



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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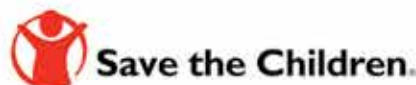
# Fifth Workshop on the Integration of the Six Core Competencies on Child Friendly Policing into the Training and Practise of Police Officers and Gendarmes in Africa

*Abidjan, Cote d'Ivoire – 12 to 15 November 2013*



As part of the training  
programme for police  
officers and gendarmes  
on child rights in African  
justice systems

## Workshop Report







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*View of the city of Abidjan.*

## ACKNOWLEDGEMENTS

*"We must have the humility to listen to the voice of others, rather than compare the tone and melody with ours; we must hear it by what it says."*

– Jean-Marie Adiaffi, *La carte d'identité*, 1980

The international child rights' workshop for security forces held in Abidjan, Côte d'Ivoire, from 12 to 15 November 2013, was a success thanks to the participation, trust and support of a broad range of partners. The International Bureau for Children's Rights (IBCR) would like to express its profound gratitude to security and defence forces' representatives and to the ministries concerned who generously authorised the participation of their delegates in this workshop.

In addition, the Bureau conveys its cordial and respectful gratitude to the Republic of Côte d'Ivoire, to UNICEF Côte d'Ivoire, to the International Organisation of the Francophonie, to the nongovernmental organisations, Save the Children and Terre des Hommes, and to the co-organisers and key partners without which this event would not have become a reality.

The participation of 23 delegations to this meeting was made possible by the strategic, financial and logistical support of several UNICEF country offices (Angola, Benin, Burundi, Cameroon, Chad, Comoros, Côte d'Ivoire, Gambia, Ghana, Guinea, Libya, Malawi, Mali, Mauritania, Namibia, Niger, Rwanda, Senegal, Sudan, Swaziland, Togo, Tunisia and Zambia). Delegations from Benin, Burkina Faso, Guinea and Senegal also received financial support from UNICEF Côte d'Ivoire, Francopol, Terre des Hommes, Save the Children and the IBCR.

Finally, we would like to thank all of the IBCR team, in particular Mr. Guillaume Landry, interim Director General, who convinced the training institutions and funding partners of the importance to establish an initial training programme on children's rights. Thanks

also to Mr. Gbato Soumaroho, Training and Field Mission officer, whose expertise contributed immensely to the success of this endeavour, and to Ms. Tania Sagastume, in charge of research and quality control, who supervised the editing and planning of the training toolkits. We extend our thanks to all members of the IBCR security forces training programme: Mr. Henri Ariston Nzedom (Niger), Mr. Gerardo Ducos, Ms. Inas Hamid (Yemen), Ms. Sabine Michaud (Côte d'Ivoire), Mr. Martin Nagler and Ms. Maude Fournier (Cameroon), Ms. Lorraine Serrano (Chad), Mr. Javier Carlos Ortega and Mr. François Sobo (Burundi), Mr. Nagui Demian (Jordan), Ms. Rena Ramkay (Kurdistan, Iraq), Ms. Julie Langelier (Nigeria, Senegal) and Mr. Karim Laz (Guinea, Togo) for their perseverance, their faith in this initiative, their research and assistance. Furthermore, the IBCR could not fulfil its mission without the important contribution of its interns, including Ms. Danielle Bachaalani, Mr. Charles de Bock and Ms. Mayada Saikali. Thanks to our consultants, more specifically Ms. Sabrina Tremblay-Huet, who worked tirelessly on the preparation for the workshop and this report, and to Ms. Catherine Beaulieu and Ms. Jenny Brasebin for revising and translating all documents. Lastly, thanks to Mrs. Nadja Pollaert, Director General, who contributed oversight and direction to this project.



# FOREWORD



**Susan Bissell**

Chief of Child Protection,  
Programme Division,  
UNICEF New York

Every day, everywhere, boys and girls come into contact with the juvenile justice system, whether they are alleged offenders, victims or witnesses to criminal acts. The juvenile justice system is the primary mechanism for States Parties of the Convention on the Rights of the Child (CRC) to respect, protect and implement the rights of the children who come in contact with the law. Access to justice is one of the fundamental rights of children who are in contact with the judicial system. Violation of this right is often the result of discrimination based on sex, race, disability or economic status. Access to justice without discrimination is one of the main priorities of UNICEF in promoting children's rights when they come into contact with the law.

All university studies and fieldwork highlight the many gaps that need to be addressed in order to achieve this goal. More specifically, as outlined in the Joint Report of 2012 on the prevention and response to violence against children within the juvenile justice system by the Office of the High Commissioner of Human Rights, the United Nations' Office on Drugs and Crime and the Special Representative of the Secretary General on Violence against Children, juvenile justice systems are characterised by a "disproportionate punitive approach". Children facing these systems, whether alleged offenders, victims or witnesses of crime, are too often exposed to discrimination, violence and stigmatisation, and denied measures more appropriate for them. Furthermore,

in addition to the violence children are subjected to during interrogations, arrests and detentions, children who are not apprehended or arrested are frequently victims of violence at the hands of law enforcement and authorities – a phenomenon highlighted in the report.

As a Canadian, I am proud of the work carried out at the International Bureau for Children's Rights (IBCR) and motivated by the results. The IBCR has been working in partnership with UNICEF for many years to promote long term change in the treatment of children in contact with the justice system, particularly in sub-Saharan Africa and the Middle East. More specifically, with the support of UNICEF, the IBCR developed and supervised national training curriculum for security forces, enabling them to promote and protect children's rights in accordance with the Convention on the Rights of the Child. With its pragmatic approach and innovative partnerships with security forces' training schools in participating countries, the IBCR has contributed to improved treatment of children by police officers and gendarmes, who are often the first point of contact between the child and the judicial system. The integration of restorative justice principles in all of IBCR's training sessions and workshops is a key component of its work. The critical link between child protection and restorative justice as an alternative to punitive solutions is recognised by the United Nations, as asserted in the recent report by the Special Representative of the Secretary-General on Violence against Children, *Promoting Restorative Justice for Children* (2013).

I am convinced that the work accomplished by the IBCR to encourage security forces to comply with and implement the CRC and national legislation on children's rights is a stepping stone towards improving child protection and curtailing violence in juvenile justice systems in all participating countries.



# INTRODUCTION



**Guillaume Landry**  
*Interim Director General  
International Bureau  
for Children's Rights*



The International Bureau for Children's Rights is proud of the Fifth International Workshop on the Integration of the Six Core Competencies on Child Friendly Policing into the Training and Practise of Police Officers and Gendarmes in Africa, held in Abidjan, Côte d'Ivoire, from 12 to 15 November 2013, as follow up to the sessions in Ouagadougou in November 2009, Cotonou in December 2010, Niamey in November 2011 and the Lomé workshops in November 2012. It is an honour for the IBCR to take part in this meeting, generously hosted by the authorities and institutions of Côte d'Ivoire, in order to further our reflections on how to improve quality and integration of child rights' training in police and gendarmerie schools worldwide.

The IBCR is particularly pleased that the work begun in 2009 has led to concrete changes and results to improve and strengthen the crucial role of police officers and gendarmes in the protection and promotion of children's rights.

In Burundi, Cameroon, Côte d'Ivoire, Guinea, Niger, Nigeria, Senegal, Chad and Togo, the IBCR had the privilege of working with security forces' training institutions to develop a permanent, compulsory, high quality course as part of all new recruits' training. Furthermore, in Côte d'Ivoire, Guinea, Niger, Nigeria, Senegal and Togo, specialised courses have been or will be developed for security forces. In Burundi,

Cameroon and Chad, training of judges and legal staff is underway in coordination with the training of security forces.

These courses are based on the six key competencies, unanimously endorsed at Niamey in 2011 by 15 countries, then again by 23 countries in Lomé in 2012, that are considered essential for mainstreaming children's rights into police practice. There is no doubt that the Niamey commitment is now taking concrete form.

The 2011 meeting in Niamey marked the beginning of a reflection and analysis process that materialised in 2012. With great pleasure, the Bureau welcomes to Abidjan the six delegations that initiated sessions in 2012 to learn from the implementation of their action plans. With support from UNICEF and Save the Children, Burundi, Chad and Nigeria joined the programme this year, as well as Arabic-speaking countries, Jordan and Yemen. The IBCR has also developed the first police training programme in Kurdish, in the Kurdistan Region of Iraq. In addition, long-time friends have returned to the table, such as Benin, Mali and Mauritania, who are repeating the experience, this time with the hope that the meeting leads to a detailed action plan, enriched by the other African nations' experiences. The IBCR thanks these countries for their renewed participation.



Without a doubt, the most obvious development in Abidjan is the presence of new delegations. While there were eight delegations in Ouagadougou, 11 in Cotonou, 15 in Niamey and 20 in Lomé, Côte d'Ivoire was host to 23 African delegations.

The IBCR is delighted to see Rwanda and the Comoros Islands join the exchange and broaden the francophone horizon of this project and its network. It is also delighted to welcome, for the first time, a Portuguese-speaking delegation with the participation of Angola. A great number of English-speaking countries have also embarked on this adventure, with the Gambia, Ghana, Malawi, Swaziland and Zambia present at this event. Many of these delegations have come a long way to share their experience, but also to learn how French-speaking Africa has accomplished all this work and determine how to inspire East and Southern-Africa to move beyond awareness and promote a sustainable approach to building child rights' expertise and know-how among security forces. The IBCR is also pleased to welcome Libya, Sudan and Tunisia, bridging the gap between this workshop and the regional meeting held in September 2013 in Amman to consider all aspects of training in greater depth among specialised police units for children.

Much work has been done to make justice more accessible and responsive to children's rights. All of this work depends on the enthusiasm, commitment and unfailing support of the national security forces' training academies, relevant ministries and other concerned stakeholders. Security forces can rely on the support of key actors involved in the work so far, including UNICEF, which, through its mandate, capacity and commitment, emphasises the systematic approach to justice and children, making police training a critical niche.

For the past two years, Save the Children has also been a leading supporter of this project and has committed to continue its support for participating countries for years to come. Other organisations, like Plan, Terre des Hommes, Defence for Children,

the International Catholic Child Bureau, the Danish Institute for Human Rights and World Vision are also allies in this project. The International Organisation of the Francophonie and Francopol, collaborators on this regional project since its inception in 2009, have also committed to support the next steps. Finally, the IBCR, as instigator of this process, has given itself the ambitious, but realistic, goal to make the promotion and protection of children's rights a reality for police officers and gendarmes, both in small daily gestures and in the broader impact they have in strengthening security and justice for all children.

For the whole team at the International Bureau for Children's Rights, working with security forces and judiciary schools, with national and international organisations, has been a humbling experience and a learning opportunity. In each country, the IBCR has witnessed many of the challenges faced by national partners. The shortcomings are many, whether they be material or logistical (cars, office space, phones), financial (sporadic and inadequate remuneration of law enforcement representatives) or concerning human resources (staff turnover, lack of staff in various institutions, appointment of staff regardless of their genuine interest in children's rights). Given these challenges, our greatest satisfaction is the commitment of our partners and their sincere interest in children's rights. Often ill-prepared to intervene in complex situations, police officers and gendarmes whom the IBCR met did not hesitate to recognise the importance of addressing and treating children differently from adults.

This workshop puts forward the achievements, learning and experiences of the delegations from Cameroon, Guinea, Côte d'Ivoire, Niger, Senegal and Togo, which have inspired their African colleagues to equip their own security forces with the tools needed to adopt practices that uphold children's rights. The IBCR is convinced that this workshop will assist with continued work in countries that have begun this reform, while inspiring others to follow their steps.

# WHY DO WE NEED TO STRENGTHEN THE COMPETENCIES OF POLICE OFFICERS AND GENDARMES WORKING WITH CHILDREN?

Whether they are victims or witnesses of abuse or in conflict with the law, children and young people have regular interaction with police officers and gendarmes. In several countries, the younger generations have been marked by protracted and bloody conflicts and exposed to political violence, ethnic segregation, gender discrimination, and increasing social disparities. As a result of marginalisation, migration, urban violence and social problems, a significant number of children are now forced to live and/or work on the street, which makes them even more vulnerable to violence and exploitation.

Africa and the Middle East have their own share of political instability and insecurity and face a number of governance and development challenges. In order to establish and maintain the rule of law in

these regions, countries are encouraged to implement major reforms of their judicial institutions and national security systems. There is evidence that too often, such reforms only target certain components of the justice system – such as legislation or judges – and leave law enforcement aside. However, the justice system cannot function effectively when police officers and gendarmes conduct inadequate investigations and violate the rights of the accused and victims. Most of the time, the police is the gateway to the justice system.

These facts highlight the importance of adopting child friendly law enforcement practices to enhance the protective role of officers and the legal environment. A police officer or gendarme with adequate training and understanding of the rule of law can play



*The delegations during the workshop's opening ceremony.*

an important role in the prevention, identification and redress of child rights violations. He or she is able to protect and promote these rights and to address violations. He or she is therefore equipped to promote the long term reinsertion of children into society and to strengthen society's confidence in the State apparatus. At the same time, good security within communities encourages stability and promotes the rule of law at the national level. A more stable environment facilitates long term economic and social development and fosters confidence in the State.

In short, an efficient and legitimate police force can only exist when a relationship of trust is established between police and society. Hence, ethical and appropriate police behaviour is crucial. Police officers and gendarmes must be adequately trained to this end.

Challenges in this regard are numerous. Currently, technical training in certain fields is considered a priority to the detriment of basic training on child friendly policing and key child rights' competencies. Yet, in emergency situations, the role of the police officer should not be limited to intervening and using force; officers should also possess negotiation and mediation skills if they are to stop abuse against chil-

dren. It is equally important that they learn about child development, communication techniques, collaborating with other actors in the justice system and applying the rules of ethical and professional conduct. Developing training on the rights of the child will equip law enforcement with the necessary technical and interpersonal skills to implement national, regional and international instruments on human rights and children's rights.

"I was particularly moved by how the IBCR has led on the issue of children's rights with the security forces, especially the Ivorian police and gendarmerie. The skills I have developed allowed me to understand how to proceed when a child is involved in any matter. Furthermore, the IBCR is a reliable partner in the field of children's rights. The direct involvement of UNICEF in the process also demonstrates that this organisation is a trustworthy entity, which has demonstrated maturity in carrying out its missions across the world. The challenges are great, but with unwavering commitment, we will meet them, because our country needs to protect all its children, regardless of race, religion or ethnicity."

**Lieutenant Braffo**

*Supervisor of Instructors and Head of Office Organization and Middle School (BOME) of the gendarmerie training school*



*Mrs. Adèle Khudr, Resident Representative of UNICEF in Côte d'Ivoire, during her speech at the workshop's opening ceremony.*

"It was a real pleasure for me to work once more in partnership with the IBCR. Your professionalism makes you a benchmark organisation in promoting the rights and protection of children. That is why, when it came to start the process of mapping and evaluating the system of child protection and develop a training programme with law enforcement in Chad, we did not hesitate engaging in a partnership with your organisation. We were convinced that, by working with you, we would not be disappointed. I would like to take this opportunity to wish the IBCR good luck - you work wonders."

**Bakary Sogoba**

*Chief of Child Protection (UNICEF Chad) – November 2013*





# BACKGROUND TO THE COMPETENCY-BASED APPROACH PROMOTED BY THE INTERNATIONAL BUREAU FOR CHILDREN'S RIGHTS

## ON THE WAY TO OUAGADOUGOU, OCTOBER 2009

In November 2009, on the occasion of the 20th anniversary of the United Nations' Convention on the Rights of the Child, representatives of the International Organisation of the Francophonie (OIF), Francopol, the International Bureau for Children's Rights and a dozen police and gendarmerie academies (mostly from French-speaking Africa) met in Ouagadougou, Burkina Faso. The objective of this meeting was to raise participants' awareness of the rights of the child and the principle of the best interests of the child in the context of police practice.

This conference led participants to realise that, while police forces seemed to master the vocabulary and terminology of children's rights, their actual mean-

ing and practical application remained vague. Also, it turned out that, while several police institutions noted that they offered child rights' training, these mostly consisted of one time sessions carried out by external consultants. These training sessions were not evaluated, were deemed to be too short and did not appear to have any impact on the integration of children's rights into police practice.

## ON THE WAY TO COTONOU, DECEMBER 2010

In light of these observations, the OIF, Francopol and the Bureau agreed to organise another meeting in West and Central Africa to focus on police training and international standards for justice for children. The meeting took place in Cotonou, Benin from 13 to



*Plenary discussion with 12 delegations during the regional workshop in Cotonou, December 2010.*





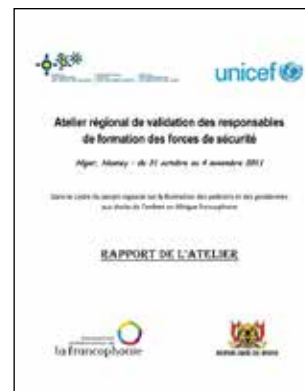
*Report following the Ouagadougou workshop organised in November 2009.*



*Report following the Cotonou workshop organised in December 2010.*



*Report following the expert meeting held in Dakar in September 2011.*



*Report following the Niamey workshop organised in November 2011.*

15 December 2010. At the time, the Bureau offered long term support through knowledge transfer and follow-up with police and gendarmerie academies interested in developing integrated and practical training programmes. The objective of this initiative was to help these academies to provide training modules on child rights and child protection with their own, in house expertise. The meeting thus laid the foundation for a more ambitious training programme on the protection and rights of children in contact with the law.

## ON THE WAY TO DAKAR, SEPTEMBER 2011 AND NIAMEY, NOVEMBER 2011

From the month of March to November 2011, the Bureau focused on strengthening its collaboration with police and gendarmerie academies of the various countries in the region. In parallel, the Bureau focused on developing a partnership with UNICEF's Regional Office for West and Central Africa, UNICEF offices in participating countries, the nongovernmental organisation, Save the Children Sweden, and local NGOs. With the support and collaboration of different actors, the initiative became increasingly regional in dimension, with 14 French-speaking West and Central African countries participating in the project in 2011 and endorsing its objectives. These countries included Benin, Burkina Faso, Cameroon, Chad, Côte

d'Ivoire, Gabon, Guinea, Mali, Mauritania, Niger, the Central African Republic, the Republic of the Congo, Senegal and Togo. Haiti is also involved in the project.

The Bureau was able to accomplish the following in 2011:

- 1) A literature review identifying the key competencies and knowledge that all gendarmes or police officers should possess to ensure child friendly policing and compliance with relevant standards and laws.

"Through various training workshops that were organised between 2009 and 2013, the IBCR helped the National Police Academy and the Brigade for the Protection of Minors to better understand the issue of child protection. Chad, having integrated the process, intends to fully support the mapping project so that modules designed on key skills allow for initial training, specialised and ongoing development of the police force. These teachings will lead to behavioural changes in police that result in better protection of the child and comply with the various conventions in children's rights that Chad has ratified. We should thank the IBCR and UNICEF-Chad who have enabled this integration and conducted the mapping project."

**Djiadingar Moïta**

*Chief of police – Brigade Chief – Protection of Minors, Combatting Gender and Sexual Offenses – Directorate of the Judicial Police of Chad – November 2013*

2) A detailed global and regional analysis of more than 130 training tools used in the region to train police officers and gendarmes on child friendly policing.

3) A course outline based on relevant training materials and teaching resources to allow police and gendarmes to strengthen their technical and interpersonal skills and acquire the key competencies identified above.

4) A five day meeting of 40 experts in Senegal at the end of September 2011 to approve and improve the list of six core competencies, the training programme and the analysis of existing tools. Following the expert workshop, the Bureau incorporated the recommendations and published a meeting report.

5) Following the validation phase, the Bureau developed a training framework for police officers and gendarmes, including relevant materials, as well as the key child rights competencies and practices previously identified.

6) The Bureau obtained the support of 15 police academies and 15 gendarmerie academies from French-speaking countries in Western and Central Africa and Haiti; these institutions validated the outcomes of point 1 (competency framework), point 2 (analysis of existing training tools) and point 3 (course summary and outline). These three components form a framework for the development of a

teaching methodology and training course on child friendly policing for years to come.

Thanks to the support of UNICEF Niger, a third international workshop was held in Niamey from 31 October to 4 November 2011. It led to the adoption, by the consensus of all 15 delegations present, of six key child rights' competencies to be taught to all police and gendarmes. Each country also developed a national plan of action including, at minimum, the development of a mandatory, initial child rights' curriculum and training for all police officers and gendarmes.



*A collective task: last minute validation to obtain a consensus on the list of key competencies of police and gendarmerie in order to adapt their practice to respect children's rights during the Dakar expert workshop, September 2011.*



*Group picture during the Niamey workshop, November 2011.*

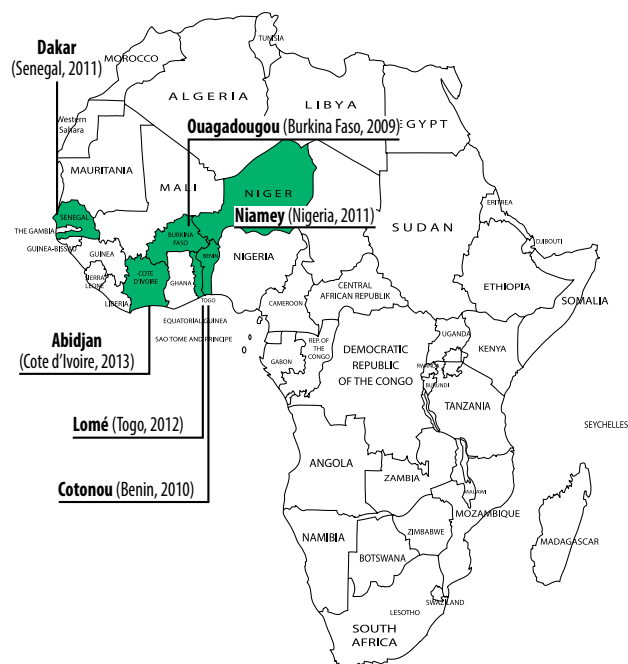
"A practical and participatory approach..."

"I participated in the regional workshop on police and gendarmes' training on children's rights that took place in Niamey, in November 2011, with four representatives from the Ivorian police and gendarmerie schools. At this event, I could see the professionalism and commitment of the International Bureau for Children's Rights in its relations with security forces and public authorities. The practical and participatory approach of the Bureau in these capacity building activities for actors in the child protection system was timely, since Côte d'Ivoire, emerging from a major crisis, undertook security sector reform, in which included improving the ability of security forces to protect human rights and the rights of vulnerable people, especially children. Since the Spring 2012, UNICEF signed an 18 month contract with the IBCR to provide technical support to police and gendarmerie schools and give them comprehensive training toolkits for the initial level (new recruits), ongoing service level (agents currently in service) and specialised level (focal points with a specific mandate involving children within the security forces), as well as extensive training of teachers. Since then, authorities have repeatedly asserted their ownership of the process and their appreciation for their collaboration with the IBCR. The Bureau has been able to adapt the project to the local context and scheduling changes, while maintaining the course and achieving the expected results. UNICEF Côte d'Ivoire is pleased to develop this fruitful collaboration for the coming years. UNICEF hopes to accompany the Republic of Côte d'Ivoire, with the support of the International Organisation of the Francophonie and the International Bureau for Children's Rights in its hosting of the Fifth International Workshop on the practices of security forces in children's rights in November 2013."

**Ms. Laetitia Bazzi-Veil**

*Regional Chief of Child Protection – UNICEF Côte d'Ivoire*

## REGIONAL WORKSHOPS HELD IN THE SECURITY FORCES TRAINING PROGRAMME



## ON THE WAY TO LOMÉ, NOVEMBER 2012

The IBCR team, in collaboration with various partners involved in the project, has been working since November 2011 on the implementation of several national action plans. Agreements signed between the IBCR, UNICEF, Save the Children and local authorities in participating countries have helped to launch the mapping project and the development of new training programmes for the security forces in Cameroon, Côte d'Ivoire, Guinea, Niger, Senegal and Togo.

In November 2012, 22 national delegations met in Lomé, Togo, to participate in the Fourth Workshop on the Training of Security Forces in Children's Rights. This workshop brought together not only French-speaking countries, but also delegations from Arabic and English speaking countries. In attendance were delegations from three continents, including Burundi, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Ethiopia, Guinea, Haiti, Iraq, Jordan, Kenya, Mauritania, Namibia, Niger, Nigeria, occupied Palestinian territories, Senegal, Sierra Leone, Swaziland, Tanzania, Togo and Zim-



As stated by Dr. Najat Maalla M'jid, Vice-President of the Board of Directors of the International Bureau for Children's Rights and Special Rapporteur on the sale of children, child prostitution and child pornography, it is a major initiative: "Ensuring proper protection of children against the many violations rampant in our world requires a strengthening of police officers' and gendarmes' intervention," she declared at the opening of the workshop. "Indeed, they are the ones on the front line, who are required to protect the child, whether victim, witness or wrongdoer. I welcome the interest and the participation of the police and gendarmerie training schools and I genuinely hope that it will result in appropriate methods of intervention that will ensure, at all times, the best interests of the child."

"We are anxious to reduce children's vulnerability towards all kinds of abuse and violence and to protect them also when they commit crimes," declared the UNICEF Representative in Togo, Dr. Viviane van Steirteghem. "That is why UNICEF helps governments to strengthen legislation, policies and relevant services such as law enforcement. The role of police officers and gendarmes in the protection of children cannot be underestimated. Not only is it necessary that they acquire a proper knowledge on children's rights, but more importantly, that they are given the tools to apply this knowledge in their everyday practice."



Overview of the delegations at the Lomé workshop.

babwe. This workshop was an opportunity to share how the six countries that began this journey have experienced the implementation of the programme in collaboration with the IBCR in 2012 (Cameroon, Côte d'Ivoire, Guinea, Niger, Senegal and Togo), while allowing other countries to develop their own national action plans in order to adapt the programme to their specific context.

## ON THE WAY TO ABIDJAN, NOVEMBER 2013

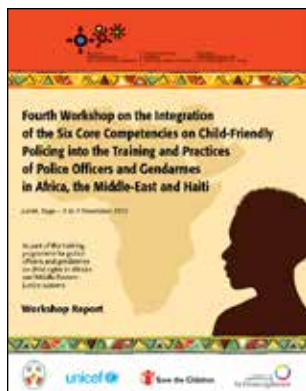
Following the meeting in Lomé, many countries decided to participate in the project to integrate core competencies on child-friendly policing into training and practices of police officers and gendarmes, from Africa to the Middle East. In addition to Burundi, Nigeria and Chad in Africa, Iraq, Jordan and Yemen in the Middle East have joined the project. Among the 12 countries where the Bureau supports the implementation of national action plans, three of them – Burundi, Cameroon and Chad – have included their justice sector and the magistrates' and prosecutors' training schools in their work plan.

In May 2012, the IBCR also signed a partnership with the Regional Office of UNICEF for the Middle East and North Africa to study the work of specialised police units working children and women. This agreement enabled the compilation of 120 units for comparison among the nine countries participating in this study

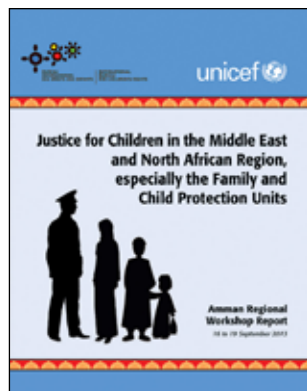


Mr. Guillaume Landry, Director of Programmes and Development at the International Bureau for Children's Rights, during the opening ceremony at the Abidjan Workshop on November 12, 2013.





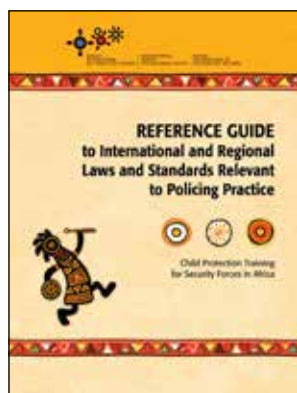
*Lomé Workshop Report  
in November 2012.*



*Amman Workshop Report  
in September 2013.*

Underlying principles of the security forces training on children's rights:

1. Training academies play a key role at all stages of the project
2. The Bureau provides technical support
3. All actors involved in protecting children's rights in the country are consulted and informed
4. The transparency of the initiative and of its different steps is paramount
5. The Minister of the Interior and the Minister of Defence support the work developed with the guidance of training academies



*Available in French and English, this Reference Guide developed by the IBCR compiles in one document all the laws and standards relevant to police officers and gendarmes' policing practices and pertaining to child justice.*



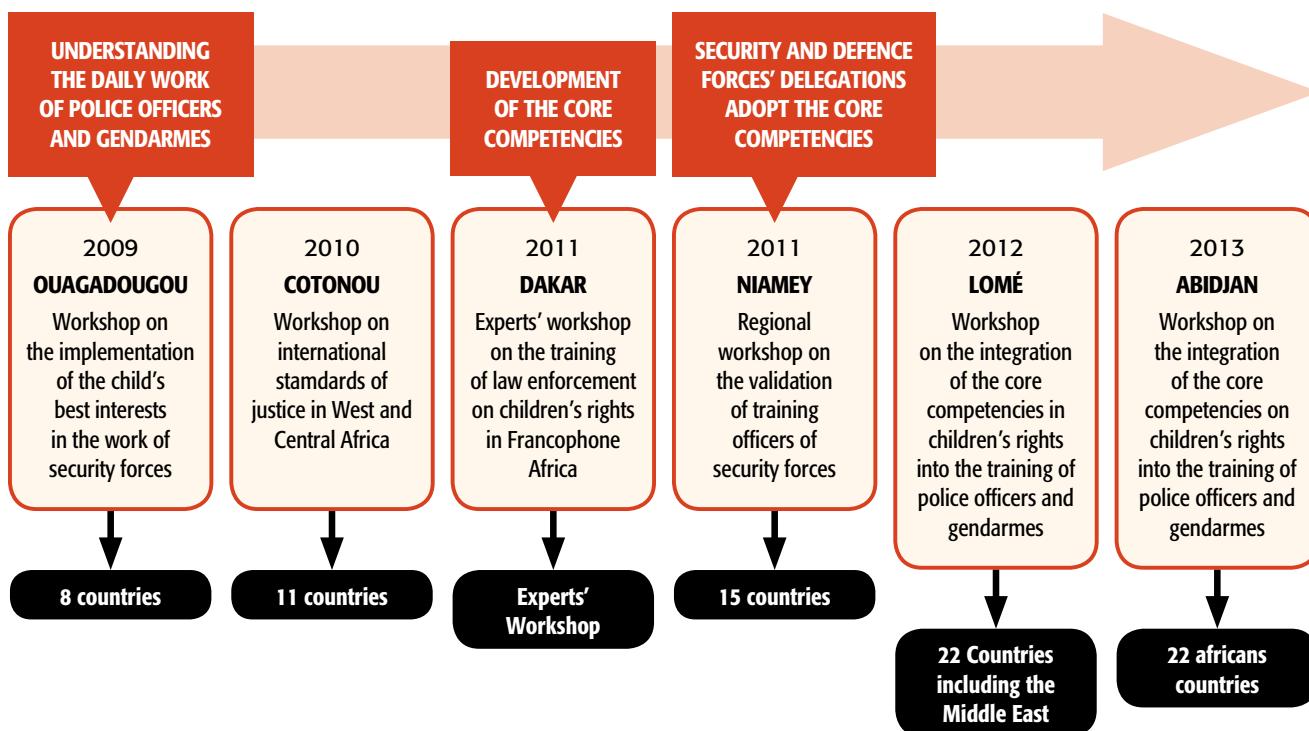
*Report presenting the inventory of the Senegalese legislation relevant to security forces' practices and pertaining to child rights.*

(Iraq, Jordan, Lebanon, Libya, Morocco, occupied Palestinian territories, Sudan, Tunisia and Yemen). A regional workshop was held in Amman, Jordan, from 16 to 19 September 2013, to gather the nine delegations and analyse the results. Recommendations were then made to enrich the development strategies adopted to strengthen the role of child protection in specialised police units.

From 12 to 15 November 2013, 22 national delegations met in Abidjan, Cote d'Ivoire, to participate

in the Fifth International Workshop on the training of security forces in children's rights. This workshop has provided the opportunity to share the experience of the six countries most advanced in the process of implementing the programme in their police and gendarmerie training schools, while allowing other delegations to develop their own adapted and specific national action plan. Delegations with experience in the various stages of integration of the key competencies in children's rights in the training and practices of police officers and gendarmes (regarding mapping, training toolkit development, teachers' training and specialised training) shared their knowledge with observing countries or those countries at the beginning of the process. These delegations were also able to exchange on good practices and some of their solutions to possible obstacles. New delegations joined the multilateral meeting, including three countries from North Africa, Libya, Sudan and Tunisia. They have established national action plans, which can be found in the annexes of this report.

The IBCR goal is that all security forces' schools adopt the training programme on children's rights and protection and integrate it on a mandatory basis in the initial training curricula. This will ensure better protection of child victims, witnesses or perpetrators of crime and should have a lasting impact.



*Mr. Soumahoro Gbato, Team leader of the police training programmes at the International Bureau for Children's Rights, directing a session during which delegates from Guinea, Senegal and Togo presented the process of training trainers in police and gendarmerie's training centres.*

"Leadership, flexibility and ongoing commitment...

as a Canadian and lawyer in human and children rights, I have come to know the International Bureau for Children's Rights (IBCR) since its inception. However, it is only recently that I had the opportunity to work with this organisation. Through the Regional Office of UNICEF – West and Central Africa, I've come to know them as partners in promoting children's rights among security forces. Last year, the office of UNICEF and the Ministry of Justice in Cameroon signed an agreement in partnership with the IBCR so that children's rights, especially children in conflict with the law and victims, are better protected by judicial actors. This collaboration will continue in 2013 and in the years to come with the aim to integrate children's rights in every curricula in police, gendarmerie and judiciary schools in Cameroon. This little note is to thank the IBCR for its leadership, flexibility and ongoing commitment, so that all vulnerable children of this region, including those of Cameroon, may be protected from any form of abuse, violence or discrimination."

**Ms. Julie Bergeron**

*Chief of Child Protection – UNICEF Cameroon*

## SIX CORE COMPETENCIES APPROVED BY EXPERTS AND ENDORSED BY THE POLICE AND GENDARMERIE ACADEMIES

### Definition of "competency"

The term "competency" includes the knowledge, experiences, skills and behaviours required to perform effectively in a given job, role or situation. Competencies are what a person has or may acquire, such as a feature, an attitude, an ability, an aspect of one's self-image or a body of knowledge and behaviours that he or she uses.

### Types of competencies


Generally speaking, core competencies can be distinguished from technical or special competencies as follows:

- Core competencies are intrinsic human qualities or skills generally required to enter a profession, such as displaying integrity, being able to work under pressure, etc.
- Technical competencies, on the other hand, allow an officer to perform a specific task or to act adequately in a particular situation. This might include recognising and preventing violence against children, specific computer skills, etc.

#### Definition of work performance

Executing one or many professional tasks based on pre-established criteria of qualifications, competency, speed and efficiency.

Source: *Glossaire de la formation professionnelle: termes d'usage courant*, Genève, BIT, 1987, vi, p. 61.



**Knowledge**  
+ **Technical Skills**  
+ **Interpersonal Skills**  
= **Competency**

### Behavioural indicators

How can we determine who is a good or a bad police officer or gendarme? It is essential to establish evaluation criteria that can be equally applied to all law enforcement officers. For example, to determine whether an officer possesses a given competency, one could look at his or her work performance or simply his or her behaviour. The behaviours associated with different competencies can be defined in a number of ways, as the four examples below demonstrate.

1. Specifying the behaviours that officers are expected to adopt.<sup>2</sup>
2. Elaborating on the different behaviours that correspond with an officer's level of responsibility. The expected behaviour would therefore vary depending on whether the officer is at entry, middle or senior level.<sup>3</sup>
3. Specifying which behaviours are considered effective in a given situation - in other words which behaviours reflect a given competency, and which ones reflect the lack thereof.<sup>4</sup>
4. Lastly, dividing competencies into knowledge, technical skills and interpersonal skills, using a competency-based approach.

1. Adapted from the definition offered by the Interagency Working Group (IWG) on Emergency Capacity Building in *Humanitarian Competencies Study*, 2006: « Competencies represent the experience, skills and behaviours required to perform effectively in a given job, role or situation. They are what a person has; i.e. a characteristic, motive, trait, skill, aspect of one's self-image, or body of knowledge which he or she uses. » This definition has been used in other publications, including: Inter-agency Initiative of the Child Protection Working Group, *Child Protection in Emergencies (CPIE) Competency Framework*, 2010; People in Aid, *Behaviours Which Lead to Effective Performance in Humanitarian Response – A Review of the Use and Effectiveness of Competency Frameworks within the Humanitarian Sector*, June 2007. Available online: [www.careers.lon.ac.uk/files/pdf/competencies-report---final.pdf](http://www.careers.lon.ac.uk/files/pdf/competencies-report---final.pdf).

2. See for example *United Nations Competencies for the Future*, available at: [www.unep.org/vacancies/PDF/competencies.pdf](http://www.unep.org/vacancies/PDF/competencies.pdf)

3. This is the approach chosen by the *Child Protection in Emergencies Competency Framework*, developed by the Child Protection Working Group, available at: <http://onerresponse.info/GlobalClusters/Protection/Documents/Child%20Protection%20in%20Emergencies%20Competency%20Framework.pdf>

4. This approach is described in the documents *Humanitarian Coordination Competencies*, available at: [www.humanitarianresponse.info/document/humanitarian-coordinator-competency-model](http://www.humanitarianresponse.info/document/humanitarian-coordinator-competency-model), and *Alaskan Core Competencies for Direct Care Workers in Health and Human Services* available at: [www.wiche.edu/info/publications/alaskanCoreCompetenciesVersion1.pdf](http://www.wiche.edu/info/publications/alaskanCoreCompetenciesVersion1.pdf)



## Identification of core competencies in child rights for security forces

Children's rights are defined in various national, regional and international instruments, all anchored in the United Nations' Convention on the Rights of the Child. The security forces' training manuals analysed for this project were all founded on the explicit – albeit sometimes abstract – provisions of these instruments.

Nevertheless, in light of the widespread violations and child protection needs in Sub-Saharan Africa, we can affirm that ad hoc trainings have failed to address the many challenges that police face on a daily basis. There is a need to change the methods employed and to focus not only on knowledge, but also on the interpersonal and technical skills

### Six core competencies adopted in Niamey (2011) for mainstreaming children's rights into the practice of security forces

- 1) Knowledge, promotion and implementation of children's rights
- 2) Knowledge and application of the rules of ethics and professional conduct
- 3) Knowledge of children
- 4) Interaction and communication with children, their families and communities
- 5) Collaboration with all formal and informal stakeholders towards a coordinated intervention
- 6) Efficient use of working tools adapted to children



*Brochures describing the programmes to train security forces on children's rights, available for each of the 12 countries involved in this initiative with the IBCR.*

that security forces must develop in order to deal with children. In a "competency-based approach," knowledge of the standards and laws is only one skill among many others; the emphasis is placed instead on the application of this knowledge. On a related note, our numerous exchanges with training academies revealed that it is often the higher ranking officers who benefit from trainings offered by external consultants and not necessarily those who regularly come into contact with children. It is therefore important to design tools that can reach those working in the field, in villages and communities, which are grounded in national systems and consistent with the functioning of training academies. The training content and methodology developed in this project aims to develop competencies.

## Description of competencies

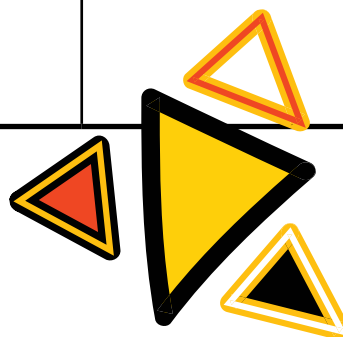
Each competency is divided into three components: knowledge, technical skills and interpersonal skills. There are a number of behavioural indicators for each competency. The table below provides a detailed explanation of each of the core competencies which has been developed.



