



CORE CHILD-RIGHTS COMPETENCIES FOR JUDGES AND PROSECUTORS

An initiative aimed at promoting child-friendly justice



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ACKNOWLEDGEMENTS

The development of this reference framework on core child-rights competencies for prosecutors and judges was made possible thanks to a broad range of partners to whom the International Bureau for Children's Rights (IBCR) is deeply grateful.

The IBCR would like to thank the International Organisation of La Francophonie for its technical and financial support throughout the process. Similarly, special thanks are due to the authorities in Burkina Faso, in particular the Ministry of Justice, Human Rights and Civic Promotion, for hosting and leading the specialist workshop held in September 2018 in Ouagadougou. The IBCR also thanks the various partner institutions who played a role in the process, including Child Helpline International, Defense for Children, ECPAT France, ECPAT Luxembourg, Francopol, the United Nations Office on Drugs and Crime,

Terre des hommes and UNICEF. It is also important to highlight the participation of the dozens of judges, prosecutors and other stakeholders in the child protection and justice systems of some 20 countries. They generously contributed to the reflection and document improvement process. Finally, we would like to highlight the much appreciated participation of Mr. Philip Jaffé, member of the United Nations Committee on the Rights of the Child.

The IBCR also thanks the members of its Board of Directors for their significant involvement throughout the project, which enabled a comparison of the practices used in Europe, Africa and the Americas. And lastly, thank you to the entire IBCR team: Guillaume Landry, Sabine Michaud, Patricia Hajjali, Danielle Valiquette, Martin Causin, Laurene Graziani, Sabine Zongo and Denis Tapsoba.



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FOREWORD

On the eve of the 30th anniversary of the Convention on the Rights of the Child (CRC), the Francophonie is more committed and determined than ever to promote and protect children's rights.

In recent years, the International Organisation of La Francophonie (OIF) has focused its efforts on training and raising awareness among justice workers to ensure better protection for child victims of violence. In 2015, we published "Hearing and supporting child victims of violence," a guide which the International Bureau for Children's Rights also contributed to.

The Ouagadougou workshop on identifying the core competencies for legal professionals (judges, prosecutors and magistrates) who interact with children in the justice system is complementary to an ongoing effort to determine the core competencies for police officers, initiated a few years ago by the OIF. With support from various partners, the IBCR was able to use the OIF initiative as a starting point and build on it by expanding its scope to several other countries and involving a wide range of stakeholders from complementary fields.

The OIF is pleased to have participated in this workshop for magistrates, who play a key role in child protection, since their interventions help ensure that children are cared for appropriately and in accordance with their needs. In fact, it is essential to professionalise and improve the training for French-speaking judges and magistrates so that they can gain the capacities required to ensure compliance with the practices and procedures stemming from international standards on the rights of the child.

Our actions are guided by the Convention on the Rights of the Child in the hopes that each child can develop their potential and be understood, and that their best interests are protected.

I hope that the IBCR will continue this work and I salute the organisation's exemplary commitment to children's rights.



Georges NAKSEU NGUEFANG
Director of Political Affairs and
Democratic Governance
- *International Organisation of
La Francophonie*

Children of all ages come into contact with the justice system in many different ways. Some are victims, while others are witnesses or perpetrators of crimes. Regardless, being involved in legal proceedings is often stressful for children.

The Guidelines on Child Friendly Justice, based on the Convention on the Rights of the Child (CRC), were adopted to ensure that children are treated with dignity, care and respect in all legal proceedings. Children are not only considered persons whose specific rights must be protected and promoted, but they are also considered full subjects of the law. Further, in all decisions affecting children, their best interests must be an important consideration. Therefore, children must be systematically treated with dignity, and with respect for their physical and psychological integrity. Legal proceedings must be adapted to suit the child's maturity and level of understanding. Children should be thoroughly informed and consulted on the opportunity to have recourse to either a court proceeding or alternatives outside court settings. In addition, children must be allowed to express their opinions, be heard and be involved in the legal proceedings in which they are involved, in a manner that is appropriate for their age, gender and level of development.

Judges and prosecutors who deal with children play a crucial role, since they are responsible for ensuring child-friendly justice, i.e., justice that is accessible, age-appropriate, timely, diligent and child-centred, respecting the right to a fair trial, the right to participate in and understand the proceedings, the right to private and family life and the right to integrity and dignity.

This difficult task requires judges and prosecutors to be knowledgeable about the law as well as a broad range of issues related to children's needs and rights. They must also be dedicated to their jobs and have experience working with professionals in various disciplines including health, education, psychology and social work.

Therefore, persons working with children during legal proceedings (police officers, gendarmes, nursing or educational staff, judges, prosecutors, social services professionals) must be sensitised and trained accordingly.

Capacity building for juvenile court judges and prosecutors, who play an important role in child protection systems, is an ongoing process. It consists of sharing knowledge and practices in order to gain essential skills needed to uphold children's rights, particularly during hearings and when determining the extent to which their views should be taken into consideration, as well as when determining their best interests, which can be challenging.



Dr Najat Maalla M'jid
President
- *International Bureau for Children's Rights*

For nearly 25 years, the International Bureau for Children's Rights (IBCR) has endeavoured to promote children's rights in juvenile justice systems around the world. The IBCR began developing its expertise in strengthening justice systems for children after it published, in the early 2000s, the Guidelines on Justice Matters involving Child Victims and Witnesses of Crime, which were adopted by the United Nations Economic and Social Council.

Every day, thousands of children come into contact with the law in a number of different and often complex ways. They may be witnesses or victims of crimes or offences, or suspected, accused or convicted of various criminal acts. Often, girls and boys face many of these situations at the same time.

Judges and prosecutors play a central role in the juvenile justice system. Several capacity-building initiatives are already in place, focusing on increasing their knowledge of national, regional and international instruments on children's rights. These programmes aim to better equip justice professionals to interpret and apply laws that uphold the best interests of the child. But it would be dangerous to reduce the competencies and contributions of judges and prosecutors to knowing the law. Each of them must have a wide range of skills and attributes which, combined with relevant knowledge, greatly influence the experiences of children in contact with the justice system.

Recognising this, the IBCR decided it was necessary to determine which core competencies—theoretical, technical and practical—are needed by all judges and prosecutors in order to perform all their duties in a child-friendly manner.

What criteria should justice departments consider when selecting juvenile court judges? What type of reception and communication should children and their families expect when interacting with a prosecutor? What

professional qualities should magistrates demonstrate when asking a question to a child? When a judge renders a decision, how much consideration should be given to the interpretation of the Convention on the Rights of the Child's guiding principles? What kind of leadership is needed from prosecutors when coordinating multisectoral efforts as part of a legal proceeding?

These are some of the critical questions asked over the past several years. The purpose of this exercise is to determine which measurable changes should result from capacity-building initiatives designed to make the work of judges and prosecutors more child-friendly.

The IBCR is eager to implement the findings of this study into its own training exercises offered in more than 30 countries and hopes that all other stakeholders involved in juvenile justice systems will be able to use this normative reference to make concrete improvements to the experience of children in contact with the law.



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

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INTRODUCTION WHY IS CAPACITY BUILDING FOR JUSTICE PERSONNEL IMPORTANT?

01

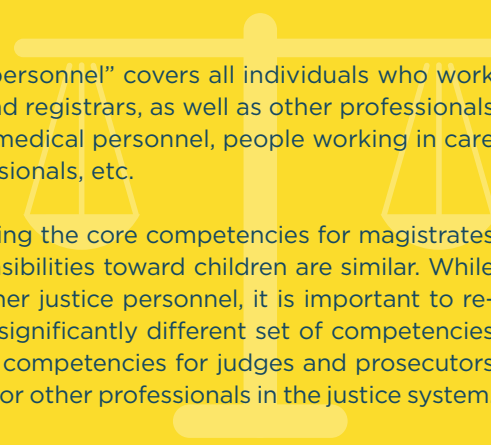
Every day, children come into contact with justice personnel. Some are victims of violence, some are witnesses of crimes and some are in conflict with the law. Since the adoption of the Convention on the Rights of the Child (CRC), countries have stepped up their efforts to protect children's rights in justice systems. Yet, around the world, the girls and boys who come into contact with the law are often fragile, having experienced an emergency situation, violence or exploitation. And, at the same time, several challenges persist in the areas of good governance and development. All too often, the reforms introduced in legal or judicial institutions are centred on legal texts

instead of improving processes and approaches or changing staff behaviours. When children are in contact with the justice system, their experience is largely influenced by the quality of their interactions with the various actors in the system and by the way in which these professionals apply laws and procedures. It therefore follows that, when selecting, training and supervising justice personnel, we must pay more attention to technical competencies so that we can move past assessing mere familiarity with legislation and child justice procedures and develop a broader vision that is more sensitive to the rights, needs and special requirements of boys and girls.

