

ASSESSMENT OF KNOWLEDGE, ATTITUDE AND BEHAVIOURIAL CHANGE AMONG SECURITY AND DEFENSE FORCES

Experiences and Lessons from East, West and Central Africa



BUREAU INTERNATIONAL DES DROITS DES ENFANTS
INTERNATIONAL BUREAU FOR CHILDREN'S RIGHTS
OFICINA INTERNACIONAL DE LOS DERECHOS DE LOS NIÑOS
المكتب الدولي لحقوق الطفل

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Save the Children

Save the Children is the world's leading independent organization for children. We work in around 120 countries. We save children's lives, we fight for their rights; we help them fulfil their potential.

Our vision is a world in which every child attain the right to survival, protection, development and participation

Our mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

Published by:

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Save the Children wishes to express sincere appreciation to several partners and colleagues for their contribution to the research and drafting of this study, to the IBCR for facilitating the research and production of this report, and to the project management team, including Save the Children Thematic Advisors and project staff in East and West Africa. Final appreciation is extended to the men and women who participated in the assessment and in particular attended focus group discussion in Nairobi and Sally.

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ISBN: 978-1-928031-10-9

With the financial support of the Swedish International
Development Cooperation Agency.



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ACRONYMS

ASF	African Standby Force
AU	African Union
AUC	African Union Commission
CAC	Children and Armed Conflict
CPU	Child Protection Unit
CRC	Convention on the Rights of the Child
DDR	Disarmament, Demobilisation and Reintegration
DPKO	Department of Peacekeeping Operations
DRC	Democratic Republic of the Congo
EASF	Eastern Africa Standby Force
ECOMICI	ECOWAS Mission in Côte d'Ivoire
ECOMIL	ECOWAS Mission in Liberia
ECOMOG	ECOWAS Monitoring Group
ECOWAS	Economic Community of West African States
IAPTC	International Association of Peacekeeping Training Centres
IBCR	International Bureau for Children's Rights
IDP	Internally Displaced Persons
ICC	International Criminal Court
ICRC	International Committee of the Red Cross
LRA	Lord's Resistance Army
MINUCI	UN Mission in Côte d'Ivoire
MINURCAT	UN Mission in the Central African Republic and Chad
MONUC	UN Mission in the Democratic Republic of the Congo
NGO	Non-Governmental Organisation
OPAC	Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict
PSOD	Peace Support Operations Division
RoE	Rules of Engagement
RoL	Rule of Law
SC	Save the Children
SGBV	Sexual and Gender-Based Violence
SIDA	Swedish International Development Agency
SOP	Standard Operating Procedures
SRSR/CAAC	Special Representative of the Secretary-General for Children and Armed Conflict
SSR	Security Sector Reform
ToT	Training of Trainers
UN	United Nations



EXECUTIVE SUMMARY

This report provides an assessment of the child protection training programmes currently being provided to security and defence force personnel in West and East Africa. The focus is on the work of Save the Children, though information from other agencies is also provided where available.

Save the Children is an acknowledged world leader in child protection training. This approach was first introduced by Save the Children (Sweden)¹ in the late 1990s. At that time, collaboration between the humanitarian and military worlds was considered quite a controversial idea. But over the past decade, the clear benefits of this approach have been demonstrated. Currently many organisations, such as the UN Department of Peacekeeping Operations (DPKO), are incorporating child protection training as standard and mandatory components of pre-deployment training of security and defence force personnel.

This report focuses on behavioural change. A central question is whether the lessons of the classroom are translated into field operations in ways that enhance the protection and well-being of children living in wars or post-conflict situations. In partnership with the International Bureau of Children's Rights, Save the Children commissioned a regional study on the change in knowledge, attitude and behaviour to investigate these questions. This began with a survey of participants and trainers in Save the Children's child protection training programmes as well as a review of reports by Save the Children, DPKO and UNICEF on child protection training. This information provided the basis for two focus group discussions with recognised experts, trainers and child protection specialists in West and East Africa. The following report is based on information gained from this research and these consultations.

It is clear that child protection training has been successful in many ways. Over 65% of those who have taken a Save the Children child protection training course say that it changed their understanding and attitudes about child protection. 91% credited the training with providing new skills that are useful in their field of work. Virtually 100% said that the training had provided new perspectives and information on the circumstances of children in conflict situations.

Child protection training programmes have been strongest in the delivery of knowledge. Course participants credited Save the Children programmes with providing a good education on the definition of a child, child protection needs and the impact of war on children's lives. The results were less glowing for skills training, with 40% of respondents saying that skills training on the monitoring and reporting of children's situations was "adequate" or "poor".

An equivalent comparison cannot be done with other programmes, as this type of assessment is not available. However, a study resulting in the Department of Peacekeeping Operations (DPKO) report (2012)² noted that the UN missions' trainings' emphasis was on lecture-based formats and less on

This report focuses on behavioural change. A central question is whether the lessons of the classroom are translated into field operations in ways that enhance the protection and well-being of children living in wars or post-conflict situations.

1. Save the Children has undergone a process of restructuring over the past several years. Currently, *Save the Children* is used to reflect that there has been a unification so that all Save the Children programmes work together.
2. This document often refers to two reports, both of which were written by the International Bureau of Children's Rights. To avoid confusion, these reports will be referred to as follows:
• *Child Protection Training for UN Peacekeepers Phase I* will be referred to as the DPKO's report (2012).
• *Evaluation of Save the Children Sweden's programme on 'Training of Military on child rights and child protection in West Africa'* will be referred to as Save the Children study, (2012)

The IBCR, in partnership with Save the Children, has coordinated this study and the survey that has been part of this work. In this report, the survey will be referred to as the IBCR/SC 2013 survey.





skills training. This was identified as a gap, as the intention of child protection training programmes is to equip security and defence force personnel to handle complex field situations, while knowledge-based training only partly equip such personnel to respond to child protection situations.

Save the Children's child protection training programmes received positive evaluations in the area of attitudinal change. According to the assessment carried out in 2013, over 78% of course participants credit the training with improving their behaviour and attitudes towards children in both their professional and family lives. The translation of these attitudes into field behaviour is not automatic. For example, 66% of respondents agreed with the statement: "Child soldiers are armed and can kill so for me they are combatants". While empathy may exist for the situation of children associated with armed groups, the instinct (and military training) is to treat these youth as external threats. To counter this reaction, it is necessary to provide protocols and the establishment of specific procedures, particularly for rank and file soldiers who operate on the basis of orders rather than individual values. From what this study could determine, these measures are not usually provided in peacekeeping training programmes.

The report identified substantial progress in field operations to protect children, particularly in situations where this has been endorsed by military superiors. Trainers noted that Save the Children's child protection programme has resulted in considerable increases in child protection activities. This included increased contact with children by peacekeeping personnel (34%), the development and use of new strategies to address children's rights violations (27%) and an overall increase in the commitment of military command structures to work on child protection issues (47%).

While these results are encouraging, there are also several issues that need to be addressed.

Many course participants expressed frustration with the lack of support within their military units for child protection work. Without the endorsement of military leaders, it is unlikely that child protection units will be implemented. A military participant in the Saly focus group (see Annex) stated this directly saying, "Unless we have the backing from our hierarchy, child protection training is useless."

Trainers noted that Save the Children's child protection programme has resulted in considerable increases in child protection activities.

This leaves the impact of child protection training largely at the individual level, particularly in countries where child protection units or other systems of support for child protection programmes have not been established. Though this is important, it is limited in terms of the scope and impact. A second question is the development of more robust partnerships between the humanitarian and military worlds with initiatives that extend beyond the classroom.

Elements of the content and delivery of child protection trainings also need to be examined in order to promote positive behavioural change. Course materials need to be regularly updated so that they are accurate and reflect current situations and protection needs. The emphasis should be on skills training, with particular attention to the needs of police, civilian and military defence forces. The balance between respect for local realities against the need to ensure core competencies also needs to be examined to confirm which approach best equips peacekeeping personnel to assist children.

These questions do not have easy or quick answers. However, they are important issues to consider in order for child protection training to realise its potential as an effective strategy to uphold the rights and needs of children living inside conflict situations.



I. INTRODUCTION

Save the Children has been working for and with children since 1919.³ As part of its commitment to children's rights, Save the Children has created many programmes to protect young people from abuse, neglect, exploitation and violence.

This is a complex undertaking in the best of circumstances. In armed conflicts, the demands are tremendous, particularly in today's wars:

"...The evolving character and tactics of armed conflict are creating unprecedented threats to children. The absence of clear front lines and identifiable opponents, the increasing use of terror tactics by some armed groups and certain methods used by security forces have made children more vulnerable.

Children are being used as suicide bombers and human shields, while schools continue to be attacked, affecting girls' education in particular, and to be used for military purposes. In addition, children are being held in security detention for alleged association with armed groups".⁴

During the late 1990s, Save the Children (Sweden)⁵ pioneered a strategy to protect children in war-affected situations, based on cooperation between the military and civilian worlds. The project began with the recognition that peacekeepers occupied a unique position - they were working on the front lines, where children were increasingly present. However, police and military officers had limited experience or training in child protection work. Save the Children Sweden's programme provided peacekeeping personnel with training to increase their capacities in protecting vulnerable children, to provide support for those suffering from violations and to prevent recruitment of young people into armed groups.

Save the Children Sweden began this child protection training programme in 1998 with a focus on pre-deployment training of national military personnel and peacekeepers. This project had two main objectives: 1) the building of capacities; and 2) the development of the military's ownership of measures to uphold children's rights in war and post-conflict situations. The programme adopted a "Train the Trainers" strategy which allowed military personnel to have a direct role in the design and implementation of programmes.

From this first initiative, Save the Children has expanded to establish child protection programmes in other regions of Africa, including East and Central Africa. By 2012, its programmes had provided training or sensitisation of approximately 91,156 military elements. This included 29,760 peacekeepers and 1,570 trainers.⁶ Participants repeatedly confirmed the usefulness of the knowledge and skills acquired in these

This project had two main objectives:
1) the building of capacities; and
2) the development of the military's ownership of measures to uphold children's rights in war and post-conflict situations.

3. Save the Children was originally founded in the United Kingdom. Currently, Save the Children is working in almost 120 countries around the world. Save the Children describes its vision as "a world in which every child attains the right to survival, protection, development and participation. Across all of our work, we pursue several core values including accountability, ambition, collaboration, creativity and integrity." (Source: Save the Children, *Child Protection in AU Peace Support Operations in East and West Africa: Knowledge, Attitude and Practices (KAP) Survey: Terms of Reference* (Oct 2013) p. 1.)

4. The International Bureau for Children's Rights, *Contextual Analysis: Child Protection in AU Support Operations* (2013), p. 24.

5. For more information on Save the Children Sweden's child protection training programme, please see: <http://resourcecentre.savethechildren.se/library/training-peacekeepers-and-military-forces-child-rights-protection>.

6. The International Bureau for Children's Rights (2012), *Evaluation of Save the Children Sweden's Programme on 'Training of Military on Child Rights and Child Protection in West Africa'* p. 46.





sessions.⁷ Most recently, Save the Children has been working with the African Union (AU) Standby Forces and peacekeeping training institutions in the development of a standardised curriculum on child protection and children's rights, which will be part of the pre-deployment training of peacekeeping missions' personnel.

If this approach was controversial when first introduced, it is now hailed as an innovative and useful response to complex problems. Save the Children is known as a world leader in child protection training and the development of effective partnerships between civilian and military communities.

In addition to its own programmes, Save the Children also worked with other agencies in programming and advocacy efforts to promote the value of child protection training. This has included collaboration with the DPKO, UNICEF and other organisations at both the national and international level. There has been substantial progress over the past decade. For example, in 2009, the DPKO established a policy of mandatory training on child protection⁸ in its pre-deployment orientation for all missions. At the country level, several militaries have integrated child protection into regular training curricula and established child protection units in their overall systems.⁹ Where child protection training was once an anomaly, now it is becoming a standard component of peacekeeping operations.

Save the Children continues its commitment to this work. In 2012, Save the Children, in partnership with the International Bureau for Children's Rights, conducted an evaluation¹⁰ of its programmes and projects. This report highlighted many accomplishments while identifying areas requiring strengthening. The results of this evaluation have prompted an examination of the effectiveness of Save the Children's child protection training, with references to the work of other agencies.

This brings up many questions: What skills and knowledge do peacekeepers need to effectively protect children? How can we ensure that the training produces changes in knowledge, attitudes and practices? What is the correct balance between the acquisition of knowledge, skills training and attitudinal change? What support is needed to maintain a peacekeeper's capacities to protect children? These are some of the issues that must be examined if child protection training is to achieve its objectives. Though there are no absolute answers to these questions, it is important to engage in these debates as the foundation for developing strong and useful programmes.

This report is one contribution towards these discussions.

7. Please see later sections of this report for participant evaluations of Save the Children's child protection training.

8. *UN Department of Peacekeeping Operations: Policy Statement on Child Protection* (2009, Reviewed 2011).

9. The UPDF in Uganda developed a comprehensive programme, particularly in northern Uganda, to provide effective protection for children subjected to rights violations from the Lord's Resistance Army.

10. The International Bureau for Children's Rights (2012), *Evaluation of Save the Children Sweden's programme on 'Training of Military on child rights and child protection in West Africa'*



Ceremony where Save the Children presents diplomas during a visit to the Ministry of Defense in Liberia.



Group discussion with military personnel in Ndjamena, Chad.



2. REPORT METHODOLOGY

2.1 Scope of the Report

This report focuses on the impact of child protection training on the behaviour of security and defence force personnel, with specific focus on trainings previously conducted by Save the Children in East, West and Central Africa. A central question is whether the lessons of the classroom are translated into field operations in ways that enhance the protection and well-being of children living in wars or post-conflict situations.

Considerable resources are currently being allocated for child protection training by Save the Children UN agencies and other national/international organisations. In order to ensure that these programmes achieve their intended objectives, it is important to identify the components that enhance this work, the obstacles encountered and the measures that would strengthen the links between the training and field practices.

2.2 Report Methodology

This report has relied on a variety of sources. A central reference point is the studies and evaluations conducted by Save the Children on child protection training. Reports by other agencies such as the DPKO and UNICEF, both of whom have a strong commitment to this work, have also been important.

To complement these findings, this report conducted a survey of participants and trainers with a focus on the impact of the training on their field operations. This included partners in Save the Children's child protection training programmes in East and West Africa. Moreover, focus group discussions were held with personnel and trainers involved in implementing child protection programmes in both regions with sessions being held in Nairobi, Kenya and Saly, Senegal.

In order to ensure that these programmes achieve their intended objectives, it is important to identify the components that enhance this work, the obstacles encountered and the measures that would strengthen the links between the training and field practices.

2.2.1 Background Resources

The report has relied on numerous studies and background resources. These are listed in the report's bibliography. Several have been particularly helpful, such as the evaluations of Save the Children's child protection training programmes and the DPKO report (2012).¹¹ Another useful resource was the "scoping exercise"¹² of child protection training programmes conducted by UNICEF.

The basis for all children's rights and child protection work in conflict settings begins with the *Convention on the Rights of the Child*,¹³ formally ratified in 1990, and Graça Machel's 1996 landmark report *The Impact of Armed Conflict on Children*.¹⁴ This study has been followed by many publications, which have examined the dimensions of war and its impact on children's lives in the late 20th and early

11. The IBCR coordinated the DPKO's evaluation as well as an assessment of Save the Children's West Africa programme.

12. Rono, Dan (2010). *Capacity Building of Militaries: Report of a Scoping Exercise*.

13. The *Convention on the Rights of the Child* was signed in 1989 and entered into force on 2 September 1990. For the complete text, please see: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

14. In 1996, Graça Machel, a noted expert of the Secretary-General and former Minister of Education of Mozambique, submitted her report titled *Impact of Armed Conflict on Children* to the UN General Assembly. This report brought world attention to the devastating impact of war on girls and boys.





The most important resource is the voice of the young people whose rights these programmes are designed to protect. They remind us what it means to live inside wars and of the special vulnerabilities of children caught within these situations.

21st centuries. Some examples of these works, which include first-hand accounts, academic research papers, participatory research projects and technical papers, are included in the bibliography.

In the past twenty years there have been many international and national initiatives to protect children in war situations. The Paris Commitments, the Cape Town Principles, the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, and UN Security Council Resolutions (particularly resolutions 1612, 1882 and 1889) have all contributed to the thinking behind peace support operations and the protection of children. While these materials may not be specifically identified in this report, they are critical documents, and thus have been included in the bibliography.

But perhaps the most important resource is the voice of the young people whose rights these programmes are designed to protect. They remind us what it means to live inside wars and of the special vulnerabilities of children caught within these situations. Throughout this report, quotes by young people who are struggling with the realities of war are included.

2.2.2 Survey of Save the Children Child Protection Trainers and Course Participants

To provide field information for this report, a survey was conducted in 2013 with Save the Children child protection course trainers, programme coordinators and course participants. Questionnaires in English and French were circulated to programmes in West and East Africa in various formats: online-survey in Word format, hard copies, and through the online survey software and questionnaire tool Survey Monkey. The questionnaires were completed on an individual basis, through interviews and in group sessions. 113 questionnaires were collected. The breakdown in terms of the countries and backgrounds of the respondents is provided in the table below.



FARDC Instructors and Mr. Francis Onditi of Save the Children International undertaking simulation exercise during child protection course for the African Union Regional Task Force training in Dungu, Democratic Republic of Congo, October, 2013.



Participants at the Expert Workshop on Child Protection & Effective Training of Peacekeepers held in Nairobi (Kenya) on 4 and 5 December 2013.



ORIGIN OF THE SURVEY FILLED AS PART OF THE DATA COLLECTION FOR THIS ASSESSMENT

COUNTRY	NO. OF QUESTIONNAIRES	TRAINERS	PARTICIPANTS
Benin	40	2	38
Central African Republic	2	0	2
Côte d'Ivoire	27	12	15
Democratic Republic of the Congo	4	0	4
The Gambia	1	0	1
Ghana	3	1	2
Guinea- Bissau	1	1	0
Kenya	8	7	1
Liberia	2	1	1
Mali	1	1	0
Senegal	2	2	0
Sierra Leone	3	2	1
South Sudan	9	1	8
Uganda	10	8	2

These questionnaires provided data on training systems, course participants, training content and methods, the short and long term impact of the training as well as suggestions for future work.

2.2.3 Focus Group Discussions: Nairobi, Kenya and Saly, Senegal

The focus groups played a vital role in the report's findings. The theme for these workshops was "What makes a difference?" Sessions focused on the context, training strategies and the link between field operations and classroom teachings. An agenda for the focus groups is provided in the Annex III.

Participants included representatives from Benin, Burkina Faso, the Central African Republic, Côte d'Ivoire, The Gambia, Ghana, Guinea Bissau, Kenya, Mali, Senegal, Sierra Leone, South Sudan, Sweden and Uganda, all of whom had some connection with Save the Children's child protection training programmes.

These sessions were useful on many levels. As the participants debated issues, they identified joint concerns and recommendations for improvements. Many group participants knew of each others' work but had not had the opportunity to meet face to face. These meetings allowed them to share experiences and learn from each others' situations. The report includes several quotes and findings from these sessions.

Participants debated issues and identified joint concerns and recommendations for improvements. Many group participants knew of each others' work but had not had the opportunity to meet face to face.





3. THE CONTEXT

This assessment begins with a discussion of some of the contextual factors, which affect the design, implementation, and impact of child protection training programmes for security and defence forces personnel.¹⁵ This includes:

- The international and national frameworks that define children's rights and the international community's responsibility to the world's youngest citizens;
- Armed conflicts in the late 20th and 21st centuries and their impact on the lives of children, particularly in East and West Africa.

3.1 The International Context: Instruments of Protection

The *Convention on the Rights of the Child (CRC)* was signed in 1989 and came into force in 1990. It confirms children as rights-bearing individuals and identifies the specific rights they have because of their age, vulnerability and dependence on adults. According to this convention, which has been ratified by all but three nations,¹⁶ a child is defined as any human being under the age of eighteen, unless the age of majority is defined differently by a state's domestic legislation.

The CRC is an extensive document, with 54 articles outlining how states must act in the best interests of a child. All nations which have ratified the CRC are bound to it by international law. The UN Committee on the Rights of the Child was established to monitor states' compliance with the convention.

The CRC ushered in a wealth of UN protocols, declarations and Security Council resolutions to protect children living in war zones and post-conflict situations. While it is outside the scope of this report to provide a complete list of these instruments¹⁷, there are several which need to be identified as they have implications for the responsibilities of peacekeeping operations' personnel.

- ***The Optional Protocol on the Involvement of Children in Armed Conflict (OPAC)*** came into force in 2002. It requires that all parties to the CRC guarantee that children under the age of eighteen are not forcibly recruited into their armed forces. It further requires that "States Parties shall take all feasible measures to ensure that members of their armed forces who have not attained the age of 18 years do not take a direct part in hostilities".¹⁸ Non-state actors and guerrilla forces are forbidden from recruiting anyone under the age of 18 for any purpose. In February 2007, the Paris Commitments, which were signed by 105 countries, restated the world's commitment to the objectives of the OPAC.¹⁹
- ***The African Charter on the Rights and Welfare of the Child (ACRWC)***, which came into force in 1999, builds on the principles outlined in the CRC while emphasising the unique characteristics of the African continent and their children. Author and social justice advocate Eric Njonjnjungwe summarises the relationship between these two documents as follows:

15. For the purpose of this report, children's rights and child protection trainings refer to trainings for security and defence forces personnel. Save the Children implements a number of training programmes on child rights and child protection in other situations. Reference is not made to them in this report.

16. The countries which have not ratified the CRC are the United States, Somalia and South Sudan.

17. The annex section contains a chart prepared by the IBCR of these different conventions and formal measures.

18. For the complete text of the Optional Protocol please see: www.ohchr.org/professionalInterest/Pages/OPACCRC.aspx

19. For the complete text, please consult: www.unicef.org/ParisPrinciples310107English.pdf



“The African Children’s Charter basically guarantees, with a few exceptions, all the rights recognised and protected in the CRC. This ranges from civil and political rights to economic, social and cultural rights...The African Children’s Charter was adopted as an African adornment to the CRC and until this date remains the only legally binding human rights treaty providing a comprehensive guarantee on children’s rights on the continent [...] The African Children’s Charter is an African document, written by Africans, to work for Africans. It incorporates all the policy principles of the Africa Children’s Declaration, hence elevating them to binding principles in a different guise.”²⁰

The African Children’s Charter emphasises the bonds between the African child and his/her parents, the role of children as inheritors and keepers of African cultural heritage and the place of children in traditional African society.

- **UN Security Council Resolution 1882** UN Security Council Resolution 1882 (2009) expands the mandate of previous UN Security Council resolutions to protect children living inside war-affected areas.

UN Security Council Resolution 1612 (2005) established a special mechanism for the monitoring of children’s rights and the censuring of rights violators. It identified six grave violations of children’s rights in conflict situations: 1) recruitment or use of children as child soldiers; 2) abduction, maiming and killing of children; 3) rape and other forms of sexual violence; 4) attacks on schools and hospitals; and 5) denial of humanitarian access. A Monitoring and Reporting Mechanism (MRM) was established to assess country situations where children’s rights had been jeopardized. This included the so-called “name and shame”, which named publicly the parties guilty of significant offences against children’s rights. With UN Security Council Resolution 1612, the main criteria for parties to be included on the “name and shame” list were the recruitment or use of children as child soldiers.

UN Security Council Resolution 1882 expanded the criteria for naming parties to include 1) maiming and killing of children; and 2) sexual violence. This was a significant step, as it expanded the attention to other violations of children’s rights, where earlier it had primarily focused on recruitment issues. UN Security Council Resolution 1882 and its predecessors are quite unique in the UN system, because they include concrete mechanisms for imposing actions against parties that have been identified by the MRM.

Children’s views: UN Security Council Resolution 1882:

- “With this resolution, we see that suffering and mistreatment of children can be prevented. So we are particularly happy.”
- “It is about self-respect. We, as young people, need to see that our rights are just as valuable as the rights of those around us, those who try to dictate to us. This is the foundation for our new beginning.”
- “It is important to recognize that the life we deserve is a dignified life.”
- “This can’t be just an abstract thing, an exercise. We have to see this as an opportunity for real action, a tool to make us more effective in promoting human rights and also in developing young people’s understanding of the value of these rights.”

*Statements by youth in Colombia and northern Uganda, CAP workshop.*²¹

20. Ngonjinjungwe, Eric, *International Protection of Children’s Rights: An Analysis of African Attributes in the African Charter on the Rights and Welfare of the Child*, Cameroon Journal on Democracy and Human Rights, June 2009.

21. Courtesy of Children/Youth as Peacebuilders.





Implications for Child Protection Training

These instruments provide the framework and justification for the protection of children in conflict situations. They confirm the responsibilities of adults as duty bearers and bring the weight of the international community – and even more importantly, the African continent – as the defender of a child's right to live a life free from abuse, violence, exploitation and neglect.

Child protection training of peacekeeping personnel operates within this context. The rationale for topic selection and skills acquisition in training programmes must relate to these principles, ones that have been adopted by the majority of states, if not irregular armed groups.

The CRC confirms the special status of children in all societies as well as the unique characteristics of a child, in terms of his/her thinking, capacities and understanding of the world. These are vital pieces of information for peacekeepers as they must relate to children in ways that feel authentic and have meaning for their situations. In recognition of this, children's rights training curricula usually include components on the definition of a child and the development of childhood.²²

Through its affirmation of the special characteristics of African culture, the *African Charter on the Rights and Welfare of the Child* provides a much needed perspective on the context within which security and defence forces are working. Of particular importance are the close bonds between parents and children and the strong collective nature of African societies. Training programmes need to provide information and skills training on how to relate to this context, particularly for those who come from more individualistic cultures.

Armed conflict has been a major factor in the lives of children in East and West Africa for several decades. In West Africa, practically the entire region has been affected – fighting in one country has spilled into the next, like in the case of Liberia and Sierra Leone.

The Security Council Resolutions provide an operational framework that justifies the protection of children against specific violations, particularly recruitment and sexual violence.

3.2 Children & The Changing Nature of Armed Conflict

Armed conflict has been a major factor in the lives of children in East and West Africa for several decades.²³ In West Africa, practically the entire region has been affected – fighting in one country has spilled into the next, like in the case of Liberia and Sierra Leone. If the wars in East Africa have been more contained, the extent of the violence and impact on children has been extreme.

22. Information on the content of training programmes is provided in the following section.

23. Many insightful studies have been written about the impact of war on children. None has had more impact than Graça Machel's 1996 report to the United Nations titled *The Impact of War on Children's Lives*. She followed this, in 2007 with the *10 Year Strategic Review*. (Please see: <http://childrenandarmedconflict.un.org/about-us/the-machel-reports/> to access information on Graça Machel's work and the full text of her 2007 report). Other notable authors include Mike Wessel, Senator Romeo Dallaire, Myriam Denov, Ishmael Beah. Other authors, such as Mary Kaldor or Herfried Muenkler, have written on the concepts of new wars.



While children have always been affected by war, this assumed special characteristics in the late 20th and early 21st centuries. Most of today's armed conflicts are civil wars, resulting in the fact that the fighting occurs everywhere – in schools, gardens and village streets. The use of children by rebel groups and, in some cases, government forces, is common. Thousands of young people have been compelled by armed groups to serve as fighters, messengers, cooks, forced wives or in various support functions. Instead of being somewhat removed from war's violence, children are increasingly at the centre.

The adolescent population is particularly vulnerable; high levels of young males are taken by armed groups. For example, three times as many boys as girls were abducted by the Lord's Resistance Army (LRA) during northern Uganda's recent war. Male youth are frequently viewed with suspicion by law enforcement – the same people responsible for their safety. Sexual violence is increasingly being used as a weapon of war, making girls more vulnerable to these violations.

