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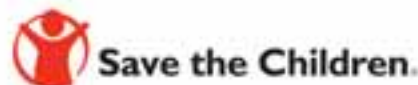


Fourth Workshop on the Integration of the Six Core Competencies on Child-Friendly Policing into the Training and Practices of Police Officers and Gendarmes in Africa, the Middle-East and Haiti

Lomé, Togo – 5 to 7 November 2012

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

Workshop Report





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ACKNOWLEDGMENTS

“It is an ancestor who kneaded the earth to create the flesh of the child to be born”

— Bassar proverbs of Togo, 1882

The international child rights workshop for security forces that took place in Lomé, Togo, from 5 to 7 November 2012, was a success thanks to the participation, trust and support of a broad range of partners. The International Bureau for Children’s Rights (IBCR) would like to express its profound gratitude to all partners, in particular the participants who made themselves available for the occasion.

We stress in particular the invaluable and dedicated support of Mrs. Najat Maalla M’jid, United Nations Special Rapporteur on the Sale of Children, Child Prostitution and Child Pornography and valued member of the Bureau’s Board of Directors.

In addition, the Bureau conveys its cordial and respectful gratitude to the Republic of Togo, to UNICEF Togo, to the International Organisation of the Francophonie, to the non-governmental organisation Save the Children, to the Togolese NGO WAO-Afrique, and to the co-organisers and key partners without which this event would not have become a reality.

The participation of 22 delegations to this meeting was made possible by the strategic, financial and logistical support of several UNICEF country offices (Burundi, Cameroon, Central African Republic, Chad, Côte d’Ivoire, Ethiopia, Haiti, Iraq, Kenya, Mauritania, Namibia, Niger, Nigeria, Sierra Leone, Swaziland, Tanzania, Togo and Zimbabwe) and Save the Children (Jordan, Senegal and occupied Palestinian territories). The Guinean delegation received financial support from the International Bureau for Children’s Rights in order to participate to the workshop.

In finally, we would like to thank all of the IBCR team, in particular Mr. Guillaume Landry, Programmes Director, who convinced the training institutions and funding partners of the importance of establishing an initial training programme on children’s rights. Thanks also to Mrs. Nadja Pollaert, Director General, for providing oversight and direction. Our gratitude also extends to the members of the IBCR security forces training programme: Mr. Henri Ariston Nzedom, Ms. Violaine Des Rosiers, Ms. Élodie Le Grand, Mr. Martin Nagler and Ms. Tania Sagastume for their perseverance, their faith in this initiative, their research and assistance. Furthermore, the IBCR could not fulfill its mission without the important contribution of its interns, including Sandra Atchekpe, Stéphane Barnabé Cravioto, Thomas Christensen, Cédric Laliberté-Houdeville, Vincent Luigi, Mélissa Serrano and Mathieu Truchi. Lastly, thanks to our consultants, more specifically Mr. Michel Gagnon, Ms. Caroline Lemay and Ms. Sabrina Tremblay-Huet.

INTRODUCTION



Nadja Pollaert
*Director General,
 International Bureau
 for Children's Rights*



Guillaume Landry
*Programmes Director,
 International Bureau
 for Children's Rights*

The International Bureau for Children's Rights is proud to welcome more than 65 representatives of security forces training institutions from 22 African and Middle-Eastern countries and Haiti to take stock of the efforts made to integrate key competencies into initial and specialised child rights training programmes for police and gendarmes.

Over the past months, the International Bureau for Children's Rights successfully established a close partnership

founded on mutual respect and trust with actors who play a fundamental role in better protecting children in Africa and beyond: the gendarmes and the police.

The Bureau has been working relentlessly with its partners UNICEF, Save the Children and the International Organisation of the Francophonie to provide technical support to security forces training academies. As a result, many of them opened their doors to the Bureau, allowing

Opening panel at the Lomé workshop, 5 november 2012.



it to complete six assessments of their training materials and evaluation methods. These assessment reports look at the functioning of the schools and the challenges that security forces face in their daily interactions with children. They will be used as a basis for the joint development of comprehensive and practical training modules that will be integrated into the existing training programmes on a permanent, compulsory basis. This demanding task represents a first major step towards the long-term goal of the project, which is to change behavioral patterns.

In Cameroon, Côte d'Ivoire, Guinea, Niger, Senegal and Togo, the International Bureau for Children's Rights has the privilege of working with security forces training institutions to develop a permanent, high-quality course which will be compulsory and evaluated as part of all new recruits' training. Specialised courses are also being developed in Côte d'Ivoire, Niger and Senegal.

These courses are based on the six key competencies that were unanimously endorsed by 15 countries year last year in Niamey, and that are considered essential for mainstreaming children's rights into police practice. There is no doubt that the Niamey commitment is now taking concrete form.

The Bureau's work philosophy leads it to establish genuine partnerships and to work in a collegial fashion with training academies. Since 2009, the Bureau has built relationships based on mutual trust and respect with police officers and gendarmes. It started working with 8 delegations in Ouagadougou (Burkina Faso); this number grew to 11 delegations in Cotonou (Benin), 15 delegations in Niamey (Niger), and finally to 22 delegations in Lomé.

Last year's meeting in Niamey marked the beginning of a reflection and analysis process that materialised in 2012. It was therefore with great pleasure that the Bureau welcomed, in Lomé, these same six delegations that initiated this work in West and Central Africa one year ago, this time to take stock of the progress accomplished in implementing the work plan developed earlier. This journey would not have been possible without the support of UNICEF and Save the Children.

It is equally important to mention the participation of long-standing collaborators, such as the representatives of Central African Republic, Chad, Haiti and Mauritania. These countries participated in previous meetings and agreed to repeat the experience, this time with the ambition of establishing a more detailed action plan and of achieving agreed objectives. The Bureau cannot thank these partners enough for renewing this experience and is convinced that this year, the necessary support will be garnered and training institutions will fulfill their commitments.

Moreover, the Bureau was particularly pleased to welcome the Burundi delegation, which took part in the discussions and extended the francophone scope of this regional initiative.

These country delegations, which represent a wide geographical area, benefitted from the presence of Arabic-speaking representatives from the Republic of Iraq, the Hashemite Kingdom of Jordan and the occupied Palestinian territories. These three countries operate in a context undisputedly different from that of West and Central African countries. However, their participation in this workshop is a fortunate happening and broadens horizons beyond regional peculiarities of political, historical or cultural nature. Participants were

Guillaume Landry, Programmes Director, meets the Commandant Akobi, from the cabinet of the Ministry of Security and Civil Protection of the Republic of Togo, with Elodie Le Grand, Project Manager – Training of security forces in Guinea and Togo.



able to look into what constitutes basic and specialised training and how these should be designed to meet the real challenges on the ground; they had the opportunity to ask themselves why such trainings are essential to the fulfillment of the mandate of defence and security forces. The Bureau felt strongly that notwithstanding the diversity of stakeholders, this meeting would bring a sense of mutual enrichment, and it is clear that the workshop resulted in valuable and passionate exchanges. As a result, the debates led to the development of a set of universal competencies for interacting with children, whomever and wherever they may be.

The most remarkable delegations, in terms of their number of representatives and quality, were those of English-speaking countries. Delegates from Ethiopia, Kenya, Namibia, Nigeria, Sierra Leone, Swaziland, Tanzania and Zimbabwe all made the trip to present their experiences in protecting and respecting children's rights in the context of security forces work. Humbly, these delegations were keen to learn how the achievements of the African francophone region could inspire East Africa and Southern Africa. Such an interest on the

part of English-speaking countries was motivated by a sincere desire to move beyond child rights awareness to adopt a sustainable approach based on strengthening the technical and interpersonal skills of security forces in relation to children's rights.

All of the above work depends on the enthusiasm, commitment and unfailing support of the national security forces training academies, relevant ministries and other concerned stakeholders.

The Bureau is persuaded that it will achieve ambitious outcomes, because in each participating country its team had the privilege of working with ambitious, visionary partners who truly care about the rights and protection of children. It is these same individuals who will trigger a profound change!

The Bureau believes that the outcomes of this meeting will inspire all concerned individuals and institutions to move forward. The IBCR team looks forward to further exchanges and is eager to continue its collaboration with the various partners mobilised as a result of this workshop.

Eda Oba hotel where the workshop took place.



FOREWORD



Dr. Najat Maalla M'jid

Special Rapporteur of the United Nations on the Sale of Children, Child Prostitution and Child Pornography

Vice-President of the Board of Directors of the International Bureau for Children's Rights

Violence, abuse and exploitation are violations of children's rights and seriously affect their dignity, physical and mental integrity and development. However, because of the multifaceted nature of these violations, it is not an easy task to equally protect all children without discrimination. Abuse and violence may be physical, sexual, or emotional, and/or psychological; the exploitation of children can take several forms including their sale, trafficking, prostitution, sex tourism and pornography. And, the same child may be a victim of violence, abuse and exploitation - be it at the same time or successively.

In addition, certain forms of exploitation are multidimensional and have both national and transnational components. In many cases, the victim resides in one country while the predator is located in another. In the case of pornography, images of child victims are potentially visible to the whole world.

Meanwhile, the dynamic expansion of the information technologies sector (Internet, mobile telephony, social networks) and the rise of the sex industry and criminal networks pose significant challenges.

All these aspects must be taken into account if we are to effectively protect children and uphold their best interests. This means that we must adopt an integrated, systemic, coordinated and multidisciplinary approach based on the rights of the child, as called for in the Convention on the Rights of the Child and its Optional Protocols.

Such an approach is the foundation of genuine protection systems that are readily accessible to all children without discrimination.

These protection systems regroup public authorities (police officers, gendarmes, judges, caregivers, teachers, and social workers), the private sector, civil society, international organisations, communities, families and children.

All these actors come from different backgrounds but form the links of a protective chain characterized by the complementarity of actions and the relay and accountability of actors.

While actors may work in different fields, they have a common understanding of child protection and child rights and use a child rights based approach. In order to achieve this, they must be well equipped and adequately trained.

Security forces are one of the links in the chain and are most often on the front line. Specifically, the police and gendarmes may be called upon to:

- Reassure a child victim;
- Respect a child's dignity;
- Inform a child about a procedure and their rights;
- Use language that is easily comprehensible and adapted to a child (age, gender, disabilities, language...);
- Manage the stress and anxiety of families;

- Analyse situations to determine if a child requires emergency medical care or forensic testing;
- Interview and listen to a child;
- Take a child's view into consideration;
- Determine the nature and gravity of the violence, abuse or exploitation suffered;
- Gather evidence, conduct investigations;
- Locate a perpetrator(s);
- Ensure the safety and confidentiality of child victims and witnesses;
- Mediate certain conflicts;
- Intervene within families, communities...;
- Guide, accompany, refer a child;
- Inform, raise awareness and prevent violations of children's rights.

The quality and preparedness of the first contact with the child is of paramount importance because it affects the subsequent response of other actors. This is particularly true within the justice system, where security forces are expected to collaborate with a number of actors including judges, caregivers and social workers. Therefore, coordination mechanisms and procedures must be duly established.

Security forces must be equipped with the necessary skills to fulfill their child protection role. In this connection, initial and in-service trainings are frequently provided. However, during my numerous country visits, I found that these trainings are often insufficient because they do not hold enough place in the curricula, are ad hoc, and do not form part of a multi-year capacity-building plan. Often, trainings are generic and fail to take the context into account. Instead of being interactive and participatory, teaching methods often favor theory over practice. Finally, most of the trainings are not evaluated, so their impact cannot be measured.

It is for the above reasons that I welcome the current initiative, which I have been following since its launch. It was developed with the meaningful participation of security forces and police and gendarmerie schools. The approach is tailored to specific contexts and calls to mind the understandings, attitudes and practices of security forces in relation to children's rights. This unprecedented training initiative uses an interactive and participatory approach to bring security forces from various

countries to identify key competencies, to develop modules and tools, to share their practices and implement multi-year action plans adapted to each context.

Such training allows solid stakeholder ownership of the methods, techniques and standards relevant to the protection of children and their rights.

I also applaud the consultation and cooperation framework established among United Nations agencies, NGOs and international agencies, police academies and of course the governments of the various participating countries. Without the strong commitment of governments and the long-lasting support of technical and financial partners, this training could not have been included on the national and transnational policy agenda.

The presence of the Minister of the Interior of Togo, UNICEF, the OIF, the International Bureau for Children's Rights, Save the Children, and security forces reflects a strong commitment to this process.

Finally, I am delighted to have attended this workshop, which is only one of the stages of this unique training process. I am convinced that in the medium term, security forces will be properly equipped to protect all children without discrimination, in an effective and sustainable way and in accordance with their best interests.

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

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

In parallel, Africa and the Middle East have their own share of political instability and insecurity and face a number of governance and development challenges. In order to establish and maintain the rule of law in these regions, countries are encouraged to implement major reforms of their judicial institutions and national security systems. There is evidence that too often, such

What is a gendarme?

It is a members of a body of soldiers serving as an armed police force for the maintenance of public order. The gendarmerie is operating in France and in many Francophone African countries, under the Ministry of Defense.

reforms only target certain components of the justice system – such as legislation or judges – and leave law enforcement aside. However, the justice system cannot function effectively when police officers and gendarmes conduct inadequate investigations and violate the rights of the accused and victims. Most of the time, the police is the gateway to the justice system. However, too often

Working session between the delegations of Cameroon and Guinea during the Lomé workshop.



Working session between the delegations of Burundi and Niger during the Lomé workshop.



they are also the first link in a chain of “institutionalised” corruption that discredits the rule of law.

These facts highlight the importance of adopting child-friendly law enforcement practices to enhance the protective role of officers and the legal environment. A police officer or gendarme with adequate training and understanding of the rule of law can play an important role in the prevention, identification and redress of child rights violations. He or she is able to protect and promote these rights and to address violations. He or she is therefore equipped to promote the long-term reinsertion of children into society and to strengthen society’s confidence in the State apparatus. At the same time, good security within communities encourages stability and promotes the rule of law at national level. A more stable environment facilitates long term economic and social development and fosters confidence in the State.

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

Challenges in this regard are manifold. Currently, certain technical fields are considered a priority to the detriment of basic trainings on child-friendly policing and key child rights competencies. However, in emergency situations the role of the police officer should not be limited to intervening and using force; officers

I reaffirm the excellent cooperation that has prevailed between the National Police and its partners, in particular the International Bureau for Children’s Rights. I also, and above all, want to mention the quality of expertise and experience of the IBCR in the field of child protection and the ability of its leaders to make available their knowledge and expertise to their partners. Finally, if all the meetings held could be deemed a success, it is assuredly due to the undeniable competence of the Programmes Director at the IBCR, Mr Guillaume Landry.

**Mr. Madougou
Mahamane Laouali**

*Police Commissioner of the Republic
of Niger, currently on mission as part
of peacekeeping operations in Haiti*



should also possess negotiation and mediation skills if they are to stop abuses. It is equally important that they learn about child development, communication techniques, collaborating with other actors of the justice system, and applying the rules of ethics and professional conduct. A training on the rights of the child will therefore equip law authorities with the necessary technical and interpersonal skills to implement the national, regional and international instruments on human rights and children’s rights.

Lessons learned

Experts agree on the existence of a gap in justice for children in West and Central Africa; the absence of child-friendly policing practices. To make children’s rights a reality, it is important to go beyond the laws and to: adopt practices suitable to the age of the child; develop specific competencies such as interviewing techniques and other practices tailored to the child’s developmental stage; and to learn ways to work effectively with social and other services. This is particularly important in the field of security, because police officers and gendarmes often are the first point of contact for children who are perpetrators, victims or witnesses of crime. Research at local and international level clearly shows the importance of child-friendly justice and the role it plays to improve children’s access to justice. The same research confirms that child-friendly policing is a competency that is essential in any justice system for children.

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

ON THE WAY TO OUAGADOUGOU, OCTOBER 2009

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

This conference led participants to realise that while police forces seemed to master the vocabulary and terminology of children's rights, their actual meaning and practical application remained vague. Also, it turned out that while several police institutions had pledged to offer

child rights training, these mostly consisted of one-time sessions carried out by external consultants; trainings were not evaluated, were too short and did not have any apparent impact on the integration of children's rights into police practice.

ON THE WAY TO COTONOU, DECEMBER 2010

In light of these observations, the OIF, Francopol and the Bureau agreed to organise another meeting in West and Central Africa, to focus on police training and international justice for children standards. The meeting took place in Cotonou, Benin from 13 to 15 December 2010. At the time, the Bureau offered long-term support *via* knowledge transfer and follow-up to police and gendarmeries academies interested in developing training

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

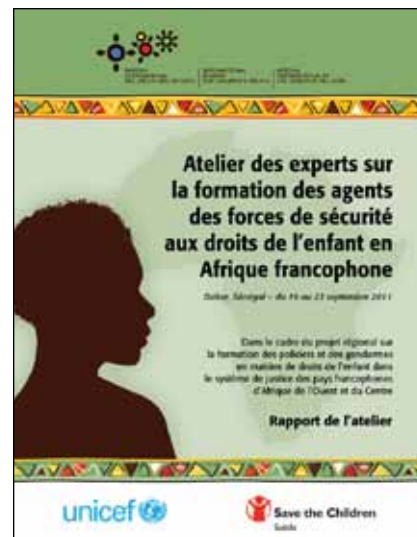




Report following the Ouagadougou workshop organised in November 2009.



Report following the Cotonou workshop organised in December 2010.



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

programmes that are consistent, integrated and practical. The objective of this initiative was to bring these academies to provide, on their own, training modules on child rights and child protection. The meeting thus established foundations to carry out a more ambitious training programme on the protection and rights of children in contact with the law.

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

During the months of March to November 2011, the Bureau focused on strengthening its collaboration with police and gendarmerie academies in the various countries in the region. In parallel, the Bureau focused on developing a partnership with UNICEF's Regional Office for West and Central Africa, UNICEF offices in participating countries, the NGO Save the Children Sweden, and local NGOs. With the support and collaboration of different actors, the initiative became increasingly regional in dimension, with 14 French-speaking West and Central African countries participating in the project in 2011 and endorsing its objectives. These countries are:

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

As a result, the Bureau was able to accomplish the following in 2011:

- 1) A literature review identifying the key competencies and knowledge that any gendarme or police officer should possess to ensure child-friendly policing and compliance with relevant standards and laws.
- 2) A detailed global and regional analysis of more than 130 training tools used in the region to train police officers and gendarmes on child-friendly policing.
- 3) A course outline based on relevant training materials and teaching resources, to allow police and gendarmes to strengthen their technical and interpersonal skills and acquire the key competencies identified at point 2.
- 4) A five-day meeting of 40 experts in Senegal at the end of September 2011 to approve and improve the list of six core competencies, the training programme and the analysis of existing tools. Following the expert workshop, the Bureau incorporated their recommendations and published a meeting report.



Report following the Niamey workshop organised in November 2011.



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

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

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

Group picture during the Niamey workshop, November 2011.



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

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



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



REGIONAL WORKSHOPS HELD IN THE SECURITY FORCES TRAINING PROGRAMME



"The IBCR has shown impressive leadership in Western and Central Africa with regards to promoting and supporting police practices adapted to children's rights in Francophone countries. Under its teamwork, an emerging network composed of Francophone advocates and high-level security officials has been introduced, and a new partnership between the IBCR, UNICEF, Save the Children and the African police and gendarmerie academies has greatly progressed. In 2011, the IBCR organised a regional consultation, giving way to a new consensus on core competencies needed at the regional level to guarantee a police-led intervention respectful of children's rights. Furthermore, the IBCR was able to recommend training modules. The work has now shifted towards a national level, with plans of action destined to supply technical support to at least six countries in the region in the hopes of institutionalising training modules at the heart of initial training programmes of police schools."

Ms. Brigitte De Lay

Specialist in the Protection of the Child (systems of protection of the child and justice), UNICEF, Regional Office for Western and Central Africa



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

Definition of "competency"

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

Types of competencies

Generally speaking, core competencies can be distinguished from technical or special competencies.

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

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



Behavioral indicators

How can we determine who is a good or a bad police officer or gendarme? It is essential to establish criteria that can be applied equally to all law enforcement officers. For example, to determine whether an officer possesses a given competency, one could look at his/her work performance, or simply his/her behavior. The behaviors associated with different competencies can be defined in a number of ways. Four of these are presented below:

1. Specifying the behaviours that officers are expected to adopt²
2. Elaborating on the different behaviours that correspond to an officer's level of responsibility. The expected behaviour would therefore vary depending on whether the officer is at entry, middle or senior level³
3. Specifying which behaviours are considered effective in a given situation - in other words which behaviours reflect a given competency, and which ones reflect the lack thereof⁴
4. Lastly, dividing competencies into knowledge, technical skills and interpersonal skills, using a competency-based approach

Definition of work performance

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

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

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

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

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

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

Identification core competencies on child rights competencies for security forces

Children's rights are defined in various national, regional and international instruments, all anchored in the United Nations Convention on the Rights of the Child. The security forces training manuals that were

analysed as part of this project are all founded on the explicit – albeit sometimes abstract – provisions of these instruments.

