



Training of Police Officers on Children's Rights in The Kurdistan Region of Iraq



Mapping Report

With the financial and technical support of:



BUREAU INTERNATIONAL DES DROITS DES ENFANTS
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OFICINA INTERNACIONAL DE LOS DERECHOS DE LOS NIÑOS
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A. LIST OF ABBREVIATIONS

CRC	Convention on the Rights of the Child
CCRPP	Committee on Child Rights Protection and Promotion
FGM/C	Female Genital Mutilation/Cutting
GBV	Gender-based Violence
GDCVAW	General Directorate for Combatting Violence against Women
IBCR	International Bureau for Children's Rights
ICRN	Iraqi Child Rights Network
IDP	Internally Displaced Person
IHSCO	Iraq Health and Social Care Organisation
IRIN	Iraq Rights Information Network
KDP	Kurdistan Democratic Party
KJC	Kurdish Judicial Council
KRG	Kurdistan Regional Government
KSC	Kurdistan Save the Children
MENA	Middle East and North Africa
MOE	Ministry of Education
MOERA	Ministry of Endowment and Religious Affairs
MOH	Ministry of Health
MOI	Ministry of the Interior
MOJ	Ministry of Justice
MoLSA	Ministry of Labour and Social Affairs
MoMD	Ministry of Migration and Displacement
MOYC	Ministry of Youth and Culture
NGO	Nongovernmental Organisation
ICRC	International Committee of the Red Cross
PAO	Public Assistance Organisation
PUK	Patriotic Union of Kurdistan
STEP	Seeking to Equip People
UN	United Nations
UNAMI	United Nations Assistance Mission in Iraq
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
WEO	Women's Empowerment Organisation
WHO	World Health Organization

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Dohuk province on 8 September 2013

Photo IBCR

D. GENERAL CONTEXT/OVERVIEW

1. HISTORY OF THE PROJECT ON TRAINING SECURITY FORCES

The development of a permanent course in children's rights and protection in the Erbil and Sulaimaniya police training institutions of the Kurdistan Region is part of a wider programme to build the capacity of law enforcement agents to identify and respond to children's rights and protection in a legal context.

In November 2009, the International Organisation of la Francophonie (OIF), Francopol, and the International Bureau for Children's Rights (IBCR), as well as a dozen francophone police schools based predominantly in West Africa, were invited to come together to mark the 20th anniversary of the United Nations' Convention on the Rights of the Child. The aim of the conference was to raise participants' awareness on the rights of the child, as well as to discuss the application of the principle of the best interest of the child in police practices.

The conference, held in Ouagadougou, revealed two crucial realities. First, while police forces appeared to have mastered the vocabulary and terminology associated with the rights of the child, they did not have a thorough comprehension of their meaning and practical application. With the exception of the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child, other international juvenile justice standards were generally unknown to the police forces. Secondly, several police forces had benefitted from training on the rights of the child, but had only done so for short, unevaluated and ad hoc sessions provided by external consultants. Consequently, these trainings produced little impact on the integration of the rights of the child into the everyday work of law enforcement agents.

Drawing from these observations, the IBCR decided to take action to properly train police forces on the application of international standards in juvenile justice. For this purpose, the Bureau organised a workshop in Cotonou, Benin, from 13-15 December 2010. Building upon the success of the Cotonou workshop and to ensure concrete and lasting results, the IBCR and its partners proposed (I) the establishment of a series of consistent,

integrated, and practical training sessions to be carried out with participating police schools; and (II) the creation of a knowledge sharing and monitoring system.

The IBCR took further advantage of this workshop to arrive at an agreement with participants regarding the groundwork for the project. This led to (III) *the realisation of a more ambitious programme for the diffusion and dissemination of norms for the protection and promotion of the rights of the child in conflict with the law and of child victims and witnesses of crime.*

The IBCR formulated an action plan in collaboration with police schools in the Cotonou workshop, with the aim to elaborate a development programme. In April 2011, the IBCR, with funding from OIF, Save the Children Sweden and UNICEF, was able to carry out the substantive work necessary for the implementation of the subsequent phases of the project, including a literature review, a global and regional analyses of police training tools and a synopsis of a proposed police training course.

In September 2011, a committee of experts met in Senegal to validate and advance the list of core competencies, the training programme and the analysis of existing tools created by IBCR. Upon validation, the development of a framework for police training began, integrating the relevant material, as well as the core competencies and practices adapted to children throughout the previous activities.

At the end of this workshop, all delegates agreed on the adoption of the six core competencies to be taught to their police and gendarmerie forces. These competencies ensure that the officers' everyday practice adheres to the rights of the child. During the workshop, each country's representatives developed a national action plan identifying the steps required to integrate a mandatory, initial course in child rights to be taught to all security forces.

The Six Core Competencies adopted in Niamey (2011)

1. Knowledge, endorsement and implementation of children's rights
2. Knowledge and application of ethical and deontological standards
3. Knowledge of children
4. Practical communication skills for interaction with children and relevant family or community members
5. Collaboration with all formal and informal stakeholders for better coordinated interventions
6. Efficient use of working tools adapted to children

The proposed teaching methodology adopts a participatory approach, mindful of the specificities of each participating training institution. During each step, a Steering Committee is in charge of carrying out the activities with the technical support of the IBCR. In addition, the support and feedback of a Reference Group is solicited periodically to improve coordinated actions. The project includes:

Launching the project with a framing workshop to establish a Steering Committee and a Reference Group, conducting a detailed study mapping the stakeholders within the country responsible for the protection of the child and the child protection system, analysing the legal context, examining training institutions, interviewing children and police and holding workshops with other stakeholders, developing an initial training package and training trainers in how to use this package.

In November 2013, delegations from 23 countries travelled to Lomé in Togo to take part in the Fourth Workshop on the training of security forces on children's rights. Iraq was represented at that workshop with a four person delegation from the Kurdistan Region. The workshop allowed for the sharing of experiences in the implementation of the project in the first six countries from West and Central Africa, while also providing the opportunity to other delegations to develop their own national plan of action.

On the basis of the action plan developed by participants at the Lomé workshop, the two Police Academies in the Kurdistan Region have developed the current project, in collaboration with the International Bureau for Children's Rights and UNICEF. The IBCR proposes to accompany the development and implementation of high quality training which will be fully integrated into the national curriculum and based on existing practices through a capacity building process.

Relevance

At the Lomé Workshop in November 2012, the official delegation from the Kurdistan Region explained that initial training of security forces does not currently include a course on children's rights. From time to time, ad hoc training focusing on investigation skills and human rights (including some child rights issues), violence against women and conflict mediation are offered. Recent initiatives in the KRG include the establishment and strengthening of a Family Protection Unit/Directorate for Combatting Violence against Women, under the Ministry of the Interior, with staff sensitised and capable of handling cases of abuse and violence against women and children (especially domestic violence) and providing support to victims of family violence. There is also a draft Child Rights Law being considered by the Kurdistan parliament, which aims to integrate the various laws and legislation on child rights and protection and align it with international standards.

Whether they are victims or witnesses of abuse or are in conflict with the law, children and youth will interact with the police. According to UNICEF, around 42% of the Middle East population is under 18 years old.¹ In several countries, these young generations have been deeply affected by ongoing conflicts and deprivation, including poverty and unemployment. They have been exposed to political violence, ethnic and gender-based discrimination, as well as growing inequalities in social classes.

An adequately trained police force will understand the child protection principles applicable in a law enforcement framework, and will play a key role in preventing, identifying and correcting violations of children's rights. Police will be equally concerned with protecting and supporting these rights, as well as dealing with any instance of violations, and understanding the importance of re-integrating children in society on a long-term basis. Parallel to this, reliable security forces at the community level are a critical stability factor and assist law

enforcement at the national level. The police should be perceived as respectable and as an institution well-integrated in the community. Greater rule of law and law enforcement will help to develop confidence in the state with regards to the economic and social environment.

An efficient and legitimate police force can exist only if a relation of trust is established between the police and society², starting with an equal and appropriate behaviour with regards to an age, gender and ethnically diverse population. Under the Ba'ath regime of Saddam Hussein, the police and security services were feared and mistrusted by the population, particularly in the Kurdish regions, since these forces had subjected them to violence, abuse and repression. The Kurdistan Regional Police are working to rebuild the trust and earn the respect of citizens by protecting the population fairly and evenly, as mandated by law. There are still many challenges to integrate the core competences for adapting the police's practices to children's rights³. Competency in communication, appropriate behaviour and mediation are necessary for curbing abuses⁴. Training in children's rights allows police and security forces to acquire the know-how required to apply the national, regional and international tools on human rights and children's rights.

2. ENGAGEMENT OF AUTHORITIES FROM THE KURDISTAN REGIONAL GOVERNMENT

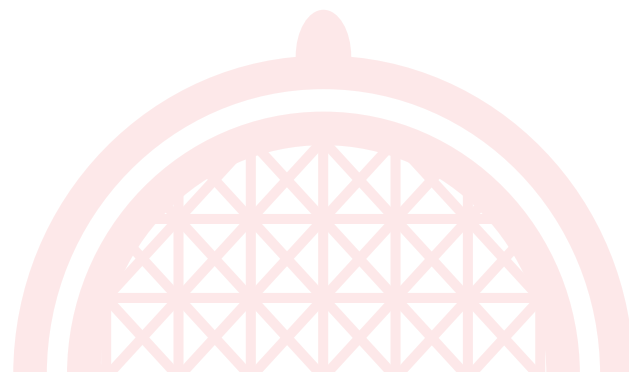
The creation of a collaborative programme to implement a training module on the protection and promotion of the rights of the child in the Kurdistan Region became a reality with the support of the UNICEF Iraq country office and a partnership between IBCR and the police training academies in Erbil and Sulaimaniya. The Ministry of the Interior has provided significant support. Together, these organisations are working to develop practical, competency-based training modules in children's rights and protection within their training institutions through research, the transfer of knowledge and training, course development and accompaniment of in-house trainers at the police training academies.

3. A WORKING METHODOLOGY FOUNDED ON COLLABORATION AND PARTNERSHIP

In order to develop this needs assessment, IBCR undertook to collect and analyse information from various sources through a variety of means. Available literature and reports on juvenile justice and children's rights in the KRG were reviewed. As well, IBCR undertook two fact-finding missions, each lasting five weeks, to the region. The goal was to gain as much information as possible on the following subjects:

- Operations of police training academies
- Observation of classes at these schools
- Partnerships between training academies and other related institutions
- A profile of students and teachers
- Teaching methods and methods of evaluation
- How the juvenile justice system functions
- The specific role of the police forces in relation to children
- The roles, training and specialised training for Juvenile Police units
- The existing laws and norms on the rights of the child
- The typical way in which children are dealt with by the police
- Problems and tensions that can arise between children and police

The goal of data collection was to identify the strengths to build on from the existing juvenile justice system, and the practical needs to address through training tools and curriculum.



Review of the literature

Early phases of project implementation began with IBCR producing a review of all the literature available on the laws applicable to Iraq, and specifically to the Kurdistan Region, and in regards to the intervention and training of police in juvenile justice and children's rights. This entailed the collection and review of publications and studies on child protection and juvenile justice in the KRG, as well as reports and comments made by organisations responsible for monitoring the implementation of international instruments, such as the UN Committee on the Rights of the Child. Internet searches for documents, including international agencies' and NGO reports, articles in newspapers and other online publications provided further contextual information. Because the Kurdistan Region is not a fully autonomous state, it was difficult to locate data specific to the region. Moreover, there was not a lot of written material available about either the justice system or the protection system in the Kurdistan Region, which resulted in this report relying heavily on interviews for data collection.

Framing Workshop

At the beginning of the first mission to the Kurdistan Region, and with the collaboration and support of the Iraq country office of UNICEF, the IBCR held a two-day Framing Workshop in Erbil in order to solicit the support and involvement of local child protection and juvenile justice stakeholders. In spite of UNICEF's best efforts to invite all stakeholders, representatives from the justice and justice training sector were not in attendance. Nor were the informal sector and religious leaders represented. Nevertheless, turnout was relatively good, with 36 participants representing 19 institutions from Erbil, Sulaimaniya and Dohuk. The goals of the workshop were:

- To inform stakeholders about the project, its history, implementation phases, objectives and achievements to date;
- To ensure that the project was coordinated with ongoing initiatives in child protection, juvenile justice and police training;
- To seek the support of diverse actors present to participate in the project elaboration and implementation through the Steering Committee or to assist the project in an advisory capacity through the Reference Group; and
- To facilitate the rest of the first mission through stakeholder support of logistics, meetings and information gathering from other actors.

Bilateral interviews

Over the course of the two missions, one in August/September and the other in November/December 2013, the IBCR met with numerous individuals, institutions and stakeholders interested in the project. This included staff at juvenile reformatories and observatories, judges and investigators in the Juvenile Justice system, social workers and other members of key government ministries (the Ministry of Endowment and Religious Affairs, the Ministry of Labour and Social Affairs, the Ministry of the Interior, the Ministry of Health and the Ministry of Justice). A number of local NGOs who are very active in child protection and the juvenile justice system were visited in Erbil, Sulaimaniya and Dohuk, and donor agencies implementing projects in juvenile justice were interviewed.

Interviews with members of the police forces

In the first mission, all three governorates were visited and staff at juvenile police centres was interviewed in Erbil, Sulaimaniya and Dohuk, and the Directorates for Combatting Violence against Women were visited in Erbil and Dohuk. The IBCR was unable to meet with regular police and police recruits since the police academies were not in operation over the summer and special permission to meet with regular police was required from the General Directorate of Police, with whom the IBCR was unable to meet until the very last days of the mission.



Strategic Workshop in Erbil

Photo IBCR

For the second mission in November and December 2013, the IBCR visited police authorities right away in order to secure support for future data gathering meetings with the police and the police academies, as well as to solicit names of police representatives to participate in the Strategic and Development Workshops. Consequently, a large focus group meeting with regular police was held and police participation in the two workshops was excellent.

Visits to police training academies

The IBCR visited police training academies, with the goal of observing teaching methods and instructor-student interactions, collecting data on the teaching curriculum and interviewing teaching and administrative staff. The purpose of these visits was to learn about the general operations and structure of the schools, the content and methods of teaching, and the specific mandate of the schools in relation to child protection. Where possible, we hoped to collect course materials and documentation. Both the Erbil police academy and the Sulaimaniya academy were visited. In both the first and second missions, the academies did not have students and there were no regular classes in session at either one of the police academies, and consequently, there were no students or instructors in attendance.

Interviews were completed with the deans and all staff instructors, with examinations for specialised training observed and a partial tour completed at the Erbil academy. A schedule and one training manual for the human rights course were provided. The Sulaimaniya academy brought in two external instructors and three specialised students for interviews, as well as making available the Head of Instruction and Legal Services departments for further information gathering. A full tour was arranged at the academy for IBCR staff. Neither academy was able to provide written information on recruitment, the criteria for selection of students, training staff qualifications and service conditions and externally contracted instructors. Nor were training manuals or materials specifying the programme at the academies available. Hence, with very few exceptions, all information regarding the police academies was gathered through interviews.

Interviews with children

A goal of both missions was to interview children from various backgrounds and in different locations to gain an understanding of their impressions of the police. The first mission to Kurdistan allowed for interviews, individual or through focus groups, of 51 children who had been in contact with the law, were at risk of police contact, or unlikely to come into contact with the law at all. Thirteen children, 10 boys and 3 girls, in custody or under observation were interviewed individually. Twelve child labourers from the market were interviewed at the STEP drop-in centre in Sulaimaniya. These boys were considered to be at risk of encountering the police or interacting with the legal system. A focus group discussion was undertaken with 26 boys participating in the summer activities offered by a child protection centre in Erbil. The second mission, held after summer holidays had ended, enabled the IBCR to conduct a focus group with 31 Grade 4 students: 16 girls and 15 boys.

TABLE 1 – Synthesis of target groups met by IBCR when collecting data in KRG (combined Mission 1 and 2)

LOCATION	ORGANISATION	NUMBER
	TOTAL	260
<i>Erbil</i>	Police forces	57
	Police training institutions	12
	Justice system	15
	Other ministries	12
	Children	58
	NGOs	12
	Social Workers	10
	Others	4
<i>Sulaimaniya</i>	Police force	4
	Police training	6
	Justice system	1
	Other ministers	2
	Children	18
	NGOs	6
<i>Dohuk</i>	Police Forces	1
	Justice System	2
	NGOs	5
	Social Workers	1

Strategic Workshop

During the second mission, a two-day workshop was held to bring together key stakeholders in the child protection and justice sectors with the project Steering Committee and Reference Group. The objectives of the Strategic Workshop were the following:

- To provide an overview on the status of the Mapping Report, including selective thematic areas requiring participant assistance in identifying gaps and providing inputs to include in the final version;
- To agree on or modify key analysis contained in the Mapping Report to reflect the reality of the child protection environment in the Kurdistan Region;
- To provide recommendations for further research and/or actions to improve the Mapping Report; and
- To refine and validate the strategic recommendations provided by child protection stakeholders in the Kurdistan Region.

A total of 22 participants representing 13 institutions from the three governorates – Erbil, Sulaimaniya and Dohuk attended the workshop in Erbil, however, most were police. While the police turnout was much appreciated, it did not allow for full exchange and information sharing among different institutions, nor did it permit the validation of key analysis and strategic recommendations among child protection and justice sector stakeholders outside of the police.



Major Mohammed Majid Hamad, Director of Erbil Juvenile Police Centre and Rena Ramkay, Project Manager at the IBCR on 3 September 2013

Photo IBCR

Development Workshop

Following the Strategic Workshop and mission meetings, a four-day Development Workshop was held for the Steering Committee in Sulaimaniya to begin development of the modules and tools for the police training curriculum on children's rights and protection in the Kurdistan Region. The Steering Committee spent four days planning the training toolkit, including discussions on methodology, the content of the modules and number of hours of instruction, based on identified needs from the Mapping Report. The workshop produced:

- An orientation regarding the basic content of the course to be taught, teaching methodologies, duration of the course and the maximum number of students per class;
- A plan of action and work schedule for the development of an initial training toolkit; and
- Proposed training materials, aligned with a competency-based approach, for the initial training toolkit.

Some of the topics covered in the four-day workshop included adult pedagogical methods; challenges to implementing the training; criteria for selecting trainers; police competencies required for child interaction; collaboration among police, justice actors and social protection workers; and planning and scheduling for the toolkit development. The participants agreed that an initial training toolkit should include: a trainer's manual, a student's manual, a reference manual, a series of educational tools (power point, case studies, etc.), assessment tools and a pocket guide for each governorate.

All workshop goals were achieved with the exception of an explicit mandate to incorporate a full training course into all training centres for police. Changes to the curriculum of the police academies will have to be approved at the ministry level if structural changes are required. The training and rehabilitation centres for regular police will incorporate some of the material developed, but will be unable to run a 40 hour course since they only have 45 days of instruction for regular police forces. The Directorates for Combatting Violence against Women plan to select key modules from the training package to use with their staff. Finally, the juvenile police intend to use the whole training package, but may need to conduct training in short modules given the limited time available for training sessions on a weekly basis for officers already working.

4. POLITICAL, SOCIAL AND ECONOMIC CONTEXT

Detailed Map of Iraqi Governorates and the Kurdistan Region

PICTURE 1 – Regional and administrative map of the Republic of Iraq



Source: iraqpictures.org

PICTURE 2 – Regional and administrative map of the Kurdistan Region



Overview of the Kurdistan Region

While the Kurdistan Region is officially part of the Republic of Iraq, its inhabitants do not consider themselves Iraqis, who are mainly of Arab ethnicity, but rather Kurds, of Kurdish ethnicity. Kurds are predominantly Sunni Muslims, as opposed to the rest of Iraq, which is mostly Shi'ite Muslim. Religious freedom is protected by law in the Kurdistan Region, and religious minorities of Christian, Sufi Muslim and Yazidi faiths inhabit the region.

The Kurdistan Region is an autonomous region in federal Iraq. It borders Syria to the west, Iran to the east, and Turkey to the north, where fertile plains meet the Zagros Mountains, and is traversed by the Tigris, Big Zab and Little Zab rivers.

TABLE 2 – Overview of the Kurdistan region

Country Name	Republic of Iraq ⁵
Regional Name	Kurdistan ⁶
Capital	Erbil, Erbil Governorate ⁷
Official Languages	Kurdish, Arabic ⁸
Political Regime	Parliamentary democracy ⁹
De facto autonomy from Iraq	October, 1991; Constitutional autonomy in 2005 ¹⁰
Human Development Index Rating 2013 (for all of Iraq; out of /186)	131 ¹¹
Currency	Iraqi Dinar ¹²
Area	40, 643 square kilometers ¹³
Total Population (2013 estimate)	5.2 million ¹⁴
Youth (population under 15)	36% ¹⁵
Infant mortality under 1 (/1000) (2011)	28 ¹⁶
Infant mortality under 5 (/1000) (2011)	32 ¹⁷
Children born underweight (%; 2011)	11.4 ¹⁸
Life expectancy	70.25 ¹⁹
Birth rate (children/woman; 2011)	3.3 ²⁰
Literacy rate (%; 2000 est.)	74 ²¹
Population living on less than 2.2\$/day (%; 2009)	10 (Dohuk); 3 (Erbil and Sulaimaniya) ²²
Population using potable water (%; 2011)	96.7 ²³
Population using improved sanitation facilities (%; 2011)	97.7 ²⁴
Primary school enrolment (%; 2011)	95.9 ²⁵
Secondary school enrolment (%; 2011)	71.9 ²⁶
Child labour (%; 2011)	2.2 ²⁷
Child marriage before 18 (%; 2011)	22.4 ²⁸
Female genital mutilation prevalence (%; 2011)	42.8 ²⁹
Justification of domestic violence (%; 2011)	25.2 ³⁰

The Kurdistan Region's semi- autonomy since the end of the Gulf War in 1991 has allowed it to become a prosperous and stable region, spared much of the hardship that has impacted the rest of Iraq since 1991, especially since the fall of Iraqi president Saddam Hussein in 2003. Populated by 5.2 million people, Kurdistan's per capita income was 6017 USD for 2008 (in comparison, Iraq's

per capita income for 2008 was 3757 USD). Despite the Kurdistan Region's relative prosperity, it is not without socioeconomic problems affecting health, poverty, gender, education and employment. In 2009, 15% of people living in Erbil governorate, 18% of those in Sulaimaniya and 33% of those Dohuk were living below the poverty line, compared to 22% of people living in Iraq as a whole.³¹

The Kurdistan economy is based around the oil industry, with agriculture being another important economic activity, albeit undeveloped. Yet the continuing tension between Erbil and Baghdad over Kurdish autonomy has resulted in the Kurdistan Region being unable to make direct use of its wealth in hydrocarbons. Baghdad retains control over the Iraqi exportation infrastructure and Kurdistan must use the Iraqi national pipeline if it wishes to export its production. The Kurdistan Region receives a flat 17% of the federal budget every year. The Kurdistan Regional Government issues permits not only for territories firmly within its control, but also for the disputed surrounding regions, risking an inflammation in the political tensions between Erbil and Baghdad. Kurdistan's future as a potential State is therefore intricately tied to the as yet untapped wealth underground.³²

Overview of the Kurdistan Region's Political and Security Situation

The political situation of the Kurdistan Region has been fraught on many fronts for decades, especially since it reached *de facto* autonomy in 1991. As a semi-autonomous region, the KRG is just beginning its construction and development.