Today's wars are often prolonged with major consequences for children's schooling and security. The boundaries between war and peace are fluid to the point that it is difficult to know when an armed conflict is actually over. In many cases, the post-conflict period results in an increase in violence, particularly inside the domestic world.

In recent years, armed conflict has taken on new dimensions. Respect for humanitarian spaces has greatly diminished; spaces that earlier were considered "off-limits" are increasingly under attack. New technologies and weapons are being developed which have grave potential for attacks on civilians. There are few, if any, safe places for children.

Peacekeeping personnel need to be trained to deal with protection issues for children in these volatile situations. This includes both an assessment of current dynamics and an analysis of emerging trends.



Group presentation on changing nature of conflicts by Colonel Papa Mousse NDIAYE, Military focal point in Senegal.

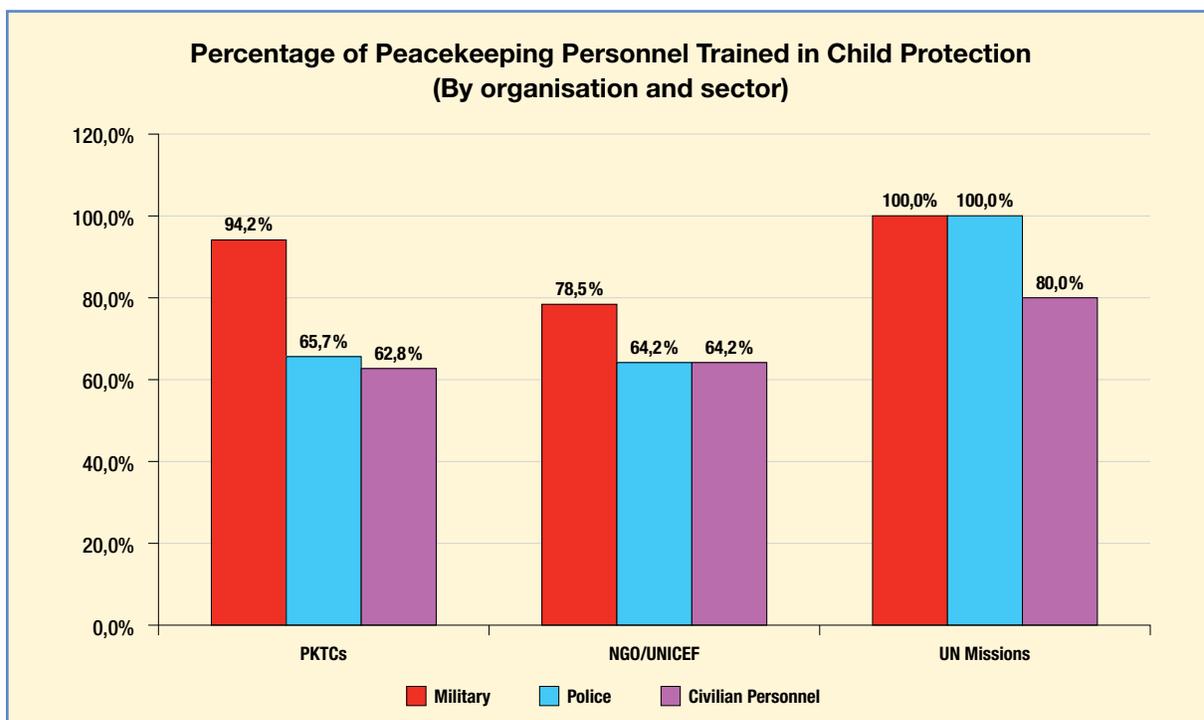




4. CHILD PROTECTION TRAINING PROGRAMMES

An Overview

In the past decade, there has been a rapid increase in the number of child protection training programmes of security and defence forces personnel. The DPKO report (2012)²⁴ noted that 85.7% of non-governmental organisations (NGOs)/UNICEF, 87.2% of peacekeeping training centres and 80% of UN Missions provided child protection training for peacekeeping personnel. As demonstrated in the chart below²⁵, all sectors of peacekeeping personnel are receiving child protection training, though the biggest priority is the training of the military.



In West Africa, Save the Children has supported the training of national military and peacekeeping missions. This has involved work in almost all Member states of the Economic Community of West African States (ECOWAS).

24. Department of Peacekeeping Operations, *Report: Child Protection Training For UN Peacekeepers, Phase I. (2012) Survey B.*

25. Department of Peacekeeping Operations, *Report: Child Protection Training For UN Peacekeepers, Phase I. (2012) Survey B.*



Profiles of Child Protection Training Programmes

4.1 Save the Children Programmes

Save the Children's child protection training programmes have been operating since 1998. The following paragraphs summarise its programmes since the early days until the present (2014).

4.1.1 Save the Children West Africa Programme: An Overview

In West Africa, Save the Children has supported the training of national military and peacekeeping missions. This has involved work in almost all Member states of the Economic Community of West African States (ECOWAS)²⁶. A central objective is the establishment of children's rights and child protection as permanent features on the military training agenda. To achieve this goal, the following strategies have been adopted:

- Raising the military's awareness of the concept and application of children's rights and child protection;
- Providing the military with tools to incorporate these concepts into their daily work; and
- Bringing about behaviour changes within the military to help prevent children's rights violations and abuse of children before, during and after conflicts.

4.1.1.1 Programme Structure ■ The programme design has included many innovative features through the years. A critical element has been partnerships with all levels of security and defence forces. In the early days of the programme, high level meetings were conducted to obtain endorsements, with the recognition that this would legitimise the programme with the military. As part of this, two Memorandum of Understanding (MoU) were signed with ECOWAS in 2004 and 2008²⁷ to formally confirm a joint commitment to child protection training.

In most countries, Save the Children has worked with local partner NGOs, called "focal agencies". Usually, these organisations are directly involved in the design and implementation of the training programmes.²⁸ To support this work, Save the Children has provided core training materials. The programme uses a "train the trainers" approach whereby selected officers take on the responsibility for the training sessions, with the assistance of outside experts and the focal agency representatives.

The establishment of Child Protection Units²⁹ has been an important mechanism to provide an institutional "home" for the training, and also as a focal point for child-oriented field operations.

4.1.1.2 Accomplishments ■ Save the Children's work in this area has enjoyed major successes. It has established a framework for how child protection training can be organised and implemented through partnerships between the humanitarian and military worlds. The numbers of those reached are impressive: by 2010, 91,156 military elements had been trained or sensitised. Participants have emphasised the usefulness of the training on both a personal and professional basis.

4.1.2 Save the Children East Africa Programme

In East Africa, Save the Children has supported training of armed groups in Ethiopia, Rwanda, South Sudan, Kenya, Rwanda, Burundi and Uganda. It has also worked with the Peace Support Training Centre (PSTC) and the Defence Staff College in Nairobi. It has assisted in sensitisation sessions for UN military observers, UN civilian police and for different categories of peacekeepers.

26. Save the Children has worked in the following countries: Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea Conakry, Guinea Bissau, Liberia, Mali, Niger, Senegal, Sierra Leone and Togo. The programme has, however, yet to fully start in Nigeria although there were initial contacts and a training session organised in 2006 for a peacekeeping contingent. Save the Children is in the process of starting the programme in Nigeria in 2014.

27. A new MoU between Save the Children and ECOWAS is currently being re-negotiated. (2014)

28. In some countries, such as Côte d'Ivoire, Save the Children has been directly involved in the implementation of the training.

29. As of 2012, Child Protection Units were functioning in at least nine countries. These were structures within the Ministry of Defence devoted to the promotion and protection of children's rights, including a mandate to train military colleagues on child protection. See: Save the Children report (2012), p. 48.





4.1.2.1 Programme Structure ■ Save the Children's child protection training programme in East Africa uses many of the strategies developed in the West Africa programme. These include a process of consultation, partnerships with the military, the use of a 'train the trainers' approach and respect for local priorities. Save the Children programmes in East Africa have emphasised a country-based approach.³⁰

In East Africa, Save the Children has supported training of armed groups in Ethiopia, Rwanda, South Sudan, Kenya, Rwanda, Burundi and Uganda. It has also worked with the Peace Support Training Centre (PSTC) and the Defence Staff College in Nairobi.

4.1.2.2 Accomplishments ■ As in the West Africa Region, Save the Children has become an acknowledged leader in the child protection training field in East Africa. This reputation has facilitated partnerships with other agencies. For example, Save the Children and UNICEF have worked together in child protection training programmes.

Save the Children's work in northern Uganda has been particularly successful. Its programme has included the training of Uganda People's Defence Force (UPDF) personnel and the establishment of a Child Protection Unit. This training has paved the way for better relationships with the Acholi community and the building of trust with returnees.

During the 2011-2012 period, Save the Children assisted in the pre-deployment training of Kenyan and Ethiopian troops to the African Union Mission in Somalia. This established a basis for its current project with the African Union Standby Forces (ASF).

4.1.3 Strengthening Child Protection in AU Peace Support Operations in East and West Africa

This project, which is in the early stages of development, features a partnership between Save the Children and the ASF. The objective is:

"to facilitate the inclusion of child rights and child protection within the operationalization of the African Standby Forces process in order for the ASF to carry out standardized and mandatory pre-deployment training for all contributing troops and equip them with the skills and knowledge to prevent and respond to violence against children in conflict."³¹

Measures to achieve this objective include: 1) the establishment of a standardised Child Rights curriculum to be given as part of pre-deployment training for all missions; and 2) the establishment of a knowledge and information management system to generate and analyse data on children in armed conflict and to strengthen child protection interventions in Africa.

4.2 UN Department of Peacekeeping Operations

In 2004, the UN Department of Peacekeeping Operations (DPKO), the Office of the Special Representative of the Secretary General on Children and Armed Conflict (OSRSG CAAC), UNICEF and Save the Children joined forces to produce the first set of generic training materials on children's rights and protection. This formed the basis for the Core Pre-Deployment Training Module (CPTM), a resource used by the DPKO peacekeepers as well as other peacekeeping units.

30. This differs from the West Africa programme, which has had both regional and country-based strategies.

31. Proposal from Save the Children Sweden, *Strengthening Child Protection in Peace Support Operations in East and West Africa* (2012).



The UN DPKO 2009 policy statement confirmed its commitment to child protection training as an integral part of pre-deployment preparations. This was linked to Security Council Resolutions on UN obligations to protect civilian populations in war situations.

Policy Statement on Child Protection

In conformity with relevant Security Council resolutions 1261 (1999), 1379 (2001) and 1460 (2003), all deployed peace-keeping personnel – whether military, police or civilian – shall receive training on the protection, rights and welfare of children, including in international human rights, humanitarian law and refugee law.

Where deployed, Child Protection Advisors shall ensure that continuous training and guidance on child rights and child protection are provided for all mission personnel in collaboration with the Integrated Mission Training Centres (IMTC) and relevant actors. Periodic evaluations of the training and reviews will be conducted as necessary to ensure maximum impact.

Training on child protection shall also be included in all Pre-deployment Training programmes developed and delivered for newly appointed staff of peacekeeping operations.

DPKO shall seek to build a residual capacity within the police and the military through the development of training materials on child protection, training of trainers programs and other initiatives as appropriate.

Excerpt: UN Department of Peacekeeping Operations: Policy Statement on Child Protection Dated 2009, Reviewed 2011.

4.2.1 Programme Structure

The DPKO's programme focuses on the training of its military, civilians and police who are to be deployed on missions. It provides two main types of training:

Pre-Deployment:

Trainings for military and police personnel are provided by Member states prior to deployment. Training of civilian personnel is provided by the UN Integrated Training Service.

Ongoing Training:

This includes training provided during peacekeepers' assignments in a mission country.

These trainings are usually organised in conjunction with partner organisations. The Core Pre-Deployment Training Module (CPTM) provides the basis for the training sessions. The CPTM has recently been reviewed and updated.

4.2.2 Accomplishments

The size of the DPKO's operations means that large numbers of security and defence forces personnel will receive child protection training through its programmes:

“When we consider the total number of peacekeepers deployed around the globe (approximately 83,000 military, 13,000 police and more than 20,000 civilian staff), it becomes clear that ensuring they are adequately trained is a powerful tool towards helping children in conflict.”³²

32. The DPKO's report (2012), p.24.





4.3 UNICEF

UNICEF has been involved in a variety of child protection training programmes.³³ Some examples of this work include:

■ WEST AFRICA

UNICEF has worked in collaboration with Save the Children (Sweden) to provide training of the Chad national military. In Mali, UNICEF has provided complementary support for Save the Children's programme, with a special training on women's rights. In Benin and Niger, it has facilitated the training of police forces.

■ SOMALIA

UNICEF began its work in child protection training in 2009 with the establishment of a child protection advisor with United Nations Somalia and the African Union Mission to Somalia (AMISOM) troops deployed to Mogadishu. This was followed by the training of all AMISOM troops (with the exception of one battalion from Burundi deployed late in 2009) on International Humanitarian Law (IHL) and the obligations and behavioural norms expected of peacekeepers. As of 2013, 5,530 troops had received general awareness training (920 troops in February 2009, 1,850 troops in July 2009, 1,910 troops in December 2009, 850 troops in March 2010).

■ SUDAN

In 2008, UNICEF signed a memorandum of understanding in North Sudan with the Ministry of Defence and the Sudan Armed Forces (SAF). A Child Rights Unit was established and child protection training and sensitisation have been given to a number of Sudan Armed Forces Officers from various ranks. The training, which has taken different forms, is based on material produced by Save the Children (Sweden).

UNICEF establishes arrangements with other organisations to do this work, such as in its recent partnership with Save the Children in Chad as well as with Save the Children EARO on the implementation of the regional strategy for LRA affected areas.

4.3.1 Programme Structure

UNICEF is usually not involved in direct programme delivery. Instead, it establishes arrangements with other organisations to do this work, such as in its recent partnership with Save the Children in Chad as well as with Save the Children EARO on the implementation of the regional strategy for LRA affected areas. UNICEF often plays an important role in coordination of child protection³⁴, and as an advocate for the importance of this work.

4.3.2 Accomplishments

UNICEF has been involved in a variety of child training activities in most conflict-affected countries, from Mali to the Democratic Republic of the Congo. It has distributed resource materials to many countries, including a pocket-sized code of conduct. Because of its status as a UN agency, UNICEF has been able to operate in situations, such as Darfur, where it is difficult for other organisations to gain access.

33. This description is excerpted from the 2010 evaluation study of UNICEF's child protection training programme.

34. In fact, in the 2010 evaluation study cited above, the author identified coordination of child protection training programmes as a significant gap, and recommended that UNICEF was well positioned to assume this role: "Lack of coordination in countries where there are multiple actors has been highlighted as a gap that affects coverage of military training activities currently being conducted. UNICEF should **actively engage in coordination of in-country training** activities through existing coordination mechanisms in order to address this issue. Coordination can also create entry points for dialogue with the military." [emphasis in original], p. 21.



4.4 The International Bureau for Children's Rights (IBCR)

The IBCR has a strong reputation for its contributions to training on children's rights. In partnership with UNICEF and Save the Children (Sweden Office and now Save the Children), the IBCR has conducted an extensive training programme for police forces in 12 countries, including nine in East and West Africa.

4.4.1 Programme Structure

The IBCR has collaborated with police, gendarmerie, military and justices in the development of capacities to uphold the rights of children. This includes the development of an extensive training programme (80 hours) that focuses on skill training and attitudinal change as well as a rigorous accreditation process for trainers. With its partners, the IBCR has produced complete toolkits at the initial (new recruits) and specialised (child protection units) level in Burundi, Cameroon, Chad, Côte d'Ivoire, Iraq, Jordan, Guinea, Niger, Nigeria, Senegal, Togo and Yemen.

To achieve this, the Bureau:

- Conducts a needs assessment in the training schools as well as a mapping of child rights issues affecting the work of security forces;
- Supports schools in the development of complete training programmes;
- Offers extensive training for instructors on the pedagogy and content of the material;
- Accompanies all participating schools in delivering the first courses.

The IBCR developed an extensive training programme (80 hours) that focuses on skill training and attitudinal change as well as a rigorous accreditation process for trainers. The IBCR is currently working in 12 countries to integrate this competence-based approach into the training curricula.

4.4.2 Accomplishments

The IBCR is known as a strong advocate for excellence in child protection training. In 2012, it partnered with the DPKO to review children's rights trainings offered by peacekeeping training centres around the world. In consultation with 60 security forces training schools, the IBCR and its partners adopted a set of six core competencies that all members of the national police force or gendarmerie, regardless of their position, must have in order to integrate children's rights into their work. The IBCR is currently working in 12 countries (Burundi, Cameroon, Chad, Côte d'Ivoire, Guinea, Iraq, Jordan, Niger, Nigeria, Senegal, Togo and Yemen) to integrate this competence-based approach into the training curricula of security forces and justice personnel.³⁵

4.5 Peacekeeping Training Centres

Many peacekeeping training centres are operating in Africa. Some of the more established ones include the National Defence College in Abuja, the Kofi Annan International Peacekeeping Training Centre (KAIPTC) in Accra, the International Peace Support Training Centre in Kenya and the *École de Maintien de la Paix de Bamako* in Mali.

Most of these centres provide child protection training as one of their courses or as part of their training on the protection of civilians.

35. Save the Children is a key partner in the implementation of this project in Guinea, Senegal and Togo.





4.5.1 Programme Structure

Peacekeeping centres are primarily service oriented, providing training on a cost-recovery basis. Save the Children and UNICEF have both worked with peacekeeping training centres in East and West Africa. Peacekeeping centres primarily serve the military.

Accomplishments:

Peacekeeping training centres, particularly the better known ones, are respected for their high level of professionalism and the quality of their training programmes.

5. PROGRAMME DELIVERY

This section provides an overview of child protection training delivery. It is divided into two parts. Part I focuses on the topics and organisation of the training. Part II concentrates on teaching methodologies. Each part begins with information on Save the Children's programmes, followed by comparisons with other programmes when that data is available.

5.1 Organisation of Child Protection Training Programmes (Save the Children)

Save the Children child protection training programmes are most often led by the military. Ongoing training is an integral part of security/defence forces systems. While the topics – such as child protection – are somewhat new, the value of training is well established: 87% of course participants confirmed that their institutions regularly provided training. 77% said that the child protection course was part of a larger training programme.

Save the Children's programmes are usually organised as partnerships between military and humanitarian organisations – this was the arrangement for 79% of the respondents. Outside experts are often invited to give lectures on special topics.

5.1.1 Other Agency Programmes

According to the DPKO report (2012), 80% of UN missions and 87.2% of peacekeeping training centres provide child protection training. This same study found that 44.7%³⁶ of child protection training courses are included as a component of another course. When child protection was provided as part of an overall course conducted by peacekeeping training centres, it was often (43.7%) part of a course on the protection of civilians and vulnerable populations.

5.2 Profile of Course Participants (Save the Children)

Participants in Save the Children's child protection training programmes usually enroll in the course as part of their work in peace support operations (72%). The course is usually mandatory (58% of respondents) and their first training on child protection (78%). The motivation for taking the course varies,

36. This is an overall figure, including the UN DPKO, UNICEF/other NGOs and peacekeeping training centres.



though many are hoping that this course will provide them with a credential and, perhaps, put them on the road to a promotion. Course participants include a range of officers and ages.³⁷

According to the trainers, course participants arrive at the session with a mix of backgrounds. Only 54% of the trainer respondents agreed that “the majority of participants had relevant field experience on child protection issues”. This is not surprising as slightly less than 25% of participant respondents said that only half their time was spent in child protection work prior to taking the course. 75% said that children’s rights and child protection was not a strong priority in their unit’s work. But 81% of trainer respondents stated that participants viewed the course as a priority for their work – a positive motivating factor.

Certain comparisons can be made with other programmes. The DPKO report (2012) noted that 69% of police and 58% of military stated that child protection training was very relevant to their work.

5.3 Timing and Length of Child Protection Training (All Agencies)

5.3.1 Timing

The majority of Save the Children programmes provide pre-deployment training. This is also the emphasis within its current project with the ASF.

The DPKO report (2012) found that 38% of military personnel respondents preferred pre-deployment training, though they recognised the need for in-mission training to provide updates, training on specific issues and reinforcement of existing skills. Police (51%) and civilians (59%) usually preferred in-mission training.

5.3.2 Length of Training

The chart below compares the length of child protection training courses provided by Save the Children, the DPKO and UNICEF.³⁸ As indicated there, the Save the Children courses are the longest. Over 71% of respondents in the 2013 survey that feeds into this report confirmed that their training was two days or more and 23% said their child protection training sessions were two weeks long.

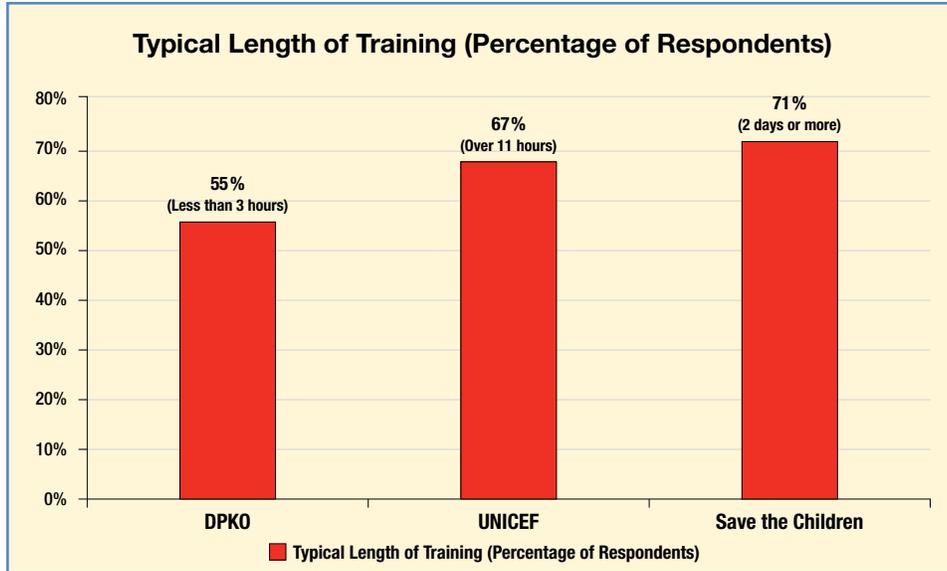
37. Because the respondent sample of course participants was fairly small (38), it is inappropriate to make claims about the most common ranks or ages that have taken the course.

38. The data for UNICEF and the DPKO are provided by the DPKO’s 2012 study. The data on Save the Children’s programmes are based on the findings of the IBCR/SC 2013 survey for this report. The latter includes results for training sessions in East and West Africa.



From right, Anne Musomba, Maj Modoi, Lt Col Bengue, Mr. Francis, Capt Sakama, Mr. Emilio and UPDF signal officer on arrival in Obo North-Eastern part of Central Africa Republic for the child protection course, August 2013.





While quantity does not mean quality, longer training sessions provide opportunities for good discussions, detailed presentations and the use of a variety of methods. Shorter sessions can be rushed, as instructors need to provide a lot of information quickly:

“The most that can be done in such limited time is to inform the military officers about the existence of the rights of children and what is expected of them. They are not yet sensitized (or very slightly) nor have they yet internalised the message, and they are far from ready for implementation.”³⁹

5.4 Content of the Training (Save the Children)

The table below lists the topics usually included in Save the Children child protection training sessions.

Content-Oriented Course Topics	Definition of a child, Children’s rights and protection needs, Impact of conflict on children, Legal framework, Gender differences, Rules of engagement, Children associated with armed groups, Sexual violence, Child trafficking, Refugee and displaced children. (Total:10)
Skills Training Related Course Topics	Direct contact with children, Engagement with humanitarian agencies, Engagement with other military and police, Monitoring and reporting of child violations, Engagement with parents and community members, Identification of critical child protection issues, Prevention of children’s rights violations and support for victims. (Total: 7)

Most of these topics link to one or more of the formal instruments listed in the context section of this report. While the topics include both skills training and knowledge-based topics, the emphasis is on the latter.

Of course, this is only one part of the question. How topics are taught and the length of time devoted to each subject are also important considerations. The context within which trainings are given is another. For example, in the Nairobi focus group, several trainers noted that they often had to resort to a lecture format because of the size of their classes where there might be as many as 300 students.

39. Save the Children, *Behind the Uniform: Training the Military in Child Rights and Child Protection in Africa* (2009), p.5.



Instead of using a standardised curriculum, Save the Children⁴⁰ has provided a manual and other resources⁴¹, which can be adapted to suit a country's needs. This strategy has been praised for its respect for local realities. However, there are certain challenges.

Many instructors feel that they lack the expertise to add content, though they recognise that it is needed. Most of the materials were created in the early 2000s.⁴² In the past decade, there have been many new developments, such as UN Security Council Resolutions 1612 and 1882. This is important information for peacekeepers to know.

5.4.1 Other Agency Programmes

Many manuals and resource materials have been produced to support child protection training. The DPKO's study (2012) identified 211 training tools. Topics covered in these materials were similar to those listed for the Save the Children child protection training programmes: definition of a child, child development, national and humanitarian laws, information on UN Security Council Resolutions relating to children, sexual abuse and exploitation, recruitment of children into armed groups, child labour and children separated from their families.

5.4.2 Issues

■ Core competencies

The DPKO report (2012) identified the core knowledge and skills required of security and defence forces personnel. These included both general issues (the definition of a child, laws and standards regarding child protection), and specific protection issues (impact of war on children, war-related violations, rules of engagement). The study noted the need for training in skills and behaviour/attitudes to ensure that peacekeeping personnel are equipped to interact with children and provide useful protection:

“Consultations clearly indicated that there are specific attitudes which are seen as integral to working on child protection (e.g. respect, sensitivity, patience, etc.). However, when the materials currently used to train peacekeeping personnel on child protection were analysed, it was found that over 70% of them did not define nor build the skills and attitudes needed in order to adopt child-friendly peacekeeping practices. Most training materials were therefore solely focused on the transmission of knowledge.”⁴³

■ Sector-Based Training Versus General Training

The value of a standardised training for all peacekeeping personnel against specialised training for different sectors is constantly debated. The DPKO report raised this question. As it noted, police operate at the community level, and thus they need skills training in interviewing children and in relating to parents. For the military, issues such as rules of engagement or assistance in demobilisation of children associated with armed groups are more critical, requiring specific training to handle these situations. As noted in the DPKO's study (2012), “the messaging, needs and priorities are sufficiently different between these three groups [civilians, police and military] to have distinct training corpus.”⁴⁴

40. This practice may change as Save the Children's current project with ASF includes the development of a standardised curriculum.

41. This curriculum includes background information on relevant subjects, sample handouts, exercises, a checklist for trainers, training skills and methodologies. Source: The IBCR, *Evaluation of Save the Children Sweden Training programme in West Africa*, (2012) p. 43.

42. One exception to this would be the unit prepared on sexual violence in 2009.

43. DPKO's study (2012) p. 12.

44. DPKO's study (2012), p.14.





■ Distinction Between Children’s Rights and Child Protection

The DPKO’s report (2012) noted that training materials lacked a clear distinction between child protection and the protection of children’s rights:

“One of the content weaknesses pointed out by respondents is the failure to distinguish between child protection and the protection of children’s rights. This was affirmed by the fact that only two manuals have put forth a definition of child protection [.. .] Although all other training packages did not specifically define child protection, they have used their coverage of topics to show what child protection is about. These packages take the participants through the concepts of childhood and development to legal frameworks that protect children to explain what child protection encompasses and go further to explain what the role of the military could be in protecting children. This means that there is very little difference in content between the training packages that define child protection and those that don’t.”⁴⁵

■ Gaps

The DPKO’s report (2012) found that certain themes were not included, such as attacks on humanitarian spaces or practical information on “Dos and Don’ts”, an important component for soldiers who are accustomed to receiving direct orders. The study also identified discrepancies between the current training being offered and the priorities of peacekeepers they surveyed:

“There are clearly some gaps between what is currently being offered in child protection training – both in terms of content that peacekeepers have indicated an interest in as well as topic areas that are being emphasised at strategic levels.”⁴⁶

5.5 Training Methodologies

Save the Children child protection training includes a variety of teaching methods and training materials. It relies on a “train the trainers” approach with the instructors receiving additional training to equip them to lead these courses themselves. While these people, primarily men, lead the courses, they also depend on representatives from humanitarian organisations to provide lectures and lead discussion groups. This collaborative approach has proven to be quite useful.