HOW DO WE DEFINE JUSTICE PERSONNEL?¹

For the International Bureau for Children's Rights, the term "justice personnel" covers all individuals who work in the justice system, including judges, lawyers, prosecutors, clerks and registrars, as well as other professionals who do not systematically participate in court proceedings, such as medical personnel, people working in care facilities, prison security guards, psychologists, social services professionals, etc.

In addition, it was decided that this process would focus on determining the core competencies for magistrates (i.e., judges and prosecutors), because their dealings with and responsibilities toward children are similar. While some of the competencies listed in this document could apply to other justice personnel, it is important to remember that individuals with different responsibilities may require a significantly different set of competencies to effectively provide child-friendly service. That being said, the core competencies for judges and prosecutors listed herein could subsequently be used to define core competencies for other professionals in the justice system.



Together with its partners, the IBCR initiated a process to define the core competencies needed by judges and prosecutors in order to implement child-friendly practices. The process of identifying core competencies for a given position involves preparing a list of the professional competencies that an individual needs in order to carry out their functions optimally. These competencies must then be defined in accordance with a detailed analysis of the circumstances surrounding that individual's work. Special attention must be paid to way definitions are formulated. The right level of language must be used and the definitions must cover all three types of knowledge on a consistent grid.

To prevent the list from getting too long, it is important to focus on the competencies that are essential for the job. While different competencies may be needed in different contexts, this list of essential competencies comprises those that are required by all magistrates around the world.

WHAT IS A CHILD IN CONTACT WITH THE LAW?

The term "**children in contact with the law**" refers to children who interact with the justice system for a variety of reasons. These may include children in conflict with the law, at-risk children, victims or witnesses of crimes, as well as children who are indirectly involved in legal proceedings: for example, children involved in family or administrative cases, or children who are detained with a parent waiting for a hearing. These are all profiles of children who may come into contact with the law and therefore require special attention.

It is important to distinguish between "children in contact with the law" and "children in conflict with the law". The term "**children in conflict with the law**" is used to refer to anyone under 18 who comes into conflict with the justice system, as a result of being suspected, accused or found guilty of breaking the law.

The term "**child victims of crime**" refers to individuals under the age of 18 who are victims or witnesses of crime, regardless of their role in the offence or in the prosecution of the alleged offender or groups of offenders².

Meanwhile, "**child witnesses of crime**" are those who witness a criminal act committed against a person they know or a stranger.

All children in contact with the law must, in one way or another, deal with some sort of justice system (criminal, civil or administrative)³. Therefore, using the term "children in contact with the law" makes it possible to include without distinction the various trajectories of children who interact with the justice system.

The main objective of the IBCR's initiative was to identify the core competencies that judges and prosecutors need in order to administer child-friendly justice and ensure that the rights of children are upheld. A detailed description is provided for the core competencies, including the knowledge, skills and attitudes that relate to each one. Ultimately, these core competencies will be used to create training courses for magistrates and to determine whether these courses result in improved knowledge and, especially, improved practical and interpersonal skills.

This report describes the reflection and improvement process behind this reference document. It is intended for distribution to all partners involved in strengthening justice systems. A competency-based approach is as important for training as it is for assessing the performance of magistrates who interact with children in contact with the justice system. This report first describes the various stages of the reflection process about the core competencies for judges and prosecutors, even though the process was part of a broader initiative involving all facets of the child protection system.

1. The definitions provided are intended to facilitate the understanding of this report and may differ from the conventional meaning of the terms.

2. Definition adapted from the study on the implementation of the IBCR's Guidelines on Justice Matters involving Child Victims and Witnesses of Crime, which is available online at: <http://www.ibcr.org/wp-content/uploads/2016/06/Guidelines-2005-english-2.pdf>.

3. Definition adapted from the UNICEF Toolkit on Diversion and Alternatives to Detention, updated 28 October 2010 and available online at: www.unicef.org/tdad/index_56032.html.

LESSON LEARNED FROM A PERUVIAN NGO: A NATIONAL JUDICIAL NETWORK

In 2013, CHS Alternativo, a Peruvian civil society organisation, campaigned for the creation of a National Network of Justice operators against Human Trafficking. Since then, the network has selected the most motivated and committed justice operators (prosecutors, judges, police officers and victim defenders) to take part in various capacity-building initiatives. The network initially had 35 members and now has more than 120. Its members, who come from all over Peru, are invited at least twice a year to participate in training workshops, where they can strengthen their capacities and improve mutual cooperation. In addition, members can coordinate joint actions and strategies for defending human rights, particularly those of women, children and adolescents who are victims of sexual violence, trafficking, migration-related issues, smuggling and sexual exploitation. The operators part of the network now have their own means of coordinating and supporting each other through email WhatsApp groups and conference calls. They are able to hold these discussions because of the relationships they have developed over the past several years. Their experience demonstrates the importance of creating opportunities for the specialised magistrates to share information and learn in order to improve the defense of the fundamental rights of all victims of crime.



ORIGINS OF THE COMPETENCY - BASED APPROACH ENDORSED BY THE IBCR

The IBCR has long had an interest in determining core competencies for professionals who interact directly with children, so that better capacity-building objectives can be set for them.

What follows is a description of the events leading up to the creation of this reference document pertaining to judges and prosecutors.

CORE COMPETENCIES FOR SECURITY FORCES⁴

In November 2009, on the occasion of the 20th anniversary of the United Nations Convention on the Rights of the Child, representatives of the International Organisation of the Francophonie (OIF), Francopol, the IBCR and a dozen police and gendarmerie academies (mostly from French-speaking Africa) met in Ouagadougou, Burkina Faso. The objective of this meeting was to raise participants' awareness of the rights of the child and the principle of the best interests of the child in the context of police practice. At this conference, participants realised that while police forces were very familiar with the vocabulary

associated with children's rights, they were less clear on the actual meaning of these terms and how to apply the concepts they represented. Consequently, police officers were not entirely committed to the principles behind the terms. It was also revealed that while several police units had pledged to offer child rights training, these mostly consisted of one-time sessions carried out by external consultants. These training courses were not evaluated, were too short and did not result in the adoption of a child-rights based approach in their police work.

REGIONAL WORKSHOPS AND MEETINGS WITH EXPERTS

The IBCR and its partners organised a number of workshops to determine the core competencies that professionals in each sector require in order to work in a child-friendly manner. These workshops included:

Key competencies for security forces

- *Consultation on Child Rights Training for Police Forces*, held on 11 and 12 November 2009 in Ouagadougou, Burkina Faso, and attended by more than 100 security force representatives **from 11 countries**.
- *Regional Workshop on the Application of International Juvenile Justice Standards for Police in Western and Central Africa*, held from 13 to 15 December 2010 in Cotonou, Benin, and attended by 19 security force representatives from 10 countries.
- *Expert Workshop on Child Rights Training for Security Forces in French-Speaking Africa*, held from 19 to 23 September 2011 in Dakar, Senegal, and attended by approximately 40 specialists from some 20 countries.
- *Regional Workshop on Child Rights Training for Police and Gendarmes in French-Speaking Africa*, held from 31 October to 4 November 2011 in Niamey, Niger, and attended by approximately 60 representatives from police and gendarme training academies from 15 countries.
- *Regional Workshop on the Integration of Core Child-Friendly Policing Competencies into Police and Gendarme Training and Practices in Africa, the Middle East and Haiti*, held from 5 to 7 November 2012 in Lomé, Togo, and attended by approximately 60 security force representatives from 22 countries.
- *Regional Workshop Report on Justice for Children in the Middle East and North Africa, Especially the Family and Child Protection Units*, held from 16 to 19 September 2013 in Amman, Jordan, and attended by 23 representatives from UNICEF and security forces from nine countries.
- *Workshop on the Integration of the Six Core Competencies on Child-Friendly Policing into the Training and Practice of Police Officers and Gendarmes in Africa*, held from 12 to 15 November 2013 in Abidjan, Côte d'Ivoire, and attended by 90 representatives from 22 countries.