Kurdish Conflict³³

After receiving *de facto* autonomy at the end of the Persian Gulf War in 1991, the two main Kurdish political parties, the Kurdistan Democratic Party (KDP) and the Patriotic Union of Kurdistan (PUK), entered into confrontation, leading to a civil war from 1994 to 1998 and subsequent atmosphere of mistrust and rivalry. Two parallel regimes claiming sovereignty over Kurdistan grudgingly coexisted until the events of 11 September 2001 and the subsequent lead-up to an American invasion of Iraq drove the two parties towards unification in an attempt to solidify their claim for an autonomous Kurdistan in a soon to be post-Saddam Iraq. Unification was achieved in 2005 and a functional and stable Kur-

distan Regional Government subsists to this day. However, there remains competition between the two parties, and some sensitive ministries are not yet unified. Despite being officially unified, security and defence forces, including the strongly institutionalised *Peshmerga* militias, are divided between the two parties, each with their own hierarchies.³⁴

The movement for a Kurdish homeland has equally spawned groups fighting the Turkish and Iranian governments, such as the PKK, designated a terrorist organisation by many governments, including the United States. The PKK takes refuge in the remote border lands of the Kurdistan Region, and is periodically targeted by Turkish and Iranian military strikes. The KRG's ambitions of independence also create tensions with the Iraqi central government. However, the recent explosion of sectarian violence, as well as the unrest in nearby Syria, has brought the two governments to closer collaboration, giving hope for a reset in relations that have mostly been tense for the last decades.³⁵

Insurgency and Sectarian Conflict

The Kurdistan Region has largely escaped the turmoil and bloodshed that has plagued Iraq since the American-led invasion in 2003. While the anti-government insurgency and sectarian conflict has raged in the Region's surrounding governorates, as well as in the cities of Mosul and

Kirkuk, the Kurdistan Regional Government boasts that not a single coalition soldier has been killed, nor has a single foreigner been kidnapped since 2003.

Syrian Conflict

The deterioration of the popular Syrian uprising against the regime of Bashar al Assad in 2011 into a bloody and increasingly sectarian civil war has affected Syria's entire neighbourhood, including Iraq. Iraq is host to tens of thousands of Syrian refugees, and has also experienced a return of Iraqis who had sought refuge in Syria during previous decade's unrest in their home country. The Kurdistan Region has provided shelter for Syrian refugees in camps and host communities. The main camp, the Domiz camp near Dohuk, is severely overcrowded, lacking in infrastructure as well as water and sanitation facilities, making its inhabitants vulnerable to disease. Unsupported, refugees in the camp as well as the 90,000 living in the Region's urban centres are vulnerable to poverty and struggle to make ends meet. Security remains stable, with Kurdish security forces patrolling the camp.

The Syrian conflict threatens to potentially draw in the Kurdish Regional Government. Syrian Kurds have been fighting al Qaeda-affiliated fighters in Syria, leading the Kurdish Regional Government to allude to possibly coming to their defence.



Grade 4 school children in Erbil

Photo IBCR

5. MAIN PROBLEMS AFFECTING CHILDREN IN THE KURDISTAN REGION

Children in the Kurdistan Region face various challenges, notwithstanding when they come into contact with the justice system or security forces. Therefore, it is important to highlight the main issues affecting children, as listed below.

Overview of a Child's Circumstances³⁶

The circumstances of children in the Kurdistan Region are informed by social, economic, historical and cultural contexts. The long repression of the Kurdish people by the Saddam Hussein regime, as well as the influx of refugees and displaced persons over the last few

decades created a situation where children start life at a disadvantage. While the impact of these root causes has been alleviated in recent years, that experience and its consequences are still palpable in ways described in the following paragraphs.

Islam, the religion of most Kurds is also of great significance to the way children are viewed and treated. Islamic law, known as *Shari'a*, provides instruction regarding children and the responsibilities of adults towards them. Parents are expected to respect, care for and educate their children in a stable environment, while children must respect and obey their parents in return.

Article 49 of the Kurdistan Constitution (approved by the Kurdistan Parliament on 24 June 2009) names children as a separate category under the law. The minimum age of criminal responsibility in the Kurdistan Region has been increased to 11 years of age, although it remains 9 years in the rest of Iraq.

TABLE 3 – Main Issues Affecting Children in the Kurdistan Region

ISSUE	DATA	IMPACT ON CHILDREN
Unregistered Births	<ul style="list-style-type: none"> 99% of Kurdish births registered³⁷ 	<ul style="list-style-type: none"> Not an issue
Poverty	<ul style="list-style-type: none"> Per capita income 6017 USD 	<ul style="list-style-type: none"> Poverty creates an environment in which it is difficult for children to succeed—may work rather than go to school
Child Labour³⁸	<ul style="list-style-type: none"> 2.2% of children aged 5-14 work 99% of Kurdish child labourers are male.³⁹ 	<ul style="list-style-type: none"> Working puts children in potentially risky situations Only 76.2% of child workers also attend school
Refugees, Migrants and Internally Displaced Status	<ul style="list-style-type: none"> 1,131,810 persons were registered as IDPs in Iraq with the Ministry of Migration and Displacement in January 2013 Kurdish IDPs a result of the 1988 Anfal campaign, the 1991 Gulf War and the 2003 American invasion⁴⁰ 	<ul style="list-style-type: none"> Sub-standard shelter and lack of access to basic services Harsh economic and social conditions create particular protection challenges, with an increased risk of gender-based violence and exploitation⁴¹
	Syrian Refugees ⁴² <ul style="list-style-type: none"> Iraq hosts approx. 200, 000 refugees, with 97% of them in KRG⁴³ 	<ul style="list-style-type: none"> Strict encampment policy and limit on freedom⁴⁴ Poor conditions in refugee camp Lack of schools⁴⁵



ISSUE	DATA	IMPACT ON CHILDREN
Orphaned, Separated and Unaccompanied Children⁴⁶	<ul style="list-style-type: none"> 93.4% of children in the Kurdistan Region live with both of their parents. 0.8% live with neither parent, - 4.9% live with just their mother 1.1% live with just their father 93.6% of orphans aged 10-14 attend school⁴⁷ 	<ul style="list-style-type: none"> Children deprived of one or both parents, whether as orphans or separation, are at an increased risk of neglect and exploitation Single parent households are more likely to struggle economically, putting children at risk of working at a younger age and getting less schooling⁴⁸
Violence and Discipline	<ul style="list-style-type: none"> 70% of children aged 2-14 subjected to physical or psychological punishment in 2011 9.1% of parents believe physical punishment is necessary, 49.3% of parents physically punish their children⁴⁹ Shari'a law permits physical discipline on children over 10⁵⁰ 	<ul style="list-style-type: none"> Puts children at risk of physical and emotional harm Does not respect the rights of the child
Education	<ul style="list-style-type: none"> 96% of Kurdish children attend primary school, 72% secondary school Need 3000 more schools, current schools are unusable or overpopulated⁵¹ 	<ul style="list-style-type: none"> Lack of infrastructure limits the effectiveness of teaching Often school days are cut to make room for two cohorts, morning and afternoon.⁵²
Nutrition	<ul style="list-style-type: none"> 21.5% of children under 5 show moderate or severe stunted growth, with 10.6% moderate-severe underweight⁵³ 	<ul style="list-style-type: none"> Poor nutrition promotes illness and limits physical growth
Health	<ul style="list-style-type: none"> Overall, good health 72.6% of children of 12-23 months of age in Kurdistan were vaccinated against tuberculosis, polio, DPT (Diphtheria, Pertussis and Tetanus), measles and Hepatitis B⁵⁴ Pneumonia is the leading cause of death in children, and 60.5% receive antibiotics⁵⁵ Clean water sources (81% of homes) and improved sanitation facilities (99.1% of homes) Hand washing done regularly⁵⁶ 	<ul style="list-style-type: none"> Good health allows children to grow and to attend school
Gender:	<p>Early Marriage</p> <ul style="list-style-type: none"> Arranged marriages common 22.4% of women married before 18⁵⁷ 	<ul style="list-style-type: none"> Child robbed of chance for education Risk of abuse Reproductive health problems Social isolation⁵⁸
	<p>Gender Related Violence</p> <ul style="list-style-type: none"> 2,469 cases of violence against women between July and December 2012 in KRG⁵⁹ Approximately 1,270 honour crimes were reported in Iraq between 2004 and May 2008; of these, 980 or 77% occurred in Iraqi Kurdistan.⁶⁰ Penal Code Paragraph 398, by which the perpetrator can be excused of rape and sexual assault if he marries the victim⁶¹ 	<ul style="list-style-type: none"> National laws subordinate women to men and do not help to address violence within the family and the community.⁶²
	<p>Female Genital Mutilation</p> <ul style="list-style-type: none"> Prevalence in Kurdistan is at 42.8%⁶³ 	<ul style="list-style-type: none"> Has no health benefits Can cause severe bleeding, problems urinating, cysts, infections, infertility and complications in childbirth and increased risk of newborn death⁶⁴



6. CHILD VICTIMS AND VULNERABLE CHILDREN

While this section is far from exhaustive, the categories identified were considered important by those interviewed on missions to the KRG, as well as situations identified by participants in the three workshops facilitated by the IBCR in the Kurdistan Region.

Child Victims

Violence and sexual abuse

Kurdistan has one of Iraq's highest rates of recorded violence against women and girls.⁶⁵ Sexual violence is rarely reported in KRG, which means that victims are not receiving appropriate care and that statistics are under-reported. Sexual assault is so stigmatised that even to come forward for medical treatment puts a survivor's life in danger. Often police or family members try to convince the victim to marry her attacker as a 'solution' to the problem.⁶⁶ Police tend to try to mediate issues of assault and to steer women and girls away from courts.⁶⁷

Honour Crimes

Kurdish law criminalises honour killings, but this law is not always implemented. Approximately 1270 honour crimes were reported in Iraq between 2004 and May 2008; of these, 980 or 77% occurred in Iraqi Kurdistan.⁶⁸ Data from the Directorates for Combatting Violence against Women demonstrates that this issue has not gone away, although statistics have not been stratified to account for age of victims, rendering it impossible to ascertain how many girls are victims of honour killings.

Early Marriage

Arranged marriage is prevalent in the Kurdistan Region, where 22.4% of Kurdish women were married before the age of 18.⁶⁹ Religious marriages are often performed, sometimes with girls as young as 13. These marriages are frequently not registered, which makes registering children harder and widows of these marriages have a hard time accessing financial support.⁷⁰

Female Genital Mutilation/Cutting

While a study found that 1 in 2 girls aged 15-24 reported undergoing FGM/C when they were younger,⁷¹ it is not clear that data collection methods were scientific. Nonetheless, there is agreement that FGM is practised in the Kurdistan Region and in fairly high numbers, given that

approval for FGM/C stands at 11.3% in all of Iraq, while agreement is at 42.8% in the KRG.⁷²

Lack of gender equality

There is a prevailing fear among authorities, communities and even service providers that promoting women's rights will encourage women to "misbehave" or "take over" the rights of men.⁷³ As a result, girls often cannot access the same rights as boys to education, work, marriage choice, etc. Moreover, there is a common misunderstanding that women and girls are in some way to blame for the violence committed against them.⁷⁴

Vulnerable and At Risk Children

Internally Displaced and Returning Persons

Attempts to return to the KRG after the 2003 invasion have been challenging, leaving many returnees in informal housing in harsh conditions. Single-parent households of widowed families face social stigma, lack of employment opportunities and poverty. Resettled IDPs rely on international aid.^{75, 76, 77} For girls, the harsh economic and social conditions of informal settlements and refugee camps create instability and increase the risk of gender-based violence and of exploitation.

Syrian Refugees

The Kurdistan Region shelters 200,000 Syrian refugees, 60,000 of them children⁷⁸ with a main camp, Domiz, near the city of Dohuk. Overcrowded conditions, lack of infrastructure, lack of clean water and sanitation facilities lead to widespread disease and health problems. There are only five schools for over 100,000 inhabitants in the camp.⁷⁹ A Child-Friendly Space, Youth-Friendly Space and Protection Unit have been established at Domiz to give children their own area in the overwhelmingly adult atmosphere of the camp.⁸⁰ Children in the refugee camps are economically deprived and some work or beg in the streets to help their families survive. These children will likely encounter police the longer they are forced to work. The conditions refugee children live and develop under also make them vulnerable to exploitation and violence, both in and beyond the camps.

Child Labourers

Child labour in the Kurdistan Region is at 2.2%, well below the Iraqi national average and is generally not perceived to be a widespread problem. Of these children, 76.2% also attend school.⁸¹ According to interviews

with police and child protection stakeholders, there are few children living in the street, although there is some homelessness. Child labourers interviewed mentioned that they faced harassment from municipal employees and sometimes police, not to mention working conditions that were sometimes exploitative. There is little data on this phenomenon in the KRG.

Children in Conflict with the Law

TABLE 4 – Juvenile Care Law No. 76 of 1983

AGE OF THE CHILD	STATUS IN LAW
Under 9 years	Minor
Between 9 and 18 years	Juvenile
Between 9 and 15 years	Young boys and young girls
Between 15 and 18 years	Youth or adolescents

Children in detention

UNICEF Iraq estimates that, in all of Iraq, there are 1824 children and youth currently detained in 25 facilities under the authority of the Ministries of Labour and Social Affairs, Justice and the Interior.⁸² Figures were not available on the Kurdistan Region. According to interviews with police, child protection stakeholders and juvenile

reformatory staff, pre-trial detention is overused, with children detained for indefinite amounts of time. After three months detention, an extension can be requested of a judge to renew detention for a month at a time. Children in pre-trial detention who were interviewed on IBCR missions had been held from one month to three months.

Children are not always segregated from adults when detained in police stations because of the lack of facilities, although boys are separated from adults over the age of 22 when in juvenile detention facilities. Some of the juvenile reformatories are too crowded for boys in pre-trial and post-sentencing status to be separated, nor are they necessarily segregated by age groups. There are poor material conditions in some reformatories – dirty, poor lighting and a lack of recreation and exercise facilities and peer violence can be common among detained children.⁸³ Studies of Iraqi detention also indicate that sexual abuse exists in prisons with 12% of detained juveniles affected.⁸⁴ There are incidents where the use of drugs in reformatories is viewed as a “factor of social peace.”⁸⁵

Girls who are detained or sentenced are always held with adult females in women's prisons. Furthermore, they have fewer opportunities for education, vocational training and recreation than boys since this form of social care is not regularly provided to female inmates.

7. RECOMMENDATIONS FROM INTERNATIONAL TREATY BODIES

TABLE 5 – Reports Submitted to Treaty Bodies and the Concluding Observations⁸⁶

	Report number	Type of report	Due date	Date of submission or relevant CRC session	Code or Name of Organisation
Convention on the Rights of the Child Accession 15 June 1994	1	State report	14 July 1996	6 August 1996	CRC/C/41/Add.3
	1	Concluding Observations		26 October 1998	CRC/C/15/Add.94
	2	State report	14 July 2001	Not yet submitted	
Optional Protocol to the CRC on the sale of children, child prostitution and child pornography Accession 24 June 2008	1	State report	24 August 2010	Not yet submitted	
Optional Protocol to the CRC on the involvement of children in armed conflict Accession 24 June 2008	1	State report	24 August 2010	Not yet submitted	

Observations and recommendations by the Committee on the Rights of the Child on Iraq's implementation of the Convention on the Rights of the Child, 2000

Iraq has only submitted one report to the Committee on the Rights of the Child, filed in 1996 and considered in 1998. The concluding observations adopted by the CRC in 1998 were presented to the United Nations General Assembly in 2000. The observations are now out of date in that the economic embargo has been lifted, however, the recommendations are enduring and have not yet been acted on.

TABLE 6 – Committee on the Rights of the Child recommendations on Iraqi implementation of the CRC, 2000

CONCERNS	EXPLANATION	RECOMMENDATIONS
The nonconformity of Iraqi law and policies with the principles of the Convention	<ul style="list-style-type: none"> Discrimination by nationality and ethnicity is permissible Disparity between age when compulsory education ends (12) and the minimum legal working age (15) 	The Committee recommends enacting a children's code, along with a general reform of the law
The practical implementation of Convention principles which have ostensibly been drafted into law	<ul style="list-style-type: none"> Enforcement of laws is lacking Child Welfare Authority has limited power In practice, discrimination by gender exists 	The Convention need to be publicised with professional groups, children and the public. These groups must be better educated or trained in children's rights, as well as alternative means of juvenile justice that are more in line with the Convention
Current Juvenile Justice system is incompatible with the Convention	<ul style="list-style-type: none"> Lack of specialised care facilities, lack of provisions and resources for children and youth, over-use of detention as a punishment, lack of knowledge by officials 	<p>Establish facilities specialised in prevention, care and rehabilitation of children and adolescents.</p> <p>Reform existing structures to respect UN standards.</p> <p>Deprivation of liberty should only be a last resort, and be as short as possible.</p> <p>Children should be afforded due process of law, protection of rights and access to an impartial and independent judiciary.</p> <p>Iraq should seek technical assistance and training in these matters from international organisations.</p>
The general condition and treatment of children in Iraq	<ul style="list-style-type: none"> Very early minimum age of criminal responsibility and voluntary military enlistment Girls have less access to education and inheritance rights than boys Girls often drop out of school to work Children, especially those living on the streets are exploited for economic and sexual purposes Health of Iraqi children is deteriorating Children with disabilities suffer discrimination Landmines pose a threat 	Improve the living conditions of all children
Lack of data collection systems specific to children, including mechanisms to register complaints	<ul style="list-style-type: none"> Cannot track the progress of the Convention's implementation Missing data on adolescent health, teenage pregnancy, abortion, suicide, violence and substance abuse 	Implement data collection systems.

8. THE JUSTICE SYSTEM AND CHILDREN

Formal Justice⁸⁷

A system of juvenile justice exists and is protected by a series of laws with special provisions related to juveniles. This system encompasses juvenile courts, special penalties for juveniles and reformatories dedicated to the rehabilitation and special protection of juveniles. A separate police force for minors, the juvenile police, is mandated with child protection and juvenile police centres have been established where these police interact with children, investigate juvenile offences and detain juveniles in conflict with the law.

The legal regime is constituted by:

- The Juvenile Care Law (Act No. 76 of 1983)
- The System of Juvenile Rehabilitation (Act No. 32 of 1971). Rules and Regulations
- System of Pre-trial (Act No. 6 of 1987). Rules and Regulations
- Law of Social Care (Act No. 126 of 1980)
- The Child Welfare Authority Act (No. 272 of 1982)
- The Welfare of Minors Act (No. 78 of 1980)
- The Labour Act (No. 71 of 1987), laid down conditions for the employment of young persons
- The Penal Code Act (No. 111 of 1969)
- The Code of Criminal Procedure (Act No. 23 of 1971)

The primary law constituting the legal regime applicable to children is the Juvenile Care Law.

The Juvenile Care Law No. 76 of 1983

A juvenile who is alleged to have committed an offence may be caught in the act by the police or identified to the police by parents, neighbours, community or religious leaders, nongovernmental organisations to whom he or she seeks assistance. The child can present him or herself to a police station or may be taken to a police station if they have been called or witnessed the offence. Once identified as a juvenile (Art. 47), the child or youth must be taken to a Juvenile Police Centre within 24 hours (Art. 48), where the juvenile police will take his or her statement and verify identification (Art. 4) before contacting parents or caregivers. The child must be seen by an investigative judge within 24 hours who decides if there is a case in law. If there is no case, the

child is released and if there is a case, the investigative judge determines whether to grant bail or detain the child in a pre-trial observatory (Art. 48). The investigative judge orders an investigation (Art. 49) if there is a case and orders that the Personality Studies Office see and issue a report on the child's medical and psychological state, with recommendations (Art. 51). In the meantime, police investigators are tasked by the investigative judge and/or the assigned judicial investigator with collecting identification and crime evidence, as well as taking witness statements. Once the investigation is considered complete by the investigative judge, the case will be heard by a juvenile judge (Art. 54-57) in camera (Art. 58). During the adjudicative process, the juvenile has the right to legal representation, or can have a relative or social worker defend him or her (Art. 59-60). The Personality Studies Office submits its report and attends court (Art. 61). The juvenile judge then takes a decision (Art. 62) and can release the juvenile to monitoring or on a bond, send him or her to the juvenile reformatory for detention between 6 months and 7 years or, if the felony is punishable by death or life sentence, the judge can sentence a child or youth to a maximum of 5 or 17 years, respectively, at the reformatory (Art. 76-77). A child has the right to appeal his or her sentence at the Court of Cassation (Art. 71). Three months prior to release, convicted children and youth are transferred to the Continuing Care section of the reformatory, which begins early release and reintegration processes with the juvenile.

According to interviews with juvenile police, reformatory staff, justice staff, judicial investigators, public prosecutors, international programmes and local NGOs working in the juvenile justice and child protection sectors, the Juvenile Care Law provides basic protection to children, however, it is not uniformly implemented because it is not well known. Key problems they identify include the following:

- Police do not meet the 24 hour deadline for transferring children to the Juvenile Police Centres;
- In rural areas, children are sometimes placed in adult prisons to await trial and after they have been convicted of a felony or misdemeanour, they can also be held in adult prisons
- Police routinely pressure children, psychologically and sometimes physically, in order to extract confessions to speed up the investigative process and there are no provisions defining the role and

functions of juvenile police, nor how they ought to interact with children who come into contact with the law

- There are no provisions or procedures for how police should treat child victims or witnesses
- The Personality Studies Office does not have the resources to adequately research a child's circumstances and, due to a lack of cars, is unable to visit children's homes and schools
- Lawyers are uninterested in work representing children because financial incentives are low and local NGOs have had to take up work representing children
- Pre-trial detention should be used as a last resort, but is frequently ordered by investigative judges
- Pre-trial detention is excessively long due to delays in investigation and court backlog causing delays
- Not all investigative judges specialise in juvenile cases and thus are not uniformly familiar with juvenile law and norms
- Judicial investigators take on more responsibility for juvenile investigations because judges are too busy
- Juvenile judges who adjudicate cases tend to rely heavily on detention penalties, and often to the maximum, even though they have the option of alternative measures, but no specific penalties

are described under the law. Because diversion and alternative options are underdeveloped in the KRG, they are not fully utilised.

