# Learning and Development Report

## January to June 2019

**Catholic Professional Standards Ltd acknowledges the lifelong trauma of abuse victims, survivors and their families, the failure of the Catholic Church to protect, believe and respond justly to children and vulnerable adults, and the consequent breaches of community trust.**

**Catholic Professional Standards Ltd is committed to fostering a culture of safety and care for children and vulnerable adults.**

Catholic Professional Standards Ltd respectfully acknowledges all Traditional Owners of the land and waters of Australia.  We pay respect to their Elders, past and present, and young leaders of today and the future.

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# 1 Overview

Catholic Professional Standards Ltd (CPSL) is committed to fostering a culture of safety and care for children and vulnerable adults within the Catholic Church in Australia. A key element to achieving this commitment is the implementation of CPSL's Learning and Development (L&D) Strategy. Our L&D Strategy aims to strengthen the awareness, knowledge, capability and capacity of Church entities to safeguard children and vulnerable adults. Edition 1 of the National Catholic Safeguarding Standards (NCSS) has a focus on safeguarding children, with the development of the standards relating to vulnerable adults coming in 2020. As a result, the initial L&D efforts of CPSL have focused primarily on the safeguarding of children.
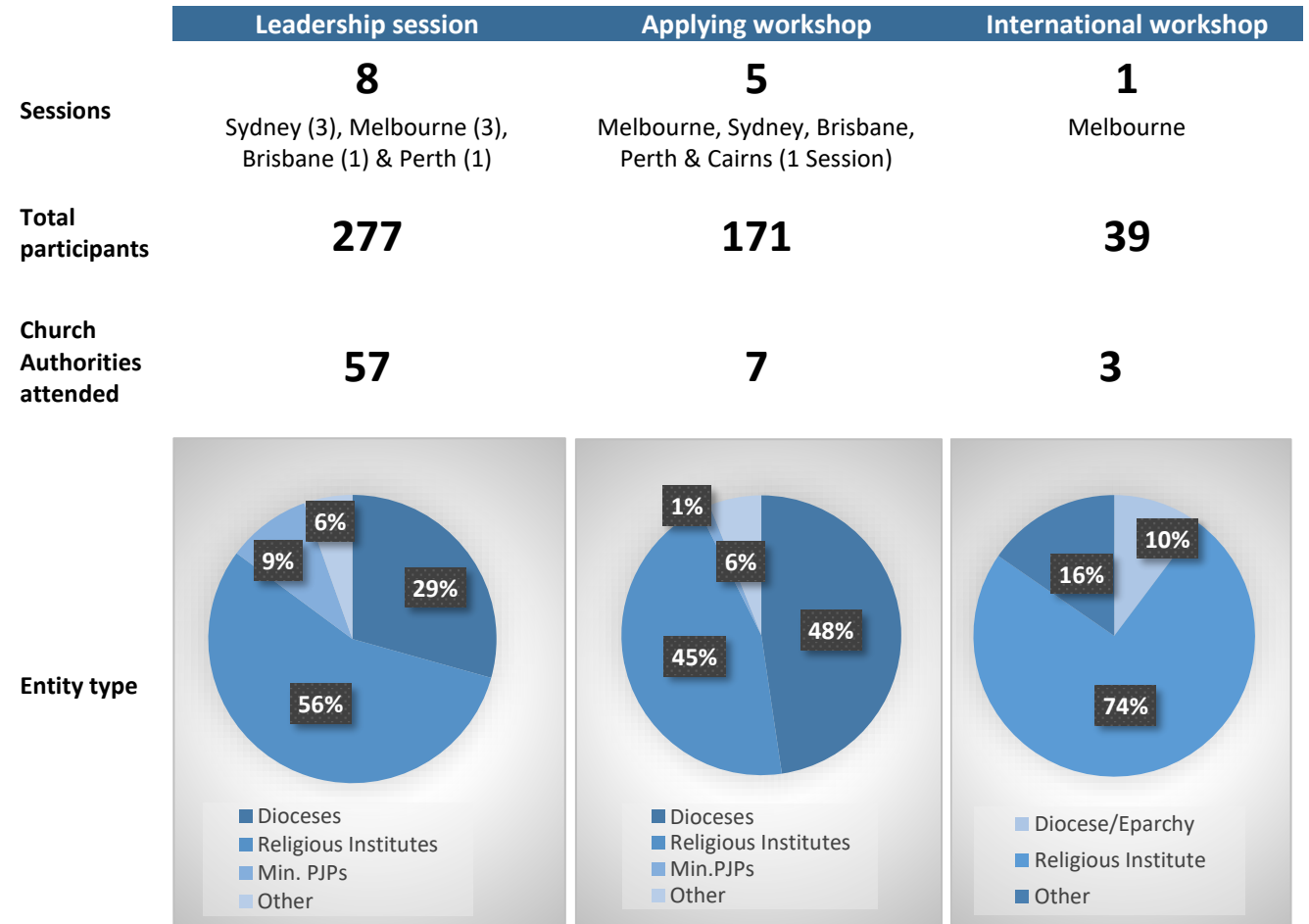
The initial rollout of CPSL's L&D strategy commenced in January 2019 with the development and delivery of the *NCSS Introductory Session for Leaders* and subsequent development and delivery of the *Applying the National Catholic Safeguarding Standards Workshop*.