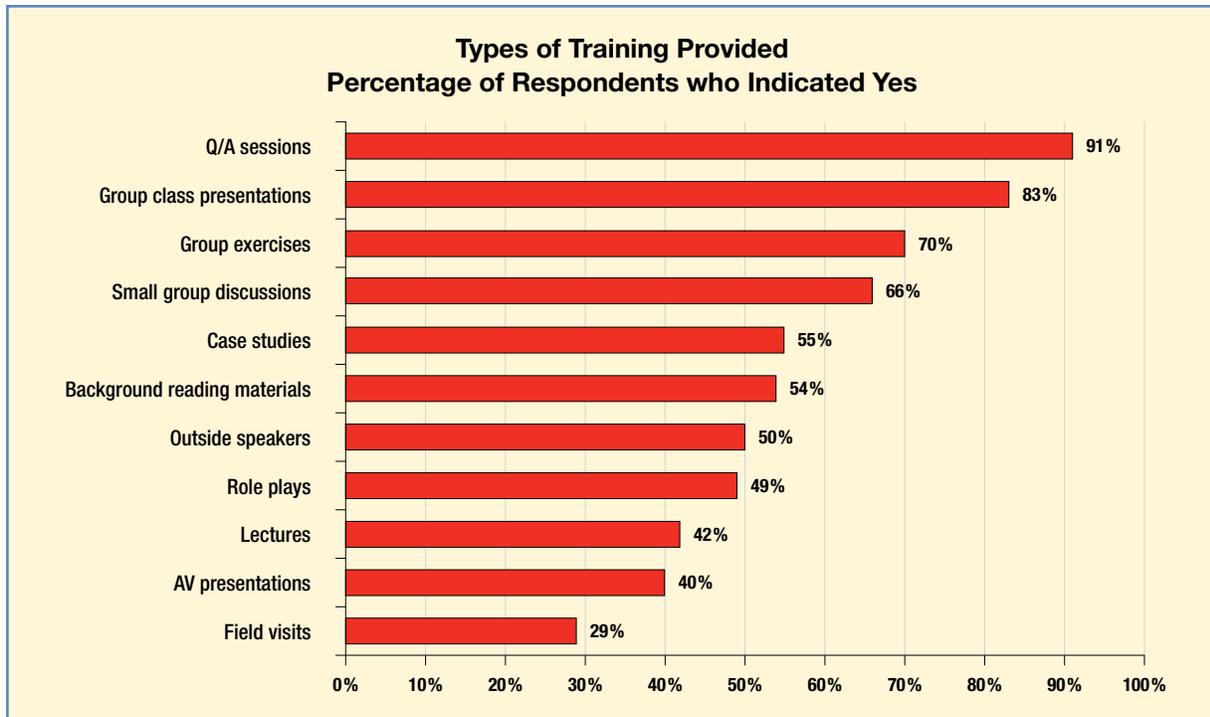
The following pages provide additional information on the methods and teaching approaches.

5.5.1 Teaching Methods & Materials (Save the Children)

The chart below, which outlines the different methods used in Save the Children training programmes, is based on information obtained from course instructors. This demonstrates that a range of methods is used: lectures, small group discussions, case studies, group presentations, etc.

45. Rono, Dan, *Capacity Building of Militaries: Analysis of Available Training Manuals* (2010).

46. Department of Peacekeeping Operations, *Report: Child Protection Training For UN Peacekeepers, Phase I* (2012), p.12.



The chart also confirms that Save the Children training programmes use participatory techniques with an emphasis on class presentations, group discussions and Q/A sessions. Half of the training sessions include outside speakers. Respondents to the assessment survey also indicated that the majority of students were provided with a course manual (76% of respondents) and a pocket book on codes of conduct (49% of respondents).

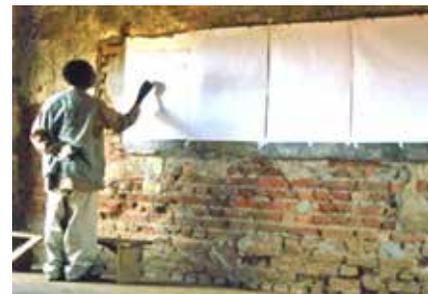
5.5.1.2 Teaching Methods & Materials (Other Agencies)

The DPKO's report (2012) indicates that trainings organised by other agencies rely on lecture-based formats. For example, UN missions were reported as using Power Point presentations in 100% of their training sessions. Peacekeeping training centres appear to make extensive use of audio-visual resources, with 68.5% using videos and 85.7% using Power Point presentations. Both groups also often used practical exercises as a method in skills training.

5.5.2 Training Instructors and the “ToT” Approach⁴⁷ (Save the Children)

Save the Children child protection programmes rely on a “train the trainers” (ToT) approach for the delivery of the training sessions. Middle-ranking military officers usually assume this responsibility. The majority are men, perhaps because fewer women have the necessary officer level, though females are included.

Save the Children's West Africa programme has produced 1,579 instructors⁴⁸. While they carry the lead responsibility for the training, they also work in cooperation with local agencies: 63% of the trainers said that they used external facilitators.



47. The photo accompanying this title is a courtesy of Children/Youth as Peacebuilders.

48. Save the Children report (2012).





5.6 Issues

■ Background of Instructors

The ToT approach is a common feature of most child protection training programmes. For instance, both UNICEF and the DPKO⁴⁹ rely on this approach.

At the Nairobi and Saly focus group sessions, there were many debates on the most appropriate strategies to use in the ToT approach. Save the Children's programmes are usually led by peers or national trainers. Other agencies rely more on outside experts or international trainers.

Each approach has advantages and limitations, a topic which was discussed in the Nairobi and Saly focus group sessions. Findings from these discussions are provided in the tables on the following pages.

"Save the Children needs to remember, a ToT alone is not institutionalisation. The training needs to be permanently integrated to be sustainable."

Saly workshop participant,
NGO focal agency

Comparison Between Different Types of Trainers: Peers, National Trainers, International Agencies and Peacekeeping Training Centres

Advantages of Each Type:

Peer Trainers	National Trainers (External)	International Agencies	Peacekeeping Training Centres
<ul style="list-style-type: none"> ■ Know and understand the audience. ■ Can relate the material to the situation. ■ Understand the roles and responsibilities of different ranks. ■ Are accepted by participants. ■ Can challenge attitudes – they understand the dynamics. ■ Sustainable and can reach high numbers. ■ Follow-up evaluation is more likely. ■ Participants are more responsive. ■ Less costly (existing structures can be used). 	<ul style="list-style-type: none"> ■ Bring good materials. ■ Are best positioned on policy issues. ■ Are seen as role models. ■ Have in-depth experience. ■ Understand the local context – can use adequate language and concepts to relate to trainees. ■ Can relate trainings to practical realities. ■ Are trusted and are easy to relate to. ■ Have a high credibility to discuss referrals and SOPs. ■ Have many of the advantages of peer trainers but also have extra features. 	<ul style="list-style-type: none"> ■ Have lots of training materials. ■ Have relevant skills and competencies. ■ Financial resources. ■ Connections to other networks. ■ Have practical experiences and a global outlook. ■ Multi-cultural. ■ Have capacities in needs assessment. ■ Understand adherence to international laws and instruments. ■ Their courses are usually linked to advocacy for change. ■ Trainings are more attractive to participants. 	<ul style="list-style-type: none"> ■ Learning conditions are often optimal. ■ Offer a regional perspective that is multi-cultural. ■ Access to hierarchies and the ability to influence. ■ Programs have high prestige/credibility. ■ Materials are reliant and of good quality. ■ Have a database on trainers/trainees and training approaches. ■ Consistent evaluation that validates training. ■ Coordination with other trainers and trainees. ■ International perspectives and methodologies.



49. The UNICEF study noted that 85% of the programmes it surveyed used this approach.



Comparison Between Different Types of Trainers: Peers, National Trainers, International Agencies and Peacekeeping Training Centres

Limitations of Each Type:

Peer Trainers	National Trainers (External)	International Agencies	Peacekeeping Training Centres
<ul style="list-style-type: none"> ■ Too much familiarity, thus less critical. ■ May be limited in knowledge of other fields of work. ■ Restricted to knowledge from work experience or trainings. ■ Hierarchical limitations. ■ Can have a “gatekeeping” approach and be resistant to change or challenges. ■ May have inaccurate information. ■ Narrow perspective on some issues, such as those related to gender. ■ Can be an avenue for promotions – then they leave their position. ■ Rotational system of the military makes it less sustainable. 	<ul style="list-style-type: none"> ■ Coordination with other institutions can be difficult as they may not answer to the same authorities. ■ May not have good skills as trainers ■ (centres can send in appropriate people). ■ Donor-driven – have to respond to donor demands. ■ Can be more policy than practice-oriented. ■ Inadequate resources. ■ Lack of continuity and sustainability. ■ Limited follow-up. 	<ul style="list-style-type: none"> ■ Not in touch with reality on the ground – can make assumptions. ■ Limited understanding of the cultural context. ■ Difficulty relating to participants due to cultural and organisational differences. ■ Military take time to trust civilians. ■ Can be problems with language and cultural sensitivities. ■ Not sustainable. ■ Reach is limited. ■ Capacity to teach large numbers is limited. ■ Often outsourced which can compromise quality and consistency. ■ Credibility – their views will always be considered as being from the “outside”. ■ Inadequate follow-up. ■ Too linked to donor requirements (for example, training can be rushed). ■ International organisations have their own agenda. 	<ul style="list-style-type: none"> ■ More costly. ■ Selection process and profiles of participants are limited – usually for higher ranks. ■ Few females, primarily because it is limited to senior personnel only. ■ Dependence on external funding. ■ Limited courses as always linked to those that receive highest funding. ■ Access is difficult in times of war. ■ Some centres are not well-known. ■ Language barriers. ■ Focus is often on situations in host country. ■ Competition between Centres and national training operations. ■ Curriculum is contract based. ■ Cultural mix in class may lead to communication barriers.

■ High Mobility of Trainers

One of the biggest challenges in the ToT approach is the high turnover of trainers. In an evaluation conducted on the Save the Children Kenya training programme⁵⁰, the evaluator found that almost 50% of the trainers had changed stations in the past three years.

As frequent rotation is a part of military operations, this is unlikely to change. Several solutions have been suggested to deal with this problem. In The Gambia, they concentrate on using junior officers as trainers, as they are less likely to be transferred or move outside the ranks from which trainers are chosen. This might have the added benefit of including more females in the training roster – in the current system there are very few. Another suggestion is that all trainers be obliged to train a successor before leaving.

■ Accreditation of Trainers

From the information available, there doesn't appear to be any formal mechanisms⁵¹ for the training and accreditation of instructors⁵². Exactly how this could be organised is a complex question as country level programmes are unlikely to have the funding to support regional training.

Discussions in the Nairobi focus group emphasised that accreditation needed to be an ongoing process. Trainers need to be kept up to date with the latest information, resources and methods. This would help maintain professionalism and also trainers' interest in the programme.

“I would like to see a situation where solid networks and link-ages are established. This would help ensure sustainability.

To achieve this we need to have a good database where information can be posted and shared amongst like-minded individuals and agencies.”

Nairobi focus group participant

50. See Barasa, Kukubo, *Evaluation of The Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda*, 2008.

51. The one exception to this (known by this report) is the IBCR programme with police and gendarmerie which includes a rigorous vetting and accrediting component as part of its train the trainers sessions.

52. In the Nairobi focus group, this issue was discussed at length. It was agreed that it is important to establish a roster of well qualified and accredited trainers as this was likely to improve the quality of the training sessions. It could also be a motivating factor as it would give trainers a useful credential. Participants emphasized that training was an ongoing process.

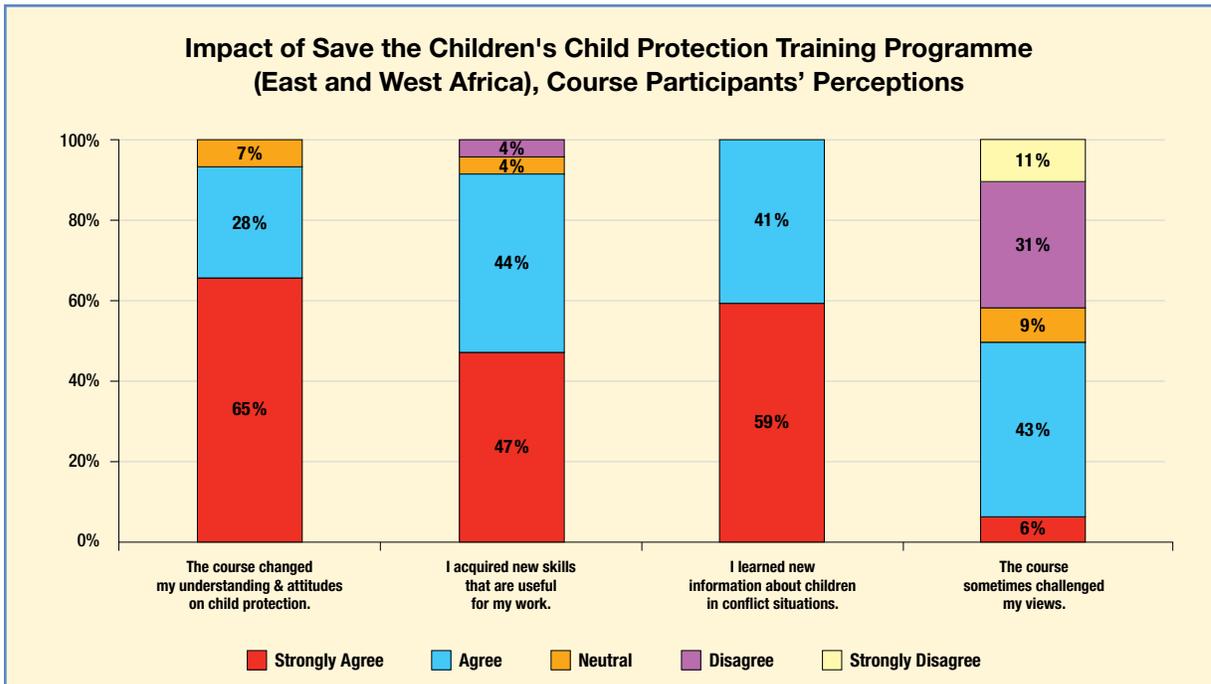




6. CLASSROOM TO FIELD OPERATIONS

The Impact of Child Protection Training

Save the Children's child protection training programme receives high marks from its participants. Over 65%⁵³ of those who have taken a training course say that it changed their understanding and attitudes on child protection. 91% credited the course with providing new skills that are useful in child protection fieldwork. Virtually 100% said that the course had given them new perspectives and information on the circumstances of children in conflict situations.



These positive reviews are also seen in evaluations of the DPKO's child protection trainings. In the DPKO's survey (2012), respondents stated that the training had increased their awareness of child protection as well as their roles and responsibilities in the "duty to protect." The trainings helped participants understand more about child exploitation, the definition of abuse, and vulnerabilities of children. Moreover, they also praised the training for improving their capacities to communicate with children, prevent child abuse and reduce child recruitment.

Brou Yao Hyacinthe of Save the Children's programme in Côte d'Ivoire summed it up this way:

"The biggest impact of the military training programme on child protection and child rights is to instill in the military the reflex to protect children since they are vulnerable and often incapable of protecting themselves."⁵⁴

53. This percentage and those following in this paragraph are based on the findings from the IBCR/SC 2013 survey on Save the Children's child protection training programme. As noted elsewhere, respondents to this questionnaire included representatives from 14 countries in Africa: Benin, the Central African Republic, Côte d'Ivoire, the Democratic Republic of the Congo, The Gambia, Ghana, Guinea-Bissau, Kenya, Liberia, Mali, Senegal, Sierra Leone, South Sudan, Uganda.

54. Save the Children, *Behind the Uniform* (2009), p.35.



The task of this section is to examine the extent to which child protection training has been able to translate “the reflex to protect children” into field operations.

6.1 Acquisition of Knowledge and Skills (Save the Children Programmes)

The rationale for any training programme is that it will provide the knowledge and skills that allow people to do their jobs more effectively. This section begins with this point, to examine the capacities that participants gain from the training.

6.1.1 Knowledge

Save the Children child protection training programmes have been successful in providing students with a good grounding on child protection issues.

The main subjects addressed in the training are: a) the definition of a child and childhood, b) children’s rights and protection needs, c) the legal framework, d) the impact of conflict on children, e) rights violations against children and f) collaboration with humanitarian organisations. Together, these topics provide a good background of the information that security/defence forces personnel need to have in working with children.

As the charts on the next page indicate, Save the Children’s child protection training is most successful in topics which are primarily information-based.⁵⁵

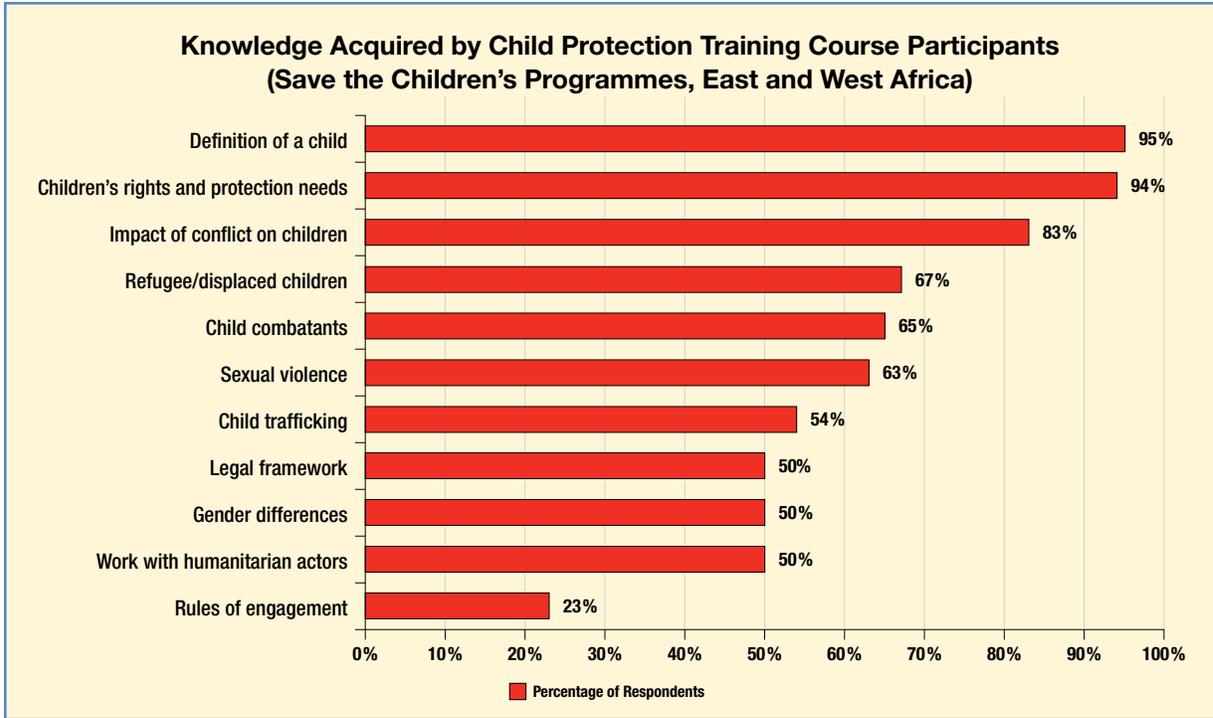
Participants credited the course with providing a good education on the definition of a child, child protection needs, and the impact of conflict on their lives. In areas that have a skills component, the evaluations are less glowing. Participants doubted their understanding of “rules of engagement,” with only 23% saying that they had acquired a good level of knowledge. The numbers for issues such as “legal framework or “gender differences” are also low, with 50% stating that they had received a good training on these topics.

The extent to which these topics are contextualised⁵⁶ is an important question. For example, the value of lessons on the stages of childhood would be stronger if they were linked to the impact of war for different ages. Training on sexual violence should include information on the strategies of armed groups in a particular war as these vary substantially from one conflict to another. The mindset of children at different ages – and their capacities to understand their situations – should be related to different conflict scenarios to ensure that course participants receive information that has meaning for potential field experiences. These topics should also be connected to larger operational issues such as UN Security Council Resolutions. This approach, one that links the theoretical to the practical learning objectives and the realities of children’s lives, is an important component of knowledge acquisition, particularly for peacekeeping personnel. Whether or how these connections are made in Save the Children’s child protection training is not clear.

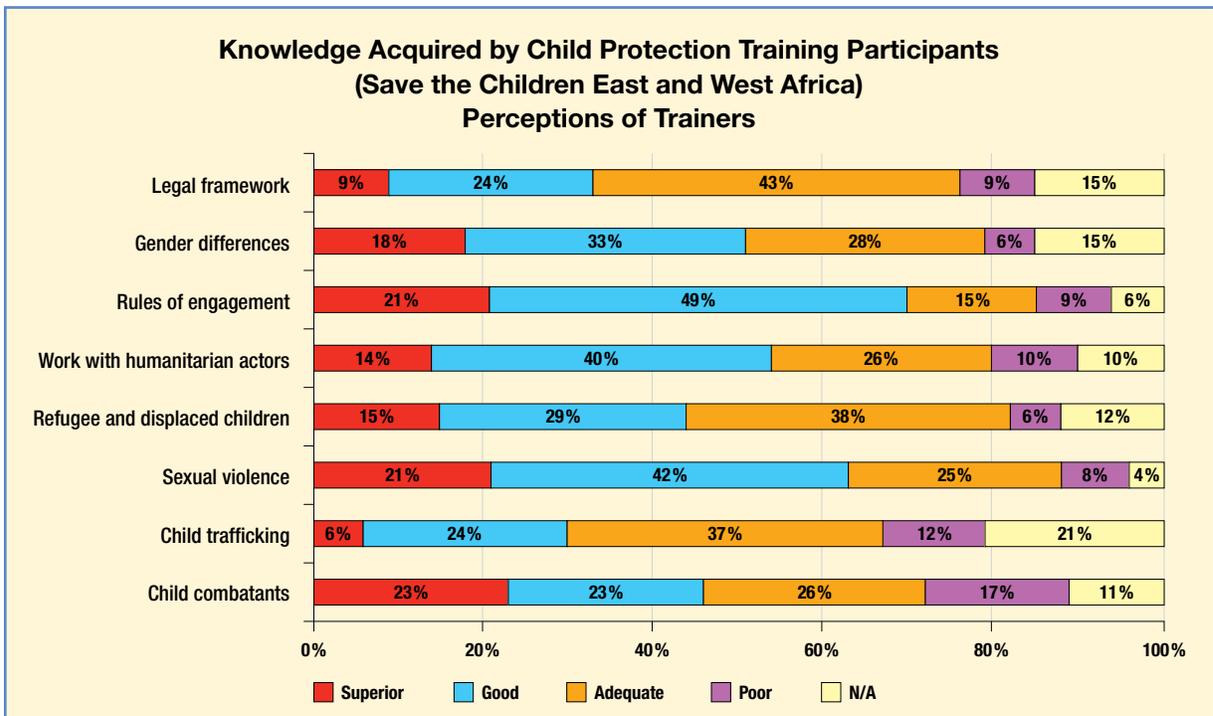
55. Again, it is not clear whether this information is theoretical or related to war situations.

56. The lack of a comprehensive database on past Save the Children’s child protection training programmes has been identified as a problem, one that is to be addressed in its current project.





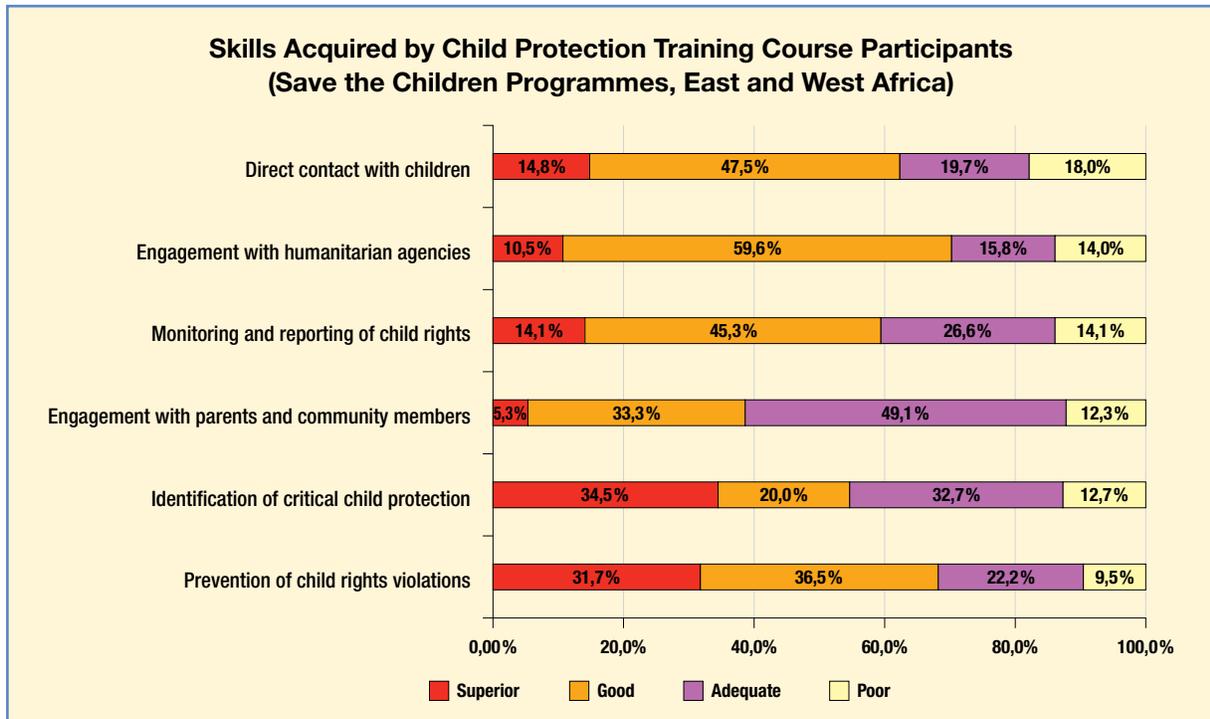
The chart below is based on the perceptions of course trainers. In many cases, the evaluations of the two groups (course participants and trainers) are similar. For example, both groups felt that participants had gained a good understanding of the dimensions of sexual violence. There are some discrepancies, with trainers maintaining that 70% of course participants had acquired superior or good understanding of the rules of the engagement. As noted above, only 23% of the participants felt that they had received good training on this topic.





6.1.2 Skills

Participants' assessment of the skills training components is less stellar. These views are presented in the chart below. The scores for skills training in direct contact with children are quite low, with 18% saying the training was poor and 19.7% giving it an "adequate" rating. Slightly over 40% of respondents said that the skills training on the monitoring and reporting of child rights was "adequate or poor". These numbers are not drastic – 59.4% of the participants said that the training was good or superior. A close correlation between scores for knowledge training on the impact on children (83%) and related skills training would be preferable.



Again, it is interesting to compare the perceptions of course participants and trainers. A chart of trainers' evaluation of skills acquired through the training is presented on the following page. They give relatively low scores on the acquisition of monitoring/reporting skills, claiming that 62% of the course participants demonstrated only adequate or poor skills in this area. The numbers are also low in their assessment of participants' capacities to identify critical child protection issues, a related skill. In this case, 55% of the students evaluated their learning in this area as only adequate or poor.