Key competencies for social services professionals

- *Regional Workshop on Social Work Training*, held in December 2014 in Dakar, Senegal in collaboration with the UNICEF Regional Office for West and Central Africa, Terres des hommes and International Social Service.
- *Regional Workshop on Core Child Protection Competency and Capacity Building for Social Services Professionals*, held in April 2016 in Cotonou, Benin, and attended by eight African delegations.

Core competencies for judges and prosecutors

- *World Congress on Justice for Children*, held 28 to 30 May 2018, in Paris, France, and attended by 600 juvenile justice system representatives from around the world.
- *Expert workshop on core competencies for justice personnel*, held from 11 to 14 September 2018 in Ouagadougou, Burkina Faso, and attended by 35 specialists from 20 countries.

After collecting these observations, the International Organisation of La Francophonie, Francopol and the IBCR furthered the process by holding, in December 2010, a regional workshop in Cotonou, Benin with decision makers and educators from a dozen countries to analyse the child rights training framework for security forces. Following the workshop, a regional action plan was developed. Then, in 2011, the IBCR organised a meeting in Dakar, Senegal, to validate and improve a reference document on core child-rights competencies for security forces. This meeting was attended by nearly 40 social specialists and judges, psychologists, members of the security services, United Nations officials, representatives of civil society and political authorities. Two months later, in Niamey, Niger, some 60 police and gendarme academy directors provided input on the reference document and adopted it.

After each of these workshops, the IBCR published reports describing the findings of the consultations. A reference document was also produced and shared with partners so that core child-rights competency development could be more readily added to security force training programmes in the concerned countries. It would become an international reference document that would inform the work of the IBCR and various other international organisations specialising in promoting children's rights within juvenile justice and child protection systems.

Expert workshop on child rights training for security forces in French-speaking Africa



4. The term "security forces" is used to describe public institutions mandated to protect and ensure the security of the state and its citizens. Depending on a state's administrative model, the expression may include the police, gendarmes, national guards, paramilitary forces, information services and other similar agencies. The term "defence forces" is used to describe armed forces..

CHILD PROTECTION SYSTEMS

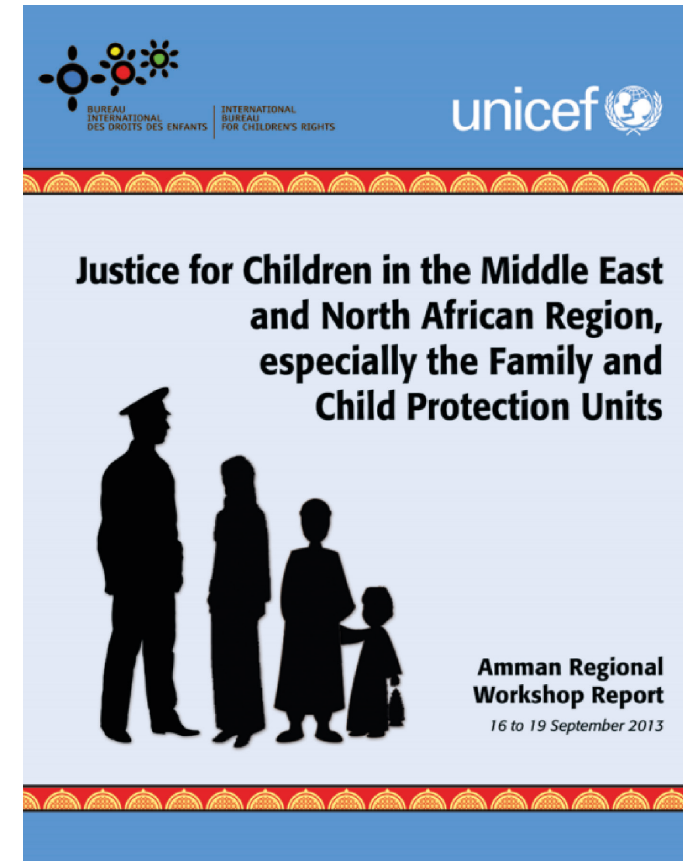
Every child in the world grows up within a protection system made up of girls, boys, women and men, all of whom have a role to play and responsibilities to uphold in that protective environment. As defenders of their own rights, children are at the heart of this system, in which families, communities, the State and the international community all intervene, both formally and informally. Any initiative to strengthen child protection systems must involve assessing these various stakeholders, providing them with the tools they need and strengthening their capacities so that each actor—shopkeepers, grandparents, sisters, brothers, lawmakers, teachers, neighbours, police officers, lawyers, traditional or religious leaders, journalists—can effectively fulfil their role in protecting children and promoting their rights. It is important to note that, as part of the broader justice system, the juvenile justice system is an integral part of the protection system, like education, healthcare, community services and traditional systems. The juvenile justice system is a sub-group of the protection system. Specifically, it concerns the stakeholders who interact with children in contact with the law.



Since then, the IBCR has provided support to security force training academies in some 30 countries⁵ to review the curricula of basic training programmes (for new recruits), specialised training programmes (for child

protection units) and professional development programmes (for current staff) and to determine how to include mandatory courses on child-friendly practices and competency development.

5. Through sector-specific contributions and more ambitious multisectoral actions spanning several years, the IBCR has played and continues to play a role in updating practices and training programmes for security forces, social services professionals, justice personnel and prison security guards in Afghanistan, Angola, Benin, Burkina Faso, Burundi, Cameroon, Canada, Costa Rica, Côte d'Ivoire, Djibouti, Ghana, Guinea, Honduras, Iraq, Jordan, Kenya, Libya, Mali, Mauritania, Niger, Nigeria, Peru, the Dominican Republic, the Republic of the Congo, the Democratic Republic of the Congo, Rwanda, Senegal, Chad, Togo, Tunisia and Yemen. For more information on the IBCR's target countries, go to www.ibcr.org.



The IBCR held three international workshops on changing security force practices and training programmes to better uphold children's rights. The workshops were held in Lomé, Togo (2012), and in Amman, Jordan and Abidjan, Côte d'Ivoire (2013), and were attended by delegations from 37 countries. The countries that had made the most progress in implementing child-friendly practices and training were given the opportunity to share their experiences with the group, while newer delegations developed their national action plans for adapting the proposed approach to their contexts.

Justice for Children in the Middle East and North African Region, especially the Family and Child Protection Units

CORE COMPETENCIES FOR SOCIAL SERVICES PROFESSIONALS⁶

From 2014 to 2016, the IBCR partnered with UNICEF, Terre des hommes and International Social Service to determine the core competencies for social services professionals, much like the past work carried out for security forces.

Since then, the IBCR has further developed the reference document by adding detailed information about the knowledge, skills and attributes related to each competency. The IBCR is using the reference document in 10 countries introducing institutional reforms aimed at enhancing the professionalisation of social services professionals.