In June 2019, CPSL also facilitated, with the collaboration of the Implementation Advisory Group, a workshop specifically exploring the safeguarding of children in countries other than Australia (for those Catholic organisations ministering with children overseas). This is the first in a series of initiatives CPSL will facilitate to support Church entities to develop capacity and capability in a range of specific areas.

This report provides an analysis of participant feedback for sessions facilitated between January and June 2019. During the sessions, participants reflected on a range of questions and a collation of this input is also included in this report to support continuous improvement and ongoing focus on building a culture of safety and care for children.

## 1.1 Snapshot of L&D sessions delivered

*Figure 1: Snapshot of L&D sessions delivered*

|  | Leadership session | Applying workshop | International workshop |
|---|---|---|---|
| **Sessions** | **8**<br>Sydney (3), Melbourne (3), Brisbane (1) & Perth (1) | **5**<br>Melbourne, Sydney, Brisbane, Perth & Cairns (1 Session) | **1**<br>Melbourne |
| **Total participants** | **277** | **171** | **39** |
| **Church Authorities attended** | **57** | **7** | **3** |



Leadership session pie chart:
- Diceses 29%
- Religious Institutes 56%
- Min. PJPs 9%
- Other 6%

Applying workshop pie chart:
- Dioceses 48%
- Religious Institutes 45%
- Min.PJPs 6%
- Other 1%

International workshop pie chart:
- Diocese/Eparchy 10%
- Religious Institute 74%
- Other 16%

## 1.2  Session Evaluation

Participants completed a detailed evaluation and feedback form at the conclusion of each session. The effectiveness of the session was assessed on a 5-point rating scale (1 being poor, 5 being excellent).  Feedback on key actions for participants following the session and advice on how CPSL could improve the sessions were recorded via a narrative response (short answer, open-ended question). This information is being used to gauge the effectiveness of the session and to assist with the continuous improvement of CPSL's L&D strategy.

## 1.3  Summary of Feedback

*Figure 2: Summary of feedback from L&D sessions*

|  | Leadership session | Applying the NCSS workshop |
|---|---|---|
| Participants are aware of their responsibilities | *Where 1 is poor, 5 is excellent*<br><br>**4.37** | *Where 1 is poor, 5 is excellent*<br><br>**4.27** |
| Participants are aware of the NCSS | *Where 1 is poor, 5 is excellent*<br><br>**4.38** | *Where 1 is poor, 5 is excellent*<br><br>**4.11** |
| Session is interactive & engaging | *Where 1 is poor, 5 is excellent*<br><br>**4.20** | *Where 1 is poor, 5 is excellent*<br><br>**4.47** |
| Overall rating of the session | *Where 1 is poor, 5 is excellent*<br><br>**4.38** | *Where 1 is poor, 5 is excellent*<br><br>**4.30** |
| Key actions to be implemented as a result of training: | • Further collaboration with similar church entities<br>• Utilise CPSL resources<br>• Prepare for CPSL Audit | • Review safeguarding policies & procedures<br>• Update safeguarding training<br>• Undertake self-assessment using CPSL tool<br>• Undertake risk assessments |
| What was most useful about the session: | • Discussion & group activities<br>• Building knowledge about the NCSS<br>• Learning about CPSL resources & website | • Identifying the interrelated & interconnectedness of the NCSS by grouping the NCSS into four elements<br>• Activities & scenario discussions<br>• Resources provided |
| Key Feedback: | • More targeted approach for specific contexts needed (eg: targeted training for category 2 & 3 entities)<br>• Gratitude for CPSL providing training | • More targeted implementation requested (eg: types of ministries/contexts & category groupings) |

## 1.4  Training Review methodology

There are four levels considered in evaluating the effectiveness of training: Reaction, Learning, Behaviour & Results (Kirkpatrick, 2016).

1. Level 1 evaluates reaction to the training, measuring levels of engagement, contribution and general reception of the training.

2. Level 2 focuses on measuring the learning of the participants, including self-perceptions of changed actions, self-confidence and motivation to bring about change.