## DESCRIPTION OF CORE COMPETENCIES OF SECURITY FORCES WORKING ALONGSIDE CHILDREN

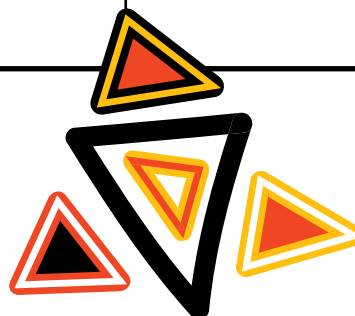
FIRST CORE COMPETENCY				
KNOWLEDGE, PROMOTION AND IMPLEMENTATION OF CHILDREN'S RIGHTS				
AREA OF FOCUS <i>What the student must be able to do</i>	LEARNING OBJECTIVES <i>What the student has to master in order to succeed in a given task</i>			PERFORMANCE CRITERIA <i>What the student must demonstrate to the trainer</i>
	KNOWLEDGE	TECHNICAL SKILLS	INTERPERSONAL SKILLS	
Promoting good child rights practices	<ul style="list-style-type: none"> <li>■ Four core child rights principles;</li> <li>■ Child protection concepts and notions;</li> <li>■ Main instruments for the promotion of children's rights;</li> <li>■ National legal and normative framework;</li> <li>■ International legal and normative framework:               <ul style="list-style-type: none"> <li>– Conventions/</li> <li>– Protocols,</li> <li>– Charters + pacts,</li> <li>– Directives,</li> <li>– Guidelines,</li> <li>– Bilateral and multilateral agreements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Explaining and applying the four core child rights principles;</li> <li>■ Understanding child protection concepts and notions;</li> <li>■ Identifying and applying relevant instruments depending on target group;</li> <li>■ Advocacy;</li> <li>■ Defining the international and national legal/normative frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>■ Good judgment;</li> <li>■ Analytical thinking;</li> <li>■ Thoroughness;</li> <li>■ Pragmatism;</li> <li>■ Objectivity;</li> <li>■ Open mindedness.</li> </ul>	<ul style="list-style-type: none"> <li>■ Appropriate use of child protection/ child rights concepts and notions;</li> <li>■ Clear explanation of core child rights principles;</li> <li>■ Accurate distinction between different legal/normative frameworks;</li> <li>■ Compliance with rules of communication;</li> <li>■ Selection of appropriate communication strategies;</li> <li>■ Determination of specific, precise objectives.</li> </ul>

The International Bureau for Children's Rights has developed a list of precise, measurable indicators that allows schools to determine the best way to monitor behavioral change among officers and their treatment of children. If you wish to discuss further about impact assessment methods for child-friendly policing, please contact the IBCR.

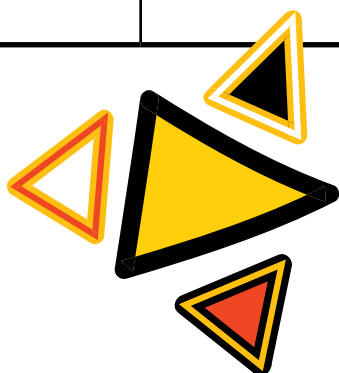




SECOND CORE COMPETENCY				
KNOWLEDGE AND APPLICATION OF THE RULES OF ETHICS AND PROFESSIONAL CONDUCT				
AREA OF FOCUS  <i>What the student must be able to do</i>	LEARNING OBJECTIVES  <i>What the student has to master in order to succeed in a given task</i>			PERFORMANCE CRITERIA  <i>What the student must demonstrate to the trainer</i>
	KNOWLEDGE	TECHNICAL SKILLS	INTERPERSONAL SKILLS	
Applying the rules of ethics and professional conduct when working with children and other relevant stakeholders	<ul style="list-style-type: none"> <li>■ Definition of values inherent to the protection of children's rights;</li> <li>■ Knowledge of children's rights;</li> <li>■ Knowledge of legislation relevant to children;</li> <li>■ Definition of ethics;</li> <li>■ Definition of code of professional conduct;</li> <li>■ Understanding of the notions of dignity, integrity and child participation;</li> <li>■ Appropriate vocabulary;</li> <li>■ Knowledge of the non-discrimination principle;</li> <li>■ Knowledge of confidentiality rules.</li> </ul>	<ul style="list-style-type: none"> <li>■ Promoting and disseminating these values;</li> <li>■ Distinguishing between rules of ethics and professional conduct;</li> <li>■ Identifying the rules of ethics compatible with children's rights;</li> <li>■ Ethical decision-making;</li> <li>■ Managing information;</li> <li>■ Handling communication with the media.</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect;</li> <li>■ Consistency;</li> <li>■ Integrity;</li> <li>■ Commitment;</li> <li>■ Introspection;</li> <li>■ Good judgment;</li> <li>■ Open mindedness;</li> <li>■ Fairness.</li> </ul>	<ul style="list-style-type: none"> <li>■ Consistent application of defined values;</li> <li>■ Clear distinction between rules of ethics and professional conduct;</li> <li>■ Ethical judgment;</li> <li>■ Demonstration of openness and respect;</li> <li>■ Use of appropriate terminology and vocabulary;</li> <li>■ Correct use of legislative texts;</li> <li>■ Respect of the rules governing the efficient transfer of information.</li> </ul>



THIRD CORE COMPETENCY				
KNOWLEDGE OF CHILDREN				
AREA OF FOCUS <i>What the student must be able to do</i>	LEARNING OBJECTIVES <i>What the student has to master in order to succeed in a given task</i>			PERFORMANCE CRITERIA <i>What the student must demonstrate to the trainer</i>
	KNOWLEDGE	TECHNICAL SKILLS	INTERPERSONAL SKILLS	
Assessing the needs of a child in light of their particular situation	<ul style="list-style-type: none"> <li>■ The different stages of child development;</li> <li>■ Determining factors;</li> <li>■ How children behave in particular situations;</li> <li>■ How police officers are expected to act in different situations;</li> <li>■ Response strategies.</li> </ul>	<ul style="list-style-type: none"> <li>■ Determining a child's developmental stage;</li> <li>■ Identifying problems based on how a child behaves;</li> <li>■ Selecting and implementing appropriate responses, in line with the child's best interests;</li> <li>■ Determining how a police officer should act in a given situation;</li> <li>■ Providing an adequate response to a child's behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>■ Initial contact with the child;</li> <li>■ Flexibility;</li> <li>■ Open-mindedness;</li> <li>■ Analytical skills;</li> <li>■ Objectivity;</li> <li>■ Empathy;</li> <li>■ Creativity;</li> <li>■ Attention/curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstration of openness and respect;</li> <li>■ Clear explanation of the different phases of child development;</li> <li>■ Consideration of all relevant information;</li> <li>■ Valid assessment based on available information;</li> <li>■ Identification of a child's situation;</li> <li>■ Selection of an appropriate response strategy;</li> <li>■ Appropriate use of communication techniques;</li> <li>■ Ability to adjust behaviour to an evolving situation.</li> </ul>





<b>FOURTH CORE COMPETENCY</b> <b>INTERACTION AND COMMUNICATION WITH CHILDREN, THEIR FAMILIES AND COMMUNITIES</b>				
<b>AREA OF FOCUS</b>  <i>What the student must be able to do</i>	<b>LEARNING OBJECTIVES</b>  <i>What the student has to master in order to succeed in a given task</i>			<b>PERFORMANCE CRITERIA</b>  <i>What the student must demonstrate to the trainer</i>
	<b>KNOWLEDGE</b>	<b>TECHNICAL SKILLS</b>	<b>INTERPERSONAL SKILLS</b>	
Communicating and interacting with the child, their family and community in an efficient and appropriate way.	<ul style="list-style-type: none"> <li>■ Status of the child: victim, witness, in contact or in conflict with the law, etc.;</li> <li>■ Child-friendly interviewing techniques (adapted to the child's age, gender, etc.);</li> <li>■ Techniques to communicate with the child's family/ community;</li> <li>■ Relationships between the child and their family/ community;</li> <li>■ Context (culture, tradition);</li> <li>■ Appropriate vocabulary;</li> <li>■ Personal and professional limitations;</li> <li>■ Other internal resources;</li> <li>■ Existing social structures and their missions.</li> </ul>	<ul style="list-style-type: none"> <li>■ Differentiating between the situation of the child and that of other actors in the child's environment;</li> <li>■ Identifying a communication strategy adapted to the child's status: victim, child in need of protection, child witness or in conflict with the law, etc.;</li> <li>■ Establishing a climate of trust;</li> <li>■ Organising a child-friendly environment;</li> <li>■ Using a language adapted to the child's age and level of understanding;</li> <li>■ Developing contacts with the child's family/community.</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect;</li> <li>■ Politeness;</li> <li>■ Sharpness;</li> <li>■ Perceptiveness;</li> <li>■ Sensitivity;</li> <li>■ Ability to set own bias aside;</li> <li>■ Initial contact with the child;</li> <li>■ Professionalism;</li> <li>■ Empathy;</li> <li>■ Active listening.</li> </ul>	<ul style="list-style-type: none"> <li>■ Application of the rules of effective listening;</li> <li>■ Adopting behaviour conducive to a climate of trust and collaboration;</li> <li>■ Use of appropriate communication strategies;</li> <li>■ Realistic appraisal of one's own limitations;</li> <li>■ Use of vocabulary adapted to the child;</li> <li>■ Respect of the rules of effective communication;</li> <li>■ Identification of the distinctive features and needs of children and stakeholders;</li> <li>■ Making a clear distinction between children who are victims, witnesses, in contact or in conflict with the law;</li> <li>■ Adequate establishment of interviewing techniques.</li> </ul>



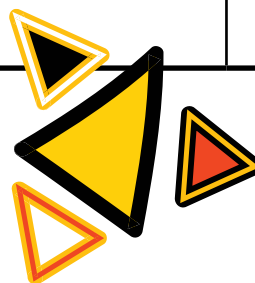


FIFTH CORE COMPETENCY				
COLLABORATION WITH ALL FORMAL AND INFORMAL STAKEHOLDERS TOWARDS A COORDINATED RESPONSE				
AREA OF FOCUS <i>What the student must be able to do</i>	LEARNING OBJECTIVES <i>What the student has to master in order to succeed in a given task</i>			PERFORMANCE CRITERIA <i>What the student must demonstrate to the trainer</i>
	KNOWLEDGE	TECHNICAL SKILLS	INTERPERSONAL SKILLS	
Coordinating responses with all stakeholders	<ul style="list-style-type: none"> <li>■ Identification of stakeholders, structures and their missions;</li> <li>■ Procedures + protocols + tools;</li> <li>■ Added value of the integrated approach;</li> <li>■ Rules of meeting organisation and facilitation;</li> <li>■ Benefits of networking and principles of community-based approaches.</li> </ul>	<ul style="list-style-type: none"> <li>■ Establishing, using and maintaining a network;</li> <li>■ Identifying essential and non-essential resources and stakeholders;</li> <li>■ Making adequate use of the right references, procedures and protocols;</li> <li>■ Creating and maintaining good relationships with all partners and stakeholders;</li> <li>■ Creating and using a communication network;</li> <li>■ Acting in synergy with others as part of an integrated approach;</li> <li>■ Organising and facilitating a meeting and following up;</li> <li>■ Sharing relevant information and resources.</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect;</li> <li>■ Open-mindedness;</li> <li>■ Flexibility;</li> <li>■ Transparency;</li> <li>■ Creativity;</li> <li>■ Discretion;</li> <li>■ Diplomacy;</li> <li>■ Good advocacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>■ Consideration of all relevant information transmitted by resource persons;</li> <li>■ Identification of the precise roles of different partners;</li> <li>■ Choice of appropriate resources;</li> <li>■ Clear determination of what kinds of type collaboration is possible</li> <li>■ Application of the rules regarding the efficient transmission of information;</li> <li>■ Application of the rules concerning the organisation of efficient meetings;</li> <li>■ Respect of protocols, procedures and reference frames;</li> <li>■ Adoption of behaviour conducive to a climate of trust and collaboration.</li> </ul>





SIXTH CORE COMPETENCY				
EFFICIENT USE OF WORKING TOOLS ADAPTED TO CHILDREN				
AREA OF FOCUS <i>What the student must be able to do</i>	LEARNING OBJECTIVES <i>What the student has to master in order to succeed in a given task</i>			PERFORMANCE CRITERIA <i>What the student must demonstrate to the trainer</i>
	KNOWLEDGE	TECHNICAL SKILLS	INTERPERSONAL SKILLS	
Making efficient use of child-friendly policing tools	<ul style="list-style-type: none"> <li>■ Child-friendly investigation techniques;</li> <li>■ Physical evidence specific to children (child victims and witnesses of crime);</li> <li>■ Laws and regulations on children's rights (Penal code, Code of penal procedure);</li> <li>■ Child specific forms used by law enforcement;</li> <li>■ The best interests of the child;</li> <li>■ Diversion and alternatives to incarceration;</li> <li>■ Legal provisions concerning minors (remand);</li> <li>■ Legislation specific to minors.</li> </ul>	<ul style="list-style-type: none"> <li>■ Application of child-friendly investigation techniques;</li> <li>■ Arresting a minor according to procedure;</li> <li>■ Differentiating between the detention of adults, and children (girls and boys);</li> <li>■ Collecting and preserving evidence in a manner consistent with children's rights;</li> <li>■ Identifying the legal provisions that apply to a child's situation;</li> <li>■ Filling forms specific to children;</li> <li>■ Manipulation of security objects</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect;</li> <li>■ Judgment;</li> <li>■ Discernment;</li> <li>■ Discretion;</li> <li>■ Impartiality;</li> <li>■ Empathy;</li> <li>■ Patience;</li> <li>■ Sharpness;</li> <li>■ Analytical skills;</li> <li>■ Availability.</li> </ul>	<ul style="list-style-type: none"> <li>■ Ability to draw the links between a child's situation and the applicable legal provisions;</li> <li>■ Respect of the rules on efficient communication with children;</li> <li>■ Consistent application of child-friendly investigation techniques;</li> <li>■ Ability to draft detailed, precise reports;</li> <li>■ Fair assessment of the consequences of remanding a child in custody;</li> <li>■ Display of behaviour conducive to a climate of trust and respect.</li> </ul>



## THE IBCR'S CHILD RIGHTS' TRAINING PROGRAMME AIMS TO BUILD THE COMPETENCIES OF SECURITY FORCES THROUGH THE PRINCIPLES OF ANDRAGOGY

Andragogy consists of the methods and strategies used to teach adults, as opposed to children. It is based on principles of adult learning, which favour interactive, relevant and practical methodologies. Since an adult's willingness to learn is a prerequisite of successful learning, the training content and process must be adapted to participants and their environment. Some degree of creativity must be used to offer participants a number of learning methods and the process ought to be a fun and positive experience.

Practice must be an integral part of training, whether it is grounded in selected material or based on participants' ideas. Learners must be able to translate key concepts into their own words in order to take ownership of what they learn. After all, adults expect

that the training will make their work more efficient. Adult education aims to change behaviours through the learning of a standardised method and the application of a competency or the execution of a task.

The role of the adult educator goes beyond the transfer of knowledge; it is about creating situations that enable learning by valuing participants' experience and knowledge. For this reason, the educator is referred to as a "facilitator". He or she facilitates the link between the learners and the training content. He or she also facilitates relationships within the group, in order to foster an environment conducive to the sharing of experiences.

Trainees are evaluated based on how they execute a task or an activity and not merely on the quantity of knowledge acquired. In order that it be relevant learning, adult education must also be coupled with a performance evaluation conducted in the workplace, using objective and measurable criteria that will encourage trainees to continue to improve the techniques they have learned.



Group picture with Lieutenant Yao Kouakou Braffo, Chief of the Instruction Bureau of the Abidjan Gendarmerie School, Lieutenant Agnigori Koffi Ernest of the Abidjan Gendarmerie School, Lieutenant Serge Dodora, Instructor at the Toroguhé Gendarmerie School in Côte d'Ivoire, Ms. Ousmane Aichatou, Children's Rights' Trainer, focal point of the Armed Force of the National Defense Ministry of Niger, Colonel Alexandre Apalo Touré, Commander of the Abidjan Gendarmerie School, Mr. Roger Ouedraogo, Vice-President Africa, membre of the Technical Committee on Children's Rights and Chief Commissioner and Director of the National Police Academy of Ouagadougou in Burkina Faso, Captain Yves Deles Zokoury Ouidi, Instructor at the Toroguhé Gendarmerie School in Côte d'Ivoire, and Captain Oua Hine Detoh Fulgence, Director of Studies at the Toroguhé Gendarmerie School in Côte d'Ivoire.



# SUPPORTING THE IMPLEMENTATION OF THE ACTION PLAN

## A partnership collaboration

The established collaboration is the result of discussions that took place at regional and national levels between the national police and gendarmerie academies, the International Bureau for Children's Rights, Save the Children, UNICEF, the International Organisation of the Francophonie, as well as other relevant stakeholders, with a view to promote children's rights through an accessible a pragmatic approach to strengthen the capacities of the main actors from the justice and security sectors.



"To share resources for the best interests of children..."

"The NGO, Sabou Guinea, collaborated with the IBCR in Guinea in 2012 on the regional training project for security and defence forces on children's rights in Francophone Africa. As a result, I have witnessed, through this project, the Guinean authorities accepting the inclusion of children's rights in the training curricula for police officers and gendarmes. To this end, a Steering Committee and a Reference Group have been created. An advisory group was also set up for the security and defence forces. The implementation of this project has strengthened the reputation and credibility of Sabou Guinea in the area of security and defence forces' training on children's rights. Personally, this collaboration with the IBCR has helped me to improve my skills in identifying themes and development strategies tailored to specific goals. Sabou Guinea is very pleased with this collaboration which allowed two very different, well known organisations to get to know one another and share resources for the best interests of children in Guinea."

**Mr. Alpha Ousmane Diallo**  
Project Coordinator at Sabou Guinea

## Project Methodology

### PHASE 1 – NEEDS ASSESSMENT

#### *Scoping workshop*

Governmental institutions, NGOs, international agencies and the medias are invited to the project launch. A Steering Committee and a Reference Group are set up to support the implementation of the project.

#### *Interviews with stakeholders*

Interviews are conducted with security forces, child protection workers, traditional leaders and other social actors, as well as children via bilateral interviews and consultation workshops.

#### *Fact-finding missions*

The IBCR conducts fact-finding missions in the security and defence forces training institutions.

#### *Drafting of the assessment report*

Integration of results into the report and analysis

#### *Strategic workshop*

The IBCR shares the preliminary findings of its analysis with the Steering Committee and the Reference Group for their comments and additions.

#### *Finalisation of the assessment*

The IBCR finalises the assessment with the additions and suggestions of the Steering Committee and Reference Group.

### PHASE 2 – DEVELOPMENT OF THE TRAINING PACKAGE

#### *Content development workshop*

The Steering Committee and the IBCR work together to agree on the contents of the six components of the training package: trainer's manual, student's manual, the teaching tools, the evaluation package, the reference manual and pocket guide

#### *Development of the training package*

The IBCR elaborates the contents of the above six components, building on the discussions held at the workshop.

#### *Validation workshop*

Once the draft training package has been finalized and circulated to the Steering Committee (technical cell), it is validated during a two-day validation workshop.

### PHASE 3 – TRAINING OF TRAINERS

Once the training package has been enhanced with the comments made during the validation workshop, a training of trainers is organised. For 12 days, instructors from the police and gendarmerie academies follow an intensive programme to develop their expertise on the subject matter and learn teaching techniques. Following the examinations administered as part of the training, a certification is organised by the IBCR.

### PHASE 4 – SUPPORTING THE TRAINING ACADEMIES

Once trainers have been trained, support is provided to the academies in their delivery of the first courses. Insofar as possible, the IBCR team attends the courses to monitor the effectiveness of the training package and continues to provide advice and guidance. Following the first courses, the training package is updated, revised, laid out, and officially delivered to the academies during a closing workshop.

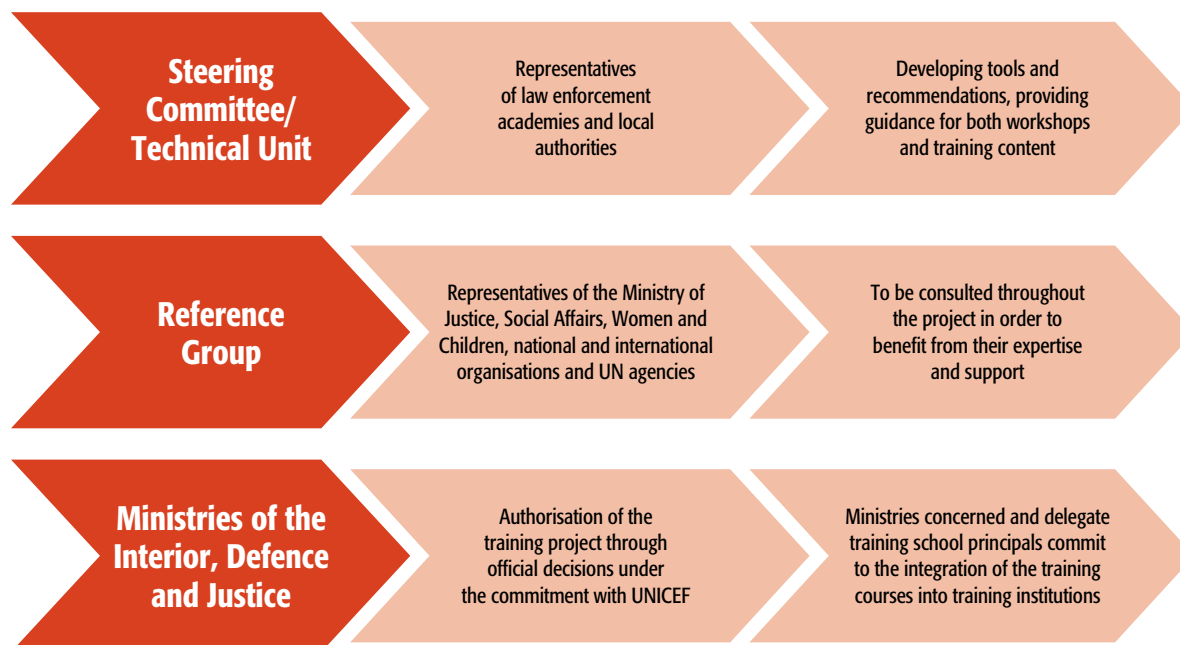
First IBCR mission

Second IBCR mission

Mission planned in 2013

At the national level, a **Steering Committee (technical unit)** is created at the beginning of the project. This Committee is chaired by the Ministry of the Interior and/or Defence and includes a consistent representation of participating law enforcement academies and child protection units (or equivalent). This Committee is set up to develop tools, recommendations, analyses, workshop agendas, etc., and sits at the very heart of project implementation. Consultations are meant to be regular, in the form of bi-weekly updates and monthly consultations.

In addition, a **Reference Group** composed of the departments of justice, social affairs, women and children, as well as relevant UN agencies, international NGOs and civil society organisations working on training and children's issues is established to advise on project implementation. The Reference Group is consulted on a regular basis (usually monthly) to keep partners updated and to provide expertise and support at all stages of the project.



“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 with the aim to update the course, in collaboration with the IBCR and thanks to the project supervision by Ms. Elodie Le Grand. This will integrate the necessary key competencies for a training that enables the acquisition of knowledge, technical and interpersonal skills appropriate for 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)*

## WHAT DO WE MEAN BY “DIFFERENT LEVELS OF TRAINING” AND “TRAINING TOOLKITS”?

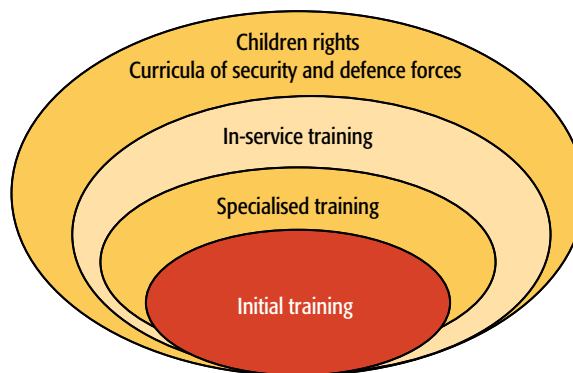
### Developing content tailored to practice

The aim of training security forces on children’s rights is to transfer knowledge and build competencies that all officers must develop to efficiently protect and promote children’s rights. To achieve this goal, training content must be geared toward the dissemination, identification, definition and mastery of each of the six defined competencies.

Consequently, the learning content must go beyond the provisions on children’s rights found in various national, regional or international texts. Even though

officers must have basic knowledge of the legal system in which they work, training must go beyond academic knowledge to teach officers *how* to deal with children and other concerned stakeholders.

### Initial training: integral part of the training programme of security and defence forces



## Definitions

**The following definitions are offered to facilitate the understanding of this report and are not necessarily universal.**

**Initial training** refers to the training delivered to officers who have not yet graduated from a law enforcement academy and have never served.

**In-service training** is targeted at officers who are already in service, regardless of their rank.

In this context, **general training** refers to a training that aims at developing key child rights competencies, as opposed to a **specialised training**, which deals more in depth with specific issues such as the sexual abuse of children, child psychology, or children and narcotics.

With respect to law enforcement, **special units or brigades** deal with very specific cases and include for example a drug unit, a vice unit and an anti-trafficking unit. **Normal units** handle a multitude of situations, including those that would be dealt with by a specialised unit if it existed.

### Material content

Training packages should contain the following elements:

- A one-paragraph summary;
- A course outline;
- Examples of best practices to be adapted;
- A list of relevant stakeholders, including for each an information sheet and communication forms;
- Flow charts;
- A bibliography of related materials;
- An annotated collection of relevant texts, with practical recommendations for their application;
- A methodological guide explaining the training activities, the length of sessions, the necessary equipment, etc.
- Evaluation forms to be filled prior to, during or after the training depending on the circumstances.

Some of these training materials should be provided to students in short versions to serve as checklists and pocket guides.



## MAIN PROJECT IMPLEMENTATION STRATEGIES

**Partnerships:** over the past few years, such as those among the Bureau, UNICEF, Save the Children and security forces' training institutions have established a dynamic and participatory partnership at international, regional and national levels. Contacts were developed, relationships nurtured and commitments obtained from key resource persons. The Bureau, Save the Children and UNICEF will continue to strengthen these partnerships by supporting inclusive national networks to provide child friendly justice services.



"Autonomous and dynamic, the IBCR team is goal oriented, never failing to respect the local context..."

"The partnership between UNICEF Niger and the International Bureau for Children's Rights is exemplary given the interesting results both organisations have come to witness in Niger in relation to the integration of children's rights and protection in the training programmes of security and defence forces academies. Under this partnership established in 2011, we have particularly appreciated the rigour shown by the IBCR team, as well as its ability to mobilise partners. Autonomous and dynamic, the IBCR team is goal oriented, never failing to respect the local context. The suggested approach is an invitation to dialogue, which constantly adapts to the vagaries of practices in the local context. This year, the concerted efforts of governmental and nongovernmental actors of Niger, supported by the IBCR, have helped carry out a detailed mapping of the child protection system, as seen by the security and defence forces. An initial training toolkit for police officers, gendarmes, the National Guard and the armed forces of Niger, has also been developed. We are delighted to continue working with the IBCR in the coming years and we firmly believe that this partnership will bring positive changes, not only to benefit the vulnerable children of Niger, but beyond that, to benefit all children from the region where security and defence forces are involved in peacekeeping missions."

**Mr. Guido Cornale**

*Representative, UNICEF Niger*

**Documentation:** the Bureau conducts extensive research on child-friendly policing and on the promotion of children's rights within security forces' training institutions. This work generates crucial data. For instance, the Bureau collaborates with each participating institution to produce detailed mappings of child protection needs, initiatives and partnerships. This information is then used to ensure that training programmes are compatible with the national context and with participating institutions. In addition, the dissemination of this information promotes multisectoral ownership across the country. The collected information also serves as a baseline against which the project's impact and effectiveness can be assessed. Results can then be compared across participating countries and lessons learned are used to inform the project.



**Capacity building:** the improvement of children's access to justice stands at the very heart of this training initiative. The first point of contact between a child and the justice system is usually the police officer and/or gendarme. However, field experience and research have shown that most justice and security actors lack the basic skills to interact appropriately with children, which compromises children's rights. This project focuses on developing the capacity of national institutions by mainstreaming child-friendly practices at all levels of the justice system: courts, police, social work, etc. in order to achieve a long term impact.



**Transfer of experiences:** this project establishes new national networks, consisting of police officers and other actors involved in the protection of children, to facilitate dialogue and share experiences on child-friendly practices in the fields of justice and security. Since 2009, participants have benefitted from regional and international exchanges through regional police workshops and will continue to take part in annual meetings. These workshops allow the exchange of experiences with a view to adapt and replicate innovative practices.

**Sustainability of results:** the project is designed to promote sustainable results by working directly with security forces' training institutions at the national level. Because the focus is placed on reforming training curricula, as opposed to conducting isolated activities, future generations of police officers will be equipped with key competencies (including technical expertise, interpersonal skills and knowledge) and will adopt child-friendly justice practices. The

initial efforts that were made to generate a strong sense of ownership and national commitment to the project are the best guarantee of its long term impact. Also, the annual regional meetings between the police and gendarmerie academies encourage continuous learning and exchanges between colleagues and institutions, which have proved to be crucial to generate political commitment at the national and regional level.

"...understanding children's rights and adapting to situations related to their condition will allow security forces to act more effectively and contribute efficiently to child protection..."

If we want to reach our goal of incredible performance in training our security forces, we must accept the sacrifices that will come from the challenges we are or will be facing. Thought and openness fill our sails with the winds of progress, no matter where they come from, and are thus decisively advantageous. It is in this context that the National Academy of Police and Continuing Education (ENPFP) of Senegal has welcomed the IBCR's project, aimed at strengthening the police officers' and gendarmes' abilities to intervene in situations related to children, by integrating, within the curricula, a specific module on children's rights and protection. That is why representatives from both institutions have been collaborating for some time, in a warm atmosphere, fraternal though laborious, to give substance to this excellent endeavour in the best interests of children. High level meetings and workshops bringing together experts in children's rights were held in Dakar (Senegal) and in other African countries and have encouraged reflection on the tools, key competencies and the design of a specific training programme for security force officers. I am convinced that understanding children's rights and adapting to situations related to their condition will allow security forces to act more effectively and contribute efficiently to child protection. In this context, the National Police Academy is honoured to benefit from the rich experience of the IBCR. I want to thank all the IBCR representatives who have collaborated with us, including Guillaume Landry and Tania Sagastume for their determination, their unwavering commitment to strengthening the abilities of police officers and gendarmes in the matter of children's rights. I urge them to remain essential pillars for the just and noble cause of children. Solid training always ensures efficient action in the field.

**Mr. Moustapha Diouf**

*Police Commissioner, Expert Trainer, Director of Studies at the National Police Academy and Continuing Education (Senegal)*



*Delegate to Child Protection for UNICEF Togo, Mr. Martin Kodjo Hotowossi, discussing with the Chief of Child Protection for UNICEF Côte d'Ivoire, Ms. Laetitia Bazzi.*



*The delegations from Burundi and Senegal comparing their national plans of action, on the last day of the workshop.*

## SUMMARY OF KEY OBJECTIVES

The goals of national projects are:

- To improve children's access to justice through child-friendly policing;
- To effect the adoption of a permanent, compulsory course in the police and gendarmerie academies which forms part of the initial training offered to all officers by 2014, based on a needs assessment, as well as a specialised course for special units working with children.

The results' chain can be illustrated as follows:



*Delegations listening to five countries' representatives' answers during one of the Q&A sessions.*

The objectives of the projects are to:

1. Initiate and enter into political and institutional agreements with national law enforcement academies for the mainstreaming of child-friendly policing into their training curricula;
2. Update or develop a complete training toolkit to be part of initial training programmes. All training packages should be based on the six core competencies endorsed in Niamey and should include the recommended contents and methodology;
3. Working for the participating police and gendarmerie schools to deliver the newly developed training modules on child-friendly policing;
4. Develop, pilot and finalise an initial training for police and gendarmes and develop, pilot and finalise a specialised training for child protection units.

"...to gather partners from various horizons"

"We are working, with the IBCR, on the implementation of the training project for security and defence forces in Francophone Africa. This institution has shown its thorough knowledge of the issues and solutions regarding children's rights and protection. Its professionalism and flexibility have allowed the IBCR, within the specific context of Niger, to gather partners from various horizons, benefit from their support and start the implementation of this project, addressing efficiently the local realities. Since the needs assessment, the development of training toolkits, the teachers' training and the follow up of the first training sessions in schools, the rigour and perseverance of the IBCR will ensure the effective integration of the training module on children's rights in the security and defence forces schools of Niger."

**Divisional Commissioner  
Amadou Seybou**

*Director of the National Police Academy  
and of Continuing Education of Niger*





## **An innovative programme in the Congo: the adoption of a mandatory course for police and gendarmerie schools and social workers on the prevention of child trafficking and victim protection**

Since fall 2010, the Bureau has implemented a project entitled, "Prevention of Trafficking and Protection of Child Victims" in the Republic of Congo, with funding from the U.S. Department of State. This project, which extends over two years (October 2010 to October 2012), aimed to train key stakeholders, such as the police, gendarmes and social workers, to better equip them to combat trafficking and prevent and protect child victims. This project reinforced the Congolese national strategy to combat the trafficking of children, which was previously limited to Pointe-Noire. The drafting of documents, such as mapping the state and non-state actors involved in this struggle and analysing the training needs of social workers, has helped to clarify the different mandates of these actors. This work has also enriched our knowledge of child trafficking in the Congo and its various manifestations. The Bureau has joined the Ministry of Social Affairs, Humanitarian Action and Solidarity (MASAHS), as well as UNICEF, to support the implementation of the project. We have also partnered with the National Superior School of Police (NPHS) and the National Gendarmerie School (EGN), both of which are among the main beneficiaries of the project. In Quebec, the Bureau has partnered with the National Police School to draft a police training manual for the EGN and the NPHS. This manual was adapted to the Congolese context and takes into account the country's existing legal framework. At each stage of writing, the contents of the manual have been subject to validation by Congolese partners. The subjects covered meet the needs expressed by Congolese beneficiaries and include topics such as the different manifestations of child trafficking in Congo, interviewing a trafficked child, multisectoral collaboration, repression and a methodology for police intervention in contexts of child trafficking.



*Group picture of the Congolese instructors, Brazzaville, December 2011.*

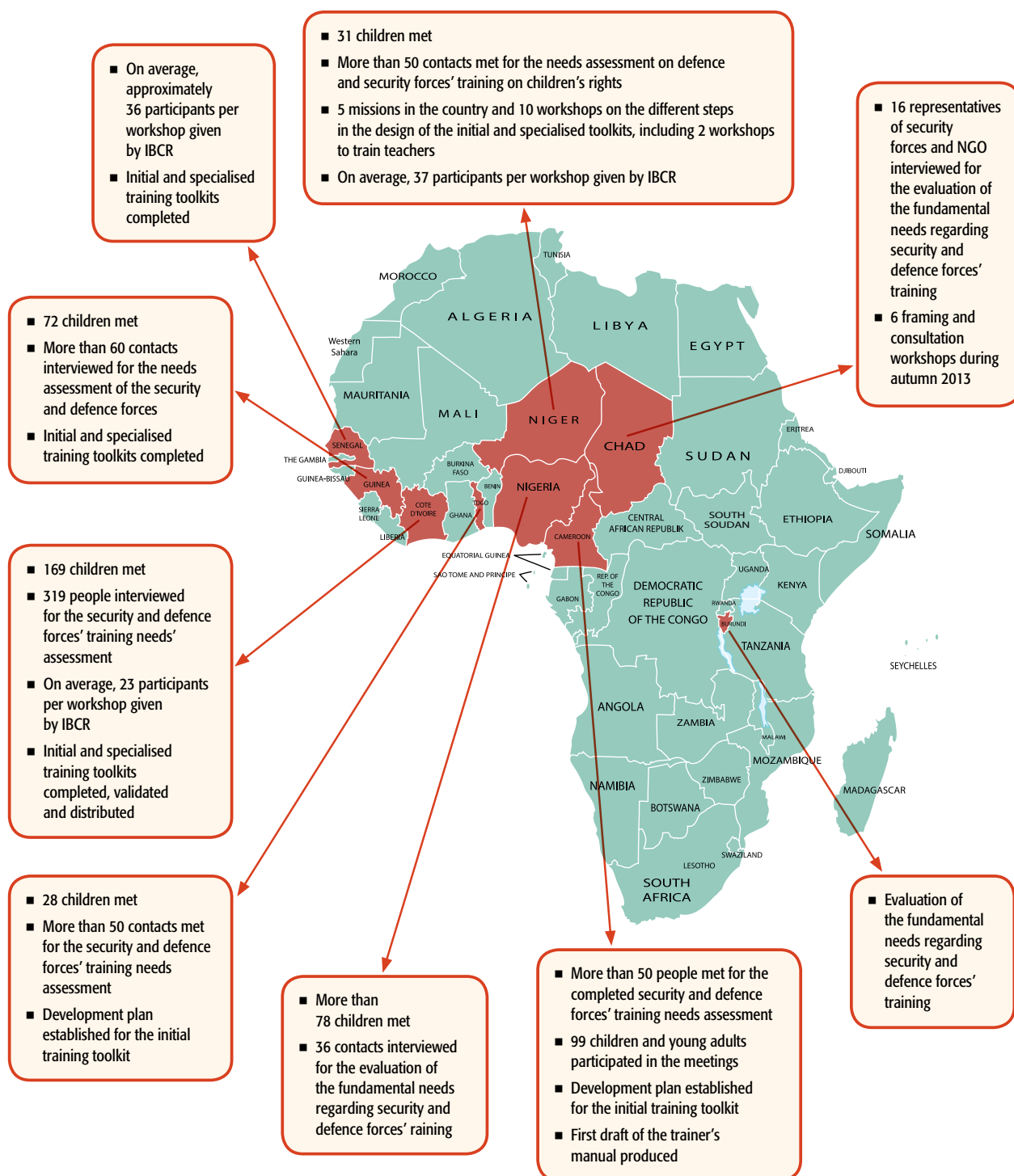


*One of the participants studying a table of answers from the questionnaires sent prior to the workshop, to complete and validate the answers. These consolidated tables are presented in the annexes of this report.*

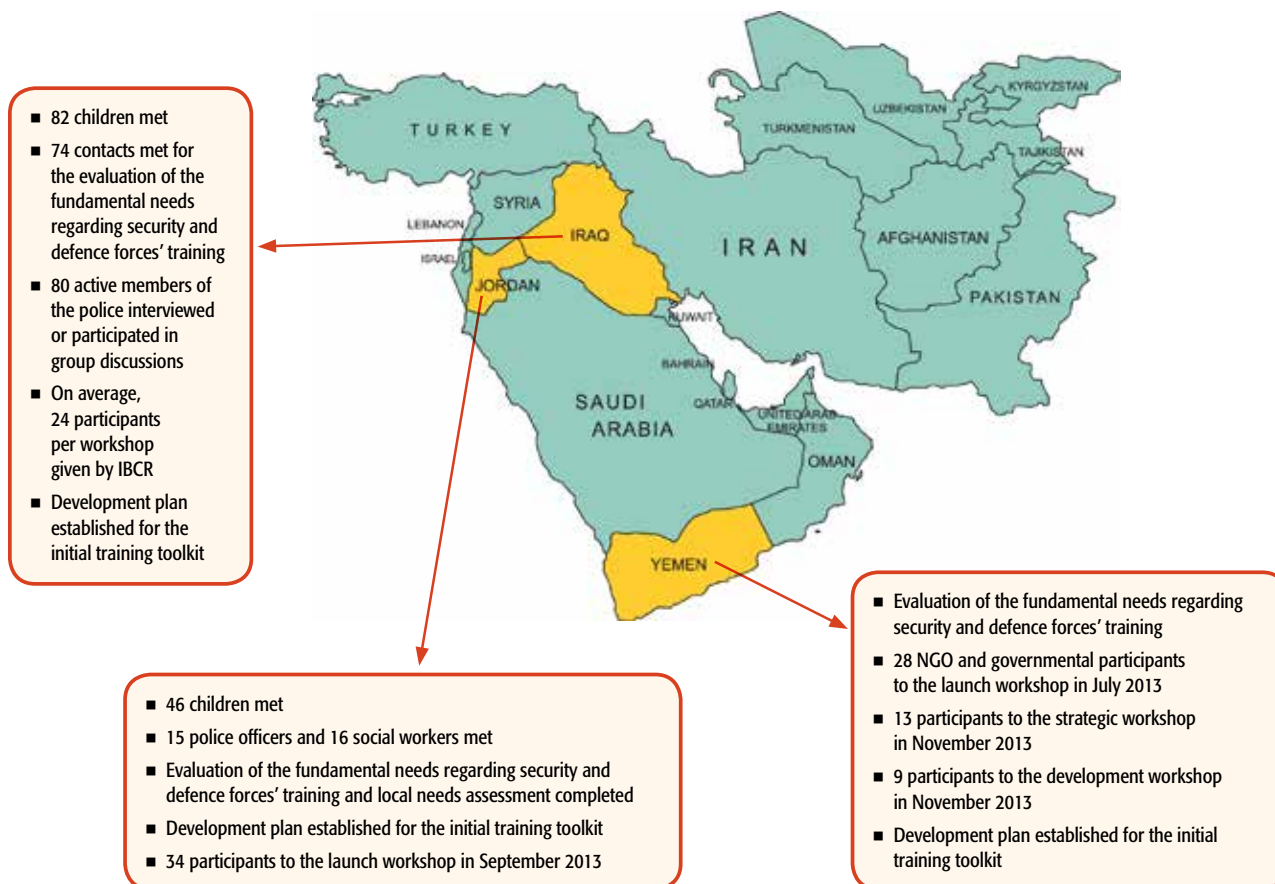


*Ms. Tania Sagastume, in charge of research and quality control at the International Bureau for Children's Rights, introducing the delegations from Gambia, Zambia, Rwanda and Ghana, in order to allow them to answer questions from other national delegations, during the second day of the workshop.*

## African countries where the International Bureau for Children's Rights lends a hand to authorities in the implementation of the core competencies on children's rights in the training curriculum of security forces' schools.