6.1.3 Findings of Other Organisations

Other studies⁵⁷ available for this report do not include evaluations of training programmes' capacities in knowledge and skills training. However, the DPKO's report (2012) reported that child protection training sessions most often emphasised lecture-based formats. This approach was criticised as being too theoretical, and as not preparing peacekeepers adequately for the realities of field operations. It also pointed out that educational theory stresses the importance of "learn by doing", particularly in areas where practical skills are needed:

"[...] When comparing the methodology currently used with the preferred means of learning for adult practitioners, the tendency to use lectures as the main way of teaching does not seem to meet the expectations of those who are being trained, raising critical questions about the effectiveness of such courses."⁵⁸

6.1.4 Implications for Child Protection Training⁵⁹

The content and delivery of training has obvious connections to peacekeepers' abilities to protect children. This raises two main questions: 1) the balance between knowledge and skills training in programmes and the best methods to use, and 2) the value of a standardised curriculum, which would emphasise core competencies, against respect for local priorities.

57. Internal evaluations may well have been done of other programmes, but they were not available for this study. Assuming they have not been done, this study is useful as it provides information and a reference point for the assessment of other agencies' child protection training programmes.

58. DPKO's Study (2012), p. 13.

59. Since IBCR's survey of Save the Children's child protection programme involved a relatively small sample of respondents, it would be inappropriate to make strong claims based on its findings. It is also important to recognise that this type of assessment is somewhat unique, thus it is difficult to make comparisons with other programmes.



6.2 Attitudinal Change (Save the Children Programmes)

Save the Children's child protection training programmes receive strongly positive evaluations in the area of attitudinal change. The results of the assessment questionnaire (2013) demonstrates that over 78% of course participants credit the training with improving their behaviour and attitudes towards children, in both their professional and family lives.

Save the Children's *Behind the Uniform* (2009) report includes many examples of the impact of Save the Children's programme at the individual level:

"For many soldiers, the training has transformed how they perceive children and has made children visible to the military in a way that they were not before.

"Captain Manneh from The Gambia explained in an interview how the training has shifted his own perceptions of children: "having attended the programme, it made me really look at children not as perpetrators, or as people who promote or project violence but instead, I began to see them as victims of the situation."⁶⁰

Attitudinal change can demonstrate itself in many ways. One of the most important is in occasions of contact with children. For example, females who escaped from the LRA⁶¹ reported how pleased they were that the Uganda People's Defence Force treated them with respect. Having come from experiences where they were treated so callously, this meant a lot.

A Girl's Statement:

"We were so frightened to go there; we had been told that we would be killed by the government soldiers. But it wasn't like that. When we arrived there, at first when they saw us they were really surprised. They were feeling so badly because of how we looked. Because all of our bodies had scabs and our children, you couldn't even really imagine that they were children, they were so malnourished.

"They prepared porridge for us. They told us to bathe, and then they gave us a lunch. They gave us food and told us to cook for ourselves. They gave us a grass hut. After two days they took us to Lira to the rehabilitation centre. The soldiers were good to us; they were encouraging us, saying that they were taking us back to our people, that we were home now."

Female returnee, northern Uganda

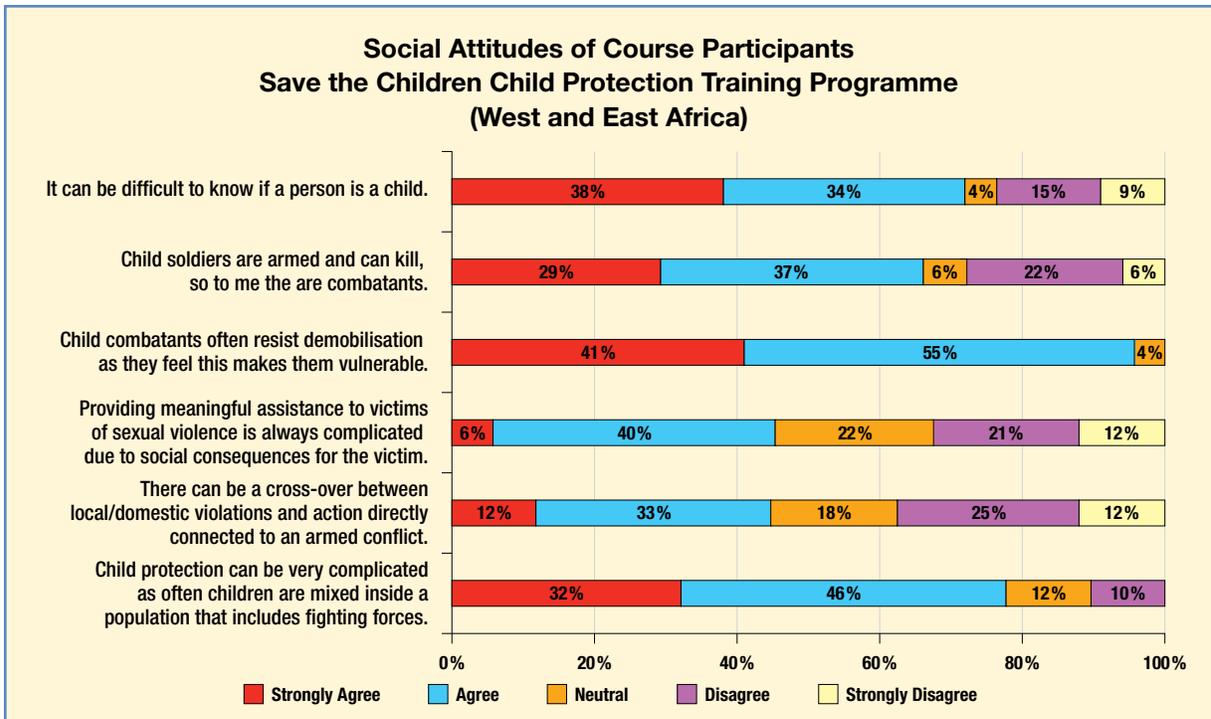
As part of the assessment study (2013), course participants were surveyed on their attitudes on issues relating to child protection. These were not directly connected to Save the Children's training programmes.



60. Save the Children, *Behind the Uniform: Training the Military in child rights and child protection in Africa* (2009), p.33.

61. Interviews with female returnee, *Children/Youth as Peacebuilders*, 2007-2012. Save the Children's programmes in northern Uganda (and its work with the Uganda People's Defence Force) had a strong role to play in facilitating this change. Children's rights training of UPDF soldiers and the establishment of a child protection unit made a big difference in how returnees were treated. Prior to this, there were many rumours (and testimonies) that female returnees were being raped by the Uganda People's Defence Force who assumed that the girls' experiences in the bush justified soldiers using them.





Participants demonstrated a strong respect for children’s rights. For example, 52% of respondents disagreed with the statement “It is difficult to respond correctly when a colleague violates the rights of a child.” Either before or as a consequence of the training, these peacekeepers have a clear notion of a soldier’s proper code of conduct. This contrasts to more operational questions where respondents often reflect a traditional military’s response to external threats. The majority (66%) agreed with the statement, “Child soldiers are armed and can kill so for me they are combatants.” At the same time, 96% agreed with the statement, “Child combatants often resist demobilisation as they feel this makes them vulnerable,” reflecting compassion for children’s situations and probably the reality of field situations.

This raises questions of how child protection training can equip security/defence forces personnel to deal with these issues. While empathy may exist for the situation of children associated with armed groups, the instinct (and military training) is to treat these youth as belligerents. Protocols and specific procedures are required, particularly for rank and file soldiers who operate on the basis of orders rather than individual values.

It is not clear whether attitudinal training is currently provided in Save the Children’s programmes, a contribution that would be very useful. However, the chances are that it is limited or not currently offered, as this was included as a recommendation for changes in the *Behind the Uniform* report.⁶²

6.2.1 Findings of Other Organisations

In the past six years, the IBCR has engaged with over 120 police and military training institutions in Africa and the Middle East. As part of this work, the IBCR has examined the connections between attitudes and behavioural change.⁶³

62. Save the Children (2009) *Behind the Uniform*, p.34.

63. This has included mapping of organisations’ practices at the national level, combined with the findings from an analysis of over 180 training tools targeting security forces in Africa. The IBCR found that most child protection training does not sufficiently equip practitioners (police, gendarme and military) to know how to react and handle cases involving a child.



The IBCR evaluated the skills and abilities of police and gendarmerie officers operating in Côte d'Ivoire who had been trained by UNICEF, Save the Children and others. This evaluation found that peacekeeping personnel often responded to young people in an antagonistic manner, even in situations involving violations of children's rights. This observation was echoed in similar reviews in other countries, including Burundi, Chad, Senegal and Togo. However, when peacekeeping personnel were specifically trained on the skills needed to properly deal with such cases, the vast majority of security and defence forces reacted by saying "We just did not know." In spite of having attended many children's rights and child protection trainings, the core notions on how to apply what they had been taught in the course in their daily work was not internalised.

"It is quite a challenge to confirm and determine the age of a child as children are never issued with the certification particularly in the rural areas. As a result of this challenge we have developed a process and rely on local leaders to certify the ages of recruits from their councils."

6.2.2 Implications

However important attitudinal change is, it must be combined with skills training to provide guidance on ways positive attitudes can be translated into good field operations. It cannot be assumed that peacekeeping personnel can come up with these solutions on their own, particularly inside military structures where the rank and file are accustomed to responding to orders rather than acting on their own initiative.

It is also important to recognise how these two elements (attitudes and behaviour) interact and can reinforce each other. As security/defence force personnel develop effective child rights practices, they are likely to develop more positive attitudes towards children.

Good Practices:

In the IBCR attitude survey, a considerable number (72%) agreed that it is difficult to know if a person is a child. This has major implications for field operations and how peacekeepers relate to youth.

There are solutions to this problem, as was identified in the Behind the Uniform report:

"It is quite a challenge to confirm and determine the age of a child as children are never issued with the certification particularly in the rural areas. As a result of this challenge we have developed a process and rely on local leaders to certify the ages of recruits from their councils."



Participants from Sierra Leone and Ghana working on advantages and disadvantages of different trainers with the help of Ibrahima Diouf, Save the Children Consultant on Child Protection.



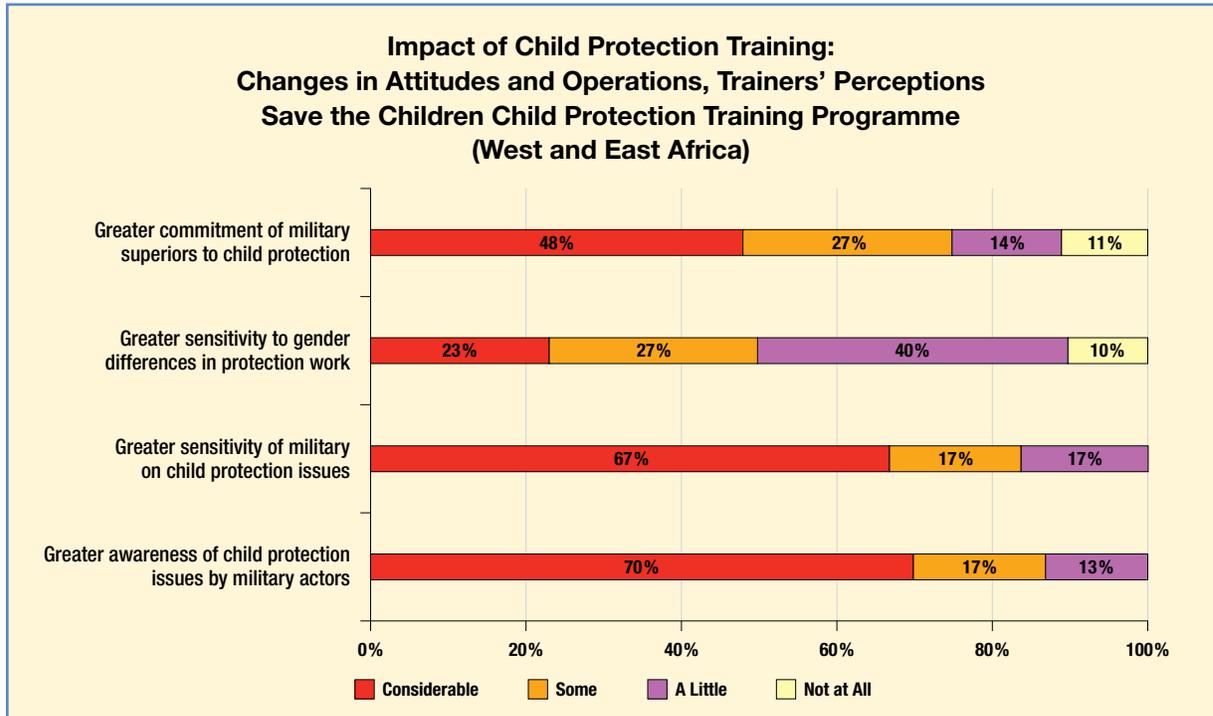
Group presentation on impact by Commandant Theodore Adrien SARR, of the École Nationale des Officiers de Thies, Senegal.





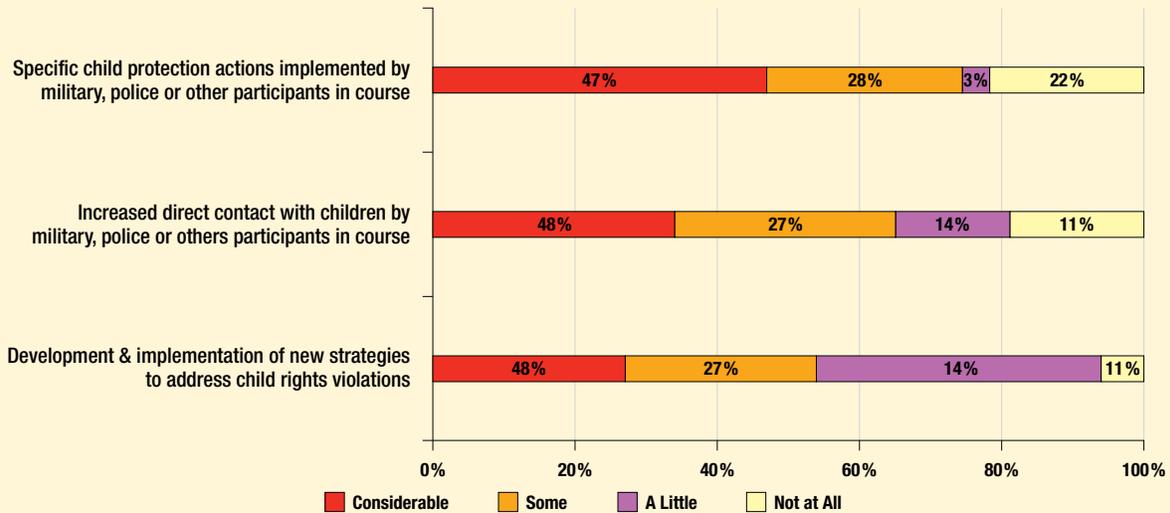
6.3 Field Operations (Save the Children Programmes)

Save the Children's child protection training programmes have had a significant influence on peace-keeping practices in child protection. Two charts are presented below; the first identifies changes in attitudinal changes, and the second relates these changes to field operations.

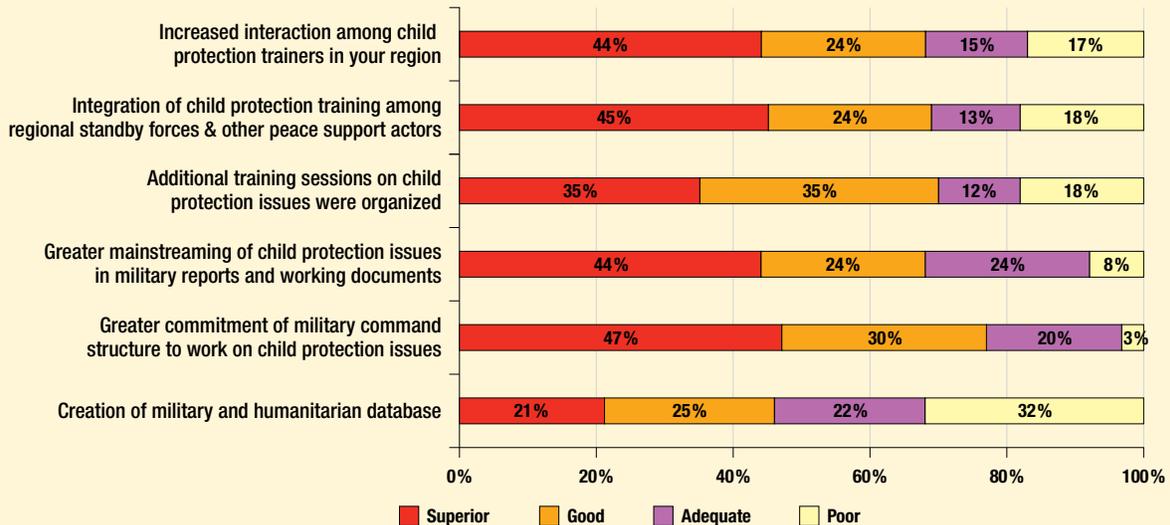




**Impact of Child Protection Training:
Work with Children, Trainers' Perceptions
Save the Children Child Protection Training Programme
(West and East Africa)**



**Impact of Child Protection Training:
Changes in Military Structure of Support, Trainers' Perceptions
Save the Children Child Protection Training Programme
(West and East Africa)**





According to trainers' assessments, Save the Children's training programmes have stimulated a range of actions, both large initiatives and individual actions:⁶⁴

- "From the training I realise that a child in the field is not the most dangerous enemy. You can persuade him to give up his weapon."
- "After the training I became more involved in information sharing with other agencies on the ground, particularly on violations against children's rights."
- "I have participated in operations with my men. We have faced cases where we meet children in our theatre of operations. We have managed to withdraw them from the area that presents so many risks for them. By talking together we have learned how to understand each other. We can do this because our soldiers were trained to do this before."
- "Following the training I have worked closely with parents, particularly the surviving wives of deceased personnel of the Armed Forces. I interact with them to ensure that their children are given the best of care in terms of their education and basic survival needs."

In northern Uganda, Save the Children's child protection training programme has produced significant results. An evaluation by Kukubo Barasa⁶⁵ provides an overview of these initiatives:

"The UPDF [Uganda People's Defence Force] soldiers became conscious of children in enemy ranks and were aware of their prime responsibility to rescue them. There were reduced airstrikes as a specific response to the awareness of the presence of children in the targeted areas. Soldiers regularly and zealously commented on their own improved relations with their own children and families. There was reduced wife battering and child neglect. The soldiers also reported better attitude to education after they had gone through the training."

64. Comments from respondents, IBCR/SC 2013 survey.

65. *Evaluation of the Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda*, Kukubo Barasa, (2008), p.13.



Francis Onditi of Save the Children accompanied by the Central Africa Republic military personnel on arrival in Obo, for the UNICEF-SCI sponsored training on Child Protection, August 2013.

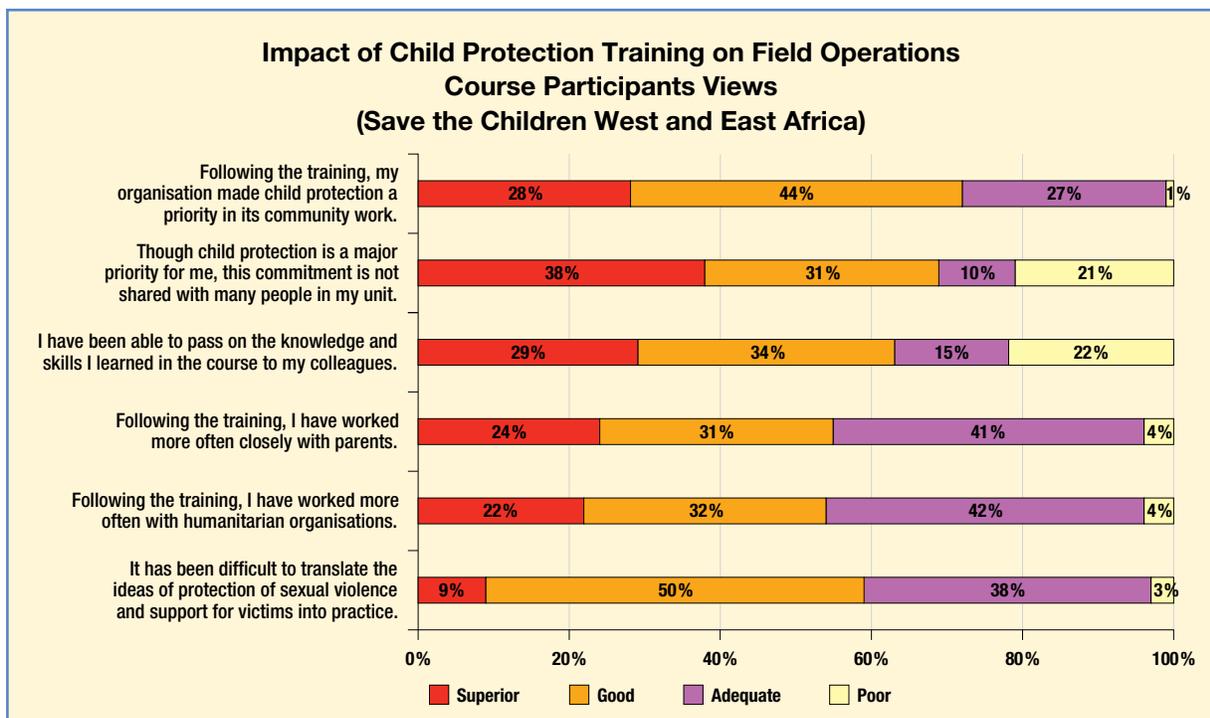


The Uganda People's Defence Force pledged to stop recruiting male returnees and to censure troops who took sexual advantage of female returnees.⁶⁶ On the community level, the Uganda People's Defence Force organised meetings in the internally displaced persons (IDP) camps to discuss security issues and preparations for the return to the villages. Civil society organisations were invited to contribute to child protection training. Centres such as GUSCO and the World Vision Reception Centre began to work in collaboration with the Uganda People's Defence Force, where earlier these groups had had little to do with each other.

The achievements of the northern Uganda programme illustrate how child protection training can act as a catalyst for cooperation between the military and civil society. For example, the current head of the Child Protection Unit, a female police officer, regularly receives visits from returnees. She is a regular, and welcomed, presence at inter-agency meetings.

The views of course participants are slightly different. Though they share trainers' enthusiasm for the value of the training programme, they express frustration about the latitude and support for translating these ideals into community work. As one respondent commented, "Child protection has been taught in different trainings but its application is not strongly observed in our unit." 58% of respondents stated that time allotted for child protection activities had not increased after the course.

Findings on the chart below demonstrate a mixture of hope and frustration. Some results are very promising: 72% confirmed that their organisation made child protection work a bigger priority following the training. At the same time, an almost equal percentage (69%) indicated that many of their co-workers did not share their commitment to this work. One person noted that other soldiers continue to treat children "like normal enemies," particularly if someone in their unit has been killed. They identified resistance from some colleagues as a major obstacle to doing child protection work.



66. Neither of these problems was eliminated, but the fact that the Uganda People's Defence Force officially censured these activities made a difference.





Various factors were identified that helped or hindered course participants' child protection field operations. Several participants noted that, on an informal level, the course produced opportunities for new child protection activities, particularly work with parents. They enjoyed the opportunity of networking with humanitarian organisations. The course had paved the way for these interactions as representatives from these agencies often attended parts of the training. As one informant noted, "I had known

that these agencies existed – I saw their signs – but we didn't really have anything to do with each other before this [the training]".⁶⁷

"This has mainly been as a result of the military not appreciating the relevance of this training beyond the confines of a peace support environment. As a result, trained personnel have been redeployed to positions without taking into account their training on child rights and child protection. Most of these personnel have thus not had the opportunity to further the cause of children."

But this work has not always been easy. As several noted, "the reality of the field is different than the classroom."

Others stated that concepts and principles of children's rights were new for them. They encountered difficulties in translating these ideals into action. Funding shortfalls and the lack of clear policy directives were limiting factors. In working with civil society, some found that there could be misunderstandings about the military's roles and what they could provide – 65% of respondents identified this as a concern.

In other situations, there were clashes with cultural traditions that prevented effective intervention. For example, one respondent spoke of complications in providing assistance to sexual abuse victims, as the community's traditional practice was to maintain the "community harmony", often at the expense of the victim's rights.

Despite these problems, course participants emphasised the benefits of child protection work for them personally. They appreciated learning more about children's situations and having the chance to make a positive change for some young people. As one person stated, "It was my personal feelings as a human being, seeing those kids being treated in war like that, as child soldiers or as sexual violence victims. So I decided to help them, at least to do whatever I could so that the rights of these kids can be respected."

Kukubo Barasa's evaluation⁶⁸ noted the "dismal results" of child protection training in Ethiopia and Kenya. He attributed these problems to the lack of a supportive environment for child protection work:

"While a lot has been done towards sensitising the military on child rights and child protection, most of the participants of the advanced course on child rights and child protection have not been able to push the children's agenda beyond the confines of family and communities on their own initiatives."

"This has mainly been as a result of the military not appreciating the relevance of this training beyond the confines of a peace support environment. As a result, trained personnel have been redeployed to positions without taking into account their training on child rights and child protection. Most of these personnel have thus not had the opportunity to further the cause of children."⁶⁹

67. Comment from course participant, IBCR survey (2013).

68. At the time of writing, there is limited information available on the impact of the training on UN missions or in UNICEF programmes, though both institutions are firmly committed to its value.

69. Barasa, Kukubo (2008) *Evaluation of The Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda*, p. 22.



6.3.1 Findings of Other Organisations

A recent UN publication (2011) provides examples of ways that child protection training has been translated in field operations:

“In South Sudan, the UN Mission, in collaboration with UNICEF, has been working to establish protection legislation and actions to protect children and eliminate their recruitment into armed groups. They have been particularly active since the referendum of 2011.

“Decisions that the parties to the Comprehensive Peace Agreement are taking should build on these foundations and further strengthen the protective environment for children. Moving forward, they will continue to focus on training and sensitizing communities and Government officials on the existence of these rights; more than 5,000 SPLA [Sudan’s People Liberation Army] troops have been introduced to child rights issues through awareness campaigns disseminated via UNMIS Radio Miraya and in-person.

“At least 1,500 children have left military barracks since the Comprehensive Peace Agreement between the North and the South was signed, but still many remain. The SPLA leadership through the Office of the Director of Moral Orientation and SPLA Child Protection Unit is currently seeking ways to hold accountable those SPLA persons involved in the recruitment and use of children in the army.”⁷⁰

6.3.2 Implications

Child protection training is a fairly new undertaking. The assumption is that it will show great benefits in terms of field operations, and there is growing evidence that this is the case. However, these findings also indicate that this requires a systemic approach where changes are made in the systems of military operations to facilitate these actions. Just providing training leaves all the responsibility with individuals. The military system does not work that way.

■ The need for military superiors to demonstrate a strong commitment to child protection

The endorsement of military superiors is repeatedly identified as a crucial element in child protection work. Where it exists, there are possibilities for change; where it doesn’t, change is limited to individual acts.

“Unless we have the backing from our hierarchy, child protection training is useless.”

“Our hierarchy needs to be engaged and involved in child protection in a structured manner for it to be sustainable.”

Quotes from Saly focus group

70. Office of the Special Representative of the Secretary-General for Children and Armed Conflict and Department of Peacekeeping Operations, Child Protection in United Nations Peacekeeping, 2011, http://www.un.org/en/peacekeeping/documents/child_protection%20_in%20un_peacekeeping2011.pdf.





At the community level, child protection units (CPU) are recognised as a focal point for child protection activities:

“The establishment of child protection units has been a tool for mainstreaming child protection and child rights since the early stages of the programme. Where child protection units have been established, this can be seen not just as an achievement in its own right, but also as a sign that the issue has made it onto the agenda of the armed forces in a more permanent way [...] By regular communication and exchange with civilian patterns and civil society organisations, CPUs were key in creating a space for interaction and dialogue between military and civilian partners, and therefore fruitful for improved civil-military cooperation.”⁷¹

But their existence depends on a commitment by military superiors as only they have the power to allocate the necessary resources.