3. Level 3 explores how the training affects ongoing behaviour and putting the learning to use to support others within their organisation.

4. Level 4 analyses the results across the whole organisation.

Kirkpatrick's *Four Levels of Training Evaluation* model is being used by CPSL to both measure the achievement of our learning and development objectives and support us in our goal of fostering a culture of safety and care for children and vulnerable adults within the Catholic Church of Australia.

CPSL will soon be implementing further evaluative methodology to measure Level 2 and 3 outcomes across Church entities.  Level 4 results will be measured through the implementation of the CPSL Audit Framework.

# 2 Engagement in CPSL's sessions

There has been a positive engagement from the Catholic Church in Australia in the rollout of CPSL's L&D Strategy in the first half of 2019.  This is represented in the following graph in Figure 4.

*Figure 3: Training Participation*

**Training participation January - June 2019**
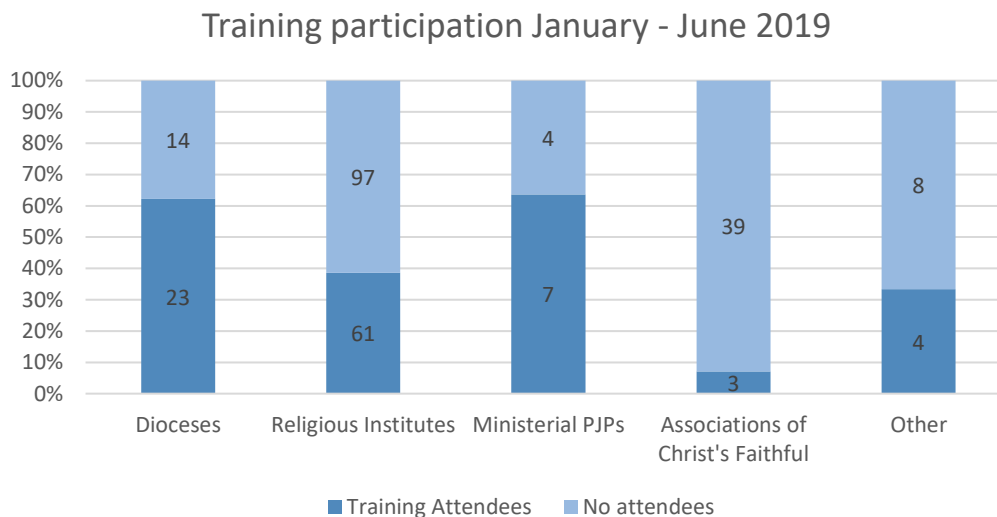


Sixty two percent of all dioceses, eparchies and ordinariates across the Church in Australia have had at least one representative attend a CPSL training session in the first five months of implementation, 39% of religious institutes (including religious men and women, institutes of consecrated life and societies of apostolic life) have been represented at a CPSL training; and, 63% of Ministerial Public Juridic Persons (Ministerial PJPs) have attended training.  Only seven percent of Associations of Christ's Faithful have attended training, while one third of 'other' Catholic entities have been represented; where 'other' includes Catholic tertiary sector, joint ventures (where more than one Church Authority is responsible for a company or organisation), and other organisations identified in the Official Directory of the Catholic Church in Australia.

# 3  NCSS Introductory Session for Leaders

The Introductory Session for Leaders (Leaders) is designed for Church Authorities and members of their leadership teams to develop a clear understanding of their responsibilities with respect to safeguarding generally and in relation to the NCSS in particular.  It also provides detail and outlines processes of the CPSL audit and reporting framework.  It is a requirement of the NCSS that all Church Authorities who are signatories to a Service Agreement with CPSL participate in this Introductory Session (Criterion 5.3).

Strategy 1.1 of the CPSL Learning & Development Strategy outlines the aims and outcomes anticipated from designing and delivering training for Catholic Church Leaders that support the rollout of the National Catholic Safeguarding Standards.

CPSL planned to deliver five Leaders sessions between February and June 2019 and the expected outcomes were:

- Church leaders are aware of their responsibilities in safeguarding and ensuring safe environments exist (refer to Figure 2 – average rating of 4.37 out of 5)

- Church leaders are aware of the purpose and function of the National Catholic Safeguarding Standards (refer to Figure 2 – average rating of 4.38 out of 5)

## 3.1  Sessions delivered

Eight Leaders sessions have been delivered across four capital cities. Sessions were held in Sydney (three), Melbourne (three), Brisbane (one) and Perth (one) with a total of 277 attendees, 21.6% of whom have been Church Authorities.