## Countries from the Middle East where the International Bureau for Children's Rights lends a hand to authorities in the implementation of the core competencies on children's rights in the training curriculum of security forces' schools.



*Mauritanian delegation: Mr. Mohamedeine Moktar, Police Commissary of the General Directorate of National Security, Mr. Alassane Chabi Gobi, Expert in Child Protection of UNICEF Mauritania, and the Commissary Ahmen Taleb Ely Taleb from the Special Commissioner in charge of minors in conflict with the law of the General Directorate of National Security.*



*The delegations from Ghana and Zambia comparing their national plans of action during the last day of the workshop.*



# THE NATIONAL ACTION PLANS DEVELOPED BY THE DELEGATIONS IN ABIDJAN IN NOVEMBER 2013

## BENIN

### Objectives

- Equip police and gendarmerie schools with initial and specialised training packages on the rights and protection of the child (deadline: 2016);
- Continue the training of police and gendarmerie students/interns on the rights and protection of the child;
- Provide specialised training to the staff of the Central office for the protection of minors (police and gendarmerie) (deadline: 2017);
- Strengthen the capacity of territorial heads of units (police and gendarmerie) on the rights and protection of the child (deadline: 2017).

### What has been accomplished in terms of training security forces on children's rights

- Training on the rights and protection of the child has been incorporated in the curricula of the two police schools of Benin;
- The new initial training package based on key competencies has been validated.

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT IS NECESSARY	DEADLINE	NECESSARY RESOURCES
1. Mobilisation of technical and financial partners	National Police Department ■ National Police School ■ National Police Training School (ENSP)	UNICEF	Feedback and exchange workshop on the Abidjan plan of action	1st quarter of 2014	Financial means
2. Finalisation of the initial training package	National Police Department ■ National Police School	UNICEF Experts committee	Experts meeting, validation, editing and publication	2nd quarter of 2014	Technical and financial means
3. Training of trainers on the initial training package	National Police School National Gendarmerie School	UNICEF	■ Identifying trainers ■ Training workshop	1st quarter of 2014	Technical and financial means



The delegation from Benin: Commissioner Grégoire Loko, Director the Higher National Police Academy, Mrs. Mary Chabi, Child protection specialist at UNICEF Benin, and Commissioner Mathias Achédemessi, Director of the National Police Academy.



STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT IS NECESSARY	DEADLINE	NECESSARY RESOURCES
4. Development of specialised training package	National Police School Central office for the protection of minors	UNICEF Other partners to be mobilised	<ul style="list-style-type: none"> <li>Setting up a team of experts</li> <li>Validation workshops</li> <li>Editing and publication</li> </ul>	1st quarter of 2015	Technical and financial means
5. Development of specific modules on the rights and protection of the child for heads of units (police and gendarmerie)	National Police Training School (ENSP)	Partners to be mobilised	<ul style="list-style-type: none"> <li>Setting up a team of experts</li> <li>Validation workshops</li> <li>Editing and publication</li> </ul>	End of 2015	Technical and financial means
6. Training of trainers on the specialised training	National Police School Central office for the protection of minors, family and the repression of human trafficking	Partners to be mobilised	<ul style="list-style-type: none"> <li>Identifying trainers</li> <li>Training workshop</li> </ul>	Last quarter of 2016	Technical and financial means
7. Training of trainers on the specific modules on the rights and protection of the child developed for the police and gendarmerie heads of units	National Police Training School (ENSP)	Partners to be mobilised	<ul style="list-style-type: none"> <li>Identifying trainers</li> <li>Training workshop</li> </ul>	Last quarter of 2016	Technical and financial means
8. Training of specialised officers of the Central office for the protection of minors, family and the repression of human trafficking	National Police Training School (ENSP)	Partners to be mobilised	Training workshop	2nd quarter of 2016	Technical and financial means
9. Training of territorial heads of units (police and gendarmerie)	National Police Training School (ENSP) National Gendarmerie School	Partners to be mobilised	Training workshop	2014 2016 2018	Technical and financial means

## BURKINA FASO

OBJECTIVES	STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED TO GET THERE?	TIMEFRAME	RESOURCES
1. Development of the training toolkit	Scoping workshop	Ministry in charge of security	<ul style="list-style-type: none"> <li>Ministry of justice</li> <li>Ministry of social action</li> <li>IBCR</li> <li>UNICEF</li> <li>Working group on child protection (WGCP)</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy</li> <li>Political will</li> <li>Administrative steps</li> </ul>	1st quarter of 2014	<ul style="list-style-type: none"> <li>Funding to conduct the study</li> <li>Funding to facilitate the working group and the reference committee</li> </ul>
	Situational assessment	Consultant	<ul style="list-style-type: none"> <li>Reference group</li> <li>Working committee</li> <li>IBCR</li> <li>UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>Availability of actors</li> <li>Accessibility of hosting bodies for the study</li> <li>Documentation</li> <li>Terms of reference</li> </ul>	End of 2014	<ul style="list-style-type: none"> <li>Resources to enter into a contract with the consultant</li> <li>Resources to facilitate the working and reference groups</li> </ul>
	Strategic workshop	<ul style="list-style-type: none"> <li>Reference group</li> <li>Working committee</li> <li>Consultant</li> </ul>	<ul style="list-style-type: none"> <li>Ministry in charge of security</li> <li>Ministry of justice</li> <li>Ministry of social action</li> <li>IBCR</li> <li>UNICEF</li> <li>WGCP</li> </ul>	<ul style="list-style-type: none"> <li>Full commitment of stakeholders</li> <li>Validation and recommendations on the situational assessment</li> <li>Development of a plan of action to implement the project</li> <li>Distribution of responsibilities</li> <li>Defining the types of toolkits to be developed</li> </ul>	1st quarter of 2015	<ul style="list-style-type: none"> <li>Financial resources to organise the workshop</li> </ul>



OBJECTIVES	STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED TO GET THERE?	TIMEFRAME	RESOURCES
<b>1. Development of the training toolkit (<i>suite</i>)</b>	Development workshop	<ul style="list-style-type: none"> <li>Reference group</li> <li>Working committee</li> <li>Consultant</li> </ul>	<ul style="list-style-type: none"> <li>Ministry in charge of security</li> <li>Ministry of justice</li> <li>Ministry of social action</li> <li>IBCR</li> <li>UNICEF</li> <li>WGCP</li> </ul>	<ul style="list-style-type: none"> <li>Trainer's manual</li> <li>Reference manual</li> <li>Student manual</li> <li>Supporting documents</li> <li>Assessment manual</li> <li>Assessment toolkit</li> <li>Pocket guide</li> </ul>	1st quarter of 2015	<ul style="list-style-type: none"> <li>Resources to host the workshop</li> </ul>
	Validation workshop	<ul style="list-style-type: none"> <li>Reference group</li> <li>Working committee</li> <li>Consultant</li> </ul>	<ul style="list-style-type: none"> <li>Ministry in charge of security</li> <li>Ministry of justice</li> <li>Ministry of social action</li> <li>IBCR</li> <li>UNICEF</li> <li>WGCP</li> </ul>	<ul style="list-style-type: none"> <li>Integration of comments</li> <li>Amendment and update</li> <li>Validation of first provisional draft</li> </ul>	2nd quarter of 2015	<ul style="list-style-type: none"> <li>Resources to host the workshop</li> </ul>
<b>2. Implementation of the toolkit</b>	<ul style="list-style-type: none"> <li>Integration of the toolkit in the curricula</li> <li>Identification of trainers</li> <li>Training of trainers</li> <li>Pilot phase</li> <li>Practical simulations</li> </ul>	<ul style="list-style-type: none"> <li>Directorate General of Economy and Planning</li> <li>Chief of Staff of the National Gendarmerie</li> <li>National Police Department</li> <li>National Police School</li> <li>Police Academy</li> <li>Professional Development Centre of the National Gendarmerie</li> </ul>	<ul style="list-style-type: none"> <li>UNICEF</li> <li>IBCR</li> </ul>	<ul style="list-style-type: none"> <li>Ministerial decrees</li> <li>Organisation of a training of trainers workshop</li> <li>Availability of trainers</li> </ul>	2nd quarter of 2015	<ul style="list-style-type: none"> <li>Resources to host the training of trainers workshop</li> </ul>
<b>3. Population of the toolkit</b>	<ul style="list-style-type: none"> <li>Printing of several copies</li> <li>List of beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>Directorate General of Economy and Planning</li> <li>National Police Department</li> <li>Chief of Staff of the National Gendarmerie</li> </ul>	<ul style="list-style-type: none"> <li>UNICEF</li> <li>IBCR</li> </ul>	<ul style="list-style-type: none"> <li>Workshop to share information about the toolkit</li> </ul>	3rd quarter 2015	<ul style="list-style-type: none"> <li>Resources for reprographics</li> <li>Resources for the organisation of the workshop</li> </ul>
<b>4. Development and implementation of an in-service training toolkit</b>	<ul style="list-style-type: none"> <li>Define contents</li> <li>Identify teaching methods and materials</li> </ul>	Consultant	<ul style="list-style-type: none"> <li>UNICEF</li> <li>IBCR</li> <li>National Police School</li> <li>Police Academy</li> <li>ENSOG</li> <li>CEPPGN</li> </ul>	<ul style="list-style-type: none"> <li>Availability of staff on the ground</li> <li>Availability of trainers in schools</li> </ul>	4th quarter of 2016	<ul style="list-style-type: none"> <li>Financial resources for the consultant</li> <li>Resources for the various workshops</li> <li>Resources for reprographics</li> <li>Resources for the acquisition of teaching materials</li> </ul>
<b>5. Development and implementation of a specialised training toolkit</b>	<ul style="list-style-type: none"> <li>Define contents</li> <li>Identify teaching methods and materials</li> </ul>	Consultant	<ul style="list-style-type: none"> <li>UNICEF</li> <li>IBCR</li> <li>National Police School</li> <li>Police academy</li> <li>ENSOG</li> <li>CECPGN</li> </ul>	<ul style="list-style-type: none"> <li>Availability of specialised services staff</li> <li>Availability of trainers in schools</li> </ul>	1st quarter of 2016	<ul style="list-style-type: none"> <li>Financial resources for the consultant</li> <li>Resources for the various workshops</li> <li>Resources for reprographics</li> <li>Resources for the acquisition of teaching materials</li> </ul>



OBJECTIVES	EXPECTED RESULTS	DURABILITY INDICATORS	ACTIVITIES	PRE-CONDITIONS	INVOLVED ACTORS	RESPONSIBILITIES OF ACTORS	TIMEFRAME
<b>1. Review of child rights training and assessment of its impact on the behaviour of police and gendarmerie officers on the ground.</b>	Review completed	Trigger for the improvement of the training	Assess the impact of the child rights training on the behaviour of police and gendarmerie officers on the ground.		National Police Department Chief of Staff of the National Gendarmerie Professional Development Centre of the National Gendarmerie National Police School Units Consulting firm	Coordinate Facilitate the work of the firm Conduct the review	1st quarter of 2014
<b>2. Retrain the trainers and train new trainers, with a focus on key competencies and the use of active teaching methods</b>	Trainers retrained New trained trainers Use of active teaching methods Integration of key competencies	Availability of individuals in the long term	Training and refresher seminar	Selection of trainers Define contents of training and refresher course	Ministry of national defence and veterans affairs/ Ministry of territorial administration and security Ministry of social action and national solidarity National Police Department/Chief of Staff of the National Gendarmerie National Police School Professional Development Centre of the National Gendarmerie UNICEF/ IBCR Working Group on Child Protection	Administrative supervision and sponsorship Practical organisation of activities Technical and financial support Technical support	2nd quarter of 2014
<b>3. Develop a trainer's manual and a student manual</b>	Trainer's manual developed Student manual developed	Existence of durable pedagogic reference materials	Workshop to design and validate the manuals Approval of manuals by supervisory authorities	Availability of training tools	Ministry of national defence and veterans affairs/ Ministry of territorial administration and security Ministry of social action and national solidarity National Police School Professional Development Centre of the National Gendarmerie UNICEF/IBCR	Administrative supervision and sponsorship Practical organisation of activities Technical and financial support	2nd quarter of 2014
<b>4. Define the training contents and teaching materials for each level</b>	Training contents defined for each level. Teaching tools defined for each level	Existence of durable pedagogic reference materials	Seminar to define the contents and teaching tools for each level	Availability of training tools	National Police School Professional Development Centre of the National Gendarmerie	Define the content and teaching tools according to the different training levels	2nd quarter of 2012



*Sharing session between Ghana, Gambia, Sudan and Cameroon following the presentations on the development of a training toolkit on children's rights intended for police and gendarmerie personnel.*

OBJECTIVES	EXPECTED RESULTS	DURABILITY INDICATORS	ACTIVITIES	PRE-CONDITIONS	INVOLVED ACTORS	RESPONSIBILITIES OF ACTORS	TIMEFRAME
<b>5. Launch actions as part of the in-service training of active duty personnel</b>	In-service training on child rights is carried out	Adoption of good practices in matters involving children	Regional seminar for active personnel Dissemination of modules on child rights to actors on the ground	Availability of training tools	National Police School Professional Development Centre of the National Gendarmerie Units	Carry out the training and disseminate the modules Provide staff and take practical organisational measures	From the 2nd quarter
<b>6. Take account of child rights aspects in internships and discovery visits</b>	Practical application of acquired knowledge Knowledge of existing care structures for children	Integration of child rights in teaching programmes	Placement of trainees with the Regional child protection brigades (police) and the Minors and morals brigade Discovery visits		Special units Schools Social services	Practical organisation	During the internship All year
<b>7. Increase and improve infrastructure to bring classroom size to 50</b>	New infrastructures set up Existing infrastructures improved	Permanence of infrastructures	Construction of new infrastructure Repairs to existing ones	Precise assessment of needs (amount, type...)	Ministry of national defence and veterans affairs Ministry of territorial administration and security	Finance the development of infrastructure	
<b>8. Launch specialised trainings for police and gendarmerie officers in special units (Regional Brigades for the Protection of Minors, Minors and Morals Brigade)</b>	Special units personnel is trained	Capacity building of stakeholders in the field	Training workshop	Availability of qualified personnel	Ministry of national defence and veterans affairs Ministry of territorial administration and security Schools UNICEF IBCR	Administrative supervision Availability of trainers + organisation of trainings Technical and financial support Administrative supervision Availability of trainers + organisation of trainings Technical and financial support	4th quarter of 2014



Two participants from Burkina Faso: Mr. Roger Ouedraogo, Vice-President Africa, member of Francopol's Technical Cell on Children's Rights, also Chief Commissioner and Director of the National Police Academy of Ouagadougou in Burkina Faso, and Mr. Boubacar Tchiombiano, Project Manager Juvenile justice for Terre des Hommes Lausanne in Burkina Faso.



Mr. Roger Ouedraogo, Vice-President Africa, member of Francopol's Technical Cell on Children's Rights, also Chief Commissioner and Director of the National Police Academy of Ouagadougou in Burkina Faso.

## BURUNDI

### Impact

By 2016, girls and boys live in a protective environment in accordance with key international standards.

### Result

All police officers and magistrates are able to promote and protect children's rights in Burundi.

### Deliverables

The course on children's rights and juvenile justice is integrated into the initial, in-service and specialised training courses of police officers and magistrates in Burundi.

### International Partners

UNICEF, BTC, Embassy of the Netherlands.

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	FINANCIAL AND HUMAN RESOURCES		COMMENTS
ACTIVITIES COMPLETED SINCE 2012							
1. Workshop to disseminate the results of the Lome training	Ministry of Public Security (Head of Training)	UNICEF, BTC, IBCR		December 2012	UNICEF	5,000	Support from UNICEF
2. Development and validation of the plan of action	Ministry of Public Security (Head of Training)	UNICEF, BTC, IBCR		January 2013			
3. Workshop to launch the project	Ministry of Public Security, Ministry of Justice, MSNDPHG	UNICEF and Ministries, NGOs, IBCR		July 2013	5,000		Support from UNICEF
4. Setting up of the Steering Committee and Reference Group in July 2013	Ministry of Public Security, Ministry of Justice	MNSHRG, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Lobbying the authorities	July 2013	0		Support from UNICEF
5. A situational assessment of children's rights and juvenile justice was conducted	Ministry of Public Security (Head of Training), Ministry of Justice (Justice Professionals Training Centre)	MNSHRG, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	July-August 2013	15,000		Support from UNICEF
6. 3 thematic workshops were organised with the police, the justice sector and social actors	Ministry of Public Security, Ministry of Justice	MNSHRG, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	September 2013	15,000		Support from UNICEF
7. Workshop to develop the training package for the justice sector	Ministry of Justice (Justice Professionals Training Centre – National Commission for the Judicial Protection of the Child)	MNSHRG, Ministry of Public Security, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	October 2013	5,000		Support from UNICEF
8. Strategic workshops	Ministry of Public Security, Ministry of Justice	MNSHRG, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	November 2013	5,000		Support from UNICEF
ACTIVITIES TO TAKE PLACE FROM NOVEMBER 2013							
1. Workshop to enhance in-service training package for justice professionals	Ministry of Justice	MNSHRG, Ministry of Public Security, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	November 2013	3,000		Support from UNICEF
2. Workshop to test in-service training package for justice professionals (pilot training)	Ministry of Justice (Justice Professionals Training Centre - National Commission for the Judicial Protection of the Child)	MNSHRG, Ministry of Public Security, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Selection of candidates for the training	November 2013	13,000		Support from UNICEF
3. Training of trainers – Justice professionals	Ministry of Justice (Justice Professionals Training Centre - National Commission for the Judicial Protection of the Child)	UNICEF, IBCR		December 2013	13,000		Support from UNICEF



STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	FINANCIAL AND HUMAN RESOURCES	COMMENTS
<b>ACTIVITIES TO TAKE PLACE FROM NOVEMBER 2013 (<i>suite</i>)</b>						
4. Validation of in-service training module for justice professionals	Ministry of Justice (Justice Professionals Training Centre - National Commission for the Judicial Protection of the Child)	MNSHRG, Ministry of Public Security, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Selection of candidates for the training	February 2014	13,000	Support from UNICEF
5. Multiplication and dissemination of in-service training module for justice professionals	Ministry of Justice	UNICEF, BTC		June 2014	3,000	Support from UNICEF
6. Start of in-service training	Ministry of Justice	UNICEF, BTC		March 2014	80,000	Support from UNICEF and the BTC
7. Development of training package for the Higher Institute of Police, the Police Sergeants Academy, trainings centres, police	Ministry of Public Security (Head of Training)	MNSHRG, Ministry of Justice, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	December 2013	5,000	Support from UNICEF
8. Workshop to enhance initial training package for Higher Institute of Police, the Police Sergeants Academy, trainings centres, police	Ministry of Public Security, Ministry of Justice	MNSHRG, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	January 2014	5,000	Support from UNICEF
9. Workshop to test training package for Higher Institute of Police, the Police Sergeants Academy, trainings centres, police	Ministry of Public Security, Ministry of Justice	UNICEF, IBCR	Selection of trainers	January 2014		Support from UNICEF
10. Training of trainers on initial police training package	Ministry of Public Security, Ministry of Justice	UNICEF, IBCR		January 2014	30,000	Support from UNICEF
11. Validation of initial training module for Higher Institute of Police, the Police Sergeants Academy, trainings centres, police	Ministry of Public Security	MNSHRG, Ministry of Public Security, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Selection of trainees	February 2014	5,000	Support from UNICEF
12. Translation of training centres training modules	Ministry of Public Security	UNICEF, BTC		January 2014	3,000	Support from UNICEF
13. Multiplication and dissemination of initial training modules for Higher Institute of Police, the Police Sergeants Academy, trainings centres	Ministry of Public Security	UNICEF, BTC		January 2014	10,000	Support from UNICEF
14. Development of in-service training package for officers, sergeants and agents	Ministry of Public Security	UNICEF, BTC		March 2014	5,000	Support from UNICEF

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	FINANCIAL AND HUMAN RESOURCES	COMMENTS
<b>ACTIVITIES TO TAKE PLACE FROM NOVEMBER 2013 (<i>suite</i>)</b>						
15. Workshop to enhance in-service training package for officers, sergeants and agents	Ministry of Public Security, Ministry of Justice	MNSHRG, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	April 2014	5,000	Support from UNICEF
16. Workshop to test in-service training package for officers, sergeants and agents	Ministry of Public Security, Ministry of Justice	UNICEF, IBCR	Selection of trainers	April 2014	10,000	Support from UNICEF
17. Training of trainers on in-service police training package	Ministry of Public Security, Ministry of Justice	UNICEF, IBCR	Selection of trainers	April 2014	20,000	Support from UNICEF
18. Validation of in-service police training module for police	Ministry of Justice (Justice Professionals Training Centre - National Commission for the Judicial Protection of the Child)	MNSHRG, Ministry of Public Security, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Selection of trainees	April 2014	5,000	Support from UNICEF
19. Translation of in-service police training module	Ministry of Public Security			May 2014	3,000	Support from UNICEF
20. Multiplication and dissemination of initial training modules for Higher Institute of Police, the Police Sergeants Academy, trainings centres	Ministry of Public Security	UNICEF, BTC		June 2014	10,000	Support from UNICEF
21. Development of specialised training package	Ministry of Public Security, Ministry of Justice	MNSHRG, Ministry of Justice, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	September 2014	5,000	Support from UNICEF
22. Workshop to enhance specialised training package	Ministry of Public Security, Ministry of Justice	MNSHRG, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Collaboration and availability of all stakeholders and beneficiaries	October 2014	5,000	Support from UNICEF



*The delegation from Burundi: Mr. Emmanuel Ndayiziga, Commissioner in charge of training at the National Police of Burundi, Mr. Bernard Bizimana, in charge of the National Unit of judiciary protection of children at the Ministry of Justice, Mr. David Kwizera, in charge of training within the Brigade for the protection of minors and ethics, and Mrs. Alice Kica Niyonkuru, Child protection Officer at UNICEF Burundi.*

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	FINANCIAL AND HUMAN RESOURCES	COMMENTS
<b>ACTIVITIES TO TAKE PLACE FROM NOVEMBER 2013 (suite)</b>						
23. Workshop-testing of specialised training package	Ministry of Public Security, Ministry of Justice	UNICEF, IBCR	Selection of trainers	November 2014	10,000	Support from UNICEF
24. Training of trainers on specialised training package	Ministry of Public Security, Ministry of Justice	UNICEF, IBCR	Selection of instructors	January 2015	20,000	Support from UNICEF
25. Validation of specialised training module	Ministry of Public Security, Ministry of Justice	MNSHRG, Ministry of Public Security, UNICEF, BTC, UN Office in Burundi, Terre des Hommes, ICRC, IBCR	Selection of trainees	February 2015	13,000	Support from UNICEF
26. Multiplication and dissemination of specialised training modules	Ministry of Public Security, Ministry of Justice	UNICEF, BTC, Netherlands		March 2015	3,000	Support from UNICEF
27. Start of specialised training	Ministry of Public Security	UNICEF, BTC, Netherlands		October 2015		

**NB: Training packages will be developed according to the different training levels: initial training, specialised training and in-service training, taking into account the different categories of trainees (agents, sergeants and officers).**

## CAMEROON

STEPS	WHAT DO WE NEED?	PARTNERS	TIMEFRAME	RESOURCES
Initial training (police and gendarmerie)	<ul style="list-style-type: none"> <li>Access the results of the training package development workshop (from November to December 2012; ask consultant)</li> <li>Re-examine said training package (government experts); internal validation seminar</li> <li>Pilot training seminar (2 weeks) in presence of the consultant</li> <li>Final validation of documents (Reference Group, Steering Committee and other guests)</li> <li>Training of trainers</li> </ul>	UNICEF Government IBCR	2013-2014	Human resources and governmental expertise Financial support from UNICEF International consultant NGO (Reference Group) Resource persons
Specialised training	<ul style="list-style-type: none"> <li>Workshop to develop the training package, with support from the consultant</li> <li>Pilot training seminar</li> <li>Validation seminar</li> </ul>			
Initial training at the National School of Magistrates (development of the training package)				
Translation of the training package into English				



*The delegation from Cameroon: Colonel Paul Mbock Mimboue, Commander of the National Gendarmerie Non-Commissioned Officers School, Divisional Commissioner Thomas Assiga, Instructor at the Higher National Police Academy, Mr. Alexis Mayang, Deputy Director of international cooperation, and Mrs. Helen Feh Kwanga, Director of Human Rights and International Cooperation at the Ministry of Justice of Cameroon.*



## COMOROS

### Objective

Integrate child protection modules in the training schools of the Comoros.

### What has already been accomplished?

Minors' protection brigades have been created within units and at the National Office for Territorial Security (Police) and Gendarmerie.

### Main partners:

- UNICEF
- ASCOBEF
- Helpline



*The delegation from Comoros: Mr. Loukmane Azali and Mr. Daroueche Ahmed Ben Said Amadi from the National Police.*

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES
1. Feedback meeting to review the outcomes of the 2013 Abidjan workshop	Ministry of Defence Ministry of the Interior Ministry of External Relations and Cooperation (MIREX)	UNICEF ASCOBEF	Official letter Ministries' agreement	January 2014	UNICEF Ministry of Interior
2. Validation policy	Ministry of Defence Ministry of the Interior Ministry of External Relations and Cooperation (MIREX)	UNICEF ASCOBEF	Official authorisation of ministries' to issue a decree	March 2014	UNICEF Ministry of Interior
3. Development of the Plan of Action	Ministry of Defence Ministry of the Interior Ministry of External Relations and Cooperation (MIREX)	UNICEF ASCOBEF IBCR	Creation of a Steering Committee through operating crews on each island	Mai 2014	Ministry of Interior to support transportation
4. Field study for Situational assessment (mapping)	Ministry of Defence Ministry of the Interior Ministry of External Relations and Cooperation (MIREX)	UNICEF ASCOBEF IBCR	Steering Committee Participation of researchers	4 months	Ministry of the Interior to support transportation
5. Validation of the situational assessment	Ministry of Defence Ministry of the Interior Ministry of External Relations and Cooperation (MIREX) (MIREX)	UNICEF ASCOBEF IBCR	Steering Committee	October 2014	Support of the Ministry of the Interior through the Ministry of Finance
6. Development of the training packages	Ministry of Defence Ministry of the Interior	IBCR through experts for support	Steering Committee IBCR to lead	October-December 2014	UNICEF Ministry of the Interior IBCR
7. Validation of the training package	Ministry of Defence Ministry of the Interior	Experts IBCR	Printing of all training packages	January 2015	UNICEF Ministry of the Interior IBCR
8. Selection test for trainers	Steering Committee National Development Army National Gendarmerie	IBCR UNICEF		February 2015	UNICEF Ministry of the Interior IBCR
9. Training of trainers	UNICEF IBCR Government	IBCR (Trainer) UNICEF	Government agreement Cooperation of schools	March 2015	UNICEF Ministry of the Interior IBCR
10. Pilot trainings	Ministry of Defence Ministry of the Interior	UNICEF IBCR		June 2015	UNICEF Ministry of the Interior IBCR

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES
11. Validation of the training	Steering Committee IBCR Ministry of Defence Ministry of the Interior	UNICEF IBCR		June 2015	UNICEF Ministry of the Interior IBCR
12. Permanent integration of the training in the schools' programmes (National Armed Forces and Gendarmerie School, National Police School)	Steering Committee	UNICEF IBCR		July 2015	UNICEF Ministry of the Interior IBCR

## CHAD

### Objectives

- To develop initial, in-service and specialised training modules and to integrate these in the programs of the national police, gendarmerie and judicial training schools.
- Training of trainers on the above mentioned modules.

### What has been achieved in terms of training security forces on children's rights?

- Feedback on the Lome workshop;
- Lobbying of the authorities for a commitment to integrate children's rights in the training of security forces;
- Negotiation and signature of an agreement with the IBCR to provide support to the government in the process;
- Consultation with different actors on the ground in Ndjamea, Bongor, Kelo and Moundou;
- Organisation of a scoping workshop;
- Development and dissemination of the IBCR's first mission report;
- Constitution of a Steering Committee by way of decree N20 114/PR/PM/MASSNF/SE/SG/DE/2013 of 10 October;
- Constitution of a Thematic Working Groups by way of decree N20 115/PR/PM/MASSNF/SE/SG/DE/2013 of 10 October;
- Organisation of three consultation workshops with security forces, social workers, justice representatives and NGOs working for children.

### The partners are

- UNICEF;
- International Bureau for Children's Rights (IBCR);
- Programme to support the reform of internal security forces;
- Programme to support justice in Chad.



*The delegation from Chad: Mrs. Motoyam Nanitom, Child protection specialist from UNICEF Chad, Mr. Boris Yoguerna Djasrangar, Director of studies and planning at the National Gendarmerie Schools Consortium, the Police Commissioner Djiadingar Moita Yelngar, Chief of the Brigade for the protection of minors, and Mr. Taira Garandi, Director of the National Police Academy.*



*Delegations from Malawi and Chad during a work session aimed at comparing the national action plans during the last day of the workshop.*

THE STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT IS NEEDED?	TIMEFRAME	NECESSARY RESOURCES
Feedback on the Côte d'Ivoire workshop report	The delegation	UNICEF	Drafting of report by the delegation	In two weeks	Financial Resources Time
Sharing the Abidjan workshop report with public services and NGOs involved in the process	The delegation	UNICEF	Multiplication of reports	One week after the workshop	Availability of the delegation
Appointing the members of the Steering Committee and Thematic Working Group	Ministry of Social Action, National Solidarity and the Family (MSANSF) Ministry of Defence Ministry of the Interior and Public Safety Involved NGOs	UNICEF	An Act appointing the said members	November-December	Political will
Organising a strategic workshop	Working Group and IBCR mission head	UNICEF MSANSF	Fulfilling the IBCR's 3rd mission agenda	January 2014	Financial Material Human resources
Workshop to develop the training toolkit	Working Group and IBCR	UNICEF			
Finalisation of the toolkit	Steering Committee	IBCR UNICEF			Financial and human
Planning of the trainings	Administrators of the relevant schools	IBCR UNICEF	Identification of trainers		Teaching materials Financial
Training of trainers	IBCR Steering Committee	UNICEF	Covering trainers' expenses	12 days per training with groups of 30 persons	Teaching materials Financial Logistical Human
Integration of the module in the initial training program	Administrators of the relevant schools	IBCR UNICEF	Planning the trainings Availability of classroom and trainees		Teaching materials Human resources

### Impact

Girls and boys live in a protective environment, in compliance with international standards.



*The delegations from Chad, Guinea, Senegal, Cameroon and Tunisia answer questions from participants, during the second day of the workshop.*



## CÔTE D'IVOIRE

### Initial training

- Finalisation of the training package:
  - Exchanges between the IBCR and the technical unit (emails, workshops).
- Effective integration of trainings within schools:
  - Identification of a person in charge of the rights and protection of the child within each school;
  - Availability of trainers.

### In-service training

- Internal monitoring and evaluation of the project (Employment Organising Bureau (BOE), Sub-directorate for in-service training and professional development (SDFCP)):
  - Compilation of statistics within the Sub-directorate for the fight against child trafficking and juvenile delinquency (SDLTEDJ) and each Gendarmerie squad;
  - Taking account of cases involving children during the inspections of company commanders, with the support of the BOE Heads at the Gendarmerie
- Directory of focal points:
  - List of all trained gendarmerie and police officers and corresponding units.
- Coverage of other regions:
  - Development of an annual training programme on the rights and protection of the child for the three (03) Gendarmerie legions and the eight (08) Police prefectures not currently participating;
  - Drafting trainings for partners;
  - Identification of trainees.

### Specialised training

- Advocacy for the creation of a special Gendarmerie unit:
  - Reporting all progress to the Superior Commander of the Gendarmerie (Head of the BOE).
- Training of specialised units ((SDLTEDJ), drug squad, investigations squad):
  - Development of a training programme (BOE, SDFCP);
  - Drafting trainings for partners;
  - Identification of trainees.
- Setting up of focal units to decentralise the SDLTEDJ:
  - Advocacy with the National Police Department;
  - Verify available space within police prefectures to host these units.



*Some of the members of the delegation from Côte d'Ivoire: the Commissioner Albert Kouakou Touré, Interim Director of the Abidjan Police Academy, Commissioner Adolphe N'Gatta Yao, Director of the Sous-direction de la lutte contre la traite des enfants et de la délinquance juvénile, Lieutenant Koffi Ernest Agnigori from the Abidjan Gendarmerie School, Lieutenant Yao Kouakou Braffo, Chief of the Investigations Office at the Abidjan Gendarmerie School, and Captain Yves Deles Zokoury Ouidi, Instructor at the Toroguhé Gendarmerie School.*



*Sharing session between Burundi, Côte d'Ivoire and Tunisia, following the presentations on the development of a training toolkit on children's rights intended for police officers and gendarmes.*

## GAMBIA

### Objective

To ensure that all police officers are trained to have the requisite skills, knowledge and attitude for the protection of the rights of children who come into contact or conflict with the law.

### Who are the general partners?

- Police Academy
- Police Child Welfare Unit
- Department of Social Welfare
- UNICEF
- Child Protection Alliance
- Child Fund
- Juvenile Wing of the Prisons
- Female Lawyers Association of the Gambia

### What has already been achieved?

- Establishment of a child welfare unit in the police force and presence of a police child welfare officer in every police station/post in the country
- Development of After Arrest Procedures for Police and Social Workers and subsequent training on this
- Development of a Training Manual for police on children's rights and protection by stakeholders
- Probing and validation of the manual by the Inspector General of Police and Ministry of Interior
- Incorporation of the training module into the Police Academy
- Ad hoc training of various stakeholders on child protection and child justice
- Establishment of a National Child Justice Steering Committee

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
To hold a meeting with stakeholders about the workshop	Department of Social Welfare	Police Academy Police Child Protection Unit Department of Social Welfare	A meeting of the Steering Committee to organize the meeting	November 2013	Transport refund Refreshments for participants
To assess the training needs of police officers countrywide	Police Academy Department of Social Welfare	Ministry of Education Ministry of Interior Ministry of Justice	Collaborations with partners Assessment tools Identification of team to conduct the assessment	Mid 2014	Transport Fuel DSA Material Assessment tools
To conduct training on children's rights across the country	Police Academy Department of Social Welfare			Quarters 3 and 4 of 2014	
To support the pilot training	UNICEF Department of Social Welfare			Quarter 4 of 2013	
To assess the pilot training	Police Academy Ministry of Education			Quarter 2 of 2014	
To strengthen the Police training at the Academy	Police Academy			Quarter 3 of 2014	
Assessment of training needs for magistrates					
Development of SOPs between the Police and other key stakeholders such as the National Legal Aid Agency, Female Lawyers Association, etc.					

## GHANA

### Objectives

- To have a child-friendly policing;
- To mainstream child protection into the police training curriculum;
- To improve the knowledge and skills of the already established units within the service in dealing with children in a child-friendly and gender appropriate manner.

### What already exists?

- Policemen at basic training schools are taken through human rights as a subject;
- Specialised units in the police are taken through in-service training on children's rights.

### Who are the general partners?

- UNICEF
- Women, Children and Social Protection
- IBCR
- Ministry of Interior

### Phase 2

- Mapping
- Steering Committee
- Development of toolkit
- Pilot training
- Validation
- Training of trainers

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
To brief Police Command and UNICEF Ghana	UNICEF Police delegation	Commitment Financial support Political will	1 <sup>st</sup> of December to the 31 <sup>st</sup> of December 2013	Time
Development of a concept note and sharing with Police Command and UNICEF as well as key stakeholders through a consultative meeting				
Development of Terms of Reference and sharing with stakeholders				
Advertisement for the recruitment of consultants and shortlisting and engagement				



*The delegation from Gambia: Mrs. Isatou Jammeh, Chief of training, surveillance and evaluation at the Ministry of Social Welfare, Mr. Mamour Jobe, Director of Training at the Police Academy, Mrs. Awa Joof, Child protection specialist at UNICEF Gambia, and Mrs. Fatou Fanny Williams, in charge of the Unit for the Protection of Women and Children of the Gambia police forces.*



*Three of the four members of the delegation from Ghana: Mrs. Owusua Kyeremeh, Regional Coordinator of the Domestic Violence Support Unit within the police services of Ghana, Mr. Samuel Ackom of the National Police Academy, and Mrs. Hilda Mensah, Child protection specialist at UNICEF Ghana.*



## GUINEA

### Objective 1

Integrate modules on child rights and child protection in the training programmes of police and gendarmerie schools.

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES
Identify trainers	IBCR School managers	UNICEF IBCR SABOU-Guinée Save the Children	Meetings (IBCR, UNICEF, School managers)	End of December 2013	Not needed
Readjust School programmes in order to find a window for the training	School managers	UNICEF IBCR Save the Children	Meetings and availability of stakeholders	End of January 2014	Financial and human
Pilot trainings	Heads of Operations and Training School managers	UNICEF IBCR Save the Children	Teaching material	End of 2014	Financial and human
Evaluation of the pilot training and readjustment of the training package	School managers	UNICEF IBCR Save the Children	Materials for all trainers	End of 2014	Financial and human

### Objective 2

Train 2,500 gendarmes and 4,000 police officers on child rights and child protection during the year 2015.

