice at the unit in accordance with the stated guideline? Why?
- C. Are you aware of introducing the interview? If yes, how do you introduce to the child alleged of sexual abuse?
- D. Are you familiar with the concept of rapport building? When and how do you build rapport in the interview process with the child? What do you think is the importance of rapport building?

## Police forensic interview practice...

- E. Are you familiar with the concept of training in episodic memory/practice interview?  
What major issues do you discuss with the child during the training practice interview? What is the importance of practice interview?
  - F. How do you proceed to the substantive issues? What questioning techniques do you use to elicit information from the child? Why?
  - G. How do you investigate the incidents with respect to the sexual abuse? What specific questioning techniques do you employ to elicit information/evidence from the child? Why? Are there continuum/sequences of questions? Why?
  - H. Do you use break in the interview process? If yes, what issues do you consider during the break time, why?
  - I. What questioning techniques do you use to elicit information that has not been mentioned by the child?
  - J. What questioning techniques/probes do you employ if a child fails to mention information that you expected to be answered?
  - K. What questioning techniques do you use to get disclosure of the sexual abuse?
  - L. How do you close an interview process? What issues do you state to the child?
  - M. Do you discuss with the child about neutral topics? If yes, what issues do you discuss with the child?
3. Capacity building of police forensic interviewers of sexually abused children
- A. Are there on job trainings? How do you see the arrangement of training for the police forensic interviewers in general? Do you believe it is enough? Why?
  - B. Which training do you get more relevant for the interview of sexually abused children? Why?

Police forensic interview practice...

- C. Do you have the experience of getting feedback on your interview practice by your colleagues or any concerned body? When and how?
  - D. Have you ever been supervised on your interview practice by your boss or any concerned body? When and how?
  - E. Do you believe getting feedback and supervision on you interview practice is important? Why?
4. Work relationship of police and other professionals in interviewing sexually abused children
- A. Do you think that the involvement of the police, public prosecutors and social workers in the forensic interview practice is important? If yes, how?
  - B. Do you think that the relationship between these professionals in the forensic interview is collaborative or supportive role? Why?
  - C. What gabs/limitations do you observe in accomplishing their respective role in interviewing sexually abused children in the unit?
  - D. What do you suggest for the better future interaction of these professionals in the forensic interview practice and then provide better service for the child victim?
5. Challenges of police forensic interview practice with sexually abused children
- A. Are there challenges of forensic interview practice in the units/center? if your answer is yes, can you explain?
  - B. What type of measurers has been taken to solve these challenges? Specially, how do you explain the response of Addis Ababa Police Commission Children and Women Crime Investigation and Protection office and the child protection unit you work?
  - C. What do you think should be done in order to improve the future forensic interview practice in the unit you are working in?

Police forensic interview practice...

6. Do you have any additional comment that you would like to add? If yes, please forward.

Thank you for your participation!!

ANNEX 3

Interview guide for the key informants

1. Background information of the informants
  - A. Sex
  - B. Educational back ground
  - C. Position
  - D. Working experience in related position
2. Forensic interview practice with sexually abused children
  - A. Have you taken any training on forensic interview of sexually abused children?  
Please list out the type of training you took.
  - B. Do you give feedbacks to the police forensic interviewers in their interviewing practice with sexually abused children? When and how do you give this feedback?
  - C. How do you supervise the police forensic interviewers in the unit? Do you have any controlling mechanism? When and how do you use this?
3. Work relationship of the police with other professionals in the forensic interview practice
  - A. Do you think that the involvement of the police, public prosecutors and social workers in the forensic interview practice is important? If yes, how?
  - B. Do you think that the relationship between these professionals in the forensic interview is collaborative or supportive role? Why?
  - C. What gabs/limitations do you observe in accomplishing their respective role in interviewing sexually abused children in the unit?
  - D. What do you suggest for the better future interaction of these professionals in the forensic interview practice and then provide better service for the child victim?

Police forensic interview practice...