The largest group of the Australian Catholic Church to attend the Leaders session has been religious institutes with 154 attendees (56% of attendees).  There have been 81 attendees from dioceses (29% of attendees) and Ministerial PJPs have made up 9% of total attendees.  The category 'other' includes individuals from state professional standards offices, Associations of Christ's Faithful and the Catholic tertiary sector (6%).

## 3.2  Participant feedback

The average rating across all sessions for the delivery of the Leaders session is 4.38 out of 5, which indicates that the Leaders session has been on target and very well received – 73% of participants completed an evaluation form.

The participant evaluation form asked respondents to provide a narrative response to identify:
- Key actions they will implement as a result of attending the session;
- What they found most useful about the session;
- If they had any feedback or further comments.

**Key actions for Church leaders following the session:**

A thematic review of the narrative responses has been undertaken and has identified better collaboration, making use of CPSL resources, and preparing for a CPSL safeguarding audit as the key actions church leaders aim to focus on as a result of attending the session.

- Collaboration:
  A common theme of the narrative responses identified how beneficial meeting other Catholic entities at the session was.  The desire to pursue further opportunities to work together following the training was expressed numerous times.

- Utilise CPSL Resources:
  Accessing CPSL's website and utilising the various practical resources CPSL has both created and made available through the CPSL website was noted as being a top priority for many participants.

- Preparation for a CPSL Audit:
  Preparing for a CPSL audit by commencing discussions with CPSL to initiate a Service Agreement, completing the safeguarding self-assessment made available by CPSL, or focusing on updating policies/procedures to ensure NCSS alignment were listed frequently as actions to be taken.

**Most useful about the session:**

Training attendees identified the opportunities for group activities/discussion, increasing their knowledge about CPSL and the NCSS, and the provision of tangible resources to help implement the NCSS as the most useful elements of the Leaders session.

- Discussions and group activities:
  Overwhelmingly, discussion pieces and group activities were found to be the most useful component of the session.

- Building knowledge:
  Providing information about CPSL as an organisation, the audit framework, and the makeup of the Standards were found to be key benefits of attending the session.

- Resources:
  The information provided about the support and resources available through CPSL to assist attendees with the implementation of the Standards was viewed as a significant benefit resulting from the session.

- Any feedback or further comments:
  Two major themes emerged from the general responses.  Firstly, a request that CPSL develop more targeted training, catering for specific contexts and ministries.  Secondly, a large number of participants provided encouragement for the work of CPSL and the materials, support, advice and training provided to date.

## 3.3  CPSL actions for improvement

In response to the feedback received from the Leaders session, CPSL has made some small changes to the delivery of the session by adding a specific activity focusing on 'culture' and ensuring that there is enough opportunity to reflect on the four groupings of the Standards (refer to Figure 4). CPSL is also looking to develop targeted sessions and develop webinar material to respond to the needs identified in the feedback. Further general information about CPSL and the Standards has been produced to respond to the call for more information to enable Catholic entities to share amongst their people.

# 4  NCSS Applying Workshop

The Applying the NCSS Workshop (Applying) has two main aims:

1. For participants to develop a baseline understanding of the National Catholic Safeguarding Standards.
2. To provide introductory guidance to implement the Standards.

The Standards are discussed in detail with key tools and resources provided to support this work.

Strategy 1.2.1 of the CPSL Learning & Development Strategy outlines the aims and outcomes anticipated from the design and delivery of training for Catholic Church senior personnel that supports the rollout of the National Catholic Safeguarding Standards.

CPSL planned to deliver five Applying workshops per annum commencing in March 2019. The expected outcomes were:

- Senior staff and key personnel understand the NCSS and how they can be applied to prevent, reduce risk and respond appropriately to abuse of children (refer to Figure 2 – average rating of 4.28 out of 5 for responsibilities and average rating of 4.14 out of 5 for awareness of NCSS).

## 4.1  Sessions delivered

Five Applying workshops were delivered in Brisbane, Sydney, Cairns, Perth & Melbourne to a total of 171 participants.