However, in light of the widespread violations and child protection needs in Sub-Saharan Africa, we can affirm that ad hoc trainings have failed to address the many challenges that police faces on a daily basis. There is a need to change the way things are done and to focus not only on knowledge, but also on the interpersonal and technical skills that security forces must develop in order to deal with children. In a "competency-based approach," knowledge of the standards and laws is only one skill among many others; the emphasis is rather placed on the application of this knowledge. On a related note, our numerous exchanges with training academies revealed that it is often the higher-ranking officers who benefit from trainings offered by external consultants. It is therefore important to design tools that can reach those working in the field, in villages and communities, and that are grounded in national systems and consistent with the functioning of training academies. The training content and methodology developed in this project therefore aims at developing competencies.

Working session between the delegations of Namibia, Tanzania and Zimbabwe during the Lomé workshop.



Working session between the delegations of Haiti and Côte d'Ivoire, Lomé 2012.



Working session between the delegations of Kenya, Nigeria, and Swaziland, Lomé 2012.



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

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



DESCRIPTION OF CORE COMPETENCIES

Each competency is divided into three aspects: knowledge, technical skills and interpersonal skills. Each competency has a number of behavioural indicators. The table below provides a detailed explanation of each of the above mentioned competencies.



Working session between the delegations of Ethiopia and Sierra Leone, Lomé 2012.



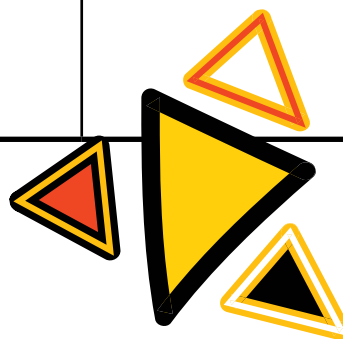
Working session between the delegations of Chad and Iraq, Lomé 2012.



DESCRIPTION OF CORE COMPETENCIES OF SECURITY FORCES WORKING ALONGSIDE CHILDREN

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

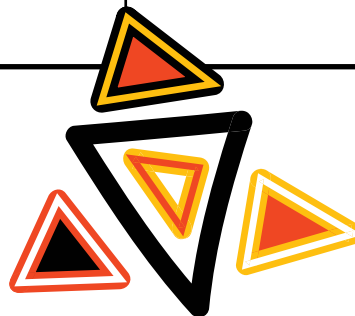
The International Bureau for Children's Rights has developed a list of precise, measurable indicators that allows schools to determine the best way to monitor behavioral change among officers and their treatment of children. If you wish to discuss further about impact assessment methods for child-friendly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





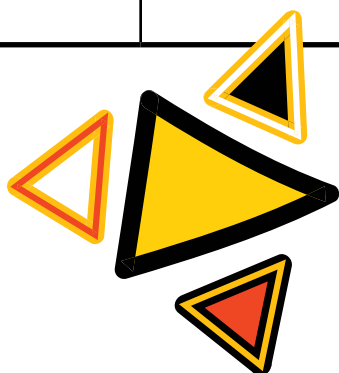
SECOND CORE COMPETENCY
KNOWLEDGE AND APPLICATION OF THE RULES OF ETHICS AND PROFESSIONAL CONDUCT

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





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





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



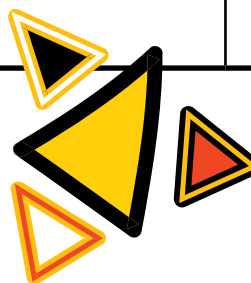


FIFTH CORE COMPETENCY				
COLLABORATION WITH ALL FORMAL AND INFORMAL STAKEHOLDERS TOWARDS A COORDINATED RESPONSE				
AREA OF FOCUS <i>What the student must be able to do</i>	LEARNING OBJECTIVES <i>What the student has to master in order to succeed in a given task</i>			PERFORMANCE CRITERIA <i>What the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





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



THE IBCR'S CHILD RIGHTS TRAINING PROGRAMME AIMS AT BUILDING THE COMPETENCIES OF SECURITY FORCES THROUGH THE PRINCIPLES OF ANDRAGOGY

Andragogy is a learning strategy that is based on the principles of adult learning, which means that it is interactive, relevant and practical. Since an adult's willingness to learn is a prerequisite of successful learning, the training content and process must be adapted to participants and their environment. Some degree of creativity must be used to offer participants a number of learning methods, and the process ought to be fun and positive.

Practice must be an integral part of training, whether it is grounded in selected material or other ideas. Participants must be able to translate key concepts into their own words in order to take ownership of what they learn: after all, they expect the training to make

their work more efficient. Adult education aims at behavioural changes that ease the learning of a standardised method and the use of a competency or the execution of a task.

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

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

Working session between the delegations of Jordan, Mauritania and occupied Palestinian territories, Lomé.



Working session between the delegations of African Republic and Senegal, Lomé.



THE ORIGIN OF NATIONAL PROJECTS IN WEST AND CENTRAL AFRICA

Since the beginning of 2012, the Bureau has signed four Programme Cooperation Agreements (PCA) and two Small Scale Funding Agreements (SSFA) with six UNICEF offices (Cameroon, Côte d'Ivoire, Guinea, Niger, Senegal and Togo), and has entered into a regional agreement with Save the Children (covering Guinea, Senegal and Togo) to implement the action plans developed by country delegations in Niamey.

These agreements have a minimum duration of two years and their main objective is to introduce a compulsory, high-quality course on child rights/child protection in the initial and specialised training programmes of police academies. The objective is therefore to ensure that the **initial training** of all new police recruits includes a child rights course that is substantial, coherent and evaluated and that focuses on competencies (technical skills and interpersonal skills) rather than on knowledge only. The project also aims to ensure that the **specialised training** courses offered to child protection units, focal points for children in police stations as well as family, women and child protection units, are improved and updated. This work will follow the same capacity-building approach to transfer specific competencies to officers before they take up specialised posts.

A partnership collaboration

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



Working sessions among the Togolese delegations during the Lomé workshop in 2012.



The project methodology is based on a participatory approach to accommodate the diversity of all training institutions involved. At each step of the project, the Steering Committee is responsible for executing the corresponding tasks, with the technical support of the International Bureau for Children's Rights. As well, the Reference Group is to be consulted periodically for support and feedback.

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

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



THE NINE MAIN STEPS OF IMPLEMENTATION

The steps of the project are the following:

1. A scoping workshop to set up a Steering Committee (consisting of the participating security forces/law enforcement training institutes) and a Reference Group (made up of the concerned ministries, NGOs and agencies, for consultation and coordination purposes);
2. An mapping report, to include:
 - a. A mapping of national child protection stakeholders and their collaborations;
 - b. Overview of the legal context,
 - c. Presentation of the national child protection system;
 - d. Description of the functioning of police academies (through observation visits, analyses of courses, meetings with instructors);
 - e. Transcripts of interviews conducted with children and security forces in order to document the interactions between police officers, gendarmes and children.
3. Visits and strategic workshops throughout the country, outside of the capital;
4. Development of a draft initial training toolkit, to include
 - a. A trainer's guide;
 - b. A student's guide;
 - c. A reference guide;
 - d. Pedagogical teaching tools;
 - e. Training course evaluation tools;
 - f. A pocket guide for security forces;

5. Validation workshops with relevant stakeholders to develop, revise and endorse the proposed tools and approaches;
6. Development of a second, specialised training toolkit to include tools similar to those contained in the initial training toolkit;
7. In-depth training of trainer sessions for both training toolkits;
8. Update of each training toolkit, following completion and evaluation of the first trainings;
9. Providing support to the trainers/instructors.

For SCS, the partnership with the IBCR is a fruitful and successful one. Proactivity and flexibility are dimensions that make the collaboration with the IBCR easy and its staff is true professionals. These qualities have been of benefit to the initiatives we have undertaken together in West Africa since 2010. In 2011, we laid the groundwork for more comprehensive cooperation on the issue of training police and gendarmes on the Rights of the Child. Thus, Save the Children has been regularly involved in the planning and discussion workshops initiated by the IBCR and its partners, first in Cotonou and then, in Niamey. Better still, SCS and the IBCR, in collaboration with UNICEF, organised a workshop that brought together forty international experts in Dakar in September 2011. It was a defining moment that led to the identification and validation of core competencies for the training of police and gendarmes on the Rights of the Child. Logically, this cooperation will continue in 2012 as part of the operationalisation of the action plans adopted by police academies and police in late 2011. This vote of confidence is also embodied in the selection of the IBCR to evaluate our military training programme on children's rights that we have been implementing in the fifteen countries of West Africa since 2000. We are convinced of the expertise of the IBCR on issues of child rights and protection, on which it follows progress at a global level. This leaves consideration of several avenues of collaboration in the future.

Soumahoro Gbato

*Regional Advisor on the Protection of Children in Emergencies
Save the Children-Regional Office West Africa*



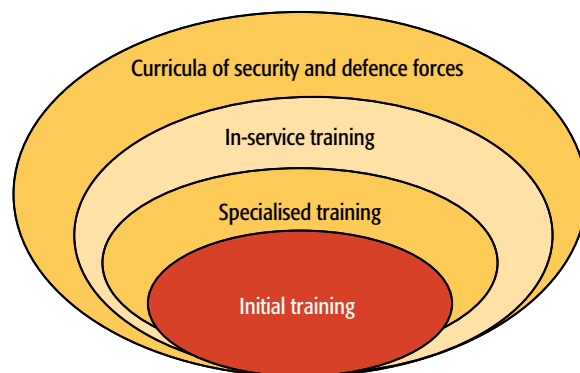
WHAT DO WE MEAN BY “DIFFERENT LEVELS OF TRAINING” AND “TRAINING TOOLKITS”?

Developing content tailored to practice

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

In this connection, the learning content must go beyond the provisions on children's rights found in various national, regional or international texts. Even though officers must have basic knowledge of the legal system in which they work, training must go beyond academic knowledge to teach officers *how* to deal with children and other concerned stakeholders.

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



Definitions

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

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

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

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

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

Material content

Training packages should contain the following elements:

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

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



Violaine Des Rosiers, Project Manager at the IBCR, Dr. Najat Maalla M'jid, Special Rapporteur of the United Nations on the Sale of Children, Child Prostitution and Child Pornography and Vice-President of the Board of Directors of the International Bureau for Children's Rights, and Dominique Louise Sbardella from Save the Children Sweden, Lomé.



Overview of the delegations, Lomé.



MAIN PROJECT IMPLEMENTATION STRATEGIES

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



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



Capacity-building: the improvement of children's access to justice stands at the very heart of this training initiative. The first point of contact between a child and the justice system is usually the police officer and/or gendarme. However field experience and research have shown that most justice and security actors lack the basic skills to interact adequately with children, which compromises children's rights. This project

focuses on developing the capacity of national institutions by mainstreaming child-friendly practices at all levels of the justice system: courts, police, social work, etc., in order to achieve a long term impact.



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



Sustainability of results: the project is designed to promote sustainable results through working directly with security forces training institutions at national level. Because the focus is placed on reforming training curricula as opposed to conducting isolated activities, future generations of police officers will now be equipped with key competencies (including technical expertise, interpersonal skills and knowledge) and will adopt child-friendly justice practices. The initial efforts that were made to generate a strong sense of belonging and national commitment to the project are the best guarantee of its long term impact. Also, the annual regional meetings between the police and gendarmerie academies encourage continuous learning and exchanges between colleagues and institutions, which proved to be crucial to generate political commitment at the national and regional level.



SUMMARY OF KEY OBJECTIVES

The goal of national projects is:

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

The results chain can be illustrated as follows:



The objectives of the project are therefore to:

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

Guillaume Landry and Elodie Le Grand from the IBCR during the preparations of the workshop in Lomé.



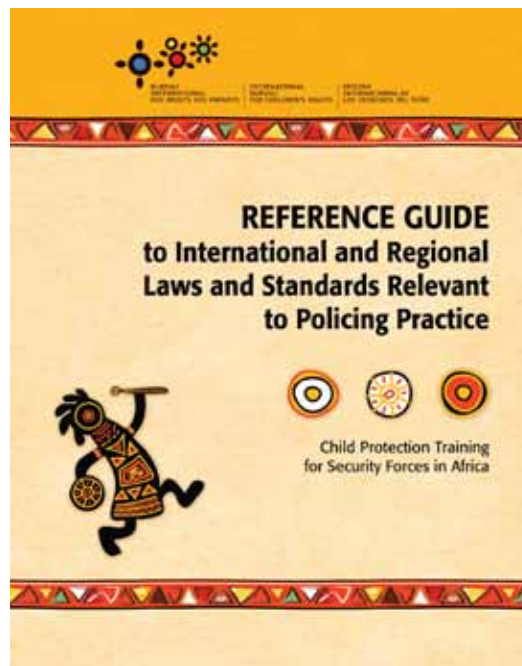
Working group during the workshop in Lomé.



LOMÉ MEETING, NOVEMBER 2012

From 5 to 7 November 2012, 22 country delegations met in Lomé, Togo, to take part in the fourth international workshop on the training of security forces on children's rights. This time, the workshop brought together not only French-speaking countries, but also Arabic-speaking and English-speaking delegations. The workshop provided the six countries that initiated work with the IBCR with an opportunity to share their experiences, while allowing others to develop national plans of action to adapt the suggested approach to their specific context. A summary of the presentations made by the 22 delegations at the beginning of the workshop in order to take stock of the progress accomplished can be found in Annex 1.

Opening speech of Mr. Gilbert Badjilembayéna Bawara, Ministry of territorial administration decentralisation and local communities at the workshop in Lomé, 5 November 2012.



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

A representative of the delegation of occupied Palestinian territories, Lomé.



LESSONS LEARNED FROM IBCR'S IMPLEMENTATION OF NATIONAL PROJECTS IN COLLABORATION WITH SECURITY FORCES

The Bureau has compiled the lessons learned to date in the implementation of the programme in its six partner countries in West and Central Africa. These lessons were shared with participants at the Lomé international workshop.

ADVOCACY

The project implementation **methodology** requires the sustained involvement of participating training schools. This innovative approach calls for continuous advocacy in order to ultimately secure the commitment of decision makers. Constructive and consistent advocacy which is led progressively, with diplomacy and in compliance with relevant procedures, creates a climate of trust and dialogue. Furthermore, it enables collaboration with institutions that were not initially considered as potential partners.

Continuously inform and explain. During meetings and visits, there should be no hesitation to repeat the same explanations on several occasions and to provide written information summarizing the project. This can refresh the memory of persons the IBCR has already met, inform those who only know of the project through documents or other people, and help validate information already received.

Adopt an effective communication strategy. The communication strategy and protocol between the project partners could have benefitted from further consultations. Indeed, although the IBCR made some efforts to ensure the visibility of its partners in workshops and communications, these actions did not necessarily comply with the existing strategies or protocols in the participating countries or institutions. A better dialogue with



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

partners about communication, at the beginning of the project, can ensure a greater cohesion of actions.

Manage change as a cross-cutting component of the project. The project is a vehicle for important progress that goes well beyond children's rights issues. It calls for a change in the teaching philosophy and practices of security forces and thus touches upon institutional issues at different levels: organisational, human resources management, internal and external procedures and decision-making processes. The 'management of these changes' was initially underestimated in the project planning and timeframe. It would have been important to ask: What are the new competencies that we should introduce into police practice in the

field? Will these new competencies put pressure on the institution? How can we deal with the uncertainty that these changes will bring about? Are the desired changes suited to the national context? Will the authorities be able to assess the implications of adopting these new competencies? How to assess behavioral change in the field? How to ensure the gradual training of field staff? Sustainable change is a lengthy process which requires a thorough assessment of its impacts and necessary actions. In this case, most of the projects had a delayed start and therefore a tighter schedule. Some aspects of the project, such as the number of hours to be added into the curriculum, should have been more fully discussed between partners at the outset.

NETWORKING AND OWNERSHIP

Respect hierarchy and decision-making processes.

The Directors-General of defence and security forces training academies possess decision-making powers which can vary depending on the country and structures. In some countries, the Director of a training academy may take decisions about the integration of new modules, while in others the same Director must first present the modules to his superiors for approval. In some instances, the Director may not even have power to seek the hierarchy's approval, as the latter must first ask him to get involved. It is therefore crucial to understand the political and hierarchical mechanisms at play and to adjust advocacy and monitoring efforts accordingly.

Validate the project implementation process with the competent authorities.

A common project implementation strategy must be agreed to and validated by the competent authorities as soon as possible. This can be done as part of an official meeting, when the technical unit is created and its members are appointed. At that time, a sponsoring government department may be designated to oversee the project and to invite other actors to join a Steering Committee (or Reference Group). It is important in the various steps to respect the hierarchical structure of police and gendarmerie bodies in order to effectively achieve the desired results.

Support academies through a process of sustainable institutional development until they fully own the project.

Putting the authorities and their institutions first at all stages of the project helped to develop their sense of belonging and ownership. In some countries, the authorities quickly assumed ownership of the project because the international and national partners perceive the technical unit as the steering body of the project. It is the technical unit, represented by its two co-chairs, that sends invitations to meetings, workshops and various project activities. At the beginning of the project, the IBCR was very present in all processes and this helped to lay solid project foundations. Subsequently, the schools slowly began to take their own decisions. If the project is perceived as coming from the outside, it will have little chance to perpetuate. For example, schools in Côte d'Ivoire were able to prove that they can take their rightful place by demonstrating their enthusiasm, their sincere commitment and dedication to achieve results. During the workshops at the beginning of the project, it was thus important that schools become the 'face' of the project in the eyes of State actors, civil society and UN agencies. This greatly improved the results in subsequent phases. When the project was presented and perceived as an IBCR initiative, there were misunderstandings and delays. Contacts were also most successful when the IBCR was personally introduced to stakeholders. In some cases, IBCR undertook to maintain personal contacts with key persons through regular appearances for greetings, the sharing of results or progress updates. This type of interaction has been highly appreciated and facilitated advocacy. In return, it is important to highlight and recognise the efforts extended by UNICEF to arrange meetings with the authorities at the beginning of the project to advocate and hold government stakeholders accountable, which led to a better understanding and a more rapid appropriation of the project.

Respect the culture and pace of partner institutions.

The project partners (Gendarmerie, Police, UNICEF and IBCR) use different means of communication. Although security forces use formal communication with their superiors, several problems can be quickly and easily solved if representatives, technical unit members or Steering Committee members have decision-making powers and direct access to their hierarchy. UNICEF often requires a certain time to approve and sign official documents and letters to be transmitted to the authorities. In contrast,

the IBCR is an organisation whose modest size allows more flexibility. Project directors maintain daily communication with project managers in the field. The use of communications technology such as e-mail and Skype is part of the functioning of the organisation and allows for direct communication at any time and place. This allows for rapid and protocol-free decision making.

However, Internet access issues in many countries often delay communication and can be cumbersome, since the majority of exchanges must be done through official mail. This has an impact on the speed and effectiveness of exchanges, and can delay results.

Collect information from training institutions and create a relationship of trust. There is a need to spend more time with training institutions in order to collect the information necessary to the project implementation. In addition, it is imperative to create a relationship of trust as early as possible in the process. Indeed, school authorities only share information with interlocutors of trust that they consider as partners, which is understandable considering the mandates of defence and security forces in the State. Initially, it may take some time for an international organisation such as UNICEF or the IBCR to build a relationship of transparency and confidence. Once confidence is consolidated however, this strong relationship becomes an asset and is subsequently reflected in the conduct of activities.

Security forces staff allocation. Depending on the available manpower, senior security forces officials periodically reallocate personnel. Consequently, in several countries, interlocutors frequently change during the project. To address this reality, continuous advocacy is essential, as well as close monitoring – including by telephone – in between field missions.

Formalisation of the Steering Committee. Ministerial decrees that establish an official partnership between security forces training institutions and UNICEF, Save the Children and the IBCR are an important step towards project ownership by the security forces. In some countries, this step was quickly taken, while in others it took more time. Experience has however shown that it is essential to insist and to follow up on the crucial stages of formalisation, because it provides better access to decision-making structures.



Brochure describing the security forces' training programme, available for each of the six countries involved so far in this initiative.

COMMUNICATION AND PLANNING

Document all requests in writing. Even if the terms and conditions of a meeting, a workshop, or an interview are well understood by the participants and all agree to proceed, all processes must be documented in writing. This is particularly true when it comes to seeking the assistance or involvement of security forces, be it to gain access to an institution or to request the participation of officers to a workshop.

Always follow up. In some countries, such as Niger and Senegal, letters to partners must be addressed early, quick follow-up is required and reminder letters should be sent whenever necessary. It is important to always keep a copy of the correspondence itself should the need arise to revive communication. In that case, a letter should first be addressed to junior staff who can forward the document to their hierarchy as appropriate. During the planning of activities, it is important to factor in time for sending official correspondence. Indeed, the majority of institutions, whether governmental or not, require that an official communication be transmitted to

their hierarchy to request an appointment or the support of resource persons. This means that communications must be sent before departing on a mission.

That being said, in other contexts early planning may not always be ideal. For example, in Guinea, the majority of appointments were scheduled on the day before, or at the most two days earlier. Only events requiring advance planning, such as workshops, were included in the mission programme. The first days of the mission were also planned, after having informed key stakeholders (such as the Steering Committee members) of the IBCR's visit. For the rest, most of the activities and meetings were scheduled as the mission progressed.

Avoid delays caused by communication problems.