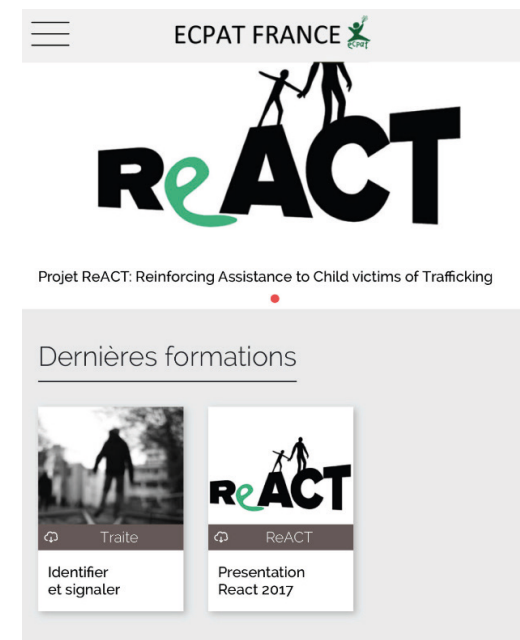
An initial discussion workshop was organised in Senegal in June 2014 to allow various participating agencies to share their approaches and understandings of the issues surrounding this professional field. Case studies were then developed on a country-by-country basis to better define the competency development plan and training programme for social services professionals. In April 2016, a regional workshop was held in Cotonou, Benin, at the end of which a series of core competencies for social services professionals dealing with children was validated by representatives from approximately 10 countries and four participating organisations.

Group photo taken at the Cotonou workshop in April 2016



6. The term "social services professionals" is used to describe the women and men who play an important role in child protection by acting as social workers, social assistants, teachers, special education professionals and those with similar titles.

LESSON LEARNED FROM A FRENCH NGO: A MOBILE LEARNING APP TO IMPROVE INTERACTIONS WITH HUMAN TRAFFICKING VICTIMS



As part of ReACT, a European project co-financed by the European Commission, ECPAT France, a non-governmental organisation, developed a mobile learning app (available on the App Store or Google Play by searching for ECPAT France).

The app provides quick and around-the-clock access to online training courses, including offline content and the option to take several courses at the same time. Using games, videos featuring experts and data sheets on key topics, the fun and interactive courses allow you to complete classroom training. The application now includes training on child trafficking in France for lawyers and legal guardians. Other modules are currently being developed on other topics and for different stakeholders.

DEVELOPING AND FINALISING THE CORE COMPETENCIES FOR JUDGES AND PROSECUTORS IN OUGADOUGOU, PARIS AND MONTREAL

Building on its experience developing the competencies for security forces and social practitioners, the IBCR began, in 2016, a third work phase to reflect on and formally establish the core competencies for judges and prosecutors.

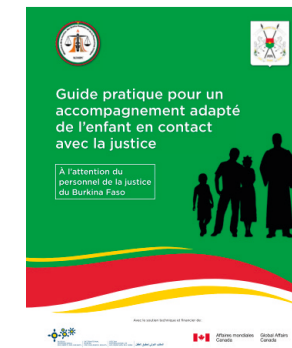
The IBCR had previously carried out some initiatives to strengthen training for justice personnel in Burundi, Cameroon and Chad. However, due to a lack of consensus on how the updated training programmes should change participants' knowledge, skills and attitudes, these exercises were not as conclusive as those conducted with the security and social sectors, and consequently the IBCR determined that a third phase of reflection was needed.

In 2016, the IBCR held various workshops aimed at developing, drafting and validating standard operating procedures⁷ and training kits in Burkina Faso, Costa Rica and the Democratic Republic of the Congo, as these three countries had already begun updating their child-rights training programmes for judges and prosecutors. This

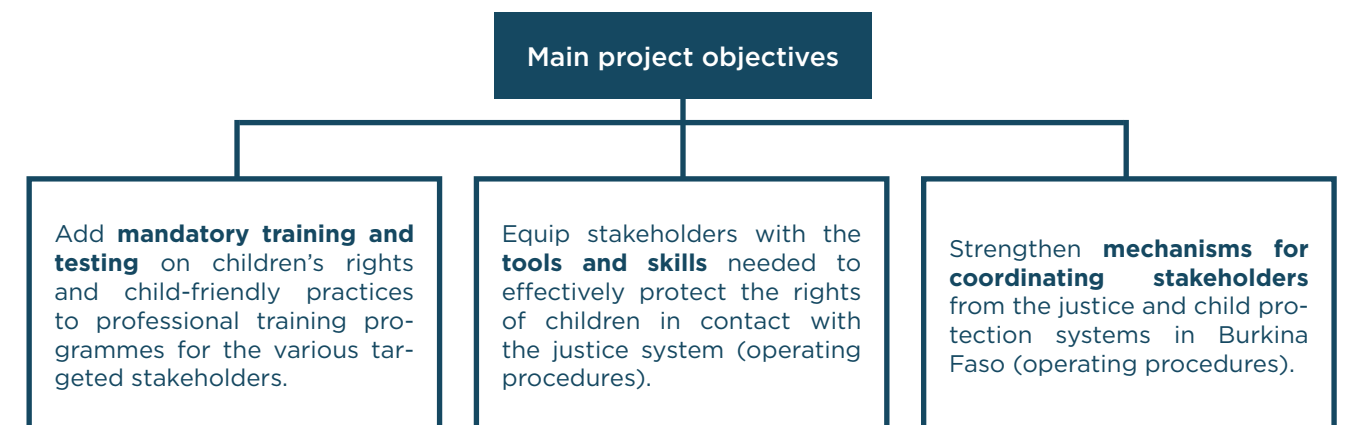
preliminary work involved specialists from the organisation's head office in Montreal as well as its field personnel. Judges, prosecutors and juvenile justice stakeholders from these countries also contributed to the process, providing insights on their needs and experiences. These pilot consultations resulted in a preliminary list of core competencies.

7. The term "operating procedures" is used to describe the terms of reference, internal procedures and intersectoral protocols (often referred to as "standard operating procedures") which formalise work methods within a department, professional body or system, and which specify how to perform tasks effectively and in accordance with international standards.

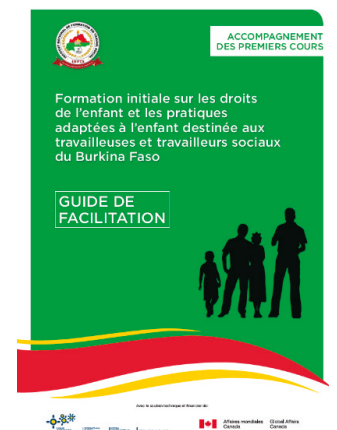
STRENGTHENING THE JUVENILE JUSTICE SYSTEM: THE CASE OF BURKINA FASO



With the support of Global Affairs Canada, the IBCR initiated an in-depth technical assistance project in partnership with four different government departments in Burkina Faso (Department of Justice, Human Rights and Civic Promotion; Department of Security; Department of National Defence and Veterans Affairs; Department of Women, National Solidarity and the Family). The project, which spans a five-year period (2015–2020), aims primarily to develop the capacities of defence and security forces, justice personnel, prison guards and social services professionals, since these stakeholders all had a role to play in protecting the rights of children in contact with the justice system.



The project activities reflect the realities on the ground, the achievements made to date and the predetermined need for training on child rights and child-friendly practices. The project strategy is based on a participatory approach that responds to the needs expressed by the country's stakeholders and that allows them to lead the practice and training review process. The project is presently at mid-term. Two new courses on children's rights have been added to the training programmes at various institutions, including the National School of Administration and Magistracy and the National Institute for Training in Social Work. New courses on children's rights have been developed for the National Police Academy and the National School of Non-Commissioned Officers of the Gendarmerie. Currently, a guide on child-friendly practices is being implemented for justice personnel.



We would like to thank the IBCR for the capacity-building project it is currently carrying out for Burkina Faso's justice personnel. For a long time, the emphasis was on the adoption of legislation, but that vision has been broadened and the focus has shifted to better equipping professionals to protect and uphold children's rights.