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES
Full integration of the module	School managers	UNICEF IBCR Save the Children	Teaching material (students and teachers)	During 2015	Financial and human
Monitoring and evaluation	Steering Committee to act as a Monitoring and Evaluation Committee	UNICEF IBCR Save the Children	Logistical and material resources	End of 2015	Financial and human



*The delegations from Mauritania and Guinea during a work session aimed at comparing the national action plans, during the last day of the workshop.*

### Objective 3

Creation of special minors' brigades in the 8 administrative regions.

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES
Develop a specialised training package	Steering Committee and Reference Group	UNICEF IBCR Save the Children Terre des Hommes	Meetings and consultations	During 2014	Financial and human
Lobbying the authorities	Steering Committee and Reference Group	UNICEF IBCR Save the Children	Logistical resources for the meetings	During 2014	Financial and human
Training of trainers	IBCR Heads of Operations and Training	UNICEF IBCR Save the Children	Logistical and material resources	2 to 4 weeks	Financial and human
Pilot trainings	School managers	UNICEF IBCR	Teaching material	During 2014	Financial and human
Evaluation of training and readjustment of the training package	School managers	UNICEF IBCR Save the Children	Teaching material	During 2014	Human and material
Integration of the specialised training	Heads of Operations and Training School managers	UNICEF IBCR Save the Children	Teaching material	During 2014	Financial and human
Training of specialised units staff	School managers High Command National Gendarmerie Ministry of Security	UNICEF IBCR Save the Children	Teaching material	End of 2014	Financial and human

## LIBYA

STEPS	WHO IS RESPONSIBLE	PARTNERS	WHAT IS NECESSARY	TIMEFRAME	RESOURCES
Production of a report for UNICEF and the heads of police about the program	Faycal Mouhamad Rajab	Myself only		22 <sup>nd</sup> of November 2013	Crayons Paper Computer
Localise or determine a place for the launch of the program	Myself and my work supervisor	The Director and my colleagues	Convene and distribute missions and tasks	19 <sup>th</sup> of December 2013	Boardroom Coffee
Find a way to support the program	Myself and our working group	Solidarity of the Director and my colleagues with UNICEF	My director, my colleagues, UNICEF, and some NGOs	20 <sup>th</sup> of December 2013	Contacts Meetings
Direct meetings with the heads of the police and those with decision-making powers	Myself and our working group	Solidarity of the Director and my colleagues with UNICEF	My director, my colleagues, UNICEF, and some NGOs	21 <sup>st</sup> of December 2013	Contacts
Organise meetings	The entire group	Solidarity of the Director and my colleagues with UNICEF	My director, my colleagues	1 <sup>st</sup> of May 2014	Visits Audition
Determine the subjects and determine the problems and the obstacles	The group UNICEF	Group with UNICEF		12 <sup>th</sup> of February 2014	Visits Meetings
Serious work to resolve the problems and the manner in which the police deals with them	The group UNICEF	Solidarity of the Director and my colleagues with UNICEF	The whole group	Enough time	Meetings Exposure of the main problems

## MALAWI

### Objectives

- To assess the gaps in the existing Basic Recruit Training Manual and Trainers Guide on Child Protection
- To advocate for the adoption of six core competencies on child friendly policing
- To review the existing Basic Recruit Training Manual and Trainer's Guide on Child Protection
- To develop the Specialized Training Manual and Trainer's Guide on Child Protection
- To develop the Cadet/Command Course Training Manual and Trainer's Guide on Child Protection
- To monitor and evaluate implementation of Child Friendly Policing training

### What has already been achieved?

- Developed and integrated Basic Recruit Training Manual and Trainer's Guide
- Trained Instructors to teach the Child Protection Police Basic Recruit Course

- Existence of the National Technical Working Group on Child Protection
- Existence of Child Protection Officers at the National, Regional and Station levels
- Existence of a draft Child Protection Policy and Diversion Guidelines
- Existence of the Child Care Protection and Justice Act

### Who are the general partners?

- UNICEF
- Ministry of Gender, Children and Social Welfare
- Judiciary
- Civil Society Organizations
- Malawi Human Rights Commission
- Ministry of Health
- Ministry of Labour
- Ministry of Education
- Faith Based Organizations

STEPS	RESPONSIBILITY	PARTNERS	ACTIVITY	TIME FRAME														RESOURCES
				N	D	J	F	M	A	M	J	J	A	S	O	N	D	
Briefing Management on the outcome of Abidjan 2013 Training Workshop	Officer In-Charge Community Policing	UNICEF	Report Writing Conducting briefing meeting															No resources
Briefing Partners on the outcome of Abidjan 2013 Training Workshop	Officer In-Charge Community Policing	UNICEF	Meeting with UNICEF															No resources



The delegation from Malawi: Mr. Masauko George Katchule Medi, in charge of the Community Policing Division within the National Police, Mrs. Patricia Njawili, Coordinator of the Victim Support Unit and in charge of Gender Equality, and Mr. Alexander Ngwala, Advisor in youth protection within the National Police.



Sharing session between Malawi, Swaziland and Togo following presentations on the development of a training toolkit on children's rights intended for police and gendarmerie personnel.



Advocacy	Officer In-Charge Community Policing/UNICEF	National Child Protection Technical Working Group	Conducting meeting with Service Training Committee														Funds
Mapping	Officer In-Charge Community Policing	UNICEF	Identifying Consultant Developing Tools Data Collection Data analysis Report writing Validation Printing Report Dissemination														Funds, refreshments, fuel, accommodation, Stationery, DSAs, Consultancy Fee
Training Toolkit/ integration of six key competencies	Officer In-Charge Community Policing		Formation of Task Team Development of First Draft Consultative meetings Validation workshops Endorsement Printing and Dissemination														Funds, refreshments, fuel, accommodation, Stationery, DSAs, Consultancy Fee

## MALI

## Objective

**Long term:** integrate **initial, in-service and specialised training** in the curricula of the Gendarmerie and Police schools and National Guard Training Centre.

**Short term:** integrate **initial and specialised training** in the curricula of the Gendarmerie and Police schools and National Guard Training Centre.

## Already accomplished

- Existing module on child protection at the National Police Schools;
- No specific module at the Gendarmerie Schools and National Guard Training Centre (child rights and child protection are dealt with in various subjects).

**Partners** (of the Police School)

- UNICEF
- ENDA Tiers-Monde

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES
Search for potential partners (IBCR, OIF, Save the Children, Plan, Foundations, Malian Coalition for the Rights of the Child, NGOs.)	Ministry of Safety; Ministry of Defence	Ministry for the Advancement of Women, Children and the Family; UNICEF Mali	Mapping of all relevant stakeholders; Consider a consultation mechanism	November 2013	Malian State; Support from UNICEF Mali.
Diagnosis of Security Forces practices towards children	Ministry of Safety; Ministry of Defence	Ministry for the Advancement of Women, Children and the Family; Ministry of Justice; UNICEF Mali; IBCR	Establish a multidisciplinary team; Reach out to the units in the field; Collect and analyse data; Review this action plan	December 2013	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR
Launching and mobilisation workshop	Ministry of Safety; Ministry of Defence	Ministry for the Advancement of Women, Children and the Family; UNICEF Mali; IBCR	Advocacy to carry out the project; Commitment of potential partners; Constitution of a Steering Committee and Reference Group; Validation of the diagnosis and action plan	End of December 2013	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR
Assessment of training needs	Ministry of Safety; Ministry of Defence	UNICEF Mali, IBCR and other proven partners.	One coordination meeting; Two working sessions on the identified needs	January 2014	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR and other partners



STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES
Scoping and reflection workshop	Ministry of Safety; Ministry of Defence	UNICEF Mali, IBCR and other proven partners.	Define the content of the modules for each training level	From 3 to 7 February 2014	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR and other partners
Development of the training packages	Training directors	UNICEF Mali, IBCR and other proven partners; Countries to be visited.	Carry out surveys in the training centres of the two most advanced countries in the project; Design initial and specialised training packages	From 17 February to 17 June 2014	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR and other partners
Pedagogical workshop	Ministry of Safety; Ministry of Defence	UNICEF Mali, IBCR and other proven partners.	Validation and improvement of training packages and integration into curricula	From 28 June to 1 July 2014	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR and other partners
Training of trainers	Training directors	UNICEF Mali, IBCR and other proven partners.	Selection of trainers; Appropriation of the training package by the trainers Acquisition of adequate teaching methods	From 8 to 25 July 2014	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR and other partners
Pilot courses in Schools and Training Centres	Training directors	UNICEF Mali, IBCR and other proven partners.	Identify trainees; Teach the modules; Verify teaching; Establish follow-up sheets for each trainer and each officer	From August to November 2014	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR and other partners
6th Regional Workshop on the integration of key competencies adapted to the rights of the child in the training and practices of security forces in Africa and Haiti	UNICEF Mali, OIF, Save the Children, IBCR	Malian Government	Usual arrangements made by the organisers; The timeframe of the action plan must be respected by the Steering Committee of Mali in order to share and contribute their experience at the workshop	November 2014	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR and other partners
Re-evaluation of the training packages	Training directors	UNICEF Mali, IBCR and other proven partners.	Make use of the trainees' follow-up sheets; Improve training packages based on these sheets and the experience gained during the training; Lay the groundwork to develop the in-service training package.	December 2014	Malian State; Support from UNICEF Mali, OIF, Save the Children, IBCR and other partners



*Sharing session between the delegations from Benin, Mali, Chad and Guinea following presentations on the development of a training toolkit on children's rights intended for police and gendarmerie personnel.*

## MAURITANIA

	Objectives	Steps	Responsible Agencies	Partners	Timeframe	Resources needed
1	Implementation of the initial and in-service training modules introduced at the police school	Involve child rights specialists at the National Police Academy	Ministry of the Interior and Decentralisation	UNICEF IBCR European Union Terre des Hommes Lausanne Other NGOs	One month for the workshop report Three months for the selection of child rights specialists	Human resources Financial resources Material resources
2	Advocacy at Government level for the implementation of the action plan	Submission of the mission report with the plan of action Request to the Government for the implementation of the initial and in-service training module introduced at the police school	Directorate General of National Security and UNICEF	UNICEF IBCR European Union Terre des Hommes Lausanne Other NGOs	One month for the submission of the report and the action plan One month for the request	No resources apart from the leaders of these two activities
3	Development, validation and integration of the training of trainers package and specialised training	-Prior selection of trainers Development, validation and integration of the training package	Directorate General of National Security and UNICEF	UNICEF IBCR European Union Terre des Hommes Lausanne Other NGOs	A month for the selection of trainers and one month for the development of the modules	One consultant, financial and material resources
4	Involve the Gendarmerie forces, the National Guard, prison officers and social workers	Advocacy with relevant ministries	Directorate General of National Security and UNICEF	Directorate General of National Security, Judicial Child Protection Directorate, and Ministry of Social Affairs, Youth and Family	6 months	Trainers, resource financial and material resources
5	Initial and in-service training for magistrates	Development of the modules for magistrates	Ministry of Justice and UNICEF	Judicial Child Protection Directorate and UNICEF	6 months	One consultant, financial and material resources

## NIGER

### Objectives

- Integrate initial and specialised modules on the protection and the rights of the child in the curriculum of all training schools and training centres for Defence and Security Forces (DSF);
- Popularise international and national legal instruments within the DSF;
- Continue the training of trainers (initial and specialised training);
- Strengthen the capacity on child rights of the minors' brigade and other DSF specialised services;
- Establish effective coordination between the DSF and other stakeholders.

### Partners:

- UNICEF
- IBCR
- Save The Children
- Oxfam
- UNFPA



*The delegation from Niger: Mr. Mamane Mahamane, Police Inspector for the Brigade of minors, Mrs. Hadiza Morou, Focal Point, Assistant to the Chief of division of administrative affairs, personnel, training and mobilisation of the National Gendarmerie School, Mr. Yacoudima Youcouba, Chief of the laboratory division DSS A/S of the National Guard School, Mrs. Ousmane Aichatou, Trainer on children's rights and focal point of the national armed forces at the Ministry of National Defence, and the Police Commissioner Amadou Mossi, Trainer at the Police School of Niger.*





WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	PARTNERS?	WHAT IS NEEDED TO ACHIEVE THIS STEP?	TIMEFRAME	WHAT RESOURCES ARE NEEDED?
<b>INTEGRATE MODULES (INITIAL AND SPECIALISED) ON THE PROTECTION AND THE RIGHTS OF THE CHILD IN THE CURRICULUM OF ALL TRAINING SCHOOLS AND TRAINING CENTRES FOR THE DEFENCE AND SECURITY FORCES (DSF)</b>					
Pilot training	Trainers who have been trained on the initial and specialised training	UNICEF, training schools and training centres for DSF, IBCR	Setting a timetable, choosing trainers, informing the schools' authorities, obtaining material resources, forming student groups.	Before the end of November 2013	Material and human, documentation
Advocacy towards the Ministries in charge of the DSF	UNICEF, consultants	Focal points and authorities of DSF training schools	Request for hearing, correspondence, meetings	As soon as possible	
Closing workshop	National Police Department/Central Service for the Protection of Minors and Women	UNICEF, IBCR	Drafting of letters of invitation for the authorities and other partners, reservation of a room, mobilisation of SDF, material organisation	November 28 2013	Financial means
Teaching of modules within SDF training schools and centres	Trainers who have been trained on the initial and specialised training	UNICEF, IBCR	Technical and financial support (provision of equipment to different schools and training centres, covering holiday expenses for a period of two years; this is important for a better integration of the modules)		
Printing or copying modules	UNICEF	UNICEF, training schools and training centres	The modules	As soon as possible	Material and financial means
Monitoring and evaluation	Focal points, specialised services	UNICEF, IBCR	Assessment mission, development of monitoring and evaluation scorecards for trainees and trainers.	Monitoring: on a permanent basis Mid-term review: 6 months later Impact assessment: every year	Material and financial means
<b>POPULARISE INTERNATIONAL AND NATIONAL LEGAL INSTRUMENTS WITHIN THE DSF CONTINUE THE TRAINING OF TRAINERS (INITIAL AND SPECIALISED TRAINING) STRENGTHEN THE CAPACITY OF MINORS' BRIGADES AND OTHER DSF SPECIALISED SERVICES WITH MATERIALS ON CHILD RIGHTS AND LOGISTICAL RESOURCES</b>					
Training on the rights and protection of the child for workers, heads of minors' brigades, brigade commanders and companies	Trained trainers	UNICEF	Identification of beneficiaries		Material and financial means
Workshops, conferences	Consultants	UNICEF	Requests for funding		Material and financial means
Training of additional trainers	Trained trainers	UNICEF, training schools, specialised services	Requests for funding		Material and financial means
Raising awareness of SDF high officials on the rights and protection of children	UNICEF/ trained SDF	UNICEF	Drafting of TOR for funding requests;	At the discretion of each represented body	Human and material resources
Raising awareness of focal points for minors on the training tools and their expected role	Authorised SDF	UNICEF	Drafting of TOR for funding requests; Organisation of awareness days	At the discretion of each represented body	Human and material resources



## RWANDA

### Objectives

- Strengthen the initial training of police officers on the rights and protection of children;
- Organisation of workshops to update professionals working in fields related to children's rights;
- Finding adequate financing for the projects;
- Exchange knowledge with other countries working on similar projects;
- Because of job rotation within police departments, it is important to offer continuous training.

### What has been accomplished in terms of training security forces on children's rights?

- In Rwanda, we have a directorate within the office of the judicial police that deals with gender violations and a special child protection division;

- The Rwandan police has established the National Police Hospital, 'Isange One Stop Centre', where children who have been violated (sexually, physically and psychologically) can access all the necessary support;
- The Rwandan Police policy is to establish these centres for the protection of children and gender violations in all of the country's hospitals;
- The Rwandan Police has already provided initial child protection training to all police officers and even to the Rwandan community;
- We have a child protection law;
- We have free telephone hotlines to protect children.

### General partners

- UNICEF
- NCC (National Children Council)
- Ministry of Gender and Family Protection
- ONU Women

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESSOURCES NEEDED
1. Development of a mapping report (situational assessment)	Steering Committee IBCR	UNICEF		December 2013	Support from UNICEF
2. Development and validation of the plan of action with the authorities	Ministry of Internal Security in charge of the training	UNICEF UNIFEM ONU Women	Meeting between UNICEF and the Ministry of Internal Creation of the Steering Committee	January-March 2014	Support from UNICEF
3. Launch workshop of the initial training project	Ministry of Internal Security in charge of the training IBCR	UNICEF Ministries NGOs Steering Committee	Preparation of documents	January-March 2014	Support from UNICEF



The delegation from Rwanda: Inspector-Chief Ignace Nkurayija and Inspector Jeanne-d'Arc Mukandahiro of the National Police.



Sharing session between Senegal, Rwanda, Zambia and Angola following the presentations on the development of a training toolkit on children's rights intended for police and gendarmerie personnel.

4. Workshop to develop the training package (to identify training needs and parameters)	Ministry of Internal Security in charge of the training IBCR	Steering Committee National Police of Rwanda		January-March 2014	Support from UNICEF
5. Development of the training package	Steering Committee	Technical experts		April 2014	Support from UNICEF
6. Identification of trainers	Steering Committee IBCR	UNICEF NGOs Steering Committee		May 2014	Support from UNICEF
7. Planning of the training	Steering Committee IBCR	UNICEF Members of the reference group Ministries NGOs	Recruitment of trainers if necessary	June 2014	Support from UNICEF
8. Integration of the initial module	Ministry of Internal Security	UNICEF	Compilation of existing child rights training documents	July 2014	Support from UNICEF
9. Development of a specialised training for the gender directorate (against gender-based violence)	Ministry of Internal Security Steering Committee IBCR	IBCR UNICEF	Consult with the gender directorate of the National Police (against gender-based violence) Elaborate a plan of action for the development of the training package	July 2014	Support from UNICEF
10. Submit the report to police authorities (National Police of Rwanda) and UNICEF	Rwandan delegation		Send the written report	November 2014	Support from UNICEF

## SENEGAL

### Objective 1: Initial training

Provide initial training to students-gendarmes and to gendarmes and police officers serving in units that deal mostly with minors.

As a first step, the authorities must officially endorse the integration of the training module in the training programmes.

With respect to the Gendarmerie, the training module must take the form of an instruction sheet approved by the Minister of the Armed Forces, on proposal from the High Commander of the Gendarmerie (Education-Training Division which depends on the Human Resources Assistant).

Regarding the police: to be included in the decree on the National Police School training programme and parameters.

STEPS	RESPONSIBLE AGENCIES	PARTNERS	HOW TO GET THERE	TIMEFRAME	RESOURCES
Integration of the training package	Gendarmerie Police	IBCR, Save the Children, NGOs	Send correspondence and training package to the relevant authorities	December 2013-April 2014	Financial Experts
Initial training of gendarmes and police students	Gendarmerie and Police schools	IBCR, Save the Children, NGOs, specialised education centres, detention centres, other specialists	Organise the training after the professional training	January-February 2014	Trainers At least 500 student manuals for each school Funding for external stakeholders if possible
Monitoring and evaluation	The Schools In-service training sections and available experts Partners	IBCR, UNICEF, Save the Children, other organisations	Initiative of the technical inspections in charge of operational assessments	To be determined	Means of mobility Funds for the inspectors on the ground



**Objective 2: In-service training**

Strengthen the capacity of police and gendarmes who work in brigades and stations that often deal with children.

For this purpose, the initial training package should be integrated in the in-service training programs of gendarmes and police officers.

**Note:** The initial training package developed for schools may well be the same as the one used for training staff on duty.

STEPS	RESPONSIBLE AGENCIES	PARTNERS	HOW TO GET THERE	TIMEFRAME	RESOURCES
Develop the training package	Trainers, Police, Gendarmerie, target gendarmes and police officers; experts from Save the Children, IBCR, UNICEF	IBCR, UNICEF, Save the Children, NGOs	Exchange meetings between Police, Gendarmerie, experts		Financial Experts
In-service training	Education and training section of the Gendarmerie, at the request of the units or at the initiative of the Police Directorate General (Studies and Methods Bureau) IBCR Save the Children UNICEF	IBCR, Save the Children, UNICEF, NGOs and other stakeholders	In the case of the Gendarmerie, questionnaires will be developed after the initial training, to be used to prepare for the various professional examinations. Units will express their training needs and the sections responsible for in-service training will make their own decisions.	First in-service training during 2014 and on an annual basis thereafter.	Financial Material resources (training manuals, teaching material: board and PADEX paper)

**Objective 3: Specialised training**

STEPS	RESPONSIBLE AGENCIES	PARTNERS	HOW TO GET THERE	TIMEFRAME	RESOURCES
Develop the training package	Trainers Police, Gendarmerie, Target gendarmes and police officers; Experts from Save the Children IBCR UNICEF	IBCR, UNICEF, Save the Children, NGOs	Exchange meetings between Police, Gendarmerie, experts	Every 3 years from 2016	Financial Experts

**SUDAN****Objectives**

- To develop a curriculum
- To train police officers to enable them to save and protect children

**Strengths**

- Child Act 2010
- Integrated the Child Act 2010 and other theories of the child in the Police College Curriculum
- The Ministry of Interior in collaboration with Welfare and UNICEF are organizing a Training of Trainers facilitated by trainers specialized in children's issues. They are now training the Public Order Police
- A written curriculum to non-commissioned officers schools, now we have a joint Committee (police, UNICEF and National Coordination Mechanism to update them

- Telephone number for children to contact the Family and Child Protection Units (FCPU)
- Harmonization with our partners
- Standard Operating Procedures (SOPs) for the FCPU

**Challenges**

- The updating of the curriculum takes time
- The instability of some States stops trainings

**What will be done**

- Complete the updating of the curriculum of the Police College, NCOS schools and induction training curriculum for the new officers to the FCPU
- Approve the SOPs in a final draft after a year of implementation in FCPU
- Training of trainers course for the Police College and NCOS

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Briefing the Sudan Police Training Authority	Siddig Abbas, participant to the Abidjan Workshop		Written report	By the 18 <sup>th</sup> of November	
Briefing by the Director of Training to the National Mechanism for FCPUs	Director of Training		Briefing Note	By the 18 <sup>th</sup> of November	
Meeting with UNICEF	Siddig Abbas, participant to the Abidjan Workshop		Briefing Note	By the 19 <sup>th</sup> of November	
Training needs assessment process for developing Police College, non-commissioned officers and new FCPU officers	Committee Consultant	UNICEF SAJP National Coordination Mechanism FCPU	Questionnaire Focus group Consultant	Three weeks	Financial support
Training of Trainers	Trainers UNICEF	SAJP	Planning Curriculum	Two months	Financial support
SOPs	Trainers UNICEF	UNICEF SAJP	Contact UNICEF	Next week	



*Delegations from Angola, Sudan, Swaziland, and Malawi answer questions from the other delegations during the third day of the workshop.*



*The delegation from Sudan: Mr. Siddig Abbas, Head of the Planning and Curriculum Department at the Sudan Police Training Authority.*



*Sharing session between Libya, Sudan and Tunisia during a work session aimed at comparing the national action plans during the last day of the workshop.*

## SWAZILAND

### Objective

Introduce and mainstream competency-based policing at the Police College in Swaziland by April 2015.

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NEEDED TO ACHIEVE THIS STEP?
1. Conference report was submitted to Police HQ and copy was shared with UNICEF	Domestic violence, sexual abuse and child protection unit	UNICEF	Meeting
2. High level one and a half day workshop with the National Commissioner of Police in Swaziland and his executive was held in Pigs Peak for purposes of securing a high level commitment	Director of Training at Police Headquarters	UNICEF, Regional Psychosocial Support Initiative, National Children's Coordination Unit, Directorate of Public Prosecutions, Deputy Prime Minister's Office, legal advisor, Attorney General's office, Police	
3. A three day workshop was held with the technocrats from the regional commanders to senior management from the Police Training College, staff from Domestic violence, sexual abuse and child protection unit at the Headquarters			
4. A technical working group was established which met twice per month for purposes of reviewing the existing roles and responsibilities of police officers in line with the new added responsibilities as per the Child Protection and Welfare Act of 2012			
5. Held three teleconferences with ICBR			
6. Costed roadmap for the development and implementation of the competency-based policing module at Police College			Cover in-country visit by IBCR
7. Resource mobilization for the above-mentioned roadmap			
8. A technical working group was expected to submit a report to the Executive and meet to discuss it			
9. Planned meeting with other stakeholders like the senior management of the Department of Social Welfare and the Police was not			
10. Conduct a mapping exercise (steps 1-8)	Police	UNICEF, Ministry of Education and Training, University of Swaziland, IBCR, Deputy Prime Minister's Office, His Majesty's Correctional Service, NGOs, Faith based organizations, media, Development partners, children, community structures	Mission planning, literature review, analysing material sent, identifying gaps needed to be filled, helping developing ToRs for the Steering Committee and the Reference
i. Literature review	IBCR & Police	University of Swaziland, UNICEF, Ministry of Education and Training, Deputy Prime Minister's Office, NGOs, Faith based organizations, media	
ii. Identification of the consultant	Police	IBCR and UNICEF	
iii. Launching workshop	Police	UNICEF	
iv. Site visits to the Police College and police stations	Police	IBCR, UNICEF, University of Swaziland	
v. Interviews with security forces	Police	IBCR, UNICEF, University of Swaziland	
vi. Interviews with children	Police	IBCR, UNICEF, University of Swaziland	
vii. Bilateral meetings	Police	UNICEF, Ministry of Education and Training, University of Swaziland, IBCR, Deputy Prime Minister's Office, His Majesty's Correctional Service, NGOs, Faith based organizations, media, Development partners, children, community structures	
viii. Validation workshop	Police	UNICEF, Ministry of Education and Training, University of Swaziland, IBCR, Deputy Prime Minister's Office, His Majesty's Correctional Service, NGOs, Faith based organizations, media, Development partners, children, community structures	



WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?
11. Disseminate the findings from the mapping	Police	UNICEF, Ministry of Education and Training, University of Swaziland, IBCR, Deputy Prime Minister's Office, His Majesty's Correctional Service, NGOs, Faith based organizations, media, Development partners, children, community structures
12. Development of the police competency framework for overall police and then zoom into one for the competency-based police framework on children's rights (Purpose is to link it to the performance evaluations for the police – moving from theory to practice)	Police	Reference Group, local consultant, IBCR
13. Development of training kit (steps 1-5)		
i. Framing work (create structure which is the steering committee and reference group; define the outcomes and deliverables of the process)	Police	UNICEF, Ministry of Education and Training, University of Swaziland, IBCR, Deputy Prime Minister's Office, His Majesty's Correctional Service, NGOs, Faith based organizations, media, Development partners, children, community structures
ii. Specific inventory of the current training (what do we have at the moment; what are the needs in terms of training, which specific modules do we want to develop; who should we teach: basic or advanced level)	Police	Reference Group, local consultant, IBCR
iii. Strategic workshop (consolidate the inventory; receive inputs to the inventory; define the road map and distribute responsibilities; identify a local consultant; definitions of the content of the modules)	Police	Reference Group, local consultant, IBCR
iv. Tool development workshop (What kind of tools for the basic training; what are the contents of the tools; what are the elements of the tools (namely trainers manual, reference manual, students manual, manual for pedagogy support, manual for evaluation, pocket size guide))	Police	Reference Group, local consultant, IBCR
v. High-level approval of the draft toolkit	Police	Reference Group, local consultant, IBCR (mobile support)
vi. Validation workshop (Comments, do updates based on changes in legislation and policy; print provisional draft (up until the pilot training is completed))	Police	UNICEF, Ministry of Education and Training, University of Swaziland, IBCR, Deputy Prime Minister's Office, His Majesty's Correctional Service, NGOs, Faith based organizations, media, Development partners, children, community structures
14. Training of Trainers	Police	Reference Group, local consultant, IBCR
15. Plan for a mid-term review on the impact of the training	Police	Reference Group, local consultant, IBCR
16. Plan for exchange visits	Police	Reference Group, local consultant, IBCR



*The delegations from Swaziland and Benin during a work session aimed at comparing the national action plans, during the last day of the workshop.*

## TOGO

STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES NEEDED
1. Briefing and report on the Abidjan workshop (meeting)	Workshop participants	Steering Committee Reference group UNICEF Ministry of Security		18-22 November 2013	
2. Finalisation and validation of the specialised training package	Reference group Steering Committee	IBCR UNICEF WAO Afrique Plan Togo	<ul style="list-style-type: none"> <li>■ Ongoing exchanges with the consultant</li> <li>■ Validation workshop</li> </ul>	March 2013	Financial Human
3. Testing of the initial training package/pilot training (testing trainers and training package)	Schools Trainers	IBCR UNICEF WAO Afrique Plan Togo	<ul style="list-style-type: none"> <li>■ Identification of trainees</li> <li>■ Availability of trainers</li> </ul>	2nd quarter of 2014	Financial Human
4. Training of specialised trainers	Schools Steering Committee	IBCR UNICEF WAO Afrique Reference group	<ul style="list-style-type: none"> <li>■ Identification of trainees</li> <li>■ Availability of trainers</li> </ul>	April-May 2014	Financial Human
5. Testing of the specialised training package	Schools Trainers	IBCR UNICEF WAO Afrique Plan Togo	<ul style="list-style-type: none"> <li>■ Identification of trainees</li> <li>■ Availability of trainers</li> <li>■ Finalisation and dissemination workshop</li> </ul>	July-August 2014	Financial Human
6. Final adoption of the training packages	Schools Steering Committee Reference Group	IBCR UNICEF WAO Afrique	Finalisation and dissemination workshop	August 2014	Financial Human
7. Implementation of the module in schools	Schools Steering Committee Reference Group	IBCR UNICEF WAO Afrique Plan Togo	Printing of all training packages	4th quarter 2014	Financial Human
8. Advocacy for the establishment of an <i>ad hoc</i> Monitoring Committee	Schools Steering Committee Reference Group	IBCR UNICEF WAO Afrique Plan Togo	Advocacy plan	November 2014	Financial Human



*The delegations from Togo and Rwanda during a work session aimed at comparing the national action plans, during the last day of the workshop.*

## TUNISIA

### Objectives

- To make children's rights more approachable and accessible to various actors and stakeholders within the Police and National Guard;
- To strengthen the capacity of police forces and the National Guard to improve and perfect their professional practice in accordance with the rights of the child.

### Achievements in terms of training security forces on children's rights

- Creation of a specialised child protection brigade as a sub-directorate of the Ministry of the Interior since 1991;
- Integration of modules on the rights of the child (Child Protection Code enacted in 1995, harmonised with the Convention on the Rights of the Child) in the initial, in-service and specialised training courses;
- The specialised child protection brigade has been placed under the functional authority of the childhood jurisdiction;
- Training on children's rights is delivered by highly qualified instructors forming part of the security forces, with assistance and support of specialised contractual trainers such as judges, psychologists and social professionals, etc.;
- Training has been enhanced with contributions from national and international experts during study days, workshops, and seminars;

- Capacity building of our trainers specialised in children's right through training and professional development seminars in the context of the bilateral cooperation framework with United Nations agencies;
- Adoption of several specific measures to safeguard the rights of children in conflict with the law at all stages of the judicial process, as well as child victims and witnesses;
- Involvement of specialists in the psychological and social fields at all stages where children are in contact with security forces and especially in the monitoring of children in open custody.

### National partners

- Ministry of Justice
- Ministry of Social Affairs
- Ministry for Women, Family and Children
- National NGOs working to protect children's rights

### International partners

- UNDP (Tunis office)
- UNICEF (Tunis office)
- OHCHR (Tunis office)
- Arab Institute for Human Rights
- League of Arab States




Three of the four members from the delegation of Tunisia:  
Mr. Lotfi lahdhili, Project Manager on Juvenile Justice at UNICEF Tunisia,  
as well as Colonel Noureddine El Heni and Colonel Raouf Mradeh  
of the National Police.



Two of the members of the delegation from Tunisia, Colonel Raouf  
Mradeh and Colonel Samir Tarhouni from the National Police.





STEPS	RESPONSIBLE AGENCIES	PARTNERS	WHAT DO WE NEED	TIMEFRAME	RESOURCES NEEDED
1. Creation of a Technical Coordination Committee	Ministry of the Interior	Ministry of Justice Ministry of Social Affairs Ministry of Women's and Family Affairs NGO UNICEF	Memo Coordination	30 days (1 month)	Available resources of the Ministry of the Interior
2. Situational Assessment	Ministry of the Interior	Ministry of Justice Ministry of Social Affairs Ministry of Women's and Family Affairs NGO UNICEF	Organisation of a workshop (30 participants)	90 days (3 months)	Support from UNICEF and IBCR
3. Training improvement kit	Ministry of the Interior	Ministry of Justice Ministry of Social Affairs Ministry of Women's and Family Affairs NGO UNICEF	Organisation of a workshop (30 participants)	120 days (4 months)	Support from UNICEF and IBCR
4. Development of TORs for the improvement and enhancement of the training contents (initial, in-service and specialised training)	Ministry of the Interior	Firm of experts	Selection and identification of the expert	300 days (10 months)	Support from UNICEF and IBCR
5. Improvement of infrastructures and vehicles	Ministry of the Interior	Ministry of Justice	Civil engineering and logistics firm	365 days (one year)	Support from UNICEF

## ZAMBIA

### Objective

To foster strategic partnership among stakeholders working for and with children and facilitate the integration of child friendly policing in the curricula for the security forces in Zambia.

### *What has been achieved in regard to the child-friendly policing training*

- Training manual on the Administration of Justice for Children for all stakeholders in the criminal justice sector;
- Incorporation of child protection, children's rights and child justice in the training curriculum at the National Institute of Public Administration (NIPA) for all students taking diploma and certificate courses in Prosecution, Law, Human Rights and Social Work;
- Specialized units: Victim Support and Child Protection Units within the Police;
- Training manual on Human Rights, with a focus on Woman and Children's Rights for Local Court Justices;
- Legislative Audit on 29 pieces of child-related laws;
- Validated Children's Code Bill (domesticating the CRC, ACRWC and other International Treaties);
- Formation of local District Child Justice Forums in 45 of the 104 districts in Zambia under the hospice of the Judiciary, comprising the police, prisons, social welfare, education, health and civil societies;
- Establishment of District Chapters on access to justice.