It is important to identify the partners' internal procedures from the outset and to insist that they provide clarity on what works and what does not work, in order to plan enough time to obtain approvals and permissions. In Côte d'Ivoire, one solution was to appoint a new representative of the high command of the gendarmerie to the technical unit as of November 2012, in order to facilitate the understanding and approval of upcoming activities by authorities for the entire duration of the project.

Organise a scoping workshop early in the process.

A scoping workshop has more impact if it is organised relatively early in the process. For example, in Guinea, it was held at the end of the second week of a four-week mission. In Senegal, the workshop was organised in the middle of the first mission. Because the workshop is the occasion to officially launch the project, to designate the members of the Steering Committee, and to agree with schools on the research methodology to be used for the needs assessment, its organisation at the beginning of the process facilitates interactions between the IBCR and the schools. In addition, this approach allows for easier access to information later on and to obtain the contact details of other stakeholders.

Keep the time between missions short. To optimize the synergy created during the first missions and meetings, in some cases the IBCR decided with its partners to conduct subsequent missions earlier than planned in order to keep communication flowing. This proved to be a wise decision, because partners still had

the project in mind and were looking forward to the continuation of the activities. In these instances, the second mission served to consolidate the connections established during the first mission. Being back on the ground generated greater confidence between the security forces and the IBCR and allowed for a more fruitful exchange of information.

Make the project known. It is important to develop appropriate tools to disseminate and explain the project. This is all the more important when the project is based on a participatory approach. In this case, several people involved in the project indicated that they did not fully understand the entire project, even though they had been informed and asked to participate. In this sense, the four-page document that IBCR produced to present the project, its approach and steps to a wide audience proved a useful outreach tool.

FAMILIARITY WITH THE NATIONAL CONTEXT – PARTNERSHIPS

Know your partners well. It proved wise and useful to take the time to understand the way in which the international partners (UNICEF) and the national partners (defence and security forces, resource persons, etc.) work together, and to adapt as much as possible while remaining consistent and effective in implementing the project. This prevented creating the impression (especially to resources persons) that the IBCR sought to challenge the established order.

Establish partnerships with national NGOs. The partnership between the IBCR and the non-governmental organisations Sabou Guinée in Guinea and WAO in Togo greatly facilitated the implementation of the project. Indeed, in the early days of its first mission, the IBCR was personally introduced to the high authorities by Sabou Guinea. With its credibility, its reputation and its numerous contacts with the security forces, Sabou Guinea was instrumental in establishing contacts and significantly facilitated communication. Because of its knowledge of the country, Sabou Guinea guided the actions of the IBCR to comply with the country's cultural requirements.

Generally speaking, a partnership with a national NGO can facilitate interactions with children in the local language. In many countries, the support of the UNICEF office is crucial to advocacy, monitoring and logistics. In some cases, government involvement in workshop logistics proved effective, and in other cases less so. It is important to identify communication and mandate issues from the outset so as to ensure their inclusion in the needs assessment.

Be ready to manage communication gaps between stakeholders. Experience in the first six countries shows that coordination between the different child protection stakeholders - judicial, academic and social staff, families, communities, etc., can be just as challenging as coordination within the security forces and between its different bodies. While the project intends to train security forces on a series of key competencies, all stakeholders should be trained on the mandate, services and opportunities for collaboration with other stakeholders in the child protection system.

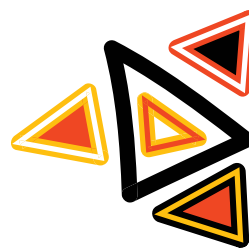
Assess the needs to coordinate with the judiciary. While the original project targets police officers and gendarmes, some countries suggested that the project also include judicial staff, judges and penitentiary personnel. The participation of these actors in the project would be invaluable, because it would provide access to important information and comply with a systems approach. It would also create an opportunity to expand the reach of an initial security forces training to other staff with similar needs. However, differences in the mandate and structures of government departments and schools have proven problematic. During the working meetings and workshops, the different modes of operation of these structures have made dialogue difficult. At this stage of the project, the IBCR acknowledges the value of concerted efforts with the legal community, but based on the project results so far it is not convinced that a common integrated approach is the best way to strengthen the core competencies of all stakeholders.

Be familiar with the reality on the fieldwork reality. When on mission, it is important to conduct field visits and to travel to rural areas where the children who are targeted by the project live, in order to better understand their situation and the problems faced by the gendarmes, police, and others who surround them. This

component gives a lot of credibility to the process and serves to collect important data to ensure that the training suits the rural context. In addition, the workshops organised for frontline child protection workers at community level proved fruitful. These workshops allowed participants to share their experiences and perspectives, their case management expertise, their ways of referring children to the police and their understanding of the legal system. The discussions also highlighted and clarified the predominant role of community actors.

Beware of linguistic issues. The IBCR underestimated the translation needs in some countries. Niger, Guinea and Senegal all reported that mastery of the French language by the police and gendarmes was not widespread, especially when it comes to entry-level staff. In Cameroon, the use of English was underestimated, while some schools work only in that language. To accommodate these sensitivities, the IBCR invested time and resources to translate some documents in English. However, it is not possible to do so for local languages. These constraints must be taken into account in the design of training toolkits and dissemination strategies.

Take external issues into account. It is becoming increasingly clear that a series of issues seemingly external to the project actually have a significant impact on its outcome. These include good governance issues, legal loopholes, outdated criminal procedures, the lack of formal multisectoral agreements and in some instances the absence of the rule of law. Such issues threaten the impact of the project on security forces and the population in general. So far, the IBCR and the Steering Committees have insisted to empower all stakeholders, including members of the Reference Groups, so that external issues are identified and taken into account by all, in accordance with a systemic approach.



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

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



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



CONCLUSION

Throughout this journey, the entire IBCR team had the privilege of working with individuals who are truly committed to children's rights, within international organisations, national civil society organisations, and especially law enforcement training institutions and bodies. It became clear that organisations are heavily influenced by the individuals who compose them. Several police officers and gendarmes shared their experiences with children that they had taken in, sometimes fed and even accommodated. Others expressed their desire to better respond to children and communities. They voiced their criticism of harmful cultural practices and insisted on the importance

of enforcing the law everywhere in the country, to the benefit of all children. The IBCR team is grateful for this display of trust and transparency. These exchanges provided vital energy to the team and helped it face the many logistical and organisational challenges and obstacles. The Bureau is particularly proud of the workshop evaluations results: police officers and gendarmes were overly satisfied and particularly appreciated the respect that the Bureau showed them. They also mentioned that all of the work accomplished with the team had always been done in an egalitarian and friendly spirit.

The Bureau was also deeply moved by the poignant testimonies of individual and groups of children encountered in prisons, on the street, in shelters or organisations. The work must continue: children are counting on you!



NATIONAL PLANS OF ACTION DEVELOPED BY PARTICIPANTS IN LOMÉ, NOVEMBER 2012

BURUNDI

Outcome: by 2012, girls and boys live in a protective environment in accordance with key international standards.

Output: all policemen, police officers and soldiers are apt to promote and protect children in Burundi.

Indicators: a course on children's rights is integrated in the initial training, specialised training, and in-service training of police officers.

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	FINANCIAL AND HUMAN RESOURCES		RESOURCES
A. WHAT TO DO BEFORE THE PROJECT							
1. Workshop to share results of the Lomé meeting	Ministry of Public Security (Commissioner in charge of training)	UNICEF, TDH, CTB, BNUB, MSNDPHG, Ministry of Justice		Before December 2012	CCF/CBM	5.000	Support from UNICEF
2. Elaboration and validation of action plan	Ministry of Public Security (Commissioner in charge of training)	UNICEF, TDH, CTB, BNUB, MSNDPHG, Ministry of Justice	Creation of Steering Committee	Before December 2012	CCF/CBM	1.000	Support from UNICEF
B. WHAT TO DO TO IMPLEMENT THE PROJECT							
1. Project launch workshop	Ministry of Public Security (Commissioner in charge of training) and IBCR	UNICEF and ministries, NGOs, Steering Committee	Creation of Reference Group	January – March 2013	CCF/CBM	5.000	Support from UNICEF
2. Assess current state of child protection and police training needs	Ministry of Public Security (Commissioner in charge of training) and IBCR	UNICEF and members of the Reference Group, ministries, NGOs, Steering Committee, OHCDHB	Creation of a research team	January – March 2013	CCF/CBM	15.000	Support from UNICEF

3. Validation of assessment report	Ministry of Public Security (Commissioner in charge of training) and IBCR	UNICEF, Reference Group, ministries, NGOs, Steering Committee		March 2013	CCF/CBM	5.000	Support from UNICEF
4. Training package development workshop (to identify training needs and parameters) – 4 days	Ministry of Public Security (Commissioner in charge of training) and IBCR	Steering Committee, police academies, CFPJ		April 2013	CCF/CBM	5.000	Support from UNICEF
5. Training toolkit development	Steering Committee and IBCR	Technical experts		May -July 2013	CCF/CBM	30.000	Support from UNICEF
6. Pilot training toolkit before validation	Steering Committee and IBCR	Technical experts					
7. Validation of training toolkit	Steering Committee and IBCR	UNICEF, Reference Group, ministries, NGOs, Steering Committee		August 2013	CCF/CBM	10.000	Support from UNICEF
8. Identification of trainers (using selection criteria)	Steering Committee and IBCR	UNICEF, Reference Group, ministries, NGOs, Steering Committee		August 2013	CCF/CBM		Support from UNICEF
9. Planning of training	Steering Committee and IBCR	UNICEF, Reference Group, ministries, NGOs, Steering Committee		August 2013	CCF/CBM		Support from UNICEF
10. Training of trainers	Steering Committee and IBCR	UNICEF, Reference Group, ministries, NGOs, Steering Committee		June 2013	CCF/CBM	10.000	Support from UNICEF
11. Pilot courses	Steering Committee and IBCR	UNICEF, Reference Group, ministries, NGOs, Steering Committee		August 2013	CCF/CBM		Support from UNICEF
12. Evaluation of pilot courses	Steering Committee and IBCR	UNICEF, Reference Group, ministries, NGOs, Steering Committee		August 2013	CCF/CBM		Support from UNICEF
13. Training becomes permanent with guidance during first quarter	Steering Committee and IBCR	UNICEF, Reference Group, ministries, NGOs, Steering Committee		August 2013	CCF/CBM		Support from UNICEF

NB: The training package will be elaborated to provide the following types of training: initial training, specialised training, and in-service training, and will target different categories of trainees (policemen, patrollers, officers).

CAMEROON

Objective: Cameroon is at the first step of the process, which consists of the preparation of an assessment. This document will be validated during a strategic workshop to be held on November 19th and 20th, 2012. Following this workshop, a module development workshop will take place in Ebolowa from November 26th to 29th, 2012.

The assessment report will form the basis on which to identify gaps and opportunities for the training of police recruits, gendarmes and justice auditors in police, gendarmerie and judiciary schools in Cameroun, and will also be useful to those already working in the field.

The objectives of the two above-mentioned workshops will be:

- To validate the assessment report;
- To develop training modules that will form the first training toolkit to be piloted in early 2013.

The following institutions are involved:

- The Academy of Gendarmerie for Non-Commissioned Officers: an initial training for non-commissioned officers drawn from direct recruitment constituted of 300 trainees;
- The National Police Academy: this same module will be provided to the commissioner-students and officer-students (350 trainees);
- The National Administration and Judiciary School (ENAM): a course on juvenile justice will be introduced at the beginning of the next academic year in December 2012, for 200 students.

The Steering Committee must meet to discuss the desired training plan, the number of hours to compose the initial training, the contents of the modules and the form that will take each of the following tools:

- A trainer's manual;
- A participant's manual;
- A reference manual;
- A series of educational tools (Power Point presentations, case studies, etc.);
- Evaluation tools;
- A pocket checklist tool.

However, all of these elements will be the object of discussions within the framework of the Cameroun/UNICEF Cooperation Programme for the next cycle (2013-2017).

CENTRAL AFRICAN REPUBLIC

Global objective:

Achieve better knowledge of children's rights amongst police officers and gendarmes.

Specific objective:

Integrate a course on children's rights into initial and in-service training programmes.

Justification:

There is a need to a better protect and defend children who are victims of violence, abuse and exploitation and those in contact with the law.

The delegation from Cameroun.



WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
A. BEFORE BEGINNING THE PROJECT					
1. Presentation of the Lomé workshop to management in order to foster adherence to the project	Management of police and gendarmerie schools	UNICEF, the DAPG, the CSPM, the President of TPE, the DRS, the DGAS, the CNPE, Mercy Corps, PRED, Kisito NGO, the ENAM, etc.	1. Meeting with authorities 2. Organisation of a restitution workshop 3. Technical meeting with partners 4. Press briefing	Week of November 12th to 18th End of November	Material and financial resources
2. Setting up of Steering Committee and Reference Group	Management of police and gendarmerie academies, IBCR, UNICEF	Specialised units officers (BPM, Training Bureau), ENAM	1. Designation of Steering Committee Members 2. Advocacy to Defence and Public Security Ministers for the establishment of the Committee	From November 12th to December 15th	Time
3. Contact IBCR	Management of police and gendarmerie academies	IBCR	Write to IBCR concerning government's approval		Computer, email address
4. Assessment	Management of police and gendarmerie academies	IBCR	1. IBCR visit of training facilities; 2. Technical meeting for reflection on modules.	1st quarter of 2013	Technical and financial support from IBCR and UNICEF
B. TO IMPLEMENT THE PROJECT					
1. Design and validation of modules	Management of police and gendarmerie academies	UNICEF and all involved partners	Organisation of strategic workshop to design and validate modules		
2. Training of trainers needs assessment	Management of police and gendarmerie academies	Steering Committee and Reference Group	Selection criteria	2nd quarter of 2013	Steering Committee
3. Design and development of a training package on children's rights	Steering Committee and Reference Group	UNICEF, BPM, ENAM	1. Identification of qualified trainers 2. Reference to the six key competencies	2nd quarter of 2013	Management of police and gendarmerie academies, Reference Group
4. Training of trainers	Management of police and gendarmerie academies, Steering Committee	UNICEF, IBCR	Teaching method for adults (andragogy)	4th quarter of 2013	Management of police and gendarmerie academies, Reference Group

5. Organisation of initial training sessions	Management of police and gendarmerie academies, Steering Committee	Technical partners	Elaboration of programme, time frames, and length	4th quarter of 2013	Management of police and gendarmerie academies, Steering Committee
6. Organisation of specialised training sessions	Management of police and gendarmerie academies, Steering Committee	UNICEF, IBCR	Gather resources	2nd semester of 2013	Management of police and gendarmerie academies, Steering Committee
7. Organisation of in-service trainings	Management of police and gendarmerie academies, Steering Committee and Reference Group	UNICEF, NGOs	Identify target audience	2nd semester of 2013	Management of police and gendarmerie academies, Steering Committee

CHAD

Context:

- Inexistence of an initial security forces training module on child rights and child protection;
- Need for a quality compulsory initial training module addressing child rights violations, child protection and the complexity of dealing with child issues;
- Obtain the commitment of the highest authorities of the Ministry of Defence of Public Security.

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
A. TO BEGIN THE PROJECT					
Official meetings	Lomé Delegation	Ministry of Defence, Ministry of Public Security, UNICEF	Participant profiles Well-elaborated action plan	December 2012	Human and financial
Setting up of a Steering Committee	Lomé Delegation	Further information sessions with the Ministries	Reminder letters Request for hearing	December 2012 – January 2013	Available human resources
Ministerial decision	Ministry of Defence and Ministry of Public Security	Secretariat General of the Ministry of Public Security and General Gendarmerie Directorate	Decree modifying the training programme of the schools	April - May 2013	Draft decree elaborated

B. TO IMPLEMENT THE PROJECT					
Elaboration of a draft training module outline	Ministry of Defence and Ministry of Public Security	UNICEF IBCR NGO Save the Children	Local Committee Technical unit	May - June 2013	Human and financial
Validation of module	Reference Team and Steering Committee	UNICEF IBCR NGO Save the Children	Draft module available	June 2013	Human and financial
Training of trainers	Ministry of Defence and Ministry of Public Security	UNICEF IBCR	Available training module	August - September 2013	Human and financial

CÔTE D'IVOIRE

Côte d'Ivoire is at the second step of the project, and thus the next steps are:

- The development of the training toolkits:
 - Short training toolkit
 - Specialised training toolkit
 - Initial training toolkit
- Testing of training toolkits;
- Validation of training toolkits;
- Definitive adoption of training toolkits;
- Recruitment of trainers;
- Training of trainers;
- Teaching of training modules;
- Support from IBCR and UNICEF.

ETHIOPIA

Context

There are long terms and short term training programmes administered by Ethiopian Police University College for federal and regional police forces on children's issues. The short term trainings are up to six months long and done in partnership with regional training centres. The long term programmes are at diploma and degree level; and children's issues are integrated in the curriculum of respective training programmes. There are modules on issues of child abuse investigation and child protection, and training is provided for identified police officers responsible for children's issues. The research department of the Ethiopian Police University College undertakes an impact assessment of the long term training programme on a regular basis (usually 2-3 times a year).

The delegation from the Côte d'Ivoire.



Issues

Revalidation of the curriculum and training modules is required. This involves critically examining the content of the curriculum and modules with respect to child rights and protection. Although topics on children are mainstreamed in the curriculum and training modules, appropriate review of the extent of this integration is lacking. The police training centres at regional, and to some extent federal level, have limited institutional capacity to sustain regular trainings for their respective police forces. Some lack strategy, appropriate training module, etc. There is no mechanism to identify relevant training targets responsible for managing children's issues. A proposal is to be presented to police commissioners for discussion.

There is no monitoring mechanism to determine the success of the training programmes. Often times, there is no follow up or feedback sought to assess the level of change in the knowledge, skills and attitudes of trainees. Since issues of children in contact with the law largely emanate from communities, it is very important that modules of child protection are imbedded in the community policing training programmes.

Objectives

1. To assess existing curriculum and modules on child rights/protection within police training institutions, child protection units and the capacity of regional and federal training centres with respect to child protection issues, in order to determine gaps;
2. Developing a mandatory course to train police officers assigned as focal persons for child protection units and community policing at various levels.

Activities

- Undertake rapid assessment of existing curriculum, modules and training materials to determine gaps at federal and regional level;
- To assess child protection unit structures and community based policing mechanisms, and map out strength and gaps (technical capacity of personnel, institutional capacity, equipment...);
- To assess the level of capacity of regional police training centres.

Responsible Institutions: Federal Police and Ethiopian Police University College.

Partners

Federal Supreme Court, regional police commissions and regional police training centre, Ministry of Women, Children and Youth Affairs, UNICEF, Save the Children

Timeframe for Implementation: January to December 2013

Required Resources

- Resource persons to undertake the assessment;
- Logistical support for the consultation and validation of police commissioners;
- Technical assistance to revise/develop modules curriculum on child protection;
- Material and financial assistance to strengthen the institutional capacity of regional police training centres.

GUINEA

Guinea is currently completing the first phase of project implementation. The assessment report is being finalised, and a training package outline has been developed. However, the following steps must be undertaken:

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Development of training toolkit	IBCR				Financial
Finalisation of training toolkit	Steering Committee	Reference Group			Financial and Human
Validation of training toolkit	HC authorities, DOI, Minister				Human
Identification of trainers	School authorities	IBCR			Human
Planning of trainings	School authorities	IBCR Stewardship	Recruitment of trainers, if necessary		Financial and human
Training of trainers	IBCR/Steering Committee			Two weeks of training / Group of 20	Financial and human
Integration of module in initial training	School authorities	Steering Committee	Planning of trainings/ Recruitment completed/ FCB completed		
Support	IBCR/Committee				Financial
Evaluation of security forces performance	Units' commanding authorities, Heads of service, Human resources, General inspection	Child protection bodies	Coordination between all hierarchical levels to include new performance indicators for the evaluation of security forces and other structures	Six months after initial training	Human

HAITI

Objectives:

- Strengthen and finalise the initial police training module;
- Develop a specialised training module for the minors brigade;
- Contribute to a better treatment of children in contact and conflict with the law in Haiti.

Why is the project necessary?

- Youth issues in Haiti are of concern for security forces, and child protection poses a challenge which needs to be addressed;
- Haiti faces severe problems in terms of child protection;
- The issue of child trafficking, be it internal or international, is the object of many debates but proposed solutions have no effect;
- Children are victims of abuse of all sorts, often times at the hands of family members;
- Some ill-intentioned individuals make false promises to poor and illiterate parents in order to force them to give up their children for international adoption, without being aware of the issues at stake;
- The proliferation of street children, especially those that are used to political ends, is flagrant;
- Sexually abused children are not always in a position to file a complaint, and security forces are responsible for their protection;

- There are 800 nurseries and orphanages in Haiti housing around 34 000 children, 70% of whom are not real orphans, which encourages the separation of families and the abandonment of children to poorly-run organisations;
- The respect of children's rights is not well integrated in all communities and social layers of the country.

Steps to undertake in order to achieve above objectives:

- An internal analysis of the situation of children's rights and child protection in Haiti, in order to be in sync with local partners and to decide which problems need to be solved;
- A workshop to validate the internal analysis and present its results to authorities;
- A more in-depth assessment, with the support of IBCR;
- Preparation of the initial training package;
- Training of trainers;
- Implementation of the training;
- Evaluation of the training;
- Preparation of the specialised training;
- Training of trainers;
- Implementation of the training;
- Evaluation of the training.