- Sékou Traoré, DASR, Department of Justice, Human Rights and Civic Promotion

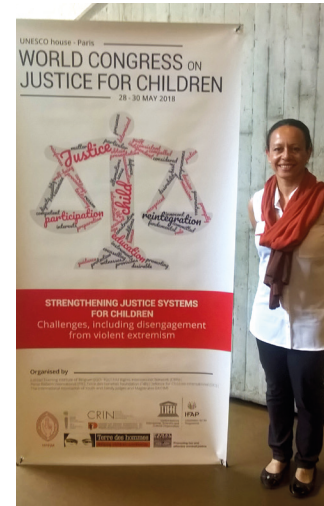
As a result of this preliminary work, a **draft of the core children’s rights competencies for judges and prosecutors was the subject of a workshop at the 2018 World Congress on Justice for Children** held in Peru. Child protection stakeholders attending the workshop expressed a strong interest in training for judges, viewing such training as essential to creating child-friendly justice systems.

Subsequently, the IBCR invited **35 juvenile justice and child protection professionals to participate in an expert workshop held from 11 to 14 September 2018 in Ouagadougou, Burkina Faso**. The purpose of this workshop was to review and improve on the preliminary core competencies drafted the IBCR, and then to describe the knowledge, skills and attributes associated with each competency.

Thanks to the diversity of participants—who represented 19 countries, various professional backgrounds (law, security, social work, psychology, healthcare) and agency types (civil society, government, international organisations)—a broad range of viewpoints helped shape the competency grid, ensuring that it was both comprehensive and relevant.

After the expert workshop, all of this information, along with a revised and detailed version of the core children’s rights competencies for judges and prosecutors, were sent to all concerned specialists for final comment. The results of this process are included in Section 4 of this report⁸.

Sabine Michaud, attended the Congress on behalf of the IBCR and led a workshop on “how core competencies for judges are central to the prevention of juvenile delinquency”.



Attending this workshop enabled me to re-evaluate our training practices and gain a new perspective on the way we work. I realised that if we want to have a real impact on the protection of children’s rights, we must work collaboratively, as we did during the workshop, and be open-minded.

- Anna Giudice, Crime Prevention and Criminal Justice Officer, UNODC



WHAT ARE CORE COMPETENCIES?

8. The complete list of experts invited to attend this workshop is provided in Appendix 4.

DEFINITION⁹

The term “competency” is used to describe the knowledge, experiences, skills and behaviours required to perform effectively in a given job, role or situation. They are the various characteristics, attitudes, capabilities, skills, knowledge and behaviours that a person already has or may acquire¹⁰.

There are various types of competencies. Personal competencies, which are intrinsic qualities or general aptitudes required for admission into a profession, such as integrity or diplomacy, can be distinguished from technical or special skills that enable a professional to perform a specific task or act appropriately in a specific situation, such as understanding the needs of a child or making a decision based on a child’s best interests.

Therefore, the term “competency” could be defined as “the ability to do something thanks to one’s knowledge, skills and attitudes.” There are three facets to each competency:

- **Knowledge:**
what you know
- **Skills:**
your ability to apply knowledge and act on it
- **Attributes:**
the various qualities, attitudes and behaviours through which you demonstrate the competency; attributes can be innate or learned through training and experience

EXAMPLES OF KNOWLEDGE, SKILLS AND ATTRIBUTES

Competency – Communicating with children (specific to security forces):

- Knowledge: *Being familiar with communication techniques*
“Knows about child-friendly interview techniques”
- Skill: *Having the ability to use these techniques effectively*
“Is able to assess the child’s situation and adapt their approach to the child’s situation”
- Attribute: *Possessing qualities that enable communication*
“Is a good listener, respectful, courteous”



Competency – Making effective and appropriate use of work documents:

- Knowledge: *Being familiar with applicable work tools*
“Knows the protocol for managing and archiving information about children receiving assistance”
- Skill: *Having the ability to use these work documents effectively*
“Is able to make appropriate use of standardised documents on child protection and children’s rights”
- Attribute: *Possessing qualities that enable the effective and appropriate use of work documents*
“Maintains confidentiality and is thorough and observant”

There are three facets to each core competency: knowledge, skills and attributes. All three facets must come together to create a complete and consistent whole

in order for the professional—in this case a judge or prosecutor—to effectively demonstrate the competency and work in a child-friendly manner.

9. The definitions provided below are intended to facilitate the understanding of this report and may differ from the conventional meaning of the terms. Helpful sources include: Dictionnaire Larousse, www.icem-pedagogie-freinet.org, La construction des compétences: www.pedagogie.ac-nantes.fr (2012).

10. Based on the definition provided by the Interagency Working Group on Emergency Capacity Building in the Humanitarian Competencies Study, 2006.

Why do we need core competencies?

Having a clear reference document on core competencies can be very useful. For example, it can help hiring authorities determine what qualities candidates should have or help supervisors guide employees in their capacity development in order to be more effective in their jobs. A series of well-defined core competencies can also be used to inform training programmes and measure the changes that are expected to result from the training. They can

also help establish a standard level of service to better protect the public, evaluate services, reform practices and, in this context, ensure that the child’s experience is a key consideration when establishing work methods and services. In short, adopting a core competency reference document allows a professional body to structure and standardise interactions with children.

Magistrates are leaders who oversee all judicial procedures involving children. In order to achieve child-friendly justice, we must develop the skills of these magistrates, identify best practices applicable to their profession, and appeal to their sense of personal responsibility and dedication

- Philip Jaffé, Interfaculty Centre for the Rights of the Child at the University of Geneva and member of the United Nations Committee on the Rights of the Child



STRENGTHENING THE CAPACITIES OF MAGISTRATES THROUGH TRAINING

Key competencies are essential for personnel capacity building and are particularly useful for supporting judicial personnel training, including basic training for new recruits and professional development for existing staff. Over the medium and long terms, using a competency-based approach will ensure that judges and prosecutors are able to interact with children in a manner consistent with the practices and procedures described

in the international standards on child justice, such as the Standard Minimum Rules for the Administration of Justice (Beijing Rules, Riyadh Guidelines, Tokyo Rules, Havana Rules and Vienna Guidelines), the Guidelines on Justice Matters involving Child Victims and Witnesses of Crime, and the United Nations Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice.

GUIDE PRATIQUE

ENTENDRE
ET ACCOMPAGNER
L'ENFANT VICTIME
DE VIOLENCES

ORGANISATION
INTERNATIONALE DE
la francophonie

LESSON LEARNED FROM A MULTI-LATERAL ORGANISATION: PRACTICAL GUIDE FOR INTERVIEWING AND ASSISTING CHILD VICTIMS OF VIOLENCE

The International Organisation of La Francophonie has developed a Practical Guide on Interviewing and Assisting Child Victims of Crime with the help of a broad range of specialists who interact with children from French-speaking countries, including doctors, psychiatrists, paediatricians, social workers, teachers, police officers, prosecutors, magistrates, children’s rights defenders, non-governmental organisations and France’s National Human Rights Commission. The Guide focuses on how to interview and assist child victims of crime and is intended for police and justice professionals.

The competency-based approach aims to inform magistrates responsible for prosecuting or hearing cases involving children on how to protect and promote children's rights, and how to act appropriately when a child's rights have been violated. These professionals play an important role in preventing, identifying, denouncing, ruling on and setting sentences for children's rights violations. In addition, they must promote the short and medium-term social reintegration of children in contact with the law,

and improve the experiences of communities, families and children in contact with the justice system. A judicial system can only be considered effective and legitimate when it is trusted by the society it serves. Trust is only possible if the population perceives magistrate behaviour as ethical and professional. This is why it is important to improve training on child-friendly justice by including a competency-based approach.

IMPROVING MAGISTRATE SELECTION AND ASSESSMENT

When assessing whether a professional possesses a given competency, it is important to use a predetermined assessment grid to evaluate the individual's professional performance and behaviour. This can be done in a number of ways:

- By listing the behaviours expected from personnel. (This approach is used in the United Nations competencies for the future¹¹)
- By creating three tiers of competencies—Basic, Intermediary and Advanced—and specifying which one is required for each professional level. (This approach is used in the Child Protection in Emergencies Competency Framework developed by the Alliance for Child Protection in Humanitarian Action¹²)

- By rating behaviours as satisfactory or needing improvement for each competency. (This approach is used in the Humanitarian Coordination Competencies and the Alaskan Core Competencies for Direct Care Workers in Health and Human Services¹³)
- By breaking down each competency into three components: knowledge, skills and attributes. (This approach is used in the Patrol Officer Training Program at Collège Maisonneuve¹⁴)

Using a competency grid, like the one proposed by the IBCR in this document, is possible regardless of which technique is chosen. Competency grids can be helpful for supporting magistrate recruitment performance-appraisal processes, and for developing and implementing basic training and professional development programmes.