The largest portion of attendees at the Applying workshop were from dioceses, eparchies and ordinariates (48%), with representatives from religious institutes comprising 45% of the participants.
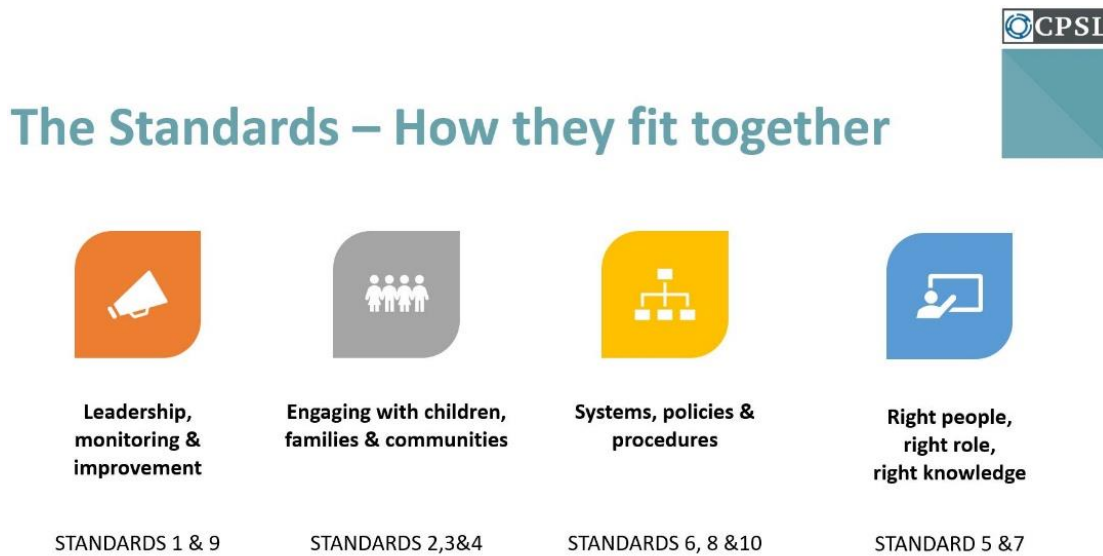
## 4.2  Participant feedback

The overall rating given for the delivery of the Applying workshops was a 4.31 out of 5, which indicates that the Applying workshop has been of value to participants – 75% of participants completed an evaluation form.

The evaluation form asked participants to provide a narrative response to identify:
- Key actions they will implement as a result of attending the session;
- What they found most useful about the session;
- If they had any feedback or further comments.

Feedback compiled (from the narrative responses) from this session identified key actions to focus on as a result of the session, such as reviewing policies and procedures, updating training, completing the CPSL audit self-assessment and ensuring that appropriate risk assessments are in place.  The responses also show that the practical activities and scenarios discussed, and the provision of hard copy resources by CPSL, were highly valued by participants.  Additionally, breaking up the Standards into the four element groupings (as shown in Figure 5) assisted participants to better understand the focus and scope of the Standards, and the work to be done.

*Figure 4: Four Groupings of the Standards*



The Standards – How they fit together

| Leadership, monitoring & improvement | Engaging with children, families & communities | Systems, policies & procedures | Right people, right role, right knowledge |
|---|---|---|---|
| STANDARDS 1 & 9 | STANDARDS 2,3&4 | STANDARDS 6, 8 &10 | STANDARD 5 &7 |

Two key suggestions for improvement were consistently made:

1. Grouping entities/organisations together during the session to facilitate more context-specific exchange of information and learning.

2. Producing the participant handouts/training pack in a more user-friendly way.

## 4.3   CPSL actions for improvement

In response to the feedback received from the Applying sessions, both of the suggestions for improvement noted above have been implemented in the delivery of the Applying workshop (as of August 2019). Provision is now made for like entities to group together and have a more contextually relevant exchange of information and learning.  The session material has also been compiled into a booklet of modules, each coinciding with the four groupings of the Standards. This booklet includes all the physical resources provided in the session, which are made available via the underline support materials page of CPSL's website. To date, feedback received indicates that these changes have been positive and have increased the value of the session to participants.

# 5   Participant Input

Between January and July 2019, CPSL has welcomed more than 500 participants to training sessions from all States and Territories, who are engaged in all types of leadership and ministry within the Catholic Church in Australia.  Both sessions include activities which involve discussion and group feedback.  We have captured and collated the responses and learnings obtained from these activities.

## 5.1   Leaders sessions

### Activity 1: Reflection on the Standards

In the Leaders session, participants are asked to reflect and discuss a range of questions designed to prompt conversation about the Standards from their perspective as a leader of a ministry, entity or organisation.  This activity is undertaken in four parts, according to the four groupings of the Standards.

The questions aim to get leaders to think about their responsibilities in relation to each of the 10 Standards, essentially asking them to reflect on how they would know that particular aspects of a child safe culture are present within their ministry or entity.

The following themes emerged from this activity:

***Leadership, monitoring & improvement*** (Standards 1 & 9) key themes:

- The challenge and complexity of implementing safeguarding at a whole-of-organisation level requires a significant investment of time and expertise.
  This was noted as being difficult in many smaller organisations and also difficult for larger organisations where there are many competing demands for resources.

- Leaders requested more support and guidance to understand their safeguarding responsibilities as Category 2 and 3 entities.
  The possibility of building 'communities of practice' amongst smaller organisations, to share resources and safeguarding committees, was seen as a possible way to address this need.