### Partners

#### 1. Gouvernement of the Republic of Zambia

- The Judiciary (also the Association of Women Judges & National Child Justice Forum Secretariat)
- Police (Victim Support Unit, Child Protection Unit and Legal Standards and Prosecution)
- Prisons
- Social Welfare
- Drug Enforcement Commission
- Human Rights Commission
- Education (Career Guidance & counselling)
- Zambia Law Development Commission
- Ministry of Justice (also Access to Justice – Governance Secretariat)
- Immigration & Office of the Commissioner for Refugees



## 2. Civil Society

- Zambia Civic Education Association (ZCEA)
- Child Care Foundation
- Prisons Care and Counselling Association (PRISCA)
- Young Women Christian Association
- National Legal Aid Clinic for Women
- Child Helpline – Zambia

## 3. Cooperating Partners

- UNICEF
- Save the Children
- UNODC
- ILO
- Plan International
- EU

## 4. What needs to be done from now onwards

- 4.1 Institutional debriefing
- 4.2 Develop and circulate a Concept note for the relevant partners
- 4.3 Strategic meetings for Partners
- 4.4 Formation of the Technical Committee (with its ToR and Action Plan)
- 4.5 Develop a Steering Committee at higher level to support political will
- 4.6 Development of the ToRs for the Mapping
- 4.7 Consultancy for the Mapping
- 4.8 Dissemination of the Mapping Report
- 4.9 Stakeholders to develop the Training Toolkits
- 4.10 Pre-Testing of the Kits
- 4.11 Validation of the Training Toolkit
- 4.12 Identifying of Trainers
- 4.13 Trainers Training
- 4.14 Piloting
- 4.15 Evaluation
- 4.16 The Rollout



*The delegation from Zambia: Mr. Joseph Wayi Simuchembu, National Coordinator of the Child Protection Unit within the national police services, Mrs. Ngosa Kaloto, Child protection specialist at UNICEF Zambia, Mr. Tonny Khunga, Interim Deputy Commissioner of prisons within the detention and rehabilitation programme of the Zambian prisons.*



*Delegations from Mali and Zambia during a work session aimed at comparing the national action plans during the last day of the workshop.*



	STEPS	REPSONSIBILITY	PARTNERS	WHAT IS NEEDED	TIMEFRAME	RESOURCES
1	Institutional debriefing	Delegates	Prisons, UNICEF and Police	Meeting appointments	November 2013	Workshop Outcome Report and Action Plan
2	Concept Note	Delegates	Prisons, UNICEF and Police, Save the Children	Commitment	December 2013	Personnel
3	Strategic meeting for Partners	Delegates and IBCR	Training institutions, Police, Prisons, Social Welfare	Venue	January 2014	Power Point presentation – 5 slides
4	Formation of the Technical Committee	Delegates, Permanent Secretary, Inspector General	Training institutions, Police, Prisons, Social Welfare	Letters of appointment, Action Plan, ToRs	February 2014	Personnel
5	Formation of the Steering Committee to provide oversight	Delegates, Permanent Secretary, Inspector General	Ministry of Home Affairs, Save the Children and UNICEF	Coordination and model ToR	March 2014	Personnel
6	Development of the ToRs for the Mapping	Technical Committee	Prisons, Police, UNICEF and Save the Children	Coordination, Venue	March 2014	Personnel
7	Validation of the ToRs	Technical Committee	All	Workshop	April 2014	Funds, Draft ToR
8	Consultancy for the Mapping	UNICEF, IBCR, Technical Committee	All	Contract	June 2014	Funds
9	Dissemination of the Mapping Report	Technical Committee and IBCR	All	Workshop	July 2014	Funds, Mapping Report
10	Stakeholders to develop the Training Toolkits	Technical Committee and IBCR	Trainers, Technical Committee	Workshop	August 2014	Funds, Reference Manual
11	Pre-Testing of the Toolkits	Trainers, IBCR	All	Workshop	September 2014	Funds, Training toolkits
12	Validation of the Training Toolkits	UNICEF, IBCR	All	Workshop	October 2014	Funds, Training toolkits
13	Identifying of Trainers	Technical Committee and IBCR	All	List of Trainees/ Workshop	November 2014	Selection Criteria, Questionnaire
14	Trainers Training	IBCR, Technical Committee	All	Workshop	October 2014	Funds, Training Toolkits
15	Piloting	Trainers, Technical Committee	Police, Prisons/NIPA	Commitment	November 2014	Manual, Reference Materials, Funds
16	Evaluation	Consultancy	Training facilities	ToRs, Consultancy	December 2014	Funds, Consultancy
17	The Rollout	Training Institutions	All	Commitment	January 2015	Funds, all training materials





# ANNEX 1 – Country Profiles

	ANGOLA	BENIN	BURUNDI	CAMEROON	CHAD	COMOROS	COTE D'IVOIRE	GAMBIA
Official languages <sup>1</sup>	Portuguese	French	Kirundi – French	English – French	French – Arabic	Arabic – French	French	English
Total population 2012	19,618,000	9,100,000	8,575,000	20,030,000	–	754,000	20,153,000	1,776,000
Total number of people under 18	10,399,000	4,568,000	3,812,000	9,420,000	5,992,000	366,000	9,539,000	897,000
UNDP Development Index rank, ranking on a total of 187 countries, 2011		166		15	184		168	
Birth registration (%) 2005-2011 <sup>2</sup>	29x	60	75	70	16	83x	55	53
GDP per capita, average annual growth rate (%) 1990-2011 <sup>3</sup>	4.1	1.3	-1.4	0.8	3.1	-0.8	-0.6	0.9
Percentage of population urbanized 2011	59	45	11	52	22	28	51	57
Life expectancy at birth (years) 2011	51	56	50	52	–	61	55	58
Infant mortality rate (under 1) (in thousands) 2011	96	68	86	79	–	59	81	58
Under-5 mortality rate (in thousands), 2011	158	106	139	127	169	79	115	101
Under-5 mortality rank (on a total of 196 countries) 2011	8	20	10	11	4	33	17	23
Maternal mortality ratio (on 100,000), adjusted 2010	450	350	800	690	–	280	400	360
Maternal mortality ratio Lifetime risk of maternal death, 1 in : x, 2010	39	53	31	31	15	67	53	56
Infants with low birth weight (%) 2007-2011 <sup>4</sup>	12x	15x	11x	11x	20	25x	17x	10
Number of orphans (due to all causes)								
Population using improved drinking water sources (%) 2010	Urban 60 Rural 38	Urban 84 Rural 68	Urban 83 Rural 71	Urban 95 Rural 52	Urban 70 Rural 44	Urban 91 Rural 97	Urban 91 Rural 68	Urban 92 Rural 85
Population using improved sanitation facilities (%) 2010	Urban 85 Rural 19	Urban 25 Rural 5	Urban 49 Rural 46	Urban 58 Rural 36	Urban 30 Rural 6	Urban 50 Rural 30	Urban 36 Rural 11	Urban 70 Rural 65
Primary school net enrolment ratio 2008-2011	Garçon 93 Fille 78	Boy – Girl –	Boy – Girl –	Boy – Girl –	– –	Boy – Girl –	Boy 67 Girl 56	Boy 68 Girl 70
Secondary school enrolment ratio net (%) 2007-2010	12	–	18	–	–	–	–	–
Youth (15-24 years) literacy rate (%) 2007-2011	80	66	78	89	53	86	72	62
Total adult literacy rate (%) 2007-2011	70	42	67	71	–	75	56	50
Child labour (5-14 years) (%) 2002-2015	Boy 22x Girl 25x	Boy 47 Girl 45	Boy 26 Girl 27	Boy 31 Girl 30	Boy 25 Girl 28	Boy 26x Girl 28x	Boy 36 Girl 34	Boy 21 Girl 18
Child marriage (%) (married by 18) 2002-2011	–	34	20	36	68	–	35	36







	RWANDA		SENEGAL		SUDAN		SWAZILAND		TOGO		TUNISIA		ZAMBIA	
Official languages <sup>1</sup>	French – English – Kinyerwanda		French		Arabic – English		English		French		Arabic – French – Berber		Bemba – Nyanja	
Total population 2012	10 943 000		12 768 000		34 318 000		1 203 000		6 155 000		10 594 000		13 475 000	
Total number of people under 18	5 352 000		6 425 000		–		548 000		2 831 000		3 001 000		7 169 000	
UNDP Development Index rank, ranking on a total of 187 countries, 2011	–		154		171		–		–		–		–	
Birth registration (%) 2005-2011 <sup>2</sup>	63		75		59		50		78		–		14	
GDP per capita, average annual growth rate (%) 1990-2011 <sup>3</sup>	2.3		1.1		–		1.8		–0.1		3.3		0.8	
Percentage of population urbanized 2011	19		43		33		21		38		66		39	
Life expectancy at birth (years) 2011	55		59		–		49		57		75		49	
Infant mortality rate (under 1) (in thousands) 2011	38		47		57		69		73		14		53	
Under-5 mortality rate (in thousands), 2011	54		65		86		104		110		16		83	
Under-5 mortality rank (on a total of 196 countries) 2011	51		45		29		21		19		107		31	
Maternal mortality ratio (on 100,000), adjusted 2010	340		370		730		320		300		56		440	
Maternal mortality ratio Lifetime risk of maternal death. 1 in : x, 2010	54		54		–		95		80		860		37	
Infants with low birth weight (%) 2007-2011 <sup>4</sup>	7		19		–		9		11		5x		11	
Number of orphans (due to all causes)														
Population using improved drinking water sources (%) 2010	Urban 76	Rural 63	Urban 93	Rural 56	Urban –	Rural –	Urban 91	Rural 65	Urban 89	Rural 40	Urban 99	Rural –	Urban 87	Rural 46
Population using improved sanitation facilities (%) 2010	Urban 52	Rural 56	Urban 70	Rural 39	Urban –	Rural –	Urban 64	Rural 55	Urban 26	Rural 3	Urban 96	Rural –	Urban 57	Rural 43
Primary school net enrolment ratio 2008-2011	Boy –	Girl –	Boy 76	Girl 80	Boy –	Girl –	Boy 86	Girl 85	–	–	–	–	91	94
Secondary school enrolment ratio net (%) 2007-2010	–	–	–	–	–	–	29	37	–	–	–	–	–	–
Youth (15-24 years) literacy rate (%) 2007-2011	77	78	74	56	–	–	92	95	88	75	98	96	82	67
Total adult literacy rate (%) 2007-2011	71		50		–		87		57		78		71	
Child labour (5-14 years) (%) 2002-2011 <sup>5</sup>	Boy 27	Girl 30	Boy 18y	Girl 16y	Boy –	Girl –	Boy 8	Girl 7	Boy 28	Girl 29	Boy –	Girl –	Boy 42y	Girl 40y
Child marriage (%) (married by 18) 2002-2011	8		33		33		7		25		–		42	
Child marriage (married by 15)	1		12		7		1		6		–		9	
Female genital mutilation/cutting women (a) 2002-2011 <sup>6</sup>	–		26		88		–		4		–		1	

	RWANDA		SENEGAL		SUDAN		SWAZILAND		TOGO		TUNISIA		ZAMBIA	
Female genital mutilation/cutting daughters (b) 2002-2011 <sup>7</sup>	–		13y		37y		–		0		–		–	
Justification of wife beating (%) 2002-2011 <sup>8</sup>	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
	25	56	25	60	–	47	23y	28	–	43	–	–	49	62
Violent discipline (%) 2005-2010	–		–		–		90		94		–		–	
Percentage of children aged 2-14 who experience any form of violent discipline	99		47		10		52		32		97x		77	
Percentage of households consuming iodized salt 2007-2011 <sup>9</sup>	63		34x		–		41		39		1		69	
Percentage of people living below \$1.25 a day 2006-2011 <sup>10</sup>	63		34x		–		41		39		1		69	

1. The information provided is from the following sources: (1) The State of the World's Children 2013 – UNICEF, (2) Human Development Report 2013 – United Nations Development Programme, (3) The World Bank 2012, (4) The World Fact Book publications - Languages, (4) UN Data - World Statistics Pocketbook.
2. X Data refer to years or periods other than those specified in the column heading. Such data are not included in the calculation of regional and global averages. Y Data differ from the standard definition or refer to only part of a country. If they fall within the noted reference period, such data are included in the calculation of regional and global averages.
3. X Data refer to years or periods other than those specified in the column heading. Such data are not included in the calculation of regional and global averages.
4. Data refer to years or periods other than those specified in the column heading. Such data are not included in the calculation of regional and global averages. Estimates from data years prior to 2000 are not displayed.
5. X Data refer to years or periods other than those specified in the column heading. Such data are not included in the calculation of regional and global averages. Y Data differ from the standard definition or refer to only part of a country. If they fall within the noted reference period, such data are included in the calculation of regional and global averages.
6. X Data refer to years or periods other than those specified in the column heading. Such data are not included in the calculation of regional and global averages. Y Data differ from the standard definition or refer to only part of a country. If they fall within the noted reference period, such data are included in the calculation of regional and global averages.
7. X Data refer to years or periods other than those specified in the column heading. Such data are not included in the calculation of regional and global averages. Y Data differ from the standard definition or refer to only part of a country. If they fall within the noted reference period, such data are included in the calculation of regional and global averages.
8. Data differ from the standard definition or refer to only part of a country. If they fall within the noted reference period, such data are included in the calculation of regional and global averages.
9. X Data refer to years or periods other than those specified in the column heading. Such data are not included in the calculation of regional and global averages, with the exception of 2005–2006 data from India. Estimates from data years prior to 2000 are not displayed.
10. Data refer to years or periods other than those specified in the column heading. Such data are not included in the calculation of regional and global averages.

**UNDP Index:** The human development index (HDI) is a summary measure of a country's human development

**Birth registration:** Percentage of children less than 5 years old who were registered at the moment of the survey. The numerator of this indicator includes children whose birth certificate was seen by the interviewer or whose mother or caretaker says the birth has been registered.

**GDP per capita:** Gross domestic product (GDP) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the equation of output. GDP per capita is gross domestic product divided by midyear population. Growth is calculated from constant price GDP data in local currency.

**Percentage of population urbanized:** Percentage of population living in urban areas as defined according to the national definition used in the most recent population census.

**Life expectancy at birth:** The number of years newborn children would live if subject to the mortality risks prevailing for their cross section of the population at the time of their birth.

**Infant mortality rate:** Probability of dying between birth and exactly one year of age expressed per 1,000 live births.

**Under-five mortality rate:** Probability of dying between birth and exactly five years of age expressed per 1,000 live births.

**Under-five mortality rank:** Ranking countries and areas in descending order of their estimated 2011 under-five mortality rate (U5MR), a critical indicator of the well-being of children.

**Maternal mortality rate:** Number of deaths of women from pregnancy-related causes per 100 000 live births during the same period

**Lifetime risk of maternal death:** The lifetime risk of maternal death takes into account both the probability of becoming pregnant and the probability of dying as a result of pregnancy, accumulated across a woman's reproductive year.

**Low birth weight:** Infants who weigh less than 2,500 grams

**Number of Orphans (due to all causes):** Children who have lost one or both parents due to all causes

**Population using improved drinking water sources:** Percentage of the population using any of the following as the main drinking water source: drinking water supply piped into dwelling, plot, yard or neighbour's yard; public tap or standpipe; tube well or borehole; protected dug well; protected spring; rainwater; bottled water plus one of the previous sources as a secondary source.

**Population using improved sanitation facilities:** Percentage of the population using any of the following sanitation facilities, not shared with other households: flush or pour-flush latrine connected to a piped sewerage system, septic tank or pit latrine; ventilated improved pit latrine; pit latrine with a slab; covered pit; composting toilet

**Primary school net enrolment ratio:** The number of children enrolled in primary school who are of official primary school age, expressed as a percentage of the total number of children of official primary school age.

**Secondary school net enrolment ratio:** The number of children enrolled in secondary school who are of official secondary school age, expressed as a percentage of the total number of children of official secondary school age.

**Youth literacy rate:** Number of literate persons aged 15–24 years, expressed as a percentage of the total population in that group.

**Total adult literacy rate:** Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group.

**Child labour:** Percentage of children aged 5–14 involved in child labour at the moment of the survey. A child is considered to be involved in child labour under the following conditions: (a) children 5–11 years of age who, during the week preceding the survey, did at least one hour of economic activity or at least 28 hours of domestic work and (b) children 12–14 years of age who, during the week preceding the survey, did at least 14 hours of economic activity or at least 28 hours of domestic work.

**Child marriage:** Percentage of women 20–24 years old who were first married or in union before they were 15 years old and percentage of women 20–24 years old who were first married or in union before they were 18 years old.

**Female genital mutilation/cutting:** (a) Women - the percentage of women aged 15–49 years of age who have been mutilated/cut. (b) Daughters - the percentage of women aged 15–49 with at least one mutilated/cut daughter. Female genital mutilation/cutting (FGM/C) involves the cutting or alteration of the female genitalia for social reasons. Generally, there are three types of FGM/C: clitoridectomy, excision and infibulation. Clitoridectomy is the removal of the prepuce with or without excision of all or part of the clitoris. Excision is the removal of the prepuce and clitoris along with all or part of the labia minora. Infibulation is the most severe form and consists of removal of all or part of the external genitalia, followed by joining together of the two sides of the labia minora using threads, thorns or other materials to narrow the vaginal opening.

**Justification of wife beating:** Percentage of women and men 15–49 years old who consider a husband to be justified in hitting or beating his wife for at least one of the specified reasons, i.e., if his wife burns the food, argues with him, goes out without telling him, neglects the children or refuses sexual relations

**Violent discipline:** Percentage of children 2–14 years old who experience any violent discipline (psychological aggression and/or physical punishment).

**Iodized salt consumption:** Percentage of Households consuming adequately iodized salt (15 parts per million or more)

**Population below international poverty line of US\$1.25 per day:** Percentage of the population living on less than US\$1.25 per day at 2005 prices, adjusted for purchasing power parity (PPP). The new poverty threshold reflects revisions to PPP exchange rates based on the results of the 2005 ICP. The revisions reveal that the cost of living is higher across the developing world than previously estimated. As a result of these revisions, poverty rates for individual countries cannot be compared with poverty rates reported in previous editions. More detailed information on the definition, methodology and sources of the data presented is available at [www.worldbank.org](http://www.worldbank.org).

## ANNEX 2 – Legislative Comparison

	ANGOLA	BENIN	BURUNDI	CAMEROON	CHAD	COMOROS	COTE D'IVOIRE	GAMBIA
<b>MINIMUM AGE FOR EXERCISING RIGHTS</b>								
Criminal liability or lack thereof	Full criminal responsibility at 16, but the government wants to lower it to 14. The juvenile offenders from 12 to 16 are accountable to the Court of minors.	13 years old	15 years old	0-10 years old: full irresponsibility 10-14 years old: liability with special measures 12-14 years old: detention mandate in cases of assassination or murder 14-18 years old: liability with minority mitigating factor	13 years old	13 years old	10-13 years old: minority acquittal factor 13-16 years old: minority mitigating factor 16-18 years old: minority mitigating factor, but in cases of crime, they are accountable to the Court of minors	12 years old
Right to marriage	16 years old	18 years old, 16 years old with the parent's approval for girls	21 years old for boys, 18 years old for girls, but the Governor may authorize early marriages	21 years old: civil majority 15 years old for girls and 18 years old for boys with the parents' approval A marriage can be celebrated before that age with an exception granted by the President of the Republic	15 years old for girls and 17 years old for boys	18 years old, but the lack of implementation of the Family code results in the religious courts handling most of the marriages at 14-15 years old on average	18 years old for girls, 21 years old for boys. Below these ages, a parental approval is needed.	Occurrence of early and forced marriages, but the legal age is 18 years old.
Consent to sexual activity	16 years old for girls, 17 for boys.	16 years old	18 years old	No provision.	14 years old for girls, since the Criminal Code only condemns customary marriage consummated on a girl under 13 years of age (article 277).	14 years old	15 years old	18 years old
Recruitment in armed forces	18 for voluntary enrolment, 20 for obligatory service	18 years old	18 years old	17 years old	18 years old	18 years old	18-25 years old: Gendarmerie 18-35 years old: Police	18 years old
Right to work	14 (Labour Code), but the new Constitution prohibits school-age children to work	14 years old	16 years old, with possible derogation from 12 years old on	14 years old	14 years old, but lack of implementation	15 years old	14 except for dangerous work (18 years old)	16 years old
Right to education	Compulsory until 11	Compulsory for primary education	Compulsory from 7 to 12	Primary education is free but is not mandatory	Compulsory from 6 to 15	Compulsory until 12	Not compulsory	Compulsory primary education



LEGAL FRAMEWORK		ANGOLA	BENIN	BURUNDI	CAMEROON	CHAD	COMOROS	COTE D'IVOIRE	GAMBIA
International law prevailing over domestic law in the Constitution	Yes, after ratification (as per the Constitution)	Yes	Courts for minors and session for minors in the Assize Court	Yes, according to article 19 of the Constitution.	Yes	Yes, when published in the Official Gazette.	Yes	Yes	Yes
Existence of specific provisions to protect the minor in the code of criminal procedure	Law on Justice for Minors and Court for minors, but obstacles for full implementation	Courts for minors and session for minors in the Assize Court	All of Chapter VIII of the Criminal Code	Yes, all infractions	Yes, but insufficient number of judges and tribunals for minors	Law n° 07/PR/99 of 6 April 1999 on the Procedure for the prosecution of children from 13 to 18 years old	Yes	Yes, through the existence of a Courts for minors applying a rehabilitative perspective	Yes, Law on Juvenile Justice.
Offence/crime against a minor considered as aggravating circumstance	Yes	Yes	Yes	Yes, all infractions	Yes	Yes		Yes, especially for the acts going against public morality, for prostitution, acts going against public decency, rape, incest against a minor.	
Existence of a Children's Code	Yes	Draft Code of the Child (2012)	Draft Code	Draft Code	No	No, but there exists a Draft Code on the Protection of the Child (2009).	No, but there exists the Family Code.	No	Children and Young Person's Act
What is the Code's status, if applicable?		Examination in Parliament	Law	Law		Not yet adopted by the Council of Ministers.			
What are the steps left for the Code to be fully in effect, if applicable?		Vote, enactment and publication in the Official Journal	Council of Ministers, Parliament, enactment	Vote by the Parliament, enactment by the President of the Republic, and publication in the Official Journal	Vote by the Parliament, enactment by the President of the Republic, and publication in the Official Journal	Adoption, enactment by the President of the Republic, publication in the Official Journal, enforcement decree			
Acknowledgement of customary law within domestic law/which one of them prevails?	Customary law is very present, but national law prevails. The Constitution prohibits the implementation of customary law when it is in violation of human rights and dignity.	The Code on Persons and Family abrogates the Dahomey custom.	Yes, for matters of inheritance.	Yes, National law prevails over customary law.	Yes, National law prevails over customary law.	Formal law will prevail in case of contradiction.	Custom and Islamic law. The lack of implementation of the Family Code leaves a big gap filled by religious courts.	No, the national law excludes customary law.	Yes, custom and Sharia (Cadi courts).
What are the fields of competence assumed by customary law, if applicable?	Conflict resolution, especially as concerns family affairs.	N/A	At the local level, especially for matters of inheritance.	Rights of persons or status of persons.	Rights of persons or status of persons.	Applicable in the local communities where it is recognized.	Personal status and inheritance.	Personal status and inheritance.	Personal status and inheritance.
Recognition of the competences of informal actors (ex: traditional leaders) in criminal matters	No	N/A	No	No	No	Yes. The competence of traditional leaders is solicited in criminal affairs, including payment of damages and amicable settlements between the two parties to expedite the criminal affair or the alternative measures for the child author of a crime		Acknowledgment of traditional community chiefs as auxiliary authorities by decree.	

MINIMUM AGE FOR EXERCISING RIGHTS		GUINEA	GHANA	LIBYA	MALAWI	MALI	MAURITANIA	NIGER
Criminal liability or lack thereof	15 ans (avec excuse atténuante de minorité)	14 ans	10 ans, sauf pour les infractions d'ordre sexuel pour lesquelles l'âge est de 12 ans	10 years old, except for cases of sexual offences for which the age is 12 years old	18 years old, according to the Persons and Family Code. Under 18 with the consent of parents, tutors or chief of the administrative district.	13 years old	7 years old	13 years old
Right to marriage	18 years old	18 years old	18 years old	18 years old, or 16 years old with consent of the family, but early marriage is not explicitly prohibited	18 years old, according to the Persons and Family Code. Under 18 with the consent of parents, tutors or chief of the administrative district.	18 years old, but women can marry before with the approval of a judge.	17 years old for boys, 15 years old for girls.	
Consent to sexual activity	15 years old	16 years old	18 years old	16 years old	18 years old	16, but any act contrary to Islamic morality is illegal.	No consent.	
Recruitment in armed forces	18 years old (for the voluntary military service)	18 years old	18 years old	18 years old	18 years old	18 years old, but the Defence minister can lower the age to 16	18 years old	
Right to work	16 years old	15 years old	15 years old, if the work situation is not damaging to the health of the minor.	14 years old	14 years old	16 years old, but the laws lack clarity/coherency	Minimum age: 14 years old, (except for dangerous, unhealthy or immoral work, for which the minimum age is 18 years old).	
Right to education	Compulsory until 16	Compulsory until 15	Mandatory schooling from 6 to 15 years old.	Not compulsory	Compulsory until 16 years old	Compulsory from 6 to 14 years old	Compulsory until the 3rd class of College	

LEGAL FRAMEWORK		GUINEA	GHANA	LIBYA	MALAWI	MALI	MAURITANIA	NIGER
International law prevailing over domestic law in the Constitution	Yes	Yes	Yes	A new Constitution has not been drafted yet; in progress.	No, dualist system.	Yes	Yes	Yes
Existence of specific provisions to protect the minor in the code of criminal procedure	Yes, the Child Code is prevalent if there is a contradiction with the Code of Criminal Procedure	Yes, Juvenile Justice Act, but lack of implementation	Yes	Yes	Child Care, Protection and Justice Law.	No, but existence of specific laws: Law on criminal minority and institution of jurisdictions for minors, and Child Protection Code	Juvenile Justice Code, but no specialised courts.	Yes, specialized tribunals, but not enough tribunals.
Offence/crime against a minor considered as aggravating circumstance	Yes, particularly all infractions concerning the physical and moral integrity of the child.		No	Yes	Incitement to debauchery, incitement to begging, incitement to prostitution, forced enrolment in armed groups, sequestration, rape, indecent behaviour	Yes, particularly the sexual crimes, violent crimes and crimes of negligence or abandonment of a child.		
Existence of a Children's Code	Yes	Yes, the Children's Act	No	Child Care, Protection and Justice Law.	Child Protection Code.	No, but Code of Juvenile Justice.	No	
What is the Code's status, if applicable?			N/A	In effect				
What are the steps left for the Code to be fully in effect, if applicable?			N/A	Already enacted and enforceable			Implementation of a Committee for the revision of the Criminal Code for children.	
Acknowledgement of customary law within domestic law/which one of them prevails?	No, but custom being a source of law, customary law is recognized in the different practices	Positive law is superior to customary law.	Yes, customary law is recognized in some parts of Libya.	The courts apply customary law and religious law for certain matters.	Yes, national law prevails	National law prevails	Yes, but not for criminal matters. National law will usually prevail over customary law.	
What are the fields of competence assumed by customary law, if applicable?		Petty crimes, inheritance and marriage.	Information not available. However, tribal systems are usually not involved in issues related to children.	Local matters in traditional communities, and marriage and inheritance.	Family law and inheritance, land.	Personal status and infractions and crimes recognized by the Sharia.	Civil matters.	
Recognition of the competences of informal actors (ex: traditional leaders) in criminal matters	Some of them, when they are explicitly recognized by the authorities.		Yes sometimes, according to the circumstances.	Yes	No	No	No	

	RWANDA	SENEGAL	SUDAN	SWAZILAND	TOGO	TUNISIA	ZAMBIA
MINIMUM AGE FOR EXERCISING RIGHTS							
Criminal liability or lack thereof	12 years old	13 years old, but decreased sanctions until majority.	12 years old according to the new Federal Child Act of 2010; however, there is a classification for children between 0 and 7 and for children between 7 and 12 years old.	12 years old	14 years old	Partial responsibility between 13 and 15 years old, but they will not be detained until 15 years old.	8 years old
Right to marriage	18 years old, but existence of early and forced marriages.	18 years old for boys, 16 years old for girls with parents' approval.	10 years old as per Family Law.	Family consent needed until 21 years old. With it, girls can marry from 16 years old and boys at 18 years old.	18 years old	18 years old; before this age, a legal authorisation is required.	21 years old, unless consent of the family is given (but traditional courts authorize marriage at puberty).
Consent to sexual activity	18 years old	16 years old	Consent of a female under 18 years old is not considered (with exception to married ones). However, the practice is now that consent of females above 13 is always considered.	16 years old		20 years old	16 years old
Recruitment in armed forces	18 years old, but law only weakly implemented	18 years old (for voluntary enrolment) 18 to 23 (for selective conscription service)	18 years old in all national legislations.	18 years old	18 years old	18 years old with parental authorisation; 20 years old on a mandatory basis.	Prohibition to recruit persons under the "apparent" age of 18, unless with the consent of the family or of a municipal authority (if the child has no family).
Right to work	16 years old	15 years old	14 years old	15 years old, except for dangerous work (18 years old).	15 years old	16 years old, with some exceptions for work in family-run businesses and light work in the industrial and agricultural sectors, provided the work is not hazardous and does not interfere with schooling.	15, unless if enrolment has been terminated or cancelled by a parent or school authority.
Right to education	Compulsory until 13 years old	Compulsory from 6 to 16 years old	Compulsory primary education is a right recognized under the 2005 Constitution	Free primary education	Compulsory from 6 to 15 years old	Mandatory schooling until 16 years old.	Not compulsory



LEGAL FRAMEWORK	RWANDA	SENEGAL	SUDAN	SWAZILAND	TOGO	TUNISIA	ZAMBIA
International law prevailing over domestic law in the Constitution	Yes, but has to be published in the Official Gazette	Yes	Yes, for the rights of the child.	No: it is a dualist system, and thus conventions must be signed, ratified and integrated within national law	Yes	No, according to the draft Constitution of April 2013.	No
Existence of specific provisions to protect the minor in the code of criminal procedure	Courts for minors, but lack of implementation.	Yes, 11 regions on 14 have Tribunals for minors. Possibility of appeal. Police custody in a room for minors and assisted audition.	Yes, although not compulsory.	The tribunals of 1st and 2d instance have Chambers specialized for minors. The auditions are not public.	Yes, one tribunal for minor. The Child Code prevails if there are contradictions with the Code of Criminal Procedure.	Yes, the infractions of a minor will not be made public and can be erased from the juvenile's record.	
Offence/crime against a minor considered as aggravating circumstance		Yes	Yes	Yes, especially in cases of sexual abuse	Yes	Yes	Yes, for offences of a sexual nature, child abandonment and violence against children.
Existence of a Children's Code	No, but a law on the rights and the protection of the child exists.	No, but a Child Code will be adopted in the near future.	Yes, the National Child Act of 2010.	No	Yes, since 2007	Yes, the Child Protection Code of 1995.	Draft law
What is the Code's status, if applicable?	In effect		In effect.			In effect.	
What are the steps left for the Code to be fully in effect, if applicable?			Regulations and SOP.			N/A	Adoption by Parliament
Acknowledgement of customary law within domestic law/which one of them prevails?	Gacaca assemblies	National law will usually prevail over customary law	Yes, as recognized by the Penal Code of 1991. Tribal law is not above formal state law.	Dualist system	No	N/A	Yes, but formal law prevails
What are the fields of competence assumed by customary law, if applicable?	For criminal matters related to the genocide, excluding very serious crimes.		Custody, divorce, marriage, death penalty and adultery (which confuses cases of sexual offences).		No competence	N/A	Inheritance, civil affairs which are of a traditional nature
Recognition of the competences of informal actors (ex: traditional leaders) in criminal matters	Yes, through the gacaca assemblies, composed of the local community.	No	Highly recognized in some cases of murder, and practices of reconciliation for cases of rape of girls over 13 years old, for example.	Traditional leaders play a role in matters of restorative justice and deviation	No	N/A	No jurisdiction

## ANNEX 3 – State of Ratification of International Conventions and Treaties Relative to the Promotion and Protection of Children's Rights in the Middle East and North Africa

	ANGOLA	BENIN	BURUNDI	CAMEROON	CHAD	COMOROS	COTE D'IVOIRE	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	No Action	No Action	No Action	No Action	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	No Action	No Action	No Action	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	No Action	No Action	No Action	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
<b>SHORT FORM</b>	<b>FULL NAME</b>
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.

## ANNEX 4 – Pre-workshop General Questionnaire

Questions 1 to 11 of the following questionnaire relate to the situation of children in contact with the police/gendarmerie system.

ANSWERS	QUESTIONS		
	1. What are the most frequent situations for which security forces are called upon to intervene when a child is involved? Why?	2. What are the crimes most frequently committed by children? If possible, please indicate statistics to corroborate your list.	3. What are the offences most frequently committed by children? If possible, please indicate statistics to corroborate your list.
Angola	Domestic violence, sexual abuses, physical and moral offences. The police are called, because these subjects are protected by our legal framework.	Theft, robbery (physical aggressions).	Theft, robbery, physical and psychological aggression.
Benin	Trafficking, abortion (262 in 2013), contestation of paternity (95 in 2013), school drop-outs (58 in 2013), running away from home and wandering (430 in 2013), disappearance of children (521 in 2013), custody battles (396 in 2013).	Rape, battery and injury (54 in 2013), murder.	Theft (13 in 2011, 26 in 2012, 12 in 2013 according to the reports of the Central Office of Protection for Minors).
Burundi	There are two situations. For children in conflict with the law, we intervene because these children need a better future according to the principle of the best interest of the child, and more importantly to protect them from reprisals. In the case of child victims – especially of sexual violence – we intervene because these children may despair about their future and more importantly sue the alleged perpetrators.	Rape – robbery – infanticide.	Vagrancy, theft, fights, prostitution, battery, driving a vehicle without a driver's license.
Cameroon	Vagrancy, theft, fights, prostitution, murder of children, child trafficking, drugs.	Suspected child offenders are most frequently alleged to have committed theft, drug consumption, voluntary battery and injury, and rape (difficult to determine the percentage due to the unreliability of available statistics).	Vagrancy, petty theft, fights, prostitution, minor injury, driving a vehicle without a driver's license.
Chad	Child trafficking, abuse, sexual exploitation. These situations are due to poverty, neglect from parents, and the children being left to themselves.	Murder, assault and battery causing death, use of drugs; about 2 cases per week.	Begging; Simple theft: 6 cases per week; Aggravated theft: 7 cases for 2013.
Comoros	Sexual assault.	Sexual assault (65%), robbery (30%) and attempted murder (5%).	Assault and battery (60%), banditry (30%) and alcoholism (10%).
Cote d'Ivoire	We have the child trafficking cases where we must intervene in the corridors (security forces already sensitized). There are the cases of mistreatment and exploitation (sexual or economic) in bars upon denunciation/being reported. But most often, it is the minor theft (shoplifting) cases. We must intervene quickly in order to avoid that children's' rights might not being respected by unknowledgeable people.	– In 2012: rape = 06; manslaughter = 02; indecent assault = 02 – In 2013: rape = 05; indecent assault = 02 (Source: SDLTED), exclusively for the Abidjan area)	– In 2012: theft (shoplifting) = 25 – In 2013: theft (shoplifting) = 30; assault and battery = 02; swindling = 02 (Source: SDLTED), exclusively for the Abidjan area)
Gambia	These are when the children come in conflict with the law, particularly when they are involved in crimes against property/persons.	Affray, assaults, stealing and drug abuse are among the most common crimes children commit.	See question [2].
Ghana	The most frequent situations for which Police are called are defilement cases, non-maintenance of children by parents and severe abuses of children, abandonment of a child, unnatural carnal knowledge, incest and stealing.	Stealing.	Stealing.
Guinea	Theft (of cell phones, shoplifting)	Murder, rape	Petty theft, criminal association, consumption and sale of Indian hemp, assault and battery.
Libya	In cases of child victims and child offenders.	Theft, harm to property and physical violence.	Theft.

	1. What are the most frequent situations for which security forces are called upon to intervene when a child is involved? <i>Why?</i>	2. What are the <u>crimes</u> most frequently committed by children? If possible, please indicate statistics to corroborate your list.	3. What are the <u>offences</u> most frequently committed by children? If possible, please indicate statistics to corroborate your list.
Malawi	Intervention frequently required when a child is caught in conflict with the law and when a child has been victimised.	Theft is the most frequent crime committed by children. Children are also used as party to crimes such as burglary, breaking and entering and breaking into a building and committing a felony therein. Based on 2010 data, the most common type of offences are economic hardship related offences (64%) and these are estimated to be 3200 of the 5000 estimated cases for children in conflict with the law.	Theft and breaking offences. Based on 2010 data, the most common type of offences are economic hardship related offences (64%) and these are estimated to be 3200 of the 5000 estimated cases for children in conflict with the law.
Mali	Disappearance, rape, trafficking, begging, wandering, infanticide, theft, conflicts.	Suicide, rape, deadly assault and complicity in these crimes.	Wandering, theft, concealment of theft, narcotics consumption.
Mauritania	Assault and battery with bladed weapons, due to the easy availability of weapons; followed by theft offences due to poverty and the use of minors by professional criminals; rape cases: cases of intra-familial rape due to promiscuity and rape outside the family because of the absence of adequate family supervision.	The most common crimes are homicide cases. In 2012, there was a total of 38 cases of homicide in Mauritania including 11 committed by minors, or 29%; cases of infanticide: 10 cases in 2012.	Assault and battery with bladed weapons due to the easy availability of weapons; theft offences due to poverty and the use of minors by professional criminals.
Niger	Lost children, children suspected of misdemeanor (theft (of money, cellphones, livestock, poultry), drug consumption, battery and assault, road offences, rape, infanticide (abortion)), child victims (mistreatment, rape and other sexual abuse, trafficking and forced labour), complaints or denunciations, round up, public demonstrations in the streets, irruption of security forces in public places for common policing or for a punctual intervention stemming from a resident's call. Other times, although rare, a child will go to the security forces for a problem they have experienced.	Battery and assault, infanticide, abortion, rape.	Theft of money, cellphones, livestock, poultry, road offences, damage to property (theft and theft attempts), drug consumption.
Rwanda	Security forces intervene in cases involving children when they are in conflict with the law.	Most of the crimes committed are rape/sexual abuses, homicide and infanticide (Ministry of Justice: <i>"The situation of minors in conflict with the law in Rwanda, Detailed Report, August 2011"</i> ). Of the 230 minors in detention in 2011, 56% have been found guilty of rape/sexual abuse, 7% of homicide, and 3% of abortion.	The same Ministry of Justice report claims that the majority of offences committed are theft (25%) and the consumption/trafficking of drugs (6%) ( <i>"The situation of minors in conflict with the law in Rwanda, Detailed Report, August 2011"</i> ).
Senegal	On the basis of the state of affairs developed by the IBCR with the relevant authorities, here is the collected information (lack of official statistics): On the streets: The security forces that were met state they must deal with cases of beggar children, children on the streets and cases of teenage girls involved in prostitution. Many actors stated that these situations are more frequent in the Petite-Côte zone, which is in the Thiès region. These teenage girls can be brought to police stations or to the brigades in urban zones. In rural zones: the gendarmes intervene mostly in cases of beggar children; unaccompanied migrant children ("lost"); and in conflicts between young breeders and farmers, or theft committed by children. In the police stations: youth and law enforcement meet frequently when performing administrative procedures in police stations. Child victims: according to the testimonies of the security forces, they deal with cases of children victim of rape and physical mistreatment, but mostly cases of serious injury (physical abuse, physical torture cases, such as burns).	On the basis of the state of affairs developed by the IBCR with the relevant authorities, here is the collected information (lack of official statistics): A few cases mentioned: murder and rape and drug trafficking. Cases of young women accused of infanticide were mentioned, however these cases were qualified as a minority.	On the basis of the state of affairs developed by the IBCR with the relevant authorities, here is the collected information (lack of official statistics): Children and teenagers can end up in police stations when they were caught red-handed by the police or the gendarmes, by the victim of the theft or by a third party, for theft, drug consumption, assault and battery. In rural zones, children with flocks that commit an offence are also likely to end up in police stations.
Sudan	Petty crimes such as stealing of goods.	Theft.	Petty crimes such as stealing of goods and physical abuse.
Swaziland	Child abuse, such as rape and assault due to social problems.	Common theft (approximately 150 per year).	Assault, drug abuse.
Togo	Multiple situations. Homelessness, begging, trafficking, sexual abuse, procurement, vagrancy, violence, disturbing public order, ritual crimes. All are related to the level of education and wealth.	Sexual violence, involuntary homicide, theft.	Begging, theft, vagrancy, fiddle of food.

	1. What are the most frequent situations for which security forces are called upon to intervene when a child is involved? <i>Why?</i>	2. What are the <u>crimes</u> most frequently committed by children? If possible, please indicate statistics to corroborate your list.	3. What are the <u>offences</u> most frequently committed by children? If possible, please indicate statistics to corroborate your list.
Tunisia	Twice as often in cases of threatened children than in cases of children in conflict with the law.	Robberies (224 crimes during 9 months in 2013 for boys and 31 for girls).	Violence (500 violent crimes during 9 months in 2013 committed by boys and 104 by girls).
Zambia	When children's rights have been violated, in order to protect them. Also, as soon as a child has been reported to have participated in a crime he is arrested by the Police in the same way an adult offender is arrested. Due to inadequate training in handling child offenders, most of our officers treat child offenders the same as adult offenders.	Sex crimes and infanticide.	Assault.

	4. What are the <u>crimes</u> most frequently committed against children? If possible, please indicate statistics to corroborate your list.	5. What are the <u>offences</u> most frequently committed against children? If possible, please indicate statistics to corroborate your list.	6. What are the <u>offences</u> most frequently committed by girls rather than by boys? If possible, please indicate statistics to corroborate your list.
Angola	Domestic violence, forced labour, moral and physical offenses, paternity evasion.	Physical and psychological aggression, paternity evasion.	Physical and psychological aggression.
Benin	Abduction of minors (370 in 2011, 375 in 2012, 58 in 2013); Trafficking (47 in 2011, 61 in 2012, 27 in 2013).	Abandonment of the home (125 in 2011, 156 in 2012, 44 in 2013), abandonment of children (444 in 2011, 537 in 2012 and 161 in 2013).	Theft.
Burundi	Infanticide – sexual violence.	Bodily harm.	Infanticide.
Cameroon	Sexual violence, sexual exploitation and trafficking, and increasingly sacrificial murders.	Violence within family, other types of violence including assault and battery, and neglect.	Difficult to say because of the lack of reliable statistics.
Chad	Abortion: Not Reported (NR); Infanticide: NR; Rape: 8 cases per week; Consummation of customary marriage with a girl under 13 years of age: NR; Procuring of minors; Female genital mutilation: 12 in 2013; Abduction, concealment, removal of a child, substitution of one child for another or fraudulent attribution of a child to a woman who has not given birth, non-return of a child; Exhibition - child neglect (10 cases per week) - abandonment of the family – failure to present a child (2 cases in 2013); Assault and battery, deprivation of food or care at the point of compromising the health of a child below the age of 13; Indecent assault; Hijacking or kidnapping of minors: 1 case per week	Forced or mandatory labour.	Indecent assault, infanticide, abortion, prostitution, abandonment of a child.
Comoros	Sexual assault (75%), sexual harassment, rape.	Assault and battery, abuse, theft under duress, domestic violence.	Alcoholism, depravity, theft, association of criminals, prostitution.
Cote d'Ivoire	– In 2012: rape = 07; pedophilia = 01; indecent assault: 01. – In 2013: rape = 04; pedophilia = 01; indecent assault: 03. (Source: SDLTED), exclusively for the Abidjan area)	– In 2012: mistreatment = 01; violence and assault = 05. – In 2013: mistreatment = 03; violence and assault = 06. (Source: SDLTED), exclusively for the Abidjan area)	– In 2012: none – In 2013: theft = 02. (Source: SDLTED), exclusively for the Abidjan area)
Gambia	Assault, neglect, sexual offences.	Assault, neglect, sexual offences.	None – or nearly all offences, boys generally commit offences more frequently than girls.
Ghana	Crimes most frequently committed against children are severe physical abuse, defilement, lack of provision of their basic needs and child labour.	Neglect.	Stealing.