- Rehabilitation is inadequate in the juvenile reformatories due to lack of staff competence, guidance and training in this area, poor facilities which do not permit rehabilitation activities, a lack of equipment and activities related to rehabilitation, and crowding resulting in de-segregation of boys based on age and status of offence (misdemeanour and felony convictions held together) which diminishes protection for younger boys convicted of lesser offences and impedes age appropriate rehabilitation
- Girls fare more poorly by having extremely limited, if any, access to rehabilitation activities, including schooling, because women's prisons do not have personnel or facilities to provide these to girls and adolescents
- The Department of Behaviour Monitoring is unable to properly follow up with juveniles on probation or released early due to limited resources, personnel and cars to visit schools, playgrounds and children and their families at home
- In all sectors of the juvenile justice system, transfers of staff result in the loss of experience and expertise



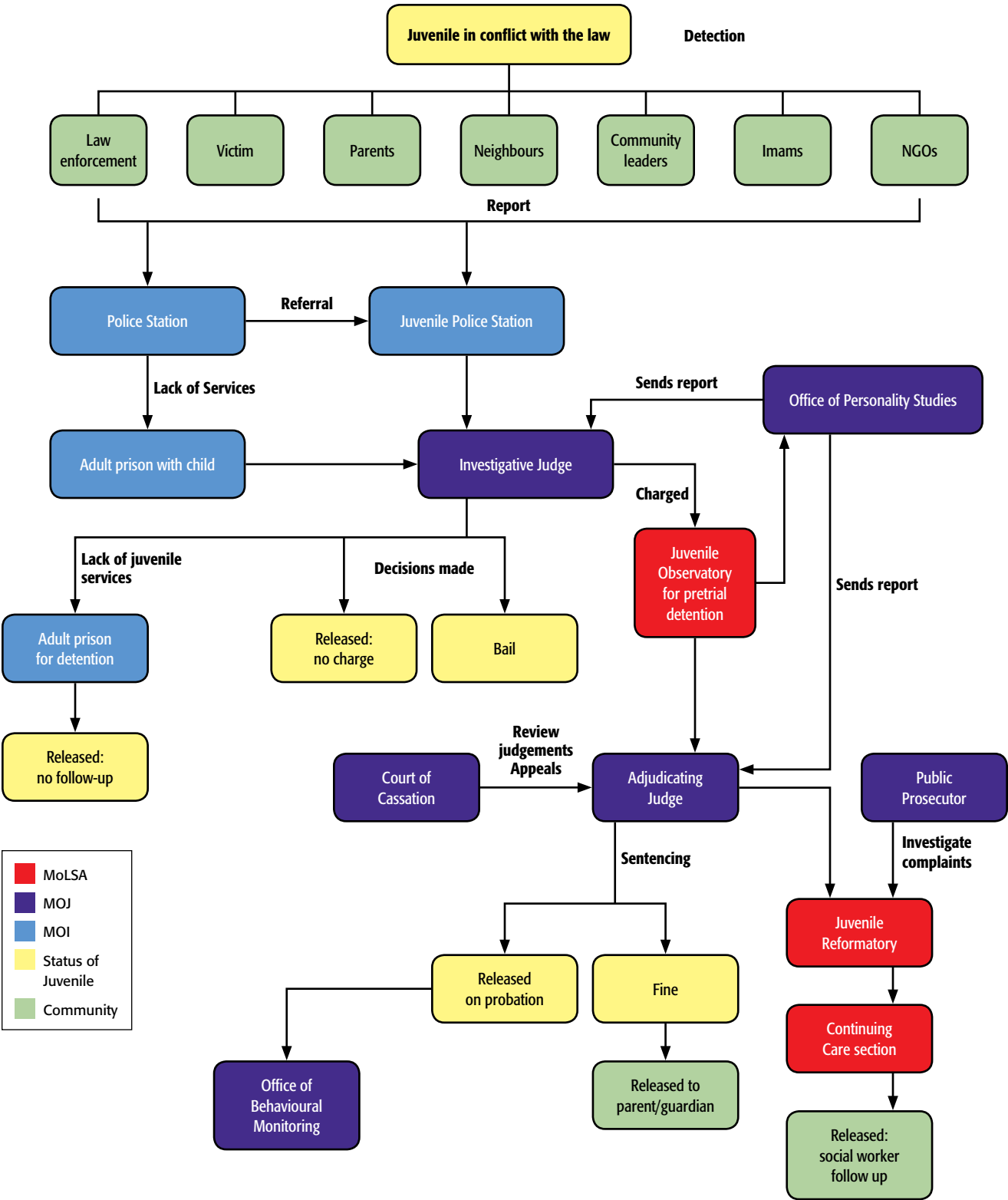
Captain Abdul Hamid Ihsan Husein, Human Rights Instructor; Rena Ramkay, Project Manager at the IBCR; Brigadier Ismat Muhamad Ali, Head of Education Sector at the Erbil Police Academy on 4 September 2013



Mr. Zeki Salh Musa, Director of Juvenile Reformatory; Bakhtiar Basher Husein, local project consultant; and Rena Ramkay, Project Manager at the IBCR, in Dohuk on 9 September 2013

Photo IBCR

DIAGRAM 1 – Justice Process for Juveniles⁸⁸



Cyndi Banks identified other areas of weakness in the Juvenile Care Law, in particular noting that:

- Court powers are not clearly articulated and no special procedures ensure that juvenile courts are “child friendly”
- Detail is lacking in regards to status offences and behaviours considered to be risks for delinquency and what school social workers are expected to do when such risks are identified in a child.⁸⁹

Juvenile Crime and its Causes

There is little written data available which outlines the most common offences juveniles commit, statistics on reoffending, rates of offending based on age and risk factors for offending. The information below was derived from interviews with police and justice officials.

The most common crimes for juveniles include:

- Moral crimes such as homosexuality, rape, sex outside of marriage, adultery and incest
- Stealing
- Fighting
- Driving without a licence
- Homelessness
- Begging
- Forgery – false identification
- Misuse of mobile phones

Cyndi Banks notes a number of risk factors⁹⁰ which were also commonly identified in IBCR interviews with child protection stakeholders. These include:

- Family breakup from political divisions during the civil war, as well as one or more parent being lost in the conflict
- Poverty and economic pressures forcing children to beg or find work
- Breakdown in family values – children not supervised, not given proper guidance and disciplined with violence
- Stricter rules and unequal treatment for girls in society.

According to interviews IBCR conducted with local non-governmental organisations and justice sector stakeholders, children who come into contact with police through the alleged commission of a crime face serious stigmatisation within their families, communities and from society at large. In the case of moral crimes, in particular, children will not be welcomed back into their families, once they have been charged and even

before conviction. For girls, the implications are even more serious if their families believe they have acted dishonourably. In these instances, girls normally need to seek protection from their families who may feel obliged to kill them in order to recover the family honour. Yet, it is not only moral crimes that will result in a child being treated poorly or isolated from his or her community. Children who come into contact with the police are considered “troublemakers” and family members, communities, teachers and their peers will treat them accordingly.

TABLE 7 – Age of legality of a child in the Kurdistan Region

LEGAL AGE OF THE CHILD	DATA	SOURCES
Criminal responsibility	11 yrs. in the KRG; 9 yrs. in Iraq	Juvenile Care Law, No. 76 of 1983
Right to vote	18 yrs. ⁹¹	KRG Draft Constitution
Right to education	6-12 yrs. mandatory	Compulsory Education Law, No. 28 of 2006
Right to work	15 yrs.	Labour Code, Law No. 71 of 1987
Right to marry	18 yrs.	Personal Status Law, No. 188 of 1959
Legal driving age	18 yrs.	Traffic Law No. 86 of 2004
Drinking age	18 yrs.	Penal Code Article 387 of 1969
Age of sexual consent	18 yrs.	Penal Code, Law No. 111 of 1969
Age of recruitment by the armed forces	18 yrs.	Military Service Act, 1969

Juvenile Court

Erbil, Sulaimaniya and Dohuk urban centres all have juvenile courts where a juvenile judge and two other court members with juvenile justice specialisation adjudicate juvenile cases. All members must have a minimum of five years’ experience conducting felony trials and reviewing decisions from the Investigative Court. In an interview, Judge Abdullah Aziz Ahmmad from the Dohuk Juvenile Court stated that he had received no special training to deal with juvenile cases, but had developed experience over the years. He noted that he

did not know of any training provided to juvenile judges on juvenile justice.

Juvenile judges typically hold court in their chambers. All juvenile trials are conducted in camera with parents or caregivers allowed to be present, as well as special experts required for the case, such as officials from the Personality Studies Office who are required to submit a report and recommendations on the child. A child does not have to be present for his or her case, however, a legal guardian or representative must represent the child and he or she must be informed of the case outcome. The court cannot publish the child's name, address, school or photograph that can identify the child in public.

There are several penalty options for a juvenile judge who finds a child guilty of a misdemeanour. The first option may be to release a child to his or her guardians, asking for a guarantee to ensure no recidivism. Alternatively, and only in misdemeanour cases, the judge may impose penalty of a fine, which is usually paid by the juvenile's family. Judges can also sentence juveniles to a reformatory for a duration of not less than six months. Instead of detention, the judge has the option of sentencing a juvenile to probation lasting between six months and three years, which is supervised by the Office of Behaviour Monitoring. In cases of felony convictions, juvenile judges will sentence juveniles to a term of detention in the juvenile reformatory. Boys between 11 and 14 yrs. cannot be sentenced for longer than five years and sentences for adolescents between 15 and 17 yrs. will not exceed 10 yrs. Most judges follow penal code guidelines very closely in determining sentences.⁹²

All felony cases against a child are reviewed by the Court of Cassation within 15 days of the juvenile judge's decision and a child has the right to appeal his or her sentencing decision within 30 days. Although there is an expectation that cases be processed as quickly as possible, there are a number of challenges which delay case processing, such as:

- Insufficient staffing at juvenile police centres inhibit quick investigation and, in particular, the rapid verification of a child's identification;
- Delays in preparing personality study reports due to a shortage of staff; and
- Lack of evidence and the experience to collect it in order to process complex and serious cases.

The Office of Personality Studies

This office is established at each juvenile court and is designed to be a key actor in the investigation process. Under the Juvenile Care Law, a child who has come into conflict with the law is referred to this office in order that a thorough medical and psychological examination is completed to establish his or her mental condition and treatment needs, which is then written into a report sent to the investigating judge who ordered the study in the first place.⁹³ There is a standardised form used to conduct the study of the child which includes questions such as background and economic situation, living conditions, educational achievement, health, personality traits, hobbies and state of mental health. While the office is supposed to have a specialised psychiatrist or pediatrician and a child psychologist on staff, neither of these positions is filled in the Erbil office. In Dohuk, this office has not been formally established, and children are sent to the MoLSA-run Centre for Mental Health, where a child psychiatrist carries out approximately six to eight of these studies each day.⁹⁴ The juvenile judge interviewed reported that he read these reports and took their recommendations into account when deciding on a sentence.

Staff shortages in the Office of Personality Studies mean that social workers do not have the capacity to carry out their mandate. In Erbil, social workers mentioned that they have only 10-15 minutes to spend on each case and are unable to visit the homes, schools and communities of children they see because there are no vehicles for them to use and not enough staff to leave the office for these visits. On Mondays, the staff set up interviews with children referred from the court and, since there is only one office, there is no privacy at all. On the other days, members of the office are required to attend court for the children they have interviewed and may receive new cases that require examination throughout the rest of the week. There is no annual reporting, although staff can count the number of reports they have filed for statistical purposes, if necessary.

The staff noted that they are trained in social research, but have never been provided guidelines or training on how to deal with the children they see. It was mentioned that staff attitudes, whether rigid or flexible, determine how a child who comes into contact with the office will be treated. Moreover, children with medical requirements for physical or mental health issues will have to be referred to a hospital, since the requisite staff is not on site. During interviews, staff stated that they cannot perform their duties as intended under the Juvenile Care Law, due to resource, knowledge and training constraints.

Juvenile Reformatories and Observatories

Each governorate has a facility for the detention and rehabilitation of juveniles, which also holds children awaiting trial in a separate building or section called the observatory. The juvenile reformatory compound in each city also houses the women's prison, where both pre-trial and convicted girls are held. Juvenile and women's reformatories and observatories are organised under the Ministry of Labour and Social Affairs. Their mandate is to provide training, education and social skills to those who have been convicted of a crime in order to reform and prepare them for reintegration in society.⁹⁵

The Erbil, Sulaimaniya and Dohuk reformatories were visited on the following dates:

Erbil	19 August, 2 September, 5 September 2013
Sulaimaniya	29 August 2013
Dohuk	9 September 2013

The reformatories are located quite far from the city centre in both Dohuk and Sulaimaniya and it was noted by the Deputy Director of the Sulaimaniya Reformatory that this distance makes it difficult for families to visit

and the fact that there is no bus service, since the reformatory is located on a former military base.⁹⁶ The Dohuk Reformatory and Observatory is located on the highway on the outskirts of the city, without access to city buses. The reformatory in Erbil is fairly central and easily serviced by bus or taxi.

Each reformatory has a different organisation of its buildings and tries, insofar as its infrastructure allows, to meet the requirements set out in the Juvenile Care Law. All stakeholders interviewed at the three reformatories identified the need for more physical space and buildings in order that older boys be separated from younger ones, pre-trial children be held away from those convicted, children in aftercare need not interact with juveniles still in detention and that girls be provided with a separate building so they do not have to be detained with adults. In all of the reformatories, girls are held in with adult women in a separate building when awaiting trial, as well as while serving penal sentences. The introduction of aftercare, a form of supervised early release from detention to prepare children for their return to society, in May 2013, has resulted in a new programme for the reformatories to administer, without the provision of new buildings or facilities.

TABLE 8 – Existence of Separate Buildings

Location	Women's Reformatory (pre- and post-trial girls)	Observatory	Convicted 11–4 yrs. (young boys)	Convicted 15–17 yrs. (adolescents)	Convicted 18–23 yrs. (young adults)	Aftercare	Receiving Department
Erbil	yes	yes	no	no	no	no	yes
Sulaimaniya	yes	yes	no	no	yes	no	yes
Dohuk	yes	no	no	no	no ⁹⁷	no	no

UNICEF estimates that 1831 children and youths were detained in MoLSA, MoJ and MoI facilities in all of Iraq in May 2013.⁹⁸ At the time of the IBCR mission to the Kurdistan Region, there were a total of about 245 girls and boys held in the MoLSA-run juvenile reformatories. No figures were available for juvenile detention in other facilities in the KRG.

TABLE 9 – Number of Children and Youth in Juvenile Reformatories and Observatories⁹⁹

Juvenile Reformatory / Observatory	Pre-trial Boys held in Observatory	Convicted Boys held in Reformatory	Boys in After Care	Pre-trial Girls held in Women's Prison	Convicted Girls held in Women's Prison
Erbil	36	24	n/a	5–6	5
Sulaimaniya	17	84	n/a	1	3
Dohuk	20	29	17	1	3
Total	73	137	—	7–8	11

For 2009, there were a total of 961 boys and 97 girls held in pre-trial detention and 120 boys and 6 girls who were convicted and detained in the three juvenile reformatories.¹⁰⁰

With respect to staffing, each of the reformatories has a mix of social workers, psychologists, guards, educators, administrative staff and physicians available as needed. As an example, the Erbil compound has seven female social workers and guards in the women's reformatory, six social workers in the boy's pre-trial observatory and four social workers in each age division (4 for the 11-14yr olds; 4 for the 15-17yr olds and 4 for the 18-23yr olds).¹⁰¹ Social workers deal with medical needs of children, supervising activities and family visits, addressing immediate problems and rehabilitating juveniles. Families are permitted to visit twice a week, on Sundays and Wednesdays and an imam from the mosque comes in once a week. A physician visits when required to address more serious medical issues.

There are 11 teachers at the Erbil reformatory, in addition to the head of the school, two of whom conduct sports training and activities and one who teaches music. Teachers are provided by arrangement with the Ministry of Education. A public prosecutor is also on site in each of the reformatories in order to investigate complaints and regularly tour the facilities to ensure that they comply with ministry and legal standards.¹⁰²

A typical day for a boy in each reformatory or observatory begins at 7am with breakfast, followed by school, which is optional, with lunch and a rest between 12 and 2pm. After this, boys who are over 14 years may develop their skills through vocational support programmes for electricians, tailors, mechanics, construction and computer technicians, which is usually offered through a UN agency or a local nongovernmental organisation. Because boys and girls attend school separately and there is no separate classroom for girls, they are not offered the same opportunities for ongoing education and recreation as are boys. Some of the older girls are able to attend vocational training classes with women, when programmes are sponsored by an international or local organisation off site.

Data collected at all three juvenile reformatories, through observation and interviews with directors, staff and children, clearly pointed out existing gaps in child protection, such as:

- Inadequate infrastructure to separate girls from women, to separate children based on ages and seriousness of offences, to provide separate facilities

for pre-trial boys and for girls awaiting trials, to accommodate early release juveniles through a separate aftercare building;

- Insufficient training and knowledge among social work and caretaking staff, as well as guards, to understand children in conflict with the law, assist children with rehabilitation and counselling;
- Stigmatisation associated with children in detention results in some teachers, vocational trainers, guards and social workers not wanting to directly engage with the children and, when they do, not treating them very humanely. Many employees welcomed transfers and it was consequently quite a challenge to maintain staff who had developed skills and capacity.

Public Prosecutors' Office

Reporting to the Ministry of Justice, the Public Prosecutor's Office promotes and protects human rights and maintains a specialised office to address the concerns of juveniles housed in the reformatory or observatory, among other duties. The main function of the office is monitoring the reformatory process to ensure that the laws and regulations are followed. Particular monitoring responsibilities include ensuring the proper implementation of rules and regulations, health conditions, and humanitarian, educational and cultural needs. In Erbil and Dohuk, the Public Prosecutor's Office is located within the reformatories. Interviews with two public prosecutors and judges at the office in Erbil, revealed that the prosecutors take their work very seriously - visiting the reformatories twice weekly to meet with children and women, register complaints, investigate alleged mistreatment, discuss the status of court cases, receive applications for conditional release and follow up with cases in the observatory when children have been detained pre-trial for over six months - they have found little recourse and resolution of problems.¹⁰³

When the institution can deal itself with a complaint, the Public Prosecutor will report it to the appropriate department in the reformatory or to the Director. If the issue requires action beyond the institution, the Public Prosecutor informs the Chief Public Prosecutor in the MOJ to resolve it.

The Office of Behaviour Monitoring

The juvenile court may order the child to be monitored in the community by a social worker from the Office of Personality Studies for a period of not less than 6 months and not more than 3 years and may extend this period

for the benefit of a juvenile after considering a behavior monitor's report. In deciding to place the child under the supervision of a behaviour monitor, the Court must consider the seriousness of the crime, the behaviour of the juvenile, as well as his or her psychological health and social background. An order for behaviour monitoring may be revoked and another penalty imposed if the juvenile is not of good behaviour.

In Erbil, a separate Office of Behavior Monitoring was opened in 2004.¹⁰⁴ According to the Erbil office, the Office of Behavior Monitoring had just opened in Sulaimaniya in 2012 and had not yet been established in Dohuk. Prior to the establishment of separate offices, behaviour monitoring staff was located in the juvenile court. In Dohuk, the juvenile police carry out behaviour monitoring when convicted children are sentenced to probation.¹⁰⁵

The Erbil office has five employees who deal with approximately 15 – 20 cases each year, the vast majority of them boys.¹⁰⁶ Those interviewed noted that they might see one or two girls only in a given year and attributed this to the fact that traditional, community forms of justice were usually engaged for cases involving girls. Most probation terms ranged from four months to no more than two years. The most frequent misdemeanour convictions leading to behavioural monitoring as a sentence included homosexuality, stealing, fighting and driving without a licence. For girls, the cases mostly involved stealing.

Social workers at the Office of Behaviour Monitoring are expected to monitor children in their families, schools and workplaces, if relevant, at least twice a month. In reality, because there are no cars provided to make visits outside the office, the social workers ask children to report at the office for monitoring once per month if they live in the area and once every two months if they are further away. When children come to the office, the social worker will ask how they are doing and provide advice, if warranted. Frequently, they advise children not to mix with peers or friends who behave inappropriately, however, they are unable to monitor whether the advice is heeded.

The Erbil office consisted of only one small room for all staff to work in, which meant that children could not be assured any degree of privacy when interviewed or counselled. Moreover, there was no budget provided to offer children anything other than tea. Staff identified the need for more resources to access transportation or purchase a car, properly furnish the office and make it child-friendly, expand the office to accommodate private meeting rooms and enable staff to attend capacity-

building training. No formal, or informal, process exists to build capacity of staff and, as in many government ministries, outside of a general description for social workers in the civil service, there are no guidelines, specific mandate nor description of duties for those who work in the Office of Behaviour Monitoring.

Informal Justice

Traditional or customary practices and institutions such as tribal mediation, party social committee problem solving and village-level dispute resolution continue to exist in both rural and urban areas, although are more commonly used in small villages and areas outside of main urban centres. Because it is difficult to access the formal legal system in rural areas, many families rely on traditional methods to resolve disputes in their communities. Moreover, delays in the formal justice system lead families to pursue informal means when an issue needs to be resolved quickly. Village elders, prominent party officials and imams constitute the main authorities providing advice to resolve disputes. IBCR was unable to collect much data and information about these processes and there is no record from traditional dispute resolution practices. Cyndi Banks notes that more qualitative and quantitative research is needed on how informal processes of justice address issues involving children and claims that, "it is likely that informal processes will be privileged over the formal justice system in resolving disputes concerning children because the community has greater confidence and trust in its processes and outcomes."¹⁰⁷ She encourages careful scrutiny and monitoring of the informal system in order to ensure compliance with CRC obligations and norms.

9. CHILDREN AS VICTIMS OR WITNESSES IN THE JUSTICE SYSTEM

There are no legal guidelines or processes for how to treat child victims and witnesses in the Iraqi of Kurdish justice systems, nor is there mention of these categories of children in the Juvenile Care Law. Most of the people interviewed identified this area as an enormous gap in the child protection framework and suggested that child victims and witnesses were not treated any differently than alleged perpetrators, making this an important and urgent area for work and improvement.

E. POLICE INTERACTION WITH CHILDREN IN THE KURDISTAN REGION

As part of their responsibility to maintain public order, as well as to protect civilians, police forces are often the main and/or first respondents to deal with children in the Kurdistan Region. The information in this section has been provided by police from both regular and juvenile stations and it has been supplemented by data collected through interviews with stakeholders from the child protection and justice sectors, as well as testimonies from 82 children. The data has been organised in three sections – the most common police interactions with children, challenges faced by the police in these encounters and perceptions that police and children have of one another.

"If you call the police because you need help, they don't come."

(Boy, 14 yrs., Erbil)

"They discriminate against regular and poor people and let the higher ups go free."

(Boy, 15 yrs., Sulaimaniya)



Group work at the Strategic Workshop held at the Chwar Chra Hotel on 26 November 2013

Photo IBCR

1. COMMON SITUATIONS OF INTERACTION BETWEEN CHILDREN AND SECURITY FORCES

TABLE 10 – Interaction between children and security forces

	URBAN SETTING	RURAL SETTING
In public	<p>A division of labour among various branches of the police force results in children interacting more frequently with the Traffic, Emergency, Juvenile and Crime combatting police, as well as municipal security services in the bazaars and markets.</p> <p>Children who live and work in the streets most often interact with police for the following alleged offences</p> <ul style="list-style-type: none"> ▪ Children under 15 yrs. working ▪ Homelessness ▪ Begging ▪ Loitering ▪ Theft ▪ Minor assault 	<p>There are fewer law enforcement agents policing much larger geographic areas in rural areas and there are no juvenile police stations outside of the three urban centres of the Kurdistan Governorates.</p> <p>It is unusual to see children in the street in rural settings; consequently police interaction with children occurs less frequently and under circumstances when law enforcement perceive a child breaking the law or after commission of a crime to either collect a child from his or her home or receive a child who has turned him or herself in to the police station.</p>
Examples	<p>The most visible law enforcement agents are the Traffic police who ensure road safety and direct traffic. They police incidents of underage driving, ensure pedestrian safety when children cross streets and intervene when children sell goods or beg in traffic.</p> <p>In the case of an emergency or urgent call, the Emergency police are first responders. Children who witness or are involved in an urgent situation, such as an assault, will encounter these police.</p> <p>Crime combatting police are called to the scene after a crime has been committed in order to collect first level evidence and interview witnesses. Children implicated in and children who witness activities, such as theft or prostitution, will interact with this force, including child labourers or children living in the streets.</p> <p>Municipal security are present in the main bazaars and regularly interact with child labourers to enforce minimum age laws for workers, ensure proper business licences and check legality of goods being sold .</p> <p>The Juvenile police will patrol the streets to pick up children in the street or in “risky” areas¹⁰⁸, but this occurs infrequently due to limited resources among the juvenile police forces.¹⁰⁹</p>	<p>A child who has committed a crime such as theft might present himself to the rural police station. Alternatively, the police may visit the home of a child who has been accused of a crime, such as assault, arrest him and take him to the police station.</p> <p>Police assert that juvenile crime is much lower in rural areas since there are fewer distractions for children and both family and community bonds are much closer, so children are more consistently supervised, tend to follow tribal norms and problems are solved within the family and tribe.</p> <p>Rural police noted that “everything is hidden in the villages”, which make it difficult to protect children.¹¹⁰</p>

Police interviewed from the Crime Combatting, Emergency and Court units mentioned that most of the cases they see involve children who are lost in the street, children begging on the street and children who have called Emergency police on the helpline because of problems with parents. They mentioned that they see their role as a bridge between parents and their children sometimes.

Police acknowledge that there are problems in how they interact with children, as described below.