4. Challenges of forensic interview practice in the selected areas.
  - A. Are there challenges that made the forensic interview practice in the unit/center difficult? If yes, what are the challenges?
  - B. What type of measures has been taken to solve these challenges? Specially, how do you explain the response of Addis Ababa Police Commission Children and Women Crime Investigation and Protection unit and the unit you are working in?
  - C. What do you think should be done in order to improve the future forensic interview practice in the unit you are working in?
5. Do you have any additional comment that you would like to add? If yes, please forward.

ANNEX 4

Interview guide for other informants interview

1. Background information
  - A. Sex
  - B. Educational background
  - C. Position
  - D. Working experience in related position and profession (in the center/unit where you are working in?)
  - E. Working experience in child sexual abuse investigation including forensic interview child of sexually abused children?
2. Work relationship of police with other professionals in the forensic practice
  - A. Do you think that the involvement of police, social workers and public prosecutors in interviewing sexually abused children in the unit/center is important? If yes, how?
  - B. In the forensic interview practice of sexually abused children, do you think that the relationship among these professionals is collaborative or supportive? Why?
  - C. What gaps/limitations do you observe among these professionals in the forensic interview practice?
  - D. What do you suggest for the better future interaction of these professionals in the forensic interview practice?
3. Questions related to challenges of forensic interview practice in the selected areas.
  - A. Are there challenges that made the forensic interview practice in the unit/center difficult? If yes, what are the challenges?

Police forensic interview practice...

- B. What type of measures has been taken to solve these challenges? Specially, how do you explain the response of Addis Ababa Police Commission Children and Women Crime Investigation and Protection office and the unit you are working in?
  - C. What do you think should be done in order to improve the future forensic interview practice in the area you are working in?
4. Do you have any additional comment that you would like to add? If yes, please forward.

Thank you for your participation!!

## ANNEX 5

### Observation check list

Based on the consent of research participants, the researcher will observe the following

1. How is the child protection unit room setting arranged?
2. Daily activities of investigative police officers in handling sexually abused children.
3. What does the work relationship that police forensic interviewers have with the public prosecutors and social workers look like? How do they communicate? Is that collaborative or supportive relationship?
4. How do investigative police officers compile and document their forensic interview report of sexually abused children?

አባሪ 1

የጥናቱ ተሳታፊዎች ፈቃደኝነትን ማረጋገጫ ቅፅ

እኔ ትንሳኤ ገ/ክርስቶስ በአዲስ አበባ ዩኒቨርሲቲ የማህበረሰብ ሳይንስ (Social Work) የትምህርት ዘርፍ የ2ኛ ዲግሪ ተመራቂ ተማሪ ስሆን በአሁኑ ሰአት የመመረቂያ የጥናት ፅሁፍ በመስራት ላይ እገኛለሁ።ይህ የጥናት ፅሁፍ የሚያተኩረው በአዲስ አበባ ጋንዲ የመታሰብያ ሆስፒታል፣አራዳ እና የካ በሚገኙ የህፃናት ወንጀል ምርመራና እንክብካቤ ማዕከላት የፖሊስ ወንጀል ምርመራ ቃለ መጠይቅ ተግባር ላይ ነው። በዚህ ጥናት የማዕከላቱ የፖሊስ የምርመራ ቃለ መጠይቅና ችግሮቹ እንዲሁም በመርማሪው ፖሊስ፣የማህበረሰብ ሳይንስ ባለሙያዎች እና ዓቃብያነ ህግ የጾታዊ ጥቃት ተጠቂ የሆኑ ህፃናት ላይ የሚደረገውን የወንጀል ምርመራ ቃለ መጠይቅ ያላቸውን የሥራ ግንኙነት በስፋት ይዳሰሳሉ።ቃለ መጠይቁ አጭር ጊዜ ነው የሚወስደው።ቃለ መጠይቁን የምናደርገው በርሶ ፈቃደኝነት ላይ ተመስርተን በድምፅ መቅረጫና በፅሁፍ በመታገዝ ሲሆን ይህም ፅሁፍን በምዕፍብት ጊዜ እንዲያግዘኝ በማሰብ ነው።በውይይታችን ወቅት የምናነሳቸው የርሶ የግል ሚስጥሮች በሙሉ በኛ መሀል የሚቀሩ መሆናቸውን ከወዲሁ ላረጋግጥሎት እወዳለሁ። በቃለ መጠይቁ መመለስ የማይፈልጓቸው ጥያቄዎች ካሉ ሳይመልሱ ማለፍ ይችላሉ። በተጨማሪም በፈለጉበት ሰዓት ውይይቱን ማቆይ የሚችሉ ሲሆን በቃለ መጠይቁ ግልፅ ያልሆኑ ጥያቄዎች ካልዎት ማብራሪያ መጠየቅ ይችላሉ። ከላይ የተቀመጡትን ቅድመ ሁኔታዎች አንብቦ ስለመረዳትዎ እና ለተሳትፎ ፈቃደኝነትዎን ለመግለፅ ስምና ፊርማዎትን ከታች ቦታ ያስፍሩልኝ።ለተሳትፎዎ ከወዲሁ በጣም አመሰግናለሁ!