- The need to develop expertise in this area was noted as a challenge, but also as an opportunity for organisational cultural change.

***Engaging with children, families & communities*** (Standards 2, 3 & 4) key themes:

- This area of the Standards was identified as being the most difficult to implement.  It was noted that even those organisations whose focus is solely directed toward children (such as schools) have found this challenging.

- This area is core to the ministry of the Church and never ceases.

- There is a need for resources to support this area.

***Systems, Policies & Procedures*** (Standards 6, 8 & 10) key themes:

- The potential to overwhelm safeguarding workers exists, and there is a need to share safeguarding resources amongst entities.

- Support for survivors needs to be focused on the survivor's needs

- Concern for managing high-risk individuals and supporting respondents during a complaints process was noted.

***Right people, right role, right knowledge*** (Standards 5, 8 & 7) key themes:

- Code of Conduct is critical. Ensuring that it is robust and that all personnel have both training in its requirements and have signed their agreement to comply with the Code were identified as crucial.

- Cultural challenges relating to Church culture and how lay people are viewed, as well as the increasing number of culturally and linguistically diverse (CALD) members of the Church (personnel and worshippers) emerged as challenges.

- Issues relating to the management of volunteers, particularly their screening and level of responsibilities assigned to their roles was identified consistently as an area needing clarity and focus.

## Activity 2: Safeguarding vision

During the Leaders session, participants were asked to articulate a safeguarding vision for their entity. Building on this process, they were then asked to explore the concept of the Catholic Church's 'culture' of safeguarding. Participants were asked to identify the 'barriers', 'enablers' and 'foundations' which exist in their entity, as well as the barriers, enablers and foundations which exist in the Church as a whole, which can build a culture of safety and care for children.

***Barriers:***

- (People) view safeguarding as simply a matter of compliance, and not as a requirement at the core of an entity's operations.

- The challenge of change in a Church with historical and traditional modes of behaviour, particularly as they relate to the hierarchical structure of the Church and experiences of clericalism.

- Fixed attitudes - not viewing the issue as relevant to everyone in the organisation, regardless of the level of interaction with children.

- Geographical spread and diversity of the Australian Catholic Church.

- An unhelpful mindset which either denies or avoids the issue altogether.

***Enablers:***

- Gospel message is at the core of the Church. Linking the need for safeguarding to scripture is both an enabler and foundation of building a culture of safety and care.

- Person-centred mission of the Church.

- The 'people' of the Catholic Church can all be enablers in safeguarding children.

***Foundations:***

- There has been significant improvement in this area over the last few years, so there is material to build on.

- The charism of religious congregations/ministries.

- Good social capital within the Catholic Church.

- Acknowledging the past to inform the future.

- Rich history of working with children.

## 5.2 Applying workshops

The opening exercise of the Applying workshop asked participants to form into groups and identify the barriers that might stop a person from reporting a child abuse concern. Participants were asked to step into the shoes of three key individuals within an organisation: a staff member; a volunteer; and a child or young person.

Each group listed the barriers to reporting for a particular group of people on a card. They then exchanged their card with a different group and were asked to generate solutions to overcome those barriers for reporting.

### Staff member or volunteer

The barriers participants identified for reporting suspected abuse were similar for both paid staff and volunteers.

The five most commonly identified key barriers and solutions are articulated in Figure 5.

*Figure 5: Barriers and solutions to reporting for staff and volunteers*

| Barrier | Solution |
|---|---|
| **Poor processes** <br><br> Where staff and volunteers are uncertain how to make a report, don't trust the process in place or don't understand the protections for them as the 'notifier' within the process. | • Benchmarking process against other organisations to ensure it is good practice. <br><br> • Leadership make strong and well-publicised commitments to safeguarding and following up on reports/concerns. <br> • Robust screening, selection, induction and on-going training for all staff and volunteers. |
| **Power imbalances** <br><br> Where staff or volunteers fear the ramifications to them personally because of reporting, particularly where the respondent is in a superior or more influential position. | • Creating an organisation culture – encouraging all types of conversations promoting appropriate behaviour, open communication, etc. <br><br> • Having clear and robust reporting processes that include a reporting officer independent of leadership and articulating and implementing confidentiality provisions for all involved. |
| **Insufficient training** <br><br> Where lack of training leads to confusion about the signs and indicators of abuse, and/or uncertainty about an individual's responsibility to report. | • Ongoing organisation-wide training which involves scenarios and case studies to help participants put their learning into action. <br><br> • A clear commitment from leadership to ensuring that safeguarding is recognised as being everyone's responsibility. |
| **Inaction or discounted suspicions** <br><br> Where loyalty to a colleague or fellow member is held above the vulnerability of a child or concerns are dismissed off-hand and not taken seriously or where staff, volunteers and other adults have been groomed themselves and are not alert to this behaviour. | • Emphasising the priority of care for children and building a robust culture with clear safeguards. <br><br> • Having a strong and robust Code of Conduct and effective training on professional boundaries, bias and nature of abuse. |

| Barrier | Solution |
|---|---|
| **Organisational culture**<br><br>Where organisational leaders are indifferent or dismissive of the seriousness of reports, where secrecy is culturally embedded, where a history of inaction is evident or where bullying and other forms of inappropriate behaviour are tolerated. | • A priority is placed on the role of leaders to bring about cultural change and build trust within the organisation. |