“Establishment of CPUs seems to depend very much on the degree to which the armed forces are open to the programme and to which the high level leadership of the army has embraced the project [...] The military focal point in Benin for example complained that, in principle, his unit should have three staff members but that was only theory. In practice, he was all alone, and currently not able to coordinate any activities with the trainers”

“A challenge that has been noted in many contexts is that although the armed forces might be open to the idea of incorporating child protection and establishing a CPU, this is limited to liberating human resources to staff the cell, but unwilling or unable to commit other resources such as equipment, training materials etc...What seems to be missing in some cases is to translate the original interest and support of the ministries of defence in creating the unit, to now sustain them and commit to them in a long-term way.”⁷²

In other situations, the endorsement of defence departments has been key. This facilitates the development of courses, respect for field operations involving child protection and resource allocations.



71. The IBCR (2012), *Evaluation of Save the Children Sweden Training Programme in West Africa*, p. 48.

72. The IBCR (2012), *Evaluation of Save the Children Sweden Training Programme in West Africa*, p. 50.



■ A critical examination of collaboration between the military and civilian worlds

Save the Children's programmes have demonstrated the value of collaboration between the humanitarian and military worlds. This has not been without difficulties, as outlined by IBCR in its 2012 evaluation report:

"Almost all the civilians interviewed for this evaluation mentioned the difficulties of penetrating the military world. Reasons given include general mistrust between civilians and military and the fact that the military is seen in some countries as being the guardian of the law and therefore would not want to be told by civilians what to do.

"Further reasons given were the bad image of the military and just generally being unfamiliar with the military world. Military focal points, on the other hand, mentioned that the concept of child rights was perceived as not having anything to do with the army, and that it was a Western concept foreign to the culture of their country. As a consequence there was a lot of resistance inside and outside the armed forces against these ideas."⁷³

This resistance still exists. The UNICEF evaluation report outlined some of these complexities:

"Many scholars and observers argue that military involvement in domestic emergencies blurs the roles of the military and humanitarian actors."

"Humanitarian actors have taken two common approaches to this dilemma. [...] Some humanitarian actors have adopted a "stay in your lane" approach, whereby military and humanitarian relief personnel coordinate their response, but maintain distinct roles and responsibilities. This approach is developed from the notion that using military assets will compromise their neutrality and that the military mandate is very different from the humanitarian relief organisations'. Another approach adopted by humanitarian organisations is the defining of guidelines and rules for engaging with the military."⁷⁴

The defining of guidelines and rules of engagement is a critical element in both the design of training programmes and their translation into field operations. The civilian and military worlds have, of course, much different organisational cultures. While this is not necessarily a problem, it must be factored into the design of partnerships. If these partnerships are limited to the formal or funding level, it is not so critical. However, if the purpose of the training is to provide a catalyst for new ways of protecting children, then the programme must take a more comprehensive examination of how the civilian and military worlds can structure their cooperation beyond the use of outside speakers or funding possibilities.



73. The IBCR (2012), *Evaluation of Save the Children Sweden Training Programme in West Africa*, p. 26.

74. Rono, Dan (2010) *Capacity building of militaries: report of a scoping exercise*, p. 16.





7. CONCLUSIONS & RECOMMENDATIONS

The following recommendations are based on the findings of the assessment questionnaires, the Nairobi/Saly focus group discussions and assessments of child protection training programmes (those of Save the Children and other agencies).⁷⁵ They are submitted inside an overall endorsement of the value of child protection training and the benefits these programmes have already provided to security and defence forces personnel.

7.1 Overall Guidelines

- A list of core competencies should be identified for all child protection training programmes. This should be complemented by a suggested list of competencies for particular sectors.
- Save the Children should establish a database for its child protection training programmes. (Note: This is already a commitment of the Save the Children's current project. Important components of a database include statistics on training sessions, programming support and tracking systems on the impact of child protection training. This will be an important resource for Save the Children's public education and advocacy work on child protection training.)
- Evaluations should be included with every child protection training sessions. This should include assessments by both instructors and participants.

"To ensure sustainability and impact of the military programme across West Africa, ECOWAS needs to be strategically implicated."

Saly workshop participant, military focal point

7.2 Training Materials

■ Content

Information provided in the course should make links between overall background issues (e.g. definition of a child, childhood development) and conflict situations. For example, the reasoning capacities of a child of 8 years old should be explained in terms of how a soldier might relate to a child associated with an armed group.

- Child protection training materials should include special modules for police, civilians and military personnel as well as a core curriculum for all students.
- Training materials should include components of first-hand accounts by both children and peacekeepers to strengthen participants' understanding of the context in which they are working.
- All topics relating to children and conflict should include a gender analysis and include country-specific information.
- Teaching materials should make references to international instruments, to affirm states' obligations to protect children.
- Learning materials should be regularly updated and provide information relevant to specific regions. Save the Children could consider establishing a website with resource materials and updates on new developments in child protection.

"If child protection training is not integrated into the permanent curricula, then the ToT will not be effective. As such it is not a training but a workshop. Training institutions therefore need to be engaged and participate in the process."

Saly workshop participant, military focal point

75. Many of these suggestions may already be part of Save the Children's child protection training.



■ Learning Methods

- Each topic in the curriculum should include three components: 1) knowledge, 2) attitudes/views and 3) behaviour. Teachers could divide their sessions accordingly to ensure that students learn new information, test their views and practice new ways of interacting/upholding children's rights.
- Youth should be invited as outside speakers and to participate in Q/A sessions.
- Interactive methods are important. Because this may be a new approach for instructors, detailed information should be made available on how to conduct these types of activities. Teachers could consider inviting youth to assist them in these types of sessions.
- The sector-based teaching modules which respond to the skills needed by each group (e.g. the unit designed for police) should emphasise interviewing skills and interactions with parents.

7.3 Support for Trainers

Systems for the accreditation and support of trainers should be established

- All trainers should complete a training programme and pass an assessment of their knowledge and capacities as instructors. This could include a formal credential that would be updated every three years.
 - A resource (perhaps a blog or simple website) should be established for trainers. This could include a Skype/chat room, updates on child protection/child rights issues, new developments in conflict situations in Africa and learning resources for teachers. This could also include a “country of the month” unit, whereby trainers from that country provide an overview of their programme, successes as well as critical issues they are confronting in their training work.
 - New trainers should have an apprentice period during which they co-facilitate classes with experienced instructors.
- The problem of the attrition/loss of trainers needs to be addressed. Some ideas include:
- The establishment of a database with details on all trainers, including their current locations.
 - A programme whereby experienced trainers act as mentors to new instructors and ensure that they are able to assume responsibilities for the classes.

7.4 Post-Training and Programme Support

- CPU or some other type of focal point inside security/defence force operations are essential if the benefits of the training are to extend beyond individual actions.
- Existing CPUs should be strengthened and made operational.
 - Where CPUs do not yet exist, Save the Children should advocate for their creation.
- Partnerships between the humanitarian and military world should be nurtured beyond collaboration in the classroom. A final activity of every training session could be the development of simple joint projects.
- If child protection training is to expand in its scope and effectiveness it will require the support of military superiors and government leaders. Save the Children should engage in many advocacy activities to demonstrate the value of this training and seek the commitment of these leaders.





GLOSSARY OF RELEVANT TERMS⁷⁶

Acceptance and Approval

The instruments of “acceptance” or “approval” of a treaty have the same legal effect as ratification and express the consent of a State to be bound by a treaty. In the practice of certain states, acceptance and approval have been used instead of ratification when, at a national level,

Constitutional law does not require that the treaty be ratified by the head of state.

Accession

“Accession” is the act whereby a state accepts the offer or the opportunity to become a party to a treaty already negotiated and signed by other states. It has the same legal effect as ratification. Accession usually occurs after the treaty has entered into force. The Secretary-General of the UN, in his function as depositary, has also accepted accessions to some conventions before their entry into force.

The conditions under which accession may occur and the procedure involved depend on the provisions of the treaty. A treaty might provide for the accession of all other states or for a limited and defined number of states. In the absence of such a provision, accession can only occur where the negotiating states agreed or subsequently agree on it in the case of the state in question.

Adoption

“Adoption” is the formal act by which the form and content of a proposed treaty text are established.

As a general rule, the adoption of the text of a treaty takes place through the expression of the consent of the states participating in the treaty making process. Treaties that are negotiated within an international organisation will usually be adopted by a resolution of a representative organ of the organisation whose membership more or less corresponds to the potential participation in the treaty in question. A treaty can also be adopted by an international conference which has specifically been convened for setting up the treaty, by a vote of two-thirds of the states present and voting, unless, by the same majority, they have decided to apply a different rule.

Armed conflict

The International Committee of the Red Cross defines an armed conflict as any dispute between two states leading to the intervention of the members of the armed forces. According to the Uppsala Conflict Data Programme, an “armed conflict” refers to the use of armed

forces between two or more parties in an intra-state or inter-state conflict, due to a governmental or territorial incompatibility, with more than 25 battle-related deaths in a given year. More concretely, the term “armed conflict” is used to refer to both international and non-international conflicts of high and low intensity.

Armed forces

“Armed forces” refers to the armed forces of a state.

Armed groups

“Armed groups” generally refers to armed entities that are distinct from the government, including armed political groups, militias and paramilitaries. They include opposition forces, factional or tribal groups, armed groups belonging to ethnic or religious minorities and a range of other militia groups. These terms are also sometimes used to refer to armed entities (often paramilitaries and militias) that are backed by or allied to government forces, but are not officially part of them. It is important to note that some agencies use the terms “groups” and “forces” interchangeably.

Cape Town Principles

As part of the effort to deal with the growing problem of children serving in armed forces, UNICEF convened a symposium in April 1997, called the “Symposium on the prevention of recruitment of children into the armed forces and on demobilization and social reintegration of child soldiers in Africa”, which resulted in the “Cape Town Principles and Best Practices on the Recruitment of Children into the Armed Forces and on Demobilisation and Social Reintegration of Child Soldiers in Africa”.

The Cape Town Principles focused on ending the recruitment and use of children under 18 years old in armed conflict, and demobilising children under 18 years old who form part of armed groups, ensuring that demobilisation of children, and reintegration of ex-child soldiers, are part of the peace process.

Child

Article 1 of the CRC states that a child is a person below the age of 18, unless the age of majority is attained earlier under the national law applicable to the child.

Child soldier

The Paris Principles define a “child soldier” as any person below 18 years of age who is or who has been recruited or used by an armed force or armed group in any capacity, including, but not limited to, children,

76. Most of these definitions were taken from the International Bureau for Children's Rights, *Children and Armed Conflict: a Guide on International Humanitarian Law and International Human Rights Law*, 2011, available online at http://www.ibcr.org/editor/assets/thematic_report/5/Conflict_Eng.pdf.



boys and girls, used as fighters, cooks, porters, messengers and spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities. “Child soldiers” are also oftentimes referred to by child protection agencies as “children associated with armed groups and forces”.

Children affected by armed conflict

The term “children affected by armed conflict” refers to boys and girls suffering direct and indirect consequences of the war. Direct consequences of an armed conflict include unlawful recruitment, gender-based violence, killing and maiming, psychological distress and trauma, separation from families, trafficking, illegal detention and disability resulting from the war.

Indirect consequences of war refer to the severing of basic services, increased poverty, malnutrition, disease and stigma within families and communities (for example, child soldiers who come back to live with their families or girls who have had babies, as a result of rape). The impacts of armed conflict on children can be substantial and have long-term repercussions on their physical, emotional and mental well-being.

Child victim or witness of a crime

“Child victim or witness” means a person under the age of 18 years old who is a victim of or witness to a crime, regardless of his or her role in the offence or in the prosecution of the alleged offender or groups of offenders.

Child in conflict with the law

A child is in conflict with the law when he or she has committed or has been accused of having committed an offence. Depending upon the local context, children may also be in conflict with the law when they are dealt with by the juvenile justice or adult criminal justice system, for being considered to be in danger by virtue of their behaviour or the environment in which they live.

Child protection

The term ‘child protection’ refers to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation or cutting and child marriage. In its simplest form, child protection addresses every child’s right not to be subjected to harm. It complements other rights that, together, ensure that children receive what they need in order to survive, develop and thrive.

Child protection is a special concern in situations of emergency and humanitarian crisis. Many of the defining features of emergencies – displacement, lack of humanitarian access, breakdown in family and social structures, erosion of traditional value systems, a culture of violence, weak governance, absence of accountability and lack of access to basic social services – create serious child protection problems.

Emergencies may result in large numbers of children being orphaned, displaced or separated from their families. Children may become refugees or be internally displaced; abducted or forced to work for armed groups; disabled as a result of combat, landmines and unexploded ordnance; sexually exploited during and after conflict; or trafficked for military purposes. They may become soldiers, or be witnesses to war crimes and come before justice mechanisms. Armed conflicts and periods of repression increase the risk that children will be tortured. For money or protection, children may turn to ‘survival sex’, which is usually unprotected and carries a high risk of transmission of disease, including HIV/AIDS. Ensuring accurate legislation that offers the best possible protection for children from violence, abuse and exploitation is of utmost importance.

A child’s right to protection has been recognised in the following international instruments:

- United Nations Convention on the Rights of the Child
- The African Charter on the Rights and Welfare of the Child of the Organisation for African Unity (now the African Union)
- The Geneva Conventions on International Humanitarian Law (1949) and their Additional Protocols
- International Labour Organization Convention No. 138
- International Labour Organization Convention No. 182
- The Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children supplementing the UN Convention against Transnational Organized Crime

Child Protection Adviser

The appointment of Child Protection Advisers attached to the Peacekeeping Operation in Sierra Leone (UNAMSIL) in 2000 and the assignment of two Child Protection Advisers to the Peacekeeping Operation in the Democratic Republic of the Congo (MONUC), later the same year, resulted from the recommendation contained in Security Council resolution 1261, which aimed to promote the welfare of the child throughout the peace process.

The priorities of the Child Protection Advisers were to“(1) advise senior mission leadership to ensure that child rights concerns are raised in all political and peace-building fora; (2) advise colleagues in other mission components to ensure that their relevant initiatives are ‘child-sensitive’; (3) advocate on behalf of children’s rights in collaboration with child protection partners on the ground; and (4) collaborate with mission and child protection personnel to monitor and report on child rights violations and issues”.

Child protection advisers have been given an essential role in peacekeeping operations, insofar as they ensure that children are given a special priority in policies, activities and programmes throughout the different phases of peacekeeping and peace consolidation. This includes the provision of training for all mission





personnel on child rights and protection, as explicitly requested by the Security Council, as well as systematic reporting on children's concerns in all country-specific reports to the Council.

The Child Protection Adviser also serves as a contact point and interlocutor on issues related to children between peacekeeping operations and United Nations country teams, NGOs working to protect children, national Governments and civil society groups, supporting and complementing work, in particular the work of UNICEF, on the ground.

Cluster bomb or munitions

Cluster bombs or munitions consist of cargo containers filled with submunitions or bomblets. Fired, launched or dropped by aircraft or land-based artillery, the container opens in the air and disperses bomblets or submunitions over a wide area - often resulting in a very dense contamination.

Commercial sexual exploitation of children

Commercial sexual exploitation of children is the adult exploitation of a child or an adolescent - female or male - under 18 years old, accompanied by a payment in money or in kind to the child or adolescent or to one or more third parties.

The commercial sexual exploitation of children is a fundamental violation of children's rights. It is defined by sexual abuse by the adult and remuneration in cash or kind to the child or a third party. The child is treated as both a sexual object and a commercial object. The commercial sexual exploitation of children constitutes a form of coercion and violence against children and amounts to forced labour and a contemporary form of slavery. The term "commercial sexual exploitation of children" is also sometimes used to refer to child prostitution or child pornography.

Committee on the Rights of the Child

Consisting of eighteen experts, the Committee on the Rights of the Child is mandated with examining the progress made by State Parties in achieving the realisation of the obligations undertaken in the CRC, as well as in the Optional Protocol to the CRC on the involvement of children in armed conflict and the Optional Protocol to the CRC on the sale of children, child prostitution and child pornography.

The Committee convenes three times a year for sessions of three weeks' duration, normally in January, May and September, at the United Nations Office in Geneva. The Committee on the Rights of the Child now has an international complaints mechanism for violations of children's rights - this means individuals can take cases to the Committee on the Rights of the Child, provided that the state which they claim violated children's rights has accepted this procedure through ratification of the third Optional Protocol to the CRC.

Disarmament, Demobilisation and Reintegration (DDR) programmes

This is the series of processes that lead a combatant (adult or child, male or female) to leave the armed forces or armed groups and return to civilian life. It includes the disarmament, demobilisation and reintegration phases. The three phases are interconnected and the successful conclusion of each phase is essential to the success of the others. Child-centred **DDR** programmes, also sometimes called **PDR** for prevention, demobilisation and reintegration, allow children to exit from armed forces and groups.

Disarmament

Disarmament - the first step in DDR programmes - corresponds to the collection, documentation, control and disposal of small arms, ammunition, explosives and light and heavy weapons of combatants and often of the civilian population as well. Disarmament also includes the development of responsible arms' management programmes, including arms' safe storage and, sometimes, their destruction. Because many child soldiers do not carry their own weapons, disarmament should not be a prerequisite for the demobilisation and reintegration of child soldiers.

Demobilisation

"Demobilisation" is the second step of a DDR programme. It refers to the controlled discharge of soldiers from the fighting forces. The Center for Global Development explains that the demobilisation phase "represents the formal disbanding of military organisations - a process that strips combatants of the prestige, comradeship, and economic opportunities that may have been channelled through their participation in the fighting."

Because children cannot be legally enrolled in armed groups, some child protection agencies prefer to speak of the "release" of child soldiers, rather than their "demobilisation". In demobilising children, the objectives are to corroborate the child's participation in an armed group or force, "to collect basic information which will establish the identity of the child for family tracing and to assess priority needs, and to provide the child with information about what is likely to happen next."

Reintegration

"Reintegration" - the third step of a DDR programme - is a long-term process through which children transition into civil society and adopt meaningful roles and identities as civilians who are accepted by their families and communities in a context of local and national reconciliation. Sustainable reintegration is achieved when the political, legal, economic and social conditions needed for children to maintain life, livelihood and dignity have been secured. This process aims to ensure that children can access their rights, including formal and non-formal education, family unity, dignified livelihoods and safety from harm.



Domestic law

Domestic law refers to the national legislation of a particular state.

The Economic Community Of West African States (ECOWAS)

ECOWAS is a regional group of fifteen countries, founded in 1975. Its mission is to promote economic integration in “all fields of economic activity, particularly industry, transport, telecommunications, energy, agriculture, natural resources, commerce, monetary and financial questions, social and cultural matters”.⁷⁷

General Assembly of the United Nations

The United Nations General Assembly is the main decision-making organ of the UN. Established in 1945 under the UN Charter, the General Assembly occupies a central position as the chief deliberative, policymaking and representative organ of the UN. Comprising all 192 Members of the United Nations, it provides a unique forum for multilateral discussions on the full spectrum of international issues covered by the Charter.

The Assembly meets in regular session intensively from September to December each year, and thereafter, as required. Each Member state in the Assembly has one vote. Votes taken on designated important issues, such as recommendations on peace and security and the election of Security Council members, require a two-thirds majority of Member states, but other questions are decided by simple majority.

Geneva Conventions

The Geneva Conventions consist of four treaties formulated in Geneva, Switzerland, in 1949, that set the standards for international law on humanitarian issues. They chiefly concern the treatment of non-combatants and prisoners of war. The adoption of the first Convention followed the foundation of the International Committee of the Red Cross in 1863. As of August 2006, the conventions have been ratified by 194 countries.

Internally displaced children

Internally displaced children are children who have been forced to flee their homes for reasons such as armed conflict, generalised violence, human rights abuses or other disasters, and who have sought safety elsewhere in the same country. Internally displaced children count among the most vulnerable categories of children affected by armed conflict. In addition to the dangers to their physical safety and security during flight, these children are vulnerable to a host of other threats, including separation from family, trafficking, abduction by armed groups, lack of food and basic services, detention against their will and exploitation and abuse.

77. African Union, <http://www.au.int/en/recs/ecowas>

International customary law

Although not signed into law, international customary law is respected by the majority of states because it emanates from a continuous and generalised practice. It is one of the four sources of law recognised by the ICJ's Statute

International humanitarian law

International humanitarian law is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. This law protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. International humanitarian law is also known as the law of war or the law of armed conflict.

The principal sources for international humanitarian law are:

- The four Geneva Conventions of 1949;
- The two Additional Protocols of 1977;
- A number of treaties prohibiting or restricting the use of specific weapons, for example the 1980 Convention on Certain Conventional Weapons and its Protocols;
- The 1954 Convention on the Protection of Cultural Property in the Event of War;
- A body of customary law.

International humanitarian law applies to armed conflicts; however, it does not regulate whether a State may actually use force, as this is governed by an important, but distinct, part of international law, set out in the UN Charter.

International human rights law

International human rights law lays down rules that regulate the way that states treat people who are within their jurisdiction. These rules are enshrined in numerous international human rights treaties. While international humanitarian law only applies in times of armed conflict, human rights law applies at all times; in times of peace and in times of armed conflict.

This said, some human rights treaties permit states to derogate from certain rights in times of public emergency. Certain key rights may never be suspended, including the right to life and the prohibition of torture or cruel, inhuman or degrading treatment or punishment. Moreover, unless and until states have issued derogations in accordance with relevant procedures, they are bound by the entirety of their conventional obligations, even in times of armed conflict.

Landmine

There are two types of landmines:

- (1) An “anti-personnel” mine, which is designed to be exploded by the presence, proximity or contact of a person and that will incapacitate, injure or kill one or more persons;
- (2) A “mine”, meaning a munition designed to be placed under, on or near the ground or other surface area and to be exploded by the presence, proximity or contact of a person or a vehicle.





Orphans

Orphans are children, both of whose parents are known to be dead. In some countries, however, a child who has lost one parent is considered an orphan.

Paris Principles

Adopted in February 2007 by 76 Member states, including a number of conflict-affected countries, the Principles and Guidelines on Children Associated with Armed Forces or Armed Groups – known as the Paris Principles – provide guidelines for the disarmament, demobilisation and reintegration of all categories of children associated with armed groups. Based on international law and standards, and on the original Cape Town Principles, this document incorporates knowledge and lessons learned and, in particular, emphasises the informal ways in which boys and girls both become associated with and leave armed forces or armed groups.

Taking a children's rights-based approach to the problem of children associated with armed forces or armed groups, the Principles underscore the humanitarian imperative to seek the unconditional release of children from these groups at all times, even in the midst of conflict, and for the duration of the conflict.

Peacekeeping operations

Peace operations involve the expeditionary use of uniformed personnel (police and/or military), with a mandate to:

- Assist in the prevention of armed conflict by supporting a peace process;
- Serve as an instrument to observe or assist in the implementation of ceasefires or peace agreements;
- Enforce ceasefires, peace agreements, or the will of the UN Security Council in order to build stable peace;
- This encompasses UN, UN-authorized, and non-UN operations, which may range in size from small observation and security sector reform missions involving less than 50 personnel to multidimensional operations involving tens of thousands of soldiers, police, and civilians.

Ratification

Ratification defines the international act whereby a state indicates its consent to be bound to a treaty, if the parties intended to show their consent by such an act. In the case of bilateral treaties, ratification is usually accomplished by exchanging the requisite instruments, while in the case of multilateral treaties, the usual procedure is for the depositary to collect the ratifications of all states, keeping all parties informed of the situation. The institution of ratification grants states the necessary timeframe to seek the required approval for the treaty at the domestic level and to enact the necessary legislation to give domestic effect to that treaty.

Refugee

A refugee is a person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and is unable or, owing to such fear, unwilling to avail him or herself of the protection of that country; or who, not having a nationality and being outside the country of his or her former habitual residence as a result of such events, is unable or, owing to such fear, unwilling to return to it.

Security Council of the United Nations

The Security Council has primary responsibility, under the UN Charter, for the maintenance of international peace and security. The Council is composed of five permanent members — China, France, the Russian Federation, the United Kingdom and the United States — and ten non-permanent members who are elected by the General Assembly for two-year terms and not eligible for immediate re-election. Each Council member has one vote. Decisions on procedural matters are made by an affirmative vote of at least nine of the 15 members. Decisions on substantive matters require nine votes, including the concurring votes of all five permanent members. This is the rule of “great Power unanimity”, often referred to as the “veto” power.

Separated children

Separated children are those separated from both parents or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.

Sexual abuse

Sexual abuse of a child can be defined as contact or interaction between a child and an older or more knowledgeable child or adult, such as a stranger, sibling or parent, when the child is being used as an object of gratification for the abuser's sexual needs. These actions are carried out using force, threats, bribes, trickery or pressure.

Sexually abusive activities do not necessarily involve bodily contact between abuser and child. Abusive activities could include exhibitionism or voyeurism, such as an adult watching a child undress or encouraging or forcing children to engage in sexual activities with one another, while the abuser observes or films such activities. Abusers are often people who have a responsibility in some capacity for the child's safety and well-being, thus a relationship of trust has been developed and at the same time, one of power.

Sexual violence

The term “sexual violence” refers to many different crimes including rape, sexual mutilation, sexual humiliation, forced prostitution and forced pregnancy.



Signature subject to ratification, acceptance or approval

When a signature is subject to ratification, acceptance or approval, the signature does not establish the consent to be bound. It is, however, a means of authentication and expresses the willingness of the signatory state to continue the treaty making process. The signature qualifies the signatory state to proceed to ratification, acceptance or approval. It also creates an obligation to refrain, in good faith, from acts that would defeat the objective and the purpose of the treaty.

Small arms and light weapons

Small arms include revolvers, self-loading pistols, rifles, sub-machine guns, assault rifles and light machine guns. Light weapons include heavy machine guns, mortars, grenade launchers, portable anti-aircraft and anti-tank guns and portable missile launchers.

Small arms are the weapons of choice in most internal conflicts, because they are readily available, inexpensive, easy to transport, construct, maintain and use.

Succession

Participation in treaties not in force at the date of the succession of states: a newly independent state may, by a notification of succession, establish its status as a contracting state to a multilateral treaty that is not in force if, at the date of the state's succession, the predecessor state was a contracting state in the territory to which that succession relates.

Unaccompanied child

An unaccompanied child (also known as unaccompanied minor) is a person who is under the age of 18, unless, under the law applicable to the child, majority is attained earlier, and who is separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so.

UN Security Council Resolution 1882 (2009)

This resolution is the seventh in a succession of Security Council resolutions (first introduced in 1999) to provide protection for children living in conflict and post-conflict situations. UN Security Council Resolution 1882 is directly connected to UN Security Council Resolution 1612, adopted in 2005. This latter resolution established the Monitoring and Reporting Mechanism (MRM), to address grave violations of children's rights in war situations: the recruitment or use of children by armed groups and armed forces, killing and maiming of children, rape and other sexual violence, abduction, attacks on schools and hospitals, and denial of humanitarian access. This resolution is unique in the UN system as it has the power to sanction countries found to be responsible for grave violations of children's rights.

UN Security Council Resolution 1882 expanded the triggers for the implementation of the existing monitoring and reporting mechanism by stipulating that the annual reports to the Council should be expanded to include parties that engage in patterns of killing or maiming, and rape or other sexual violence against children in conflict situations.

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The International Bureau for Children's Rights (2011), *Children and Armed Conflict: a Guide on International Humanitarian Law and International Human Rights Law*, available online at http://www.ibcr.org/editor/assets/thematic_report/5/Conflict_Eng.pdf.

The International Bureau for Children's Rights (2012), *Evaluation of Save the Children Sweden's Programme on 'Training of Military on Child Rights and Child Protection in West Africa'*.