የተሳታፊ ስም/ኮድ: \_\_\_\_\_

የተሳታፊ ፊርማ: \_\_\_\_\_

ቀን: \_\_\_\_\_

የጠያቂ ስም \_\_\_\_\_

የጠያቂ ፊርማ \_\_\_\_\_

ቀን \_\_\_\_\_

አባሪ 2

ከፖሊስ የህፃናት የታዊ ጥቃት ምርመራ ባለሙያዎች ጋር የሚደረግ ቃለ መጠይቅ የተዘጋጁ ጥያቄዎች

1. የተሳታፊ መረጃ፤-

ሀ)እድሜ

ለ)የታ

ሐ) የሥራ ድርሻ

መ/የጠነት ሙያ/ትምህርት ያጠናቀቁበት ዘመን

ሠ/ በህፃናት የታዊ ጥቃት ምርመራ ሥራ ላይ ያለዎትን ልምድ?

ረ/ የወሰዱት ስልጠና(በህፃናት የታዊ ጥቃት ምርመራ/ቃለ መጠይቅ ወይም ተመሳሳይ ሥልጠና፣የስልጠናው ጊዜ ርዝመት፣ስልጠና የወሰዱበት ዓ.ም) ቢነግሩኝ?

ሰ) አሁን የሚሰሩበት የህፃናት ወንጀል ምርመራና እንክብካቤ ማዕከል ለምን ያህል ጊዜ አገልግለዋል? በምን ሥራ እንደሆነ ይግለጹልኝ?

2. የየታዊ ጥቃት ተጠቂ የሆኑትን ህፃናት የምርመራ ቃለ መጠይቅ ተግባር የተመለከቱ ጥያቄዎች፤

ሀ) የየታዊ ጥቃት ተጠቂ የሆኑትን ህፃናት ምርመራ ቃለ መጠይቅ የሚያደርጉበት መመሪያ አለ? መልስዎ አዎ ከሆነ ቢገልጹልኝ?

ለ) የየታዊ ጥቃት ተጠቂ የሆኑ ህፃናት ምርመራ ቃለ መጠይቅ ፖሊስ እንዴት መተግበር እንዳለበት የሚመሩ መለኪያ መስፈርቶች ይገኛሉ።እርስዎስ የህፃናት ቃለ መጠይቅ አካሄዶችን ከዚህ መመሪያ አንፃር እንዴት ያገኙታል?ለምን?

ሐ/ ስለ ቃለ መጠይቅ መግቢያ ያውቃሉ? መልስዎ አዎ ከሆነ እንዴት ነው ከህፃኛ/ኑ ጋር ራስዎን፣ስራዎችንና የሥራ ቦታ የሚገልጹት?