	4. What are the <u>crimes</u> most frequently committed against children? If possible, please indicate statistics to corroborate your list.	5. What are the <u>offences</u> most frequently committed against children? If possible, please indicate statistics to corroborate your list.	6. What are the <u>offences</u> most frequently committed by girls rather than by boys? If possible, please indicate statistics to corroborate your list.
Guinea	Rape, physical violence, physical violence with amputation	Abandonment, assault and battery, physical violence and female genital mutilations.	Not available.
Libya	Sexual and physical violence. Statistics not available.	Sexual and physical violence.	Theft.
Malawi	Rape, Defilement, Abduction, Child Trafficking, Child Prostitution and Assault.	Rape, Defilement, Abduction, Child Trafficking, Child Prostitution and Assault.	Girls do not commit serious crimes on their own but are being aided or coerced to commit offences such as early marriages, child prostitution and Rogue and vagabond.
Mali	Rape, deadly assault, kidnapping, sequestration.	Assault and battery, kidnapping, incitement to debauchery and prostitution.	
Mauritania	The rape of minor girls sometimes aggravated by murder: in 2012, 200 cases including 187 cases of rape and 13 cases of sodomy against boys.	Physical abuse.	Infanticide following <i>zina</i> and unwanted pregnancies; abortion.
Niger	Mistreatment, rape and other sexual abuse, trafficking, forced labour, food deprivation; kidnapping, concealment, disappearance or substitution of children; abandonment of a child; corruption of a minor; indecent act towards a minor of the same sex and defilement.	Discrimination (legal, physical conditions, gender); non-representation of a child by the person charged with his care; failure to declare the birth of a newborn or to surrender a newborn; non-representation of a child for which the care was settled legally.	
Rwanda	Indecent behaviour/sexual abuses, assault and battery.	Child labour, denial of child support, child abandonment, abortion.	Abortion, child abandonment.
Senegal	Rape, genital mutilations, child trafficking, murder.	Assault and battery, sexual exploitation, procuring, exploitation of child labour.	Infanticide, solicitation.
Sudan	Sexual and physical abuse, child trafficking.	Neglect and abandonment.	Girls who are victim of sexual abuse are criminalised and accused of adultery.
Swaziland	Rape, assault. According to the violence surveillance data, approximately 5% of cases are children.	Physical abuse.	Theft, assault, abortion.
Togo	Related to akin types of abuses, enrolment in a cartel of sexual services, sexual abuses, infanticides, murders, sexual violence, pedophilia, sale of children, child trafficking.	Child labour, corporal punishments, domestic violence, child begging, neglect.	Infanticides, theft.
Tunisia	Sexual exploitation, assault and abuse.		Prostitution.
Zambia	Indecent assault, sexual abuse, violence against children.	Child abuse (both physical and emotional), child neglect, assault and child desertion.	Assault and petty thefts.

	7. What are the <u>offences</u> most frequently committed against girls rather than against boys? If possible, please indicate statistics to corroborate your list.	8. What is the recidivism rate of children in conflict with the law?	9. How many children are sent to detention every year?
Angola	Sexual harassment, hard domestic labour.		
Benin	Rape, forced marriage, harassment.	Not available.	The number varies between 150 and 300 children.
Burundi	Sexual violence.	5%	100
Cameroon	Difficult to say because of the lack of reliable statistics.		Detained children: 863, in December 2009, with 85% in provisional detention.
Chad	Provoked abortion; Infanticide; Rape; Consummation of customary marriage with a girl under the age of 13; Procuring of minors; Female genital mutilation; Ablation of the uvula (46% of boys compared to 47% of girls).	N/A	124 children including 31 girls in 2010.

	7. What are the offences most frequently committed against girls rather than against boys? If possible, please indicate statistics to corroborate your list.	8. What is the recidivism rate of children in conflict with the law?	9. How many children are sent to detention every year?
Comoros	Sexual assault, rape, assault and battery.	Not available.	20
Cote d'Ivoire	– In 2012: forced marriage = 03; economic exploitation = 02; – In 2013: forced marriage = 02; economic exploitation = 16; corruption of minors = 05. (Source: SDLTEDJ, exclusively for the Abidjan area)	Not available.	– In 2012: 37 – In 2013: 44 (Source: SDLTEDJ, exclusively for the Abidjan area)
Gambia	Sexual offences such as rape/defilement.	Not available.	Approx. 6/7.
Ghana	Crimes most committed against children are defilement, physical abuse and incest.	Undocumented.	
Guinea	Assault and battery, rape, sexual violence, female genital mutilations.	Not available.	In 2012, 270 cases were recorded within the three trial courts in Conakry.
Libya	Sexual offences.	Information not available.	Information not available.
Malawi	Rape, Defilement, Abduction, Child Trafficking and Assault.	At least 10%.	
Mali	Rape, incitement to debauchery.		
Mauritania	Rape.	25% at the level of the city of Nouakchott.	In 2012, 56 cases.
Niger	Gender-based discrimination, sexual violence, forced prostitution, purchase of young girls as concubines, genital mutilation.	20%	
Rwanda	Indecent behaviour. According to statistics from the Kacyiru Police Hospital and Gihundwe Hospital GBV One Stop Centers, 289 victims (258 girls and 31 boys) have been treated between January and September 2013.	Not available.	About 50.
Senegal	Sexual exploitation, genital mutilation, rape, corruption of minors, murder.	70% greater than the adult reoffending rate.	30 a year in Fatik; lower rate compared to other regions.
Sudan	Sexual abuse.	N/A	No statistics.
Swaziland	Domestic abuse, rape.	5% to 10%.	About 200.
Togo	Essentially crimes related to child trafficking, sexual services and abuses related to child labour. Some crimes are also related to the use of children in animist convents.	Not available (but in general the rate should be high due to the sustained rehabilitation and reinsertion post-detention program).	
Tunisia	Sexual abuse.	27%	Approximately 1500 children per year.
Zambia	Indecent assault, sexual harassment and child marriage.	Less than 1%.	Less than 100.

	10. How many children benefit from diversion or other alternative means to detention per year? Are partial or complete statistics available to this effect?	11. What is the maximum detention length of a child according to the law? And in reality, what is the average duration for the detention of a child?
Angola		
Benin	32% in 2011; 25% in 2012; 22% 1st half of 2013.	Half of that provided for an adult who has committed the same crime; Data not available.
Burundi	50%	10 years – 4 years (judgment). 7 days in custody.
Cameroon	Diversion programs do not exist in Cameroon's law system. The concept of diversion is not widely known.	In reality, the length of detention is 6 months.
Chad	Unavailable.	Under the law, 10 hours of custody at the police station. Less than 7 years for a criminal sentence. More than 6 months for preventive detention. The duration of the detention depends on the gravity of the offense. If the sentence incurred by the minor is death, it can be substituted by a 10 year incarceration sentence.
Comoros	99%.	4 months.

	10. How many children benefit from diversion or other alternative means to detention per year? Are partial or complete statistics available to this effect?	11. What is the maximum detention length of a child according to the law? And in reality, what is the average duration for the detention of a child?
Cote d'Ivoire	Unavailable.	48 hours.
Gambia	Data unavailable.	Without charge - 72 hours (however this is not always complied with); Remand – not longer than 6 months.
Ghana	Undocumented.	
Guinea	Apart from a few cases of children having benefited from an interim custody order, no other case was recorded.	For crimes 6 months, and a maximum of 4 months for misdemeanour cases.
Libya	Information non available.	5 years, average 2 years.
Malawi	More than 60% of arrested children.	According to the law, maximum detention length is 48 hours but children are dealt with as soon as possible.
Mali		Custody: 20 hours extendible 10 hours, detention misdemeanour 3 months, crime 10 months.
Mauritania	In 2012, 2763 which is approximately 98%, and 2% who are in detention.	In criminal matters, 6 months with possibility of extension to 10 months (i.e. 4 months more on an exceptional basis). Correctional, 1 month (with possibility of extension to 45 days, or 15 days longer on an exceptional basis for cases of preventive detention (or detention before judgment)).
Niger		Maximum duration: 30 years according to the law.
Rwanda	N/A	10 years.
Senegal		3 years in Dakar; 1 year in Fatick (infanticide).
Sudan	No statistics.	
Swaziland	About 50.	48 hours.
Togo	About 100 per year.	Preventive detention: 3 months. In practice, the average length is situated between 6 and 12 months.
Tunisia	About 200 children per year.	
Zambia	About 200.	According to the law, a juvenile who is found guilty is sent to the Reformatory School for a period of four years but they are usually released after 6 months owing to good conduct.

Questions 12 to 19 of the following questionnaire relate to the context of management and detention of children in contact with the Police system.

ANSWERS	QUESTIONS		
	12. How many prisons/detention centres exist in the country? How many of these have separate quarters for minors? What is their total capacity and their distribution across the country?	13. How many prisons/detention centres have separate quarters for girls and women? What is their total capacity and their distribution across the country?	14. Do specific detention centres for minors exist in the country? Which ones? How many? What is their capacity? If not, who manages cases involving children?
<b>Angola</b>	Twenty-two (22) professional centers and one (1) rehabilitation centre for children.	In every correctional centres of the country there are facilities for women.	We have one rehabilitation centre for children.
<b>Benin</b>	8 civil prisons and 1 rescue centre which welcomes children. All civil prisons have separate quarters for minor boys but not for minor girls.	All civil prisons have separated quarters for girls and women. However the girls are together with the women.	
<b>Burundi</b>	11	11	No, no one manages them.
<b>Cameroon</b>	Under the Directorate of Prisons Administration (a directorate of the Ministry of Justice), Cameroon has 73 operational prisons. About 90% of the prisons in Cameroon have separate quarters for minors; the separation of minors and adults is effective in most prisons.	All the prisons have a separate quarter to accommodate girls and women.	Public institutions for the supervision and re-education of minors socially maladapted are under the authority of the Minister in charge of Social Affairs. These institutions include: the shelter and transit centres, the re-education centres, the observation centres, the accommodation centres, and the "Home-ateliers".
<b>Chad</b>	44 jails; 5 quarters for minors with 50 places.	5 (Kelo, Doba, Koumra, Sarh, Moundou); 50 persons per quarter.	No.
<b>Comoros</b>	03: Moroni (Grande Comore), Koki (Anjouan) and Badjo (Mohéli).	The Moroni jail has a quarter for women and the jail of Koki (Anjouan) has a quarter for women and children.	
<b>Cote d'Ivoire</b>	33 prisons, 8 have quarters for minors. In Abidjan, the capacity is of 150.	No separation.	Yes, observation centers. There are 4.
<b>Gambia</b>	Three centres across the country, two of which are located in the urban area. Only one centre is specifically for boys. No center exists for girls. Capacity unknown.	One has separate quarters for women.	Yes, one in the urban area. Capacity unknown. Run by Prison services but there is a social worker who visits on a weekly basis.
<b>Ghana</b>	43 prisons across the country. They are located in the regional capitals. The capacity of each prison is relative to the prison. The biggest one has a capacity of 2000 people.	There are 7 separate prisons for women.	Yes, only one, capacity of 200.
<b>Guinea</b>	8 central prisons and 26 civil prisons. Only the Conakry and Kindia central prisons have separate quarters for minors.	The central centre of Conakry has a quarter for women.	Yes; one quarter for minors in the Conakry and Kankan central prisons (quarters for minors).
<b>Libya</b>	N/A	N/A	5 reformatories: 3 for boys and 2 for girls.
<b>Malawi</b>	36 prisons exist in Malawi; these are for adults only, children are sent to 3 separate detention centres.	Women have separate quarters in all prisons existing in Malawi, we do not have any quarters for girls.	There are 2 reformatory centres in Malawi. Their capacity is 120 individuals, and they are managed by the Ministry of Gender, Children and Social Welfare.
<b>Mali</b>	58 prisons and detention centers in Mali and one prison for minors in Bamako.	In all the prisons, cells (quarters) are intended for women and children.	Yes, except the Bollé minors of Bamako center.
<b>Mauritania</b>	13 across the country; a single prison with partial separation in Nouakchott; undetermined capacity.	Only one in Nouakchott; capacity: 65. The other prisons are for men and women, which have separate quarters.	Only one prison with partial separation in Nouakchott; capacity: 76.
<b>Niger</b>	In 2011, 6 prisons out of 37 had quarters for minors: the Niamey, Agadez, Tillabery, Maradi, Dosso and Diffa prisons.	None.	No detention centers specialized for minors, but quarters for minors exist in the 6 prisons. Elsewhere in the country, minors are always incarcerated with the adults.
<b>Rwanda</b>	A rehabilitation centre (Nyagatare) with a capacity of 250 and a prison with a section reserved for minors (Muhanga) for 125 detainees.	Two detention centres for minors, one in the North (Nyagatare) and the other in the centre of the country (Muhanga).	Both detention centres housing minors have separate sections for boys and girls.



	12. How many prisons/detention centres exist in the country? How many of these have separate quarters for minors? What is their total capacity and their distribution across the country?	13. How many prisons/detention centres have separate quarters for girls and women? What is their total capacity and their distribution across the country?	14. Do specific detention centres for minors exist in the country? Which ones? How many? What is their capacity? If not, who manages cases involving children?
Senegal	38 prisons, the detention and correction centers (32) are supposed to have distinct quarters for minors, but this cannot be verified. Currently, only Fort B is reserved for minors. In certain prisons, arrangements are made to reserve quarters for minors, in others, "boxes" are reserved for minors.	Currently, in substantially all prisons, women and girls share the same pavilion.	1 prison for children: Fort B in Dakar for minors between 13 and 18 years of age, capacity: 85.
Sudan			Children are sent in reformatory centres.
Swaziland	12 correctional centres in the country; 10 have separate quarters; capacity of 250 individuals.	5; about 200 across the four regions.	Yes; the Juvenile Industrial School (capacity of 50) and the Women's Central (capacity of 30).
Togo	None of the detention centres have specific means for children, except for the child detention centre at the Brigade for minors. This centre is in Lomé and is overcrowded. There are two public shelters for minors in conflict with the law and some private centres. In Lomé, there is a Brigade for Minors, acting as police but also as a detention centre for children. Within the country, out of the 12 prisons, only 6 have separate quarters for minors. No specific repartition criteria of prisons – inequity within the repartition.	100% (all prisons are equipped with separate quarters for girls and women).	The Brigade for Minors has the detention centre for minors (Lomé only). Outside the Brigade for Minors, there exists 6 quarters for minors.
Tunisia	6 detention centers exclusively for minors, of which 1 center is exclusively for girls; implemented in 6 different regions of the country with a total capacity of about 900 beds.	Only one detention centre for girls with a capacity of 150 beds and only one prison for women with a capacity of 300 beds. The other prisons have separate quarters for women.	6 detention centers exclusively for minors, of which 1 centre exclusively for girls implanted in 6 different regions in the country with a total capacity of about 900 beds.
Zambia	53 overpopulated prisons, which exceed their capacity, 4 of which have separate quarters for minors.	None.	Yes, specific detention centres for minors exist in Zambia. Katombora Reformatory School, Nakambala Approved School and Insakwe Probation Hostel. Capacity is about 200 per school. Prison and Social Welfare Officers manage the centres.

	15. How many police stations exist in the country?	16. How many police stations have cells reserved for minors?	17. Is there a presence of social professionals working towards rehabilitation of minors in detention centres? If so, how many in total?
Angola	There are 150 police stations.	We do not have any.	Yes.
Benin	105 police units and 125 Gendarmerie units.	1	Yes. One per civil prison, but this person is in charge of all detained adults and children including minors.
Burundi	5	1	Yes.
Cameroon	There exist many, with the nuance that only the public security stations and legal police services are implemented in the important cities and deal with questions relating to children.	Police services dealing with questions relating to children have separate cells.	The Ministry of Social Affairs through its exterior services (Provincial Delegations, Department Delegations, Social Centres), its decentralised structures maintain social stations, social action services within police stations, courts and prisons.
Chad	In each of the country's 23 regions (Police); 11 legions (Gendarmerie).	None.	Social professionals from the ENASS.
Comoros	10 to 15.	10	Yes, the Association pour le bien-être des enfants: 5 professionals and 7 agents.
Cote d'Ivoire	156 gendarmerie brigades; 125 police commissaries.	The SDLTEDJ has cells for minors (girls and boys separated).	At the Sub-Directorate for the fight against child trafficking and juvenile delinquency, we have four social welfare officers.
Gambia	About 150.	None.	Only one social worker that visits the juvenile wing.
Ghana	There are more than 700 police stations in the country.	None.	Yes, there are always social workers involved with minors in detention.

	15. How many police stations exist in the country?	16. How many police stations have cells reserved for minors?	17. Is there a presence of social professionals working towards rehabilitation of minors in detention centres? If so, how many in total?
Guinea	Unavailable for the moment.	Two: The OPROGEM (police) and DIJ (Gendarmerie).	Yes; 36 educators within the penitentiary administration, 23 at Conakry. Terre des Hommes, SOS Mineurs en prison, Sabou Guinée in different parts of the country.
Libya	Information not available.	In many police stations.	No.
Malawi	There are 34 Police Stations, 67 Police Posts and Units.	Only 3 Police stations have a model facility specifically for minors. There are ad hoc arrangements in the remaining 32 stations for separating children from adults.	Yes.
Mali	35 police commissaries and many police stations, 87 gendarmerie brigades.	The morality squad.	Yes.
Mauritania	82 police commissaries distributed across the regions.	2 (1 in Nouakchott and 1 in Nouadhibou) and 3 that are being implemented.	7 (5 in Nouakchott and 2 in Nouadhibou).
Niger	There are 43 police stations in the country, of which 42 have youth divisions.	None.	Education, Legal and Preventive Services (ELPSE) agents carry out visits to the incarcerated children.
Rwanda	69 police stations.		Both detention centres for minors have social workers, including a psychologist and a nurse.
Senegal	85 Gendarmerie brigades.	In the gendarmerie brigades, there are no cells for minors. Minors are kept in offices or entrusted to external services.	Yes, educators from the Action Éducative and social protection in an open setting, which work in the prisons (an educator for the prison for minors in Dakar). There are civil society organisations, notably of religious affiliations (Muslim, Catholic and Protestant) and NGOs that work in the Dakar and Thiès prisons. No information for other Senegal prisons.
Sudan	About 3000.	No reserved cells, but there are waiting rooms in all the specialised units.	Yes, 1 social worker with 20 minors.
Swaziland	24	24 police stations have cells that are separated for boys and girls (48 cells in total).	Yes; 22 teachers, 10 social workers and auxiliary workers, 8 vocational instructors.
Togo			5 social workers at the Brigade for Minors (Lomé) (2 psychologists, 1 social protection agent, 1 specialised educator, 1 sociologist). Otherwise, NGOs offer follow-ups: (non-exhaustive) Kira international, the Bureau international Catholique pour l'enfance, Union Chrétienne des Jeunes Gens.
Tunisia	520	10%	Yes, there are some; there are 50 agents, either social workers or psychologists distributed according to the number of children.
Zambia	124 Police stations.	About 13 stations.	Yes, the presence of social professionals is there in all the 72 major districts in the country. At the Reformatory School, there are about five Social workers who work in collaboration with prison officers. There are 20 prison social workers working in the offender management units and 5 well-being social officers working in the 3 correctional centers for children.

	18. Do rehabilitation programs geared towards children leaving a detention centre exist in your country? Which ones?	19. Do alternative shelter structures for minors in contact with the law, other than prisons and detention centres, exist in your country? If so, do security forces have standard operating procedures (formal signed agreements) established with them?
Angola	There are social reintegration and technical/professional programs, such as professional training and life skills programs.	Churches, NGOs, etc. No SOP.
Benin	Children receive as much as possible of a follow-up post-prison and if possible, rehabilitation in a school or through an apprenticeship.	Benin has three centres for children and teenagers but only one has a drop-in facility. Security forces do not have SOPs with them.
Burundi	Yes.	Yes.
Cameroon	The social station for prisons, the minors' quarter for prisons, acts as a re-education institution, including a social reinsertion activity aiming to prepare the minor's leave in order to prevent recidivism.	Public institutions for the supervision and re-education of minors socially maladapted are under the authority of the Minister in charge of Social Affairs. These institutions include: the shelter and transit centres, the re-education centres, the observation centres, the accommodation centres, and the "Home-ateliers".
Chad	No.	
Comoros	No.	No.
Cote d'Ivoire	Yes, family, socio-professional and school rehabilitation.	"Amigo Doumé" Centre of Yopougon and the "Abel" Centre of Grand Bassam.
Gambia	No.	No, but the shelter for children and the elderly is used for the detention/remand of girls in conflict with the law. The security there is however poor.
Ghana	Yes, while minors are in detention they are equipped with vocational aptitudes. They are given orientation before re-entering the community. The reorientation program includes social workers.	Yes, there are some centers for children other than prisons, but there are no established SOPs with the security forces.
Guinea	SOS minors, Foyer de l'espoir.	Sabou Guinée carries out legal follow-ups and has an accommodation capacity in the country's big cities; SOS Mineurs (alternative to detention and re-integration programs) in Conakry. Many organizations are accredited but few have the real means to take in the children.
Libya	No.	No.
Malawi	Not much.	All detention centres for children are not prisons, there are shelter structures meant to rehabilitate children. There are no signed SOPs.
Mali	Affirmative, the training centres and the Bollé centre.	Yes, the morality squad, Cité des enfants, SOS village.
Mauritania	No.	Yes, there is one in Nouakchott (drop-in and rehabilitation centre for children in conflict with the law).
Niger		
Rwanda	Under development.	No alternative facilities established yet, but the new Children's Act (2012) stipulates that minors will be detained before trial only in cases of recidivism.
Senegal	The Social Adaptation Center and the Multi-Purpose Center receive children that leave prison.	NGOs that take in children are numerous but they are unrecorded. The most well-known are Village Pilote (Dakar and Thiès), L'Empire des enfants (Dakar), the SAMUSocial (Dakar), the Ginddi Centre (Dakar), l'Avenir des enfants (Dakar), and Pour le sourire d'un enfant (Thiès). Associations financed by Plan that can take in children do exist, Child Fund (Saint-Louis, Thiès and Dakar). Also, State backup centres (by court decision) exist, but their number is limited.
Sudan	Yes.	Yes, but no established SOPs.
Swaziland	Yes; victim-offender mediation, reconciliation, anger management, vocational skills.	Yes, with established SOPs.
Togo	No state program exists. However, NGOs supplement the State through programs of psychosocial assistance and rehabilitation during the detention and post-detention phases.	Observation and Social Reinsertion Centre (state-operated with weak capacities). Private initiatives for alternative shelters for children in contact with the law exist to reinforce the implementation of diversion measures. Their number is still to be determined. About 15 in the country.
Tunisia	The children receive a professional training during the detention period. After this period, centres for social defence and integration welcome the children in order to rehabilitate, help and accompany them in their family, social and economic reinsertion.	Yes, for example the Observation center for minors for which the placement is done without a judicial mandate (Juvenile judge).
Zambia	Yes, some programs exist, but they are not oriented on the socio-economic empowerment of children aiming at reinsertion.	Yes, but only for minors who are victims of abuse. Security forces do not manage shelters, but Social Welfare does.

Questions 20 to 50 of the following questionnaire relate to the training of police officers and gendarmes.

ANSWERS	QUESTIONS	
	20. What are the names, year of creation and mandates of each of the training centres for police officers and gendarmes in your country?	21. What is the capacity for the main classrooms?
Angola	ENPOP (26 June 1976); ENPPI (13 April 1992); IMCP (13 February 2013); ISCP (2012).	50 students.
Benin	ENP (1962); ENSP (2001); ENG (1972).	50.
Burundi		
Cameroon	<p><b>Centre d'instruction et d'application de la police (CIAP):</b> Created in 1964 after the reunification. Ensures training for:</p> <ul style="list-style-type: none"> <li>– the 1st level Peacekeepers for which the basic instruction level fixed for the recruitment is Certificat d'Etudes Primaires (CEP); but since about 10 years it is the candidates that hold the BEPC of the Probation Certificate, the Bachelor's and even the License which pass this contest in majority;</li> <li>– the 1st level police inspectors for which the basic instruction level fixed for the recruitment is the Brevet du premier cycle; but since about 10 years it is the candidates holding a Probation Certificate, the Bachelor's and even the License which pass this contest in majority.</li> </ul> <p><b>École de police de Yaoundé:</b> Created 19 June 1952 now called</p> <p><b>École nationale supérieure de police de Yaoundé (ENSPY):</b> Trains the students-officers which hold at least the Bachelor's and the student-commissioners that hold at least the License or an engineering diploma. Are also recruited to undergo a police commissioner training for one year, the candidates holding a doctorate in medicine, or a PhD in Law or other scientific disciplines.</p> <p><b>Centre d'instruction et d'application de la police (CIAP):</b> Peace officer or Gardien de la Paix, first rank (certification: CEP) Police inspector, first rank (certification: BEPC).</p> <p><b>École nationale supérieure de police (ENSP):</b> Officers and superintendent students' training. Created on June 19, 1952.</p> <p><b>Écoles et Centres d'instruction de la Gendarmerie (ECIG):</b> Created after the country's independence as an instruction centre for the students of the Gendarmerie in 1960. Today this school is subdivided into schools and centres:</p> <ul style="list-style-type: none"> <li>– <b>Centres d'instruction (CI):</b> Initial training of the Gendarmes students.</li> <li>– <b>École des Sous-officiers (ESO):</b> initial training of the non-commissioned officers students.</li> <li>– <b>École des officiers de la Gendarmerie nationale (EOGN):</b> initial training of the students officers.</li> <li>– <b>Centre de perfectionnement aux techniques de maintien de l'ordre (CPTMO):</b> created in February 2000, specialised training in law enforcement and domestic security, retraining of trained units.</li> <li>– <b>Centre de perfectionnement de la police judiciaire (CPPJ):</b> created in 1999, specialised training in judicial police; training of the heads of investigation (officers, non-commissioned officers and police civil servants).</li> </ul> <p><b>École nationale de l'administration et de la magistrature (ENAM):</b> created in 1959. The judicial division is in charge of providing the initial training and of the continuing education of the magistrates and civil servants of the Court registrar office.</p>	Conference rooms for 500 to 700 students; classrooms for 80 to 120 students.
Chad		
Comoros	National School of the Armed Forces and the Gendarmerie (ENFAG) and National Police Academy.	6 (ENFAG).
Cote d'Ivoire	<p><b>École nationale de Police (ENP):</b> initial training since 1967 and continuing education since 1992.</p> <p><b>École de la Gendarmerie d'Abidjan (EGA):</b> training of student officers in Gendarmerie application and initial training for subordinated student officers, 1961.</p> <p><b>École de la Gendarmerie de Toroguhé (EGT):</b> 1998, initial training for non-commissioned officers only.</p>	<p><b>ENP:</b> 250 students</p> <p><b>EGA:</b> 80 students</p> <p><b>EGT:</b> 100 students</p>
Gambia	Police Training School, Yundum.	30
Ghana	National Police Academy and Training school; Regional Police training school, Koforidua; Regional training school, Ho; Police Academy and training school, Kumasi.	45
Guinea	<p><b>École nationale de gendarmerie de Sonfonia (ENG):</b> 1967, training of law enforcement officers and agents (specialisation in judicial police) and professional development for officers.</p> <p><b>École nationale de gendarmerie de Kaliah (ENGK):</b> 2010, focuses its training on policing and law enforcement. First graduation in 2012 (Diplôme d'arme).</p> <p><b>École nationale de police (ENP):</b> under construction.</p>	<p><b>ENGs:</b> 100 students</p> <p><b>ENGK:</b> 50-60 students</p> <p><b>ENP:</b> 40-50 students</p>
Libya	Police college, established in 1976.	300
Malawi	Police Training School - Limbe, Police Training School - Mtakatika, Police Training School - Mulangeni, Zomba Police College.	40 participants per classroom.
Mali	École nationale de police (1972), École de gendarmerie (1959), professional training for all staff members.	50 to 100 seats (ENP), 100 to 200 seats (Gendarmerie).



	20. What are the names, year of creation and mandates of each of the training centres for police officers and gendarmes in your country?	21. What is the capacity for the main classrooms?
Mauritania	National Police Academy in Nouakchott founded in 1975 National Gendarmerie School in Rosso, date of establishment unavailable 2 specialised training centers (Nouakchott et N'takat)	Classroom capacity at the National Police Academy in Nouakchott: a 300-seat amphitheater and 8 rooms of 50 seats each Classroom capacity at the National Gendarmerie School in Rosso: not available
Niger	École nationale de Police et de la formation permanente (ENPFP), 1965 Service Central de protection des mineurs et des femmes, (Brigade des mineurs – BM) 2007: protection of women and minors. École de Gendarmerie nationale (EGN), 1960: training of gendarmes and non-commissioned officers to offer retraining and skills upgrading sessions. Centre d'instruction de la Garde nationale du Niger (CI/GNN), combat training sessions of young recruits, executives' retraining, and internships offered, graduating with a diploma. École de formation des officiers des Forces armées nigériennes (EFOFAN), 1997 – Initial training of army officers, of the Gendarmerie, of the National Guard and collaterals (5 year-diploma personnel: engineers, doctors, solicitors), and military training. Training duration: six months to one year. Upgrading of the army officers' skills, for officers who have been trained in Arabic-speaking countries. Practical and skills upgrading sessions of the subordinate officers. École nationale des sous-officiers d'active (ENSOA), 1985: Provides the training of non-commissioned officers students, formerly civilians or army forces; internships for non-commissioned members (ADL) and army and National Guard executives. Groupement d'instruction des hommes de troupe de Tondibiah (GI Tondibiah), around 1960: Young recruits' training.	ENPFP: 50 students BM: (Not applicable) EGN: 60 to 100 students CI/GNN: 100 students ENSOA: 460 students GI Tondibiah: 100 students
Rwanda	NPC (Rwanda nation police College), PTS Gishari (Police training School Gishali).	
Senegal	École nationale de police et de la formation permanente (ENPFP), 1950 under the name of Ecole de Police of French Western Africa. Trains: police superintendents, officers, non-commissioned officers, and police agents (from Senegal and other nationalities of the West African region) and officials from the prison administration. École de gendarmerie du Sénégal (EGS), 1961. Creation of two schools in 2007: – École des officiers de la gendarmerie nationale (EOGN) located in Dakar. This school provides practical training serving a regional purpose (French-speaking African countries) – École des sous-officiers de la gendarmerie nationale (ESOGN) located in Fatick (trains Senegalese non-commissioned officers). Centre National de Police Judiciaire (CNPJ) trains non-commissioned officers at the OPJ and shifts Brigade commanders. Centre d'Instruction des Gendarmes Auxiliaires (CIGA) trains the conscripts. Centre de Perfectionnement de la Gendarmerie Mobile (CPGM) ensures the professional development of intervention units for maintaining order.	ENPFP: Overall, students' promotions can reach between 200 and 600 students. EOGN: The students' promotions vary from 15 to 30 students (45 overall), for the initial training and 45 students for the practical courses. Approximately 360 students. ESOGN: 660 students this year.
Sudan	Police College 2 training centers for non-commissioned officers	Police College: 600 2 training centers for non-commissioned officers: 100
Swaziland	Police Training College, 1965; Correctional Staff College, 1972; Command Wing, 1989; Operational Services, 2000.	45 participants.
Togo	École nationale de police (ENP), 1976 Provides vocational training internships, retaining and skills upgrading sessions to members of the police force from the different sections of the National Police and familiarization training. École nationale de gendarmerie (ENG), 1961, training provided to the gendarmes in view of judicial, administrative and military police missions.	ENP: 50-60 students ENG: between 100 and 150
Tunisia	École de gendarmerie – Bir Bouregba – 1956 École des officiers – Salammbio – 1968 École de police judiciaire – Sousse – 1984 École des forces spéciales – Béja – 1984 École de formation continue – Chebika – 1984 École des sous-officiers – Bizerte – 1985 École de formation de base – Kairouan – 1985 École de formation continue – Carthage – 1991 École de Gendarmerie maritime	An average of 20 participants per room.
Zambia	Lilayi Police Training College, Kamfinsa School of Public Order and Maintenance (SPOM) and Para-Military Police Training School, Prisons Staff Training College.	30 to 50.

	22. What is the average number of students per course in general?	23. What are the information technologies used during the courses, such as computers, projectors, etc.?	24. What is the teaching language in your security forces schools?
Angola	45 Students.	Computers and projectors.	Portuguese.
Benin	At least 100.	Projectors and computers.	French.
Burundi	40.	Television, computers, projectors.	Kirundi and French.
Cameroon	CIAP: 110 students ENSP: 60-75 students ECIG: up to 200 students ENAM: approximately 60 students ESO: 200 and 100 CI: 200 EOGN: 30 to 40	CIAP: Projector; trainers make their own manual based on the course's content. ENSP: Projector; multimedia class for certain classes; trainers make their own manual based on the course's content. ECIG: Projector; trainers make their own manual based on the course's content. ENAM: Projector for certain classes; trainers make their own manual based on the course's content.	CIAP: Most classes are given in French but some are also in English, depending on the teacher; no translations are done. ENSP: Most classes are given in French but some are also in English, depending on the teacher; no translations are done. ECIG: French. ENAM: Most classes are given in French but some are also in English, depending on the teacher; no translations are done.
Chad			
Comoros	30 to 60 students (ENFAG).	Computers.	French.
Cote d'Ivoire	3 schools: between 75 and 250 students.	(Except for the classes given by external instructors) ENP: No; EGA: No; EGT: No Approximately 20 computers per 1500 students in each school.	French.
Gambia	300	Computers.	English.
Ghana			English.
Guinea	ENGs: 40 ENGK: 40-50 ENP: to be determined	ENGs and ENGK: One overhead projector and one projector available ENP: One projector available	French.
Libya	150	Computers, projectors.	Arabic.
Malawi	At least 1000 per course.	Power Point Presentations, computers, projectors.	English.
Mali	At least 100 (ENP), 120 (Gendarmerie)	Projectors, computers, recorders, televisions, internet.	French.
Mauritania		Computers and projectors.	Arabic and French.
Niger	ENPFP: size varies from one rank to another, but the maximum capacity of the classrooms is 50 students EGN: approximately 60 students per class BM: N/A CI/GNN: platoon of 50 students or company of 100 to 114, according to the subject-matter being taught EFOFAN: approximately 25 GI Tondibiah: students are grouped within companies; each company is divided in two platoons, and each platoon into two sections. One company is hence divided in 4 sections. Each section encompasses 30 students.	Some schools benefit from projectors, a computer room and a library.	All in French. At GI Tondibiah, additionally to French, trainers use the local languages for the students that do not speak French.
Rwanda	At least 250.	Computers, projectors, Power Point presentations.	Local language and English.
Senegal	ENPFP: classroom capacity of 25 to 30 students. EOGN: brigades' classrooms capacity between 15 to 20 students ESOGN: classrooms capacity of 100 students	ENPFP: mobile overhead projector (5), laptops (3), computer room with 8 computers EOGN: one computer room with 20 workstations. Each classroom can be equipped with an overhead projector, and there are portable computers made available to students ESOGN: 10 projectors and a computer lab with 70 spots	French.
Sudan	20-30	Computers, projectors.	Arabic.
Swaziland	30-35	Projectors, computers, videos, Power Point presentations.	English and Siswati.
Togo	ENP: About 60-70 ENG: Around 100	ENP: No, unless the teacher demands it ENG: Yes, projectors are used	French.
Tunisia	Between 15 and 20 students.	Varied pedagogical and didactic supports, for example information and communication technologies.	Arabic, French and English (in small doses).
Zambia	600	Walkie-Talkies, microphones, megaphones, computers, projectors, DVD players.	English.

	25. What tools or learning material are generally used during the majority of the courses?	26. What is the length of the criminal law course?	27. What is the length of the criminal procedure course?
Angola	It varies according to specific courses.	3 months.	3 months.
Benin	Boards, various documents.	120 hours.	150 hours.
Burundi	Flip charts, board, and notebooks.		
Cameroon	Please refer to question 23.	ENSP: 48 hours of GCL, 78 hours of SCL; CIAP: 36 hours of GCL, 36 hours of SCL; ESO: 40 to 50 hours; CI: 30 to 40 hours; EOAG: 80 to 120 hours.	ENSP: 78 hours; CIAP: 36 hours.
Chad			
Comoros	Boards, projectors, computers.		
Cote d'Ivoire	Blackboards, chalk, documents.	ENP: 108 hours for commissioners, 72 hours for officers, 36 hours for non-commissioned officers; EGI/EGA: 45 hours of GCL and 45 hours of SCL for non-commissioned officers and 27 hours of GCL and 38 hours of SCL for the student officers.	ENP: 114 for commissioners, 108 hours for officers, 36 hours for non-commissioned officers; EGI/EGA: 114 hours for commissaries, 108 hours for officers and 36 hours for non-commissioned officers.
Gambia	Power Points and flip charts, group syndicates.	N/A (a child protection and child justice module has recently been introduced which lasts for 1 week).	N/A (a child protection and child justice module has recently been introduced which lasts for 1 week).
Ghana		6 months.	6 months.
Guinea	Board, chalk and markers.	In the process of validation.	In the process of validation.
Libya	Books.	2 years.	1 year.
Malawi	Training manuals, trainer's guide, exercise books, Law books.	Runs throughout the period of training which is six months.	Runs throughout the period of training which is six months.
Mali	The board, Power Point, projectors.	From 9 to 12 months (ENP), 64 hours (Gendarmérie).	From 9 to 12 months (ENP), 50 hours (Gendarmérie).
Mauritania	Whiteboards with markers; audiovisual courses.	6 months of courses with an average of 2 hours for each course, every working day (5 days per week).	6 months of courses with an average of 2 hours for each course, every working day (5 days per week).
Niger	Concerning children's rights, human rights, and IHL, in all schools: blackboard, training manuals, hand-book. In certain schools: projector, CDs.	<b>ENPFP:</b> – Commissioners: GCL: 36h; SCL: 60h – Police officers: GCL: 36h; SCL: 60h – Police investigators: GCL: 40h; SCL: 40 – Peacekeepers: GCL: 40h; SCL: 40	<b>ENPFP:</b> – Commissioners: 36h – Police officers: 40h – Police investigators: 36h – Peacekeepers: 36h
Rwanda	Flipchart, notebooks, Power Point presentations.	6 months.	6 months.
Senegal	<b>ENPFP:</b> Documents photocopied for students (articles of the code, course syllabus or key ideas of the course), Power Point presentations. <b>EOGN:</b> Material planned by the teacher, Power point presentations, training manual. <b>ESOGN:</b> Teachers have official manuals of the training and instruction division for all classes. Students receive photocopies.	<b>ENPFP:</b> Criminal law: 72h. SCL: 72h per year <b>EOGN:</b> Criminal law: 24h. SCL: 14h per year <b>ESOGN:</b> Criminal law: 21h per year	<b>ENPFP:</b> Judicial police course for commissioners: 108h, 72h for officers and subordinate officers, and 36 hours for police agents. <b>EOGN:</b> 16h per year. <b>ESOGN:</b> 48,5h per year of theoretical legal procedure and 48h per year of practical legal procedure
Sudan	Flipcharts, pens, whiteboard.	120 hours.	120 hours.
Swaziland	Modules, handouts, Power Point presentations, videos, books, whiteboard.	12 months.	12 months.
Togo	It is greatly variable, from conventional didactic material to Power Point supports.	National police: 32 hours.	National police: 32 hours.
Tunisia	Paper supports, electronic supports, video projection, projectors, and videoconferences.	The length of the course depends on the training module and the student's status.	The length of the class varies from a profile to another.
Zambia	The Prisons Act, the Juveniles Act, the Penal Code and the Criminal Procedure Code, the police regulations, the police instructions module.	Nine months.	Nine months.