- "Police practices differ depending on the knowledge, training and attitude of the policeman or woman".
- "Adequate solutions are lacking and legal proceedings and social protection must be improved dramatically."
- "It is very difficult to communicate with children in the street because police are not equipped with the necessary knowledge and skills."
- "While regular police are supposed to pass children on to juvenile police, there may not be appropriate places to hold children in either station."
- "There is not enough attention paid to prevent violent acts by juveniles. The focus should also be on prevention and not simply responding after it is too late."
- "It is very difficult to work with children who have behavioural problems because no institutions will take the child. For example, if a girl has misbehaved, no institution will take her because of fears that she will corrupt all the other girls in the institution."
- "Kurdish society is very weak in regard to child protection, as there is no sense of responsibility for vulnerable children. Even teachers with completed academic degrees do not know how to deal with children."

**"We don't often deal with children,
but when we do, we treat them
like our own children."**

(Policeman, Erbil, 26 November 2013)

Problems are particularly acute with respect to girls since most problems they encounter are related to the family and in most cases, girls are victims, not perpetrators, but their families will kill her if she goes home. The police do not know what to do with girls in these circumstances. Judges put these girls in prisons and, while NGOs are working hard to put these girls in a shelter and not a prison, girls' care institutions do not accept them. The result of this is that little girls are housed with imprisoned women, many with abuse problems, and the girl may need treatment or may even end up being trafficked. There are no options and few services for girls, whereas boys can receive some care. Resolving problems with boys is much easier, as families will take them back, but not girls. Insofar as possible, girls are given special care by female police officers and perhaps even female investigators.

Police believe that children also encounter many difficulties when interacting with children, such as:

- Being hesitant and afraid because not all police know how to behave.
- Being arrested by all different types of police – Emergency, Security, Crime Combatting, Traffic, etc. – although they are only supposed to interact with Juvenile police.
- Being transferred or taken to regular police stations where the environment, the methods and the means are not appropriate for children and their development. Children are supposed to be transferred to the juvenile police within 24 hours, according to the law, but not all police know and follow this guideline.
- An example was provided by a participant in the Framing Workshop where a child was suspected of stealing and the police raided the home of the child, looking for the stolen property. The police stormed the house wearing uniforms and carrying weapons, ruining the reputation of the child in the eyes of his neighbours and community before he is determined to even be guilty. The child will then lose the support of his community. Many police do not know the limits of their job and do not see children as victims at all, only as perpetrators.

Police, with few exceptions, are not authorised to investigate crimes. They often take statements from the child, but cannot issue an arrest warrant without sanction from an investigative judge. Police assume the task of bringing the child before the investigating magistrate or

the Juvenile Court.¹¹¹ Investigation of juvenile cases is carried out by a juvenile investigative magistrate. If there exists no such magistrate, the investigation is carried out by an investigation magistrate or a judicial investigator. Judicial investigators are present in every police station, including those for juveniles, and they may sanction some police investigative activities. Child victims and witnesses (if no less than 16yrs¹¹²) are also interviewed by judicial investigators or authorised police and may wait for some time in the station before a statement is taken. Children may wait longer in rural areas to see a Juvenile Judge or for the judicial investigator to come to the station.

When asked if they ever caution or warn a child for a minor offence instead of arresting him or her, police responded that they do not have the authority to decide whether a child should be warned or cautioned. Only the investigative judge is able to determine whether or not a child should be arrested and charged. When a complaint is made against anyone, including a child, police believe that the formal justice system will determine culpability and appropriate penalties. The role of the police is only to execute the law and the policeman or woman must charge the person. The lack of police discretionary authority, or at least how the police perceive their role within the formal justice system, results in few children avoiding the criminal justice system in minor cases.

2. CHILDREN'S PERCEPTIONS OF THE POLICE

Interviews conducted¹¹³ with children revealed that their perceptions of police were linked to their social situations (students, living and working in the street, from poor neighbourhoods, etc.), and the boys who had been arrested held more negative perceptions than those who had not come into contact with police. An exception was with the Juvenile police, who had arrested two

29/31 grade 4 students in Erbil stated they would feel comfortable asking the police for help if they needed it.

of the children interviewed. It was noted by the children that these police were very kind and treated them well. Girls in detention and observation identified that the police treated them well, with the exception of the fact, that testimonies from girls, at first, were generally not believed without external corroboration. Child labourers believed that "police do not tend to help children who work" and cases of harassments are reported among this group. When asked if they would ask police for help if they needed it in the future, almost all children stated that they would, with the exception of those boys already in detention.

What children liked about the police:

- "Some police are very nice"
- "Police are everywhere, keeping us safe and protected"
- "I love police because they try to help us"
- "My friend got lost in the bazaar and the police helped him"
- "When I was at the juvenile police station, the police spoke very nicely to me"
- "It's good to have police to capture bad people"
- "I am happy when they patrol my neighbourhood because I feel protected"
- "There would be chaos if we didn't have traffic police"
- "The police come right away when you need them"
- "Police stop bad things like drugs and crime to keep us safe and happy"
- "There is better harmony with police and I respect them"
- "Police are our brothers and sisters"

TABLE 11 – Children interviewed on missions

Gender	Children in detention or observation	Child labourers	Children from low income neighbourhoods	School children
Boys	10	12	26	15
Girls	3			16
Totals	13	12	26	31

Some of the concerns that children had about police included the following:

- "I used to think police were good until I was arrested. They intimidated, shoved, threatened and beat me. I would never go to police again."
- "Sometimes police stop child labourers for no reason and harass them"
- "The police don't believe us (children); they think we lie"
- "I'm scared of the police because of the stories I have heard about them"
- "Children are presumed guilty; no one believes us"
- "I saw police beat a man.... I don't trust them"
- "Traffic police should help us more... we need their help to cross the street, but they don't help us"

All boys who had been arrested, with one exception, stated that they had been subject to beatings by police and were forced to confess to crimes, some of which they claimed, they had not committed. Most had been detained by the Crime Combatting Police and, in a couple of cases, by the Asayish. Six out of the 10 boys arrested said that they were not transferred to Juvenile police stations and none of the girls in detention who were interviewed were transferred to the Juvenile police station; instead, they went directly to the women's reformatory to be held pending trials.

Children offered plenty of advice to improve police interactions with boys and girls.

- "Stop dehumanising and degrading juveniles picked up by police"
- "Eliminate violence and forced confessions"; "Find and collect evidence so police don't rely on beating confessions from children"
- "Stop discrimination – based on connections, some juveniles go free while others suffer"; "Treat us according to the law, not randomly and based on family connections"; "Treat poor people the same way rich people are treated"; "Arab children deserve the same respect as Kurdish children"; "Don't misuse your power, rely on the law"
- "Respect child rights and treat children according to their age"; "Learn children's rights and help us when we need it"; "Protect children's rights"; "Promote children's rights"; "Respond to children who ask for help"

- "Believe children – don't assume that we all lie"; "Try to understand us better"
- "Do not hold us with adults in prison. Our needs are different and adults can intimidate us"
- "Don't be violent when speaking with children – be calm and don't slap us"
- "Increase number of police in the streets so they can help us cross the street and walk safely around schools"
- "Provide police who are female for female cases"

Based on interviews with both the police and children, it appears that the police role and mandate with respect to children have to be clarified and better articulated to both, since there is some confusion about what children expect from the police and how police are supposed to interact with children. The Juvenile Care Law does not seem to be well known or understood among regular police forces, nor do they seem familiar with child rights and protection principles. There is currently no training for recruits and no ongoing professional capacity building activities to address police interaction with children. Since police officers who first encounter children are not usually juvenile police, it would be important to incorporate training on the rights of the child and the KRG legal framework applicable to child protection into the education of regular police forces. It would also be useful to examine the extent of discretionary authority police possess when it comes to arresting and charging a juvenile with minor crimes.

A project to introduce the police role and mandate with regard to children has begun in Erbil under the media relations department of the General Directorate of Police.¹¹⁴ Police visit both elementary and secondary schools to meet with students, show their equipment (including vehicles), discuss their duties and speak about how they can assist children and adolescents. This project helps to familiarise children with the police role and builds children's trust in police as their protectors and helpers, according to Major Karwan. This project has great potential for replication in each of the governorates and in districts and rural areas that are far from the urban centres.

F. ORGANISATION AND OPERATION OF THE POLICE IN THE KURDISTAN REGION

Under Art. 74, clause 15 of the proposed Constitution of the Kurdistan Region, the KRG President has the authority to “organise and administer the (Regional Guard) the Peshmerga, in order to protect the region, as well as the police, the security agencies, and other internal security forces.” The security forces are composed of four different organisations:

- The Peshmerga
- The Intelligence Services
- The Asayish
- The Regional Police

The Peshmerga, Intelligence Services and Asayish are not organised under the Ministry of the Interior, but rather the Ministry of Defence.

1. THE PESHMERGA

The Peshmerga is composed of the past militias of the two main parties in the Kurdistan Region, the Kurdistan Democratic Party (KDP) and the Patriotic Union of Kurdistan (PUK) who are overseen by the KRG’s Ministry of Peshmerga (Defence) and provide military security and defence of the region.¹¹⁵ They are estimated to number approximately 127,200.¹¹⁶

2. THE INTELLIGENCE SERVICES

Little is known about the Intelligence services of the KRG, in part because there is no legal basis for their existence. The two intelligence agencies, the *Parastin*, who represent the KDP and the *Zanyari*, who report to the PUK military, are similar to the CIA in the United States, since they are tasked with intelligence gathering focused on external security.

3. THE ASAYISH

The Asayish mission is the defence of internal security in the KRG, analogous to the role of the FBI in the United States. It has investigative, intelligence and arrest powers. While in theory, the Asayish does not involve

itself in general criminal acts, in practice, it is the only law enforcement entity in the Kurdistan Region with investigative capability. Consequently, the Asayish deal with many matters that are not strictly related to national security. Because drug interdiction, anti-corruption, auto theft, counterfeiting and prostitution are frequently linked to organised crime, which may also fund terrorist activity, the Asayish has been known to pre-empt investigations into these areas.¹¹⁷

4. THE REGIONAL POLICE

The KRG police fill the traditional civil law enforcement role in the Kurdistan Region and are tasked with upholding the law and protecting the people of the DRG. All regional police are under the authority of the Ministry of the Interior. Other duties include traffic policing, immigration enforcement, forest and environmental protection, as well as protecting oil, gas, water, electricity and other such facilities and installations.

“You have been taught modern working practices so that you may apply them based on respect for human rights and international law, and so that the police will become a symbol for enforcing law and protecting the rights of the people. We in the Kurdistan Regional Government place our hope in you. We want the police to be close to the people.” (President Barzani’s speech to the April 2008 Erbil Police Academy graduating class)¹¹⁸

There does not appear to be written policy that outlines the formal breakdown of police duties, codes of conduct or operational procedures, nor are there standard procedures for warnings and disciplinary action. Consequently, much of the information about the police, their organisation and their operations has been collected through interviews.¹¹⁹

Personnel

The Kurdish police force is made up of an officer corps and enlisted personnel. Officer candidates of both genders with a university diploma receive nine months of training. Men with a high school diploma must undergo

three years of instruction, while women who have attended a two-year institute attend the same nine month course. Enlisted personnel who make up the regular police services receive only 45 days of training.

Organisation

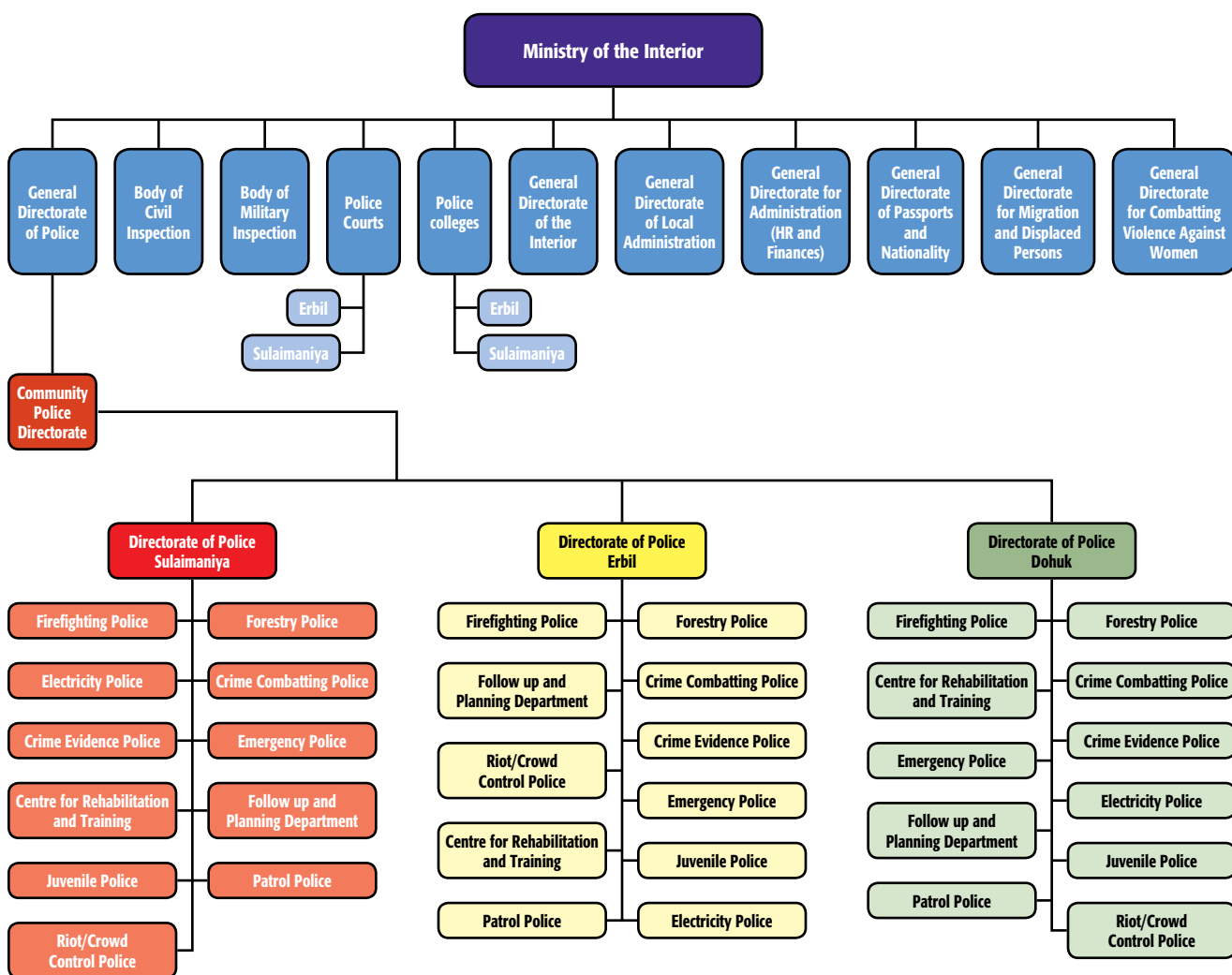
As of May 2012, the Interior Ministry of the Kurdish Regional Government was unified after being split along party lines since the end of the Kurdish civil war. Orders now originate only from the Ministry headquarters in Erbil.¹²⁰ The ministry's forces are also united into one standby force, rather than be separate by function (see

section iii). To ensure de-politicisation and eliminate double administration, officials and officers are to be rotated between governorates. On an operational scale, police in each governorate, as well as in certain smaller regions, are headed by a General Directorate, with departments in each district and police stations in most sub-districts.

Units

The newly unified ministry's forces are also united into one standby force, rather than continuing as separate protection, police and emergency units.

DIAGRAM 2 – Current Organisation of the Police¹²¹



Regular Patrol Police

Regular police are responsible for routine police activities such as patrolling and first response. They can also investigate crimes up to minor felonies, although their actual scope of responsibility varies widely, and in poorly resourced districts, they may be limited to performing administrative functions, with Emergency Police picking up other enforcement duties.

Traffic Police:

These police handle all traffic related matters, including directing traffic.

Emergency Police:

Emergency Police responsibilities vary from district to district. Where Municipal Police maintain an active posture, Emergency Police responsibilities are limited to major felonies. In areas where the Municipal Police are more passive, the Emergency Police are called upon to handle matters normally associated with routine policing, such as patrol, responding to calls from the public, and investigation of less serious crimes.

Riot/Crowd Control Police:

These formations handle public demonstrations, protests, riots, civil disobedience and other crowd management functions.

Crime Combatting Police:

The Crime Combatting Police has the objective of combatting crimes such as murder, robbery and vehicle theft. Some police within this unit have been authorised to carry out investigations.

Crime Evidence Police:

This unit is trained in forensic science to collect and analyse evidence from crime scenes.

Other functional units

The Electricity and Forestry Police are all entrusted with protection duties of the electrical grid and forestry lands, respectively. The Firefighting Police perform the same function as firefighters in other countries, in that they respond to fire outbreaks. The Juvenile Police will be dealt with in the next section.

5. COOPERATION BETWEEN POLICE AND OTHER SECURITY FORCES

A high security committee composed of representatives of the Peshmerga, the Asayish, the police, and the governors from each of the three governorates, and lead by the Ministry of the Interior, coordinates the security efforts of different organisations.¹²²

6. SPECIALISED POLICE AND CHILD PROTECTION¹²³

Juvenile Police

The Juvenile Police are a specialised unit operating out of Juvenile Police Centres in each of the Region's three main urban centres, Erbil, Sulaimaniya and Dohuk. They were established in 1991 and report to the Directorate of Police in each governorate. Their mandate consists of the following¹²⁴:

- To protect children in contact with the law by establishing specialised units;
- To handle cases involving children living in the streets, runaways, mistreated children and delinquency prone juveniles found in places of entertainment;
- To transfer children from the juvenile reformatory to the court and vice versa.

Yet, arrests of children are often made by regular police, either because there are no juvenile police in the area, especially in rural locales or districts outside of the urban centres, or because there are limited numbers of juvenile police with few resources for patrols. Juvenile police interviewed attested that they were unable to fully implement their duties since the small number of officers did not permit regular patrols and only enabled them to investigate once children had already been arrested.¹²⁵ According to the Juvenile Care Law, arrested children are to be transferred to a Juvenile Police Centre within 24 hours of being picked up in order that the investigation be handled by the specialised officers there. Juvenile police are also entrusted with prevention, detaining and returning to their families children found to be drinking, gambling, homeless or begging.¹²⁶

There is no set criteria or special qualifications for officers to become juvenile police. Officers wear street clothes instead of regular uniforms, although they drive regular police cars. None of the juvenile police interviewed was aware of a specific job description or clear mandate for their work. Juvenile police do not receive any specialised training for working with children from the police academy before they graduate, nor do they undergo training specific for juvenile police. According to the directors of the Juvenile Police Centres, on the job training usually consists of one to two months of mentoring by more senior officers, starting with small and simple cases to investigate and taking advantage of any courses in child rights, justice and awareness building offered by NGOs or international organisations.

Staff turnover is high among the juvenile police, partly due to the common perception in the KRG that juvenile police are lower in status than military or regular police which makes other postings more desirable, as well as resulting from directives for transfers that come directly from the Directorate of Police in each governorate. In order to maintain knowledge and competence for interacting with children, the juvenile police interviewed commented that maintaining staff was one of their biggest challenges.

Lack of training and slow transfer of children to Juvenile Police Centres leads to reported abuse during police detention, according to juvenile police and reports on the process. A 2009 UNAMI human rights' report

explains the reasons for these abuses: "Children and adolescents in contact with Iraqi security forces continued to be exposed to physical and psychological ill-treatment, particularly upon arrest and during the early stages of investigation. The criminal justice system places an overwhelming weight on confessions and detained children are almost inevitably subjected to some form of violence by investigators with the aim of obtaining a confession"¹²⁷

Juvenile Police Centres

The Sulaimaniya Police Centre employs more staff than the other two centres, with a total of 47 employees who occupy the following positions:

- 6 police officers (2 female, 4 male) who investigate juvenile crimes
- 4 staff sergeants (male) who assist with investigations and patrols
- Social workers and psychologists
- Judicial investigator
- Human resources – female escorts, security guards, servants¹²⁸

Between January and August 2013, the Sulaimaniya Juvenile Police Centre opened 507 cases, with the majority of crimes related to stealing, traffic offences and fighting for boys, with girls most frequently running away from their homes.



Rena Ramkay, Project Manager at the IBCR, receiving the Erbil Police Academy coat of arms from Brigadier Nawzad Ganjo, Deputy Dean on 26 November 2013

Photo IBCR



Local project consultant, Bakhtiar Basher Husein, at the Erbil Juvenile Reformatory on 10 December 2013

Photo IBCR

TABLE 12 – A Sampling of Data on Cases handled by one of the KRG Juvenile Police Stations

The number of cases handled by the juvenile police station is 506, which were registered between 1 January 2013 through 25 July 2013. Cases are classified according to different legal articles.

Series	Law Articles	Infraction	Number of instances
1	21 Clause 1 Traffic Law	Unlicensed driver	110
2	21 Clause 2 in Traffic Law	Allowing unlicensed driver	68
3	23 Traffic	Careless/Reckless Driving	22
4	405 Clause 31+406 Clause 31		8
5	412 + 413 + 415 + 416	Assault	62
6	24 in Juvenile Care Law	Homelessness	22
7	390	Begging – able adult	8
8	443	Robbery (at night)	20
9	444	Robbery (in daytime)	11
10	446	Opportune stealing during a public incident	35
11	450-452	Unlawful appropriation of documents and property	6
12	Law 6, 2008	Misuse of cell phone	9
13	405-406	Murder	4
14	229-230	Offences against officials and other public agents	4
15	21 weapon		4
16	281-299	Forgery and falsification	3
17	430-432	Threats	10
18	433-438	Defamation, insult, and the disclosure of confidential information	3
19	477	Destruction of property	5
20	420	Unlawful concealment or burial of a body	4
21	29 Clause 2 in juvenile care law	Responsibility of the guardian in the event of a felony or misdemeanor committed by a juvenile	14
22	453	Wrongful use of an item lawfully in one's possession	1
23	3-4 prostitution	Procuring or facilitating prostitution (art. 3), confinement of convicted prostitute to women's rehabilitation house (art. 4)	2
24	400-404	Immodest and shameful acts	2
25	393-396	Rape, fornication, seduction, forcible sexual assault, buggery	6
26	381-383	Kidnapping of a newborn, withholding a child, child endangerment	3
27	460-462	Concealment of goods acquired as a result of an offense	6
28	377	Adultery	2
29	10 clause 5 personal status		1
30	10 clause 5 passport		1
31	19 in law of protecting wild animals		2
32	386	Public intoxication	1



Series	Law Articles	Infraction	Number of instances
33	495	Prohibited actions related to fireworks, firearms, animals, causing a nuisance, etc.	1
34	456	Acquisition of property through fraud	1
35	12 trade		1
36	421-422	Kidnapping, kidnapping of a juvenile	2
37	Without legal clause		21
38		Domestic violence	13
39	332	Acquisition of property through fraud	1
40	310	Bribery of public officials	1
41	14 Narcotic		2
42	26 in traffic law	Interfering With or Assaulting Traffic Officials	1
43	243	False notification of an offense	1
44	248	Obstruction of justice (tampering with crime scene or other evidence)	1
45	343 clause 1	Endangering life by negligently setting property afire (no damage to life or property)	1
	TOTAL		506

In terms of infrastructure, the juvenile centre is a building in the outskirts of town rented from the Ministry of Labour and Social Affairs. Space is very limited with two to three investigators sharing a room, making private conversations with children impossible. If a child needs to be held overnight in the station, there is only one cell so girls must be held somewhere else in the centre, such as an office. The cell is old and without proper air circulation. The centre has no canteen, so there is no food available if the child is hungry. Juvenile police officers frequently buy food and drinks for children with their own money. When a judge releases a child, if they live far away in the districts or even another city, there is no budget allocated at the centre to assist them with transport getting home. The phone provided for children requires the use of a phone card, which few children possess when they come into the centre. The juvenile police also noted that an unmarked car would be good to have for dealing with juveniles who are often afraid of regular police cars.