### Child or young person

Perceived barriers for a child or young person reporting fall under three broad themes:

- ***Psychological and social factors***, such as language development, feelings of shame and a fear of not being believed.

- ***Factors external to the child***, such as fear of the abuser, organisational culture and cultural issues related to CALD families

- ***Process-related themes*** such as not knowing how to report or to whom a report should be made.

Suggested 'enablers' to make it possible for a young person to report concerns included:

- 'Child-friendly' and age-appropriate communication tools to communicate safeguarding supports and processes.

- Culturally relevant tools to engage with CALD children and families.

- Protective behaviours programs.

## 5.3 The Standards in practice

The suggested solutions identified by participants during this activity have been mapped against the criteria of the National Catholic Safeguarding Standards (NCSS). This mapping exercise found that participants identified solutions that reflect requirements of 43 of the 49 criteria of the NCSS. This brief exercise and the subsequent mapping of responses validates how the NCSS establishes a framework for strengthening safeguarding efforts of organisations.

# 6   Safeguarding in International Contexts

In addition to the Leaders and Applying sessions, CPSL has delivered a session titled **Safeguarding in International Contexts**.  The Learning & Development Strategy 1.2.3 articulates that CPSL will organise a series of seminars and workshops as appropriate that draw on shared experienced and encourage knowledge sharing.  The L&D Strategy anticipated these activities would be 'periodic' across 2019-2021.

The first workshop in this series was designed to provide additional support for entities to address the requirements for Australian entities that have governance of ministries overseas (NCSS Indicator 1.3.2).

This one-off workshop was held on 22 June 2019, with Fr Hans Zollner SJ providing the keynote address.  The day also included a briefing on the implications of Indicator 1.3.2, input from four Australian ministries about their safeguarding endeavours overseas, small group discussions and a Q&A session with Fr Hans Zollner SJ.

The workshop was a joint initiative of CPSL and the Implementation Advisory Group.

## 6.1   Attendance

The workshop was geared towards leaders of ministries working with children in an overseas context. Thirty-nine delegates attended.  The majority of participants came from religious institutes (29 participants representing 23 religious institutes), with the remaining participants representing two dioceses/eparchies, one Association of Christ's Faithful and three individuals.

## 6.2   Participant Feedback

Twenty-five, or 64% of participants, provided detailed feedback on the session.

The following questions were rated on a five-point scale, with 1 being 'Not at all' and 5 being 'High'.

*Figure 6: International contexts evaluation feedback*

|    | Question | Average |
|----|----------|---------|
| 1  | The topics covered were relevant to me: | 4.52 |
| 2  | The training met my expectations: | 4.24 |
| 3  | The content covered was easily understood: | 4.48 |
| 4  | The training objectives were achieved:<br><br>a) You have a greater understanding of the National Catholic Safeguarding Standards and your associated safeguarding responsibilities, especially as they are related to overseas ministry contexts? | 3.96 |
|    | b) You are better equipped to begin applying the National Catholic Safeguarding Standards within your entity? | 3.96 |
| 5  | Did the training provide opportunity for questions and discussion? | 4.24 |
| 9  | How would you rate the venue? | 4.73 |
| 10 | Please rate this training overall: | 4.27 |

Narrative feedback was also received on the four key parts of the day: Fr Hans Zollner SJ Presentation, Small-Group Discussion 1 & 2 and the Q&A Session.

### Fr Hans Zollner SJ presentation

The update Fr Zollner provided on 'Vos estis lux mundi' (issued in May 2019) was greatly appreciated, as were his insights regarding the global Church situation. His challenging presentation and reflections on the need for theological development were highly commended.

Many noted that it was an excellent presentation, which revealed his deep insight and his considerable authority. Participants reported that they were grateful for the clarity that he brought to this complex issue. Three respondents noted that Hans was the standout for the day.