መ/ በቃለ መጠይቅ ወቅት ስለ መልካም ግንኙነትን መገንባት ያውቃሉ? መቼና እንዴት? ጠቀሜታውስ ምንድን ነው ይላሉ?

ሠ) ተከታታይ ክስተቶችን የማስታወስ ብቃትን ማዳበር ማለት ማለት እንደሆነ ያውቃሉ? ከህጻኑ ምን ጉዳዮችን ነው የሚያነሱት? ጠቀሜታውስ ምንድን ነው ይላሉ?

ረ) በቃለ መጠይቅ ወቅት እንዴት ነው ወደ ፍሬ ጉዳዩን የሚገቡ? ምን ምን የቃለ መጠይቅ ጥያቄዎችን ተጠቅመው ነው ከህፃኑ መረጃ የሚወስዱ? ለምን?

ሰ) በፆታዊ ጥቃት ተጠቂ ህፃናት ቃለ መጠይቅ ወቅት እንዴት ነው አጋጣሚዎችን የሚያጠሩት? ምን ምን የቃለ መጠይቅ ጥያቄዎችን ተጠቅመው ነው ከህፃኑ መረጃ የሚወስዱ? ለምን? የጥያቄ ቅደም ተከተል አለ ብለው ያምናሉ? ለምን?

ሸ) በፆታዊ ጥቃት ተጠቂ ህፃናት ቃለ መጠይቅ ወቅት ዕረፍት ያደርጋሉ? በዕረፍት ወቅት ምን ምን ሥራዎችን ያከናውናሉ? ለምን?

ቀ) በፆታዊ ጥቃት ተጠቂ ህፃናት ቃለ መጠይቅ ወቅት በህፃኑ/ኗ ያልተጠቀሰ መረጃ ግልፅ ለማድረግ የሚጠቀሙዎቸውን የአጠያየቅ ዘዴዎች ምን ምን ናቸው?

በ) ከህፃኗ/ኑ የጠበቁትን መረጃ ሳትሰጥዎት ከቀረች/ረ ምን ምን ጥያቄዎችን በመጠየቅ ነው ከህፃኗ/ኑ መረጃ የሚወስዱት?

ተ/ ስለ መገለፁ መረጃ ለመውሰድ ምን መን ጥያቄዎችን ተጠቅመው ነው ከህፃኗ/ኑ መረጃ የሚወስዱት?

ቸ/ እንዴት ነው የቃለ መጠይቅ የሚዘገት/የሚደመድሙት? በመዘገያ ወቅት ምን ምን ጉዳዮችን ነው የሚያነሱት?

ኘ/ በቃለ መጠይቁ ወቅት ከህፃኑ/ኗ ገለልተኛ ርእስ ያነሳሉ? በዚህ ወቅት ምን ምን ጉዳዮችን ነው የሚያነሱት?

3. የፆታዊ ጥቃት ተጠቂ ህፃናት ምርመራ ቃለመጠይቅ አድራጊዎች አቅም ግንባታ ጋር የተያያዙ ጥያቄዎች

ሀ/ በስራ ላይ ስልጠና አለ ወይ? የማእከሉ የሥልጠና አዘገጃጀቱ እንዴት ይገልፁታል? በቂ ነው ብለውስ ያምናሉ ወይ? ለምን?

ለ/ ከወሰዷቸውን ስልጠናዎች ለስራዎ የትኛው ጠቃሚ ነው ይላሉ? ለምን?

ሐ/ በሚያደርጉት የፆታዊ ጥቃት ተጠቂ ህፃናት የምርመራ ቃለመጠይቅ ሥራዎ ላይ ከንደኛዎ ፣ ከቅርብ አለቃዎ ወይም ከሚመለከተው ሌላ አካል አስተያየት አግኘተው ያውቃሉ? መልስዎ አዎ ከሆነ መቼና እንዴት?