	28. What is the length of the course on interrogation methods?	29. What is the length of the psychology course?	30. What is the preferred teaching method in general? For lectures?
Angola	3 years.	4 years.	Exhibition.
Benin	Refer to question 27.	30 hours.	Interactive method.
Burundi	It depends on the hourly volume.		Questions and answers, brainstorming.
Cameroon	ENSP: 78 hours (judicial police course).	ENSP: 24 hours; ESO: 10 hours; EOGN: 20 hours.	No, there are lectures in all schools associated with practical learning in class and during field exercises.
Chad	ENP: This course is part of the criminal procedures course. GEGN: 40 hours.	EN P& GEGN: N/A	ENP & GEGN: Lectures
Comoros	72 hours.		
Cote d'Ivoire	EGA/EGT: 22 hours.	EGA (officers/students): 21 hours of forensic psychology.	Lectures.
Gambia	Three hours.	Two hours.	See 25 of this leaflet.
Ghana	6 months.	3 months.	Lectures.
Guinea	In the process of validation.	In the process of validation.	Yes; with the different teaching methods.
Libya	1 year.	1 year.	Lectures.
Malawi	We use Investigative interviewing skills, which run for the entire period of training.	N/A	Lectures, demonstrations, questions and answers, case studies.
Mali	From 2 hours to one week (ENP), 40 hours (Gendarmerie).	2 hours; conferences.	Lectures, conferences, practice police/gendarmerie, group work.
Mauritania	6 months of courses with an average of 1 hour for each course (5 days per week).	6 months of courses with an average of 1 hour for each course (5 days per week).	Lectures.
Niger	<b>ENPFP:</b> – Commissioner (Investigation technique, level of formalism: 72h) – Police officer (Investigation technique, report, level of formalism: 72h)	N/A	Questions and answers. Pedagogical and participative methods are not used; checklists are often handed out.
Rwanda	6 months.	6 months.	Combination of lectures and participative methods.
Senegal	Judicial investigation techniques are integrated in the judicial police course, which embodies criminal law and the Code of criminal procedure, and thus the procedural formalism, for training in the three schools.	No psychology class. <b>ENPFP:</b> Course on criminal sociology given by a psychologist.	For the three schools: Didactical method: Teacher's presentation, teacher's questions (interrogative method) towards students. Active method: Students' questions and exercises (practical cases). For the field of practice in the military or in the police: demonstrative method.
Sudan	90 hours.	30 hours.	Lectures.
Swaziland	3 months.	6 months.	Student-centred method.
Togo	<b>ENG:</b> The subject is given in the course of minutes <b>ENP:</b> Information is not available	N/A	<b>ENP:</b> Dictation during the two hours of class. Summary of previous class at the beginning of every class and session for questions asked by the students to the teacher <b>ENG:</b> Lectures and practical cases
Tunisia	The hourly volume depends on the students' status and profiles.	The hourly volume depends on the training's status and the students' profiles.	Lectures and tutorials.
Zambia	Three months.	N/A	Lecturing.



	31. Does the curriculum include a specific course on children's rights? If so, since when, what is its length and who teaches it?	32. Does the curriculum include a course on human rights? If so, since when, what is its length and who teaches it?	33. Does the curriculum include a course on the protection of women? If so, since when, what is its length and who teaches it?
Angola	No, but we teach a subject on children's rights in the psychology of development field.	Yes; since 2009; 3 months; law experts.	No, but we conduct workshops on this subject.
Benin	Yes; Since 2010; 30 hours; judicial police officers who are trainers at the school.	Yes for both police and gendarmerie schools; Since 2008, a course is taught at the National School of Gendarmerie by a university professor, since 1962 at the ENP and since 2001 at the ENSP where it is given by legal experts.	Yes for both police and gendarmerie schools; Since 2008, a course is taught at the National School of Gendarmerie by a university professor, since 1962 at the ENP and since 2001 at the ENSP where it is given by legal experts.
Burundi	Yes.	Yes, 40 hours, national trainers.	Yes, 24, police instructors.
Cameroon	Yes, at the ENSPY, called: "Minors Police", facilitated to student Commissioners and to the student Inspectors since 2011; 24 hours and at the ESO where a children's rights course is given since 2013.	CIAP: Yes, with a section on children's rights. Primary manual used: Manual on human rights training for Police in Commonwealth West African Countries (course taught in English) ENSP: Yes, 36 h of class on human rights and 36 h of class on civil liberties ECIG: 30h Human rights and civil liberties, 30h for the human rights and IHL class ENAM: For the judiciary section, 30h in the second semester.	No, not specifically; topic taught in the course on human rights within the chapter of vulnerable persons.
Chad			
Comoros		Yes.	
Cote d'Ivoire	Yes, since August 2013, 50 hours in Gendarmerie schools. ENP: (has not begun yet) 50 hours for non-commissioned officers, 60 hours for officers, 70 hours for commissioners.	No.	Yes, since this year: offered by UNPOL (EGA).
Gambia	Yes, recently a child-specific training manual was developed for use at the Police Academy.	Yes, but very basic.	No.
Ghana	No.	Yes, 2005.	No.
Guinea	Not available but in the process of validation.	Yes, since 1993, during the internships of legal police officers, facilitated by the national instructors.	No.
Libya	No, but the Police Academy has a plan for that.	Yes, for one year.	No.
Malawi	We are in the process of finalizing the institutionalization of a specific course on child protection in all training schools. Basic Recruit modules and Trainer's Guide have already been developed pending testing in the upcoming intake.	Yes since 1999. Runs throughout the period of training which is six months.	No.
Mali	Yes, since 2005, 30 hours for non-commissioned officers, 40 hours for inspectors and commissioners (police), the NGOs (ENDA-Mali).	Yes, for more than 10 years: 40 hours (ENP), 20 hours (Gendarmerie); university professors, police management.	Yes, a conference of the MINUSMA Gender Unit.
Mauritania	Adoption of a training module addressing the rights of the child since 2012, but no new promotions since then.	Yes, since 2007, taught by a university professor.	Yes, since 2007, taught by a magistrate.
Niger	In none of the schools, but children's rights are brought up in related disciplines such as human rights or international human rights law.	ENFPF: a module on human rights is taught during the 2nd semester of the 1st year; volume: 36h EGN: No, but the IHL course contains a chapter on women and children in situations of conflict CI/GNN: 20h EFOFAN: No, but a IHL course ENSOA: No, but a IHL course GI Tondibiah: No, but a IHL course, 20h	ENFPF: In the human rights module EGN: No, but there is a chapter on women and children in conflicts with regards to IHL CI/GNN: No, but women's rights are mentioned in the IHL module
Rwanda	Yes.	Yes, 42 hours, taught by Rwanda Police instructors.	Yes, 42 hours, taught by Rwanda Police instructors and trainers from the Institute of Legal Practice Development.

	31. Does the curriculum include a specific course on children's rights? If so, since when, what is its length and who teaches it?	32. Does the curriculum include a course on human rights? If so, since when, what is its length and who teaches it?	33. Does the curriculum include a course on the protection of women? If so, since when, what is its length and who teaches it?
Senegal	<b>ENFPF:</b> Course on Justice for minors given to stakeholders in the prison administration <b>EOGN:</b> Annual seminar of the Fondation Friedrich Ebert on the legal protection for minors <b>ESOGN:</b> Integrated in the content of Methods and techniques (course on juvenile delinquency, protection of minors in physical or moral danger, investigations on the minor, the family and his/her environment)	<b>ENFPF:</b> Yes, Human rights and Civil Liberties <b>EOGN:</b> Yes, by external partners (seminars on human rights) <b>ESOGN:</b> Yes, Human rights	No; planning of a course on gender at the ESOGN.
Sudan	FCPU National Mechanism, SAJP (a private firm supported by DFID) and UNICEF are currently working on the inclusion of the SOPs in the School of Police and Police Academy curriculum. Regular regional trainings are conducted, as well as in-service training. There are 2 steps: For pre-service basic training: 3 full days of theory and 2 days of practice; For In-service advance training: 15 full working days distributed through 3 different weeks. The courses are mandatory for receptionists, social workers, investigators and managers. This is an interim solution until the training is integrated into the School of Police or Police academy curriculum.	30 hours at the Academy and 20 hours in-service.	Yes, included in the IHL course (60 hours).
Swaziland	Yes, in the domestic violence module there is a unit dedicated to children's rights since 2006.	Yes; since 10 years; for 12 months; by qualified trainers.	Yes; since 10 years; for 12 months; for qualified trainees.
Togo	12 hours for the Gendarmerie and 0 hours for the police (6 hours of conferences which are not mandatory and usually not executed because of a lack of means).	Police: Yes, 32 hours taught by police officers; Gendarmerie: No.	No in both cases (Police and Gendarmerie).
Tunisia	Yes. The course is a month long, and participants receive a certificate at the end. There is also on-going training on juveniles for security forces.	Yes, since 1995, proclamation date of the C.P.E.	Yes and integrated in the training modules since its creation.
Zambia	No, by officers trained in handling juveniles and external resource persons from the department of Social Welfare and the Human Rights Commission and Child Justice Forum, at the Prisons Staff Teaching College but not elsewhere, through conferences and workshops.	Yes, within the nine months of Police training, and for the Prisons Staff Teaching College, it is taught by prison officers and external resource persons from the Human Rights Commission.	Yes, since 2003, within the nine months of Police training. The law lecturers are the ones who teach it. Not for the moment at the Prisons Staff Teaching College.

	34. Does the curriculum include a course on international humanitarian law? If so, since when, what is its length and who teaches it?	35. Does the possibility of completing a practical internship during the training exist? In what field?	36. Is the training for security forces officially recognized by the Ministry of Education?
Angola	Yes, in the field of criminal psychology and public order.	Yes.	Yes, in the training area.
Benin	Yes; 30 hours at both police schools and 20 hours at the National School of Gendarmerie where it is taught by a Gendarmerie officer.	Yes, in all the training fields.	Yes.
Burundi		In-service training.	Yes.
Cameroon	<b>ECIG:</b> Human rights and IHL: 30h; <b>ENAM:</b> IHL: for the judicial section, 30h during the second semester <b>ENSP:</b> 36h, offered to the commissioner and officer students.	<b>CIAP:</b> 2 years of practical internship after initial training <b>ENSP:</b> 18 months after training on theory <b>ECIG:</b> – CI: 2 years after an exam on theory – ESO: 2 years after an exam on theory – EOGN: Information is not available – CPTMO: Advanced training internship within commandment of a Gendarmerie mobile unit in situations of violating public order. Training internship of the Équipes légères d'intervention – CPPJ: Information is not available <b>ENAM:</b> Yes, second year of training	No, the Ministry of Education does not certify the police training. The training of the staff of the National Security is a training within the police trades; it comes after primary, secondary and superior education.

	34. Does the curriculum include a course on international humanitarian law? If so, since when, what is its length and who teaches it?	35. Does the possibility of completing a practical internship during the training exist? In what field?	36. Is the training for security forces officially recognized by the Ministry of Education?
Chad	ENP: No. GEGN: Yes, since 1995, by a defense colonel trained in the field.	ENP & GEGN: No.	ENP & GEGN: Yes.
Comoros	Yes, 2 hours, C.E. Dossa Isoim (ENFAG)	Possible, in the field of security (ENFAG).	
Cote d'Ivoire	Yes, provided by the ICRC in one day (conference).	Yes, at the EGA through visits in the child's protection framework.	No, internal level.
Gambia	Yes, but very basic.	No.	Yes.
Ghana	Yes.	No.	No.
Guinea	Yes, since 1985. Its length is 12 hours or more according to the training. It is facilitated by the national instructors.	Yes, on the protection of women and GBV.	Not for the moment, except after the validation of the toolkit.
Libya	No.	They only spend two months in the police station to have a practical experience in criminal investigation.	Yes.
Malawi	No.	Yes, in fields related to the police.	No.
Mali	Yes, since the beginning, from 9 to 12 months, university professors and police commissioners, 24 hours at the Gendarmerie in partnership with the ICRC.	Yes, managing refugees for the Police and in many fields for the Gendarmerie.	No.
Mauritania	Yes, since 2006, taught by a university professor.	Yes, in the areas of judicial police, public safety, the Highway Code, border and airports security.	Yes.
Niger	ENPFP: 20h EGN: 8h CI/GNN: Yes EFOFAN: Yes ENSOA: Yes GI: Yes, 20h	In all of the schools, internships are planned to be integrated in the initial training, in terms of modalities that vary according to corps and according to ranks. Internships are done both within the schools as well as in deployed units. Either internships are done after the training once theory is finished, or they intersect with this training.	
Rwanda	Yes.	Yes, in the field of judiciary police and of Public Security.	Yes.
Senegal	ENPFP: Not in a permanent way as conferences can be set up in terms of promotions (destined for executives) EOGN: Yes ESOGN: Yes, 18 hours	ENPFP: Yes, all along the second year (evaluated) EOGN: Compulsory 48 hours internships at the end of the academic training (evaluated) ESOGN: Yes, from three to six months of internships (not evaluated)	Yes, the three schools are recognised by the Ministry of Education.
Sudan	Yes, 60 hours.	Yes, children living and working in the streets.	Yes.
Swaziland	No.	Yes, in all fields.	Yes.
Togo	ENP: No ENG: Yes, 12 hours. Officer trainers teach it.	No.	The Ministry is aware, but has no responsibilities towards this training.
Tunisia	Yes, since the establishment of the training.	Practical internships are considered for each type of training.	Yes, in the initial training.
Zambia	Only at the Prisons Staff Teaching College. The IHL course is taught by members of the Human Rights Commission who are invited as external resource persons.	Only at the Prisons Staff Teaching College. Trainees are attached to various prisons for a period of three months and in the case of cadets, to the Reformatory School.	Yes, but not for the Prisons Staff Teaching College. However, the process is underway for the Ministry of Education through the Curriculum Development Centre to develop a curriculum for the Prisons Training College, which will be in line with the required standards by the Ministry of Education so that the certificates awarded at the end of the course will be underwritten by the Ministry of Education.

	37. Is there a regular possibility to participate in continuing education trainings for police officers/gendarmes in service?	38. Is there a regular possibility to participate in specialised courses?	39. What are the evaluation methods for each course?
Angola	Yes.	Yes.	Questions and answers, practical and theoretical exams.
Benin	Yes.	Yes.	Questions and answers, practical work and exams.
Burundi	Yes.	Yes.	Pre and post-exam.
Cameroon	CIAP: No ENSP: Yes, recycling training for all ranks ECIG: Information is not available ENAM: Not systematic – workshops or conferences are organised in a seasonal manner	CIAP: No ENSP: Yes, regular conferences ECIG: Courses specialised in the maintenance of law and order and judicial police, courses offered by the two professional development centres CPTMO and CPPJ ENAM: Yes, Judiciary speciality or courtroom management	CIAP: Exam every 3 months and final exam; ENSP: evaluation at the end of each module – eight total, a final written exam, and an oral exam sanctioning the end of the training. Also, the student Commissioners write and defend a professional thesis; ECIG: 48% of the final grade is dedicated to the continuous assessments and to the mid-internship exam, 50% of the grade for the final exam, and 2% for aptitudes; ENAM: Exam at the end of each semester, added to the grade for the internship and the internship report.
Chad			
Comoros	Yes.	Yes.	Tactical approach.
Cote d'Ivoire	Yes.	Yes.	Gendarmerie, interrogation, end of internship exam, arms certificate N° 2.
Gambia	Yes.	Yes.	
Ghana	No.	No.	Examinations.
Guinea	Yes.	Yes.	Theoretical and practical exams.
Libya	Yes.	Yes.	Written examination.
Malawi	Yes.	Yes.	How trainees deliver after training.
Mali	Yes.	Yes.	Control tests (oral and written), exams- control of behaviour.
Mauritania	Yes.	Yes.	An evaluation is done at the end of the training by the Directorate of the training, before students are released. Those who fail have to repeat.
Niger	In every school, in the form of internships, except at the GI Tondibiah.	Yes, in all of the schools.	In every training centre, evaluations are done during training and in the form of a final exam at the end of training. Exams are done during the training depending on the teacher or on the school administration. Methods include oral, written and practical exercises.
Rwanda	Yes.	Yes.	Theoretical and technical evaluation at the end of the training.
Senegal	ENPFP: Yes, almost every month but for all the designated police officers (AFORMA project and embassies) EOGN: Yes, continuing education in the professional development centre of the Gendarmerie unit, National police centre and other seminars (AFORMA project and embassies) ESOGN: No	No.	ENPFP: Intermediary and final exams (theoretical and practical) for every subject and the level of difficulty varies depending on the rank of the student. Yearly evaluation of competences by the Chef of service. EOGN: Intermediary exams and a final exam at the end of the year. Every subject has a different coefficient. The final average and a general appreciation determines passing or not. ESOGN: Intermediary and final exams, appreciation grade at the end of the internship.
Sudan	Yes, through Master's and PhD programs.	Yes.	Questionnaires, evaluations, performance improvement.
Swaziland	Yes.	Yes.	Tests, assignments, and examinations.
Togo	Yes.	Yes.	Tests, exams.
Tunisia	Yes, mandatory.	Yes, as required.	End of training exams and granting achievement and participation certificates.
Zambia	Yes.	Yes.	For the Prisons Staff Training College, assessment tests every three months and a final written examination at the end of the course and exams and other practical tests for the police.



	40. What is the average number of trainers in training centres?	41. What is the average length of service for the trainers within the schools? Are they permanent employees, contractual trainers, consultants or on an annual rotation?	42. What is the professional profile of trainers? Are there specific selection criteria?
Angola	60 trainers.	There is none, because most of them are permanent associated teachers and some are hired.	They are graduated lecturers and they must have pedagogical background.
Benin	At least 40 for the ENP and ENSP.	A minimum of 3 years for permanent trainers; permanent-contractual trainers-consultants.	Academic level and demonstrated professional knowledge, yes: excellence-availability – competencies-pedagogy.
Burundi	15.	Permanent, temporary trainers and consultants.	The selection criteria are the evaluation tests.
Cameroon	CIAP: 100 ENSP: 30 permanent and many temporary trainers depending on the training subjects provided. ECIG: 50 permanent trainers and 40 to 200 teachers according to the intensity of courses and internships. ENAM: 115 trainers for all the divisions. CECIG: 50 permanent trainers and 80 temporary ones depending on the internships.	ENSPY and CIAP: the average length of service of trainers is undetermined, the two schools have permanent and temporary trainers; ECIG: permanent and temporary trainers; ENAM: the majority are external temporary trainers; CECIG: undetermined length depending on the hierarchy of the permanent trainers and on the internships' needs for the temporary trainers.	CIAP: information not available. ENSP: permanent and non-permanent teachers (substitute teachers); relevant expertise in the subject-matter at hand (police officers, military personnel, law professors, etc.) ECIG: permanent teachers (50) and non-permanent depending on level of expertise as acknowledged. ENAM: the majority are external teachers and non-permanent: university professors, personnel of the Ministries, judges. They are selected by the school according to their resume and their pedagogical capacities assessment.
Chad			
Comoros	10.	Indefinite, permanent employees.	Experience and knowledge in this area.
Cote d'Ivoire	ENP: 368 permanent (118 tenured position teachers/250 teachers' assistants) for the 3 categories (supervisory staff/police officers who do not belong to the school/civilian teachers) EGA: 120 permanent teachers out of 192 executives EGT: 100 permanent teachers, around 10 specialised teachers and external resources pool for specialised subject-matters (law and forensics)		ENP: With relevant and adequate specialisation and several years of fieldwork experience, coming from the different police forces. Law trainers do not belong to the National Police. EG: all Gendarmes students can become instructors once they have received pedagogy training. No special selection other than mastering the subject matter.
Gambia	2	3 months; contractual and assignment trainers.	
Ghana	2	3 months, made up of assignment and contractual trainers.	
Guinea	GN: 79 trainers distributed between the 2 schools (Gendarmerie) ENP: information not available	Length is undetermined; trainers are permanent.	GN: Minimum rank of Sergeant chief (Maréchal des Logis Chef – MDL/C) 10-month combat, road traffic, public order enforcement, International Public Law training, then one month of andragogy training. ENP: Formerly Chiefs of services. Currently, there is no recruitment process, and the teaching profession has no permanent status, since the training curriculum is being revised and the school is under construction.
Libya	75	Some permanent and some contractors.	Police officers, and university professors (civilians).
Malawi	More than 40 class trainers.	At least 2 years of service, they are permanent employees and not on rotation.	They are usually all-round trainers with knowledge of all subjects taught at the training school.
Mali	20 to 25 (ENP), École de Gendarmerie.	There are permanent, non-permanent trainers and external consultants.	Professionals in certain fields, at the DPGN and DGGN.
Mauritania	55 on average at the National Police Academy.	Between 15 and 20 years; there are permanent employees and individual contractors, as well as Palestinian teachers.	Specialists in each subject; recognized degrees and aptitude tests.

	40. What is the average number of trainers in training centres?	41. What is the average length of service for the trainers within the schools? Are they permanent employees, contractual trainers, consultants or on an annual rotation?	42. What is the professional profile of trainers? Are there specific selection criteria?
<b>Niger</b>	<p><b>ENP/FP:</b> employs over a hundred permanent people acting as instructors and supervisory staff, coming from the Police forces; as well as over thirty teachers coming from outside of the institution</p> <p><b>BM:</b> N/A</p> <p><b>EGN:</b> 200</p> <p><b>CI/GNN:</b> has about 250 men regardless of the ranks</p> <p><b>EFOFAN:</b> 100</p> <p><b>ENSOA:</b> has approximately 30 teachers</p> <p><b>GI Tondibiah:</b> 200</p>		<p><b>ENPFP:</b> 70% are police officers designated by a Ministry of Interior's order, designation based on the proposal of the General Head of the National Police. The others do not belong to the Police force (magistrates, researchers, law professors, etc.)</p> <p><b>BM:</b> Upper-ranked police officers or Local Committees members (Judges for minors, regional managers responsible for youth protection and technical assistants).</p> <p><b>EGN:</b> Officers and non-commissioned officers of the Gendarmerie. Designated by a Gendarmerie Nationale High Command's decision, which is conveyed to the National Defence Ministry as a written account. Sometimes, French instructors.</p> <p><b>CI/GNN:</b> Subordinate officers (Lieutenant, Second lieutenant), Upper-ranked and subordinate officers (Chief warrant officer – Major; Warrant officer first class – Adjudant chef; Warrant officer – Adjudant) of the National Guard; designated by a High Command's decision, designation based on the proposal of the Direction de la statistique des opérations et de la formation upon the Central command's advice.</p> <p><b>EFOFAN:</b> Instructors designated by the Army's Headquarters, designation based on the School Head command's proposal.</p> <p><b>ENSOA:</b> Appointed by the Headquarters according to the school's needs and taking into consideration their competences/skills and appointments.</p> <p><b>GI:</b> Officers and non-commissioned officers as well as rank militaries.</p>
<b>Rwanda</b>	More than 40 trainers.	Length is undetermined, but the instructors are permanent.	Specialists in each field; recognized diplomas and aptitude tests.
<b>Senegal</b>	<p><b>ENPFP:</b> around 50 permanent supervisory staff members; 20 to 60 instructors and external teachers. The number is determined according to the students' promotion</p> <p><b>EOGN:</b> around 50 external teachers and 11 internal instructors</p> <p><b>ESOGN:</b> 100 supervisory staff members, 11 exterior actors</p>		<p><b>ENPFP:</b> police officers in office or retired and personnel that do not belong to the Police force (magistrates, law professors, etc.). The higher in hierarchy, the more the teachers are recruited outside of the police. Recruitment done by both the Studies manager and School principal who submit their choices to the Head of the Police. Selection criteria are based on the recruits' expertise, their academic level, as well as their teaching experience.</p> <p><b>EOGN:</b> 1/3 in office or retired officers of the Gendarmerie and 2/3 of professionals from the legal system or with other fields of specialty. 2 divisions: One supervisory team made of officers of the Gendarmerie appointed by the Gendarmerie High Command and the teaching team is chosen by the School principal.</p> <p><b>ESOGN:</b> 2/3 of Gendarmerie officers and non-commissioned officers either in office or retired and 1/3 of professionals who do not belong to the Gendarmerie.</p>
<b>Sudan</b>	20 to 50 trainers.	Annual rotation, contractual, permanent.	Master's and PhD holders, no specific criteria.
<b>Swaziland</b>	25 to 30.	5 to 10 years, permanent.	Relevant qualifications, academic background, and experience in policing (5 years).
<b>Togo</b>	<p><b>ENP:</b> 15 administrative employees and teachers (all police officers)/ 33 external trainers (30 police officers and 3 magistrates)</p> <p><b>ENG:</b> 12 permanent trainers</p>	<p>National Police: annual rotation.</p> <p>National Gendarmerie: permanent trainers.</p>	The criteria applied by higher education and national education.
<b>Tunisia</b>			
<b>Zambia</b>	20 trainers on average.	Permanent employees, and for the Prisons Staff Teaching College, they are prison officers with teaching qualifications and they can be stationed at the training institution for as long as their services are required.	Priority is given to officers who have studied law, and for the Prisons Staff Training College, must have trained as a teacher and must have been in the service for more than 10 years.

	43. What are the statistics for female presence amongst trainers?	44. Do trainers benefit from regular continuing education? In what fields?	45. What is the average number of years of experience of trainers in the training centres?
Angola	5%	Yes, pedagogy and some other subjects.	15 years.
Benin	Around ten at the National Police Academy and one woman at the National Gendarmerie School.	Yes; professional conduct and intervention techniques, Border Police, Protection of VIPs, rights of the child.	20 years.
Burundi	Around 60%.	Yes, according to the themes.	8 years.
Cameroon	ENSP: 105 CIAP: 5% CECIG: 5%	CIAP: some trainers can take part in some seminars, which content trainers reproduce within their own trainings. ENSP: it is not systematic, but there are retraining sessions as well as seminars. ECIG: information not available ENAM: it is not systematic, there are some isolated specialised training sessions, organised by the Ministry.	ENSP and CIAP: at least five years of seniority within the rank or corps; ECIG: not available; ENAM: 6-7 years old; CECIG: variable between 2 and 5 years for the permanent trainers and 3 to 5 years for the temporary ones.
Chad			
Comoros	2 (ENFAG).		
Cote d'Ivoire		ENP: not compulsory but offered by the continuing education division, according to what is needed. EGA and EGT: yes. Retraining for each subject-matter.	ENP: must have fieldwork experience. Varies but is not subject to transfers like the Gendarmerie staff EGA: rarely goes beyond five or six years. No fieldwork experience required. EGT: at least 3 years.
Gambia	Very few.	Yes.	More than five years.
Ghana			
Guinea	2%	ENGs and ENGK: some instructors are currently interns in the schools for them to improve/upgrade their training. Some are currently doing their officer course. ENP: information not available.	ENGs and ENGK: all instructors have started in 2012. ENP: information not available.
Libya	None.	Unavailable information.	20 years.
Malawi	At most 10%.	Yes, they do in the training field.	It varies from one trainer to another.
Mali	3 to 4 trainers for the ENP, 2 for the Gendarmerie.	Yes, in their field of competence and the trainers' training.	2 to 3 years (for both schools).
Mauritania	6 police women teachers out of 55.	Yes, on ethics, pedagogy and safety.	Between 15 and 20 years.
Niger		In all schools, trainers often follow trainings for trainers.	ENPFP: 2 to 3 years; BM: N/A; EGN: 2 years; CI/GNN: the normal duration of the instructors' stay at the Centre varies according to the transfers; EFOFAN: 2-3 years; ENSOA: 2-3 years; GI Tondibiah: one year
Rwanda		In all schools, trainers often follow trainings for trainers.	
Senegal	ESOGN: 1/10 of trainers are female gendarmes.	None.	ENPFP: 2 to 3 years EOGN: approximately 2 years
Sudan	20%.	Yes; law, media, leadership.	20-30 years.
Swaziland	30% to 40%.	Yes; in all fields.	5-7 years.
Togo	ENP: 3 ENG: 3	ENG: Yes. ENP: Yes. In pedagogy, professional, legal and specialised fields.	ENG: information not available ENSP: services provided by temporary trainers and used on an ongoing basis, all trainers started in 2012 BM: N/A EGN: 2 years ENP: number varies given the instructors that are in office
Tunisia	1/3 of women.	Yes, in pedagogical approaches and specific weeks.	Minimum 10 years.
Zambia	5/20, and for the Prisons Staff Teaching College, 2%.	Yes.	10 years.

	46. Do the training centres have established collaborations with other stakeholders external to the training centres to offer courses (for example agreements to the effect that contractual trainers from the Public Prosecutor's Office come to the centres to teach on a sporadic basis)?	47. Do the training centres have established collaborations with external stakeholders specialised in children's rights? Which ones? Since when?	48. What are the student profiles? Are there specific selection criteria?
Angola	Yes.	Yes. UNICEF, INAC, MINARS and other social stakeholders.	Varies according to course specificity.
Benin	Yes; university professors, magistrates, lawyers, specialised educators, forensic doctors.	Yes; UNICEF and NGOs.	College and university students.
Burundi	Yes.	Yes.	Different depending on the categories/levels of schooling.
Cameroon	<b>ENSPY and CIAP:</b> the majority of the temporary trainers are high-ranking officials of the Justice Armies, of the Central Administration, universities and police. <b>CECIG:</b> the temporary trainers are high management, external actors (justice, social affairs, health, university professors, lawyers, etc.).	Not yet, except for the human rights specialists.	<b>CIAP:</b> Competitive examination, CEP/FSLC required (Primary school aptitude certification): Peacekeeping agent student (Gardien de la paix); BEPC/GCE O/L required (4 subject-matters except religion) (Brevet d'Etudes Primaire Elémentaire): Police inspector student <b>ENSP:</b> Competitive examination BAC level (Bachelor's Degree): student police officer; External Competitive examination Licence level: student police commissioner; Competitive examination Doctorate level: Competitive examination for the title of Police Commissioner 4th rank (BEPC level) <b>ECIG:</b> – CI: Competitive examination and 4-month military training – ESO: Certificate (Certificat d'aptitude 1) and competitive examination or high school diploma (Baccalauréat) and competitive examination – EOGN: High school diploma (Baccalauréat) and 3 years of studies in a military school or non-commissioned officer with a Brevet d'arme 2 <b>ENAM:</b> External and Internal competitive examination; diplomas required are a Master's in law for lectures, a degree in Law for administrators of court registries, a Baccalaureate for registrar's assistants.
Chad			
Comoros	Yes.		Selection tests.
Cote d'Ivoire	No formal agreement between the schools and the organisations except the ICRC. <b>ENP:</b> United States embassy (English courses), IRC (gender-based violence) ICRC (International Public Law), UNPOL (Human rights Law, protection of leading figures). <b>EGA and EGT:</b> ICRC for trainers' training in International Public Law.	<b>ENP:</b> currently no <b>EGA:</b> no <b>EGT:</b> Save the Children from 2004 to 2008	<b>ENP:</b> citizen of the Republic of Côte d'Ivoire, enjoyment of full civic rights, good character, aged between 18 and 35 years old, must satisfy requirements of intellectual and physical fitness, not suffering from any serious or contagious disease or disability, admission by competitive examination <b>EGA/EGT:</b> citizen of the Republic of Côte d'Ivoire, aged between 18 and 25 years, secondary school diploma required (BEPC) or equivalent, height ≥ 1,68m, be in good physical, mental and intellectual health, and be in good morality according to the military function code, admission by direct competitive examination
Gambia	Yes.	Yes – UNICEF and DSW.	Information not available.
Ghana	No.	No.	Generally, 1st degree holders and experienced Police Officers who have passed the college entrance exams.



	46. Do the training centres have established collaborations with other stakeholders external to the training centres to offer courses (for example agreements to the effect that contractual trainers from the Public Prosecutor's Office come to the centres to teach on a sporadic basis)?	47. Do the training centres have established collaborations with external stakeholders specialised in children's rights? Which ones? Since when?	48. What are the student profiles? Are there specific selection criteria?
Guinea	ENGs and ENK: in 2009, partnership with the French Cooperation to teach pedagogy to trainers. ENP: trainers' training to sustain the International Technical Cooperation Service of the French Police (SCTIP) education. UN: Training on gender-based violence, considering minor women by UNICEF, United Nations Population Fund in partnership with social affairs, health, justice, security and civil protection and with defense, to come. ICRC: IHL, children's rights awareness.	The training is given by Sabou Guinée and Terre des Hommes to interveners within the security forces, but not necessarily to trainers. The police benefits from it since 2000. Since 2011, Sabou Guinée and Terre des Hommes organise children's rights awareness sessions. Terre des Hommes started a trainers' training program in April 2012, which targets the security force personnel involved in specialised brigades.	ENP: Guinean citizen, between 18 and 22 years old, holder of a 1st cycle of studies certificate (Brevet d'études de 1er cycle) (for executing agents) or a baccalaureate (for officers and commissioners). ENGK and ENG: be at least 18 years old and at least have a baccalaureate or certificate (Brevet); must be of Guinean nationality.
Libya	No, only the police College contracts individuals from universities.	Yes, UNICEF.	Medical, academic and psychological tests.
Malawi	Yes.	No.	Minimum of High School certificate (MSCE).
Mali	Yes.	Yes, ENDA-Mali and UNICEF for two years.	Professional, baccalaureate level, Master's (Police); baccalaureate and other civil and military diplomas (Gendarmerie).
Mauritania	Yes, university professors and magistrates.	Since 2010, with UNICEF and Terre des Hommes-Lausanne.	Brevet level for officers, BAC level for inspectors, license or Master of laws.
Niger	<b>ENFPF:</b> The Danish Institute for Human Rights (DIHR) and AFORMA, and Law enforcement officers' training, as well as municipal police officers who operate from their municipalities of origin <b>EGN:</b> Coopération française, DIHR, ICRC <b>CI/GNN:</b> the DIHR, the ANDDH, the ICRC, the Coopération française <b>FEOFAN:</b> ICRC; and initial training of the Gendarmerie and National Guard officers <b>ENSOA:</b> officers (teachers) coming from other corps of security forces; intervention of the ICRC; Training of the managerial staff and non-commissioned officers of the National guard <b>GI Tondibiah:</b> none	<b>BM:</b> trainers from NGOs, from the Judiciary, from security forces and from UNICEF	<b>EGN:</b> citizen of Niger, enjoyment of full civic rights, no criminal conviction, good conduct, good character, good physical condition, and of age <b>CI/GNN:</b> come from the entire country (women and men); citizen of Niger, minimum age: 18 and 25 to 26 maximum, secondary school diploma (BEPC) required, a medical examination certificate and no criminal record/the medical examination represents the main factor in the recruitment process <b>ENSOA:</b> high school diploma at least (Baccalauréat) or an equivalent technical diploma/direct competitive examination as announced by an order of the Ministry of Defence stating the criteria, or by means of a semi-direct recruitment for non-commissioned officers (militaire du rang) of the national armed forces. <b>ENFPF:</b> good character, aged between 25 and 37 years old at most, minimum height of 1m 65 for men and 1m 60 for women; master-level diploma required, competitive examination organised by ministerial order published by press release; national organisational committee and regional sub-committees in charge of recruitment. <b>FEOFAN:</b> direct recruits: citizenship of Niger, enjoyment of full civic rights, no criminal conviction, good physical condition and aged 24 years old at most, three-year diploma required semi-direct recruits: 35 years of age or less, good physical condition, high school diploma required (Baccalauréat). <b>GI Tondibiah:</b> students are accepted after a direct recruitment. Minimum age of 18 years, and no minimal educational background is required.
Rwanda	Yes.	Yes, UNICEF and other NGOs.	High school diploma (BACC level).

	46. Do the training centres have established collaborations with other stakeholders external to the training centres to offer courses (for example agreements to the effect that contractual trainers from the Public Prosecutor's Office come to the centres to teach on a sporadic basis)?	47. Do the training centres have established collaborations with external stakeholders specialised in children's rights? Which ones? Since when?	48. What are the student profiles? Are there specific selection criteria?
Senegal	<p><b>ENFPF:</b> UNODC (money laundering), AFORMA, French and Belgian cooperation (cybercriminality)</p> <p><b>EOGN:</b> Frederich Ebert Foundation (2 week seminars every year), AFORMA, French and Belgian cooperation, ICRC</p> <p><b>ESOGN:</b> ICRC</p>	<p><b>EOGN:</b> Frederich Ebert Foundation (minors' legal protection) since 2007.</p>	<p><b>ENFPF:</b> Minimum of a secondary certification (Brevet de fins d'Études moyennes), depends on professional experience and physical fitness. Selection adapted according to rank, hierarchy of corps and the number of years of service. Aged between 21 and 35-55 years old/Recruited by a competitive examination, direct, professional or specialised. Age for the direct competitive examination: between 21 and 25-35 years old. Age for the professional competition: have at least 55 years old.</p> <p><b>EOGN:</b> Training courses (to become officers): competitive examination (master degree required, aged between 20 and 25 years old) or professional competitive examination (at least 6 years of service in the Army and Gendarmerie), high school diploma required, professional certificates (certificat interarmes and diplôme d'aptitude professionnelle), aged between 26 and 32 years old. Practical courses (specialised). Open competitive examination for Senegalese officers and pro rata depending on available spots for African interns coming from the subregions.</p> <p><b>ESOGN:</b> Secondary school diploma required (Brevet de fin d'études moyennes), two years of military service after the Centre d'instruction des armées. Physical fitness. Selection adapted according to rank, hierarchy of corps and the number of years of service. Between 21 and 55 years old.</p>
Sudan	Yes.	Yes; United Nations, Sudan Safety and Access to Justice Program, UNICEF.	
Swaziland	Yes, with the University of Swaziland and the Swaziland Institute of Management and Public Administration.	Yes; UNICEF, Save the Children, SWAGAA, COSAO; for the past 5 to 15 years.	Qualified in law, experience considered; Yes.
Togo	<b>ENG</b> and <b>BM</b> of the National police: training on certain aspects of the criminal procedure involving minors by the Coopération française. International Public Law courses given by the ICRC (trainer's training).	<p><b>PN:</b> WAO Africa: a 13-hour child protection course (peace officers, corporals/sergeants – Brigadiers; and lance- sergeants – Brigadiers chefs) or 20h (law enforcement agents or officers)</p> <p><b>ENP</b> and <b>ENG:</b> educational sessions on Children's Code given by the Youth Protection Management (Direction de la protection de l'enfance) since the adoption of the Code in 2007</p>	<p><b>ENG:</b> aged between 18-24 years old, citizen of Togo, a secondary school diploma is required (Brevet d'étude de premier cycle) or equivalent, good character and physical fitness required</p> <p><b>ENP:</b> aged between 18 and 25 years old during the recruitment exam, of Togolese nationality, holder of a Brevet d'étude de premier cycle (or equivalent), good physical and moral condition</p>
Tunisia	Yes.	Yes.	The criteria depend on the students' ranks and functions after the training.
Zambia	Yes, through the Department of Training and Research. For the Prisons Staff Teaching College, the following are always called upon to deliver lectures when we have courses running: The Human Rights Commission and The Department of Social Welfare.	No, but for the Prisons Staff Teaching College, members of the Child Justice Forum are invited to lecture to recruits whenever there is are courses running.	Grade twelve school leavers and degree holders in any field for direct entry. The selection criteria are that a student must possess at least five (5) or better. For the Prisons Staff Teaching College, those who are recruited as subordinate officers must be in possession of a High School Certificate and those who join as cadet officers (middle management level) must have a minimum of a University degree.

	49. What are the statistics for female presence amongst the students?	50. Are there foreign students? Since when? From what country?
Angola	22%	
Benin	4%	Yes; from Chad at the National Police Academy and from Togo, Côte d'Ivoire, Mali, Burkina Faso at the National Gendarmerie School, since 2005.
Burundi	30%	No.
Cameroon	30%	<b>ENSPY:</b> yes, sub-regions of ECCAS and ECOWAS are present at the ENSP and also nationals from the Congo, Equatorial Guinea, and Togo <b>CIAP:</b> Yes at the CPPJ, from Equatorial Guinea for the next semester <b>ECIG:</b> not available <b>ENAM:</b> Yes, Equatorial Guinea, Gabon, Chad, Central African Republic
Chad		
Comoros	9%	
Cote d'Ivoire	Only within the police.	Yes for the Gendarmerie during application process of officers (EGA). Not for the Police since 2000.
Gambia	No available data.	
Ghana	Average of 10%.	Yes.
Guinea	25% to 30% according to the different promotions.	No, not for the moment.
Libya	Female students have a separate police college; during the last three years, no female students.	No.
Malawi	30%.	No.
Mali	20% of police; 10% of Gendarmerie.	No (Police); Yes, since 2011 (Gendarmerie).
Mauritania	The promotions of men and women are separate.	Palestinian students, 2004-2005.
Niger	Women are present in all schools, except at the ENSOA.	<b>ENPFP:</b> No <b>BM:</b> Not applicable <b>CI/GNN:</b> No <b>EFOFAN:</b> Yes <b>ENSOA:</b> Yes <b>GI Tondebiah:</b> No <b>EGN:</b> No
Rwanda		Yes.
Senegal	Yes	<b>ENP:</b> Yes <b>EOGN:</b> Yes, sub-regional purpose of the School <b>ESOGN:</b> No
Sudan	2%.	Yes, African countries.
Swaziland	25% to 40%.	No.
Togo	Yes for both corps	No.
Tunisia	15% to 20%.	Yes, for a long time with African countries (bilateral cooperation).
Zambia	25% to 30%.	No.