The Dohuk Juvenile Police Centre was established in 2002 and is staffed with 29 personnel, five of whom are police officers, one female, and the rest comprised of guards, clerks, administrative personnel, court workers and servants.¹²⁹ The Director told the IBCR that he was not authorised to share statistics and data, although

he did provide that the majority of cases involving boys included driving without licence, fighting, petty stealing, homelessness, loitering and begging. Girls were most frequently brought in for homelessness, loitering and begging. He noted that juvenile police work had increased with the close location of the Domiz refugee camp for Syrians, which produced children who loitered, begged, quarrelled and were homeless.

The Dohuk police centre is located in a building rented from the Ministry of Labour and Social Affairs and is centrally located in the city. Resources were inadequate, according to the Director, who advised IBCR that the building was old, there was inadequate privacy to investigate crimes, and there was no budget to provide food or transport assistance to children. In addition, police cars were old and not unmarked for the juvenile police.

With respect to the training of juvenile police, on the job mentoring was provided to new recruits and child rights and justice workshops provided by PAO or Harikar were taken advantage of when offered. The turnover of personnel was identified as a problem in Dohuk, as well, with staff leaving sometimes after only two or three months.



The Erbil Juvenile Police Centre, established in 1997, is staffed by four male officers who deal with approximately 250 cases a year, conducting investigations and preparing evidence for trial. From January to August 2013, 210 cases were recorded, with 144 of these closed.¹³⁰ The most frequent offences for which boys were arrested included stealing, fighting, traffic offences, homosexuality and using liquor. Girls were brought to the centre for offences such as homelessness, loitering and adultery.

Administrative personnel, court workers, prison transfer workers, guards and two or three clerks are also on staff at the Juvenile Police Centre, which is housed on the second floor of a regular police station on the outskirts of the city. A total of 23 court workers, guards, prisoner escorts, clerks and police officers are associated with the centre, with the four police officers working from 8 am to 3 pm five days per week. At the time of the IBCR visit in September 2013, there were no female police officers on staff, so that male staff had to interact with girls and transfer them to court and the reformatory, if required. The Director explained that not only was the centre underserved, but that most staff was not trained in child rights, human rights and even Iraqi laws governing police interaction with juveniles.

Training for the Erbil juvenile police was also limited to on the job mentoring by senior officers and, when possible, police were sent on capacity building trainings offered by NGOs, the UN or international programmes. As with other juvenile police centres, the Erbil offices are beset by frequent transfers of police which results in competent officers moving on and new officers needing training.

The juvenile police in Erbil are required to use the regular police cell downstairs if they need to hold a child overnight and there is the potential that adults will also be in the cell. Girls who are detained will be held in one of the upstairs offices. The building was not a permanent location, although the centre had been operating there since April 2013 and had rented a house before that. Investigators shared a single room to conduct interviews with children, making confidentiality impossible. The furniture was old and not designed for children, but was not due for replacement. The Director pointed out that the juvenile police relied on regular, marked cars and used their own pocket money to purchase food for children and assist them with transport costs.

Juvenile Police Process

There are three ways in which a juvenile may enter the juvenile justice system (as detailed by Cyndi Banks in 2010):

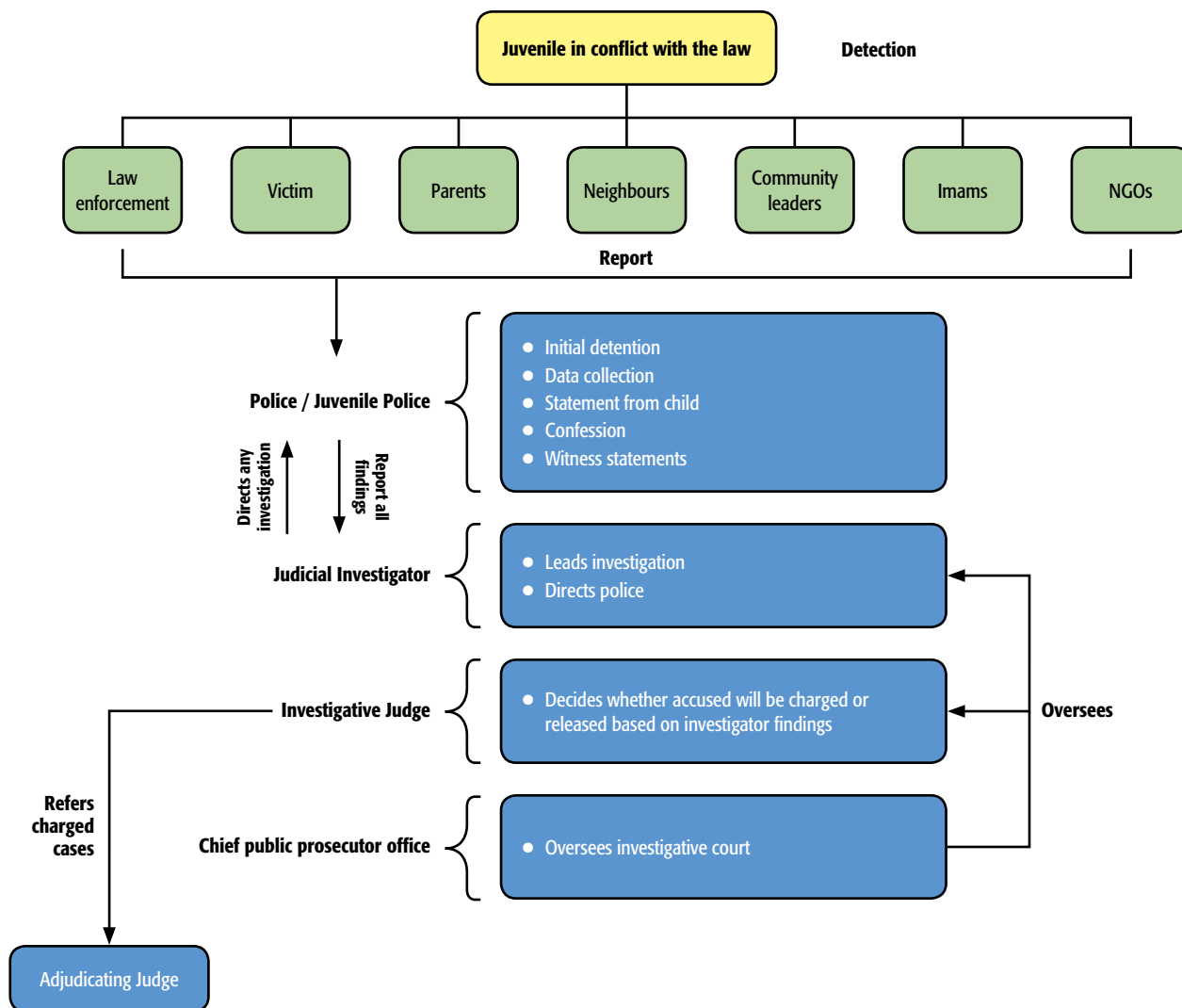
1. A complaint is made by a citizen to police about a child and the child is taken to the juvenile police centre
2. A child is directly caught in the act of offending by police and sent to the juvenile police centre
3. Juvenile police arrest a juvenile on the street and bring him to the centre based on their knowledge of an alleged crime

When a child is brought to the police juvenile centre, he or she is first assessed for possible medical needs. Once a child is brought into the Juvenile Police Centre, the procedures followed include:

- Make the child comfortable and seat him or her in an investigative office
- Inform the child of his or her rights and the justice process
- Record the child's statement
- Contact parents or caregivers, if appropriate
- Bring in the judicial investigator to continue the investigation

Police noted that, when necessary, a child will be detained for the purposes of the investigation, but parents are permitted to visit. A child's case must be brought before the investigative judge within 24 hours of arrest and this period can only be extended once. The crime is investigated, witness testimony taken and medical reports collected. The child is often then sent to pre-trial detention in the observatories that are located in the juvenile reformatories.

The judicial investigator in the KRG assumes many of the functions that police in other nations perform. The role of the judicial investigator within the criminal justice system is to investigate, swear in statements and decide on forms of legal action that may be taken, as well as advising the investigating judge. But judicial investigators fall under the auspices of the MoJ, whereas police fall under the MOI. There is not, insofar as research and interviews determined, an official agreement between the two bodies on the exact nature and scope of the relationship between the police and the judicial investigators. Much has been left to practice and custom and seems to differ from station to station, resulting in inconsistent standards.¹³¹

DIAGRAM 3 – Arrest, Investigation and Referral to Adjudicative Court

7. DIRECTORATES FOR COMBATting VIOLENCE AGAINST WOMEN AND THE FAMILY PROTECTION UNIT

In 2007, the Ministry of the Interior established permanent departments to follow up on issues related to violence against women after the KRG experienced a surge in cases of domestic violence among women throughout the region and in keeping with Article 29 of

the Iraqi Constitution to prevent all forms of violence.¹³² In 2010, the General Directorate's name changed from "Following Up on Violence Against Women" to "Combating Violence Against Women" to reflect a mandate change from monitoring regular police and the legal process for dealing with these cases to undertaking its own investigations and reception of cases, continuing the collection of data and statistics on violence against women (published on its website monthly) and raising awareness of violence against women within the community. These directorates also operate hotlines for women to report abuse.

The Family Protection Units were also established in 2010 in order to resolve problems of domestic violence using the family settlement tool (a process of conciliation and compromise designed to resolve family problems and maintain the family unit).¹³³ There are six of these units attached to Directorates for Combatting Violence against Women in the governorates of the Kurdistan Region.

According to Dr. Ismail Abu-bakir Ali, director at the Family Protection Unit in Dohuk, cases arrive in three ways:

- Cases come directly to the unit with families asking for assistance;
- Cases are referred to the unit from the courts with a request that mediation between the parties be attempted first, without discrimination to further legal processes; and
- The unit prepares a thorough report for the court, including recommendations to be considered in the verdict, then mediation does not work.

The Family Protection units are also intended to protect children from families affected by domestic violence, yet there is little information on this role and the staff interviewed from this unit could not describe any examples of how they protected children, other than to mention that a key objective was to keep families together. There are 1050 personnel working for these units in the Kurdistan Region and 20% of all staff is female.¹³⁴ The directorates are organised under the Ministry of the Interior,

with a separate General Directorate, six Directorates and 26 offices, located in Erbil, Sulaimaniya and Dohuk governorates, which are linked to the Directorate of Police and police stations in each of the governorates.

At the General Directorate for Combatting Violence, Ms. Kurdo Omer, the General Director, stated that all staff at the General Directorate are graduates of the Erbil or Sulaimaniya Police College and held officer ranks¹³⁵. Only university graduates in social work, psychology and law were recruited to the directorates. She expressed a desire to increase the number of female employees to at least 50% of the total, an ongoing commitment. While employees have no specific training prior to taking up work with the directorates, they do receive training organised through the General Directorate. Training is currently provided by the UNDP and AMAR, an American NGO, to develop expertise in:

- The causes and effects of violence
- Investigation techniques
- Law on domestic violence and barriers to implementation
- How to deal with victims.¹³⁶

It was mentioned that no training or instruction involves dealing with child victims or witnesses affected by domestic violence and there is little information on appropriate intervention and behaviours for girl victims of domestic violence. No official code of conduct or operational procedure exists for warning and disciplining police. Likewise there is no official policy regarding the breakdown of duties between specialised units and regular police. Directorates for Combatting Violence have not been allocated adequate monitoring powers over the police stations and, although many directorate staff have ranks above police at station level, there is no official policy allowing them to monitor and supervise police investigating cases of violence against women. While the police are often the first responders in cases of violence against women and girls, their role in investigations, crime scenes, and interviewing suspects remains unclear. This has obvious negative implications for survivors, who must navigate a complex law enforcement system that relies entirely on the decisions of individual police who may not be aware of Iraqi laws protecting women, including laws to protect her privacy, or who may interpret them incorrectly.



Major Zhelamo from Directorate for Combatting Violence against Women in Erbil, Rena Ramkay, Project Manager at the IBCR and local consultant Bakhtiar Basher Husein

Photo IBCR

TABLE 13 – Statistics from General Directorate for Combatting Violence against Women website (12 September 2013)¹³⁸

STATISTICS FOR 2012								
Location	Murdering	Suicide	Burning	Self-burning	Torture	General Complaint	Adultery	Total
Erbil	22	9	114	45	112	1213	22	1506
Dohuk	9	10	35	25	—	738	31	829
Sulaimaniya	10	15	76	30	444	1241	108	1899
Garmian	5	5	28	5	135	234	9	411
Total	46	39	253	105	691	3426	170	4645

STATISTICS FOR 2013							
Location	Adultery	General Complaint	Self-burning	Burning	Suicide	Murdering	Total
Erbil	1	148	8	14	3	3	177
Dohuk	1	104	2	2	0	0	109
Sulaimaniya	9	89	2	5	0	0	105
Garmian	0	41	1	1	1	1	45
Raparin	0	50	0	2	0	0	52
Total	11	432	13	24	4	4	488

In a Heartland Alliance study, *Documenting Violence against Women in Iraqi Kurdistan*, it was noted that statistics collected by the General Directorate did not differentiate between domestic violence against women, older women, and that against girls under 18 yrs. It included only age categories from 14-30 yrs. and between 30 and 60 yrs., neglecting to provide detail about violence inflicted on young girls and older women, both extremely vulnerable populations. If the victim is a minor, the implications for policy and protection are quite distinct.¹³⁷ Moreover, the implications for children of female victims is also unknown because statistics regarding number of and effects on children are also lacking.

Interviews with staff at the General Directorate in Erbil and directorates in Garmian, Soran, Dohuk and Erbil revealed that it would be very useful to equip police, psychologists and social workers from these directorates with knowledge and skills to facilitate the protection of children and ensure that child victims and witnesses of domestic violence were treated compassionately and appropriately. None of the staff interviewed had received any training to deal with children, their rights and their protection.



General Directorate for Combatting Violence against Women (Captain Saadia Ali Marif, Rena Ramkay from the IBCR, and Madame Kurdo Omer Abdulla) Photo IBCR

G. INSTITUTIONAL FRAMEWORK FOR CHILD PROTECTION

As discussed under the juvenile justice section, the main framework for child protection in the Kurdistan Region is found in the Juvenile Care Law of 1983. According to Law No. 34 in 2004, the Ministry of Labour and Social Affairs was transferred the responsibility for the Juvenile Care Law from the Ministry of Health. Under MoLSA, there are three directorates: General Directorate of Labour and Social Insurance; General Directorate of Social Reformatories, which has responsibility for the juvenile and women's reformatories and observatories and the General Directorate of Social Care and Development, responsible for child protection and social services such as shelters and orphanages. Juvenile reformatories have been covered in the previous section, so this section focuses on the last directorate for Social Care and Development.

1. MINISTRY OF LABOUR AND SOCIAL AFFAIRS

Juvenile Care Council¹³⁹

The Juvenile Care Council is established under the Juvenile Care Law of 1983 and is responsible for overseeing the juvenile justice system. The Council is chaired by the Minister of Labour and Social Affairs and by the Minister of Labour and Social Affairs, with members from the juvenile court, the juvenile reformatories, the Education ministry, the Interior ministry, the Endowment and Religious Affairs ministry, a doctor from the Health ministry and members from the Federation of Youth and Federation of Women, as well as two members at large.

The Council meets every three months to:

- Formulate policy for juvenile offenders each year
- Formulate procedures for the protection of juvenile offenders
- Approve and follow up on plans made by the Directorate of Social Reformatories
- Make recommendations for activities that will reduce and prevent juvenile delinquency.

The Council has discussed issues such as the need for social care, education and health care for children and families, and the draft Kurdistan Region Child Act. According to the Legal Adviser for MOI, Mahmood Haji, also a Council member, the Council is constrained by the fact that all its resources come from MOLSA and are not independent

Committee on Child Rights, Protection and Promotion¹⁴⁰

The Committee on Child Rights Protection and Promotion is chaired by the Minister of Labour and Social Affairs. This Committee, formed in 2009, is tasked with addressing children's issues in Kurdistan. Some of the issues it has addressed include the establishment of a social work department at the University of Salahaddin, incorporating a protection and prevention mandate into the juvenile justice law, establishment of children's helpline in each directorate, introduction of child friendly centres and carrying out studies of violence against children and the phenomenon of street children and child labour.

Each governorate has developed its own Child Protection Committee, modeled after the CCRPP and composed of representatives from MoLSA and the Ministry of Health, the police, the juvenile reformatory, social workers and child friendly centres. The Vice Governor of Dohuk governorate, Mr. Bazhad Adan, explained that the committee meets regularly to discuss issues and problems related to child protection in the governorate.¹⁴¹ UNICEF provides support to these groups, through active participation in meetings and arranging for workshops and capacity building for the group and others involved in child protection. In Mr. Adan's assessment, the police are most in need of more juvenile police centres to serve all districts, as well as police who are specifically trained to work with children appointed to these centres.

Shelters for Women and Girls

IBCR was unable to visit the shelters during its two missions to the Kurdistan Region, but heard from interviews with MoLSA and UNICEF that there were two shelters, one in Erbil and one in Dohuk, that were established under this ministry. The shelters deal with female victims or females at risk or vulnerable to becoming victims, with the most serious cases being women or girls whose lives are at risk based on family desires to restore family honour. Staff, in many cases, try to mediate issues between girls/women and their families or husbands so that the family unit can be preserved and females can return home. Less serious cases may stay for a maximum of three days, while women at serious risk may remain in the shelters for up to two years before a place to live is found for them.

Orphanages

The ministry operates orphanages for children without parental or guardian support, as well as for children requiring shelter. The IBCR visited and toured the orphanage in Erbil, as well as interviewing the Deputy Director, Mr. Walid Khalid Qasim, to learn about their work.¹⁴² Children are accepted between the ages of two to 18 years and are divided by gender and age group for housing within the compound. Those who are of school age attend classes outside the compound. Social workers, psychologists, psychiatrists and tutors work with the children to counsel them and help provide normalisation for new children to the orphanage. It appears that

the quality of care for children is very high, with good accommodation and meals provided, many activities for children to participate in and a caring and effective group of social workers supporting them. Child victims may be brought to the shelter by police, although they do not appear to receive any more support or assistance than other children.

Child Friendly Centres

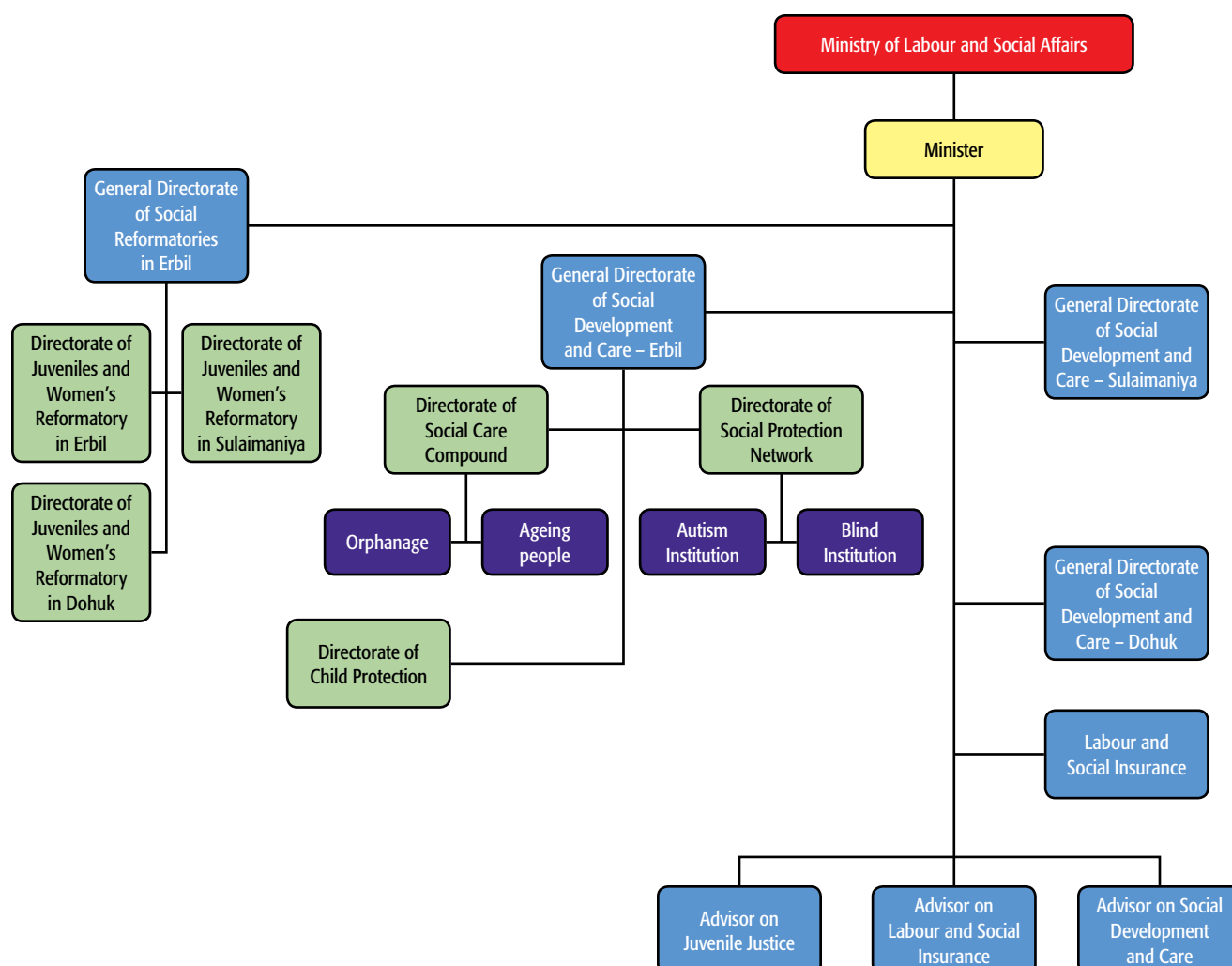
IBCR visited two child friendly centres in the Kurdistan Region, the Lana Centre in Erbil and the Haval Centre in Dohuk. These centres are important in preventing children from coming into conflict with the law since they provide access to education, training and activities that prepare children for their future. The Lana Centre offers summer programming so that children have somewhere to go and something to do and provides support to children in need with psychologists and social workers on staff. The Haval Centre operates a programme similar to the "Big Brother/Big Sister" programme in North America, where university students in fields relevant to child protection act as volunteer "big siblings", undertaking activities with vulnerable and at risk children such as going to the zoo, park, movies and other entertainment places. The children and volunteers are supported by social workers at the centre.

In the Kurdistan Region, there are eight MoLSA centres, two in Dohuk and 6 in Erbil. In Sulaimaniya, these centres are operated by Kurdistan Save the Children.¹⁴³ A concern with the child friendly centres is that they mostly provide services for boys because they do not segregate children by gender and this was certainly true of the Lana Centre which was located in a poorer neighbourhood. IBCR visited the centre during the summer and noted that there were no girls present. Staff advised that many families preferred to keep girls at home to do chores for the family and that, even if this were not the case, few families would send girls to participate in activities if they had to be mixed with boys.



Officers taking promotion examinations at Erbil Police Academy on 4 September 2013

Photo IBCR

DIAGRAM 4: Organisation of MoLSA

2. MINISTRY OF ENDOWMENT AND RELIGIOUS AFFAIRS

The IBCR met with Mr. Salam Karim Sidan, Advisor to the Minister of Endowment and Religious Affairs on 5 September 2013 to discuss the role of MoERA in the child protection field. He explained that there are almost 3000 mosques operating in the Kurdistan Region that serve a large population and many of the imams who preach at these mosques have not been properly educated and passed exams. One of the functions of the MoERA is to run training courses to reach the imams

without education to increase their knowledge of shar'ia law and women's and children's rights. While imams are important members of society who exercise considerable influence, Mr. Salam also pointed to the importance of more holistic education in child rights among families, within communities, in schools and with social workers. He also believed that the loss of physical education and culture/art/music classes for children had resulted in fewer outlets for children to express themselves appropriately in society. While police training is important, it is only one component of a larger programme needed to build an effective child protection system in the KRG.