UN Department of Peacekeeping Operations: Policy Statement on Child Protection (2009, Reviewed 2011).

For many resources on children and armed conflict, please access the following websites:

<http://resourcecentre.savethechildren.se>

<http://crin.ch>





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Group photo during a child protection training course held at the ONUCI headquarter in Abidjan, Côte d’Ivoire.



ANNEX I

SAVE THE CHILDREN SWEDEN'S WEST AFRICA PROGRAMME

The central objective of Save the Children's programme in West Africa was, and continues to be, the establishment of children's rights as a permanent feature on the military training agenda. This includes:

- To raise the military's awareness of the concept and application of children's rights and child protection;
- To give the military the tools to incorporate these concepts into their daily work; and
- To bring about a behaviour change within the military that would prevent children's rights violations and abuse of children before, during and after conflict.

The operational objectives for the project, as outlined in the 2002 draft agreement, included:

- To mainstream the rights and protection of children in the training programmes for soldiers at the national and regional level;
- To mainstream the rights and protection of children in the basic training programmes in military academies and schools at the national and regional level;
- To build a common sense of ownership of the project among soldiers, humanitarian organisations and political authorities at the local, national and regional level;
- To ensure that ECOWAS Member states, whose troops take part in humanitarian and peacekeeping operations, train their soldiers in the rights and welfare of children.

Programme Structure

From the beginning, a central goal was the project's long-term sustainability through the gradual assumption of ownership by ECOWAS and, more particularly, the national systems of the 15 participating countries. A structure was created to facilitate this.

Overall Structure: The programme was structured under the umbrella of ECOWAS. Recognising that the 15 countries participating in the project had diverse backgrounds and needs, it was thought that this would provide a unifying structure.

Regional Steering Committee: This committee was created to provide a structural base for the project. (Note: In practice this element was never really implemented.)

Country Systems: In each country, the Ministry of Defence (or its equivalent) was lobbied to sign formal agreements and statements of intent to actively support the project. The intention here was to give the project credibility and visibility with appropriate institutions.

Community Systems: The project called for a "focal point" humanitarian agency to assist in the training and provide background on children's situations and protection needs. It was thought that this arrangement would also foster partnerships with the formal peacekeeping world.

Save the Children: Save the Children provided the project funding as well as a mixture of formal and informal support, depending on the needs of each country.





Training Programme

In respect for local ownership, Save the Children created training resources with the expectation that each country would adapt these materials to suit their needs. The training manual focused on four main themes: 1) the legal framework; 2) the needs and rights of children; 3) the impact of war on children; and 4) collaboration with humanitarian actors and civilian authorities. As such, it provided a basic overview of children's rights and child protection. Later in the project, learning materials on gender based violence and HIV/AIDS were provided.

The training programme used a "Train the Trainers" approach. This was used to reduce costs, limiting dependency on Save the Children and ensuring sustainability in the long run with the military running its own programme. Most of those trained to do this work were mid-level officers.

Ensuring Impact

Child Protection Units were an important part of the project design. They were established as the main vehicle for mainstreaming child protection and children's rights into the military agenda. These units were expected to perform several functions: 1) to implement the activities on the military side; 2) to integrate the training into the military schools' curriculum for new recruits; and 3) to nurture commitment to child protection from within the national/peacekeeping structures. This was considered to be particularly important to ensure that action plans and child protection work continued after the training.

An Overview of Results

The project has had some major successes. The number of those trained is truly impressive. According to the DPKO's study, 91,156 military elements had been trained or sensitised by 2010. Of this number, 1,579 trainers were trained and 29,760 peacekeepers participated in the training. As this report notes, "Those countries where training has been included in their curriculum can rightly call this a success. And even more so where that training is delivered on a regular basis throughout a soldier's career". In some countries, such as Ghana, the Ministries of Defence have assumed a lead role. The majority of those trained have praised the programme for its benefits to them on a personal basis, as both peacekeepers and individuals.

Of course, there have been missteps and challenges. Some were unavoidable, such as the constant rotation of trained military personnel away from strategic posts. This was exacerbated because the project lacked data collection mechanisms to keep track of participants and trainers. The project relied too heavily on individuals rather than institutions to move it forward. Some of the structures that were meant to provide a framework for the project, such as the Steering Committee, were not used.

The West Africa programme involved a major leap of faith for all of those involved. As a pioneer project, it paved the way for cooperation between the peacekeeping and humanitarian worlds. It established, through dialogues with various stakeholders, the value of child protection training and created the measures required to provide this training in many complex situations. In moving forward, it is important to examine the ways this project was able to realise its objectives as well as the shortcomings. As noted above, the project had major successes at the personal level. The key question is if and how this translates into better protection of children. An impact assessment of this project and others should help answer this question.

"It is very difficult to assess how the different forms of training and sensitisation have actually changed the mindset of the soldiers. Even more difficult is to assess whether and how it has made an impact on the ground and there has been no attempt to measure it [...] For regular military being trained, there should be follow-up to measure the degree to which it has influenced an individual or group." (2012 IBCR Evaluation)



ANNEX II

ORGANISATIONAL PROFILES

Save the Children

Save the Children is the world's leading independent organisation for children. We are committed to ensuring children realise the rights to which they are entitled under the UN Convention on the Rights of the Child.

Vision and Mission

The vision is a world where every child attains the right to survival, protection, development and participation. The mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

Values

Accountability: we take personal responsibility for using our resources efficiently, achieving measurable results, and being accountable to supporters, partners and, most of all, children.

Ambition: we are demanding of ourselves and our colleagues, set high goals and are committed to improving the quality of everything we do for children.

Collaboration: we respect and value each other, thrive on our diversity, and work with partners to leverage our global strength in making a difference for children.

Creativity: we are open to new ideas, embrace change, and take disciplined risks to develop sustainable solutions for and with children.

Integrity: we aspire to live to the highest standards of personal honesty and behaviour; we never compromise our reputation and always act in the best interests of children.

History

Save the Children has led global action on children's rights for more than 90 years.

- 1919: Eglantyne Jebb established the Save the Children Fund to feed children facing starvation after the First World War.
- 1924: The League of Nations adopted Eglantyne's charter on children's rights.
- 1939–1945: During the Second World War, we worked to safeguard children directly affected by the war. We continue to do this in conflict-affected regions.
- 1977: A number of Save the Children organisations formed an alliance to coordinate campaigning work to improve outcomes for the world's children, sowing the seeds for Save the Children as a single global movement for children.
- 1989: The United Nations General Assembly adopted the Convention on the Rights of the Child. 194 countries are bound by this legally binding convention.
- 2004–2009: Save the Children's largest humanitarian operation, in response to the Indian Ocean tsunami, occurred during this period. Our tsunami response programme received funding of US\$272 million, largely through generous donations.
- 2009: Save the Children launched EVERY ONE, our largest ever global campaign, to prevent millions of mothers and young children from dying.
- 2012: Our work once again touched the lives of over 125 million children worldwide and directly reached 45 million children.





Save the Children Sweden

The basis of our work is the United Nations Convention on the Rights of the Child (CRC) and the United Nations' Declaration of Human Rights. These instruments build on the principles that all people are equal, that children have special rights and that everyone has a responsibility - but governments have a special obligation.

Our rights perspective means that we emphasise that states have the overall responsibility, but that all people can contribute to children having their rights fulfilled. We believe that children themselves can also fight for their rights, if they are given the chance to do so and if they receive support and encouragement.

We influence public opinion and support children at risk - in Sweden and in the world.

We exert an influence on decision makers – from local authorities to the UN – to see to the best interest of the child. We arouse public opinion and spread knowledge about children's needs and rights and we exert an influence on legislation for the benefit of children. We support those children whose rights have been violated most.

Our vision is a world in which all children's rights are fulfilled.

Save the Children Sweden operates both in Sweden and in eight regions around the world, through its own work and in cooperation with other organisations. We support national projects and make use of people's own will to improve their situation. Save the Children Sweden works for:

- A world which respects and values each child
- A world which listens to children and learns
- A world where all children have hope and opportunity

This is also the common vision of the International Save the Children Alliance that Save the Children Sweden is a part of, together with 27 Save the Children organisations around the world. The Alliance works in 120 countries.

Working with partners around the world

In our work outside Sweden, we usually collaborate with local and national organisations to achieve the best results. They are the experts on children's situation in their own society. We work with capacity building to strengthen our partners' skills to advocate towards governments and policy-makers. We also support networks of children's rights organisations at the national, regional and global level. Together with the other members of the International Save the Children Alliance, we advocate for children's rights in all our work, both in emergency response and in more long-term projects.

Our work methods

We use four main approaches to achieve lasting results: we gather information and listen to children; we provide direct support to children; we communicate our knowledge to those with influence over children's lives; and we conduct advocacy and lobby decision-makers at all levels to make children's rights a reality.



The International Bureau for Children's Rights

Created in 1994 and based in Montreal, Canada, the International Bureau for Children's Rights (IBCR or the Bureau) is an international non-governmental organisation (INGO) with special consultative status with the United Nations Economic and Social Council (ECOSOC). The IBCR's mission is to contribute to the protection and promotion of children's rights in compliance with the Convention on the Rights of the Child (CRC) and its Optional Protocols. The expertise of the IBCR resides in the sharing of knowledge and good practices and in the development of tools and models to inspire implementation of children's rights. IBCR's expertise also lies in raising awareness about children's rights to persuade decision makers and stakeholders to adopt laws and programmes that more effectively respect the rights of the child.

In recent years, one of the IBCR's main successes include its exceptional contribution to the elaboration of the Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime as well as their adoption by the United Nations Economic and Social Council (ECOSOC Res. 2005/20). For more information, please visit our website at www.ibcr.org.

Children and armed conflict

In 2010, the Bureau published a Guide on international humanitarian law and international human rights law in relation to children in armed conflicts. This reference tool was designed especially for those who work alongside children affected by armed conflict (the guide is available free of charge in French and English on the official IBCR website). In this connection, the Bureau offers training and support to civil society organisations, coalitions and government representatives (military forces, police, civil servants, etc.) on the monitoring and reporting system established under the United Nations Security Council's Resolution 1612. This work focuses first and foremost on building capacities and systems useful to local NGOs. The Bureau recently supported this approach in Colombia, Côte d'Ivoire, Iraq, Lebanon, the occupied Palestinian territories, Senegal and Yemen. The Bureau recently developed training material for military personnel in Mali to build their capacities to deal with child protection issues in a context of armed conflict.

In October 2011, the Department of Peacekeeping Operations (DPKO) and the Department of Field Support (DFS) initiated a comprehensive review of training for peacekeeping personnel in collaboration with UNICEF, the Office of the Special Representative of the Secretary-General on children and armed conflict and Save the Children Sweden. In the implementation of the project, DPKO/DFS worked with Guillaume Landry, the Director of Programmes at the International Bureau for Children's Rights, to conduct an analysis of existing training tools and activities and to survey peacekeeping training centres about their approach to child protection training. In the past six months, the IBCR collected and analysed over 225 training tools and materials on child protection used to train peacekeepers from all around the globe. It also analysed 79 responses to a survey from peacekeeping centres and trainers on child protection. The findings of the analysis informed discussions at the Experts Consultations on Child Protection Training for Peacekeepers convened by DPKO/DFS in Brindisi Italy from 28 to 30 March 2012. The Director of Programmes of the IBCR co-facilitated that consultation. The consultations brought together 42 participants from National Military Peacekeeping Training Centers, Regional Peacekeeping Training Centers, Peacekeeping Missions, UNICEF, OHCHR and Save the Children to discuss the current "state of training" of peacekeepers on child protection and to share lessons learned and good practices in the field of work.

The collaboration with the IBCR enriched this process since the IBCR is conducting similar reviews of training materials for national police and gendarmerie in West and Central Africa. The IBCR also has important networks and a deep reach with both national actors and UN agencies and programmes that we hope to continue to build upon in our collaboration. We are glad to continue this collaboration in 2012-2013.

Ann Makome

Child Protection Focal Point Policy, Evaluation and Training Division Department of Peacekeeping Operations/Department of Field Support United Nations

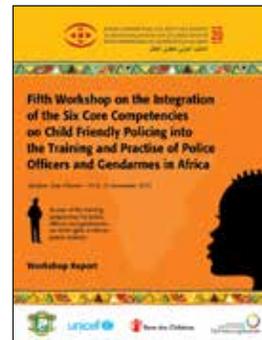




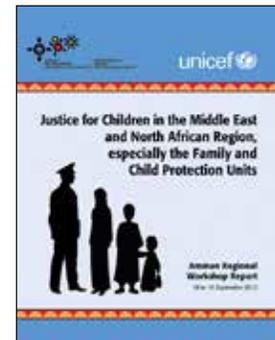
In collaboration with the United Nations Department of Peacekeeping Operations (UN DPKO), the Bureau also reviewed children’s rights trainings offered by peacekeeping training centres around the world. It is currently partnering with Save the Children in East and West Africa for a three-year programme to build the capacities of the standby forces of the African Union and the Economic Community of West African States (ECOWAS) to gain expertise and capacities in the area of child protection before, during and after deployment in peacekeeping environments.

The Bureau has the appropriate expertise to facilitate dialogue between different actors and to support and motivate government actions. Among other things, the Bureau can oversee the development of multisectoral agreements for referral systems and strengthen preventive and curative actions among relevant stakeholders. Moreover, the IBCR publishes a monthly newsletter dedicated to global developments related to children and armed conflict.

Since 2009, the IBCR also leads a global programme on child-friendly policing practices. It currently works in 12 countries in Africa and the Middle East in order to implement the national plans of actions developed by national training institutions for police, gendarmerie, military, magistrates and social workers. These agreements pursue the objectives of integrating permanent, mandatory and quality modules on the promotion and protection of the rights of the child within participating training academies both at the initial and specialised levels.



Abidjan Workshop Report in November 2013.



Amman Workshop Report in September 2013.

“To shape a new culture of teaching modules on children’s rights and protection...”

“From Ouagadougou in 2009 to Lomé in 2012, through Cotonou in 2010 and Niamey in 2011, thanks to these training workshops, the IBCR has enabled participating training officers from the Togolese National Gendarmerie to shape a new culture of teaching modules on children’s rights and protection. Having also integrated this module in its curricula, the National School of Gendarmerie has undertaken a study aiming for its update, in collaboration with the IBCR and thanks to the supervised project by Ms. Elodie Le Grand. This will integrate the necessary key competencies for a training enabling the acquisition of knowledge, technical and interpersonal skills adequate to the school. Let us recognise the knowledge and expertise of the IBCR staff, especially its Director of Programmes, Mr. Guillaume Landry.”

Mr. Yaovi Fiomagne

Squadron leader, Commander of the National School of Gendarmerie (Togo)



Group photo at the opening ceremony at the Abidjan Workshop organised by the International Bureau for Children’s Rights in November 2013 with the training institutions of security forces from 22 African countries.



African Standby Force

The African Peace and Security Architecture (APSA) is designed as a set of institutions, mechanisms and standards coordinated at AU level to facilitate conflict prevention, management and resolution. The APSA was established by the AU in collaboration with the Regional Economic Communities (RECS). Its core organ is the African Union Peace and Security Council.

As one of the key components and the operational arm of the APSA, the African Standby Force (ASF) is the standby arrangement responsible for participation in peace support operations in Africa. The five African sub-regional organisations are preparing multidimensional capability, encompassing military, police and civilian components.⁷⁸ They are meant to consist of standby multidisciplinary contingents stationed in their respective countries of origin and ready for rapid deployment as soon as required. Under the architecture, the Regional Economic Communities/Regional Mechanisms are mainly in charge of pre-deployment activities, including training, and of the provision of support for deployments. The ASF is meant to be able to undertake a range of actions, from observation and monitoring missions, humanitarian assistance, to more complex peace support missions, intervention in a member state in grave circumstances, or at the request of a Member State, to the restoration of peace and security, preventive deployment and peace building.

78. The five Regional Economic Communities (RECs) are the Arab Maghreb Union (AMU), the East African Community (EAC), the Economic Community of Central African States (ECCAS), the Economic Community of West African States (ECOWAS) and the Southern African Development Community (SADC). ECOWAS, SADC and ECCAS are developing their own regional standby forces, while in Eastern Africa and North Africa, Regional Mechanisms have been established to accommodate contributors from different regions in the Eastern Africa Standby Force (EASF) and through the Northern Africa Regional Capacity or NARC.



Centre, Director Save the Children East African Regional Office, Mr. Hussein Halane flanked by SCI STAFF (Regional Child Protection Manager, Farida Bascha and Regional Coordinator, Francis Onditi) and the EASF Head of Political Affairs, Mr. Benediste Hoareau and the Legal Advisor during MOU signing at the regional office in Nairobi August 2013.





THE 6 ASF SCENARIOS AND TIMELINES FOR DEPLOYMENT

- Scenario 1 – Deployment on AU/Regional military advice to a political mission within a 30-day timeframe.
- Scenario 2 – Deployment of an AU/Regional observer mission co-deployed with a UN mission within a 30-day timeframe.
- Scenario 3 – Deployment of a stand-alone AU/Regional observer mission within 30-days.
- Scenario 4 – Deployment of an AU/Regional peacekeeping force for Chapter VI and preventive deployment missions and peace building within a timeframe of 30-days.
- Scenario 5 – Deployment of an AU peacekeeping force for complex multidimensional peacekeeping missions, including those involving low-level spoilers within 90 days with the military component being deployed within 30 days.
- Scenario 6 – Deployment of an AU intervention mission, for instance in genocide situations where the international community does not act promptly – 14 days with robust military force.

Current targets are to have five regional standby mechanisms fully operational by 2015, totalling about 30,000 personnel. The ECOWAS Standby Force, which falls under the responsibility of ECOWAS, and the East African Standby Force (EASF), whose contributors straddle two regions, are considered to be the most advanced in their preparations towards full operational capability.

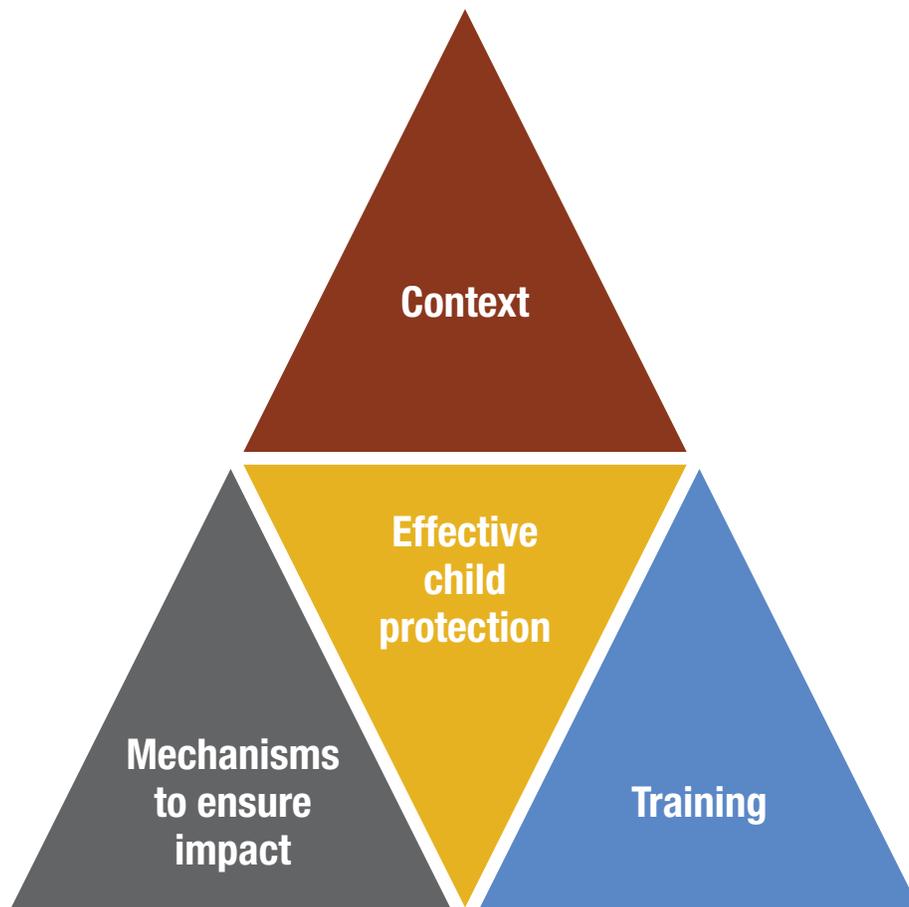




ANNEX III

FOCUS GROUPS: NAIROBI, KENYA & SALY, SENEGAL

- Background & Agenda: Nairobi Focus Group
- Agenda & Report: Saly Focus Group



CHILD PROTECTION & EFFECTIVE TRAINING OF PEACEKEEPERS

What makes a difference?

Nairobi Focus Group, December 2 and 3, 2013





Child Protection Peacekeeping Training

Nairobi, December 2 and 3, 2013

What makes a difference?

On December 2 and 3, 2013, Save the Children and the International Bureau for Children's Rights are holding a workshop on child protection training for peacekeeping personnel working in conflict and post-conflict situations. Since 1998, this has been a priority for Save the Children's programmes globally, including East and West Africa. Now is the time to review this work and that of others to identify the key components that ensure quality training that translates into meaningful protection of vulnerable children and youth. An important aspect of this is to create a community of practitioners committed to excellence in child protection.

The theme for the workshop is "What makes a difference?" For the purpose of this workshop, three main components have been identified for discussion and analysis. The first is the context – the need to understand the factors that create the structure, external opportunities and restraints inside which training is conducted. Second is the training itself – what are requirements in content, teaching methods and delivery systems?

Linked to both these components is the third question on the effective transfer of classroom lessons into the field. A central assumption – and beginning point for our discussions – is that these three components must work together in order to ensure that the objectives of child protection training are fully realised.

In the workshop, we hope to analyse these issues, identifying strategies to address current gaps in Save the Children's child rights training programmes. The results from the questionnaires (implemented prior to the workshop) will provide a first reference point. But even more important will be the information and perspectives gained from the workshop's two days of exchange of information and debate of issues. The success of this workshop depends on the active involvement of all participants.

We look forward to meeting with all of you.

The following pages provide an outline of the workshop process and activities.



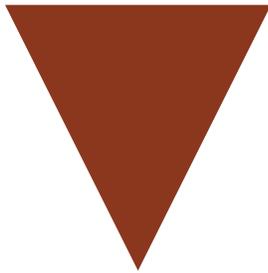
Working session during the Regional Workshop on Child protection Training held in Nairobi (Kenya) on 2 and 3 December 2013.



UNICEF's Child Protection Officer in Bunia and the military officers from the Democratic Republic of Congo guiding pupils attending the opening ceremony for the Child Protection Course in Dungu, Democratic Republic of Congo, October 2013.

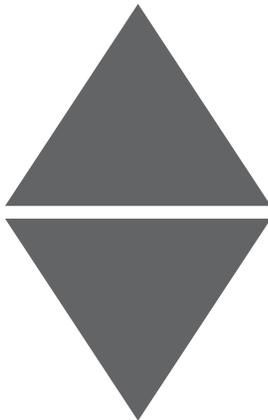


Factors Contributing to Effective Child Protection Training



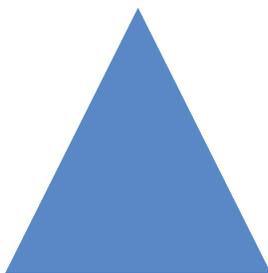
Context

- Active conflict or early post-conflict situation
- Nature of conflict
- Level and nature of direct child involvement
- International/regional/national umbrella
- Humanitarian/protection concerns of civilian population
- Civilian/military collaboration



Training

- Timing: Induction for new recruits? Pre-deployment? In mission? Continuous training?
- Content, length of training, number of students
- Mandatory versus voluntary
- Instructors: institutional & individual background
- Norms & standards
- Ad hoc training events? Integrated training?
- Special training events or part of overall plan?
- Evaluation Level of specialisation



Ensuring Impact

- Role of child protection units
- Endorsement of Defence Departments
- Follow-up training
- Ongoing monitoring
- Referrals/coordination with partners
- Integration of child protection into all levels of decision-making
- Opportunities or constraints of field situations
- Ongoing assessment and feedback from fieldwork





WORKSHOP AGENDA

Objectives

By the end of the workshop, participants will have:

- **Learned** from the experiences of training on child protection conducted for Eastern African security and defence forces
- **Considered** the various strategies used to ensure training effectiveness
- **Identified** the components of a child protection training programme that are essential for its success
- **Created** a list of recommendations for effective peacekeeping training programmes on children's rights and protection

Workshop Participants

Workshop participants will include representatives from the military, UN, government and the NGO world in Eastern Africa:

COUNTRY	MILITARY	GOVERNMENT	NGO	UN
Burundi		1		
Central African Republic	1			
Kenya	2	3	3	
Republic of Southern Sudan	2			2
Uganda	5			
Regional	1			
Save the Children Staff			7	
IBCR Staff			3	

DAY ONE

SESSION I

Plenary Session

8:45 – 10:00 am

1. Introductions
2. Logistics
3. Security Briefing
4. Review of workshop objectives and agenda
5. Warm-up activity
6. Presentation: **Save the Children**
7. Group Discussion

Main topics that need to be included in this workshop

Follow the format: From my work in _____

I think it is important that the following topic is _____

BREAK: 10:00 – 10:15 am



SESSION II **Component #1: The Context****10:15 am – 12:00 pm**

1. Participants are divided into three small groups. Each group is given one of the questions listed below to discuss (along with a sheet to guide discussion). They are given 30 minutes to discuss, then they move to another group (only the leader stays behind). The leader explains the conclusions to the new members of the group; they discuss and add to the list. Then they move again. (Note: In this way everyone will have talked about all the context issues.)
2. Groups reconvene into a large group. Each group gives a presentation on the main conclusions of their discussions.

Questions:

- The changing nature of conflict situations: Implications for child protection training of peacekeepers
- The different mandates of national/regional/international military and police: Implications for child protection training of peacekeepers
- Protecting civilians: general needs, specific needs of female/male children and youth

SESSION III **Group Discussion****Interactions With Children: What Works/Implications For Training During and Post Conflict****LUNCH: 12:30 – 1:30 pm**

SESSION IV **Component #2: Training****1:30 – 3:00 pm****1. Small Group Discussions**

Participants are divided into three small groups. Groups are asked to reflect on their training experiences or programs that they have implemented. Discussions answer the following questions:

- What did they do?
- What worked well?
- What didn't work so well?
- Adjustments that were made to address these difficulties

2. Plenary presentations and discussion**BREAK: 3:00 – 3:15 pm**

SESSION V **Component #3: Ensuring Impact****3:15 – 5:15 pm****1. Small Group Discussions/Case Studies**

Participants are divided into three small groups. Each group is given a case study. They are asked to answer the questions.

2. Plenary presentations and discussion



DAY TWO

SESSION VI **Plenary: Orientation For Day Two**

8:45 – 10:00 am

1. Synthesis of previous day's findings
2. Review of Day#2's activities and objectives
3. Initial findings from questionnaire

Special Activity: Q&A Session - What Works?

Three volunteers are asked to participate in an informal interview panel where they respond to questions from the group on their work. The "panel" will include people who have been trainers, curriculum designers and programmers.

BREAK: 10:00 – 10:15 AM

SESSION VII **Making A Difference/Ensuring Impact**

10:15 am – 12:00 pm

1. Small Group Discussions: One Hour

Each group will be asked to develop a training program to address a particular child protection issue. Participants join the group according to the topic that they are most interested in.

The topics are:

- Sexual exploitation (training of international peacekeepers)
- Prevention of child trafficking (national military)
- Prevention of recruitment into armed groups (national military)

They are asked to answer two main questions:

- What should be the main components and methods you would include in a two-day training program?
- What measures will you use to ensure that the training has a positive impact in protecting children?

2. Plenary presentations and discussion.

(45 minutes= 15 minutes presentation/group)

SESSION VIII **Q&A Session: What Works?**

12:00 – 12:30 pm

This follows the same format as the earlier session.