The delegation of Haiti.



WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Internal analysis of the situation / restitution of the workshop	DEFP	UNICEF IBESR BPM MCFDF EMA Save the Children PLAN	Setting up of Steering Committee Setting up of Reference Group Meeting between partners Drafting of final document		Funds Local consultant
Validation and submission to authorities	DEFP	UNICEF IBESR BPM MCFDF EMA Save the Children PLAN	Workshop		Funds Venue Snacks Documents
Official project submission to UNICEF	DEFP		Preparation of documents		Documents
Assessment	DEFP/IBRC	IBESR UNICEF EMA APENA TE	Drafting of the terms of reference		Funds Consultant
Preparation of initial module	DEFP/IBCR	UNICEF	Compilation of existing training materials on children's rights		Funds Material Tools Consultant
Validation of the module	DEFP/IBCR	UNICEF Save the Children PLAN	Workshop with partners		Funds Venue Snacks Documents
Training of trainers	DEFP/IBCR	UNICEF	Trainer selection Training itself		Funds Venue Accommodation Equipment
Implementation of the training	DEFP/IBCR	UNICEF	Official integration of courses Dissemination of courses		Funds Equipment Tools
Evaluation	DEFP/IBCR	UNICEF	Preparation of evaluation tools Conduct evaluation		Funds Documents

IRAQ

Objectives:

- To develop an initial training module to be integrated into the current curriculum of the police academy, as well as a specialised training module for officers who deal with juveniles;
- To increase students' capacity and knowledge of child rights;
- To understand the situational analysis on police behaviour and knowledge regarding children, children in contact with the law (reasons behind delinquency), and the perception of children of police officers (needs assessment).

Justification:

There is a lack of expertise among child rights professionals, and a lack of awareness on child rights and child protection within community members. Police officers are the first point of contact for children interfacing with the law (analyses will be completed with data provided by UNICEF)

WHAT ARE THE STEPS? (description of activities)	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NEEDED TO ACHIEVE THIS STEP?	TIMEFRAME						WHAT RESOURCES ARE NEEDED?
				Q4 12	Q1 13	Q2 13	Q3 13	Q4 13	Q1 14	
Present the outcomes of the Global Workshop to the Police Academy (KRG and Federal), and MoI (KRG and Federal).	Police Academy KRG and UNICEF	None		X						None
Rapid information collection (case studies to illustrate police officers' behavior and children's perspective of police officers)	UNICEF and its partners working in the field	Heartland alliance, IMC, UNDP	Discussion with Police Academy partner to add cases if necessary	X						None
Advocacy Meeting on the Integration of CRs to the Dean of the police academy, Minister of the MoI (KRG) and police academy (Federal)	Police Academy KRG and UNICEF		Minister of MoI has the full authority on this issue.	X						None
Advocacy Meeting on the Integration of CRs to the Council of police academy KRG	Police Academy KRG and UNICEF		Council of Police also needs to be involved in the process							None
Establishment of the Committee (DG of police KRG and two advisors to the Minister of MoI)		UNICEF	This committee will outline a road map							Technical support from UNICEF

Note: the integration of the module on CR presupposes a possible extension of the timeframe (adding more modules and thus more time).

JORDAN

Challenges:

- Short timeframe considering the holidays;
- Funding, if obtained, may be insufficient.

The objectives:

- Review existing material and integrate new concepts to improve it;
- Organise workshops to refresh the knowledge of professionals working on child rights;
- Find adequate funding for the project;
- Share knowledge with countries already working on similar projects;
- Due to rotations between police force departments, it is important to offer the new training and materials to all police officers and new recruits.

Justification

- To keep child rights professionals updated and motivated;
- To improve existing materials on child rights;
- To keep the new recruits in the knowledge of child rights and the terms of child protection;
- To improve the treatment of children by police in the entire country.

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Contacting decision makers	The general manager of the police forces	The Ministry of Social Development, NGOs	A formal letter	3 weeks	-----
Establish elements requiring approval	NGOs	NGOs, Ministry of Social Development	Meetings, workshops	2 weeks	Funding
Develop new materials and update existing materials	Experts from police departments, experts from NGOs, social workers	Police, NGOs	Analysis	2 months	Knowledge and experience
Set a budget	Accountants	Ministry of Finance	A budget	1 week	Financial analyst

KENYA

Objective:

- Strengthen basic training curriculum for junior police officers on child rights and protection at the Kenya Police training institutions.

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Briefing of Police Commissioner on the intended project	Director Child Protection (Police dept.)			Immediately after the Lomé meeting (November 2012)	
Brief training institutions (Brief on objective of the intended project and make a presentation on situation of child rights and child protection in the country (as part of strategic meetings?) Discuss gaps in training curriculum	Director Child Protection (Police dept.) UNICEF	Training Officer Police HQ, Director Child Protection, Commandant Kenya Police College Commandant CID Training School; Commanding Officer GSU Training School,	Inclusive plan, The right group of people, commitment of partners	November 2012	Time, officials
Hold strategic meetings with key partners (Brief on objective of the intended project and make a presentation on situation of child rights and child protection in the country, as part of strategic meetings?)	Director Child Protection (Police dept.) UNICEF	Strategic meeting with: Judiciary, Director of Public Prosecutions (DPP), Treasury, Probation, Children's Department, Prisons Dept.	Police Commissioner to invite the partners to the meetings	December 2012	Time, funds
Review of the basic training curriculum at the training institutions, Address gaps in the training curriculum, (break down to specifics)	Police HQ (Dir. Child Protection, Training officer HQ)	UNICEF, Save the Children, GIZ, JICA, KHRC	Request by police Commissioner for support/ Collaboration with the partners Develop strategy/ plan for review	April (after Elections)	Funds, Time, Technical support

MAURITANIA

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
1) Mainstreaming of children's rights in police and gendarmerie training programmes.	Ministry of Justice Ministry of the Interior Ministry of Defence Ministry of Finance	Ministry of Justice UNICEF International NGOs National NGOs	Involve school authorities in the Steering Committee (Committee which exists at the Ministry of Justice level, in which are also involved international and national partners working on juvenile justice) Empower the National Steering Committee on juvenile justice of the FFS Organise meeting for restitution of work accomplished through the various FFS regional workshops on children's rights Organise seminar to validate national plan Training of trainers Seek funding for the programme Consultation on national assessment and review of available training modules and educational methodology Validation of the training package by relevant authorities	1 month to produce report 1 month for Steering Committee meeting 1 month for restitution meeting 1 month for validation of the toolkit	Funding Human resources to be identified People highly concerned National budget UNICEF Terre des Hommes Save the Children and other future partners
2) In-service training: Refresher for police and gendarmerie officers	Ministry of Justice Ministry of Interior Ministry of Defence Ministry of Finance	Ministry of Justice UNICEF International NGOs National NGOs	Obtain commitment from relevant authorities		

NAMIBIA

Objectives:

- Ensure continuous and sustainable capacity development of police members on the rights of children;
- Ensure that basic and specialised police curriculum have child and gender specific content;
- Ensure that all basic recruits and women and child protection units have key competencies for responding to children's right.

Why is the project needed?

- Comply with international instruments to which Namibia is a party, such as the Convention on the Rights of the Child and the African Charter on the Welfare of the Child;
- Constitutional obligation on the protection of children's right;
- Equip police officers with knowledge and skills to respond appropriately and effectively when dealing with women and children related cases.

The delegation of Namibia.



What should be done before starting the project?

- Agree on the need for reviewing and integrating children's rights content into basic and specialised police curriculum;
- Seek permission from the Inspector General of the Namibian police force;
- Develop and approve terms of reference for the revision project.

What are the steps?

- Constitute a reference group and terms of reference of reference group – consisting of officials from the police training college, other stakeholders such as Ministry of Gender equality and child welfare, Ministry of Justice, Prosecutor general's office, Head of the 15 women and child protection units and civil society organisations e.g. Legal assistance centre, UNICEF;
- Develop a meeting schedule for reference group;
- Advertise Terms of reference, conduct interviews and contract consultant to undertake the assignment with guidance from the Reference group and the management of the Training Directorate;
- Agree on work plan with clear milestones and dates for the assignment;
- Brief consultants on the 6 key competencies;
- Provide materials to be reviewed to consultants; review the initial reports and findings and provide feedback to consultants; review developed materials; testing of materials, conduct TOT's of new draft materials, submit finalised materials to Inspector general for final approval and endorsement;
- Develop a training schedule for rolling out the materials at station level and other police levels e.g. Regional commanders, station commanders and unit commanders;
- Training schedule should include an assessment tool.

Who is responsible?

- Inspector General of the Namibian Police and Management;
- Training and development Directorate;
- Field training officers;
- Heads of woman and child protection units;

Partners:

- Ministry of Gender equality and child welfare;
- Ministry of Justice (Office of the Prosecutor and Attorney General);
- Ministry of Labour;
- Ministry of Health;
- Civil society;
- UNICEF;
- Traditional Authorities (including community leaders) and Regional councillors;
- Ministry of Education;
- Development partners e.g. UNICEF;
- Tertiary institutions (University of Western Cape and University of Namibia).

Time frame:

- Revision phase and developing new materials: December 2011 – July 2012;
- Revision of advance investigation curriculum and Training of Trainers (TOT): November 2012 – March 2013;
- First implementation: Basic Training Course: July – November 2013;
- Second implementation: Basic Investigation Training Course: July-November 2013;
- Third implementation phase: Advanced Investigation Training Course: February – April 2014.

Resources required:

- Human resources;
- Financial resources;
- Transport;
- Communication facilities.

NIGERIA**Objectives:**

- To integrate mandatory courses on child rights and protection into the Police training curriculum at all levels of the Police Training Institutions;
- To include Childs Rights and Protection in the Fundamental human rights Manual being revised for Nigerian Police Training Institutions.

Rationale:

Nigeria, with a population of over 140 million people and also an increasing population of children is saddled with increasing child rights violations including child trafficking, abduction, defilement, abandonment, sexual abuse etc. Incessant humanitarian situations including natural disasters and on-going internal conflict exacerbate the vulnerability of children to different types of right violations. The Nigeria Police, with the primary responsibility for the protection of lives and enforcement of law, have continued to respond to this challenge with limited capacities and resources. Based on this emerging trend, there is a need to strengthen the skills, knowledge and core competencies of Law Enforcement Agents to protect the rights of Children. Based on this, there is need to also create and promote an enabling environment for the training/transfer of knowledge, competencies and skills to officers and men of the Nigerian Police Force to adequately respond to the increasing vulnerability of children to violence, exploitation and abuse.

Before starting the project

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
1. Partnership building	The Nigeria Police/ Stakeholders	The Federal Government of Switzerland, Ministry of Police Affairs, The Police Service Commission, United Nations, Civil Society Organisations such as PRAWA, Centre LSD, Action Aid, Avocats Sans Frontières, Committee on Torture	<ul style="list-style-type: none"> ■ Identification/selection of Key Stakeholders ■ Internal dialogues ■ Advocacy ■ Internal Meeting with all Stakeholders ■ Establishment of technical core group for the review of the existing curriculum 	One month	Meeting venue and other meeting materials
2. Training manual review and development including toolkits	Nigeria Police and technical core team	Swiss Embassy, PRAWA, UN WOMEN, UNICEF, Centre Leadership and Strategic Development, Avocats sans Frontières, Committee on Torture	<ul style="list-style-type: none"> ■ Technical meetings to develop manual + integrate human/child rights principles/core competencies and skills based on the reviewed curriculum ■ Stakeholders Interactive Sessions and Workshop ■ Engagement of technical assistance for manual development 	6 months	<ul style="list-style-type: none"> ■ Funds ■ Technical assistance ■ Training materials ■ Reference materials
3. Validation of revised training manual and modules	IGP/Police 'E' Department Training	Same as above	<ul style="list-style-type: none"> ■ Organise a validation workshop ■ Revise manual/modules based on outcome of validation workshop ■ Obtain the IGP's validation 	One month	<ul style="list-style-type: none"> ■ Printing of Manuals and toolkits ■ Provision of workshop materials

Implementation Stage

1. Institutional capacity development	IGP/Police 'E' Department Training	PRAWA, Centre LSD, UNICEF, US Embassy, Swiss Embassy, Save the Children, Consultant	<ul style="list-style-type: none"> ■ Identify/Selection of experts to instruct/train trainers ■ Conduct training of trainers ■ Supply of training materials and toolkits to the training institutions 	Two weeks	<ul style="list-style-type: none"> ■ Training tools such as the validated manual, projectors, computer sets, video coverage materials, Reference materials etc.
2. Regular Monitoring/Evaluation	Same as above	Consultant with relevant/required expertise	<ul style="list-style-type: none"> ■ Evaluate Training Process ■ Establish Feedback mechanisms between trainers and trainees 	Two years	<ul style="list-style-type: none"> ■ Funds ■ Technical Assistance ■ Evaluation/Feedback Forms

OCCUPIED PALESTINIAN TERRITORIES

Objectives:

- Develop one training programme with tools and evaluation tools focusing on minimum knowledge on children’s rights within the police academy and general training for all police officers;
- Develop a curriculum and tools for specialised training on children’s rights and Child Protection specifically for Juvenile police officers and Family Protection police officers;
- Include the curriculum in the Police Academy programme.

Background and Justification:

There is only one police academy in the West Bank. It provides one general training on children’s right to future police officers. The training course is not documented in a training manual and professors at the academy are in charge of elaborating the contents of their training sessions. The risk is that each new professor includes new knowledge. In the West Bank, there are functioning Juvenile police departments and Family protection departments; there are 11 in the whole West Bank, also

covering East Jerusalem but only with the Family Protection Department. There is no training curriculum for police officers working in the two departments (Juvenile and Family Protection). Capacity building is provided by organisations such as SAWA, SC, DCI, EUCOPS, UNICEF, and others but does not reach all police officers. As a consequence, the departments do not have a fixed curriculum with training materials, and staff members have different levels of knowledge. Police Officers lack knowledge about national and international legislation in the field of child rights and protection.

The delegations of Jordan, Mauritania, occupied Palestinian territories comparing their action plans during a working session, Lomé.



What is needed before

	WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
1.	Receive approval from Police Director	Family Protection and Juvenile Justice		An official letter	1 month	
2.	Organise a meeting with a Reference Group composed of: Trainers within the Police Academy; prosecutors; MoE, MoSA, MoJ; Universities Academics and civil society members. Objective: develop a joint draft plan of action	Police Academy		Send introduction letter and organise face to face meeting with the ministries, Universities and academics and civil society members	2 months	
3.	Develop and carry out an assessment assessment of: 1. Training provided and recipients 2. Tools used different trainings 3. Needs identified by police officers 4. Needs identified by families and children (children in institutions, children in schools, etc...) 5. Etc...	External consultant managed by the organisation funding the assessment	Members of the Reference Group	Develop ToR for the consultancy Identify the organisation funding the assessment Identify the consultant Develop the tool	4 months	Financial resources
4.	Review the Action Plan based on the assessment findings	Police Academy with the Consultant	Reference Group	Final assessment report	2 weeks	
5.	Develop a project proposal and fund and a fundraising focusing on the development of training materials, including consultations and pilot testing.	Save the Children with Director of Police Academy, Directors of FP and JP Department	Reference Group	Final assessment report, review of all tools developed, action plan developed by the Reference Group	1 month	Translator

Project steps

	WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
1.	Identify a group of experts to develop pedagogical materials	Police academy with lead organisation	Birzeit University, Police Academy, Key organisations, national professionals in country, FP and JP Departments			
2.	Development of training tools	Group of experts				
3.	Review periodically the developed materials	Reference Group				

SIERRA LEONE

Objectives:

- Integrate basic and practical child rights training into the police recruits training provided in two police training centres, one hour per week for a period of three months;
- Integration of specialised practical child rights training for In-Service Officers of the Family Support Unit, Sergeant Development course, Middle and Senior Management trainings. These certificate-level courses are planned for three weeks.

Justification of project:

Sierra Leone has a long history of brutal civil war which killed thousands, maimed many others and while others were forced to go into exile to other countries. Children were conscripted during the war and were also used as human shields, girls were exposed to early sex and both

boys and girls were used as slaves. Children had no easy access to education and some had no parents to care for them. Even after the war, child abuse and exploitation including neglect and physical violence are still reported communities. In an effort to combat this situation, the Sierra Leone Police, responsible of protecting general human rights including children's rights, created the Family Support Unit (FSU) to deal with children's issues, sexual gender basic violence, domestic violence and estate devolution. Laws have been enacted in recent years to deal with all these issues above mentioned. Examples of such laws are the Child Right Act of 2007, the Sexual Offence Act of 2012, the Devaluation of Estate Act of 2008 etc. Police has the responsibility to enforce these laws. It is therefore very important to have such laws incorporated into the initial and specialised training curriculum of the Sierra Leone Police so that police officers are more effective and more efficient when in duty.

The delegation of Sierra Leone, with Ms. Miranda Armstrong from UNICEF's Regional Office for West and Central Africa.



WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
A. BEFORE THE PROJECT					
Report to executive management board, police trainers and development partners	Delegate	UNICEF and UNDP	Appointment	One Week	Vehicle and Report
Consultations with development partners for funding opportunities and technical support	SLP and Partners	UNICEF, Judiciary, CSO, MSWGCA	Invitation letters	1st week of December	Hall
Consultation with stakeholders at different levels including children during the assessment phase	SLP and UNICEF	UNICEF, CSO, MSWCA, Police partnership board	Financial and Logistic Assistance	2nd week of December	Vehicle, stationaries, fuel, projectors, hall, refreshment, DSA
Review the existing curriculum and training manuals with Technical committee	SLP and Technical Team	UNICEF, MSWGCA, and other line ministries	Existing manuals, law documents, finance	First two weeks of 2013	Hall, vehicle, stationaries, fuel, DSA etc.
Develop course content and validate	SLP and Technical team	UNICEF, MSWGCA, and other line ministries	Existing manuals, law documents, finance	End of February 2013	Documents, hall, DSA and vehicle
Seek approval from key ministries as named above.	SLP	UNICEF, MSWGCA, and other line ministries	Validated course content	End of March 2013	Validated Document
Launch the document	SLP	UNICEF, MSWGCA, and other line ministries	Validated document	End of March 2013	Documents, Hall, DSA and Vehicle
B. IMPLEMENTATION PHASE					
Preparation of the Trainers' training programme	SLP	UNICEF, MSWGCA, and other line ministries	Designed Validated training modules	April	Finance and materials documents printed
Plan and include training manual in timetable	SLP and Technical team	UNICEF, MSWGCA, and other line ministries	Designed modules	April	Designed documents
Beginning of trainer's training	SLP and Technical	UNICEF	Designed Modules	May	DSA
Evaluation and selection of competent trainers.	SLP and Technical team	UNICEF	Evaluation documents	After three months of training	DSA

SWAZILAND

OBJECTIVE 1

Review and amend the Domestic Violence, Child Protection and Sexual Offences Module (2009) and pocket guide using the recently enacted Child Protection and Welfare Act (2012) and as an entry point.