*Figure 7: Word Cloud of feedback regarding Fr Hans Zollner's presentation*
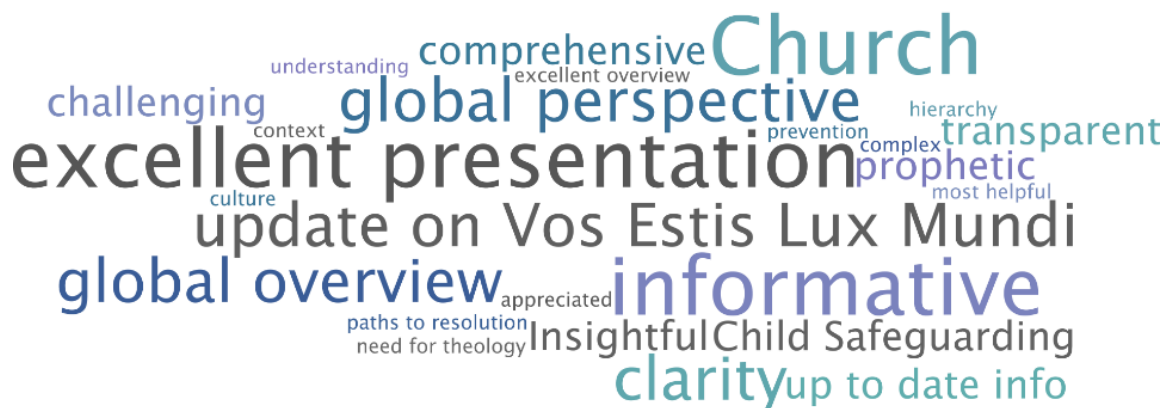


### Shared Practice Panel

*Figure 8: Word Cloud of feedback regarding Shared Practice Panel*



The importance of having a local voice in the conversation was expressed in the feedback. The contribution from the Presentation Sisters' Wagga Wagga and that of the Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) were noted as being very helpful. Participants also appreciated hearing from CPSL CEO, Sheree Limbrick.

It was noted that hearing about the shared struggle with compliance in this area, the opportunity to network, and the applicability of the session to the respondent's own contexts was appreciated by many.

## Small Group Discussions

Two small-group discussion activities were conducted on the day.  A "Bricks and Barriers" exercise exploring the barriers and enablers to preventing/helping a person in an organisation based overseas reporting abuse was conducted.  The second small group discussion provided regionally based scenarios and questions for discussion.

Participants said these activities provided a broad overview of the topic, enabling reflection on the dimensions of safeguarding, and that the questions prompted further discussion.  The "Bricks and Barriers" discussion was highlighted as having enabled the sharing of the wisdom and experiences of the participants.

## Q&A Session with Presenters

The Q&A section was noted by many as being very helpful, particularly in allowing more time for Fr Zollner to speak, and for the clarity in his responses.  It was noted that many would have liked more Q&A time.

## General Feedback

The final question of the evaluation sought any additional feedback.  Appreciation for CPSL organising the day, thanks to the Marist Brothers for the space, and appreciation for the learning, especially from those on the panel, notably ISMAPNG & the Presentation Sisters, were all noted

The appreciation for Fr Hans Zollner SJ was widespread.  One participant noted he was *"… fantastic! Such a breath of fresh air to have someone at such high level of leadership speaking without b.s. on this topic & dealing with it head-on."*  Another noted it was *"… both reassuring and concerning to find our congregation is still a long way off taking all these issues on board but that many other groups are in a similar position."*

# 7 Implications for the future implementation of the Learning & Development Strategy

CPSL is committed to fostering a culture of safety and care for children and vulnerable adults within the Catholic Church in Australia. The aim of the L&D Strategy is to strengthen awareness, knowledge, capability and capacity of Church entities to safeguard children and vulnerable adults.

This brief report on the activities of the first six months of the L&D Strategy's implementation illustrates how we are tracking in delivering on this commitment.

Learnings from this report, alongside discussions and consultation with a range of Church entities, has already resulted in a range of new initiatives which are planned for the second half of 2019.

- Leaders sessions will continue to be offered on a monthly basis in a range of locations around the country.

- Applying workshops will continue to be offered in the larger capital cities.

- Workshops for specific entities and/or regions and/or participant groups are currently being negotiated and will be facilitated by CPSL in a number of locations.

- Making L&D content available via webinar and/or online learning platforms is being explored.

- The development of an Applying workshop for Category 2 & 3 entities is being considered.

- Development of L&D activities addressing specific topics such as preparing for an audit, pastoral/professional supervision and offender management are in the early stages of scoping.

- General information about CPSL (information brochure and introductory video) have been produced for use by Catholic entities.

CPSL will continue to use the feedback gathered from all our learning and development activities to inform our ongoing approach to supporting the Catholic Church to build their capacity to safeguard children and vulnerable adults and implement the requirements of the National Catholic Safeguarding Standards.