Questions 51 to 61 of the following questionnaire relate to the process of implementation of the key competences as well as the challenges and the expectations for the workshop.

	51. What is the current situation of the integration process of permanent and mandatory courses on children's rights in the initial curriculum (new recruits) of training centres for security forces in your country?	52. What is the current situation of the national plan for your country, elaborated at the Lomé workshop in 2012, if applicable?	53. On a scale of 0 to 10, 0 being "not at all" and 10 being "totally", would you say that the first key competence adopted in Niamey in 2011 is integrated in the training and work of the security forces in your country (Knowledge, promotion and implementation of children's rights)? Why?
Angola	We conduct workshops on this subject for (new) cadets.	N/A	Was created a specialized school brigade to protect children at school and a new law was approved to reinforce the global protection at the children (Act 25/12 from 22/10).
Benin	They are integrated since 2010.	N/A (Benin absent).	8
Burundi	Modules are being elaborated for the police and the Judiciary.	Being drafted.	6: at the development of the training kit stage integrating the different competences.
Cameroon	Awaiting training toolkits.	UNICEF/JUSTICE.	8
Chad		ENP: N/A GEGN: N/A	N/A
Comoros			
Cote d'Ivoire			
Gambia	The module has just been introduced very recently.	N/A	
Ghana			
Guinea	Being elaborated.	Not applicable.	5: In the process of being validated.
Libya	Yes, we are currently working with UNICEF on this.	N/A	N/A
Malawi	We are in the process of finalizing institutionalization of a specific course on child protection in all training schools. Basic Recruit modules and Trainer's Guide have already been developed pending testing in the upcoming intake.	Not applicable.	
Mali	Ongoing.	Ongoing.	10
Mauritania	Planned for initial and in-service training, but not yet implemented because there has been no recruitment since 2010.	N/A	6
Niger			
Rwanda		N/A	N/A
Senegal	The integration of children's rights in the curricula of the gendarmerie schools was officially authorised, waiting on a ministerial instruction, only official mean of modifying training programs. 472 student gendarmes will complete the training at the end of December 2013 or January 2014.	The adoption and validation of the training toolkit have been delayed almost a year. The training toolkit was validated in September 2013, followed by the first training of trainers.	0, because the first trainers have just taken the training.
Sudan	Currently, we are receiving the curricula for the Collège de police, the schools for non-commissioned officers and specialised unit officers in collaboration with UNICEF, the police and the Sudan Safety and Access to Justice Program.	N/A.	Yes.
Swaziland	Collaboration with NGOs such as UNICEF is underway to fully incorporate children's rights in police training.	High level of advocacy to the senior members of the police.	Swaziland did not participate in 2011.
Togo			
Tunisia	100%, 40 hours.		
Zambia	A new curriculum is being developed which will include Children's rights.	N/A	0



	54. On a scale of 0 to 10, 0 being “not at all” and 10 being “totally”, would you say that the second key competence adopted in Niamey in 2011 is integrated in the training and work of the security forces in your country (Knowledge and application of the rules of ethics and professional conduct)? Why?	55. On a scale of 0 to 10, 0 being “not at all” and 10 being “totally”, would you say that the third key competence adopted in Niamey in 2011 is integrated in the training and work of the security forces in your country (Knowledge of children)? Why?	56. On a scale of 0 to 10, 0 being “not at all” and 10 being “totally”, would you say that the fourth key competence adopted in Niamey in 2011 is integrated in the training and work of the security forces in your country (Interaction and communication with children, their families and communities)? Why?
Angola	The police force has adopted a proactive intervention method and has introduced several professional courses in order to improve its staff's modus operandi.	The police force has been conducting an awareness campaign to educate children.	
Benin	9	8	8
Burundi			
Cameroon	8	9	6
Chad	N/A	N/A	N/A
Comoros			
Cote d'Ivoire			
Gambia			
Ghana			
Guinea	5: In the process of being validated by the authorities.	8: in the process of validation by the authorities.	5: in the process of validation by the authorities.
Libya	N/A	N/A	N/A
Malawi			
Mali	5	5	6
Mauritania	6	6	6
Niger			
Rwanda	N/A	N/A	N/A
Senegal	0	Within the gendarmerie, almost nothing has been integrated relating to the key competences. The gendarmes work according to the instruction sheet of the School.	
Sudan	Yes.	Yes.	Yes.
Swaziland	N/A	N/A	N/A
Togo		10: Included in the module, but not yet provided (ongoing process).	10: Included in the module, but not yet provided (ongoing process).
Tunisia			
Zambia	0	0 – The focus is on upholding the law and order.	0 – Not included in the training, but somewhat practiced by the community police.

	57. On a scale of 0 to 10, 0 being "not at all" and 10 being "totally", would you say that the fifth key competence adopted in Niamey in 2011 is integrated in the training and work of the security forces in your country (Collaboration with all formal and informal stakeholders towards a coordinated intervention)? Why?	58. On a scale of 0 to 10, 0 being "not at all" and 10 being "totally", would you say that the sixth key competence adopted in Niamey in 2011 is integrated in the training and work of the security forces in your country (Efficient use of working tools adapted to children)? Why?	59. What are the five (5) biggest challenges surrounding the integration of the six key competences for the training and work of security forces in your country?
Angola			
Benin	8	8	Identification of techniques in order to include the training methods allowing a good assimilation.
Burundi		6	Specialised training; material resources; adapted infrastructure; qualified personnel; adapted structure.
Cameroon	8	3	The implementation of an independent juvenile justice system, the simplification of procedures, the development of a training policy, a training kit and a training of expert trainers within the Police and the Gendarmerie.
Chad	N/A	N/A	Authorities' comprehension and adhesion; the commitment of the highest authorities in the Ministries of defence and public security; Level of education of the security forces; Sharing the information; The way the children's justice system works.
Comoros			
Cote d'Ivoire			
Gambia			
Ghana			
Guinea	9: in the process of validation for its implementation into the training, but exists through the interactions between the formal and informal stakeholders and the security forces.	6: in the process of validation for its implementation into the training,	1) Official implementation of the program in the schools curricula; 2) non-validation of the toolkit by the administrative authorities; 3) lack of material; 4) lack of opportunities; 5) absence of trainers.
Libya	N/A	N/A	No.
Malawi			
Mali	10	10	The correct application of laws and conventions; learning the norms; procedures follow-up; the reinsertion of children after incarceration.
Mauritania	6	6	Police training on the 6 competencies; weakness of coordination with stakeholders; weakness of coordination between the police and the gendarmerie; lack of effective use of working tools adapted to children; lack of experience regarding the knowledge of, promotion and practical implementation of children's rights.
Niger			
Rwanda	N/A	N/A	N/A
Senegal	The gendarmes collaborate with the formal and informal stakeholders available in their field of competence.	0. Relating to the integration of working tools, the gendarmerie has just decided on its first trainers.	Firstly, the training of territorial gendarmes, which are contact with children. Maintaining knowledge acquired during the next trainings facilitated. Followed by the training facilitated at the school and evaluation of results on the field. Production of the teaching material to train the two promotions of 472 students each, which are currently in the training cycle at the school. Official integration of the programme within the school's curricula.
Sudan	Yes.	Yes.	None.
Swaziland	N/A	N/A	N/A
Togo	10: Included in the module, but not yet provided (ongoing process).	Not applied yet.	Now that an order has included a permanent course at the ENP and ENG, Focal points must be named for the National Police and National Gendarmerie for the whole territory, and they must follow a specialised training; permanent trainers in children's rights and protection must be named for the National Police and National Gendarmerie, and the effective implementation of the module and its evaluation must begin.

	57. On a scale of 0 to 10, 0 being “not at all” and 10 being “totally”, would you say that the fifth key competence adopted in Niamey in 2011 is integrated in the training and work of the security forces in your country (Collaboration with all formal and informal stakeholders towards a coordinated intervention)? Why?	58. On a scale of 0 to 10, 0 being “not at all” and 10 being “totally”, would you say that the sixth key competence adopted in Niamey in 2011 is integrated in the training and work of the security forces in your country (Efficient use of working tools adapted to children)? Why?	59. What are the five (5) biggest challenges surrounding the integration of the six key competences for the training and work of security forces in your country?
Tunisia			
Zambia	0 – Not included in the training, but somewhat practiced by the community police.	0: lack of knowledge of on the topic and absence of working tools.	Institution sensitivity; Political will: Lack of data that can be used for pleas; Institutionalisation of children's rights as a central function for security; Financing to start and sustain the project.

	60. How do you estimate that this workshop will help in overcoming these challenges?	61. What do you hope to learn from the other delegations in terms of implementation of this integration?
Angola		Learning and experience exchange.
Benin	Experience exchange.	Exchange of experiences, tools currently being finalised.
Burundi	Experiences from other countries (best practices); capacity building.	The implementation method and the means employed and the exchange of experiences.
Cameroon	It would be beneficial if at the end of the workshop, the delegation from Cameroon would finally have at its disposition its valid training kit project in order to organise the trainers' training in the shortest time possible.	Constructive discussions; less chauvinism, and not always start from the beginning, which would be tedious.
Chad	Sharing and exchanging experiences with other countries.	The methodology to overcome the difficulties related to the implementation.
Comoros		Their experiences and share our own.
Cote d'Ivoire		
Gambia		
Ghana		
Guinea	Through exchanges with other participants and the project manager.	Their experiences.
Libya	I will learn more about the competencies and how to apply it in the situation of Libya.	To learn from the experiences in the integration of children's rights in the education of the police.
Malawi		
Mali	By perfecting myself, by reinforcing my capacities in the children's field.	Their experiences and their know-how.
Mauritania	Strengthening of participants' individual experiences that they can implement in the training at the National Police Academy; exchange of experience with other participants and acquisition of new knowledge.	Their experiences.
Niger		
Rwanda	Sharing and exchanges of experiences with other countries.	Learn from the experiences of others and constructive exchanges learn about their difficulties and their progress.
Senegal	Knowledge of integration levels. Identify the solutions retained or proposed to overcome challenges.	Learn from the experiences of others, learn about their difficulties and progress.
Sudan	Yes.	
Swaziland	N/A	Sharing the best practices.
Togo	Pleas and reports following the workshop.	
Tunisia		
Zambia	Through the program concept and it will be useful to use the workshop's results for pleas and lobbying in order to obtain financing and strategic partnerships.	How the law relating to the protection of children and their rights is applied in participant countries at different levels in order to achieve the desired goal.

## ANNEX 5 – List of acronyms

- AFORMA** ■ Projet d'Appui à la formation de la police et de la gendarmerie en Afrique
- ANDDH** ■ Association nigérienne pour la défense des droits de l'Homme
- ANTD** ■ Association nigérienne pour le traitement de la délinquance et la prévention du crime
- ASCOBEF** ■ Association comorienne pour le bien-être familial
- BEPC** ■ Brevet d'études du premier cycle (Cameroon)
- BM** ■ Brigade des Mineurs (Child Protection Units)
- BOE** ■ Bureau Organisation Emploi (Côte d'Ivoire)
- BNUB** ■ United Nations Office in Burundi
- CECPGN** ■ Centre de perfectionnement de la gendarmerie nationale (Burkina Faso)
- CEMGN** ■ Chef d'État-major de la Gendarmerie Nationale (Burkina Faso)
- CEP** ■ Certificat d'études primaires (Cameroon)
- CI** ■ Centres d'instruction (Training Centres)
- CIAP** ■ Centre d'instruction et d'application de la police (Cameroon)
- CIGNN** ■ Centre d'instruction de la Garde nationale du Niger
- COSAO** ■ Humanitarian Osteopathy Association
- CPPJ** ■ Centre de perfectionnement de la police judiciaire (Cameroon)
- CPTMO** ■ Centre de perfectionnement aux techniques de maintien de l'ordre (Cameroon)
- CTB** ■ Belgian Development Agency
- DGEP** ■ Direction générale de l'Économie et de la Planification (Burkina Faso)
- DGGN** ■ Direction générale de la Gendarmerie nationale (General Directorate of the National Gendarmerie)
- DGPN** ■ Direction générale de la Police nationale (General Directorate of the National Police)
- DFID** ■ United Kingdom Department for International Development
- DIHR** ■ Danish Institute for Human Rights
- DSW** ■ Deutsche Stiftung Weltbevölkerung
- EAOGN** ■ École d'Application des Officiers de la Gendarmerie nationale
- ECCAS** ■ Economic Community of Central African States
- ECIG** ■ Écoles et Centres d'instruction de la Gendarmerie (Cameroon)
- ECOWAS** ■ Economic Community of West African States
- EFOFAN** ■ École de formation des officiers des Forces armées nigériennes
- EGA** ■ École de la Gendarmerie d'Abidjan (Côte d'Ivoire)
- EGS** ■ École de gendarmerie du Sénégal
- EGT** ■ École de la Gendarmerie de Toroguhé (Côte d'Ivoire)
- ENAM** ■ École nationale de l'administration et de la magistrature
- ENASS** ■ École nationale des agents sanitaires et sociaux (Chad)
- ENFAG** ■ École nationale des forces armées et de la Gendarmerie (Comoros)
- ENG** ■ École nationale de Gendarmerie
- ENGK** ■ École nationale de gendarmerie de Kaliah (Guinea)
- ENGs** ■ École nationale de gendarmerie de Sonfonia (Guinea)
- ENP** ■ École nationale de Police (National Police Academy)
- ENPFP** ■ École nationale de Police et de la formation permanente
- ENPOP** ■ Escola Nacional de Polícia de Ordem Pública (Angola)
- ENPPI** ■ Escola Nacional de Polícia de Protecção e Intervenção (Angola)
- ENSOA** ■ École nationale des sous-officiers d'active (Niger)
- ENSP** ■ École nationale supérieure de Police (Higher National Police Academy)
- ENSPY** ■ École nationale supérieure de police de Yaoundé (Cameroon)
- EOGN** ■ École des officiers de la Gendarmerie nationale (National Gendarmerie Officers Academy)
- ESO** ■ École des sous-officiers (Non-Commissioned Officers Academy)
- ESOGN** ■ École des sous-officiers de la Gendarmerie nationale (National Gendarmerie Non-Commissioned Officers Academy)
- EU** ■ European Union
- FAN** ■ Forces armées nationales (National Armed Forces)
- FCPU** ■ Family and Child Protection Unit
- GBV** ■ Gender-Based Violence
- GCL** ■ General Criminal Law
- GEGN** ■ Groupement des Écoles de la Gendarmerie nationale (Chad)
- GI Tondibiah** ■ Groupement d'instruction des hommes de troupe de Tondibiah (Niger)
- GN** ■ National Gendarmerie
- IBCR** ■ International Bureau for Children's Rights
- ICRC** ■ International Committee of the Red Cross
- IHL** ■ International Humanitarian Law
- ILO** ■ International Labour Organisation
- IMPCP** ■ Instituto Médio de Ciências Policiais (Angola)
- INAC** ■ Instituto Nacional da Criança (Angola)
- IPER** ■ Institutions publiques d'encadrement des mineurs et de rééducation des mineurs (Cameroon)
- IRC** ■ International Rescue Committee
- ISCPI** ■ Instituto Superior de Ciências Policiais e Criminais (Angola)
- MIGEPFOP** ■ Ministry of Gender and Family Protection (Rwanda)
- MINARS** ■ Ministry of Social Assistance and Reinsertion (Angola)
- MINUSMA** ■ United Nations Multidimensional Integrated Stabilization Mission in Mali
- MIREX** ■ Ministry of Foreign Relations and Cooperation (Comoros)
- MSCE** ■ Malawi School Certificate of Education
- MSNDPHG** ■ Ministry of National Solidarity, Human Rights and Gender (Burundi)
- NCC** ■ National Commission of Children (Rwanda)
- NGO** ■ Non-Governmental Organisation
- NIPA** ■ National Institute of Public Administration (Zambia)
- NPC** ■ National Police College (Rwanda)
- OHCHR** ■ Office of the High-Commissioner for Human Rights
- PTS** ■ Police Training School (Rwanda)
- PRISCA** ■ Prisons Care and Counselling Association (Zambia)
- SAJP** ■ Safety and Access to Justice Programme (Sudan)
- SCL** ■ Specialised Criminal Law
- SDFCP** ■ Sous-direction de la formation continue et du perfectionnement (Côte d'Ivoire)
- SDLTEDJ** ■ Sous-direction de la lutte contre le trafic d'enfants et la délinquance juvénile (Côte d'Ivoire)
- SEJUP** ■ Services éducatifs, judiciaires, et préventifs (Niger)
- SOP** ■ Standard Operating Procedure
- SPOM** ■ Kamfinsa School Of Public Order And Maintainance (Zambia)
- SWAGAA** ■ Swaziland Action Group Against Abuse
- SCTIP** ■ Service de coopération technique international de police
- TOR** ■ Terms of reference
- UN** ■ United Nations
- UNDP** ■ United Nations Development Fund
- UNFPA** ■ United Nations Population Fund
- UNICEF** ■ United Nations Children's Fund
- UNIFEM** ■ United Nations Development Fund for Women
- UNODC** ■ United Nations Offices on Drugs and Crimes
- UNPOL** ■ UN Police
- WAO** ■ World Association for Orphans
- ZCEA** ■ Zambia Civic Education Association



## ANNEX 6 – Participants list and contact information

#	COUNTRY	SURNAME	NAME	TITLE	ORGANISATION	TELEPHONE	EMAIL
1	Angola	Culolo-Kozma	Edina	Section Chief, Child Protection	UNICEF	24 49 23 40 40 42	ekozma@unicef.org
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## ANNEX 7 – Workshop agenda

### AGENDA

#### TUESDAY, 12 NOVEMBER 2013

**8:00 AM Registration of participants**

**9:00 AM Opening Session**

Presentations from:

- Mr. Guillaume Landry, Director of Programmes and Development, International Bureau for Children's Rights (IBCR)
- Mrs. Barbara Schuler, Regional Advisor on Protection, Save the Children West Africa Regional Office
- Mr. Mouhamed Konaté, Program Specialist at the Organisation internationale de la Francophonie
- Mrs. Adèle Khudr, Resident Representative of UNICEF Côte d'Ivoire

Opening speech by:

- Mr. Bamba Cheick Daniel, Chief of Staff for the Minister of State, Minister of Interior and of Security of Côte d'Ivoire

**10:00 AM Coffee break**

**10:20 AM Information on logistics and administration**

**10:30 AM Round-table, introducing all participants**

**11:10 AM Presentation of the objectives of the workshop**

**11:20 AM Presentation of the Training Programme for Security Forces on Children's Rights**

History, objective, accomplishments

**12:20 PM Questions and discussions**

**12:45 PM Lunch**

**2:00 PM General Discussion: delegations from the Côte d'Ivoire, Togo, Burundi and Mali answer your questions**

Each participant will have received in his participant's folder comparative tables on all participating countries. With this data, the other delegations will have an hour to ask questions to the four delegations present on the podium, in order to gain better knowledge of their situation.

**3:00 PM Session on the mapping exercise: presentations from the delegations of Cameroun, Senegal and Guinea**

The three delegations will present the different steps of the mapping exercise, the lessons learned from the process and the results.

**3:45 PM Coffee break**

**4:00 PM Questions and answers on mapping**

**4:30 PM Exchange tables on mapping**

The six countries having completed the mapping of the way training on child protection takes place and their child protection system around security forces will lead the groups for a discussion, and the delegations will receive a list of themes and questions in order to generate a fruitful discussion.

**5:30 PM End of working day**

**7:00 PM Official reception**

#### WEDNESDAY, 13 NOVEMBER 2013

**9:00 AM General Discussion: delegations from the Ghana, Gambia, Rwanda and Zambia answer your questions**

Still based on the comparative tables, participants ask questions to the four designated delegations.

**10:00 AM Session on the development of a training kit: presentations from the delegations of the Côte d'Ivoire, Niger and Togo**

The three delegations will present the different steps for the production of a complete training kit for a course using a competency-based approach, lessons learned from the process and results.

**10:50 AM Coffee break**

**11:10 AM Questions and answers on the development of a training kit**

**11:40 AM Exchange tables on the development of a training kit**

The five countries having completed training kits will guide the groups for the discussion on training kits, and the delegations will receive a list of themes and questions in order to generate a fruitful discussion.

**12:50 PM Lunch**

**2:10 PM General Discussion: delegations from Chad, Cameroun, Guinea, Tunisia and Senegal answer your questions**

Still based on the comparative tables, participants ask questions to the four designated delegations.

**3:20 PM Visit of the Police Academy, the Gendarmerie Academy, the Police Specialised Unit on Child Protection and the Catholic Bureau for Children's Rights' Open Centre, in 3 sub-groups, by 3 transportation means.**



## THURSDAY, 14 NOVEMBER 2013

### 9:00 AM **General Discussion: the delegations from Niger, Mauritania, Comoros, Burkina Faso and Benin answer your questions**

Still based on the comparative tables, participants ask questions to the four designated delegations.

### 10:00 AM **Session on the training of trainers: presentations from the delegations of Senegal, Guinea and Togo**

The three delegations will present the different steps that have permitted the training and certification of the trainers on the new courses, and the lessons learned from the process and results.

### 10:50 PM **Coffee break**

### 11:10 AM **Questions and answers on the training of trainers**

### 11:40 AM **Exchange tables on the training of trainers**

The five countries having completed the training of trainers will lead the groups to discuss the training of trainers, and the delegations will receive a list of themes and questions in order to generate a fruitful discussion.

### 12:50 PM **Lunch**

### 2:10 PM **General Discussion: the delegations from Sudan, Angola, Swaziland, Libya and Malawi answer your questions**

Still based on the comparative tables, participants ask questions to the four designated delegations.

### 3:10 PM **Session on specialised trainings: presentations from the delegations of the Côte d'Ivoire and Niger**

The two delegations will present the different steps for the specialised trainings, the lessons learned during the process and results.

### 3:45 PM **Coffee break**

### 4:00 PM **Questions and answers on specialised trainings**

### 4:30 PM **Exchange tables on specialised trainings**

The five countries having facilitated specialised trainings will guide the groups for the discussion on training kits, and the delegations will receive a list of themes and questions in order to generate a fruitful discussion.

### 5:30 PM **End of working day**

## THURSDAY, 14 NOVEMBER 2013

### 9:00 AM **Developing National Plans of Action**

Each participating country either prepares or updates its National Plan of Action which aims for the integration of the teaching of the six key capacities to adapt police and gendarmerie work to the rights of the child.

### 11:00 AM **Coffee break**

### 11:30 AM **Bilateral meetings on the National Plans of Action**

Each delegation is teamed up with another delegation to exchange on their respective national plan of action. These sessions can generate adjustments in the plans of both delegations, in light of the ideas of others. Each bilateral meeting will last 20 minutes. There will be four rotations in total; therefore each delegation will meet four delegations in total.

### 1h15 PM **Lunch**

### 2:30 PM **Discussion on the next steps regarding National Plans of Action**

### 2:50 PM **Evaluation of the Workshop**

### 3:00 PM **Closing Ceremony**

Presentations from:

- Mr. Roger Ouedraogo, Vice-President Africa, FRANCOPOPOL
- Mr. Guillaume Landry, Director of Programmes and Development, International Bureau for Children's Rights (IBCR)
- Mrs. Barbara Schuler, Regional Advisor on Protection, Save the Children West Africa Regional Office
- Mr. Mouhamed Konaté, Program Specialist at the Organisation internationale de la Francophonie
- Mrs. Adèle Khodr, President Representative of UNICEF Côte d'Ivoire

Closing speech by:

- Mr. Bamba Cheick Daniel, Chief of Staff for the Minister of State, Minister of Interior and of Security of Côte d'Ivoire



# ABOUT 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). 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. The 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 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](http://www.ibcr.org).

## Commercial sexual exploitation of children

Over the past 15 years, the Bureau has developed a solid expertise on the fight against the sexual exploitation of children, including child trafficking, sex tourism involving children as well as sexual violence involving military personnel, armed groups and law enforcement. The IBCR team conducts rapid assessments and develops tools, training programmes, training of trainer courses and training workshops for social workers, medical staff, NGOs, parents, teachers, children, police officers, legal staff, etc., with emphasis on relevant international standards, technical and interpersonal skills needed to work alongside children at risk and victims of violence and sexual exploitation. 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. Finally, the Bureau drafted the alternative report on the implementation of the Optional protocol on the sale of children, child prostitution and pornography involving children on behalf of civil society in Canada. In recent years, the IBCR has also been engaged in training the following groups: border agents and the Ministry of Justice's staff on issues associated with child trafficking in Peru; civil society organisations and the informal sector of tourism against child sex tou-

ism in Costa Rica; social workers and police forces dealing with child trafficking in the Republic of Congo; legal staff and officials who are advocating for a judicial system more adapted to children in Jordan; and, coalitions of NGO and military personnel concerning children and armed conflict in Yemen.

## Children and justice

The International Bureau for Children's Rights has been working on protecting child victims and witnesses of crime for the past fifteen years. The Programme for Children and Justice – Child Victims and Witnesses of Crime, was developed to protect child victims and witnesses and to reinforce their rights during the legal process, both in Canada and abroad. The programme was also created in response to a need expressed by governments, children and professionals working in the field. As of the late 1990's, the Bureau has initiated research on the then existing norms and standards, among which the Convention on the Rights of the Child (CRC) aimed at the effective recognition of child rights and the Declaration of Basic Principles of Justice for Victims of Crime and Abuse of

"As a Canadian and lawyer specialising in human and children's rights, I know of the International Bureau for Children's Rights (IBCR) since its inception. However, it is only recently that I had the opportunity to work with them. Through the UNICEF Regional Office for West and Central Africa, I got to know them better as a partner for the promotion of children's rights within security forces. Last year, the UNICEF Office and the Ministry of Justice of Cameroon signed a partnership agreement with the IBCR so that the rights of the child, including those of children in conflict with the law and victims, are better protected by the actors of the judicial system. This collaboration will continue in 2013 and beyond with a view to incorporate children's rights into the curricula of all police, gendarmerie and judicial training schools in Cameroon. This note is intended to thank them for their spirit of initiative, their flexibility and their sustained commitment to ensure that all vulnerable children in the region, including those of Cameroon, can enjoy their rights including the protection against all forms of abuse, violence and discrimination."

**Julie Bergeron**

*Chief of Child Protection, UNICEF Cameroon*

power. The Bureau's research also focused on the best practices developed in this area, across different legal systems and traditions.

Since, the Bureau elaborated the Guidelines on justice in Matters Involving Child victims and Witnesses of Crime, which were adopted by the United Nations Economic and Social Council in 2005. Thus, it possesses all the necessary expertise and knowledge to work with judicial personnel in order to ensure that international standards are translated into practice at all levels of the justice system- from prevention efforts to arrests, through the court system and in providing assistance to children. In the Republic of Congo and Costa Rica, the Bureau works with relevant stakeholders to develop their capacities at all levels, including legal reform, investigations, rules of procedure, interviews with children, alternatives to incarceration, reinsertion of children convicted of crimes, the promotion of the rights of child victims and witnesses, the production of educational tools, training of trainers and situational analyses. Finally, concerned by a lack of assessment of the Guidelines implementation, the Bureau undertakes in 2010 a study on the implementation of the Guidelines. In 2013, the Bureau, out of concern for article 12 of the CRC, has decided to turn to child victims and witnesses of crime in Quebec/Canada; with one goal in mind that is, to document these children's experiences through the justice system and collect their testimonies to impulse changes through their recommendations.

Following a series of consultations and meetings with over 60 security force training schools, the Bureau and its partners adopted a set of six core competences 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. Through this consensus, and its respectful and participatory approach, the Bureau is currently working in twelve countries (Burundi, Cameroon, Chad, Cote d'Ivoire, Guinea, Iraq, Jordan, Niger, Nigeria, Senegal, Togo and Yemen) to integrate this competence-based approach to the teaching of children's rights into the heart of the training curricula of security forces, security forces and

justice personnel. To achieve this, the Bureau:

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

## Children and armed conflicts

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 organisation, 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 capacity and systems

"To be able to argue for child rights, there is a need for facts and statistics. IBCR has through its careful and qualitative work developed a methodology for NGOs to collect data and thereby be able to show best practice to assure countries compliance with the Convention of the Rights of the Child. Build on these evidences, partners of Manara have built strong advocacy campaigns cross the region and are ready to push the work even further. Save the Children Sweden is thanking IBCR for all its efforts, for the companionship and commitment and we hope for continuous good cooperation in the future."

**Sanna Johnson**

*Regional Director Middle East and North Africa,  
Save the Children Sweden*

"The Royal Canadian Mounted Police - Canadian Police Centre for Missing and Exploited Children (RCMP CPCMEC) is mandated by the Government of Canada to act as the national law enforcement coordination centre relating to the crime of child sexual exploitation, whether it originates in Canada or abroad. The RCMP CPCMEC is cognizant of the fact that this global problem cannot be addressed solely by law enforcement and therefore partnerships with all sectors of police, government, community and private sector are vital to the success of our efforts and provide a unique and powerful force in identifying and locating victims and offenders. Over the past year, the RCMP CPCMEC was pleased to join in partnership with the International Bureau for Children's Rights (IBCR), in an outreach initiative in Costa Rica aimed at addressing the issue of Canadian Traveling Child Sex Offenders in the said country. The IBCR played a crucial and leading role in bringing together members of non-governmental organizations involved in child protection, the tourism industry and key members of communities within Costa Rica, to work together with the RCMP CPCMEC law enforcement counterparts and the Costa Rican General Prosecutor's Office in addressing this growing and global problem."

**Sergio Pasin,**

*Inspector OIC International Operations RCMP –  
Canadian Police Centre for Missing and Exploited Children (CPCMEC)*



useful to local NGOs. The Bureau recently supported this approach in Colombia, Yemen, Iraq, occupied Palestinian territories, Lebanon, Côte d'Ivoire and Senegal. 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 collaboration with the United Nations Department of peacekeeping Operations, the Bureau also reviewed child rights trainings offered by peacekeeping training centres around the world. It is currently partnering with Save the Children in East and West Africa in a three-year programme to build capacities of stand-by forces of the African Union and the Economic Community of West African States to gain expertise and capacities in the area of child protection before, during and after deployment in peacekeeping environments.

## Country Profiles to Promote “Commendable practices” in the Implementation of the Convention on the Rights of the Child

In 2000, eager to monitor the implementation of the Convention on the Rights of the Child, the Bureau developed a research methodology to document the progress made in this regard. It produced reports which focus less on the extent and manifestations of child right violations and more on the actions taken to stop these violations. These reports are particularly relevant to the process of periodic reporting to the United Nations Committee on the Rights of the Child. During the second phase of the project, the Bureau undertook to transfer its knowledge to national NGOs, in order to encourage them to take stock of the progress achieved in their countries and to build their capacity to present alternative reports to the Committee on the Rights of the Child. Indeed, one of the objectives of this programme is to strengthen the capacity of national NGOs by improving their research skills and their overall knowledge of children's rights, regardless of their areas of expertise. The current step consists of mapping the actions undertaken by various stakeholders (government, NGOs, international organisations, private sector, media, children's clubs, etc.) in order to implement children's rights. Since 2008, the Bureau has been working in nine countries of the Middle East and North Africa in collaboration with Save the Children Sweden, and has produced regional reports covering Southeast Asia and the Great Lakes (available for free on the official IBCR website). The support that the Bureau provides to national coalitions of child rights NGOs and the situational analyses that it develops could easily be combined to the development of global country profiles or thematic reports. In the same vein, the Bureau recently collaborated with the GIZ in Burkina Faso to conduct a study on how child-friendly budgeting could be integrated in the national public and private strategies and culture.

“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. 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*

## Our main partners

World Bank • Bayti (Morocco) • International Labour Organisation CHS (Peru) • United Nations Department of Peacekeeping Operations • The Code • Francopol • Fundación Paniamor (Costa Rica) • GIZ • Government of Canada (Canadian International Development Agency, Status of Women Canada, Department of justice, Foreign Affairs and International Trade) • Government of Quebec (Department of Justice) • Government of Quebec • Government of Sweden (International Development Agency, Ministry of Foreign Affairs) • ICRN (Iraq) • OneChild (Canada) • International Organisation of the Francophonie • International Organisation for Migration • Plan • Sabou Guinée (Guinea) • Save the Children • SOUL (Yemen) • Terre des Hommes • UNICEF • Office to Monitor and Combat Trafficking in Persons, US Department of State • World Vision • WAO- Afrique (Togo) • War Child

“In 2012, the NGO Sabou Guinée worked with the IBCR on the regional training programme on children's rights for defence and security forces in francophone Africa. As a result, the Guinean authorities agreed to include children's rights in the training programmes of police and gendarmerie officers. To this end, a Steering Committee and a Reference Group were created. A consultation group for defense and security forces was also set up. The implementation of this project has enhanced the reputation and credibility of Sabou Guinée with respect to the training of security and defense forces in children's rights. On a personal level, our collaboration with the IBCR has enabled me to better identify themes and to develop targeted training strategies. Sabou Guinée has been very pleased with this collaboration, which allowed two organisations of different sizes to get to know and respect each other and to join resources to uphold the best interests of children in Guinea.”

**Alpha Ousmane Diallo**

*Project Coordinator, Sabou Guinée*

## OTHER RECENT IBCR PUBLICATIONS

- Assessment of Knowledge, Attitude and Behavioural Change Among Security and Defense Forces – Experiences and Lessons from East, West and Central Africa (English and French, 2014)
- Child Protection in African Union Peace Support Operations – Contextual analysis (English and French, 2014)
- Regional Initiative to Support the Justice for Children in the Middle East and North Africa, especially the Family and Child Protection Units, Amman, Jordan, from 16 to 19 September 2013 (French and English – 2013)
- Mapping report on training of security forces on children's rights in Irak (English and Kurdish – 2013), Jordan (English and Arabic – 2013) and Yemen (English and Arabic – 2013)
- Cartographie du système de protection de l'enfant et de la formation sur les droits de l'enfant dans les secteurs de la sécurité et de la justice au Burundi (French– 2013) et au Tchad (French – 2013)
- État des lieux de la formation des forces de sécurité et de défense aux droits de l'enfant au Niger (French – 2012)
- État des lieux de la formation des forces de sécurité aux droits de l'enfant au Sénégal (French – 2012) et en Côte d'Ivoire (French – 2012)
- Fourth Workshop on the Integration of the Six Core Competencies on Child-Friendly Policing into the Training and Practices of Police Officers and Gendarmes in Africa, the Middle-East and Haiti, Lomé, Togo, from 5 to 7 November 2012 (French and English – 2012)
- Reference Guide to International and Regional Laws and Standards Relevant to Policing Practice – Child protection training for security forces in Africa (French and English – 2012)
- Country profiles – Child's Rights Best practices (English and Arabic – 2012) in: Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Occupied Palestinian Territory, Tunisia, Yemen
- Quick Assessment of the Commercial Sexual Exploitation of Boys and Girls in Burundi (French – 2012)
- Combatting Child Sex Tourism by Involving the Canadian Private Sector of Travel and Tourism and the Canadian public (2009-2012), (French and English – 2012)
- Regional validation Workshop for those Responsible for the Training of Security Forces, Niamey, Niger, from 31 October to 4 November 2011 (French – 2011)
- Expert Group Report on Child protection Training for Security Forces in French-speaking Africa, Dakar, Senegal, from the 19 to 23 September 2011 (French – 2011)
- Justice in Matters Involving Child victims and Witnesses of Crime – A Study on the Implementation of the Guidelines on justice for Child victims and Witnesses of Crime in Quebec (French – 2011)
- Violence against Children in Schools: A Regional Analysis of Lebanon, Morocco and Yemen (English – 2011)
- Country profiles in the Middle East and North Africa (English 2011): Country profiles of the Occupied Palestinian Territory, of Yemen, of Jordan, of Morocco, of Iraq, of Lebanon, of Tunisia, of Algeria and of Egypt
- Children and Armed Conflict: A New Guide to International humanitarian and human Rights Law (French and English – 2010)
- Working Group proceedings on West African Training Forces for the Application of International Standards in juvenile justice, Cotonou, Benin – December 13, 14 and 15, 2010 (French - 2010)
- Proceedings from the Symposium Organised by the Ouagadougou National police Academy on Training and police practices Related to Child Rights, Ouagadougou, Burkina Faso – 10 and 11 November 2009 (French – 2010)
- Country profiles in the African Great Lakes Region: Making Children's Rights Work: Country profiles on Burundi, Republic of Congo, Democratic Republic of Congo and Rwanda (French – 2009)
- Toolkit for the protection of Child Trafficking victims or those at Risk of Being victims (French – 2008)
- Country profiles in North Africa: Making Children's Rights Work in North Africa; Country profiles on Algeria, Egypt, Libya, Morocco and Tunisia (English and Arabic – 2007)
- Country profiles in South East Asia: Making Children's Rights Work: Country profiles on Cambodia, Indonesia, Sri Lanka, Timor Leste and Viet Nam (English – 2006)

**We invite you to consult the International Bureau for Children's Rights' website  
to access its publications and reports at this address:**

**[http://www.ibcr.org/eng/thematic\\_reports.html](http://www.ibcr.org/eng/thematic_reports.html)**





BUREAU INTERNATIONAL DES DROITS DES ENFANTS  
INTERNATIONAL BUREAU FOR CHILDREN'S RIGHTS  
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المكتب الدولي لحقوق الطفل

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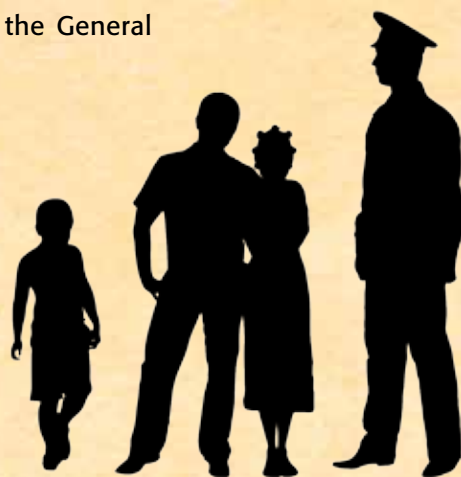
## International Bureau for Children's Rights (IBCR)

Created in 1994, the IBCR is an international non-governmental organisation based in Montreal, Canada. The IBCR's mission is to contribute to the promotion and respect of the Convention on the Rights of the Child (CRC), an international legal instrument adopted by the UN in 1989 and now ratified by 192 countries. It was this treaty that led to the creation of the IBCR. The principles enshrined in the CRC and its Optional Protocols continue to guide the IBCR in its rights-based approach.

The IBCR has had a special consultative status at the Economic and Social Council (ECOSOC) of the United Nations since 2005. This status enables the IBCR to effectively contribute to UN programmes and objectives in terms of children's rights. The Bureau also acts as a technical expert, advisor and consultant to the UN Secretariat, as well as national governments. It also participates in the work of ECOSOC and other subsidiary bodies of the UN.

Through its special status, the IBCR is regularly invited to attend international conferences convened by the UN, the Special Sessions of the General Assembly, and meetings of other intergovernmental bodies.

The IBCR is convinced that the sharing of knowledge and best practices in the implementation of child rights, along side the development of strategic partnerships will have a real impact on the realisation of the rights of the child.



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