3. MINISTRY OF EDUCATION

The Juvenile Care Law identifies a prevention mandate involving early detection and preventive measures that involve families, schools, the juvenile police and social services within schools. Social and psychological services are to be available to children at risk in schools. The Ministry of Education is to set up health units for schools which are staffed with paediatricians, child psychologists and social workers to support the psychologists and social workers in the schools by examining children and setting up a monitoring plan for the school and family as needed. In reality, this preventive role is not implemented.

Interviews conducted with two social workers at a school housing both elementary and secondary students on 20 November 2013¹⁴⁴ confirmed that schools do not practise early detection and prevention because social workers and psychologists are not trained in these areas and there are inadequate resources for them to carry out work counselling and advising students who cause trouble in classrooms, let alone work more intensively with students at possible risk. They pointed out that their offices are very small and not private, so discussions with students are not confidential. Moreover, they have no tools to work with children, such as art, music, dance or even sports, which provide an outlet for emotional expression and help children with built up anger or aggression. The social workers interviewed wanted to be able to help these children more than they were able, but lacked the proper tools, resources and experience to carry out the work.

The Ministry of Education is also mandated with providing teachers for the juvenile reformatories. In this area, education is needed to overcome the stigmatisation of children in detention and the subsequent fear that teachers have when asked to work in reformatories, according to interviews with the Public Prosecutor's office at the reformatories.

4. MINISTRY OF HEALTH

The Ministry of Health is expected to provide medical experts such as paediatricians, child psychologists and child psychiatrists to various programmes comprising the child protection sector. Medical staff is expected to visit juvenile reformatories regularly, work with delinquency prevention in schools and provide appropriate medical care to children affected by violence and suffering abuse.

The ministry has representation on the CCRPP, as well as the governorate child protection councils. Police identified the need for health sector workers to receive proper training for dealing with children and for medical staff in hospitals to develop a protocol for treating children in the context of police investigations. Currently, the ministry is not an active participant in child protection systems.¹⁴⁵

At the Development Workshop held in Sulaimaniya from 1-4 December 2013, several police officers present mentioned that there was a need for medical professionals, such as nurses and doctors, to develop a protocol for handling cases involving children suspected of being abused. At present, the police find interaction with medical staff in hospitals difficult and unhelpful to investigations. To develop a strong child protection network, the development of standard operating procedures for medical professionals investigating and treating child victims of abuse would be important.

5. UN AGENCIES

UNICEF

UNICEF has been working hard to develop and strengthen the child protection framework in the KRG through its partnerships with government ministries and local NGOs. Some of the projects undertaken include supporting the development of a child protection policy; an effective juvenile justice system; community-based programming in justice; combatting violence and exploitation of children, particularly girls and young women; and provision of support to vulnerable children.

UNAMI Human Rights

UNAMI's mandate in human rights is to monitor, report to and advise the government of individual and group violations and trends in discrimination. Through relations with the KRG government and biannual reports, it holds institutions accountable for human rights' violations.

UNDP Rule of Law

UNDP has just begun a new rule of law programme in the KRG, but the IBCR was unable to meet with the organisation to learn about their work and material requested about this was not forthcoming, however, the UNDP should be included in future planning and implementation for police training.

6. INTERNATIONAL DONOR PROGRAMMES

EU Just Lex

The EU Just Lex integrated rule of law mission, which began in 2005, has just closed at the end of December 2013. Its mandate was “to foster confidence, mutual respect and operational cooperation between the different branches of the Iraqi criminal justice system (police, judiciary and penitentiary)”. Training was provided to judges, investigative judges, senior police and prison officers. Police officers received training from EU experts in crime investigation techniques, human rights and policing, and a code of ethics for conducting police work. Had the mission remained in the KRG, it would have been valuable for IBCR to coordinate its programming for police with them.

US Department of State

The US developed a five year rule of law programme to implement in the whole of Iraq which has been stalled. They were unable to share the document with the IBCR until it receives go-ahead approval. The US mission in Baghdad provided significant support to police training and infrastructure development, mainly in Iraq, but with representatives from the Kurdistan Region invited to workshops. This work is no longer be carried out.

7. LOCAL NGOS

WEO – Women Empowerment Organisation

WEO aims to enhance the role of women in society, especially in the social, political, economic and cultural realms. WEO partners with various ministries, donors and other organisations to raise awareness and advocate for human rights, especially women’s rights, to advocate for legislative change to end discrimination against women and increase women’s participation in political processes. In the area of child protection, it is focused on equality for girls and the protection of young girls at risk of harm from their families.

Heartland Alliance

Heartland Alliance works with society’s vulnerable, such as the poor, the isolated and the displaced to provide comprehensive and respectful services and the promotion of permanent solutions leading to a more just global society”. Heartland Alliance works on programming related to children and the justice system by training social workers and guards, monitoring juvenile reformatories, supporting women’s shelters, direct legal services to children requiring representation, training lawyers to be more effective advocates, conducting mediation with families, schools and communities to reintegrate juveniles into society, reducing the arrest of street children and training social workers for behavioural monitoring. Heartland Alliance has also conducted training for police on adolescent development, child protection norms and instruments, appropriate treatment of children during arrest and discussing alternatives to arrest.

STEP

STEP is a British NGO, focused on child protection and education, which has been working in the Kurdistan Region since 2001. STEP mainly works to protect street children by providing support services, facilitating their access to education and return to school. STEP established a drop in centre where children involved in child labour could go for rest, music, to receive legal assistance and help to return to school. They have conducted training in juvenile reformatories for social workers in listening skills, child development and art therapy.

Save the Children Kurdistan

Kurdistan Save the Children (KSC) was established in 1991. Their programmes focus on the health, social, economic and educational needs of children. The Erbil and Dohuk offices focus mainly on the issues related to child labour in order to reduce the number of working children. One project attempts to identify children begging in the street to encourage the child to return to his or her home. KSC works with the Erbil juvenile police and juvenile police centre to identify these children and speak with them and their families about options. KSC was a member of the Ministry of Labour and Social Affairs’ Committee on Child Rights Protection and Promotion, but found it to be inactive so has disengaged. They have also provided training to police on child rights in juvenile justice contexts.

PAO

PAO was established in 1992 and has changed its programming to focus more on human rights, particularly y children's and women's rights. It has 8 offices in Iraq and works with many donors such as UNICEF, UNOPS, UNAMI, UNDP and UNHCCR as well as Save the Children UK, Heartland Alliance, NDI, NPA, and IRC. PAO has established a repository for the data collection on juveniles and provided legal services and representation for juveniles detained by police and by pre-trial detention in the reformatories, as well as following up on legal issues to reduce court delays for children in pre-trial detention, although this project has since ended. PAO has also offered training to build capacity of police and reformatory staff in knowledge of juvenile justice principles and norms. PAO also works with children and youth on anger management issues through training in ART - Aggression Replacement Therapy.

Harikar

Harikar was formed in 2004 and offers programmes with a particular focus on women and children's rights. Their main areas of work are human rights, children's rights, and legal protection, development of civic education, gender equality, youth empowerment and conflict management. They have trained reformatory staff on how to treat children, trained guards and caretakers on prisoner and child rights, trained juveniles on legal awareness and provided legal representation for juveniles.

8. UNIVERSITIES

Social Work Department, Salahaddin University, Erbil

The Department of Social Work at Salahaddin University was established in October 2009 as a joint project between Salahaddin University, Erestascondal University College in Sweden and UNICEF. Classes are conducted in English and students are required to take one year of English classes prior to starting the three year social work programme. The faculty of Erescondal University College designed the curriculum with the intention to prepare the first cohort of social workers in the KRG instead of relying on sociology graduates to provide social work services. A six month social work certificate programme for 80 social workers from the Directorate of Social Care and Development and the Directorate of Social Reformatories was also developed and taught by Skondel University of Sweden at the Salahaddin University in Erbil with the support of UNICEF. Out of 80 participants, 60 completed the programme.

The Social Work programme is very interested in working with the police on child protection and may be able to send students to work with police on field placements, to conduct research and investigations for the project, to work with other stakeholders to build capacity in child protection and strengthen the child protection network.

H. TRAINING OF SECURITY FORCES ON PROTECTION OF CHILDREN'S RIGHTS

1. GENERAL INFORMATION

Table 14 – Overview of training institutions for security forces in the Kurdistan Region¹⁴⁶

	ERBIL POLICE ACADEMY	SULAIMANIYA POLICE ACADEMY
Location, date of establishment and mission	Established in the outskirts of Erbil in 1997	Established in the outskirts of Sulaimaniya in 2000
Length of training	9 months for university/college graduates 3 years for high school graduates	9 months for university/college graduates 3 years for high school graduates
Training in the workplace	Ad hoc and mostly limited to specialised units	Ad hoc and mostly limited to specialised units
Infrastructure	149,000 square metres in total, with: <ul style="list-style-type: none"> Administration building Cafeteria Dormitory Education centre with classrooms, library, computer room, large theatre room, training rooms Sports field and parade ground Supporting infrastructure for the facility 	<ul style="list-style-type: none"> Administration building Cafeteria Dormitories Education centre with classrooms, library, computer room, large theatre room Sports field and parade ground Supporting infrastructure for the facility
Total number of graduates since establishment	Approximately 1800	1376
Approximate number of trainers	7 in house 23 externally contracted	
Profile/career path of the trainer	Typically trainers come through the Academy and are appointed by the administration	Typically trainers come through the Academy and are appointed by the administration
Usual length of time spent at the school by the trainers	Career appointment In house trainers had been teaching for 14 years	Career appointment
Number of trainees and maximum capacity	It varies – approximately 300 Maximum capacity is 650	It varies – approximately 300 Maximum capacity unknown
Approximate number of people trained per year	It varies and depends upon the direction from the General Directorate of Police regarding needs	It varies and depends upon the direction from the General Directorate of Police regarding needs
Class size	25-30	25-30
Origin, age and profile of the trainees	Law Enforcement Service Law determines this All over Kurdistan Mostly male/10% female	Law Enforcement Service Law determines this All over Kurdistan Mostly male/10% female
Toolkits and evaluation methods	Midterm test Final/End of year written examination	Midterm test Final/End of year written examination



	ERBIL POLICE ACADEMY	SULAIMANIYA POLICE ACADEMY
Use of information technology during training (computers, projectors, etc.)	PowerPoint slides Demonstrations for physical training	PowerPoint slides Demonstrations for physical training
Training in human rights and children's rights	Human rights and women's rights course, children's rights just being introduced	Human rights course just introduced; brief overview of CRC within course
Partnerships	Ministry of Education Ministry of Justice Universities and colleges	Ministry of Education Ministry of Justice Universities and colleges

The two police academies are located on the outskirts of the urban centres of Erbil and Sulaimaniya. Both are under the supervision and direction of the Ministry of the Interior and operate under the same mandate and with the same operational procedures and guidelines. The academies only offer training for officer level recruits, as well as providing courses and examinations for officer promotions. Each governorate has its own Centre for Rehabilitation and Training, organised under the Erbil, Sulaimaniya and Dohuk Directorates of Police, which has responsibility for training non-officer level police – the regular police force. There is no specialised training offered through any of the academies or training centres and in-service training is provided in an ad hoc manner while police are on the job.

The Erbil police academy was visited by IBCR four times between August and December 2013, the Sulaimaniya academy hosted the team once in August 2013 and the Erbil Centre for Rehabilitation and Training was visited once in December 2013. None of the three institutions was running its regular programme at the time of these visits and the IBCR was thus unable to observe regular classes, view student housing areas and interact with student recruits and teachers. The Sulaimaniya academy was hosting a three month course to train warrant officers

and IBCR was able to interview two external teachers and three warrant officer recruits. In Erbil, officer promotion examinations were being held, enabling the IBCR to observe evaluation methods, but not to interview officers or teachers. Information was collected through interviews only as there were few materials available regarding the schools' mandates, programmes of instruction, recruiting methods and evaluation materials.

2. ERBIL AND SULAIMANIYA POLICE ACADEMIES (OFFICER LEVEL PREPARATION ONLY)

The Kurdistan Region has two training academies for officers in the KRG police force, one located in Erbil and the other in Sulaimaniya. Both academies report to and receive instruction from the Ministry of the Interior. Students are recruited from all over the region when the General Directorate of Police determines the need for new officers.

The mandate of the academies is to prepare students with the knowledge, physical and weapons' training to carry out their functions as officer level policemen and women. The academies are responsible for training Second Lieutenants through their key programme, but also run what they call "specialised" training, which includes instruction and evaluation for the promotion of police officers and, from time to time, running programmes to develop non-commissioned officers at the warrant officer level. Specialised training does not require that the students live in the dormitories for the duration of their training. Students in the regular programme for Second Lieutenants must room and board at the academies for the duration of their studies, which run from October to June, with time off in the summer for those returning to complete the course.



General Directorate of Police in Erbil

Photo IBCR



General Information

During interviews, several Ministry of the Interior and Police officials were asked about job descriptions, codes of conduct and police laws or procedures and the response was consistent that job descriptions and codes of conduct do not exist. Some respondents stated that there is a Law of Service and Retirement of Police and Security Forces from 2011, but were unable to share the document with IBCR or clarify the full title of the law. As a consequence, there is no information provided here on mandates, roles and functions of different ranks within the Kurdistan police.¹⁴⁷

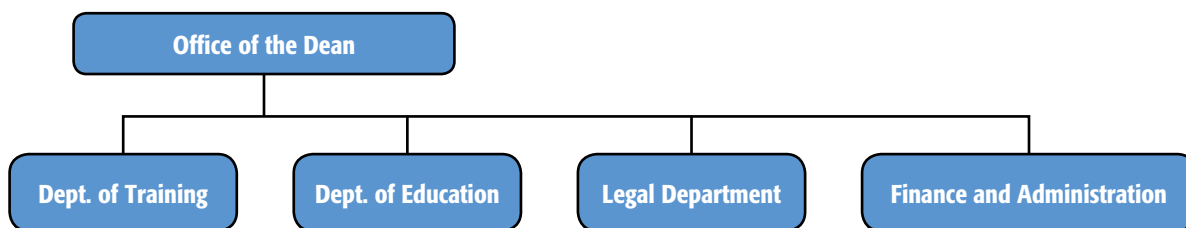
TABLE 15 – Rank structure in the Police¹⁴⁸

	RANK	US EQUIVALENT
Traditional police work & checkpoint operations	<i>Police</i>	Private
	<i>Arif</i>	Sergeant
	<i>Arif Awol</i>	Staff Sergeant, Sergeant First Class
	<i>Rais Arifa</i>	Sergeant Major
<i>Mutawaz</i>: Technical specialists, assistant investigators (non-commissioned officers)	<i>Eighth Commissioner</i>	Warrant Officer
	<i>Seventh Commissioner</i>	Warrant Officer
	<i>Sixth Commissioner</i>	Warrant Officer
	<i>Fifth Commissioner</i>	Warrant Officer
	<i>Fourth Commissioner</i>	Warrant Officer
	<i>Third Commissioner</i>	Warrant Officer
	<i>Second Commissioner</i>	Warrant Officer
Investigators and command personnel (commissioned officers)	<i>First Commissioner</i>	Warrant Officer
	<i>Mulazim</i>	Second Lieutenant
	<i>Mulazim Awol</i>	First Lieutenant
	<i>Naqib</i>	Captain
	<i>Ra'îd</i>	Major
	<i>Muqadem</i>	Lieutenant Colonel
	<i>Aqeed</i>	Colonel
	<i>Ameed</i>	Brigadier
	<i>Lewa</i>	Major General
	<i>Lewa Ruken</i>	Lieutenant General

Infrastructure

During the IBCR visits to the two police academies, a tour of each compound, with the exception of the closed dormitory areas, was undertaken. In Sulaimaniya and Erbil, a large outdoor area for sports, physical training and parade activities was toured. Physical and weapons' training was also held indoors in the ample gyms, weight rooms and physical training rooms. While no specific data was supplied regarding the number of classrooms and buildings, the tours provided the opportunity to examine the infrastructure.

Both academies had numerous classrooms to accommodate up to approximately 40 students, as well as at least one large auditorium that would hold the entire cohort of students for lectures and ceremonies such as graduation. A computer room and library were also set up in the same buildings as the classrooms. There were separate buildings for administration, where the deans' offices, other directors, finance and support staff were located. A kitchen and cafeteria, along with separate residence buildings housing students during the regular programme year, were not viewed, as they were not open.

DIAGRAM 5 – Organisation of the Police Academies

Teaching Personnel¹⁴⁹

The majority of teachers are contracted from external organisations, most frequently the universities, law schools and judicial training institutes. In house trainers at both the Sulaimaniya and Erbil academies provide the physical and weapons' training, as well as military formation and drills. The heads of Education and Legal departments at the Sulaimaniya academy teach courses in the law enforcement service law and police procedures, while the Erbil academy's Deputy Dean, heads of Education and Legal department teach the same courses, as well as a new course in human rights. All other courses are taught by external experts in the field of law and investigative techniques. There are very few teachers and very few courses being taught by in-house instructors at the academies.

TABLE 16 – Comparison of teaching staff profiles for each training institution

	ERBIL POLICE ACADEMY	SULAIMANIYA POLICE ACADEMY
Number of trainers per training institution (average)	Approximately 25 7 on staff; 18 external	Unknown
Trainer profile, recruitment process	<i>On staff:</i> Graduates of the police academy, physical trainer may have come from military background Recruited from the academy if they show promise Usually will not have worked as police in the field <i>External:</i> Possess Master's or Doctoral degrees usually Teach at universities and colleges or are well known expert practitioners Recommended by Ministry of Education, Ministry of Higher Education, High Judicial Council or other professional body	<i>On staff:</i> Graduates of the police academy, physical trainer may have come from military background Recruited from the academy if they show promise Unknown if instructors have worked as police in the field <i>External:</i> Possess Master's or Doctoral degrees usually Teach at universities and colleges or are well known expert practitioners Unknown how trainers become connected with the academy
Trainers undergoing continued training	No	No
Average number of years spent by trainers teaching for the same school	On staff: 14yrs; appointment is permanent External: unknown	On staff: years of employment at academy unknown; appointment is permanent External: unknown
Trainer is trained in andragogical (or pedagogical) teaching methods	No	No

	ERBIL POLICE ACADEMY	SULAIMANIYA POLICE ACADEMY
Training partnerships with external stakeholders	Universities for public law, human rights Forensic Investigation and DNA Centre for forensic investigation Police forgery experts and experts in traffic law EU Just Lex for investigation, code of ethics, professionalism, human rights US Dept. of State for investigation, code of ethics, forensics and DNA, professionalism, human rights	Universities for public law, human rights Forensic Investigation and DNA Centre for forensic investigation Police forgery experts and experts in traffic law EU Just Lex for investigation, code of ethics, professionalism, human rights US Dept. of State for investigation, code of ethics, forensics and DNA, professionalism, human rights
Training partnerships with external stakeholders in children's rights	<i>KRG:</i> UNICEF UNDP Harikar <i>Erbil:</i> PAO Iraqi Child Rights Network All ad hoc training and provided more than one time	<i>KRG:</i> UNICEF UNDP Harikar <i>Sulaimaniya:</i> Kurdistan Save the Children Heartland Alliance International STEP All ad hoc training and provided more than one time

Students and Interns

Usually, programmes begin in October and will last either nine months for those with a university or college diploma and three years for those with high school graduation. Classes will run from October to June, with summer holidays from July through September. Increasingly, the police academies recruit from university and college graduates in order to professionalise the officer corps. Upon completing the programme, the students will graduate with the rank of Second Lieutenant. Depending upon the needs of the police, they will be dispersed to serve in a variety of units around the region. The Erbil and the Sulaimaniya police academies follow the same process and use the same criteria to select their recruits.

TABLE 17 – Profile of trainees

PROFILE OF RECRUITS/RECRUITMENT PROCESS	FEMALE PRESENCE	FOREIGN TRAINEES
Good health Physically fit Able to speak clearly Between 18-28 yrs.	Yes – generally females number approximately 10% of the total cohort	Unknown

From time to time, the academies are asked to prepare a group of recruits to become non-commissioned officers, usually warrant officers. This programme is conducted over three months only and it appears that recruitment is conducted outside of the police training institutions.¹⁵⁰

TABLE 18 – Selection criteria for admission to training institutions and continued professional training programmes: Initial Selection¹⁵¹

RANK	BASELINE REQUIREMENTS	SELECTION TEST	SELECTION TEST CHARACTERISTICS
Police Commissioners	Selected through appointment and do not go through the school	no	n/a
Officers	Must possess high school diploma and be between 18-20yrs or university/college degree and between 18-28yrs General health and good fitness Clear speech Ability to learn	no	n/a
Non-Commissioned Officers	Formal educational requirements are unknown Between 18-20 yrs. General health and good fitness Clear speech Ability to learn	Not recruited by the academies; may be trained by the academies	
Policemen and Policewomen	No formal educational requirements General health	Not recruited and not trained by the academies	

Aside from the training of officer recruits, both police academies conduct what they call “specialised” training, which is short review sessions over three weeks to help prepare in-service officers for promotion exams. Exams are then held at the police academies.

TABLE 19 – Selection criteria for admission to training institutions and continued professional training programmes: Initial Selection: Professional selection – Promotion¹⁵²

RANK	BASELINE REQUIREMENTS	SELECTION TEST	SELECTION TEST CHARACTERISTICS
Police Commissioners	Unknown	Unknown	Unknown
Officers	Commissioned officer rank obtained Cannot apply for promotion until having served at existing rank for between 2-6yrs, as specified under the Law Enforcement Service law	A series of written tests need to be passed at the police academy to qualify for promotion Officers attend classes at the police academy where they review the content they originally studied as new recruits, which will form the basis of evaluation	Tests are exclusively written and mostly multiple choice A review of the material learned in the police academy precedes the examinations Generally, material is memorised and provided when requested on exams

Curriculum

TABLE 20 – Time devoted to each facet of training for Police Academy commissioned officers

SUBJECT	FOR 9 MONTH PROGRAMME	FOR 3 YEAR PROGRAMME
Military formation	180 hours	540 hours
Physical and weapons training	360 hours + initial induction	1080 hours + initial induction
Professional and general education	540 hours	1620 hours

The curriculum for the two officer training academies is essentially the same and follows much of the curriculum found in the law schools of the Kurdistan Region.¹⁵³ While there is considerable physical training and instruction in weapons and military formation, particularly in the early stages of the recruits' programme when they need to develop a high level of fitness, three hours per day are devoted to other subjects, such as police procedures, relevant laws, investigation and other areas relevant to police work.

In the first stage of physical training, recruits spend eight hours per day over 45 days raising their levels of physical fitness. They are then tested by the Dean of the academy and, if one of them does not pass, the whole group continues with the intense induction training. One officer and one trainer are assigned to a group of 40 trainees, for a total of approximately 400 recruits. After this initial training, recruits reduce their physical training to two hours per day.

The Erbil Police Academy shared the schedule below which provides an example of the course work that students undertake during the week at the institution. The schedules below demonstrate how significant the study of law is for police recruits.