LUNCH: 12:30 – 1:30

SESSION IX **Monitoring & Assessment**

1:30 – 2:45 pm

1. Small Group Discussions (45 minutes)

What are the critical issues that need to be addressed?

2. Presentations and Discussions (45 minutes)

Group discussion and confirmation

BREAK: 2:45 – 3:00



SESSION X Recommendations

3:00 – 5:00 pm

1. Plenary

Groups are asked to make recommendations for children’s rights training programmes in the future.

Format:

- This would make a difference
- In order to achieve this it is necessary to

2. Plenary: Presentations, Discussions and Confirmation (45 minutes)

SESSION XI Closing & Evaluations

5:00 – 5:15 pm

	Name	Organisation & Country	Position
1	Guillaume Landry	International Bureau for Children’s Rights (IBCR) - Canada	Programmes Director
2	Martin Nagler	International Bureau for Children’s Rights (IBCR) - Canada	
3	Linda Dale	International Bureau for Children’s Rights (IBCR) - Canada	
4	Farida Bascha	Save the Children East Africa Regional Office	Regional Programme Manager - Child Protection
5	Francis Onditi	Save the Children East Africa Regional Office	Regional Child Protection Project Coordinator
6	Ibrahima Diouf	Save the Children West Africa Regional Office	
7	Barbara Schuler	Save the Children West Africa Regional Office	Child Protection Officer
8	Victoria Whitaker	Save the Children Sweden	Child Protection Thematic Advisor
9	Chaplain Edward Khamis	SPLA - RSS, head of child protection	
10	Charles Wacha	UPDF - Uganda, Head of HR unit	
11	John Paul Ssonko	UPDF - Uganda, legal advisor, trained by SC	
12	Mashereka Tumuranzye	UPDF - Uganda	
13	Olivia Komutegeki	UPDF - Uganda, training instructor, trained by SC	
14	Catherine Baraza	KDF - Kenya, ex-head of curriculum of IPSTC	
15	Jeremiah Kareru	KDF - Kenya	
16	Beatrice Kanya	Kenya, civilian	
17	Mbae Njogu	Kenya, civilian	
18	Anne Musomba	Kenya	
19	Arthur Bengue	CAR/RSS, RTF	
20	Wycliffe Oboka	Kenya, civilian	
21	Xavier Ngendakumana	GOB - Burundi, ex EASF	
22	Cephus Diggs	Protection Officer	





Child Protection Military and Peacekeeping Training

Saly, Senegal, December 11 to 13, 2013

What makes a difference?

On December 11 to 13, 2013, Save the Children is holding a workshop on child protection training for military and peacekeeping personnel working in conflict and post-conflict situations. Since 1998, this has been a priority for Save the Children's programs globally, including East and West Africa. Now is the time to review this work and that of others in order to identify the key components that ensure quality training that translates into meaningful protection of vulnerable children and youth. An important aspect of this is to create a community of practitioners committed to excellence in child protection.

The theme for the workshop is "What makes a difference?" For the purpose of this workshop, four main components have been identified for discussion and analysis. The first is the context – the need to understand the factors that create the structure, external opportunities and restraints inside which training is conducted. Second is the training itself – what are requirements in content and teaching methods? Linked to both these components is the third question on the effective transfer of classroom lessons into the field. A fourth component is focus on the role of ECOWAS and the AU in effective child protection training for military and peacekeepers in West Africa. A central assumption – and beginning point for our discussions – is that these four components must work together in order to ensure that the objectives of child protection training are fully realised.



Military and civil focal points from nine countries in West Africa (Benin, Burkina Faso, Côte d'Ivoire, The Gambia, Ghana, Guinea Bissau, Mali, Senegal and Sierra Leone) with Deputy Regional Director Suparna BISWAS, Save the Children International Dakar, Global Thematic Advisor Victoria WHITAKER, Save the Children Sweden and Child Protection Officer Barbara SCHULER, Save the Children International Dakar.



In the workshop, we hope to analyse these issues, identifying strategies to address current gaps in Save the Children's children's rights training program. The results from the questionnaires (implemented prior to the workshop) will provide a first reference point. But even more important will be the information and perspectives gained from the workshop's two days of exchange of information and debate of issues. The success of this workshop depends on the active involvement of all participants.

We look forward to meeting with all of you.

The following pages provide an outline of the workshop process and activities.

WORKSHOP AGENDA

Objectives

By the end of the workshop participants will have:

- **Learned** from the experiences of trainings on child protection conducted for West African security and defence forces
- **Considered** the various strategies used to ensure training effectiveness
- **Identified** the components of a child protection training program that are essential for its success
- **Created** a list of recommendations for effective peacekeeping training programs on children's rights and protection
- **Drafted** an Action Plan to ensure recommendations from this expert meeting are put into practice

Workshop Participants

Workshop participants will include representatives from the military, UN, government and the NGO world in West Africa (see separate list of participants).

DAY ONE

SESSION I

Opening Session

9:00 – 10:00 am

- General overview of the military program in West Africa and aim of this workshop – Ibrahima DIOUF, Save the Children
- Welcome from Colonel NDIYAE, Senegal
- Importance of the military program, Save the Children Sweden – Victoria WHITAKER
- Opening speech – Suparna BISWAS, Country Director Senegal, Save the Children

BREAK: 10:00 – 10:15 am

Introduction

10:15 – 11:00 am

1. Logistics
2. Review of workshop objectives and agenda
3. Warm-up activity
4. Group discussion: Main topics that need to be included in this workshop, expectations from all participants (using cards)





SESSION II

Component #1: The Context

10:45 am – 12:30 pm

1. Participants are divided into three small groups. Each group is given one of the questions listed below to discuss (along with a sheet to guide discussions). They are given 30 minutes to discuss, then they move to another group (only the leader stays behind). The leader explains the conclusions to the new members of the group; they discuss and add to the list. Then they move again. (Note: In this way, everyone will have talked about all the context issues.)
2. Groups reconvene into the large group. Each group gives a presentation on the main conclusions of their discussions.

The training needs based on...

Questions:

- The changing nature of conflict situations *and its implications for child protection training of peacekeepers and military personnel*
- The different mandates of national/regional/international military and police *and its implications for child protection training of peacekeepers and military personnel*
- Protecting civilians: general needs; specific needs of female/male children and youth

LUNCH: 12:30 – 1:30 pm

SESSION IV

Component #2: Training

1:30 – 3:30 pm

1. Small group discussions
Participants are divided into three small groups. Groups are asked to reflect on their training experiences or programs that they have implemented. Discussions answer the following questions:
 - What did they do?
 - What worked well?
 - What didn't work so well?
 - Adjustments that were made to address these difficulties
2. Plenary presentations and discussions

BREAK: 3:30 – 3:45 pm

SESSION V

Component #2: Training

Training needs, skills and competencies

3:45 – 5:30 pm

1. Small group discussions/Case studies
Participants are divided into three small groups. Each group is given a case study. They are asked to answer the question: *What are the skills and competencies you would need to intervene effectively for children in this situation?*
2. Plenary presentations and discussions



DAY TWO

SESSION VI **Component #2: Training**

Trainers

8:30 – 10:00 am

1. Small Group Discussions

Participants are divided into four small groups. Participants are asked to discuss the advantages and limitations of trainers with the following backgrounds:

International NGO/International Organisation; National NGO; Centers of Excellence; Peer training (military to military, police to police)

There are four flipcharts around the room for each category; groups move from flipchart to flipchart, adding on the finding from the previous group.

BREAK: 10:00 – 10:15 AM

SESSION VII **Component #3: Ensuring impact/ sustainability**

Train the trainers approach

10:15 am – 12:30 pm

1. Small group discussions

Participants are divided into three small groups. Groups are asked to reflect on their ToT experiences that they have implemented. Discussions answer the following question: *To ensure impact, what are the steps we need to keep in mind prior, during and after a ToT (e.g. getting relevant stakeholder on board, cooperation with national authorities, selection of participants, monitoring and reporting systems etc.)?*

2. Plenary presentations and discussions

LUNCH: 12:30 – 1:30

SESSION VIII **Component #3: Ensuring impact/sustainability**

Delivery mechanisms

1:30 – 3:00 pm

1. Participants are divided into three small groups. Each group is given one of the questions listed below to discuss (along with a sheet to guide discussion). They are given 30 minutes to discuss, then they move to another group (only the leader stays behind). The leader explains the conclusions to the new members of the group; they discuss and add to the list. Then they move again. (Note: In this way, everyone will have talked about all the context issues)

2. Groups reconvene into the large group. Each group gives a presentation on the main conclusions of their discussions.

Questions:

Advantages and limitations of implementing the military training program through

- Focal agencies (national NGOs)
- Military focal points
- Directly through Save the Children

BREAK: 3:00 – 3:15 pm





SESSION IX **Component #4: Role of ECOWAS and AU**
National curricula and ECOWAS curriculum, a need for consolidation?
3:15 – 5:30 pm

1. Strengths and limitations of existing curricula (national, ECOWAS, etc.): smaller groups for each existing curricula, then short presentation in plenary.

Plenary: Consolidation of curricula?

2. Participants are divided into two different groups: one group focuses on the feasibility of consolidation, and the second group focuses on stakeholders to involve and next steps to be taken if consolidation should move ahead.

DAY THREE

SESSION X **Component #4: Role of ECOWAS and AU**
Role of national militaries, ECOWAS and AU in child protection training
8:30 – 10:15 am

1. Small group discussions

Participants are divided into three small groups. Groups are asked to reflect on:

- What is the current role of national militaries, ECOWAS and AU in child protection training, respectively?
 - What should their role be in the future in child protection training (development of curricula, delivery of training, evaluation and reporting)?
2. Plenary presentations and discussions on different roles.

BREAK: 10:15 – 10:30 AM

SESSION XI **Component #4: Role of ECOWAS and AU**
Feasibility of AU consolidated/harmonized curricula
10:30 am – 12:30 pm

1. Small group discussions

Participants are divided into three small groups and are all asked to reflect on the feasibility of an AU consolidated curricula – and strategies to ensure it (how to work with East Africa, taking into account existing curricula in the region, ECOWAS curriculum).

2. Plenary presentations and discussions on consolidated curriculum.

LUNCH: 12:30 – 1:30 pm

SESSION XII **Action Plan**
1:30 – 3:30 pm

Based on recommendations from the last two days, participants come up with an action plan to ensure effective child protection training for military and peacekeepers in West Africa, with particular focus on their respective roles.

BREAK: 3:30 – 3:45 pm

SESSION XIII **Closing & Evaluations**
3:45 – 5:00 pm



ANNEX IV

CHILD PROTECTION & EFFECTIVE TRAINING OF MILITARY AND PEACEKEEPING PERSONNEL IN WEST AFRICA

SALY, EXPERT MEETING, 11 – 13 DECEMBER 2013

Overview and Background

Save the Children started training military personnel in child rights and child protection in Africa in 1998. Save the Children's focus has been on training national military personnel and peacekeepers on child rights and protection. Since the inception of these projects, approximately 91,156 military elements have been trained or sensitised, among which 29,760 peacekeepers and a total of 1,579 trainers.

In December 2013 (11-13), Save the Children held a workshop on its child protection trainings for military and peacekeeping personnel working in conflict and post-conflict situations in West Africa in Saly, Senegal. The workshop aimed to review the work done so far to identify the key components that ensure quality training that translates into meaningful protection of vulnerable children and youth.

In West Africa, Save the Children has been implementing a training programme for military personnel for over 10 years. Moreover, Save the Children West Africa is implementing a pan-African programme jointly with the East Africa Regional Office, focusing on training of peacekeeping personnel. The workshop conducted in Saly, Senegal puts forward recommendations for both programmes and this report is structured accordingly.

MILITARY TRAINING PROGRAMME

The programme to integrate child protection training in the national armed forces of the 15 Members of the Economic Community of West African States (ECOWAS) started in 2000 as a pioneering project in order to make children's rights a permanent feature on the military training agenda. This unprecedented approach aimed to sustain capacities and ownership among military personnel in West Africa.

The last few years since 2008/9 have been characterised by a decrease in the (financial) support provided by Save the Children Sweden, in parallel with a certain fatigue among some of the units and partnerships created to lead this process, alongside dwindling support by ECOWAS as an organisation.

Aim

This report puts forward the findings from the expert meeting with military and civil focal points conducted in Saly, Senegal, in December 2013, who have been involved in the implementation of the project over the past decade. Based on these findings, an assessment conducted in 2012 and in accordance with the Regional Strategic Plan for West Africa, Save the Children will develop a new strategic plan for its regional child protection military training programme. It should be noted that not all the recommendations put forward in the experts meeting will be implemented, taking into consideration the financial resources available and strategic orientation of the programme. However, they reflect the overall opinion of the experts who attended the workshops and should therefore be considered in the development of a new strategy.





STRENGTHENING CHILD PROTECTION IN AU PEACE SUPPORT OPERATIONS IN EAST AND WEST AFRICA

Apart from the military training programme, Save the Children is strengthening child protection in African Union Peace Support Operations in East and West Africa. Through this project, Save the Children intends to achieve sustainable action through the embedment of child protection within the African Union (AU) Structures and response to conflict. The goal of the project is to ensure that the rights of children affected by armed conflict are protected by the defence and security forces mandated to defend child rights. The purpose of the project is to facilitate the inclusion of child rights and child protection within the operationalisation of the African Standby Force (ASF) process, in order for the ASF to carry out standardised and mandatory pre-deployment training for all contributing troops and equip them with the skills and knowledge to prevent and respond to violence against children in conflict zones.

Aim

In the following section, this report puts forward the findings from the expert meeting with military and civil focal points in Saly, Senegal for the project “Strengthening Child Protection in AU Peace Support Operations”. The recommendations will orientate the next steps of the project, in particular in regard to the harmonisation of the training curricula and the role of national militaries, ECOWAS and AU to ensure the inclusion of child rights and child protection within the operationalisation of the ASF and pre-deployment training of peacekeepers.

State of Affairs: Context and Programme Analysis

During the Saly workshop, civil and military experts, together with Save the Children technical experts and programme staff, analysed the programme context and its challenges and achievements in the last decade, in order to propose pertinent recommendations. This section will give an overview of the main findings put forward by the participating experts and will set the stage for the subsequent recommendations.

CONTEXT ANALYSIS

The Changing Nature of Armed Conflict

This section begins with an overview of the changing context within which child rights and child protection training programmes for security and defence personnel are operating. According to Mary Kaldor (1999), globalisation has changed conventional warfare. Today’s wars are no longer based on traditional military weapons and battlefield tactics used between two or more states in an open confrontation; more often today’s wars are now based on claiming identity, not territory, using guerrilla and terror tactics, rather than conventional warfare. International crime has changed how wars are funded. While the specifics of each situation are distinct, certain things are constant – the insecurity, terrible changes in people’s daily lives and the unrelenting threat of violence. These changes have had a considerable impact on peacekeeping as well as protection needs, in particular the protection needs of the most vulnerable groups, such as children. Peacekeeping personnel must deal with a range of protection issues inside situations that are in a constant state of flux. As the situation of a war changes, so do the security issues and the protection needs, in particular of children. The following changes and their implications for child protection training have been emphasised by the participating experts:



■ Proliferation of non-state actors

The proliferation of non-state actors in the post–Cold War era has impacted on the protection needs of children in armed conflicts. Armed non-state actors operate without state control and are involved in internal and trans-border conflicts. The activity of such groups in armed conflicts adds layers of complexity to traditional protection needs. These conflicts are often fought not only between non-state actors and states, but also between multiple non-state actor groups. Interventions in such conflicts is particularly challenging, given the fact that international law and norms governing the use of force for intervention or peacekeeping purposes was primarily written in the context of the nation-state.

These changes have impacted the training needs for military personnel on child protection:

■ Training non-state actors

Trainings need to be organised not only for the military, but also for non-state actors, as they have become an integral part of conflicts and hence child protection within armed conflicts. However, this results in a number of challenges. The respective governments might not allow for those groups to be approached; approaching these groups might even be dangerous; and organising trainings is a real challenge as a number of these non-state actors do not have a coherent command structure.

■ Reaching communities

With the proliferation of non-state actors, traditional community leaders have become important counterparts to ensure child protection. Military personnel need to be trained to interact, cooperate and negotiate with such leaders. Moreover, when non-state actors cannot be approached for various reasons (rebel areas, etc.) innovative strategies need to be used to reach communities, such as radio programmes, leaflets that can be dropped from helicopters, and others. Save the Children needs to adapt to these new realities and incorporate them into its training programme.

■ New war strategies implicating children (children as weapons of war)

The proliferation of non-state actors and the non-respect of international humanitarian law have led to children becoming casualties in armed conflict. Moreover, children are specifically targeted in wars (child soldiers, victims of sexual violence, and child trafficking). The use of these new strategies implies a number of new protection and hence training needs. Military personnel need to be trained to respond appropriately to these challenges. The training as it has been administered, focused on international legal standards, does not respond adequately to the skills and competences needed by military personnel on the ground to protect children from harm in these circumstances.

■ Protracted conflicts

Increasingly, conflicts are protracted. This means they have moved beyond the initial emergency phase but for which solutions do not exist in the foreseeable future. In such situations, the capacity to deliver training over a long period of time needs to be ensured.

■ Impunity

Impunity, referring to the failure to bring perpetrators of human rights violations to justice, is common in countries that lack effective rule of law and suffer from corruption. With impunity characterising many conflicts in West Africa, violations of child rights are more common. Impunity moreover demands an innovative approach to training military personnel to ensure child protection. The participating experts have stressed the need for a training approach that focuses more on behaviour change of soldiers through strengthening and developing skills and competencies, rather than trainings focused on international standards and sanctions, as these standards are often not enforced. Moreover, reporting and monitoring mechanisms need to be put in place or reinforced where they do already exist.





Programme Analysis: Achievements and Challenges

The military training programme has been successful in many ways and has aimed at adjusting to the changing protection needs described above. Most importantly, child protection and child rights trainings have been institutionalised as part of the curricula in many countries in West Africa. Child Protection Units (CPU) have been created, and a regional training manual has been developed and endorsed by ECOWAS, and subsequently adapted and adopted at the country level. However, the participating experts outlined a number of challenges they have been encountering during the past decade.

“This military programme has real potential and we all have to be engaged to make it a success!”

Saly workshop participant, military focal agency

■ Lack of clear strategy and objectives

Experts pointed out that although the project has been in place for over a decade, they feel a lack of vision and clear strategy to move the programme forward.

■ Institutionalisation not effective

Although a number of countries have integrated child protection and child rights training into their curricula, the institutionalisation is often not effective, due to a lack of appropriate budget allocation by the state as well as a lack of seconded staff with clear child protection tasks. The high rate of rotation, promotion and re-deployment of military personnel moreover leads to a lack of continuity as trained experts stay in the CPU service only for short periods of time. The CPUs created through the programme very often only exist on paper as they lack a budget and staff assigned to execute tasks. Even if the child protection training has been integrated into the curricula, in reality only sensitisation sessions are organised, rather than proper training focusing on developing and strengthening skills and competencies of the military personnel. These different aspects lead to a lack of military ownership and hence sustainability of the programme. Without ownership, however, the programme has very little chances of being sustainable and effective. The backing and approval from the military hierarchy has been identified as key in the programmes' success.

“If child protection training is not integrated into the permanent curricula, then the ToT will not be effective. As such it is not a training but a workshop. Training institutions therefore need to be engaged and participate in the process.”

Saly workshop participant, military focal point

■ Training does not respond to current protection needs

As outlined in the section on the changing nature of conflict, child protection has become a challenging task. Military personnel need to be trained on international standards but more importantly, they need skills and competencies to respond to these complex situations, which need to be developed through effective training. The participating experts highlighted that the manual does not reflect these needs enough. It therefore needs to be updated and consequently endorsed by ECOWAS.

The following section outlines the key recommendations put forward by the participating experts to ensure impact and sustainability of the military training programme building on the analysis of the programmes' challenges and achievements. This will be done separately for the two programmes.



Recommendations for the Military Training Programme: Ensuring Impact and Sustainability

During the expert meeting, military and civil focal points agreed that the military training programme on child rights and child protection should aim to:

1. Permanently integrate child protection into military training
2. Strengthen CPUs and ensure their operationalisation

Having a regional strategy and manual, which can then be contextualised and implemented at the regional level with a functioning regional coordination mechanism, was seen as key in the programme's success. Participants stressed that a new strategic plan needs to focus on ensuring impact and sustainability. In order to achieve these objectives, the following recommendations have been put forward:

RECOMMENDATIONS

Strategic Recommendations

- Adopt/strengthen a systems approach
 - CPUs within the militaries should be established where they do not yet exist and where they do, they should be made operational
 - This should be assessed on a country basis
 - Functions of CPUs should go beyond training
 - CPUs should be legally registered and given the authority to follow up on incidences; officers should be delegated and given official powers to execute their functions
 - A Child Protection Award should be given for outstanding efforts and contributions to the protection of children

- Systematisation/institutional backing needed
 - Renew Memorandum of Understanding (MoU) with ECOWAS
 - Seek endorsement from national military hierarchy
 - Look at Save the Children/Armed forces MoUs which should realistically foster partnership; renew MoUs accordingly
- Ensure ownership by military
 - Develop a phase-out strategy to allow military to take ownership
- Strengthen advocacy efforts
 - Assist Save the Children to advocate with the Chief of Staff Defence staff, using the ECOWAS fora for advocacy purposes
 - Advocate with armed forces to make child protection a priority and to integrate it
 - Advocate with armed forces to include child protection in the military budgets (and hence ensure financial sustainability of the programme)
- Include Nigeria in the programme, given its strategic implication in the region

Content-Related Recommendations

- Training should focus on skills, competencies and behaviour change rather than knowledge only
 - Review current ECOWAS manual
 - Trainers and Save the Children experts should review current ECOWAS manual
 - Institute periodic reviews
 - The review of the manual should be channelled through ECOWAS and endorsed
- Training should respond to changing protection needs
 - Include emerging issues in the programme/review manual accordingly





Operational Recommendations

- Promote active child participation
 - Involve children in manual review
 - Involve children in facilitating their own protection
 - Strengthen an evidence-based approach as well as monitoring and reporting mechanisms
 - Conduct research, have an evidence base and publish reports and updates
 - Strengthen country-level monitoring and reporting and link it to regional monitoring mechanisms
 - Strengthen communication, data sharing and coordination mechanisms
 - Hold an annual high level partner meetings
 - sharing ideas and lessons learnt
 - In addition, hold a regional meeting every 2 years (East and West Africa) to analyse synergies and lessons learnt
 - Organise exchange visits and cross-border trainings
 - Save the Children should provide up-to-date and relevant information to the trainers
 - Network and coordinate with all organisations working on this; create inter-agency working group
 - Strengthen institutional memory of programme
 - Create common database, shared by Save the Children and all the partners (including trainers, training activities, material, etc)
- Renew commitment of armed forces
 - Experts (military focal points who participated in Focus Group) report back to their hierarchy (*military focal point*)
 - Save the Children will also renew commitment (*Save the Children*)
 - Ensure a functional CPU
 - Include aspect of CPUs in new MoUs (*Save the Children and military focal points*)
 - Advocate for operational CPUs (*Save the Children, military and civil focal points*)
 - Strengthen advocacy work
 - Work on advocacy strategy together (*Save the Children with military and civil focal points*)
 - Use different platforms to advocate at the country and regional level
 - Regional – Chief of Defence meetings include child protection onto the agenda; use existing fora (*lead: Save the Children with support from military focal points*)
 - Look at how we can mobilise resources and Save the Children's role in this to ensure sustainability of programmes (*Save the Children, military and civil focal point*)

In order to concretise these recommendations, the participants emphasised the following next steps to be taken by the different programme partners:

NEXT STEPS

... related to strategic recommendations

- Partnerships are in place
 - Renew MoU between Save the Children and ECOWAS (*lead: Save the Children*)
 - Renew MoUs at country-level with national militaries (*Save the Children, military and civil focal points*)

“Save the Children needs to remember, a ToT alone is not institutionalisation. The training needs to be permanently integrated to be sustainable.”

Saly workshop participant,
NGO focal agency



... related to content-related recommendations

- Manage competencies of trainers, ensure quality of programme
 - Review current ECOWAS manual
(lead: Save the Children technical experts, considering input from focus group and questionnaires)
 - Set in place regular expert meetings
(lead: Save the Children)
 - Organise Training of Trainers (ToT)
(lead: Save the Children)
 - Ensure follow-up *(lead: Save the Children)*

... related to operational recommendations

- Ensure monitoring and evaluation
 - Gather annual reports from CPU's and focal points and share with all project partners *(lead: Save the Children, with help from military and civil focal points)*
 - Create a common database – shared by Save the Children and all the partners (including trainers, training activities, material, etc) *(lead: Save the Children, with help from military and civil focal points)*
- Strengthen communication, data sharing and coordination mechanisms
 - Organise strategic meetings at country-level to look at turnover; consider refresher trainings; consider developing modules that can be adapted at country-level *(lead: Save the Children)*
 - Regional level: Save the Children sets in place annual and bi-annual high-level meetings *(lead: Save the Children)*
 - Include Nigeria in the process. Strategic meetings should be organised to see how this can happen. Should invest resources into making this happen *(lead: Save the Children)*
 - Engage and coordinate with other partners in countries where Save the Children works that can also support to move this process forward *(lead: Save the Children)*

Recommendations on Child Protection in AU Peace Support Operations: Ensuring Impact and Sustainability

During the expert meeting, military and civil focal points agreed that in order to ensure the inclusion of child rights and child protection within the operationalisation of the ASF and pre-deployment training of peacekeepers in West Africa and ensure impact and sustainability, the project needs to aim at both the regional level (ECOWAS) and at the national armed forces level as they currently have the prime responsibility for pre-deployment training.

The following recommendations were put forward:

Strategic Recommendations

- Systematisation/ensure institutional backing *(responsibility for pre-deployment training currently at national level, however, ECOWAS can give political leverage to institutionalise child protection pre-deployment and in-mission training at national level)*
 - Renew MoU with ECOWAS
 - Seek endorsement from national military hierarchy
 - Look at Save the Children/Armed forces MoUs – what will be the binding provisions? Should realistically foster partnership – renew MoUs accordingly
- Ensure ownership by military
 - Develop a phase-out strategy to allow military to take ownership
- Strengthen advocacy efforts to ensure child protection training is systematised and not just one-off events, ensure institutional backing is there
 - Assist Save the Children to advocate with the Chief of Staff Defence staff using the ECOWAS fora
 - Advocate with armed forces to make child protection a priority and to integrate it
 - Advocate with armed forces to include child protection in the military budgets (ensure financial sustainability of the programme)





- Include Nigeria in the programme given its strategic implication (lead for Eastern ECOWAS SF battalion, ECOWAS host, size, etc.)

Content-Related Recommendations

- Training should focus on skills, competencies and behaviour change rather than only knowledge
 - Review current ECOWAS manual
 - The trainers and technical experts should review it. This should then be channelled through ECOWAS and be endorsed by it
- Respond to changing protection needs and adopt to peacekeeping context
 - Include emerging issues in the programme
 - This needs to be included in review of ECOWAS manual

Operational Recommendations

- Promote active child participation in programme
 - Involve children in training material review
 - Involve children in facilitating their own protection
- Strengthen an evidence-based approach as well as monitoring and reporting mechanisms
 - Conduct research, have an evidence base and publish reports and updates
 - Strengthen country level monitoring and reporting and link it to regional monitoring mechanisms
- Strengthen communication, data sharing and coordination mechanisms
 - Hold an annual high-level partner meetings to share ideas and lessons learnt
 - In addition, hold a regional meeting every two years (East and West Africa) to look at synergies and lessons learnt
 - Exchange visits and cross-border trainings
 - Save the Children should provide up-to-date, relevant information to the trainers
 - Network and coordinate with all organisations working on this; set up inter-agency working groups

- Strengthen institutional memory

Create common database, shared by Save the Children and all the partners (including trainers, training activities, material, etc)

Role and Mandate of National Militaries and ECOWAS to Ensure the Inclusion of Child Rights and Child Protection

National militaries, ECOWAS and the AU all have distinct mandates but play interrelated roles in peacekeeping missions. Pre-deployment and in-mission child protection training of peacekeepers therefore needs to take into account these mandates and roles. To ensure effective inclusion of child rights and child protection within the operationalisation of the ECOWAS Standby Force and pre-deployment training of peacekeepers, the participating experts highlighted the following elements:

- As pre-deployment training is conducted at the national level, implementation and inclusion of child rights and child protection in pre-deployment must primarily be implemented at the national level
- The institutional backing of national authorities is therefore needed
- However, the manual should be endorsed by ECOWAS to ensure harmonisation and create leverage for national authorities to systematise child protection training into their pre-deployment training
- Hence, ECOWAS should be the strategic advocacy focus for the inclusion of child rights and child protection in pre-deployment training for peacekeepers

“To ensure sustainability and impact of the military programme across West Africa, ECOWAS needs to be strategically implicated.”