መ. በሚያደርጉት የፆታዊ ጥቃት ተጠቂ ህፃናት የምርመራ ቃለመጠይቅ ሥራዎ ላይ ከቅርብ አለቃዎ ወይም ከሚመለከተው ሌላ አካል ቁጥጥር ይደረጋል? መልስዎ አዎ ከሆነ መቼና እንዴት?

ረ/ በሚያደርጉት የፆታዊ ጥቃት ተጠቂ ህፃናት የምርመራ ቃለመጠይቅ ሥራዎ ላይ አስተያየት እና ቁጥጥር መደረጉ ጠቃሚ ነው ይላሉ? ለምን?

4. የጾታዊ ጥቃት ተጠቂ ህፃናት በምርመራ ቃለመጠይቅ ዙሪያ የፖሊስና የማህበረሰብ ባለሙያ እና ዓቃቢያን ህግ ያለውን የስራ ግንኙነትን የሚመለከቱ ጥያቄዎች

ሀ/ በቃለመጠይቅ ዙሪያ የማህበረሰብ ሳይንስ ባለሙያና የዓቃቢ ህግ መኖር ጠቃሚ ነው ይላሉ መልስዎ አዎ ከሆነ፤ እንዴት? አንድ የሚያደርጋቸው ነገርስ አለ ብለው ያምናሉ? እንዴት?

ለ/ እነዚህ ባለሙያዎች የቃለ መጠይቅ ሥራዎቻቸውን በወመጣት ላይ ያለውን ጠንካራና ደካማኞች ምን ምን ናቸው ይላሉ?

ሐ/ በልምድዎ በፖሊስና በነዚህ ባለሙያዎች መካከል ያለመግባባት አጋጥሞ ያውቃል ወይ? መልስዎ አዎ ከሆነ፤ በምን ሁኔታ?

መ/ በቀጣይ የተሻለ ቃለ መጠይቅ ለማድረግና ለህፃናት የተሻለ አገልግሎት ለማግኘት በነዚህ ባለሙያዎች መካከል ሊኖረው የሚገባ ግንኙነት እንዴት መሆን አለበት ይላሉ?

5. የጾታዊ ጥቃት ተጠቂ የሆኑትን ህፃናት ምርመራ ቃለመጠይቅ ተግዳሮች/ችግሮችን የተመለከቱ ጥያቄዎች

ሀ/ የጾታዊ ጥቃት ተጠቂ ህፃናት ምርመራ ቃለ መጠይቅ ተግባር ላይ የሚያጋጥምዎት ችግሮች/ተግዳሮች አሉ? መልስዎ አዎ ከሆነ ቢገልጹኝ?

ለ/ ችግሮችን ለመፍታት ምን ምን ሥራዎችን ተሰርቷል? በተለይም ችግሮቹ ለማፍታት በአዲስ አበባ ፖሊስ ኮሚሽን የህፃናትና ሴቶች ምርመራና እንክብካቤ ማስተባበሪያ ብሎም እርስዎ የሚሰሩበት ማዕከል የተወሰዱ የመፍትሔ እርምጃዎች ምንድን ናቸው?

ሐ/ የጾታዊ ጥቃት ተጠቂ ህፃናት የምርመራ ቃለመጠይቅ የወደፊት ትግበራ የተሻለ ለማድረግና ለህፃናት የተሻለ አገልግሎት ለመስጠት ምን ምን ሥራዎችን መሰራት አለባቸው ይላሉ?

6/ መጨመር የሚፈልጉትን ሀሳብ ካልዎት ማቅረብ ይችላሉ?

ለተሳትፎዎ በጣም አመሰግናለሁ!