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
1. Set up meeting with Director CID and HQ (DCS officers) to draft the conference report and plan of action.	Head of Domestic Violence	UNICEF	Set up meeting with the DCS team Set up meeting with Director (logistics-presentation/printing of proposed national plan).	28 november 2012	Time allocation to prepare for the meetings.
2. Arrange meeting with the Curriculum, Design and Development Unit (CEDEU) the College instructors (OIC training) and DCS regional officers in charge; to discuss upcoming changes and agree on action plan to be implemented.	Head of DCS and DCS – HQ Team	None	Meeting arrangement logistics	21 december 2012	Time, Personnel and Lunch
3. Establish a technical team to fast track the implementation of the plan for the review and amendment of the module and pocket guide.	DCS and OIC training	UNICEF, DPMS office NCCU, DSW & Disability, Gender Unit	Previous meeting / and letters to relevant appointed members	30 december 2012	Time
4. Get Senior Officials' approval, arrange orientation workshop on the recently ratified 13 child and women's rights related conventions and CPWB for High Command and High level officials.	DCS – UNICEF	DPMS office	Conference venue Agree on time allocation and agenda for workshop High level participations (invitations) Presentations	15 january 2013	Financial: conference bookings Human: organising & presentations



OBJECTIVE 2					
Review and improve the current training methodology to incorporate the 6 competences					
WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
1. Assess the current training methodology to identify the strengths and gaps for improvement.	DCS/CEDEU	UNICEF/IBCR	Attendance of the recruits' training (recently recruited) Assessment tools	March 2013	Time Personnel Transport
2. Disseminate and discuss findings of the assessment with Director of Training, Training Instructors, Director of Management Administration (Finance)	DCS/CEDEU	UNICEF, NCCU	Meeting with the identified personnel/officials Assessment report (printed) Presentations	April 2013	Time Space Human
3. Develop a costed plan to address the gaps identified with the Training team.	DCS/Training team	UNICEF/IBCR	TWT to develop and cost the plan Facilitate visit for technical support	June 2013	Financial Human Time
4. Mobilise resources necessary for implementation of the plan	DCS/Training Team	UNICEF/HARAA/NCCU	Advocate for budget allocations Identify potential donors Prepare Proposals, attach plans and send to donors Arrange meetings with donors	July 2013	Human Time



OBJECTIVE 3					
Implement plans for review and amendment of the module & pocket guideline and methodology for training					
WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
1. TWG to review and amend the current curriculum based on training methodology	TWG; DCS/ Training	UNICEF/ DPMs office/ IBCR/ human rights Commission	<ul style="list-style-type: none"> ■ Collect all relevant internal/regional/local instruments (legislations & conventions) ■ Arrange up a working session with TWG to review and amend the document (2 weeks) ■ Finalize the document 	September 2013	Financial/TA
2. Approval and validation of the final draft of the module	DCS/ Training/ TWG/CEDEU	DPMs office/ MoJCA/ UNICEF/ Human Right Commission	<ul style="list-style-type: none"> ■ Send document for approval with Commissioners ■ Partners validation meeting 	November 2012	Financial/TA/ Human
3. Training of Trainers on the modules and use of the pocket guide	Training/DCS/ UNICEF	IBCR/DPMs office	<ul style="list-style-type: none"> ■ Contract with IBCR ■ Arrange time and training venue for officers to be trained 	September 2013	Finances, TA, Human Resource
4. Review teaching methodology and implement developed plan to improve teaching methodology	CEDEU/DCS	UNICEF/ NCCU/IBCR	<ul style="list-style-type: none"> ■ Incorporate findings of the assessment ■ Working session ■ Toolkit (comprehensive) 	November 2012	financial

OBJECTIVE 4					
Develop assessment/monitoring tools for training, knowledge and implementation of the competencies					
WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Develop assessment tools for assessing; trainers; reception of course by participants; knowledge on rights; implementation on the ground; (impact will be evaluated at a much later stage)	Training/DCS	IBCR/ UNICEF/ NCCU	Develop tools for assessment	December 2013	TA/Human

Future Plans:

- For the year 2013, the focus will mainly be on the review of the manual, the training methodology and on the training of the trainers while ensuring that the relevant tools are available;
- We fully recognise the need to also train the police who are already in service and this will be part of another plan;
- Once this plan has been implemented, the new priorities will be set on the development of a specialised training for the DCS unit as well as advocacy activities to include child rights courses in the university curriculum;
- Raising communities' awareness as well as training community police on these new laws and police practices will be necessary;
- The selection of TWG and the validation of the stakeholders will be determined after meeting with high level officials, to ensure that this stays within the control of the police forces and the course is fully owned by the RSP;
- The plan acknowledges the need for specialised technical assistance but this will need to be discussed internally and decisions on the ambit of the assistance where need be will be taken during the arranged meetings.

TANZANIA

Tanzania has developed child protection modules for three categories of trainings for police officers:

- Initial/basic recruits;
- Inspectors and Gazetted police officers;
- Detectives.

The modules were tested in April 2012, through a trainers' training course which was offered to 16 instructors from the four police academies of Tanzania. Through this training, gaps were identified and the modules were adjusted accordingly. They were then submitted to the Tanzania Police Force for further trainings.

Objectives:

- Review of the child protection modules to ensure that the six core competencies are well observed, and that the allocation of time and the methodologies proposed are appropriate, practicable and child-friendly;
- Follow-up to ensure the child protection modules are incorporated into the curriculum.

Why is the project needed?

- Police officers have a core role in ensuring the protection of children's rights; however the majority of them have limited knowledge of those rights and how to protect children;
- The existing curriculum does not adequately cover children's rights issues: the incorporation of the child protection module in the curriculum will help in ensuring that all graduates of Tanzania Police Force Colleges are equipped with knowledge on child rights and child protection.

What should be done:

- Report to other Heads of Police Academies on the knowledge acquired in this training so as to enhance their knowledge and skills on children's rights and to work with them in following-up the incorporation of the modules into the curriculum;
- Report to the Chief of training on the knowledge we have acquired in this training, the documents already developed and the importance of incorporating the modules in the curriculum. This will help in getting cooperation from him on the actions we want to undertake;
- Advocacy to the Tanzania Police Force Management for them to understand issues related to children's rights and the importance of incorporating a child protection module into the curriculum.

Before the project

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Prepare briefing on the training Prepare copies of the child protection modules	Head Command of DPA and ZPA	UNICEF	The Child Protection Modules Existing curriculum Materials which were shared during the training	Two weeks	Financial, human and material resources

To implement the project

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Conduct a briefing session with the Head of Police Academies	Head Command of DPA and ZPA	UNICEF	Briefing document Child protection modules Relevant curriculum Consents from the Head of Academies to participate to the briefing	One month	Financial resource
Conduct a briefing meeting with the Chief of the training	Head Command of DPA and ZPA	Not applicable	Briefing document Child protection modules Relevant curriculum Consents from the Chief of the training to attend a briefing session		Not applicable
Acquire consent from the Commissioner responsible for training and Inspector General of Police	Chief of training	Not applicable	Consent and readiness of the Chief of training to liaise with the Commissioner and the Inspector General of Police	Two months	Not applicable
Review the child protection modules and the existing curriculum to fill in the gaps	Heads of all Police Academies in Tanzania Curriculum development section	UNICEF UN-WOMEN Others to be identified	Child protection modules Relevant curriculum Participation of the Head of Police academies and the curriculum development section	Three months	Financial resources
Follow-up to ensure the modules are incorporated	Chief of the training	The Police Commandants of Police Academies	Information about the review process	One month	Not applicable

TOGO

Togo is currently completing the first phase of the project implementation. The assessment is being finalised, and a training toolkit outline has been developed. Nonetheless, the following steps must be undertaken:

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Development of training toolkit (2 parts)	IBCR and Steering Committee	Steering Committee	Exchange sessions	June 2013	Financial means Teaching material
Validation of the training package	DGPN and DGGN on the proposal of school authorities	DGPN, DGGN and IBCR (partner)	Presentation of training package and follow-up Validation workshop	September 2013	Financial means Technical means
Identification of trainers	The schools		Elaboration of selection criteria Contact human resources management	July 2013	
Planning of the training of trainers	School authorities with the approval of DGPN and DGGN	UNICEF, WAO Afrique, Terre des Hommes, BICE, HCDH, Plan Togo, CNDH, relevant governmental structures	Availability of trainers Number of trainees	December 2012	Human resources
Development of a strategy to include the course in initial and in-service trainings	School authorities	UNICEF, WAO Afrique, Terre des Hommes, BICE, HCDH, Plan Togo, CNDH, relevant governmental structures		March 2013	Human resources
Integration of the module in the curriculum	School authorities with the approval of DGPN and DGGN	UNICEF, WAO Afrique, Terre des Hommes, BICE, HCDH, Plan Togo, CNDH, relevant governmental structures		April 2013	Human resources

The delegation of Togo.



ZIMBABWE

Zimbabwe has 3 national training academies for new recruits whose training lasts 6 months, and 12 provincial training centres for in-service training.

Objectives:

- Amend training curriculum for police recruits by incorporating a compulsory course covering children's rights in the human rights module;
- To amend the child protection training curriculum for police officers by incorporating the Pre-Trial Diversion programme for child offenders by 2013.

Why the project is needed?

- The current course content on human rights does not adequately cover children's rights;
- Zimbabwe has ratified the UNCRC, OPSC and will soon ratify the OPAC, and has enacted national legislation to protect children's rights;
- Currently there is a gap in the police officers' knowledge, attitudes and skills to handle child offenders because the ZRP does not have an explicit course on the topic. The system currently caters to child victims and witnesses of sexual violence through the training and operations of the ZRP Victim Friendly Unit.

Before the project:

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Meet with Senior Staff Officer (Victim Friendly Unit) to discuss proposal for amendment of police training on human rights	Head of Training Department – Harare Province	Internal stakeholders Head Command Depot VFU OC Crime Harare	Draft National Action Plan for human rights Module VFU module Training manual on pre-trial diversion Advocacy tools from IBCR	By end of November 2012	None
Approval sought from Commissioner-General of Police	CSO (Crime)	Head Command Depot VFU	Draft National Action Plan for human rights Module VFU module Training manual on pre-trial diversion Advocacy tools from IBCR Concept note on child rights training	2 Months	None

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Establishment of Technical Group and Reference Group on child rights trainings	Planning and Development Unit	Not applicable	Draft National Action Plan for human rights Module VFU module Training manual on pre-trial diversion		
Approval of ToR -Technical Group and Reference Group on child rights training	Commissioner General of Police	Not applicable	Draft National Action Plan for human rights Module VFU module Training manual on pre-trial diversion		None
Needs Assessment on child rights	Head of Training Department Harare Training Research and Development Unit – ZRP Training Support Group	Not applicable	National legislations Draft National Action Plan for human rights Module VFU module Training manual on pre-trial diversion		None

Project implementation:

WHAT ARE THE STEPS?	WHO IS RESPONSIBLE?	WHO ARE THE PARTNERS?	WHAT IS NECESSARY?	TIMEFRAME	RESOURCES
Develop the curriculum and manuals for trainers, handbooks and reference guides	Training Research and Development Unit – ZRP Training Support Group	JSC PTD Committees Save the Children UNICEF DSS	Consultations on police training curriculum Expertise on child rights and child protection		Financial resources
Validation meeting of curriculum and manuals for trainers, handbooks and reference guides	Training Research and Development Unit – ZRP Training Support Group	JSC PTD Committees Save the Children UNICEF DSS	Expertise on child rights and child protection		
Procurement of training materials	Human Resources	Save the Children UNICEF Other	Costing of activities		Financial Material

ANNEX 1 – Training mapping report in participating countries

During the workshop, delegations made a presentation to address the following four questions:

1. Does the initial training of security forces currently include a course on children's rights?
 - a) If so, by whom is it provided?
 - b) If not, are there any plans to address this situation?
2. What recent initiatives have security forces undertaken to strengthen child protection?
3. What are the most common crimes committed by children?
4. What are the most common crimes committed against children?

BURUNDI

Does the initial training of security forces currently include a course on children's rights?

No, but a child rights training is included in the capacity building process. Modules for trainers as well as a guide for Judicial Police Officers (JPO) on the rights of the child have been developed and a core group of JPO trainers on the rights of the child was set up in 2009. Between 2010 and 2012, 200 JPOs have been trained on the rights of the child by the Centre for Professional Justice Training and the Judicial Child Protection unit. Finally, 100 JPOs have been trained on the protection of children in contact with the law by the core group of JPO trainers and the Child Protection Unit.

What recent initiatives have security forces undertaken to strengthen child protection?

On the initiative of the Ministry of public security, a brigade for the protection of children and morals was set up and is functional, and Judicial Police Officers have been appointed as focal points for minors in all police stations.

What are the most common crimes committed by children?

- Theft
- Rape
- Assault and battery

What are the most common crimes committed against children?

- Infanticide
- Rape
- Intentional bodily injury
- Abduction of minors
- Neglect
- Corruption of minors

The delegation of Burundi.



CENTRAL AFRICAN REPUBLIC

Does the initial training of security forces currently include a course on children's rights?

No, not in the initial training. In the course of a partnership with UNICEF, two sets of training were given: (1) a training of 30 security forces on the protection of children before, during and after the 2010 conflicts; and (2) monitoring field missions conducted by trainers trained in 2011, in the prefectures of Mambéré-Kabei and Nana-Mambéré in the West and Ouaka in the Centre.

What recent initiatives have security forces undertaken to strengthen child protection?

As part of the follow-up to the Ndjama regional conference, sectoral plans of action for the protection of children were developed and interdepartmental child protection units were put in place within security forces. As part of initiatives to address children in conflict with the law, minors' brigades were set up in the country's three jurisdictions and a transit centre for children in conflict with the law was established within the Bangui minors' brigade.

What are the most common crimes committed by children?

- Theft
- Rape
- Charges of charlatanism and witchcraft
- Indecent assault

What are the most common crimes committed against children?

- Preventing young girls from attending school
- Corruption of minors
- Kidnapping
- Violence against an underage woman
- Rape

CHAD

Does the initial training of security forces currently include a course on children's rights?

No, there is no integrated or compulsory training on children's rights. However, over the past years 800 police officers and gendarmes of the Integrated Security Detachment (Détachement Intégré de Sécurité) have been trained on children's rights, gender and gender based violence. In addition, 250 members of local child protection councils including gendarmes, police officers, civil society and government representatives have been trained. Save the Children delivered 40 trainings on child rights and child protection to military trainers. Subsequently, the training was delivered to 250 soldiers across different regions.

The delegation of Central African Republic.



The delegation of Chad.



What recent initiatives have security forces undertaken to strengthen child protection?

In 2011, the government and the United Nations team agreed on a plan of action concerning child soldiers. Focal points were appointed within the Ministry of defence and the Ministry of social action to monitor the implementation of this plan.

The Ministry of defence issued a circular note ordering the units and training centres to stop the use of children and to let auditors access training centres. A prison service corps was created. The judicial police directorate was restructured to establish a brigade for the protection of minors. A programme was set up to support the reform of security forces. This programme will look at introducing child protection topics at the level of police and gendarmerie schools. In addition, a team of experts was established to identify and remove children from armed forces and groups. Thanks to this measure, 1,030 children associated with armed forces have been removed and reunited with their families from 2007 to 2012.

What are the most common crimes committed by children?

- Theft
- Assault and battery
- Drug use
- Murder
- Begging

What are the most common crimes committed against children?

- Trafficking
- Abuse
- Child smuggling
- Conscripted into armed groups
- Child abandonment
- Use of children for begging

CÔTE D'IVOIRE

Does the initial training of security forces currently include a course on children's rights?

Yes, in Côte d'Ivoire there are awareness-raising activities on the rights of the child taking place within the two gendarmerie academies.

They are facilitated by NGOs such as Save the Children and the United Nations High Commissioner for Refugees (UNHCR), among others. These trainings take the form of one-day conferences offered once a year. In addition, centres and NGOs organise trainings for on-duty officers. The latest one was offered by the Research and Action Centre for Peace (CERAP) and brought together stakeholders working against the worst forms of child labour in Côte d'Ivoire for a capacity building workshop that took place from 24 to 26 October 2012.

What recent initiatives have security forces undertaken to strengthen child protection?

There is currently no relevant initiative at gendarmerie level. On the other hand, since the gendarmerie is a field army, its personnel has been sensitised to child trafficking and economic exploitation. Thus, gendarmes must be particularly alert in their daily missions in corridors, at roadblocks and in the field.

Three of the five members of the delegation from the Côte d'Ivoire.



What are the most common crimes committed by children?

- Shoplifting
- Drug use

What are the most common crimes committed against children?

- Sexual violence, including female circumcision
- Abuse
- Exploitation

ETHIOPIA

Does the initial training of security forces currently include a course on children's rights?

No, there is no initial course exclusively devoted to the rights of the child. However, the protection of children's rights is taught, among others, in constitutional law, criminal law, criminal procedure law, criminal investigation, criminology, and juvenile justice courses.

Since 2008, the Ethiopian Police University College has been working with UNICEF and the Federal Supreme Court on a project entitled "Justice for children". Training is provided to build the technical and institutional capacity of middle to senior-level federal and regional police officers on the protection of children's rights and the investigation of crimes against children. Training materials have also been distributed. Efforts have been made with UNICEF to mainstream children's rights in various curricula and modules at all levels of training (from initial training to higher education).

The delegation from Ethiopia.



What recent initiatives have security forces undertaken to strengthen child protection?

A training of trainers on the rights of the child, child protection and child abuse investigations took place in July 2008 and December 2009. Approximately 38 trainers (5 from the Police University and 33 from the regional and city administrations) were trained. Subsequently, regional police training centres offered the training to their own police officers, with support provided by the project. Consultative workshops were organised for regional police commissioners in June 2008 and on October 21, 2012. UNICEF also provided training materials to each regional training centre. The Ethiopian federal police commission developed a five-year strategic plan to establish a special investigation unit to handle crimes against children and other vulnerable groups. In Addis Ababa, the Child Protection Unit was established to work separately on handling children who are in conflict with the law and to investigate crime against children. In Addis Ababa, the child protection unit distinguishes cases involving children in conflict with the law from those relating to crimes committed against children. This unit works with other justice bodies (courts and prosecution units) as well as NGOs to provide child-friendly justice proceedings, including the diversion of child offenders to community-based rehabilitation programmes.

What are the most common crimes committed by children?

- Assault and battery
- Robbery and attempted robbery
- Violation of regulation
- Fraudulent misrepresentation
- Breach of trust
- Drug abuse
- Rape
- Arson
- Homicide and attempted homicide

What are the most common crimes committed against children?

- Domestic abuse (such as child battery, assault, bodily injury)
- Child labour and economic exploitation
- Trafficking
- Sexual abuse and exploitation
- Prostitution
- Homicide and attempted homicide
- Assault and battery

GUINEA

Does the initial training of security forces currently include a course on children's rights?

Yes. Trainings are provided by NGOs (TDH, Sabou Guinea, ICRC, OHCHR...) and by teams of police and gendarmerie instructors (with the support of TDH). They are offered on average once a year.

What recent initiatives have security forces undertaken to strengthen child protection?

The most relevant initiatives of the National Police have been: the creation of an Office for the protection of gender, children and morals, which has since become a national office; the appointment of focal points within local branches of the said Office; and a plan to establish a shelter for children. For its part, the National Gendarmerie: created a child protection division; designated a focal point for "minors in conflict with the law"; established a team of trainers on the handling of cases involving minor perpetrators, victims and witnesses of crime (2nd in 2013); provided additional training (ongoing); and appointed heads of protection within departmental gendarmerie units (under development).

What are the most common crimes committed by children?

- Rape
- Robbery

The delegation from Guinea.



What are the most common crimes against children?

- Rape
- Abduction
- Female circumcision
- Child trafficking
- Infanticide

HAITI

Does the initial training of security forces currently include a course on children's rights?

Yes. It includes the following: the child rights legal framework; the rights of the child; specialised courts dealing with young offenders; protective measures for children.

By the National Police Academy and the National Police School.

What recent initiatives have security forces undertaken to strengthen child protection?

The training and awareness raising of aspiring police officers on the protection of children's rights; the creation of a minors brigade and its decentralisation to different regions; and the creation of a telephone hotline for children.

What are the most common crimes committed by children?

- Sexual assault
- Criminal conspiracy
- Vagrancy
- Theft
- Assault

What are the most common crimes committed against children?

- Rape
- Assault
- Abuse
- Abduction

IRAQ

Does the initial training of security forces currently include a course on children's rights?

No, but a training focusing on investigation skills and human rights (including some child rights issues), violence against women and conflict mediation was conducted for more than 300 police officers, including those working in juvenile police stations. This training was offered by governments of the EU, the US and USAID in the Kurdistan region and lasted two weeks.

Discussions just started for the integration of specific module on child rights and child protection in the Kurdistan region while the discussion is still ongoing at federal level.

What recent initiatives have security forces undertaken to strengthen child protection?

Initiatives include the establishment and strengthening of a Family Protection Unit under the Ministry of the Interior, with staff sensitised and capable of handling cases of violence against women and children (especially domestic violence). At the regional level, the Directorate of Violence Against Women was established to provide support to victims, including children.

What are the most common crimes committed by children?

- Theft
- Terrorism
- Prostitution
- Murder

The delegation from Iraq.



What are the most common crimes committed against children?

- Armed violence (including explosives and indiscriminate attacks)
- No further specific data

JORDAN

Does the initial training of security forces currently include a course on children's rights?

Yes, through the courses on human rights offered as part of the initial training. In addition, the Family Protection Department (FPD) provides training to police officers working under its wing, as well as to all partners in the country and the region. Indeed, in 2005 a regional training programme was set up with the United Arab Emirates, Bahrain, Lebanon, Iraq, Qatar, Sudan and the occupied Palestinian territories and training is delivered twice a year, depending on the needs.

What recent initiatives have security forces undertaken to strengthen child protection?

The FPD was established by the Public Security Directorate in 1997. The FPD deals with cases of domestic violence (including violence against children) and child abuse as defined under the Penal Code. FPD staff is trained to deal with child victims and promotes child-friendly policing by offering a child-friendly environment and video recorded statements. The FPD offers support services to victims (medical, psychosocial, home-visits) and perpetrators (through behavioral therapy). The FPD leads awareness-raising campaigns through Internet, for example to shed light on the sexual exploitation of children.

What are the most common crimes committed by children?

No data available.

What are the most common crimes committed against children?

No data available.

KENYA

Does the initial training of security forces currently include a course on children's rights?

Yes. Training on child rights is offered to the Kenya Police Service including the Criminal Investigation Department, the General Service Unit and the Administration Police service. Training is offered at the Kenya Police College (KPC), the General Service Training School, the Criminal Investigation Department School, the Loresho Police Staff College and Provincial Training Centres under the Kenya Police Service.

Training is offered by the Government of Kenya through the aforementioned institutions, non-governmental or international organisations such as JICA, UNICEF and GIZ. The trainings are offered to any Police Institution at the discretion of the funding agency. The trainings are offered on an ongoing basis to the members of the Juvenile Justice System including the Police service personnel. Training can last from one day to one year, depending on sponsors' objectives.

What recent initiatives have security forces undertaken to strengthen child protection?