Saly workshop participant, military focal point



- The AU, with its African Peace and Security Architecture should, however, not be underestimated, in particular to ensure pan-African harmonisation. The AU is a good platform for advocacy, ensuring harmonisation and strengthening the pan-African spirit of the project. Although it can have an influence on the nation states, no binding mechanism between ECOWAS and the AU exists.

Current Status

Save the Children is currently in the process of renewing its MoU with ECOWAS. It is anticipated that the MoU will be signed in March 2013, covering all different aspects of child protection and child rights in West Africa. Moreover, Save the Children is currently renewing its partnerships agreement at the national level with the National Armed Forces, for instance in Senegal. Save the Children is equally in the process of setting up an inter-agency working group on security and defence forces training on child protection.

In regards to the military training programme, Save the Children is in the process of drafting a strategic plan based on the findings of this expert focus group held in Saly and on an assessment conducted in 2012. The strategic plan will then be the basis for the drafting of detailed activity plans at the national and regional level.

Regarding the AU Peace Support Operations Project, Save the Children West Africa is in the process of drafting a detailed activity plan for 2014 for West Africa, based on the pan-African activity plan and the findings of the Saly focus group, in accordance with the overall objectives of the project.

"We all have to keep working together to improve child protection before, during and after conflict in West Africa."

Saly workshop participant, civil focal point



Opening speech at the Saly Workshop by Colonel Papa Mousse Ndiaye, military focal point Senegal and Commander of Military Health School Senegal.



Opening speech at the Saly Workshop by Suparna Biswas, Deputy Regional Director Save the Children West and Central Africa, and interim Country Director Senegal.



Opening speech at the Saly Workshop by Victoria Whitaker, Child Protection Thematic Advisor Save the Children Sweden.





Annex: List of Participants

Focus Group Meeting on the Assessment of Knowledge, Attitudes and Behavioral Changes, Saly (11-13 Dec 2013)						
	Name	Organisation & Country	Rank	Position	Country	Contact email
1	Ibrahima DIOUF	Save the Children WA		Child Protection Consultant	Senegal	lbrahima.Diouf@savethechildren.org
2	Barbara SCHULER	Save the Children WA		Child Protection Officer	Senegal	barbara.schuler@savethechildren.org
3	Victoria WHITAKER	Save the Children Sweden		Child Protection Thematic Advisor	Sweden	victoria.whitaker@rb.se
4	Comlan Théonas MOUSSOU	RIAH (Focal agency in Benin)		Director/Focal Agency Military Training Programme	Benin	riahbenin@yahoo.fr
5	Abu Bakarr Sorie KAMARA	Sierra Leone Armed Forces	Lieutenant Colonel	Commanding Officer, Armed Forces Training Centre	Sierra Leone	abskams07@yahoo.com
6	Alphonsus Bilson Manvar GBANIE	Organisation for Development and Human Rights (Focal agency in Sierra Leone)		Director/Focal Agency Military Training Programme	Sierra Leone	odhrsl@yahoo.com
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16	Théodore Adrien SARR	L'École Nationale des Officiers d'Active (ENOA) de Thiès	Commandant		Senegal	



Training session on gender-based violence with United Nations peacekeeping personnel in Côte d'Ivoire.



Group photo at the Army's Headquarter in Cape Verde, during a training session for the Directors of Child Protection.



ANNEX V

FORMAL INSTRUMENTS TO PROTECT CHILDREN'S RIGHTS (Chart Prepared by the International Bureau for Children's Rights)

	ANGOLA	BENIN	BURUNDI	CAMEROON	CHAD	COMOROS	COTE D'IVOIRE	THE GAMBIA
CRC	R • 05.12.1990	R • 03.08.1990	R • 19.10.1990	R • 11.01.1993	R • 02.10.1990	R • 22.06.1993	R • 04.02.1991	R • 08.08.1990
OP-CRC-AC	A • 11.10.2007	R • 31.01.2005	R • 24.06.2008	S • 05.10.2001	R • 28.08.2002	Aucune action	R • 12.03.2012	S • 21.12.2000
OP-CRC-SC	A • 24.03.2005	R • 31.01.2005	A • 06.11.2007	S • 05.10.2001	R • 28.08.2002	A • 23.02.2007	A • 19.09.2011	R • 08.04.2010
OP-CRC-CP	No Action	No Action	No Action	No Action	No Action	No Action	No Action	No Action
ICERD	No Action	R • 30.11.2001	R • 27.10.1977	R • 24.06.1971	A • 17.08.1977	R • 27.09.2004	A • 04.01.1973	A • 29.12.1978
ICERD	A • 10.01.1992	A • 12.03.1992	A • 09.05.1990	A • 27.06.1984	A • 09.06.1995	S • 25.09.2008	A • 26.03.1992	A • 22.03.1979
ICCPR-OP1	A • 10.01.1992	A • 12.03.1992	No Action	A • 27.06.1984	A • 09.06.1995	No Action	A • 05.03.1997	A • 09.06.1988
ICCPR-OP2	No Action	A • 05.07.2012	No Action					
ICESCR	A • 10.01.1992	A • 12.03.1992	A • 09.05.1990	A • 27.06.1984	A • 09.06.1995	S • 25.09.2008	A • 26.03.1992	A • 29.12.1978
CEDAW	A • 17.09.1986	R • 12.03.1992	R • 08.01.1992	A • 23.08.1994	A • 09.06.1995	A • 31.10.1994	R • 18.12.1995	R • 16.04.1993
OP-CEDAW	A • 01.11.2007	S • 25.05.2000	S • 13.11.2001	A • 07.01.2005	S • 26.09.2012	No Action	A • 20.01.2012	No Action
CAT	No Action	A • 12.03.1992	A • 18.02.1993	A • 19.12.1986	A • 09.06.1995	S • 22.09.2000	A • 18.12.1995	S • 23.10.1985
OP-CAT	No Action	R • 20.09.2006	No Action	S • 15.12.2009	S • 24.09.2012	No Action	No Action	No Action
ICRMW	No Action	S • 15.09.2005	No Action	S • 15.12.2009	S • 24.09.2012	S • 22.09.2000	No Action	No Action
CRPD	No Action	R • 05.07.2012	S • 26.04.2007	S • 01.10.2008	S • 24.09.2012	S • 26.09.2007	S • 07.06.2007	No Action
CSR	A • 23.06.1981	D • 04.04.1962	A • 19.07.1963	D • 23.10.1961	A • 19.08.1981	No Action	D • 08.12.1961	D • 07.09.1966
1967 Protocol to SR	A • 23.06.1981	A • 06.07.1970	A • 15.03.1971	A • 19.09.1967	A • 19.08.1981	No Action	A • 16.02.1970	A • 29.09.1967
Reduction of Statelessness	No Action	A • 08.12.2011	No Action	No Action	A • 12.08.1999	No Action	No Action	No Action
ICPED	No Action	S • 19.03.2010	S • 06.02.2007	S • 06.02.2007	S • 06.02.2007	S • 06.02.2007	No Action	No Action
Suppression of Traffic & Prostitution	No Action	S • 25.09.2003	No Action	A • 19.02.1982	No Action	No Action	A • 02.11.1999	No Action
Palermo Protocol	No Action	R • 30.08.2004	R • 24.05.2012	R • 06.02.2006	A • 18.08.2009	No Action	A • 25.10.2012	R • 05.05.2003
Intercountry Adoption	No Action	No Action	A • 15.10.1998	No Action				
International Child Abduction	No Action	No Action	No Action	No Action	No Action	No Action	No Action	No Action
Consent to Marriage	No Action	A • 19.10.1965	No Action	No Action	No Action	No Action	A • 18.12.1995	No Action
ILO-138	A • 13.06.2001	R • 11.06.2001	R • 19.07.2000	R • 13.08.2001	R • 21.03.2005	R • 17.03.2004	R • 07.02.2003	R • 04.09.2000
ILO-182	R • 13.06.2001	R • 06.11.2001	R • 11.06.2002	R • 05.06.2002	R • 06.11.2000	R • 17.03.2004	R • 07.02.2003	R • 03.07.2001
Discrimination in Education	No Action	AC • 09.07.1963	No Action	No Action	No Action	No Action	R • 24.11.1999	No Action
Rome Statute	S • 07.10.1998	R • 22.01.2002	R • 21.09.2004	S • 17.07.1998	R • 01.11.2006	R • 18.08.2006	S • 30.11.1998	R • 28.06.2002
GENEVA PROTOCOL I	A • 20.09.1984	A • 28.05.1986	A • 10.06.1993	A • 16.03.1984	A • 17.01.1997	A • 21.11.1985	R • 20.09.1989	A • 12.01.1989
GENEVA PROTOCOL II	No Action	A • 28.05.1986	A • 10.06.1993	A • 16.03.1984	A • 17.01.1997	A • 21.11.1985	R • 20.09.1989	A • 12.01.1989
Firearms Protocol	No Action	R • 30.08.2004	A • 24.05.2012	No Action				
Ottawa Treaty	R • 05.07.2002	R • 25.09.1998	R • 22.10.2003	R • 19.09.2002	R • 06.05.1999	A • 19.09.2002	R • 30.06.2000	R • 23.09.2002
CCM	S • 03.12.2008	S • 03.12.2008	R • 25.09.2009	R • 12.07.2012	S • 03.12.2008	R • 28.07.2010	R • 12.03.2012	S • 03.12.2008
African Charter	A • 11.04.1992	R • 17.04.1997	R • 28.06.2004	R • 05.09.1997	R • 30.03.2000	R • 18.03.2004	R • 01.03.2002	A • 14.12.2000





	GHANA	GUINEA	LIBYAN ARAB JAMAHIRIYA	MALAWI	MALI	MAURITANIA	NIGER
CRC	R • 05.02.1990	A • 13.07.1990	A • 15.04.1993	A • 02.01.1991	R • 20.09.1990	R • 16.05.1991	R • 30.09.1990
OP-CRC-AC	S • 24.09.2003	No Action [ii]	A • 29.10.2004	R • 21.09.2010	R • 16.05.2002	No Action	A • 13.03.2012
OP-CRC-SC	S • 24.09.2003	A • 16.11.2011	A • 18.06.2004	R • 07.10.2009	A • 16.05.2002	A • 23.04.2007	R • 26.10.2004
OP-CRC-CP	No Action	No Action	No Action	No Action	S • 28.02.2012	No Action	No Action
ICERD	R • 08.09.1966	R • 14.03.1977	A • 03.07.1968	A • 11.06.1996	A • 16.07.1974	R • 13.12.1988	R • 27.04.1967
ICERD	R • 07.09.2000	R • 24.01.1978	A • 15.05.1970	A • 22.12.1993	A • 16.07.1974	A • 17.11.2004	A • 07.03.1986
ICCPR-OP1	R • 07.09.2000	R • 17.06.1993	A • 16.05.1989	A • 11.06.1996	A • 24.10.2001	No Action	A • 07.03.1986
ICCPR-OP2	No Action	No Action	No Action	No Action	No Action	No Action	No Action
ICESCR	R • 07.09.2000	R • 24.01.1978	A • 15.05.1970	A • 22.12.1993	A • 16.07.1974	A • 17.11.2004	A • 07.03.1986
CEDAW	R • 02.01.1986	R • 09.08.1982	A • 16.05.1989	A • 12.03.1987	R • 10.09.1985	A • 10.05.2001	A • 08.10.1999
OP-CEDAW	R • 03.02.2011	No Action	A • 18.06.2004	S • 07.09.2000	A • 05.12.2000	No Action	A • 30.09.2004
CAT	R • 07.09.2000	R • 10.10.1989	A • 16.05.1989	A • 11.06.1996	A • 26.02.1999	A • 17.11.2004	A • 05.10.1998
OP-CAT	S • 06.11.2006	S • 16.09.2005	No Action	No Action	R • 12.05.2005	R • 03.10.2012	No Action
ICRMW	R • 07.09.2000	A • 07.09.2000	A • 18.06.2004	No Action	A • 05.06.2003	A • 22.01.2007	A • 18.03.2009
CRPD	R • 31.07.2012	R • 08.02.2008	S • 01.05.2008	R • 27.08.2009	R • 07.04.2008	A • 03.04.2012	R • 24.06.2008
CSR	A • 18.03.1963	D • 28.12.1965	No Action	A • 10.12.1987	D • 02.02.1973	A • 05.05.1987	D • 25.08.1961
1967 Protocol to SR	A • 30.10.1968	A • 16.05.1968	No Action	A • 10.12.1987	A • 02.02.1973	A • 05.05.1987	A • 02.02.1970
Reduction of Statelessness	No Action	No Action	A • 16.05.1989	No Action	No Action	No Action	A • 17.06.1985
ICPED	S • 06.02.2007	No Action	No Action	No Action	R • 01.07.2009	R • 03.10.2012	S • 06.02.2007
Suppression of Traffic & Prostitution	S • 24.09.2003	A • 26.04.1962	A • 03.12.1956	A • 13.10.1965	A • 23.12.1964	A • 06.06.1986	A • 10.06.1977
Palermo Protocol	A • 21.08.2012	A • 09.11.2004	R • 24.09.2004	A • 17.03.2005	R • 12.04.2002	A • 22.07.2005	R • 30.09.2004
Intercountry Adoption	No Action	A • 21.10.2003	No Action	No Action	A • 02.05.2006	No Action	No Action
International Child Abduction	No Action	A • 07.11.2011	No Action	No Action	No Action	No Action	No Action
Consent to Marriage	No Action	R • 24.01.1978	A • 06.09.2005	No Action	A • 19.08.1964	No Action	A • 01.12.1964
ILO-138	R • 06.06.2011	R • 06.06.2003	R • 19.06.1975	R • 19.11.1999	R • 11.03.2002	R • 03.12.2001	R • 04.12.1978
ILO-182	R • 13.06.2000	R • 06.06.2003	R • 04.10.2000	R • 19.11.1999	R • 14.07.2000	R • 03.12.2001	R • 04.12.1978
Discrimination in Education	No Action	AC • 11.12.1964	R • 09.01.1973	No Action	R • 07.12.2007	No Action	AC • 16.07.1968
Rome Statute	R • 20.12.1999	R • 14.07.2003	No Action	R • 19.09.2002	R • 16.08.2000	No Action	R • 11.04.2002
GENEVA PROTOCOL I	R • 28.02.1978	A • 11.07.1984	R • 07.06.1978	A • 07.10.1991	A • 08.02.1989	A • 14.03.1980	R • 21.04.1964
GENEVA PROTOCOL II	R • 28.02.1978	A • 11.07.1984	A • 07.06.1978	A • 07.10.1991	A • 08.02.1989	A • 14.03.1980	R • 21.04.1964
Firearms Protocol	No Action	No Action	R • 18.06.2004	A • 17.03.2005	R • 03.05.2002	A • 22.07.2005	No Action
Ottawa Treaty	R • 30.06.2000	R • 08.10.1998	No Action	R • 13.08.1998	R • 02.06.1998	R • 21.07.2000	R • 23.03.1999
CCM	R • 03.02.2011	S • 03.12.2008	No Action	R • 07.10.2009	R • 30.06.2010	R • 01.02.2012	R • 02.06.2009
African Charter	R • 10.06.2005	R • 27.05.1999	R • 23.09.2000	R • 16.09.1999	R • 03.06.1998	A • 21.09.2005	R • 11.12.1996



	RWANDA	SENEGAL	SUDAN	SWAZILAND	TOGO	TUNISIA	ZAMBIA
CRC	R • 24.01.1991	R • 31.07.1990	R • 03.08.1990	R • 07.09.1995	R • 01.08.1990	R • 30.01.1992	R • 06.12.1991
OP-CRC-AC	A • 24.01.1991	R • 31.07.1990	R • 26.07.2005	A • 24.09.2012	R • 28.11.2005	R • 02.01.2003	S • 29.09.2008
OP-CRC-SC	A • 23.04.2002	R • 05.11.2003	A • 02.11.2004	A • 24.09.2012	R • 02.07.2004	R • 13.09.2002	S • 29.09.2008
OP-CRC-CP	No Action	S • 1.10.2012	No Action	No Action	No Action	No Action	No Action
ICERD	A • 16.04.1975	R • 19.04.1972	A • 21.03.1977	A • 07.04.1969	A • 01.09.1972	R • 13.01.1967	R • 04.02.1972
ICERD	A • 16.04.1975	R • 13.02.1978	A • 21.03.1977	A • 26.03.2004	A • 24.05.1984	R • 18.03.1969	A • 10.04.1984
ICCPR-OP1	No Action	R • 13.02.1978	No Action	No Action	A • 30.03.1988	A • 29.06.2011	A • 10.04.1984
ICCPR-OP2	A • 15.12.2008	No Action	No Action	No Action	No Action	No Action	No Action
ICESCR	A • 16.04.1975	R • 13.02.1978	A • 18.03.1986	A • 26.03.2004	A • 24.05.1984	R • 18.03.1969	A • 10.04.1984
CEDAW	R • 02.03.1981	R • 05.02.1985	No Action	A • 26.03.2004	A • 26.09.1983	R • 20.09.1985	R • 21.06.1985
OP-CEDAW	A • 15.12.2008	R • 26.05.2000	No Action	No Action	No Action	A • 23.09.2008	S • 29.09.2008
CAT	A • 15.12.2008	R • 21.08.1986	S • 04.06.1986	A • 26.03.2004	R • 18.11.1987	A • 23.09.1988	A • 07.10.1998
OP-CAT	No Action	R • 18.10.2006	No Action	No Action	R • 20.07.2010	A 18.06.2004 29.06.2011	S • 27.09.2010
ICRMW	A • 15.12.2008	A • 09.06.1999	No Action	No Action	S • 15.11.2001	No Action	No Action
CRPD	A • 15.12.2008	R • 07.09.2010	R • 24.04.2009	R • 24.09.2012	R • 01.03.2011	R • 02.04.2008	R • 01.02.2010
CSR	A • 03.01.1980	D • 02.05.1963	A • 22.02.1974	A • 14.02.2000	D • 27.02.1962	D • 24.10.1957	D • 24.09.1969
1967 Protocol to SR	A • 03.01.1980	A • 03.10.1967	A • 23.05.1974	A • 28.01.1969	A • 01.12.1969	A • 16.10.1968	A • 24.09.1969
Reduction of Statelessness	A • 04.10.2006	A • 21.09.2005	No Action	A • 16.11.1999	No Action	A • 12.05.2000	No Action
ICPED	No Action	R • 11.12.2008	No Action	S • 25.09.2007	S • 27.10.2010	A • 29.06.2011	R • 04.04.2011
Suppression of Traffic & Prostitution	A • 26.09.2003	A • 19.07.1979	No Action	No Action	A • 14.03.1990	No Action	No Action
Palermo Protocol	R • 26.09.2003	R • 27.10.2003	No Action	R • 24.09.2012	R • 08.05.2009	R • 14.07.2003	A • 24.04.2005
Intercountry Adoption	A • 28.03.2012	A • 24.08.2011	No Action	No Action	A • 12.10.2009	No Action	No Action
International Child Abduction	No Action	No Action	No Action	No Action	No Action	No Action	No Action
Consent to Marriage	A • 26.09.2003	No Action	No Action	No Action	No Action	A • 24.01.1968	No Action
ILO-138	R • 15.04.1981	R • 15.12.1999	R • 07.03.2003	R • 23.10.2002	R • 16.03.1984	R • 19.10.1995	R • 09.02.1976
ILO-182	R • 23.05.2000	R • 01.06.2000	R • 07.03.2003	R • 23.10.2002	R • 19.09.2000	R • 28.02.2000	R • 10.12.2001
Discrimination in Education	AC • 28.12.2000	R • 25.09.1967	No Action	AC • 08.10.1970	R • 03.04.2012	R • 29.08.1969	No Action
Rome Statute	No Action	R • 02.02.1999	S • 08.09.2000	No Action	No Action	R • 26.06.2011	R • 13.11.2002
GENEVA PROTOCOL I	A • 19.11.1984	R • 07.05.1985	A • 07.03.2006	A • 02.11.1995	R • 21.06.1984	R • 09.08.1979	A • 04.05.1995
GENEVA PROTOCOL II	A • 19.11.1984	R • 07.05.1985	A • 13.07.2006	A • 02.11.1995	R • 21.06.1984	R • 09.08.1979	A • 04.05.1995
Firearms Protocol	A • 04.10.2006	R • 07.04.2006	No Action	A • 24.09.2012	A • 17.07.2012	R • 10.04.2008	A • 24.04.2005
Ottawa Treaty	R • 08.06.2000	R • 24.09.1998	R • 13.10.2003	R • 22.12.1998	R • 09.03.2000	R • 09.07.1999	R • 23.02.2001
CCM	S • 03.12.2008	R • 03.08.2011	No Action	A • 13.09.2011	R • 22.06.2012	R • 28.09.2010	R • 12.08.2009
African Charter	R • 11.05.2001	R • 29.09.1998	R • 30.07.2005	S • 29.06.1992	R • 05.05.1998	S • 16.06.1995	R • 02.12.2008





SHORT FORM	FULL NAME
CRC	CONVENTION ON THE RIGHTS OF THE CHILD
OP-CRC-AC	OPTIONAL PROTOCOL TO THE CONVENTION OF THE RIGHTS OF THE CHILD ON THE INVOLVEMENT OF CHILDREN IN ARMED CONFLICT
OP-CRC-SC	OPTIONAL PROTOCOL TO THE CONVENTION OF THE RIGHTS OF THE CHILD ON THE SALE OF CHILDREN, CHILD PROSTITUTION AND CHILD PORNOGRAPHY
OP-CRC-CP	OPTIONAL PROTOCOL TO THE CONVENTION OF THE RIGHTS OF THE CHILD ON A COMMUNICATIONS PROCEDURE
ICERD	INTERNATIONAL CONVENTION ON THE ELIMINATION OF ALL FORMS OF RACIAL DISCRIMINATION
ICCPR	INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS
ICCPR-OP1	OPTIONAL PROTOCOL TO THE INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS
ICCPR-OP2	SECOND OPTIONAL PROTOCOL TO THE INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS, AIMING AT THE ABOLITION OF THE DEATH PENALTY
ICESCR	INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS
CEDAW	CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN
OP-CEDAW	OPTIONAL PROTOCOL TO THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN
CAT	CONVENTION AGAINST TORTURE AND OTHER CRUEL, INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT
OP-CAT	OPTIONAL PROTOCOL TO THE CONVENTION AGAINST TORTURE AND OTHER CRUEL, INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT
ICRMW	INTERNATIONAL CONVENTION ON THE PROTECTION OF THE RIGHTS OF ALL MIGRANT WORKERS AND MEMBERS OF THEIR FAMILIES
CRPD	CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES
CSR	CONVENTION RELATING TO THE STATUS OF REFUGEES
1967 Protocol to SR	PROTOCOL RELATING TO THE STATUS OF REFUGEES
Reduction of Statelessness	CONVENTION ON THE REDUCTION OF STATELESSNESS
ICPED	International Convention for the Protection of All Persons from Enforced Disappearance
Suppression of Traffic & Prostitution	CONVENTION FOR THE SUPPRESSION OF THE TRAFFIC IN PERSONS AND EXPLOITATION OF THE PROSTITUTION OF OTHERS
Palermo Protocol	PROTOCOL TO PREVENT, SUPPRESS AND PUNISH TRAFFICKING IN PERSONS, ESPECIALLY WOMEN AND CHILDREN, SUPPLEMENTING THE UNITED NATIONS CONVENTION AGAINST TRANSNATIONAL ORGANIZED CRIME
Intercountry Adoption	CONVENTION ON PROTECTION OF CHILDREN AND CO-OPERATION IN RESPECT OF INTERCOUNTRY ADOPTION
International Child Abduction	CONVENTION ON THE CIVIL ASPECTS OF INTERNATIONAL CHILD ABDUCTION
Consent to Marriage	CONVENTION ON CONSENT TO MARRIAGE, MINIMUM AGE FOR MARRIAGE AND REGISTRATION OF MARRIAGES
ILO-138	CONVENTION CONCERNING THE MINIMUM AGE FOR ADMISSION TO EMPLOYMENT
ILO-182	CONVENTION CONCERNING THE ELIMINATION OF THE WORST FORMS OF CHILD LABOUR
Discrimination in Education	CONVENTION AGAINST DISCRIMINATION IN EDUCATION (UNESCO)
Rome Statute	ROME STATUTE OF THE INTERNATIONAL CRIMINAL COURT
GENEVA PROTOCOL I	PROTOCOL ADDITIONAL (I) TO THE GENEVA CONVENTIONS, AND RELATING TO THE PROTECTION OF VICTIMS OF INTERNATIONAL ARMED CONFLICTS
GENEVA PROTOCOL II	PROTOCOL ADDITIONAL (II) TO THE GENEVA CONVENTIONS, AND RELATING TO THE PROTECTION OF VICTIMS OF NON-INTERNATIONAL ARMED CONFLICTS
Firearms Protocol	PROTOCOL AGAINST THE ILLICIT MANUFACTURING OF AND TRAFFICKING IN FIREARMS, THEIR PARTS AND COMPONENTS AND AMMUNITION, SUPPLEMENTING THE UN CONVENTION AGAINST TRANSNATIONAL ORGANIZED CRIME
Ottawa Treaty	CONVENTION ON THE PROHIBITION OF THE USE, STOCKPILING, PRODUCTION AND TRANSFER OF ANTI-PERSONAL MINES AND ON THEIR DESTRUCTION
CCM	CONVENTION ON CLUSTER MUNITIONS
African Charter	AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD
R	Ratification
A	Accession
AC	Acceptance
D	Succession
S	Signature
N/A	Not applicable

Declarations and reservations made on the Convention of the Rights of the Child

At the time of ratification, the following countries made declarations or reservations:

The Government of the **Republic of Mali** declared that, in view of the provisions of the Mali Family Code, there was no reason to apply article 16 of the Convention.

At the moment of signature, the **Islamic Republic of Mauritania** made reservations to articles or provisions which may be contrary to the beliefs and values of Islam, the religion of the Mauritania People and State.

The **Government of Swaziland** ratified the Convention on the Rights of the Child on 06 October 2005 and then declared that the Convention was a starting point of the child rights guarantee and that implementation was to be progressive as it also depended on the enforcement of certain social, economic and cultural rights. More specifically, the government indicated that article 4, concerning the right to free primary education, would be applied "to the maximum extent of available resources". For this purpose, the government called out for the international community's co-operation.

The Government of the **Republic of Tunisia** declares that it shall not, in implementation of this Convention, adopt any legislative or statutory decision that conflicts with the Tunisian Constitution. The Government of the Republic of Tunisia declares that its undertaking to implement the provisions of this Convention shall be limited by the means at its disposal. The Government of the Republic of Tunisia enters a reservation with regard to the provisions of article 2 of the convention, which may not impede implementation of the provisions of its national legislation concerning personal status, particularly in relation to marriage and inheritance rights.



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