[The process of defining child-rights competencies for justice personnel] gave me a better understanding of my work as a judge, and especially of the importance of having a methodology for the duties related to the position.



- Chrystelle Adonon, Judge, Cotonou Court, Benin

11. For more information about the United Nations Competencies for the Future, go to: https://careers.un.org/lbw/attachments/competencies_booklet_en.pdf

12. See: <http://cpaor.net/sites/default/files/cp/Inter-agency-CPIE-Competencies-Final-ENG.pdf>.

13. The full text is available here: https://www.wiche.edu/info/publications/Alaskan_Core_Competencies_Assessment_Tools_2011.pdf.

14. See: <http://www.enpq.qc.ca/futur-policier/programme-de-formation-initiale/approche-par-competences.html>.

When establishing core competencies, a constructive approach is needed so that stakeholders can share their perspectives and experiences. This ensures that the reflection process progresses over time and makes it possible to develop a comprehensive competency grid that is relevant to all actors. The grid included below is the result of a collective effort and it is therefore intended to be universally applicable. In many countries, one of the main challenges is not the absence of texts, but rather a lack of a specific framework explaining how to apply the texts in practical terms. Laws are often written in a very general way and, as a result, a given provision may

be applied in different ways, depending on how it is interpreted by magistrates. Providing judges and prosecutors with a shared reference document will enable them to provide child-friendly service in a consistent manner. The reference document does not describe an ideal, but rather it summarises the primary core competencies that magistrates require in order to fulfil their roles adequately in relation to children's rights. Since each country has its own practices and context, this competency grid is flexible and can be adjusted as needed to ensure that procedures uphold the rights of children in contact with the law.

For me, as a representative of a South American NGO that provides training to various actors in the child protection system, this workshop was a unique opportunity to share thoughts and experiences with African counterparts. I was able to see the parallels in our work and the challenges we face. In my view, the methodology used to develop the competencies is necessary for obtaining consensus on the model so that it can be used in other contexts

- Andréa Querol, President of CHS Alternativo, Peru



It is also important to note that, in many countries, magistrates are not given the opportunity to specialise in juvenile justice. Compounding the issue, when professionals are able to specialise, juvenile court judges do not always enjoy the same level of prestige within the justice system. This leads to high turnover rates and affects the quality of service provided to children. Key competencies could be used to identify suitable juvenile court magistrates and elevate their status.

- Ensure that equal training time and energy is dedicated to each core competency so that participants develop a balanced approach to child-friendly justice
- Centre assessment activities on measuring changes indicating that the required skills and attributes (and not just knowledge) have been acquired

From a training perspective, this involves developing modules, curricula, workshops and courses that, from the outset, target the objectives set out in the reference document.

Therefore, competency-based training for judges and prosecutors should meet certain criteria, such as:

- Establish clear training objectives with specific reference to the required knowledge, skills and attributes
- Explain, during the training exercise, how competency acquisition (broken down by knowledge, skills and attributes) will be measured
- Include, in the key messages, a reminder that the knowledge, skills and attributes presented within a training activity should be at the same proficiency level

CORE COMPETENCIES FOR JUDGES AND PROSECUTORS INTERACTING WITH CHILDREN

Competency 1

Interacting and communicating with children in an appropriate manner

Competency 2

Adapting procedures to the child's specific needs, development and circumstances

Competency 3

Interpreting the rules of law through the use of national, regional and international case law and legal instruments relating to children

Competency 4

Taking action to effectively promote and protect the rights of the child

Competency 5

Optimising cooperation with formal and informal actors in the juvenile justice and child protection systems

Competency 6

Acting ethically and complying with judicial conduct principles relating to children

Here are the six core competencies that judges and prosecutors need in order to provide child-friendly justice. In the table below, each of the competencies is broken down into three facets: knowledge, skills and attributes.



COMPETENCY 1 <i>Interacting and communicating with children in an appropriate manner</i>	COMPETENCY 2 <i>Adapting procedures to the child's specific needs, development and circumstances</i>	COMPETENCY 3 <i>Interpreting the rules of law through the use of national, regional and international case law and legal instruments relating to children</i>	COMPETENCY 4 <i>Taking action to effectively promote and protect the rights of the child</i>	COMPETENCY 5 <i>Optimising cooperation with formal and informal actors in the juvenile justice and child protection systems</i>	COMPETENCY 6 <i>Acting ethically and complying with judicial conduct principles relating to children</i>
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KNOWLEDGE

CROSS-SECTOR KNOWLEDGE

- Be familiar with the various phases of child development and child needs
- Be familiar with the types of violence and how they impact girls and boys

KNOWLEDGE SPECIFIC TO COMPETENCY 1	KNOWLEDGE SPECIFIC TO COMPETENCY 2	KNOWLEDGE SPECIFIC TO COMPETENCY 3	KNOWLEDGE SPECIFIC TO COMPETENCY 4	KNOWLEDGE SPECIFIC TO COMPETENCY 5	KNOWLEDGE SPECIFIC TO COMPETENCY 6
<ul style="list-style-type: none"> • Be familiar with effective and child-friendly communication techniques (verbal and non-verbal) • Be familiar with active listening techniques • Be familiar with the procedural safeguards for hearings involving children 	<ul style="list-style-type: none"> • Be familiar with the existing national judicial procedures relating to children as well as international standards and principles • Be familiar with the rules for maintaining order at hearings in a child-friendly manner • Be familiar with the measures that should be taken to prevent violations of children's rights • Be familiar with alternatives to criminal prosecution and detention • Be familiar with the procedural safeguards for proceedings involving children 	<ul style="list-style-type: none"> • Be familiar with the national, regional and international legal instruments relating to children's rights and juvenile justice • Be familiar with national, regional and international case law on the rights of the child • Be familiar with the institutional juvenile justice framework in the protection system • Understand the concepts of the best interests of the child and child participation in decisions that affect them • Be familiar with available alternative methods 	<ul style="list-style-type: none"> • Be familiar with international laws and standards on children's rights • Be familiar with the challenges of upholding children's rights in their specific context (country, culture, etc.) • Be familiar with the four core principles of the Convention on the Rights of the Child and their practical application in the field of justice 	<ul style="list-style-type: none"> • Be familiar with the various formal and informal actors in the juvenile justice and child protection systems • Be familiar with their mandates, roles and responsibilities, as well as their degree of involvement in the juvenile justice and child protection systems • Be familiar with your own field of expertise and the limits of your role • Be familiar with the integrated multisectoral approach, the extent to which it is applied in the juvenile justice and child protection systems, and its various operating procedures and tools • Know the various mechanisms for stakeholder collaboration (agreements, protocols, procedures, etc.) 	<ul style="list-style-type: none"> • Understand the ethical principles underpinning the various professions that make up the child protection system • Understand the professional conduct rules for juvenile justice magistrates • Be aware of the various sanctions for failure to comply with ethical and professional conduct rules

ATTRIBUTES

CROSS-SECTOR ATTRIBUTES

- Be humble • Be patient • Be empathetic • Be respectful of others • Be open-minded
- Be flexible and adaptable • Be creative