Raising awareness of children's rights within communities; collaborating with other service providers; offering capacity building courses to all officers handling children's issues; proper and efficient handling of cases involving children; development of a *Draft Police Training Manual on Child Rights & Child Protection* (to achieve the following: knowledge & skills to effectively handle

children's cases; understanding child rights principles; understanding of legal instruments on child rights including child protection; enhanced knowledge on justice for children; understanding the roles of other agencies that provide child protection for purposes of networking and partnerships); the development of a *Draft Child Protection Unit (CPU) Operational Standards Manual* (with the following objectives: providing a day-to-day guide for Police Officers in dealing with children – prioritise, assess and refer children according to their needs – providing referral for improved professional services; providing a guide to working in partnership with community and other child protection partners).

What are the most common crimes committed by children?

- Fighting in public
- Possession and use of drugs
- Robbery and attempted robbery
- Vandalism
- Habitual offender
- Forcible rape

What are the most common crimes committed against children?

- Physical, psychological, emotional and sexual abuse
- Early marriage
- Female genital mutilation
- Neglect
- Trafficking
- Child labour

Overview of the delegations, Lomé.



MAURITANIA

Does the initial training of security forces currently include a course on children's rights?

The National Police Academy offers training modules on minors in conflict with the law. The recruitment of new officers will allow the mainstreaming of these modules. The Gendarmerie Academy provides compulsory training modules on the rights of the child.

The National Police Academy offers training modules in collaboration with Terre des Hommes Lausanne. Since 1998, the Gendarmerie Academy has been working with UNICEF and Terre des Hommes Lausanne to host several training workshops for different actors of the juvenile justice system, such as police officers (including judicial police officers) and gendarmes. In August 2012 a training workshop for police and gendarmes was organised in collaboration with the DPJE and UNICEF. The trainers were legal consultants and police commissioners with previous training on these topics, as well as field experts and officials from UNICEF and the International Committee of the Red Cross (ICRC).

The delegation of Mauritania.



What recent initiatives have security forces undertaken to strengthen child protection?

Legislative changes to strengthen children's rights were adopted in 2001, 2005 and 2009. These allowed the establishment of several institutions, including a children's judge, a criminal chamber for minors, a juvenile court, a steering committee on juvenile justice, a minors brigade and a shelter and reintegration centre for children in conflict with the law. In addition, in 2013 the National Gendarmerie Academy will provide a budget of 50 000 000 UM, or 125 000 € (State budget), to meet the challenges due to the lack of personnel handling cases involving children in conflict with the law. This budget will support the training of guards to supervise the civil prison wing where juveniles are detained, the recruitment and training of specialised guards, training in places of custody and the creation of regional JJ units.

What are the most common crimes committed by children?

- Theft
- Assault and battery
- Possession and use of soft drugs
- Rape
- Murder

What are the most common crimes committed against children?

- Abuse
- Child labour
- Sexual harassment and rape
- Paedophilia
- Murder

NAMIBIA

Does the initial training of security forces currently include a course on children's rights?

Yes; training on the rights of the child is offered as part of the basic training of police recruits, and lasts nine months. Specialised training is provided for police officers (including the role of the police under relevant laws affecting children).

The training courses are given by police instructors at the Police College and guest speakers on children and women's rights. The training is given annually, upon recruitment and intake.

What recent initiatives have security forces undertaken to strengthen child protection?

A number of initiatives were recently undertaken. These include: the creation of 15 functional woman and child protection units; community outreach activities in 13 regions; the development of child specific and gender sensitive content for integration into the police curriculum; integration of the SARPCCO Gender Based Violence course in police training programme. The Namibian police force also commissioned a review of its current curriculum. The purpose of this review is to ensure continuous capacity development of police members and increase sustainability; and to ensure that curriculum modules include child specific and gender sensitive content. The review process will extend to the advanced investigation training course. Modules will be developed to address gaps and trainers will receive training on all new modules.

What are the most common crimes committed by children?

- Common assault
- Assault causing grievous bodily harm
- Attempted murder, murder with a firearm, other weapons or other means
- Assault with intent to rape, rape
- Other crimes against a person's body

What are the most common crimes committed against children?

- Assault
- Assault causing grievous bodily harm
- Attempted rape, rape
- Culpable homicide, murder
- Children's Act offences
- Cruelty, abuse and neglect
- Kidnapping
- Indecent assault
- Other crimes against the person

NIGER

Does the initial training of security forces currently include a course on children's rights?

Yes, for the National Police, the National Guard, the national armed forces and security forces, but not for the National Gendarmerie.

Trainings are carried out by internal and external trainers as part of the module on human rights. Training for the security forces is given prior to EO deployment.

What recent initiatives have security forces undertaken to strengthen child protection?

The recent initiatives of the National Police and the National Guard are the following: creation of the Central service for the protection of minors and women; creation of 41 minors brigades and of a judicial police brigade (brigade des pistes) and the development of a trainer's manual on the rights of the child. With respect to the National Gendarmerie, special measures have been taken at the borders to prevent child trafficking. Regarding national armed forces, a social service was created. Finally, a specific module was introduced in the initial training of security forces and the role of security forces in peace-keeping mission was integrated.

What are the most common crimes committed by children?

- Gang rape
- Manslaughter during games or road accidents
- Aggravated assault and battery causing unintentional death
- Complicity in murder with adults

What are the most common crimes committed against children?

- Sexual abuse
- Rape
- Indecent assault and aggravated rape
- Sexual exploitation/procuring
- Child trafficking
- Infanticide
- Abortion

NIGERIA

Does the initial training of security forces currently include a course on children's rights?

Yes, the mainstream Police training on Child Rights Principles in the Nigeria Police training institutions encourages an increased Child-friendly policing right

from the basic Police training of recruit constables to the Police development and promotion courses, as well as the Command and strategic tactical leadership courses in the Nigeria Police Staff College. Emphasis is laid on child/human rights to further promote Police professionalism.

The Nigeria Police has organised training programmes for officers and men with a view to educating them on the provisions of the Law that protects children and young persons. In a bid to produce and enhance the human rights Syllabus for the Nigeria Police, the Federal Government of Switzerland in collaboration with a network of stakeholders including the Nigerian Ministry of Foreign Affairs (MFA), the Police Service Commission (PSC), the International Committee of the Red Cross (ICRC), the Human Rights Commission (HRC), the Committee Against Torture, and other UN agencies organised a three days human rights seminar for the Nigeria Police. Consequently, an Enhanced Human Rights Training Syllabus was developed for the Nigeria Police. Furthermore, the Swiss Federal Government funded the project with a promise to continue with the process of its development. This is in collaboration with the Prisoners Rehabilitation and Welfare Action (PRAWA) on Child's Rights and other fundamental human rights.

The delegation from Nigeria.



What recent initiatives have security forces undertaken to strengthen child protection?

Basically, the Nigeria Police as an institution has developed a department called the Juvenile Welfare Centre (JWC) to handle children's cases. There is also the Human rights desk which serves as a watchdog within the Police. Its main function is to enlighten officers on the fundamental rights of the individuals including children.

What are the most common crimes committed by children?

No data available.

What are the most common crimes committed against children?

No data available.

OCCUPIED PALESTINIAN TERRITORIES***Does the initial training of security forces currently include a course on children's rights?***

No, not during basic training.

The rights of the child are a recent issue. There is a course on human rights, and it is in this framework that the rights of the child are discussed. However, the subject is covered as part of specialised trainings that last from one to two weeks. These are given by internal trainers, in order to maximise internal resources. The school also has recourse to external institutions, such as Palestinian NGOs or international organisations such as Save the Children, UNICEF and the international Committee of the Red Cross.

What recent initiatives have security forces undertaken to strengthen child protection?

No available data

What are the most common crimes committed by children?

- Rape
- Arbitrary arrests

What are the most common crimes committed against children?

- Sexual and domestic violence

SENEGAL***Does the initial training of security forces currently include a course on children's rights?***

Yes, through in-service and ad hoc training.

In-service training is provided by the non-commissioned gendarmerie officers school and police academy.

What recent initiatives have security forces undertaken to strengthen child protection?

A minors' brigade was created. In addition to its general mission, the brigade visits elementary schools and colleges to raise children's awareness about certain misconducts of minors and adults. Border and highway controls have been intensified. Special instructions have been given to police and gendarmerie to repress abductions and child trafficking, issues which appeared in Senegal around 1998. Police and gendarmerie green numbers have also been created. An awareness raising campaign was carried out on television and on billboards in town and on highways, to inform the public of the existence of free telephone numbers within the operational gendarmerie centre and police stations of each region. These green numbers can be used to report crimes or offences to the authorities, 24 hours a day.

The delegation from Senegal.



What are the most common crimes committed by children?

Practically none.

What are the most common crimes committed against children?

Murder, including infanticide.

SIERRA LEONE

Does the initial training of security forces currently include a course on children's rights?

No, not at the moment. However, within the police force, there is a family support unit which trains police officers to interact with children or to respond to cases involving children.

The curriculum is being revised in order to include a module on the rights of the child. The process is being discussed with UNICEF and the United Nations Development Programme. There is discussion on how to include the module in the training curriculum.

What recent initiatives have security forces undertaken to strengthen child protection?

In 2007, a Children's code was adopted, and a sexual offences act is under discussion. In addition, Sierra Leone is currently developing its juvenile justice system. A national referral centre for children has also been created.

What are the most common crimes committed by children?

- Minor theft
- Drug abuse
- Sexual abuse

What are the most common crimes committed against children?

- Rape
- Early marriage
- Child labour
- Sexual exploitation
- Neglect

SWAZILAND

Does the initial training of security forces currently include a course on children's rights?

Yes, there is a specific training module on domestic violence, child protection and sexual offences.

This module is provided by the Royal Swaziland Police training college.

What are the most common crimes/offences committed by minors that security forces have to tackle?

The recent initiatives are the following: establishment of Child Friendly corners in 24 stations across the county meant to provide a safe space for victims; active involvement in the recently enacted Child Protection and welfare Act 2012 and the Domestic Violence and Sexual Offences Bill (in Senate); radio slots to discuss such issues with the public; close collaboration with other partners who are working on children's rights; involvement in National Surveillance – collection of data on abuse to inform programming.

What are the most common crimes committed by children?

- Theft and robbery
- Common assault
- Drug offences
- Rape

What are the most common crimes committed against children?

- Rape
- Trafficking
- Kidnapping
- Assault causing bodily harm
- Corruption of minors
- Abandonment of a child
- Child labour
- Neglect

TANZANIA

Does the initial training of security forces currently include a course on children's rights?

Yes, child rights are integrated into the human rights course which is taught in all programmes.

Training on children rights in Tanzania is offered in all Tanzania Police Academies (DPA, ZPA, MPA and KPA). Police training on children's rights are also offered by other stakeholders (Development Partners and NGOs) such as the UN-WOMEN, Pact Tanzania, UNICEF, Save the children, Action Aid, Women in Law and Development in Africa, and the Women Legal Aid Centre to mention but a few. These trainings are conducted in different regions in the country, and in accordance with the agreements between the Tanzania Police Force and its partners.

What recent initiatives have security forces undertaken to strengthen child protection?

In 2009, Police Gender & Children Desks (PGCD) were created in police stations to deal with all forms of violence including against children. There are currently over 200 PGCDs staffed with skilled attendants. One Stop centres have been established. Police SOP were developed on the prevention and response to Gender-Based Violence (GBV) and Child Abuse (CA), and guidelines

were produced to support the establishment of PGCDs. A training manual for PGCD officers was also developed and covers the following areas: international and national standards on GBV and CA, applicability of SOP and guidelines; understanding child development and how it can affect the actions of young people; interviewing child victims, witnesses and offenders; understanding issues facing children's who are victims of abuse; understanding the concept of diversion, alternative sentencing and restorative justice in the juvenile justice system.

What are the most common crimes committed by children?

- Disorderly conduct
- Theft
- Minor property offences
- Drug abuse
- Sexual harassment
- Bodily harm
- Murder

What are the most common crimes committed against children?

- Sexual violence, rape
- Sexual exploitation
- Forced marriage
- Beatings
- Maltreatments

The delegation from Tanzania.





TOGO

Does the initial training of security forces currently include a course on children's rights?

Yes, the rights of the child are discussed during initial, in-service and refresher trainings. During initial training, child rights are discussed in the all-arms course on international humanitarian law and at the end of the gendarmerie certificate. During in-service training, they are included in courses and practical training, and during refreshers they are addressed in conferences, training workshops and seminars.

Initial and in-service training are offered by the gendarmerie training school, and refreshers are done in collaboration with organisations such as WAO-Afrique, Save the Children, Terre des Hommes, UNICEF, etc.

What recent initiatives have security forces undertaken to strengthen child protection?

Refresher courses are regularly organised by the gendarmerie training school in order to update the knowledge of judicial police officers and in particular that of brigade commanders.

What are the most common crimes committed by children?

No available data.

What are the most common crimes committed against children?

No available data.

ZIMBABWE

Does the initial training of security forces currently include a course on children's rights?

There is no training module exclusively devoted to children's rights. However, the Victim Friendly Unit (VFU) of the Zimbabwe Republic Police (ZRP) was established in 1995 as a pilot project and by 2002, it had scaled up to all 267 police stations. The VFU is responsible for providing victim-friendly police services to children and women who are victims of sexual offences and domestic violence. Programmes are covered in the initial Police Recruit Training in order to equip police recruits with knowledge on the handling of victims, including the use of child sensitive techniques. In April 2012, at least 50 Police Officers were trained on 'Effective Police Responses to Violence against Women and Children in Zimbabwe'. The training covered evidence gathering, victim assistance and child-friendly interviewing skills.

What recent initiatives have security forces undertaken to strengthen child protection?

The ZRP Training Department is raising awareness of children's rights through the VFU: pre-trial diversion (at least 40 children & young persons were reached between April and October 2012) and community policing initiatives. The Pre-Trial Diversion (PTD) programme was approved by cabinet in 2009 and is being piloted



Regional workshops to develop the security forces training programme held to date

- **Ouagadougou** (Burkina Faso, 2009)
- **Cotonou** (Benin, 2010)
- **Dakar** (Senegal, 2011)
- **Niamey** (Niger, 2011)
- **Lomé** (Togo, 2012)

The delegation from Zimbabwe.



in three cities: Harare, Bulawayo and Gweru. The PTM programme is a rights-based programme based on the principles of restorative justice targeting children and young persons under 21 years. It is led by the Ministry of Justice & Legal Affairs with participation of the ZRP, the Attorney General's Office, the Judicial Service Commission, the Ministry of Labour & Social Services, Civil Society, Save the Children and UNICEF. The Police Junior Call Programme is part of the Community Policing Initiative which started in 1995 and aims to promote law-abiding conduct and deter criminal and self-destructive pursuits among children in primary and secondary schools in partnership with the Ministry of Education. The programme provides information on national legislation that promotes child rights and protects children from abuse, exploitation and violence. It provides groups of youths with sound basic knowledge of police work.

The strategic document for multisectoral response is currently being reviewed and a new protocol will be endorsed. Suggestion boxes have been placed in public spaces including schools, shopping centres and religious institutions. In addition, hotlines (toll free lines) are available in the majority of police stations for reporting crime.

What are the most common crimes committed by children?

- Theft
- Assault

What are the most common crimes committed against children?

- Rape
- Sexual intercourse with a young person



On 6 November 2012, a number of delegates had the opportunity to visit the **National Referral and Guidance Centre for Children in Difficult Situations (CROPESDI and ALLO 1011)**. The Centre is the result of a project launched in 2009 by the Ministry of Social Action and National Solidarity, in partnership with other child protection stakeholders. It is a hotline for children available every day between 6 a.m. and 10 p.m. It offers counselling and information as well as prevention and referral services for children in difficult situations.



ANNEX 2 – A comparison between participating countries: Country Profile and Institutional Framework

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
COUNTRY PROFILE						
Official languages	French, English	French	French	French	French	French
National languages	More than 200, of which the main ones are Ewondo, Douala, Bassa, Bakweri, Bulu, Peul, Foutoulé, Pidgin, Bamiléké, Cameroonian languages are composed of several subcategories	More than 60 languages (baoulé, dioula, malinké, bété etc...)	Peul, Malinké, Soussou etc... Each ethnic group has its own language	Hausa, Zarma-sonhai, Peuhl, Tamacheq, Kanouri, Arabe, Gour-mantché, Toubou, Boudouma	Wolof, Malinké, Pular, Sérère, Soninké etc.	Ewe, Kabye
Total population (in thousands) 2012	19,599	19,738	9,982	16,274	12,434	6,028
Population under 18 (in thousands) 2010	9,261	9,407	4,940	8,611	6,282	2,796
Population under 18 (%)	47.3	47.7	49.5 with 16.6 under 5 years old	55.5	51	46.4
Birth registration (%) 2000-2010	Urban: 86 Rural: 58	Urban: 79 Rural: 41	Urban: 78 Rural: 33	Urban: 71 Rural: 25	Urban: 75 Rural: 44	Urban: 93 Rural: 71
UNDP Development Index, ranking on a total of 187 countries, 2011	150	170	178	186	155	162
GDP per capita, average annual growth rate (%) 1990-2010	0.7	-1	1.2	-0.2	1.1	0
Life expectancy at birth (years) 2010	51	55	54	54	59	57
Infant mortality rate (under 1) (in thousands) 2010	84	86	81	73	50	66
Under-5 mortality rate (in thousands), 2010	136	123	130	143	75	103
Under-5 mortality rank (on a total of 196 countries) 2010	15	18	17	12	42	24
Maternal mortality ratio (on 100,000), adjusted 2008	600	470	680	820	410	350
Maternal mortality ratio Lifetime risk of maternal death (2008). 1 in:	35	44	26	16	46	67

COUNTRY PROFILE	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
Infants with low birthweight (%) 2006-2010	11	17	12	27	19	11
Number of orphans	1,200 (in thousands)	Not applicable	Approx. 440 000. 14,281 children identified by social affairs	6%	4.2%	Approx. 240,000. 9% of all minors/3% of total population
Percentage of population urbanised	58	51	35	17	42	43
Population using improved drinking water sources (%) 2008	Urban: 92 Rural: 51	Urban: 93 Rural: 68	Urban: 89 Rural: 61	Urban: 96 Rural: 39	Urban: 92 Rural: 52	Urban: 87 Rural: 41
Population using improved sanitation facilities (%) 2008	Urban: 56 Rural: 35	Urban: 36 Rural: 11	Urban: 34 Rural: 11	Urban: 34 Rural: 4	Urban: 69 Rural: 38	Urban: 24 Rural: 3
Estimated number of children (0-14 years) living with HIV (thousands) 2009	54	Not applicable	9	Not applicable	Not applicable	11
Primary school enrolment ratio net 2007-2010	Male: 97 Female: 86	Male: 62 Female: 52	Male: 97 Female: 82	Male: 60 Female: 48	Male: 74 Female: 76	Male: 91 Female: 87 (2005-2010)
Secondary school enrolment ratio net (%) 2007-2010	Not applicable	Not applicable	Male: 35 Female: 22	Male: 13 Female: 8	Not applicable	Male: 52 Female: 41 (2005-2010)
Youth (15-24 years) literacy rate (%) 2005-2010	Male: 89 Female: 77	Male: 72 Female: 61	Male: 68 Female: 54	Male: 52 Female: 23	Male: 74 Female: 56	Male: 85 Female: 68
Total adult literacy rate (%) 2005-2010	71	55	39	29	50	57
Child labour (5-14 years) (%) 2000-2010	Male: 31 Female: 30	Male: 36 Female: 34	Male: 26 Female: 24	Male: 43 Female: 43	Male: 24 Female: 21	Male: 44 Female: 49
Child marriage (%) 2000-2010	Married by 15: 11 Married by 18: 36	Married by 15: 8 Married by 18: 35	Married by 15: 20 Married by 18: 63	Married by 15: 36 Married by 18: 75	Married by 15: 10 Married by 18: 39	Married by 15: 6 Married by 18: 25
Female genital mutilation/cutting women (a) 1997-2010	1	36	96	2	28	4
Female genital mutilation/cutting daughters (b) 1997-2010	1	9	57	1	20	0
Justification of wife beating (%) 2002-2010	Male: Not applicable Female: 56	Male: Not applicable Female: 65	Male: Not applicable Female: 86	Male: Not applicable Female: 70	Male: Not applicable Female: 65	Male: Not applicable Female: 53
Violent discipline (%) 2005-2010	93	91	Not applicable	Not applicable	Not applicable	93
Percentage of households consuming iodized salt 2006-2010	49	84	41	32	41	32
Percentage of people living below \$1.25 a day	10	24	43.3	43	34	38.7