አባሪ 3

ለአዲስ አበባ ፖሊስ ኮሚሽን የህፃናት ወንጀል ምርመራና እንክብካቤ ክፍልና ለማዕከሉ ወንጀል ምርመራ ሃላፊዎች የቃለ መጠይቅ መነሻ ጥያቄዎች

1. የተሳታፊ መረጃ

ሀ) ያታ

ለ) እድሜ

ሐ) ያጠኑት የሙያ ዘርፍ

መ/ ኃላፊነት

ሠ/ በያዙት ሃላፊነት የሥራ ልምድ

2. የጾታዊ ጥቃት ተጠቂ ህፃናት ምርመራ ቃለመጠይቅ ተግባር የተመለከቱ ጥያቄዎች

ሀ/ የወሰዱት አጫጭር ስልጠና(በጾታዊ ጥቃት ተጠቂ ህፃናት ምርመራ በተለይም በቃለ መጠይቅ፣ የስልጠናው ጊዜ ርዝመት፣ ስልጠና የወሰዱበት ዓ.ም) አለ? መልስዎ አዎ ከሆነ? የወሰዱትን ስልጠናዎች ይዘርዘሩ?

ለ/ ቃለ መጠይቅ አድራጊዎችን የሚቆጣጠሯቸው እንዴት ነው? የመቆጣጠሪያ ዘዴስ አለ ወይ? መቼና እንዴት ይቆጣሯቸዋል?

ሐ/ ለቃለ መጠይቅ አድራጊዎች በቃለ መጠየቅ አደራረግ ሥራን አስመለክተው አስተያየት ሰጥተውት/ዋት ያቃሉ ወይ? መቼና እንዴት?

መ/ በምርመራ ቃለመጠይቅ ሥራ የማበረሰብ/ስነልቦና ባለሙያ ሆነ ዓቃቢያነ ህጎች ሚና አላቸው ብለው ያምናሉ? መልስዎ አዎ ከሆነ የሚያከናውኗቸውን ዋና ዋና ተግባራት ምን ምን ናቸው ይላሉ?

ሠ/ በልምድም በፖሊስና በነዚህ ባለሙያዎች መካከል ያለመግባባት አጋጥሞ ያውቃል ወይ? መልስዎ አዎ ከሆነ በምን ሁኔታ?

2) መጨመር የሚፈልጉትን ሀሳብ ካልዎት ማቅረብ ይችላሉ?

ለተሳትፎዎ በጣም አመሰግናለሁ!!

አባሪ 4

የማበረሰብ/ስነልቦና ባለሙያ እና ዓቃቢያነ ህጎች ከፖሊስ የምርመራ ባለሙያዎች ያላቸውን የሥራ ትስስር በተመለከተ የቃለመጠይቅ መነሻ ጥያቄዎች (Key informant)

1. የተሳታፊ መረጃ

ሀ) ያታ

ለ) ያጠነ-ት የሙያ ዘርፍ

ሐ/ ኃላፊነት

መ) በያዙት ኃላፊነት እና ሙያ የሥራ ልምድዎ (አሁን እየሰሩበት ያለው ማዕከል ጭምር)

ሠ) በያታዊ ጥቃት ተጠቂ ህፃናት ምርመራ ሥራ /ቃለ መጠይቅ የስራ ልመድዎ (ምን ያህል ጊዜ ሰርቷል?)

2. የያታዊ ጥቃት ተጠቂ ህፃናት የምርመራ ቃለመጠይቅ ተግባር የተመለከቱ ጥያቄዎች

ሀ) በመዕከሉ ያለውን የያታዊ ጥቃት ተጠቂ የሆኑትን ህፃናት የምርመራ ቃለመጠይቅ ውጤታማ ነው ይላሉ? እንዴት ያዩታል?

ለ) የምርመራ ቃለ መጠይቅ አድራጊ መርማሪ ፖሊሶቹ ወደ ከሥራ በፊት ሥልጠና ይወስዳሉ? እንዴት ይገልፁታል?

ሐ) በስራ ላይ ስልጠና አለ ወይ? የማእከሉ የሥልጠና አዘገጃጀቱ እንዴት ይገልፁታል? በቂ ነው ብለውስ ያምናሉ ወይ? ለምን?

መ) በፖሊስ ምርመራ ቃለ መጠይቅ አድራጊዎች ጥንካሬዎችና ደካማ ጎኖች ምን ምን ናቸው ይላሉ?