ATTRIBUTES SPECIFIC TO COMPETENCY 1	ATTRIBUTES SPECIFIC TO COMPETENCY 2	ATTRIBUTES SPECIFIC TO COMPETENCY 3	ATTRIBUTES SPECIFIC TO COMPETENCY 4	ATTRIBUTES SPECIFIC TO COMPETENCY 5	ATTRIBUTES SPECIFIC TO COMPETENCY 6
<ul style="list-style-type: none"> • Be sensitive to the child's situation • Remain attentive to the child • Control your emotions • Be able to let go of preconceptions • Be self-critical 	<ul style="list-style-type: none"> • Be curious • Demonstrate an ability to adapt (to situations and circumstances) • Be open to best practices and to learning from your own experiences 	<ul style="list-style-type: none"> • Be sensitive to the issue of children's rights • Be curious • Be thorough and persevering • Have the ability to analyse and synthesise information 	<ul style="list-style-type: none"> • Believe in and be committed to your responsibility within the child protection system • Be responsive and vigilant 	<ul style="list-style-type: none"> • Be able to communicate with and relate to others • Be a team player • Demonstrate good judgement • Be available • Have the ability to coordinate with stakeholders and act as a leader when necessary 	<ul style="list-style-type: none"> • Be thorough • Be genuine • Demonstrate integrity, impartiality and independence • Demonstrate commitment

<p>COMPETENCY 1</p> <p><i>Interacting and communicating with children in an appropriate manner</i></p>	<p>COMPETENCY 2</p> <p><i>Adapting procedures to the child's specific needs, development and circumstances</i></p>	<p>COMPETENCY 3</p> <p><i>Interpreting the rules of law through the use of national, regional and international case law and legal instruments relating to children</i></p>		<p>COMPETENCY 4</p> <p><i>Taking action to effectively promote and protect the rights of the child</i></p>	<p>COMPETENCY 5</p> <p><i>Optimising cooperation with formal and informal actors in the juvenile justice and child protection systems</i></p>	<p>COMPETENCY 6</p> <p><i>Acting ethically and complying with judicial conduct principles relating to children</i></p>
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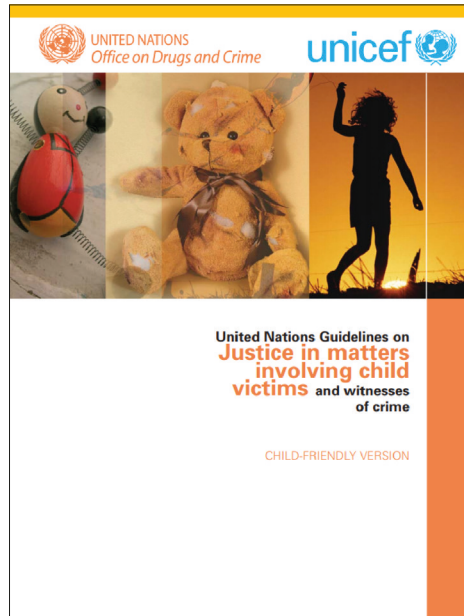
SKILLS

CROSS-SECTOR SKILLS

- Be able to provide and explain important information on issues such as children's rights, the judicial process, the role of magistrates and the meaning of decisions and measures, in a simple manner that is suitable to the child, his or her family and other formal and informal stakeholders
- Take the time to ensure that all stakeholders have properly understood what has been said

SKILLS SPECIFIC TO COMPETENCY 1	SKILLS SPECIFIC TO COMPETENCY 2	SKILLS SPECIFIC TO COMPETENCY 3	SKILLS SPECIFIC TO COMPETENCY 4	SKILLS SPECIFIC TO COMPETENCY 5	SKILLS SPECIFIC TO COMPETENCY 6
<ul style="list-style-type: none"> • Use listening and communication techniques that are effective and appropriate for the child or family • Adjust the way hearings or interviews are conducted when a child is involved • Determine an appropriate setting to promote dialogue with the child and family • Create a protective environment and receive the child and his or her family or guardians in an adapted institutional setting • Adapt your listening and communication style to the child's circumstances and level of development • Take the child's environment and background into account 	<ul style="list-style-type: none"> • Identify each child's specific situation and encourage the use of adapted measures and procedures • Identify and make use of available social and care services (medical, etc.) • Promote meaningful and respectful child participation in all stages of the procedure 	<ul style="list-style-type: none"> • Interpret and apply case law and various legal instruments • Understand children's rights in an interdisciplinary and holistic manner • Determine the best interests of the child and put them into practice in an appropriate manner by reconciling and interpreting laws • Demonstrate the ability to innovate • Make reasoned decisions by interpreting national, regional and international laws and standards relating to children • Stay up-to-date on developments (legislative reforms, new international instruments, case law, etc.) 	<ul style="list-style-type: none"> • Ensure that procedural rules (concerning matters such as in-camera sessions, use of videos, legal assistance, child participation, etc.) are followed to protect children's rights • Adapt the measures involving children by taking into account their specific background and needs • Work within a network and call on other stakeholders to ensure that children's rights are upheld in the juvenile justice and child protection systems • Promote meaningful and respectful child participation at each step of the proceedings • Ensure that the guiding principles on the rights of the child—survival and development rights, protection rights, participation rights, non-discrimination and the best interests of the child—are applied at each step of the proceedings • Reassess the child's situation and decisions taken 	<ul style="list-style-type: none"> • Identify key actors and structures in the justice and child protection systems • Communicate and interact with the different actors in the justice and child protection systems • Fulfil your responsibilities in operationalising integrated procedures and approaches affecting the trajectory of children throughout the entire judicial or extra-judicial process • Establish and maintain connections with all stakeholders to create a favourable and sustainable framework for collaboration • Facilitate cooperation among services and mechanisms • Suggest innovative solutions that are adapted to each child's specific situation 	<ul style="list-style-type: none"> • Assimilate and apply child-friendly principles, ethical standards and professional conduct regulations while also taking applicable international standards into account • Demonstrate understanding, appreciation and consideration of child participation • Deal professionally and diligently with cases involving children • Share information about children in an appropriate manner and ensure that their privacy is respected • Address ethical violations in cases involving children

**LESSON LEARNED FROM A MULTI-LATERAL ORGANISATION:
TOOLS FOR BETTER DEFENDING THE RIGHTS OF CHILD VICTIMS AND WITNESSES OF CRIME**



On 22 July 2005, the United Nations Economic and Social Council adopted the Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime. Since then, a trilateral agreement between the United Nations Office on Drugs and Crime (UNODC), UNICEF and the IBCR has led to the creation of various plain-language documents on the Guidelines, such as:

- *The child-friendly version of the United Nations Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime*, which provides explanations and examples of the nature and scope of each of the 10 listed rights
- *The Handbook for Professionals and Policymakers on Justice in Matters involving Child Victims and Witnesses of Crime*, which explains how justice professionals should apply the Guidelines on Child Victims to laws and practices
- *The Introductory Booklet*, which presents the United Nations Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice and outlines 17 strategies and various measures to implement them
- *The Training Programme on the Treatment of Child Victims and Child Witnesses of Crime for Law Enforcement Officials*, which supports planning and training, including train-the-trainers courses

PROVIDING BETTER ASSISTANCE TO CHILDREN IN CONTACT WITH THE JUSTICE SYSTEM

Using the child's point of view as a starting point

Since a child's trajectory depends on his or her specific background and circumstances, there is no "perfect" procedure. However, proceedings tend to be taxing, and protecting the rights of the child is often a serious challenge. When determining how to proceed, it is crucial to take into account the best interests of the child and to ensure meaningful and effective child participation throughout the process.

Adopting the child's point of view is essential for adapting and simplifying procedures and for finding appropriate solutions as fast as possible. To ensure that core competencies truly support child-friendly interventions, they must be established and communicated, and they must reflect the needs of children throughout the procedure. For this reason, these core competencies were defined on the basis of the guiding principles and the rights of the child.

All of the competencies promote the best interests of the child, child participation and other principles.