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
LEGAL FRAMEWORK						
Existence of a special court for minors, and national coverage	No special court for minors, but specific provisions that protect the minor exist in the Code of criminal procedure	Yes, with level of appeals. Judge for children in Abidjan and Bouaké. In other courts, the section judge holds both functions.	Yes, the Child Tribunal (TPE) and with level of appeals. Judge for children in Conakry. In other courts, normal judges hold that function	Yes. 33 judges for minors are counted in the whole area: 11 of them fulfil solely their functions as judges for minors whereas 22 dually as normal judges.	Yes, with level of appeals: 11 courts on 14 existing regions.	Yes, with level of appeals: Judge for children in Lomé. In other courts, normal judges hold that function
Most common cases/situations in which security forces are called to intervene	Thefts/robberies, vagrancy, drug use, attack on physical integrity, arrests made following complaints, denunciations, and roundups.	Rape and sexual abuse of children, trafficking and forced labour, thefts, drug use, intentional injuries, infanticide, vagrancy, arrests following complaints, denunciations, and roundups.	Thefts (cell phones, shoplifting), sexual aggressions, physical aggressions	Children wandering off, children suspected of having committed an infraction (theft (money, cell phones, livestock, poultry), drug use, intentional injuries, infringement of road safety, rape, infanticide, abortion) children victim of (abuse, rape and sexual abuse, trafficking, forced labour)	Thefts, rape and sexual or physical aggressions, drug use	Thefts/robberies and rape.
Number of specialised detention centres for minors	Four alternative detention structures: The Centre d'Accueil et d'Observation (CAO) of Bepanda in Douala, the Centre d'Accueil et d'Observation of Betamba in the Central Region, the « Borstal Institute » in Buéa in the South-West Region, and the centre of Maroua in the Northern Region.	3 Observation Centres (COM) – Abidjan, Bouaké and Man	Special quarters for minors at the Maison centrale in Conakry and Kankan (quarters for minors)	Specialised detention centres for minors do not exist, but quarters for minor exist in 6 prisons. In other parts of the country, minors are imprisoned with adults.	1 in Dakar	The Brigade pour mineurs has the detention centre for minors (Lomé only) There are also two public reception centres for minors in conflict with the law and private centres.
Number of prisons containing separate quarters for minors	Approx. 60% of the total of 73 Cameroonian prisons	8 maisons d'arrêt et de correction (MAC)/ 9 MAC with special cells for minors/ 5 without any installation. 33 MACs (see Mapping Report, p. 86)	Maison centrale of Conakry, Kankan	6 prisons on 37: those of Niamey, Agadez, Tillabery, Maradi, Dosso and Diffa.	38 prisons, detention and correction houses (32) normally have distinctive quarters for minors, but this cannot be verified. There exists only one prison for minors in Dakar (MAC Fort B)	2 on 12

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
LEGAL FRAMEWORK						
Existence of programmes/presence of social actors for rehabilitation in prisons	Department of Social Affairs sets up social assistance in most prisons.	Abidjan: Actors of the BICE, of the MESAD and of the Centre AMIGO-DOUME/In a dozen MAC: social actors of the DAP	36 educators in the prison administration with 23 in Conakry. Terre des hommes, SOS Mineurs en prison, Sabou Guinée in different parts of the country	Service éducatif, préventif et judiciaire (SEIUP)	Yes, Educators of the l'Action éducative et protection sociale in open custody, working in prisons (an educator sent to the prison for minors in Dakar). The centre d'adaptation sociale et le centre polyvalent host children released from prison. These three structures depend on the Direction de l'Éducation Surveillée et de la Protection sociale du Ministère de la Justice. Organisations from civil society, notably religious institutions (Muslim, Catholic and Protestant) and NGOs that work in the Dakar prison as well as in Thiès. No information on the other prisons of Senegal.	One social worker at the Brigade pour mineurs (Lomé) NGOs also ensure a follow-up: (non-exhaustive list) Kira international Bureau international Catholique pour l'enfance
Existence of rehabilitation programmes available upon release	In general, prison and social affairs authorities do not elaborate social rehabilitation programmes. In certain urban areas, NGOs and agencies are involved in the social rehabilitation process for minors	Abidjan: Rehabilitation Centre ERB-ALOÏS de Yopougon/Centre for educational assistance services/Centre AMIGO DOUME of Yopougon.	Not applicable	No	Not applicable	Not applicable
Recurrence rate	Information is not available	10%	Not applicable	20%	Not applicable	Not applicable

LEGAL FRAMEWORK	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
<p>Existence of security forces specialised for minors and in children's rights training</p>	<p>No</p>	<p>Yes, jurisdiction on the whole territory, also fights against any violation of fundamental children's rights. Composed of a commissioner, 11 police officers, 14 subordinate police officers, two social assistants. Works in collaboration with local police forces and defence and security forces, ensures awareness of child trafficking, abuse and juvenile delinquency.</p> <p>Personnel in 2012:</p> <ul style="list-style-type: none"> - 2 Commissioners - 6 Officers - 15 Subordinate Officers - 4 Social assistants (3 specialised educators and 1 BICE assistant) 	<p>GN: Division de la protection de l'enfance de la Direction d'investigation judiciaire (DIJ): 5 officers and subordinate officers take care of cases involving minors (authors, victims, witnesses).</p> <p>Training on children's rights in 2011 (30 gendarmes) and training of trainers (12 gendarmes) in 2012 dispensed by Terre des hommes (followed by deployment in the country)</p> <p>PN: OPROGEM1, created in 2009. Investigation and protection of children's and women's rights, promotes alternative measures to detention, ensures the coordination and the follow-up of provisions of protocols and the convention concerning women and children, as well as promotes mechanisms of cooperation, ensuring the entry/exit of women and children in the national territory. Composed of six sections and a platoon of 40 agents. Covers the national territory: 7 regional brigades, 5 communal brigades in Conakry and 33 focal points/sections in central police stations. Training on children's rights in a consistent manner by Terre des hommes since 2000 and training of 14 trainers in 2012.</p>	<p>Existence of a central service for the protection of minors and women headed by a chief of service and holds four divisions, among which the division for the protection of minors called brigade des mineurs. It is inspired from the ministère de l'Intérieur, de la Sécurité, de la Décentralisation et des Affaires Religieuses notably the Direction Générale de la Police Nationale</p> <p>Its mission: screening and diagnostic test to check for signs of pre-delinquency, statement and report and suppression of any abuse suffered by the child, suppression of any criminal offence committed by or suffered by a minor etc. There exists 41 brigades des mineurs in the entire country implemented at regional and communal levels in police stations.</p> <p>Training on children's rights in workshops of five days or less.</p>	<p>Yes, since 1985, only in Dakar. Composition: two members (one chief of brigade and one police sergeant). Short training on children's rights through seminars.</p>	<p>PN: yes, only in Lomé. Composed of three officers and two brigadiers, one psychologist, one medic (male) nurse. One-week training given by the Coopération française (Police and Gendarmerie) on the interview and investigation techniques in 2011 and 2012</p> <p>Le Bureau international catholique de l'enfance also gives two-day trainings.</p>

LEGAL FRAMEWORK	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
Existing host structure in which security forces can transfer children – names and location	4 alternative detention structures: The Centre d'Accueil et d'Observation (CAO) of Bepanda in Douala, the Centre d'Accueil et d'Observation de Betamba in the Centria Region, le « Borstal Institute » in Buéa in the South-West Region, et le centre de Maroua dans la Région de l'Extrême Nord Placement is only possible by administrative decision or order of placement – the security forces cannot transfer children to their own chief. NGOs also host children.	Yes especially in Abidjan: Actors of BICE (Reception, assistance, accommodation, and assume responsibility of children victims of violence and abuse). – Awakening and stimulation activities for children with disabilities and early childhood – social and occupational integration of youth – Transnational trafficking of children, Rehabilitation Centre ERB ALOIS of Yopougon (Reception, assistance and accommodation, socioprofessional reintegration) Centre for educational assistance service and AMIGO DOUME Centre of Yopougon (Reception, assistance and accommodation, socioprofessional reintegration).	Sabou Guinée guarantees a legal follow-up and a hosting possibility in the large cities of the country. SOS Mineurs (alternative detention and reintegration programme in Conakry) Several organisations are approved but few have the means to host children.	SOS Village Children are not placed in SOS anymore. a hosting centre for under 5-year old children: between children in difficulty from the Department of Population, promotion of women and protection of the child.	NGOs hosting are numerous but are not always accounted for. The most popular ones are Village Pilote (Dakar et Thiès), L'Empire des enfants (Dakar), the SAMU Social (Dakar), the Centre Ginddi (Dakar) l'Avenir des enfants (Dakar), Pour le sourire exists associations financed by Plan, Child fund (Saint Louis, Thiès et Dakar), that are able to host children. There are also State Safety centre (after judicial decision) but these are in limited numbers.	Terre des Hommes operated the Oasis centre at the Lomé market. WAO Africa for minors in need of protection (Lomé and elsewhere in the country)
Ministry that acts as a leader with regard the Convention on the Child and for submitting reports to the Committee on the Rights of the Child	Department of Justice	MINJUS: (2006) Direction de la Protection judiciaire de l'Enfance and de la Jeunesse (political reform and with regard to children in conflict with the law) responsible for the implementation of the international conventions on children's rights.	Ministère des affaires étrangères, de la promotion féminine et de l'enfance. The last periodical report submitted to the Committee on the Rights of the Child was prepared by the UNICEF and the Guinean Committee in charge of the follow-up to the protection of children's rights.	Le ministère de la Population, de la Femme et de la Protection de l'Enfant (MPPFPE) through the Direction de la Protection de l'Enfant (DPE).	Le Ministère de la Femme, de l'Enfant et de l'Entrepreneuriat féminin (MFEE) through the Direction de la Protection des droits de l'enfant (DPDE).	Department of social action and national solidarity
Existence of a clear organisation chart of the system for the protection of children, revolving around security forces.	No, there are several ministries involved in the child protection system. A large number of initiatives are handled by the Ministry of Social Affairs. The Code of Criminal Procedure includes specific provisions pertaining to children, in particular children in conflict with the law.	Yes, with regards to the actions of the Ministère d'État du Ministère de l'emploi, des Affaires sociales et de la Solidarité (MEMEASS)	There is a coordination cell for actions led in favour of children in conflict with the law: created in 1999 and coordinated by the NGO Terre des hommes, includes security forces (OPROGEM de la PN et DJJ de la GN), UNICEF, HCDH, justice, social affairs, and national and international NGOs.	Yes, as much for endangered children as much as for children in conflict with the law.	No, the Stratégie nationale de protection des enfants, supported by UNICEF will be signed on November 2012. Otherwise, the Criminal Code includes provisions pertaining to children and in particular children in conflict with the law.	

ANNEX 3 – A comparison between participating countries: Training centres and their infrastructures

	CAMEROON	CÔTE D'IVOIRE	GUINEA
TRAINING CENTRES			
Name of training centres, year of creation and mandate	<p>Centre d'instruction et d'application de la police (CIAP): Peace officer or Gardien de la Paix, first rank (certification: CEP) Police inspector, first rank (certification: BEPC)</p> <p>École nationale supérieure de police (ENSP): Officers and superintendents students' training. Created on June 19, 1952.</p> <p>Écoles et Centres d'instruction de la Gendarmerie (ECIG): created after the country's independence as an instruction centre for the students of the Gendarmerie. Today this school is subdivided into schools and centres:</p> <ul style="list-style-type: none"> – Centres d'instruction (CI): Initial training of the Gendarmes students. – École des Sous-officiers (ESO): initial training of the non-commissioned officers students. – École des Officiers de la Gendarmerie Nationale (EOGN): initial training of the officers students. – Centre de perfectionnement aux techniques de maintien de l'ordre (CPTMO): created in february 2000, specialised training in law enforcement and domestic security, retraining of formed units – Centre de perfectionnement de la police judiciaire (CPPJ): created in 1999, specialised training in judicial police; training of the heads of investigation (officers, non-commissioned officers and police civil servants) <p>École Nationale de l'Administration et de la Magistrature (ENAM): created in 1959. The judicial division is in charge of providing the initial training and of the continuing education of the magistrates and civil servants of the Court registrar office.</p>	<p>École Nationale de Police (ENP) initial training since 1967 and continuing education since 1992</p> <p>École de la Gendarmerie d'Abidjan (EGA), training of student officers in Gendarmerie application and initial training for subordinated student officers, 1961</p> <p>École de la Gendarmerie de Toroguhé (EGT) – 1998, initial training for non-commissioned officers only</p>	<p>École nationale de gendarmerie de Sonfonia (ENG), 1967, training of law enforcement officers and agents (specialisation in judicial police) and professional development for officers</p> <p>École nationale de gendarmerie de Kaliah (ENGK) 2010. Focuses its training on policing and law enforcement. First graduation in 2012 (Diplôme d'arme)</p> <p>École nationale de police (ENP) under construction</p>
Infrastructure	<p>CIAP: Some classes are held in open spaces between the school buildings as well as physical training; dormitories</p> <p>ENSP: Classrooms are equipped with black boards, chairs, tables. Some classes are held in open spaces between the school buildings as well as physical training. Library; a multimedia room; conference room, and dormitories.</p> <p>ECIG: Classrooms are equipped with black boards, chairs, tables and fans; possible use of a video projector, dormitories</p> <p>ENAM: Classrooms are equipped with black boards, chairs, tables; great capacity auditorium; library</p>		



	NIGER	SENEGAL	TOGO
TRAINING CENTRES			
School names, year of creation and mandate	<p>École nationale de Police et de la formation permanente (ENPFP), 1965</p> <p>Service Central de protection des mineurs et des femmes, (Brigade des mineurs – BM) 2007: protection of women and minors</p> <p>École de Gendarmerie nationale (EGN), 1960: training of gendarmes and non-commissioned officers to offer retraining and skills upgrading sessions</p> <p>Centre d’instruction de la Garde nationale du Niger (CI/GNN), combat training sessions of young recruits, executives’ retraining, and internships offered to graduate with a diploma</p> <p>École de formation des officiers des Forces armées nigériennes (EFOFAN), 1997 – Initial training of army officers, of the Gendarmerie, of the National Guard and collaterals (5 year-diploma personnel: engineers, doctors, solicitors); and military training. Training duration: six months to one year.</p> <p>b) Upgrading of the army officers’ skills, for officers who have been trained in Arabic-speaking countries.</p> <p>c) Practical and skills upgrading sessions of the subordinate officers</p> <p>École nationale des sous-officiers d’active (ENSOA), 1985 – Provides the training of non-commissioned officers students, formerly civilians or army forces; internships for non-commissioned members (ADL) and army and National Guard executives</p> <p>Groupement d’instruction des hommes de troupe de Tondibiah (GI Tondibiah), around 1960, Young recruits’ training</p>	<p>École nationale de police et de la formation permanente (ENPFP), 1950 under the name of Ecole de Police of French Western Africa. Trains: police superintendents, officers, non-commissioned officers, and police agents (from Senegal and other nationalities of the West African region) and functionaries from the prison administration.</p> <p>École de gendarmerie du Sénégal (EGS), 1961. Training of two schools in 2007:</p> <ul style="list-style-type: none"> – École des officiers de la gendarmerie nationale (EOGN) located in Dakar. This school provides practical training serving a regional purpose (French-speaking African countries) – École des sous-officiers de la gendarmerie nationale (ESOGN) located in Fatick (trains senegalese non-commissioned officers). <p>Centre National de Police Judiciaire (CNPJ) trains non-commissioned officers at the OPJ and shifts Brigade commanders</p> <p>Centre d’Instruction des Gendarmes Auxiliaires (CIGA) trains the conscripts</p> <p>Centre de Perfectionnement de la Gendarmerie Mobile (CPGM) ensures the professional development of intervention units for maintaining order</p>	<p>École nationale de police (ENP), 1976 Provides vocational training internships, retaining and skills upgrading sessions to members of the police force from the different sections of the National Police.</p> <p>École nationale de gendarmerie (ENG), 1961, training provided to the gendarmes in view of judicial, administrative and military police missions</p>
Infrasctructure	Classrooms are equipped with black boards, chairs, tables, bench-tables, fans. Some classes are held in open spaces between the school buildings as well as physical training. Some schools have overhead projectors, a computer room and a library.	<p>ENPFP: between 8 to 10 rooms (25 to 30 people capacity), one lecture theatre (80 people capacity) and one multifunctional room (under repairing), one computer room (8 work stations) and a information centre, 3 dormitories and one two-story health station and five buildings with simple dormitories. One health station, one household and one recreational room.</p> <p>EOGN: two conference rooms, with a 100-person capacity each, 3 brigades’ rooms for their initial training, and 3 classrooms for the practical classes. Each room has a capacity of 15 to 20 students. A computer room with 20 work stations, a simulation room (fictitious brigade) as well as an infirmary. The School shelters a skills-upgrading Centre for the mobile unit of the Gendarmerie (Centre de perfectionnement de gendarmerie mobile, CPGM), a National Judicial Police Centre (Centre National de Police Judiciaire, CNPJ), an English-speaking learning and skills upgrading centre</p> <p>ESOGN: 6 classrooms with a capacity of 100 people, a lecture theatre (but under construction) for 172 people, a household for 170 people, a computer room with 70 computers.</p>	



	CAMEROON	CÔTE D'IVOIRE	GUINEA
TRAINING CENTRES			
Classrooms capacities	<p>CIAP: maximum capacity of 2 500 students for both ranks</p> <p>ENSP: a 1000-student capacity per year (police superintendents students, officers students and short term interns)</p> <p>ECIG: students' promotion include on average 1 800 gendarmes students, 1 200 non-commissioned officers students, and 100 officers students.</p> <p>ENAM: approximately 60 Court auditors students; 100 students to be trained as civil servants for the Court registrar office (the other divisions are not included); classrooms capacities are lower than the current ones (35-50 students in the section magistrature)</p>	<p>ENP: 250 students</p> <p>EGA: 80 students</p> <p>EGT: 100 students</p>	<p>ENGs: 100 students</p> <p>ENGK: 50-60 students</p> <p>ENP: 40-50 students</p>
Use of information technology during training sessions (computers, projectors etc.)	<p>CIAP: Information not available</p> <p>ENSP: Yes, for conferences and specialised training sessions</p> <p>ECIG: Yes, possible use of a video projector in some courses</p> <p>ENAM: Yes, possible use of a video projector in the great capacity auditorium</p>	<p>Except for the classes given by external instructors</p> <p>ENP: No</p> <p>EGA: No</p> <p>EGT: No</p> <p>Approximately 20 computers per 1 500 students in each school</p>	<p>ENGs: No</p> <p>ENGK: One projector available</p>
Size of the classes – number of students per course	<p>CIAP: 110 students</p> <p>ENSP: 60-75 students</p> <p>ECIG: up to 200 students</p> <p>ENAM: approximately 60 students</p>	<p>3 schools: between 75 and 250 students</p>	<p>ENGs: 40</p> <p>ENGK: 40-50</p> <p>ENP: to be determined</p>
Availability of a students' resources centre	<p>CIAP: information not available</p> <p>ENSP: Yes, library, multimedia room, conference room</p> <p>ENAM: Yes</p>	<p>ENP: Library</p> <p>EGA: No</p> <p>EGT: No</p>	<p>ENGs: Information centre</p> <p>ENGK: Information centre</p> <p>ENP: Library under construction</p>

	NIGER	SENEGAL	TOGO
TRAINING CENTRES			
Classrooms capacities	<p>ENPFP: 600 students</p> <p>BM: (Not applicable)</p> <p>EGRN: 1000 students</p> <p>CI/GNN: 1 500 students</p> <p>ENSOA: 460 students</p> <p>GI Tondibiah: 1 000 students</p>	<p>ENPFP: Overall, students' promotions can reach the number between 200 and 600 students.</p> <p>EOGN: The students' promotions vary from 15 to 30 students (45 overall), for the initial training and 45 students for the practical courses. Approximately 360 students</p> <p>ESOGN: 660 students this year</p>	<p>ENP: 50-60 students</p> <p>ENG: between 100 and 150</p>
Use of information technology during training sessions (computers, projectors etc.)	<p>ENPFP: no</p> <p>BM: Not applicable</p> <p>EGRN: no, but project to equip the school with an overhead projector</p> <p>CI/GNN: no</p> <p>EFOFAN: yes, there is one computer and a video projector in the classrooms</p> <p>ENSOA: yes, there is a video projector and an overhead projector in the classrooms</p> <p>GI Tondibiah: no</p>	<p>ENPFP: mobile overhead projector (5), portable computers (3) computer room with 8 working computers</p> <p>EOGN: one computer room with 20 work stations. Each classroom can be equipped with an overhead projector, and there are portable computers made available to students.</p> <p>ESOGN: 10 projectors and a computer lab with 70 spots</p>	<p>ENP: No, unless the teacher demands it</p> <p>ENG: yes, projectors are used</p>
Size of the classes – number of students per course	<p>ENPFP: size varies from one rank to another, but the maximum capacity of the classrooms is 50 students.</p> <p>EGRN: approximately 60 students per class</p> <p>BM: Not applicable</p> <p>CI/GNN: platoon of 50 students or company of 100 to 114, according to the subject-matter being taught</p> <p>EFOFAN: approximately 25</p> <p>GI Tondibiah: students are grouped within companies; each company is divided in two platoons, and each platoon into two sections. One company is hence divided in 4 sections. Each section encompasses 30 students.</p>	<p>ENPFP: classroom capacity of 25 to 30 students.</p> <p>EOGN: brigades' classrooms capacity between 15 to 20 students.</p> <p>ESOGN: classrooms capacity of 100 students.</p>	<p>ENP: 30-40 students</p> <p>ENG: around 100</p>
Availability of a students' resources centre	<p>ENSOA: computer room with 10 computers and internet access</p> <p>CI/GNN: computer room accessible to instructors only up to date</p> <p>ENPFP: public library open to all (including non members of the school), computer room accessible to students</p>	<p>ENPFP: information centre (5 book-shelves filled with documents), room for police superintendent students.</p> <p>EOGN: an English-speaking learning and skills upgrading centre</p> <p>ESOGN: no</p>	<p>ENP: No</p> <p>ENG: Yes</p>