3. በቃለ መጠይቅ ዙሪያ የፖሊስና የሌሎች የማእከሉ ባለሙያዎች የስራ ግንኙነትን የሚመለከቱ ያቂዎች

ሀ/ በምርመራ ቃለ መጠይቅ ዙሪያ ከማህበረሰብ/ስነልቦና ባለሙያ ሆነ ከዓቃቢያነ ህግ ያለውን የስራ ግንኙነት እንዴት ያዩታል?

ፍንጭ/ማለትም: ተደጋጋፊ ነው ይላሉ?

ለ/ እነዚህ ባለሙያዎች አንድ የሚያደርጋቸው ነገር አለ ይላሉ? መልስዎ አዎ ከሆነ፣ እንዴት?

ሐ/ የነዚህ ባለሙያዎች በቃለመጠይቁ መኖር ጠቃሚ ነው ይላሉ? መልስዎ አዎ ከሆነ ለምን?

መ/ በልምድዎ በፖሊስና በነዚህ ባለሙያዎች መካከል ያለመግባባት አጋጥሞ ያውቃል ወይ? መልስዎ አዎ ከሆነ በምን ሁኔታ?

4. የጾታዊ ጥቃት ተጠቂ የሆኑትን ህፃናት ምርመራ ቃለ መጠይቅ ተግባር ጋር የተያያዙ ችግሮች/ተግዳሮች የሚመለከቱ ጥያቄዎች

ሀ/ የጾታዊ ጥቃት ተጠቂ የሆኑትን ህፃናት ቃለ መጠይቅ ተግባር የሚያጋጥምዎት ተግዳሮች/ችግሮች ምን ምን ናቸው? ቢያብራሩሉኝ?

ለ/ ችግሮችን ለመፍታት ምን ምን ሥራዎችን ተሰርቷል? በተለይም ችግሮቹ ለማፍታት በአዲስ አበባ ፖሊስ ኮሚሽን የህፃናትና ሴቶች ምርመራና እንክብካቤ ክፍል ብሎም በማዕከሉ የተወሰዱ የመፍትሔ እርምጃዎች ምንድን ናቸው?

ሐ/ የጾታዊ ጥቃት ተጠቂ ህፃናት የምርመራ ቃለመጠይቅ የወደፊት ትግበራ የተሻለ ለማድረግና ለተጠቂዎችን የተሻለ አገልግሎት ለመስጠት ምን ምን ሥራዎችን መሰራት አለባቸው ይላሉ?

5. መጨመር የሚፈልጉትን ሀሳብ ካልዎት ማቅረብ ይችላሉ?

ለተሳትፎዎ በጣም አመሰግናለሁ!

አባሪ 5

የቅኝት ዝርዝር

የህፃናት ወንጀል ምርመራና እንክብካቤ ማእከሉ በጥናቱ ተሳታፊዎች ፈቃደኝነት መሠረት ለዚህ ጥናት ሲባል የሚከሉት እንቅስቃሴዎች ይቃኛሉ።

- ✓ የጾታዊ ጥቃት ተጠቂ ህፃናት የእንክብካቤና ምርመራ ማእከሉ ቢሮ አደረጃጀት (የቢሮ አሰራር፣ ቁሳቁሶችን ወዘተ)፤
- ✓ በማእከሉ ውስጥ የጾታዊ ጥቃት ተጠቂ ህፃናት የምርመራ ቃለ መጠይቅ አድራጊዎች የእለት ተእለት እንቅስቃሴ፤
- ✓ በማእከሉ ውስጥ መርማሪ ፖሊሶች፣ የማበረሰብ/ስነልቦና ባለሙያ እና ዓቃቢያነ ህግ በቃለ መጠይቅ ዙሪያ ያላቸውን የሥራ ድርሻና ግንኙነት፤
- ✓ የምርመራ ቃለመጠይቅ ባለሙያዎች የጾታዊ ተጠቂ ህፃናት መረጃ አያያዝ ዘዴዎች፤