TABLE 21 – Example of a trainee commissioned officer's weekly schedule of classes

WEEK 1	SECTION A				SECTIONS B AND C
Sunday	Laws and Regulations Amid Ismat	Iraqi Penal Law Sheikh Hasan	Drugs Amid Ismat	Police operations	Same subjects, same professors, different timing for these sections
Monday	Traffic Law Amid Ghanem	Security and Intelligence Mamousta Adel	First aid and civil defence M. Moujahed + Amid Khaled	Disciplinary information Amid Nouzad	
Tuesday	Criminal Evidence/Forensic identification Liwa Dleer	Forensic Medicine Dr. Shirwan	Military Laws Amid Abed el-Wahed	Service Law and Retirement Liwa Farouk	
Wednesday	Criminal Procedures Dr. Anwar	Criminal Investigation Liwa Mhey el-Deen	Explosives	Computer	
Thursday	Criminal Investigation Liwa Mhey el-Deen	Iraqi Penal Law Sheikh Hasan	Domestic violence law Dr. Sami M. Anwar	Military Laws Amid Abed el-Wahed	

WEEK 2	SECTION A				
Sunday	Iraqi Penal Law Sheikh Hasan	Laws and Regulations Amid Ismat	Police operations	Computer	
Monday	Security and Intelligence Mamousta Adel	First aid and civil defence M. Moujahed + Amid Khaled	Disciplinary information Amid Nouzad	Criminal Evidence/ Forensic identification Liwa Dleer	
Tuesday	Laws and Regulations Amid Ismat	Military Laws Amid Abed el-Wahed	Forensic Medicine Dr. Shirwan	Drugs Amid Ismat	
Wednesday	Criminal Investigation Liwa Mhey el-Deen	Explosives	Traffic Law Amid Ghanem	Criminal Procedures Dr. Anwar	
Thursday	Iraqi Penal Law Sheikh Hasan	Criminal Investigation Liwa Mhey el-Deen	Military Laws Amid Abed el-Wahed	Unknown Dr. Sami M. Anwar	

Each class lasts 45 minutes and topics will change throughout the programme to allow new issues to be addressed and learned. Each module has its own instructor, some who are permanent teaching staff at the academies, but most are external to the academy and expert in their fields. The modules that must be covered include¹⁵⁴:

Legal models related to Iraqi laws:

- The penal code and foundations of penal law
- Criminal procedure law
- Traffic law
- Military security forces and domestic security
- Human rights, including women's and children's rights

Awareness raising and general information modules:

- Kurdish history
- English
- Information technology and internet use
- Police operations:
- Criminal evidence/forensic investigation
- Police and their operations – tactical squads, organisation, discipline
- Drugs and explosives
- Combatting trafficking (drugs)

These courses are only taught in the police academies and will not be provided to police once they are on the job. Officers who seek promotions after appropriate service lengths will review these subjects for their promotion examinations, but will not be offered this training at any other time.

TABLE 22 – Content of the police forces' training curriculum

JUDICIAL DISCIPLINES	OTHER DISCIPLINES
<ul style="list-style-type: none"> ▪ Penal Code ▪ Public International Law ▪ Nationality Law ▪ Administrative Law ▪ Military Penal Code ▪ Traffic Law ▪ Constitutional Law ▪ National Security ▪ Intelligence Law ▪ Medical Justice ▪ Forensic Investigation ▪ Human Rights ▪ Domestic Violence Law ▪ Criminal evidence/forensic investigation 	<ul style="list-style-type: none"> ▪ Weapons and tactical training ▪ Military formation and drills ▪ Physical fitness ▪ Combatting drugs and explosives ▪ Police organisation, units and discipline

TABLE 23 – Structure of the police officer recruit's day

TIME	ACTIVITY	LOCATION
7.30-8.30	Physical training – jogging, calisthenics Marching and parades	Outdoors – parade grounds
8.30-10.00	Breakfast Showers and preparing for class	Cafeteria Dormitory
10.00-10.45	Class module 1	Classrooms
10.45-11.30	Class module 2	Classrooms
11.30-12.15	Class module 3	Classrooms
12.15-13.00	Class module 4	Classrooms
13.00-16.00	Lunch Rest or study	Cafeteria Dormitory, computer room, library
16.00-18.00	Sports, weapons and martial arts instruction	Indoor gymnasium
18.00-20.00	Study, free time Dinner	Dormitory Cafeteria

Training

Teaching methods are heavily reliant on presentation with some room left at the end of the session for recruits to ask clarifying questions. It is expected that students memorise the material, as they will be tested on their ability to reproduce information. Permanent teaching staff at the two academies, as well as the two external teachers interviewed, all identified that they used presentations, sometimes with slides, to teach their courses.

TABLE 24 – Teaching, evaluation methods and training requirements¹⁵⁵

TEACHING	
Language of instruction	Kurdish, some Arabic because applicable Iraqi laws are written in Arabic
Teaching materials used	PowerPoint presentations
Duration of the penal law course	Unknown
Duration of the penal procedure course	Unknown
Duration of the psychology course	Unknown
Teaching method generally employed	Didactic –45 minute session, 35 minute lecture with 10 minutes or so devoted to questions at the end
Current teaching of a course on children's rights	No, although the Erbil academy has begun to teach the Convention on the Rights of the Child to its students
Current teaching of a course on human rights	Yes, this is combined with the module on protection of women through the domestic violence law and is taught in-house in Erbil and by an external expert teaching at university in Sulaimaniya In Sulaimaniya, this is also combined with international humanitarian law
Current teaching of a course on protection of women	Yes
Current teaching of a course on international humanitarian law	Yes, in Sulaimaniya
Continued professional training is regularly offered	No
Availability of specialised courses	Only on an ad hoc basis and generally not to recruits
Evaluation	
Evaluation method for each course taken	Written, usually multiple choice After 2-3 months an exam worth 30% of the total mark, covering 30% of the curriculum is scheduled At the end of the programme, a final exam is scheduled, worth 70% of total marks and covering 70% of the curriculum
Consequences of failing a course	If 4/12 modules are failed, students will be failed and asked to leave; if 3 or fewer modules are failed, students have the option to rewrite the exam and can do so until they pass If the student receives less than 60/100 for his or her final grades, there is the option of retaking the exam until the student passes

Training Offered by External Teachers/Consultants

Two external teachers who were conducting a one hour course for warrant officer recruits, one in human rights and the other in forensic and DNA investigation, agreed to sit for interviews at the Sulaimaniya Police Academy on 26 August 2013 to describe their courses to IBCR.

While the instructor in forensic investigation stated that his course had nothing to do with children and excused himself from the meeting, Ms. Dilpak Tahrir remained to describe the course she was in the process of developing. Ms. Dilpak has an M.A. in International Law and is the Foreign Relations Advisor to the PUK, and had been retained on contract by the academy to provide one full day of training per week over a three month period. Her course title was *Human Rights, Women and Violence*, and she had previously taught this course to police officer recruits who were university graduates.

According to Ms. Dilpak, the course objective is to raise awareness among police about human rights and violence against women, as well as familiarising them with the Domestic Violence Law. She teaches the following:

- Background and history behind the concept of human rights
- Different types of human rights, including the Universal Declaration of Human Rights
- Women's rights and a little bit about the rights of the child; and how police deal with women and children in society

There is very little information provided in the course about children, their rights and their protection. Ms. Dilpak addresses the context of how children might also be affected by violence in the family and nothing further. In terms of evaluation, she would provide one question for the final examination of the warrant officer recruits, but was not sure if it would be multiple choice or short answer. Whether or not students would fail if they did not correctly answer the question was beyond the authority of Ms. Dilpak and, she suggested, a question for Dean Salar.

International organisations and donor agencies have also provided training to the Kurdistan police as part of their programming and projects. For example, the US Department of State provided training to Iraqi police as part of its mandate in security sector reform. Police and the police colleges from the Kurdistan Region were included in the training, which addressed professional and ethical behaviour, policing and investigation skills and specific instruction on counter-terrorism. The EU JustLex programme also provided professional training, human rights capacity building and investigative skills training to the two academies. Yet, none of these courses have been mainstreamed into the academy curriculum and in-house teachers are not instructing in these areas.

3. POLICE REHABILITATION AND TRAINING CENTRE (NON-OFFICER LEVEL)

General Information¹⁵⁶

Each governorate has its own Rehabilitation and Training Centre where regular recruits to the police force and adult prisons are prepared. The IBCR visited the centre in Erbil, which was housed in a martial arts and sports' club gym while awaiting a new, permanent home that is currently being built. The centre was established in 1946 as the Institute of Training and Building Competence and currently has a staff of approximately 106 who provide and support the 45 day training programme for regular police.



Erbil Police Academy Computer Room

Photo IBCR

While the Police Rehabilitation and Training Centre is not an implementing partner on this project, unlike the two police officer academies, it is nevertheless essential that child protection and rights' training be incorporated into this centre's curriculum, given the fact that police who graduate from this institution are on the front lines of all the different police units and most likely to be the first in contact with a child victim, witness or alleged perpetrator.

At the time of the IBCR visit, the centre had just trained 80 recruits, 50 of whom would be placed as guards in the adult prisons and the rest divided in their placements to the electricity, crime combatting, forestry, emergency and patrol police units. The number of recruits trained on an annual basis varies considerably from year to year – in some years, between 400 and 500 are trained, and in others there are 6000 who will go through 45 days of training. Based on determined need, recruits are selected through the Ministry of the Interior who then send them for training at the centre.

Infrastructure

Because the centre is temporarily housed in a gym, the schedule has been shortened to accommodate existing activities and training runs from 6 am until 1 pm daily. Once the new building is constructed, recruits will be housed in the centre for the duration of their training, exercise in the afternoon and evening and be fed in a cafeteria on site.

TABLE 25 – Schedule of a recruit to the regular police force

TIME	ACTIVITY	LOCATION
6.00-7.30	Physical training – jogging, calisthenics, sports	Outdoors
7.30-7.45	Inspection	Parade yard - outdoors
7.45-8.15	Breakfast	unknown
8.15-10.00	Military parade/ marching	Parade yard - outdoors
10.00-13.00	Classroom theory modules	Classrooms
13.00	Lunch	Unknown

Teaching Personnel

There are between 30 and 40 instructors who provide physical and military training and they typically come from the military. The number of instructors in theory was not provided during the interview although it was noted that Major Kakil is currently the only one who teaches these subjects at the moment. The profile of trainers is somewhat different from those who work at the police academies, since they have worked in police units and may not have graduated from university or college.

Students

The process for recruiting students was described as "through certificate", which is described as recruits getting a document which allows them to go through training when new recruits are needed. Criteria for selection is based on meeting minimum height requirements (180 cm) and being in good physical health, although it was noted that some people use their contacts to be recruited into the police and may not meet basic requirements.

Training

There are two times per year when students enter the training programme – once in January and again in July. The programme to become a policeman or woman lasts for 45 days, the bulk of time spent on physical conditioning, military drills and weapons/tactical training, with only three hours per day, for a total of 135 hours, devoted to nonphysical course modules.

TABLE 26 – Content of the security forces training curriculum

NONPHYSICAL TRAINING	PHYSICAL TRAINING
<p>One hour modules:</p> <ul style="list-style-type: none"> ▪ Individual search and concealment ▪ Car searches and building inspections ▪ Checkpoint policing ▪ SWAT team ▪ Domestic violence ▪ Police ethics ▪ How to execute an arrest warrant ▪ Role of police and search methods ▪ Crime and its types (Penal Code) ▪ Narcotics ▪ How to conduct crime scene investigation ▪ Effective safety for a policeman or woman ▪ Combatting and raising awareness about terrorism ▪ Police organisation, ranks and promotion ▪ Patrol police procedures ▪ Motorcycle patrol procedure ▪ Horse patrol procedures ▪ Car patrol procedures ▪ Helicopter patrol procedures ▪ Communication skills ▪ How to write a report ▪ Partners in crime <p>Three hour modules:</p> <ul style="list-style-type: none"> ▪ Human rights and police service ▪ Role of police in democratic society 	<ul style="list-style-type: none"> ▪ Weapons and tactical training ▪ Military formation and drills ▪ Physical fitness

The Police Rehabilitation and Training Centre also offers courses for those who are being promoted, which consists of a review of the initial training offered and exams, much like the process for promotion followed at the police colleges. After 3 years of service, a policeman or woman can become a sergeant.

Within the course module on human rights and police service, the topic of children's rights and protection is not addressed, although Major Kakil believes it can be easily integrated into the module and views the most critical aspect of the training to teach police how to interact appropriately with children, in a manner that protects them and upholds their rights.

Training Offered by External Actors/Consultants

At present, there is no training offered to recruits from external instructors.

4. SPECIALISED TRAINING FOR SPECIALISED UNITS

All police interviewed at the Juvenile Centres mentioned that they received ad hoc training in children's rights from either local NGOs, such as Heartland Alliance International, Kurdistan Save the Children, Public Aid Organisation, STEP, or international agencies, such as the UNDP. Training lasted from two days to one week, which was acknowledged to be insufficient by the directors of Juvenile Police Centres. In some cases, police officers received this training after they had been on the job for over six months.

These training sessions tended to be repetitive, meaning that if one had taken a course already, the next one would not build on the initial training, but rather go over the same issues and knowledge. In addition, these sessions focus more on awareness and knowledge building and much less on developing behavioural and attitudinal competencies.

Police from the Directorates for Combatting Violence against Women have also not received specialised training to carry out their work and note particularly that the notion of children as victims and witnesses in domestic violence cases is not addressed in any of their preparation for this field. Training from local NGOs and international organisations, as well as donor programmes, has been taken advantage of, when offered, but is ad hoc, very general in nature, and not specific to the needs of this directorate.

Local NGOs such as PAO, Heartland Alliance International, Harikar, STEP and Kurdistan Save the Children have worked very hard to build police knowledge and awareness of children's rights and the need for child protection, offering training and capacity building workshops as often as they can. Nonetheless, they agree that this training is ad hoc, of insufficient duration, not directed at building competencies and has not been evaluated for its impact.

5. TRAINING NEEDS ON CHILDREN'S RIGHTS

As noted earlier, there is no specific training on children's rights and protection in any of the training institutes for the police. Introduction to the norms outlined in the Convention on the Rights of the Child is just beginning, but is in early stages and has yet to make an impact. This has a direct impact on the quality of justice that children receive through police interactions with children, knowledge of correct procedures, laws and norms to protect children and ability to direct vulnerable children to appropriate services and support.

What is needed by the police with respect to applying laws, following norms and interacting humanely with children was identified through interviews with all stakeholder groups and included the following:

- The knowledge required to carry out their duties appropriately, including a thorough understanding of all relevant international instruments, the Juvenile Care Law and a code of ethics for dealing with children and youth;
- The understanding of child development to be able to interact with children on an age-appropriate basis;
- Information about children as victims and children as witnesses, as well as best practices for interacting with these vulnerable children;
- Exposure to the best practices in crime prevention, treatment and support for juveniles;

Development Workshop participants, who were composed mainly of police officers, emphasised that they needed practical skills for interacting with children and that it was insufficient to teach only theory. It was agreed by all participants that the police training curriculum should include the following:

- Understanding child development – physical, intellectual, emotional, social, moral
 - Appropriate communication with the child at various stages of his/her development
 - Code of ethics/behaviour for interacting with the child at various stages of his/her development
- Recognising children at risk and children in vulnerable situations
 - Being able to identify when a child needs care and protection

- Interacting with vulnerable children – what are the legal provisions, procedures, behaviours and attitudes required
- Referring/helping a vulnerable child – who can support and provide care to the child: families, communities, service providers (formal and informal)
- Understanding child victims and witnesses of crime
 - Being able to identify children as victims and recognising trauma in both child victims and witnesses
 - Receiving and interacting with/interviewing child victims and witnesses of crime – what are the legal provisions, procedures, behaviours and attitudes required
 - Referring/helping a child victim of crime and a child who witnesses a crime – who can support and provide care to the child: families, communities, service providers (formal and informal)
- Understanding children suspected and in conflict with the law
 - First encounter – what are the legal provisions, procedures, behaviours and attitudes required
 - Interviewing - what are the procedures, behaviours and attitudes required
 - Referrals and assistance – who can support and provide care to the child: families, communities, service providers (formal and informal)
- Working with children in police custody
 - What are the legal provisions, procedures, behaviours and attitudes required
 - Referrals and assistance – who can support and provide care to the child: families, communities, service providers (formal and informal)
- Field visits

Participants did not agree on whether or not field visits *involving children* were appropriate. Some participants were concerned about field visits resulting in trauma for vulnerable children through these visits if police do not understand and are not sensitive to children. It was agreed, however, that certain institutions that receive or work with children in conflict with the law, such as hospitals, juvenile police stations, juvenile courts and juvenile reformatories, could provide assistance to police instruction and help to develop appropriate behaviours and attitudes among them. Other participants believed that police in training should interact with vulnerable

children and become familiar with service providers who protect and care for children. There was full agreement that field visits would require careful planning, be of sufficient length to facilitate education and that a list of objectives and learning questions should be provided to police in training who participate in field visits.

It was agreed that the IBCR will develop the materials in the following six tools:

- a) Trainer's Manual
- b) Student's Manual
- c) Reference Guide
- d) Assessment Manual
- e) Pocket Guide
- f) Educational Toolkit

For the Training of Trainers, it was agreed that a section on **adult education principles and methodologies (andragogy)** should be incorporated into the workshop because most police trainers have minimal exposure to these methodologies and their importance in developing competencies in child protection and rights.

6. THE PROCEDURE FOR ADJUSTING TRAINING COURSES

There are a number of different processes for changing curriculum in the police colleges, depending upon how significant the change is. It was mentioned that curriculum changes require representatives from the Ministry of the Interior and that change will not be successful unless there is active participation from higher ministerial levels. While the current Minister is very supportive, it is not clear whether he will remain in the position, given the outcomes of the recent elections, where the PDK has had to form a coalition with the Change Party. If there is a change in leadership, this may affect the support levels from the MoI.

If the course adjustment requires a structural change, such as in the case of teaching a course over one week, instead of fitting the curriculum into 45 minute time slots once a week for 40 weeks, a proposal must be prepared and presented to a Ministry Council composed of military advisors, consultants and the legal advisor. IBCR technical support would be requested for the development of the proposal and the presentation in front of this council. The two police colleges must also be supportive of the change.

It was mentioned that a new department called the Ministry Academy Council was in development, which will be composed of the deans of the police colleges, the Director General of the Police and the Director General of the Asayish. It is not clear if this would become the body to whom the request for curriculum change would be made, but it was worth monitoring the role of this department, once established.

If the curriculum modules can be incorporated into the existing framework for teaching, then the agreement of the college administration and existence of someone within the college to teach the modules is all that is required. The Erbil police college thought that this would be very possible if the course was limited to 34 hours in total duration.

The trainer from the general police training institute believed that certain modules could be easily incorporated into the 45 days of training, perhaps even a full day, although he would not be able to specify what he would teach and how until he had undergone the training of trainers.

As to the Juvenile Police centres, it is within the authority of the Directors to require that their staff undergo training of any sort and they would be able to organise this at any time. Additionally, every single police station holds a staff meeting every Thursday for one hour at which some basic information could be imparted. Participants from the juvenile police centres were reluctant to commit to a training duration until they had experienced the course themselves.

The Head of the Training Unit at the General Directorate for Combatting Violence against Women would have to get approval from the General Director, but did not envisage any problems incorporating key modules, particularly those about children as victims and witnesses, into regular training for its police corps.

I. STRATEGIC RECOMMENDATIONS¹⁵⁷

Among key juvenile justice and child protection stakeholders, there was a consensus that building a child protection system required the active participation, engagement and intervention of numerous sectors to be successful. Not only are the police forces important interlocutors for child protection, but families, communities, religious leaders, schools, hospitals and clinics, training institutions, reformatories and justice sector actors are implicated in building a system of protection for vulnerable children. Consequently, it will be essential that the police training project coordinate its efforts with work of other ministries, donors, NGOs and UN agencies, to reach out to the different players needed to build an effective system. Moreover, it is important that the project implementers think strategically about involving trainers in the capacity building who may in turn pass on the knowledge and competencies to other stakeholders in the juvenile justice and child protection sector.

Since the next step in the implementation of the police training in children's rights' project will involve a training of trainers' session, project stakeholders recommended that:

- A select number of local NGOs who are likely to provide training in the future to judges, police, lawyers, social workers or others involved in the delivery of justice and support for children be invited to the training of trainers (ToT) workshop;
- Because of the importance of their role in juvenile justice, one civil and one law enforcement representative from each Juvenile Reformatory should be involved in the ToT, or, at the very least, one representative of each who can then train other reformatory staff in other governorates;
- Attention to geographical balance is very important in selecting the participants for the ToT, since all three governorates require representation to ensure skills are dispersed in future training and attention should be paid to rural areas and the inclusion of key police as trainers who can impart the skills to his or her colleagues in areas far from urban centres;
- Close collaboration with MoLSA is essential because of its key role in implementing the Juvenile Care Law, so there should also be inclusion of MoLSA stakeholders in training sessions;
- Engagement of justice sector stakeholders is very important to the success of the project since judicial investigators and judges direct investigations of juveniles, lawyers are expected to represent children and adjudicators from the juvenile court must be aware of sentencing options and appropriate treatment of children. It was noted that training must be developed exclusively for this group, otherwise, they may not participate;
- The Social Work Department of Salahaddin University, because of its focus on competency development in its instruction, will be an important partner to this project and ongoing participation in training of trainers and possible student placements with police forces in the future;
- Many stakeholders discussed the fact that police treatment of children is inextricably linked to their understanding of their role in the investigation process, so this topic must also be addressed in training; and
- The issue of rapid turnover and transfer of staff in juvenile police stations is a problem that must be addressed concurrently with the capacity building of juvenile police so that police who know what they are doing do not leave before passing on their experience and knowledge to others. A minimum term of appointment, such as three years, was discussed with the MoI, in order that training not be in vain.
- A new child protection law is being developed in the Kurdistan Region, which aims to bring together all the relevant pieces of legislation on children into one legal framework. It will be important to monitor the status of this legislation since it will directly affect the justice sector, including police, as well as child protection institutions.



F. ANNEXES





ANNEX 1 – GENERAL FRAMEWORK FOR CHILD PROTECTION IN THE KURDISTAN REGION

Normative Framework

According to the Convention on the Right of the Child, state parties should ensure giving legal effect to the provisions of the Convention within their national legal systems and specify measures undertaken to legally integrate and incorporate the Convention in the national system.

- Constitution of Iraq (2005)
 - Art. 4 – Children educated in their mother tongue.
 - Art. 15 – Right to enjoy life, security and liberty. Deprivation or restriction of these rights is prohibited except in accordance with the law and based on a decision issued by a competent judicial authority.
 - Art. 17 – Personal privacy and the sanctity of the homes shall be protected. Homes may not be entered, searched, or violated, except by a judicial decision in accordance with the law.
 - Art. 18 – Citizenship
 - Art. 19 – Criminal law protections such as being innocent until proven guilty and the right to a lawyer.
 - Art. 22 – Right to work.
 - Art. 29 – Family preservation, protection of motherhood, childhood and old age, care for children and youth, prohibition against economic exploitation of children and prohibition against violence and abuse in the family, school and society.
 - Art. 30 – Social and health security, basic requirements for living and secure a suitable income and housing. In some cases such as homelessness and orphan-hood, State provides for housing and special programmes of care and rehabilitation.
 - Art. 31 – Right to health care.
 - Art. 32 – Care, rehabilitation and reintegration for the handicapped and people with special needs.
- Art. 34 – The right to education and mandatory primary education.
- Art. 37 – Civil liberties such as lawful detention, prohibition against inhumane treatment and the use of coerced confessions, protection from intellectual, political and religious coercion, and prohibition against forced labor, slavery, slave trade, trafficking and sex trade.
- Art. 45 – Prohibition against tribal traditions that violate human rights.
- Law Against Domestic Violence in the Kurdistan Region of Iraq, (Act No. 8 of 2011)
 - Art. 2 – Prohibition against family violence: e.g. forced marriage, forced prostitution, forced begging, beating family members and children.
 - Art. 3 – Establishment of domestic violence courts, shelters, social services, healthcare and rehab, special police.
 - Art. 4 – Protective orders
 - Art. 5 – Conciliation committee
- Iraqi Nationality Law (No. 26 of 2006)
- System of Pre-trial (Act No. 6 of 1987). Rules and Regulations
- The Labour Act (No. 71 of 1987)
 - Arts. 90 through 97 (Various provisions related to employing minors)
- State Homes Law, No. 5 of 1986
- The Juvenile Care Law (Act No. 76 of 1983)
 - Arts. 2 and 3 – Removing paternal authority in the interest of the juvenile and court-ordered guardianship.
 - Art. 22 – Substitute families where guardianship has been withheld.
 - Art. 26 – Court may appoint a close relative in place of curator.
 - Art. 27 – If there is no qualified relative then court may hand over juvenile to another person who satisfies requirements.