Ultimately, if the established competencies are fully integrated and applied, children should notice and feel concrete changes in their experiences with the justice

system. **The beneficial effects should be measurable on several levels:**

<p>COMPETENCY 1 <i>Interacting and communicating with children in an appropriate manner</i></p>	<p>COMPETENCY 2 <i>Adapting procedures to the child's specific needs, development and circumstances</i></p>	<p>COMPETENCY 3 <i>Interpreting the rules of law through the use of national, regional and international case law and legal instruments relating to children</i></p>
<ul style="list-style-type: none"> • The child victim or witness understands the stakes and consequences of the crime in question • The child feels better understood and is less intimidated by the justice system; he or she is better able to overcome potential issues • The child is more patient, resilient and feels they have been treated fairly: "Justice has been served" 	<ul style="list-style-type: none"> • The child is better protected and feels safer • The child feels that his or her views have been heard and taken into account 	<ul style="list-style-type: none"> • The child becomes an actor who is taken seriously • The child is trusted by the judge and by his or her family and community • The child accepts and respects the court's decision, even if he or she does not agree with it • The child is able to explain the decision
<p>COMPETENCY 4 <i>Taking action to effectively promote and protect the rights of the child</i></p>	<p>COMPETENCY 5 <i>Optimising cooperation with formal and informal actors in the juvenile justice and child protection systems</i></p>	<p>COMPETENCY 6 <i>Acting ethically and complying with judicial conduct principles relating to children</i></p>
<ul style="list-style-type: none"> • The child is better protected because the measures taken are appropriate (such as alternative measures to detention) • The child is engaged in the process and participates more • The child receives more assistance and is brought into contact with qualified professionals, as needed • The child receives better treatment; he or she feels reassured because the process is more child-friendly and protective (use of videos, in-camera sessions, etc.) • The child is less likely to be traumatised or experience secondary victimisation, and feels less intimidated because he or she is not exposed to the public • The child experiences less stress 	<ul style="list-style-type: none"> • The child is more stable, is better able to reintegrate and feels better in his or her family and community • The child is supported and understood and feels at ease 	<ul style="list-style-type: none"> • The child knows what is happening, is confident that any discrepancies will be reported and can expect a professional and protective process • The child feels that his or her case is being handled better and in a timelier manner

**LESSON LEARNED FROM A MULTI-LATERAL ORGANISATION:
INNOVATIVE SOLUTIONS INTRODUCED IN UGANDA'S JUVENILE JUSTICE SYSTEM**



In Uganda, justice and law enforcement teams have started using audio-visual tools during hearings to improve justice for children in contact with the law at the High Court in Kampala. Videoconferencing allows panels to communicate with witnesses for whom appearing in court is difficult because of issues relating to age, the cost of participating and geographic distance. Videoconferencing also allows child victims of sexual or gender-based violence to appear, while avoiding the secondary victimisation that can result from testifying before their abuser. With support from UNICEF, the court has begun installing closed-circuit cameras and television monitors in the Regional Courts of First Instance in Kampala, Gulu, Mbale and Fort Portal in order to allow children to testify. This approach is guided by international standards and guidelines, including the United Nations' Common Approach to Justice for Children, which aims to strengthen child-friendly justice systems at the national and district levels.

05

APPENDICES

05

ABOUT THE IBCR

Founded in 1994, the International Bureau for Children's Rights (IBCR) is a Montreal-based international non-governmental organisation. Its mission is to protect and promote children's rights in a manner consistent with the Convention on the Rights of the Child and its optional protocols. The IBCR and its dedicated team of specialists have developed technical expertise on juvenile justice, child exploitation, violence against children and children in emergency situations. The organisation has also implemented numerous international, regional and national projects addressing these issues in some 40 countries.

To date, the IBCR has carried out projects in six different languages and obtained lasting results by working with public policymakers.

Through these projects, the IBCR offers support on child-friendly techniques and gender issues to specialised training institutions (judiciary schools, police and military academies, social work schools, etc.). Through its advocacy work, the IBCR strives to promote the inclusion of permanent, mandatory and evaluated training on children's rights in national training programmes. It also promotes applied research to produce mapping reports on child protection systems. The IBCR also seeks to strengthen collaboration between the various sectors involved in protecting children's rights and in fighting sexual or gender-based violence by creating multisectoral working groups and developing, through a participatory process, standard operating procedures to govern interactions between these sectors.

The IBCR firmly believes in the need for an inclusive and systemic approach to protecting children. It champions the cause by equipping stakeholders with the competencies and tools they need in order to fulfil their roles in promoting and protecting the rights of children. In addition, the IBCR considers child participation as key to the success of its programmes. Children are considered valued contributors to its programmes, providing input at all stages of the oversight and implementation processes. The IBCR's approach is based on the Convention on the Rights of the Child's four guiding principles, including child participation. The IBCR values the right of girls and boys to express their views freely and to be actors in their own development, while taking into account their developmental capabilities, well-being and best interest.

Since 2015, the IBCR has been implementing multisectoral and multi-year projects, with the opening of satellite offices and the deployment of field staff in the Democratic Republic of the Congo, Burkina Faso, Costa Rica and Honduras. In each of these four countries, projects spanning three to five years have been implemented to provide in-depth capacity building to security forces, social services professionals and justice system professionals. These projects are being led in partnership with local governments and with financial support from Global Affairs Canada and UNICEF.



IBCR PUBLICATIONS

Children and Armed Conflict: A Guide to International Humanitarian and Human Rights Law

- EN: <http://www.ibcr.org/wp-content/uploads/2016/06/Guide-international-law-2010-english-1.pdf>

Expert training workshop on children's rights training for security forces (2011)

- FR: <http://www.ibcr.org/wp-content/uploads/2016/06/Atelier-dexperts-Dakar.pdf>

Justice for Children in the Middle East and North Africa Region (2013)

- EN: <http://www.ibcr.org/wp-content/uploads/2016/06/Justice-for-children-in-the-Middle-East-and-North-African-Region-english-2.pdf>

Fifth Workshop on the integration of the Six Core Competencies on Child-Friendly Policing into the Training and Practice of Police Officers and Gendarmes in Africa (2013)

- EN: <http://www.ibcr.org/wp-content/uploads/2016/06/Fifth-workshop-Africa-english-1.pdf>

Reference Guide to International and Regional Laws and Standards Relevant to Policing Practice (2014)

- EN: <http://www.ibcr.org/wp-content/uploads/2016/06/Reference-guide-Africa-english-1.pdf>

Assessment of Knowledge, Attitude and Behavioural Change among Security and Defence Forces (2014)

- EN: <http://www.ibcr.org/wp-content/uploads/2016/06/Assessment-of-knowledge-attitude-english-1.pdf>

TEXTS ON JUSTICE FOR CHILDREN

The Beijing Rules: United Nations Standard Minimum Rules for the Administration of Juvenile Justice (1985)

- FR: <https://www.ohchr.org/fr/professionalinterest/pages/beijingrules.aspx>
- EN: <https://www.ohchr.org/en/professionalinterest/pages/beijingrules.aspx>
- ES: <https://www.ohchr.org/sp/ProfessionalInterest/Pages/beijingRules.aspx>

The Tokyo Rules: United Nations Standard Minimum Rules for Non-custodial Measures (1990)

- FR: <https://www.ohchr.org/fr/ProfessionalInterest/Pages/TokyoRules.aspx>
- EN: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/TokyoRules.aspx>
- ES: <https://www.ohchr.org/SP/ProfessionalInterest/Pages/TokyoRules.aspx>

The Riyadh Guidelines: United Nations Guidelines for the Prevention of Juvenile Delinquency (1990)

- FR: <https://www.ohchr.org/fr/professionalinterest/pages/preventionofjuveniledelinquency.aspx>
- EN: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/PreventionOfJuvenileDelinquency.aspx>
- ES: <https://www.ohchr.org/sp/professionalinterest/pages/preventionofjuveniledelinquency.aspx>

The Havana Rules: United Nations Rules for the Protection of Juveniles Deprived of their Liberty (1990)

- FR: <https://www.ohchr.org/FR/ProfessionalInterest/Pages/JuvenilesDeprivedOfLiberty.aspx>
- EN: <https://www.ohchr.org/en/professionalinterest/pages/juvenilesdeprivedofliberty.aspx>
- ES: <https://www.ohchr.org/SP/ProfessionalInterest/Pages/JuvenilesDeprivedOfLiberty.aspx>

The Vienna Guidelines: Guidelines for Action on Children in the Criminal Justice System (1997)

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