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- Arts. 39-46 – Annexation of orphans into another family.
 - The Child Welfare Authority Act (No. 272 of 1982)
 - The Welfare of Minors Act (No. 78 of 1980)
 - Art. 23 – Minors Welfare Department can bring suit to remove “carer”.
 - Arts. 32 through 34 – Court has power to remove or terminate parental responsibility and appoint guardian. Minors Welfare Department has duty to care for minor.
 - Law of Social Care Law (Act No. 126 of 1980)
 - Arts. 4, 13 and 16 – State support of families and minors
 - Art. 19 – Appeal of Family Care Committee decision to court
 - Art. 29 – State’s role in caring for orphans
 - Art. 33 – State support of students
 - Compulsory Education Law, No. 118 of 1976
 - Revolution Command Council Decree (Act No. 102 1974) – free education
 - The System of Juvenile Rehabilitation (Act No. 32 of 1971). Rules and Regulations
 - The Code of Criminal Procedure (Act No. 23 of 1971)
 - Article 233-242
 - The Penal Code Act (No. 111 of 1969)
 - Arts. 64 through 79 (Various provisions related to juveniles)
 - Art. 371 Failure to Fulfill Guardianship / Caretaker Duties
 - Arts. 394, 397 – 399, 422 and 448 (Various crimes on minors)
 - Instructions on Foundlings No. 7 of 1965
 - Personal Status Law (No. 188 of 1959)
 - Arts. 7-9 – Minimum marriage age and forced marriage.
 - Social Institutions Law (No. 42 of 1958)
 - Iraqi Civil Code (Law No. 40 of 1951)
 - Arts. 19 through 21 – Adoption, guardianship and alimony
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ANNEX 2 – CHILD DEVELOPMENT INDICATORS FOR THE KURDISTAN REGION

Child Development Indicators

Statistics of the Kurdistan Region¹⁵⁸

OFFICIAL NAME	KURDISTAN REGION
Capital	Erbil (Hewlêr in Kurdish)
Official and national languages	Kurdish, Arabic
Political regime	Parliamentary democracy/unicameral parliament elected by popular vote. President directly elected by citizens in the region. Prime minister selected by majority party.
De Facto Independence	October 1991
Date of admission into the United Nations	n/a
Religion	Majority of Sunni Muslims, mainly of Shaf'i school and some Sufis. Large number of Christians (Syrian Catholic, Syrian Orthodox, Assyrian Church of East, Armenian, and Catholic Chaldean). Yezidism and Kaka'i faith also practised. ¹⁵⁹
Human Development Index (/187)	n/a
Total population	5.2 Million ¹⁶⁰
Birth registration %(2011):	99%
Infant mortality rate (under 1), per 1000 live births (2011):	28
Under-5 mortality rate, per 1000 live births (2011):	32
Rank comparison of Kurdistan Region to other countries when it comes to under 5 mortality rate (2010):	76th 161
Neonatal mortality rate, per 1000 live births (2011):	21
% of infants with low birth weight (2011):	11.4%
% of households consuming iodised salt, 2011:	37.5%
Orphans	0.2%
Total fertility rate, children per women (2011):	3.3
% of population using improved drinking water sources (2011):	96.7%
% of population using improved sanitation facilities (2011):	97.7%
Primary school net intake ratio % (2011):	95.9%
Secondary school net attendance ratio % (2011):	71.9%
% of child labour (2011):	2.2%
Marital status, % adolescents aged 15-19 who are currently married/in union (2012)	9.9%
Child marriage 2012, % married by 15 (girls)	4.9%
Child marriage 2012, % married by 18 (girls)	22.4%
% female genital mutilation/cutting among women (2011):	42.8%
% female genital mutilation/cutting among daughters (2011):	25.7%
Justification of conjugal violence (2011):	Necessary to raise child properly
Violent discipline (2011):	70%

ANNEX 3 – INTERNATIONAL OBLIGATIONS OF IRAQ AND THE KURDISTAN REGION IN THE FIELD OF CHILD PROTECTION

Table summarising international obligations relating to child protection in Iraq and the Kurdistan Region

INTERNATIONAL AND REGIONAL HUMAN RIGHTS CONVENTIONS/TREATIES	STATUS	LAST REPORT SUBMITTED BY STATE
Admission to the UN	21 December 1945	—
Convention on the Rights of the Child	Acceded 15 June 1994	6 August 1996 Concluding observations by CRC: 25 October 1998
Optional Protocol to the CRC on the involvement of children in armed conflict	Acceded 24 June 2008	Not yet submitted
Optional Protocol to the CRC on the sale of children, child prostitution and child pornography	Acceded 24 June 2008	Not yet submitted
Optional Protocol to the CRC on a communications procedure	No action	Not yet submitted
International Convention on the Elimination of All Forms of Racial Discrimination	Ratified 14 January 1970	CERD/C/IRQ/Add.3 – 16 June 1998
Convention on the Elimination of All Forms of Discrimination against Women	Acceded 13 August 1986	CEDAW/C/IRQ/2-3 – 13 October 1998
Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women	No action	Not yet submitted
International Covenant on Economic, Social and Cultural Rights	Ratified 25 January 1971	E/1994/104/Add.9 – 8 December 1995
International Covenant on Civil and Political Rights	Ratified 25 January 1971	CCPR/C/Add.20 – 5 February 1996
Optional Protocol to the International Covenant on Civil and Political Rights	No action	Not yet submitted
Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at abolition of the death penalty	No action	Not yet submitted
Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	No action	Not yet submitted
Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	No action	Not yet submitted
Convention on the Rights of Persons with Disabilities	No action	Not yet submitted
Optional Protocol to the Convention on the Rights of Persons with Disabilities	No action	Not yet submitted
Convention on the Reduction of Statelessness	No action	—
Convention for the Protection of All Persons from Enforced Disappearance	No action	—
Convention relating to the Status of Refugees	No action	—
Protocol relating to the Status of Refugees	No action	—
International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families	No action	—
Protocol against the Illicit Manufacturing of and Trafficking in Firearms, Their Parts, and Components and Ammunition, supplementing the United Nations Convention against Transnational Organised Crime	No action	—
Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others	Acceded 22 September 1955	—
Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organised Crime	No action	—



INTERNATIONAL AND REGIONAL HUMAN RIGHTS CONVENTIONS/TREATIES	STATUS	LAST REPORT SUBMITTED BY STATE
Convention on Protection of Children and Co-operation in Respect of Inter-country Adoption	No action	—
Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages	No action	—
Convention concerning Minimum Age for Admission to Employment (C-138)	Ratified 13 February 1985	—
Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (C-182)	Ratified 9 July 2001	—
Convention against Discrimination in Education	Ratified 8 June 1977	—
Rome Statute of the International Criminal Court	No action	—
Protocol additional (I) to the Geneva Conventions, and Relating to the Protection of Victims of International Armed Conflicts	Ratified 1 November 1979	—
Protocol additional (II) to the Geneva Conventions, and Relating to the Protection of Victims of International Armed Conflict	Ratified 1 November 1979	—
Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction	Acceded 15 August 2007	—
Convention on Cluster Munitions	Signed 12 November 2009	—
Convention on the Safety of United Nations and Associated Personnel	No action	—
International Convention for the Suppression of the Financing of Terrorism	Acceded 16 November 2012	—
International Convention for the Suppression of Terrorist Bombing	Acceded 30 July 2013	—
Universal Islamic Declaration of Human Rights 1981	Yes	—
Cairo Declaration on Human Rights in Islam - i.e.: Article 7	Yes	—
Declaration on the Rights and Care of the Child in Islam	Yes	—
Rabat Declaration on Child's Issues – i.e.: Article 9; Article 20	Yes	—
Arab Charter on Human Rights 1996	1996	—
(Amended) Arab Charter of Human Rights of the League of Arab States	Signed May 2004	—

2. Non-binding norms

Beijing Rules 1985	Yes	—
Riyadh Guidelines 1990	Yes	—
Havana Rules 1990	Yes	—
Tokyo Rules 1990	Yes	—
Guidelines for Action on Children in the Criminal Justice System 1997	Yes*	—
Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime 2005	Yes*	—
Children's Rights in Juvenile Justice – General Comment No. 10 UN 2007	Yes*	—
UN Common Approach to Justice for Children 2008	Yes*	—

*Default if party to CRC



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39. MANARA
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41. UNAMI Report on Human Rights in Iraq: July-December 2012, pg. 31-32.
42. The ongoing civil conflict, started in 2011, in the Syrian Arab Republic among government forces, jihadist elements, various factions fighting under the flag of the "Free Syrian Army", and other groups has precipitated one of largest refugee crises in modern history. Refugees for the most part are unregistered. The KRC and UNHCR currently administer four major refugee camps in the region, with another larger camp being built in Sulaimaniya Governorate. Refugees lack financial means, basic housing, healthcare and education needs. See <http://new.krg.us/the-syrian-refugee-crisis-and-the-kurdistan-regional-government/> and <http://www.nytimes.com/interactive/2013/10/16/world/middleeast/syrian-refugee-crisis-photos.html> for a fuller scope on the scale of the crisis.
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60. "Gender-based Violence in Iraq: The effects of violence – real and perceived – on the lives of Iraqi women, girls, men and boys," UN OCHA and UN Information Analysis Unit, 16 June 2008. Pg. 12.
61. "Gender-based Violence in Iraq: The effects of violence – real and perceived – on the lives of Iraqi women, girls, men and boys," UN OCHA and UN Information Analysis Unit, 16 June 2008. Pg. 10.
62. "Gender-based Violence in Iraq: The effects of violence – real and perceived – on the lives of Iraqi women, girls, men and boys," UN OCHA and UN Information Analysis Unit, 16 June 2008. Pg. 10.

63. Iraq Multiple Indicator Cluster Survey Final Report, 2011
64. <http://www.who.int/mediacentre/factsheets/fs241/en/>
65. Enhancing local protection of women and girls in northern Iraq, p. 2.
66. Enhancing local protection of women and girls in northern Iraq, p. 7.
67. Enhancing local protection of women and girls in northern Iraq, p. 7.
68. "Gender-based Violence in Iraq: The effects of violence – real and perceived – on the lives of Iraqi women, girls, men and boys," UN OCHA and UN Information Analysis Unit, 16 June 2008.
69. Iraq Multiple Indicator Cluster Survey Final Report, 2011
70. UNAMI Report on Human Rights in Iraq: July-December 2012, p. 25.
71. UNICEF, "The Situation of Children and Women in Iraq," p. 18.
72. Iraq Multiple Indicator Cluster Survey Final Report, 2011
73. IRC GBV Assessment, Iraq, September to December 2008. Report available by request.
74. Enhancing local protection of women and girls in northern Iraq, p. 8.
75. http://www.academia.edu/176622/Internal_Displacement_Kurds
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78. <http://www.unicef.ca/en/article/ceo-david-morley-visits-syrian-refugee-camp-in-northern-iraq>
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81. Iraq Multiple Indicator Cluster Survey Final Report, 2011
82. Presentation on Children in Contact with the Law for the workshop in Amman, Jordan, from 16-19 September 2013
83. Stop the violence: The overuse of pre-trial detention, or the need to reform juvenile justice systems, p. 14-15.
84. Stop the violence: The overuse of pre-trial detention, or the need to reform juvenile justice systems, p. 15.
85. Stop the violence: The overuse of pre-trial detention, or the need to reform juvenile justice systems, p. 11-14.
86. MANARA
87. Information on the formal justice process comes from Cyndi Banks, *Situational Assessment: Justice for Children in Kurdistan*, August 2010, UNICEF's *Assessment of the Juvenile Justice System in Iraq*, June 2013 and interviews with the EU Just Lex team in Erbil, judges and public prosecutors in Erbil and Dohuk.
88. This diagram was validated by Strategic Workshop participants on the 25 November 2013 in Erbil.
89. Cyndi Banks, *Situational Assessment: Justice for Children in the Kurdistan Region*, 2010, p. 42-44
90. Banks, p. 34-35
91. <http://dfr.krg.org/p/p.aspx?p=88&l=12&s=030400&r=403>
92. According to Judge Abdullah Aziz Ahmmad from the Dohuk Juvenile Court.
93. Information for this section was collected in interviews with three social workers at the Erbil Personality Studies Office on the 15 September 2013.
94. Interview with Dr. Bohar Sulaiman Issa at the Centre for Mental Health in Dohuk on the 11 September 2013.
95. Interview with Nasrullah Hidayat, Special Advisor to the Minister of Labour and Social Affairs, on 20 August 2013.
96. Interview with Fuad Gaza Karim, Deputy Director of the Juvenile Reformatory and Observatory in Sulaimaniya.
97. In an interview with the Director of the Dohuk Juvenile Reformatory and Observatory, Mr. Zeki Salh Musa, he noted that there was no young adult section, resulting in boys being sent to adult prison as soon as they reach 18 yrs.
98. Provided by UNICEF Iraq during presentation on 16-19 September, 2013 in Amman, Jordan, on Child Protection Units in Iraq.
99. These figures were provided by the directors of each juvenile reformatory. The figures from Erbil were provided on 19 August 2013; those for Dohuk on the 9th September 2013 and Sulaimaniya on the 29 August 2013.
100. Banks, p. 69
101. Information on staffing provided on 19 August 2013 at the Erbil Juvenile and Women's Reformatory.
102. Interview with Judge Nizad, Public Prosecutor's Office, Erbil Reformatory, on 17 September 2013.
103. Interviews were conducted with Judges Nazad and Shwan Saber Mustafa Gardi on 17 September and Judges Nizar and Shwan Saber Mustafa Gardi again on 10 December 2013.
104. The information that follows was collected in an interview with three staff members of the Erbil office on 15 September 2013.
105. Information about juvenile police responsibilities was provided during an interview with the Director of the Juvenile Police Centre in Dohuk on 10 September 2013.
106. Statistical reports were not available, however, information and data was collected during an interview IBCR conducted on 15 September 2013 with three social workers at the Office of Behavioural Monitoring.
107. Banks, p. 38
108. Juvenile Care Law, Art. 23
109. All law enforcement agents interviewed at the three juvenile police stations noted that their resources were very limited with respect to vehicles, infrastructure, budgets and staff. As a result, juvenile police rarely have time to patrol the streets.
110. This information was collected from urban and rural police who participated in the Framing Workshop held on 21-22 August, 2013 in Erbil.
111. Juvenile Care Law, Art. 48
112. Iraqi Criminal Procedure Code, Art. 60, only permits sworn testimony from children who have reached the age of 16yrs.
113. Interviews were conducted with children who had come into contact with the law, children who were likely to come into contact with the law (such as child labourers) and children unlikely to have come into contact with the law (school children, for example) in Erbil and Sulaimaniya on two missions to the KRG in August/September and November/December 2013.
114. Information is derived from an interview with and presentation on the project by Major Karwan Abdulkarim, Head of Media Department, occurred on 26 November 2013.
115. Measuring Stability and Security in Iraq, March 2010 Report to Congress, DoDSA Act 2008, p. 49
116. Anthony H. Cordesman & Adam Mausner Withdrawal from Iraq: *Assessing the Readiness of Iraqi Security Forces*
- 2009, Centre for Strategic and International Studies, p. 127
117. Dennis Chapman, p. 184
118. <http://www.krg.org/a/d.aspx?l=12&a=45955>
119. When asked for documentation on police roles and mandates, those interviewed were unable to provide any written materials.
120. <http://www.ekurd.net/mismas/articles/misc2012/6/state6260.htm>
121. As outlined by Brigadier Hunar Nadir Hamad in an interview on 10 December 2013.
122. Interview with Karim Sinjari, Minister of the Interior, accessed at: <http://www.the-report.net/iraq/kurdistan-region-sep2013/632-interview-karim-sinjari-kr-minister-of-the-interior>
123. Situational Assessment: Justice for Children in Kurdistan
124. According to a UNICEF presentation on police child protection units at a workshop in Amman, Jordan, from 16-19 September, 2013.

125. Juvenile police interviewed in all three centres revealed that, with few resources and personnel, they relied on other police units to pick up children. In Erbil, for example, of the 210 cases opened at the Juvenile Centre, only 10 files were opened by the juvenile police, with the others transferred from other police units.
126. Art. 23 of the Juvenile Care Law requires that juvenile police seek children in places where they are likely to break the law and hand over runaways and homeless children to their families. The juvenile police interviewed indicated that these two clauses of the Law were very difficult to implement, given the lack of resources provided to them. Additionally, these were considered part of their job description, but were not very clear to most juvenile police.
127. United Nations Assistance Mission to Iraq (UNAMI) HUMAN RIGHTS REPORT 1 JANUARY – 30 JUNE 2009, paragraphs 39 and 42, at 14-15.
128. Interview with Major Amir Hama Mahmud Husein, Deputy Director of the Sulaimaniya Police Centre on 27 August 2013
129. An interview was conducted with the Director of the Juvenile Police Centre in Dohuk on 10 September 2013.
130. Interview with Major Mahamed Majid Hamad, Director of the Erbil Police Centre on 3 September 2013.
131. IRC, *Addressing Violence Against Women and Girls*, p. 11
132. <http://www.al-monitor.com/pulse/originals/2013/02/violence-against-women-kurdistan.html#ixzz2sMiCXO6E>
133. UNICEF presentation on Child Protection Units in Iraq at a workshop in Amman, Jordan, from 16-19 September, 2013 and information provided during interviews with Dr. Sami Jalal F. Hussein and Dr. Ismail Abu-bakir Ali and Dr. Waadi Suliman Ali from the Family Protection Unit in Dohuk on 10 September 2013
134. UNICEF presentation on Child Protection Units in Iraq at a workshop in Amman, Jordan, from 16-19 September, 2013
135. General Director, Ms. Kurdo Omer was interviewed on 3 September and 18 November 2013.
136. Interview with Captain Saadia Ali Marif, Head of the Training Department, General Directorate for Combatting Violence Against Women, on 3 September 2013.
137. Heartland Alliance, *Documenting Violence Against Women in Iraqi Kurdistan*, 2009, p. 9
138. The General Directorate for Combatting Violence against Women's website was accessed by IBCR's local consultant on the project on 13 September 2013 and translated from Kurdish. The General Directorate publishes monthly statistics on cases involving violence against women and girls, although there is no disaggregation by age to capture child victims.
139. Penal Reform International, *Juvenile Care Council – Central Government and Kurdistan Region: Analysis of Current Situation and Recommendations for Improvement*, July 2013
140. Data about this committee has come from an interview with Ms. Pirshing Karim Qadir, Head of Child Protection at the General Directorate of Social Development and Care, MoLSA, on 28 August 2013 in Sulaimaniya.
141. Interview with Mr. Bazhad Adan, Dohuk Vice Governor, on 27 November 2013.
142. All information regarding the orphanage came from the interview with Mr. Walid Khalid Qasim on 12 September 2013.
143. Banks, p. 91
144. Because the social workers did not first seek authorisation by the MoE to meet with IBCR, they preferred that we not use their names in the mapping report.
145. Interviews with police and Health ministry staff identified that medical and health workers could improve their capacities and involvement for working with children in contact with the law.
146. Information provided through interviews with Brigadier Dilshad Sa'id, Dean of the Erbil Police College on 4 September 2013 and General Dr. Salar Abdullah, Dean of the Sulaimaniya Police College on 26 August 2-13.
147. Even if the Law of Service and Retirement of Police and Security Forces were provided, it very likely would not include information about specific ranks and positions within the police and security forces; instead, following closely the standard brief description of the civil service position, with most of the document comprised of information regarding service, promotion, disciplinary process and retirement. There are no written job descriptions outside of generic civil service position overviews.
148. Chapman, Dennis P. 2009. *Security Forces of the Kurdistan Regional Government*. Civilian research project. U.S. Army War College, Carlisle Barracks, PA. 292 pages.
149. When IBCR visited the Sulaimaniya Police Academy, there was a three month warrant officer preparation course being held. The IBCR team was able to speak with three recruits who were selected by college staff to be interviewed.
150. When IBCR visited the Sulaimaniya Police Academy, there was a three month warrant officer preparation course being held. The IBCR team was able to speak with three recruits who were selected by college staff to be interviewed.
151. As determined by the Law Enforcement Service law, as described to IBCR by Brigadier Dilshad Sa'id, Dean of the Erbil police academy on 8 December 2013.
152. All information for this section was derived from observation of promotional exams and interviews conducted with the Dean at the Erbil police college while "specialised" (promotion) training was going on over three weeks.
153. This data was provided through interviews with Brigadier Hunar Nadir Hamad and Major Hawraz Faruq.
154. Information provided through interview with Brigadier Ismat Muhammad Ali, Head of Education at the Erbil Police Academy.
155. Information for this section came from interviews with the Head of Education at both the Sulaimaniya and Erbil police academies, as well as discussions with two external trainers who were teaching warrant officers at the Sulaimaniya academy during the IBCR visit.
156. All information in this section on the centre has come from Major Kakil, Head of Training at the Rehabilitation and Training Centre, and an active member of the project steering committee. The interview and visit was conducted on 9 December 2013.
157. The following represent a composition of the key recommendations received about training the police in children's rights through interviews while IBCR was on mission, as well as the ideas presented at the three workshops facilitated by IBCR: the Framing, Strategic and Development Workshops.
158. Iraq Multiple Indicator Cluster Survey Final Report, 2011
159. <http://www.krg.org/p/p.aspx?l=12&s=020000&r=310&p=220>
160. <http://www.krg.org/p/p.aspx?l=12&s=020000&r=304&p=214>
161. <http://www.unicef.org/sowc2012/pdfs/UNDER-FIVE-MORTALITY-RANKINGS.pdf>



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- Child-friendly version of the UN Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime, produced by UNODC, UNICEF, The Innocents Research Centre and IBCR (Arabic, Chinese, English, French, Russian, Spanish; 2007)

We invite you to consult the international bureau of children's rights' website for accessing its publications and reports at this address:

http://www.ibcr.org/eng/thematic_reports.html





Training programme for police on the rights of the child in the Kurdistan Region

In order to realise the values outlined in the Convention on the Rights of the Child, a lasting change must first occur in the organisations and individuals responsible for upholding and enforcing laws. Following the commitment of Kurdish police academies and the Ministry of the Interior at the fourth global Children's Rights workshop in Lomé in 2012, activities are being carried out in the Kurdistan Region during 2013-2014 to implement a regional action plan for security forces.

With the partnership of the Iraq country office of UNICEF, the International Bureau for Children's Rights is working with the police training academies in Erbil and Sulaimaniya, as well as other key security stakeholders, to execute the Police Training Project in Children's Rights in the Kurdistan Region of Iraq.

The main goal of this project is to create a quality curriculum on children's rights that will be permanent and mandatory in police training academies throughout the region.

The curriculum will take a participative approach to learning, with lessons tailored to fit the context of the Kurdistan Region. At each stage, a local Steering Committee provides technical support to the IBCR, while a Reference Group from the three governorates of the Kurdistan Region provides insight and recommendations to the project when necessary.

Participating Institutions:

- Ministry of the Interior
- Erbil Police Academy
- Sulaimaniya Police Academy
- Erbil Police Training and Rehabilitation Centre
- General Directorate for Combatting Violence against Women
- Juvenile Police Centres