ANNEX 4 – A comparison between participating countries: Curriculum and procedure to amend curriculum

	CAMEROON	CÔTE D'IVOIRE	GUINEA
TRAINING			
Training course	<p>CIAP: Two years for Police Inspectors and nine months for Peacekeepers</p> <p>ENSP:</p> <ul style="list-style-type: none"> – 24 months for commissioners and police officers coming from external competitions – 12 months for commissioners and police officers coming from internal competitions, or beneficiaries of professional advancement – 3 months of employment adjustment internships, called level upgrading – from 1 to less than 3 months for retraining – 6, 9 or 12 months for professional skills or specialisation internships <p>ECIG:</p> <ul style="list-style-type: none"> – CI: Initial training of gendarmes students for the <i>Certificat d'Aptitude Technique</i> (CAT 1 or 2) during four to six months, followed by a two-year period of practical work through deployment on the field. – ESO: 10-month initial training (6 months for holders of CAT 1) followed by a two-year period of practical work through deployment on the field. <p>ENAM: training in the judicial division takes place over two academic years, the first year includes 60-day military service followed by two academic semesters at the ENAM; the second year includes a four-month professional practice internship and one academic semester at the ENAM.</p>	<p>ENP: Initial training every year, according to the required number of workforce. <u>Non-commissioned officers:</u> 12 months/<u>Officers:</u> 18 months/<u>Police superintendents:</u> 24 months</p> <p><i>Curriculum:</i> basic joint training, theoretical and practical police training</p> <p><i>Continuing education:</i> according to the resources made available and the needs as identified</p> <p>Continuing education: 2 to 5 days</p> <p>EGA: non-commissioned officers: 22 subject-matters over 16 months on a 2-year period of time = 8 months of military training: military correspondence-transmissions, internal service regulation, weaponry, policing-law enforcement + 8 months of specialised training to become a <i>gendarme</i>: legal training, physical discipline (swimming and Taekwondo), internships (policing-law enforcement or procedural intervention), visits and conferences/seminars (2 to 3-day long per external lecturer, pertaining to International Public Law, refugees law, corruption...) and vocational intervention internships (1 week).</p> <p><u>Officers:</u> 9 months of skills upgrading after two years at the EFA.</p> <p><u>Army executive:</u> vocational exams, 3 weeks to graduate with a certificate (<i>brevet d'application technique</i>) and 3 months to become a law enforcement officer (LEO)</p> <p>EFA: Ecole des Forces Armées</p> <p>EGT:</p> <ul style="list-style-type: none"> – 1st year: Training all weaponry (armament, combat, IST etc.). In order for interns to become military officers capable of commanding a combat unit in the DOT framework (<i>operational defence of the territory</i>) at the end of the first year – 2nd year: vocational training, introduction of legal matters such as the DPG, DPS, PP and the master of certain techniques unique to our institution in order for interns to become law enforcement officers, criminal police agents and traffic police at the end of the 2nd year <p>Authorisation from the supervisory authority relative to the relevance of disruption and follow through of the development stages</p> <p>ENP: by submitting a joint letter from the technical support unit at the supervisory office and State and Interior Minister</p>	<p>ENGs: Main focus on judicial police, 7 training cells (ethics et foreign languages – 11 trainers / legal courses – 14 trainers / policing and law enforcement – 14 trainers / intelligence – 6 trainers / administrative police – 8 trainers / special technical training – 17 trainers / vocational intervention and sports – 14 trainers).</p> <p>3-hour classes, twice a day + sports training. 6-month duration.</p> <p>ENKs: Main focus on policing and law enforcement, 4 training cells (ethics, technical and specialised training, law enforcement/combat, vocational intervention and sports).</p> <p>4-month duration (<i>military</i> 2 months – 172 hours and professional 2 months – 259 hours) 120h are devoted to mandatory study sessions, 30 hours to weekly-exams, 11 hours for final theoretical and practical exams, 45 hours for quarters maintenance.</p> <p>Classes are held every day, from Monday to Friday: 2 hours of sports training in the morning, 2x3 hour-classes/day, 2-hour supervised study in the evening</p> <p>ENP: Execution agent: twofold training: <i>military</i> (6-month basic joint training) and <i>professional</i> (9 months). <u>Officers:</u> threefold training: Vocational environment (school regulation, ethics, ranks, introduction to the different police services), <i>Acquisition of Competence</i> (overall law and practical courses), <i>Familiarisation with Field partners' techniques</i> (functioning of the judicial, penitentiary, state administration, among others).</p>
Curriculum amend-ments procedure	<p>CIAP: proposal made by School headmaster, for approval by the <i>Délégation Générale à la Sûreté Nationale</i></p> <p>ENSP: proposal made by School headmaster, for approval by the <i>Délégation Générale à la Sûreté Nationale</i></p> <p>ECIG: Head command of the <i>Écoles et Centres d'Instruction de la Gendarmerie Nationale</i> (ECIG) can integrate new modules in the training</p> <p>ENAM: School headmaster can implement additional modules</p>	<p>SEGA/EGT: proposal made by the Gendarmerie schools, for approval by the Labour and Organisation Bureau of the Head Command of the <i>Gendarmerie</i></p>	<p>ENG: submission of a draft of a training syllabus to the Instruction Operations Manager</p> <p>EPN: submission of a draft of a training syllabus to the National Management of the training of the Security Services</p>



	NIGER	SENEGAL	TOGO
TRAINING			
Training course	<p>EGN: Initial training of newly admitted students with 20 subject-matters over a 12-month period: 6-month military training and 6 months of special training to become a <i>gendarme</i></p> <p>CI/GNN: 6-month military training and special training sessions that last from 6 weeks to 2 months. Starting as of October or November.</p> <p>EFOFAN: initial training of army officers, of members of the Gendarmerie and of the National Guard: 2 years and more than twenty disciplines taught.</p> <p>For collaterals: a 6-12-month duration. Starting as of September until July.</p> <p>ENSOA: training over a 2-year period, 4 phases punctuated by internships. Starts in September.</p> <p>GI Tondibiah: six-month training with 14 subject-matters being taught.</p> <p>ENPFP: 18-month training over 2 years, 2 periods of nine months</p> <p>First year: theoretical training</p> <p>Second year: practical training</p> <p>BM: Members of the Juvenile Squad attends punctual training sessions (seminars lasting few days)</p>	<p>ENPFP: 2-year initial training (teaching on theory and practical internships)</p> <ul style="list-style-type: none"> – Professional disciplines – Legal disciplines – Specific disciplines, schedule credits (36H; 72H; 108H) <p>EOGN: Separate training course of a 2-year initial training, completed by one- year training in the application course (regional competence). There is a newly offered class for captains.</p> <ul style="list-style-type: none"> – Initial training for non-commissioned-officers: military legal, vocational and sports training; – Implementation class for <u>student-officers in the sub-region</u>: training of officers of the Gendarmerie of the sub-region. – Classes aimed for <i>captain officers</i>, who want to become executives in the units head command – 5 months. (selected by the high command). <p>ESOGN: the training course is 2-year long. During the first year, classes are mainly military-focused classes, as well as law enforcement classes for students to be operational as soon as possible. During the second year, the training is mainly vocational and lasts 5 to 6 months. Eventually, students complete their training with 3-month internships.</p>	<p>ENP: <u>Recruits</u>: 6-month <i>military training</i> (sports and weapons handling)/<i>vocational training</i> for 6 months (<u>peace officers</u>) or 9 months (<u>assistant police officers</u>) or 9 months (police officers) or 12 months (<u>commissioners</u>)</p> <p>* Peace officers will have to wait 5 years before taking a rank upgrading training after the basic one and commissioners take specialisation training and retraining.</p> <p>ENG: <u>Recruits</u>: military training over a 6-month period at the National Instruction Centre for elementary arms training (FETTA). Then, gendarmes students will undergo their gendarmerie internship to obtain the <i>Certificat d’Aptitude a la Gendarmerie</i> (CAG) which lasts 6 months. After three years of service: <u>assistant-gendarmes</u> can graduate with this certificate to become chef patrol or law enforcement officers (CACP). The CAG and the CACP are taken by everyone. After approximately 5 years of service, some will take an internship in ELO (for departmental branch) or the DAT (<i>diploma d’aptitudes techniques</i>) for mobile unit. <i>Gendarmes squads</i>: diploma and/or certificate (diplôme/brevet d’aptitude technique) After these two diplomas, a selection takes place for common training for <i>Diplôme de qualification supérieure de la Gendarmerie</i> (First and second degree) for upper-ranked personnel (around 10 years of service or more)</p>
Curriculum amendments procedure	<p>In all schools: guidelines stem from the ministries</p> <p>EFOFAN, ENSOA, GI Tondibiah, EGN: Ministry of Defence</p> <p>ENPFP, CI/GNN, BM: Ministry of Interior, Public Safety, Ministry of Decentralisation and Religious affairs</p>	<p>ENPFP: proposal of a preliminary draft of the training module on child’s rights submitted as well as a letter to the School headmaster. This latter can submit this draft to the Police head manager for him to approve its integration into the curriculum. This procedure is to be followed every year because new subject-matters are integrated in the curriculum on a regular basis (1978 ministerial decree pertaining to training considered obsolete.</p> <p>EOGN et ESOGN: proposal of the training module draft made by the two headmasters of each school to their hierarchy within the Head command of the <i>Gendarmerie</i> (the training Headmaster). Then this latter will have to submit a proposal to the Education and training Unit for approbation.</p>	<p>ENP: the head of school and the director of studies can, but with approval from the board</p> <p>ENG: the head of school with the <i>Directeur Général</i> of the <i>GN</i> and the <i>État major général</i></p>



ANNEX 5 – A comparison between participating countries: Minimum age and legal framework

	CAMEROON	CÔTE D'IVOIRE	GUINEA
MINIMUM AGE FOR EXERCISING RIGHTS			
Criminal liability or lack thereof	<ul style="list-style-type: none"> – Minors, aged 10 years or less, are not criminally liable. – The child aged between 10 and 14 years is criminally liable, but the measures or convictions to be applied are governed by special dispositions as stated by law to that end. – The criminal code states that for minors aged between 14 and 18 years, parallel measures apply. Indeed, beside the leniency that may apply with regard to some measures, these children can be sentenced. In other words, both the lenient measures and sentencing can be applied. – Criminal majority: 18 years 	<p>> 10 years old: exemption from criminal liability</p> <p>10-13 years old: absolute discharge for minors (steps taken for assisting protection and surveillance)</p> <p>13-16 years old: mitigating circumstance of minority</p> <p>16-18 years old: mitigating circumstance of minority but in the case of a criminal offence, they are liable for the court of assisted of minors</p>	<p>14 years old.</p> <p>Age of criminal majority: 18 years old.</p> <p>Age of civil majority: 21 years old</p>
Right to marriage	15 years for girls and 18 years for boys	18 years of age for female and 21 years of age for male. See art. 1-3 of Law 64-375 of 07/10/64 modified by the Law n°83-800 of August 2nd 1983.	18 years old (boys and girls)
Consent to sexual activity	There seems to be no express disposition in the law that sets a minimum age of consent for sexual activity.	15 years old	
Recruitment in armed forces	No child aged 17 years or less can be recruited in armed forces	18-25 years old: Gendarmerie 18-35: Police according to the military function code	18 years old
Right to work	Article 14 of Statute n° 92/007 of August 14, 1992 pertaining to the Labour Code, sets the minimum employment age at 14 years old, until this age, the child has to attend school.	See art. 23-8 of the worker's code See law n°2010-212 of 30/09/2010 in its art. 10	16 years old
LEGAL FRAMEWORK			
International law prevailing over domestic law in the Constitution	Yes	Yes	Yes
Existence of specific provisions to protect the minor in the Code of criminal procedure	Yes	Yes, thanks to a special jurisdiction for minors which promotes a rehabilitative approach through the mobilisation and involvement of its social and community-based network	Yes, but the Children's code prevails should there be any contradictory provision with the Code of criminal procedure and proceeds with rejections
Offence/crime against a minor considered as aggravating circumstance	Overall, the law does not discriminate according to age or gender as soon as the protection of the child against violence is at stake. The law tends to consider such violence against a child as an aggravating circumstance (art. 350 of the Criminal code).	Yes, notably in cases of public morals offence, prostitution, affront to public decency, rape, or incest implicating a minor	Yes, particularly any offence that affects the physical and moral integrity of the child.
Existence of a Children's Code	No, but there is a statute draft on a Code of child protection (Code de protection de l'enfance)	No	Yes
Acknowledgement of customary law within domestic law/which one of them prevails?	Yes. The law should in principle prevail over customary law.	No, current state of law excludes any application of customary law	No
Recognition of the competences of informal actors (ex: traditional leaders) in criminal matters	Yes	Recognition of traditional community leaders as auxiliary authorities by decree	Some of them, provided they are officially recognised by the authorities



	NIGER	SENEGAL	TOGO
MINIMUM AGE FOR EXERCISING RIGHTS			
Criminal liability or lack thereof	13 years old (art. 6 Govt. Order 99-11)	Starting from 13 years old but with less severe charges than those for adults	14 years old
Right to marriage	18 years old for boys and 15 years old for girls (art. 44 of the Civil code)	18 years old (boys) 16 years old (girls)	18 years old and over (boys and girls)
Consent to sexual activity		16 years old	
Recruitment in armed forces	18 years old (statute N°62-10 of March 16th, 1962 pertaining to the recruitment process in the Republic of Niger)	18 years old (voluntary military service). 20 years old (for selective conscription service).	18 years old
Right to work	Minimum age: 14 years old (except for work likely to harm children's health, safety or morals in which case the minimum age is 18 years old)	15 years old	15 years old
LEGAL FRAMEWORK			
International law prevailing over domestic law in the Constitution	Yes (art. 171 Constitution)	Yes	Yes
Existence of specific provisions to protect the minor in the Code of criminal procedure	Yes	Yes, because of the existence of a special Court for minors	Yes, but the Children's code prevails should there be any contradictory provision with the Code of criminal procedure
Offence/crime against a minor considered as aggravating circumstance	Yes, particularly sexual or violent offences, and any crime involving negligence or abandonment	Yes	Yes
Existence of a Children's Code	No	No (but a Children's Code should be soon adopted)	Yes
Acknowledgement of customary law within domestic law/which one of them prevails?	Yes, but in criminal matters. The law should in principle prevail over customary law.	The law should in principle prevail over customary law.	No
Recognition of the competences of informal actors (ex: traditional leaders) in criminal matters	No	No	Information not available



ANNEX 6 – A comparison between participating countries: Profile of instructors

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
TRAINERS						
Number of trainers per training centre (average)	<p>CIAP: 100</p> <p>ENSP: information not available</p> <p>ECIG: 40 to 200 teachers according to the intensity of courses and internships.</p> <p>ENAM: approximately 15 external teachers in cycle A of the judicial division</p>	<p>ENP: 368 permanent teachers/250 teachers' assistants) for the 3 categories (supervisory staff/police officers who do not belong to the school/civilian teachers)</p> <p>EGA: 120 permanent teachers on 192 executives</p> <p>EGT: 100 permanent teachers, around 10 specialised teachers and external resources pool for specialised subject-matters (law and forensics)</p>	<p>GN: 82 instructors trained to make training durable and professional (39 in Sonfonia, 44 in Kaliah) since 01/12</p> <p>ENP: information not available</p>	<p>ENP/FP: employs over a hundred permanent people acting as instructors and supervisory staff, coming from the police force, as well as over thirty teachers coming from outside of the institution</p> <p>BM: Not applicable</p> <p>EGN: 200</p> <p>CI/GNN: has about 250 men regardless of the ranks</p> <p>EFOFAN: 100</p> <p>ENSOA: has approximately 30 teachers</p> <p>GI Tondibiah: 200</p>	<p>ENPFP: Around 50 permanent supervisory staff members, 20 to 60 instructors and external teachers. The number is determined according to the students' promotion</p> <p>EOGN: around 50 external teachers and 11 internal instructors</p> <p>ESOGN: 100 supervisory staff members, 11 exterior actors</p>	<p>ENP: 15 administrative employees and teachers (all police officers)/ 33 external trainers (30 police officers and 3 magistrates)</p> <p>ENG: 12 permanent trainers</p>
Trainers' profiles, recruitment process	<p>CIAP: information not available</p> <p>ENSP: permanent and non-permanent teachers (substitute/supply teachers); relevant expertise in the subject-matter at hand (police officers, military personnel, law professors, etc.)</p> <p>ECIG: permanent teachers (50) and non-permanent depending on level of expertise as acknowledged.</p> <p>ENAM: the majority are external teachers and non permanent: university professors, personnel of the Ministries, judges. They are selected by the school according to the resume and their pedagogical capacities assessment.</p>	<p>ENP: With relevant and adequate specialisation and several years of fieldwork experience, coming from the different police forces. Law trainers do not belong to the PN.</p> <p>EG: all Gendarmes instructors once they have received pedagogy training. No special selection other than mastering the subject matter.</p>	<p>GN: Minimum rank of Sergeant chief (Maréchal des Logis Chef – MLD/C)</p> <p>10-month combat, road traffic, public order enforcement, International Public Law training. Then one-month andragogical training.</p> <p>ENP: Formerly chief services (chefs de services) Currently, there is no recruitment process, and the teaching profession has no permanent status, since the training curriculum is being revised and the school is under construction.</p>	<p>ENPFP: 70% are police officers designated by a Ministry of Interior's order, designation based on the proposal of the General Head of the national police. The others do not belong to the Police force (magistrates, researchers, law professors, etc.)</p> <p>BM: Upper-ranked police officers or Local Committees members (Judges for minors, regional managers responsible for youth protection and technical assistants)</p> <p>EGN: Officers and non-commissioned officers of the Gendarmerie. Designated by a Gendarmerie Nationale High Command's decision, which is conveyed to the National Defence Ministry as a written account. Sometimes, French instructors.</p> <p>CI/GNN: subordinate officers (Lieutenant, Second lieutenant), Upper-ranked and subordinate officers (Chief warrant officer – Major; Warrant officer first class – Adjudant chef; Warrant officer – Adjudant) of the National Guard; designated by a High Command's decision, designation based on the proposal of the Direction de la statistique des opérations et de la formation (DSOF) upon the Central command's advice.</p> <p>EFOFAN: instructors designated by Armies' Headquarters, designation based on the School Head command's proposal</p> <p>ENSOA: appointed by the Headquarters according to the school's needs and taking into consideration their competences/skills and appointments</p> <p>GI: officers and non-commissioned officers as well as militaires du rang.</p>	<p>ENPFP: police officers in office or retired Police force (magistrates, law professors, etc.). The higher in hierarchy, the more the teachers are recruited outside of the police. Recruitment made by both the Studies manager and School principal who submit their choices to the Head of the Police. Selection criteria are based on the recruits' expertise, their academic level, as well as their teaching experience.</p> <p>EOGN: 1/3 in office or retired officers of the Gendarmerie and 2/3 of professionals from the legal system or with other fields of specialty</p> <p>2 divisions: One supervisory team made of officers of the Gendarmerie appointed by the Gendarmerie High Command and the teaching team is chosen by the School principal.</p> <p>ESOGN: 2/3 of Gendarmerie officers and non-commissioned officers either in office or retired and 1/3 of professionals who do not belong to the Gendarmerie</p>	<p>ENP: practitioners from the Police force (mini-mum rank: officer). All permanent</p> <p>ENG: Gendarmerie officers with professional experience and university-level and pedagogy training (2 weeks)</p>

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
TRAINERS						
Trainers subject to continuing education	<p>CIAP: training is neither systematic nor regular; however trainers can take part in some seminars, which content is used by these trainers in the training they give.</p> <p>ENSP: it is not systematic, but there are retraining sessions as well as seminars.</p> <p>ECIG: information not available</p> <p>ENAM: it is not systematic, there are some isolated specialised training sessions, organised by the Ministry.</p>	<p>ENP: not compulsory but offered by the continuing education division, according to what is needed.</p> <p>EGA and EGT: yes. Retraining for each subject-matter</p>	<p>ENGS and ENKG: some instructors are currently interns in the schools for them to improve/upgrade their training</p> <p>ENP: information not available</p>	<p>In all schools, trainers often follow trainings for trainers.</p>	None	<p>ENG: information not available</p> <p>ENP: information not available</p>
Average number of trainers' years of teaching experience in the same training centre	<p>CIAP: information not available</p> <p>ENSP: continuous use of non-permanent teachers' services.</p> <p>ECIG: not available</p> <p>ENAM: 6-7 years</p>	<p>ENP: must have fieldwork experience. Varies but is not subject to transfers like the Gendarmerie staff</p> <p>EGA: rarely goes beyond five or six years. No fieldwork experience required.</p> <p>EGT: at least 3 years</p>	<p>ENGS and ENKG: all instructors have started in 2012</p> <p>ENP: information not available</p>	<p>ENPFP: 2 to 3 years</p> <p>BM: Not applicable</p> <p>EGN: 2 years</p> <p>CI/GNM: the normal duration of the instructors' stay at the Centre varies according to the transfers</p> <p>EFOFAN: 2-3 years</p> <p>ENSOA: 2-3 years</p> <p>GI Tondibiah: one year</p>	<p>ENPFP: 2 to 3 years</p> <p>EOGN: approximately 2 years</p> <p>ESOGN</p>	<p>ENG: information not available</p> <p>ENP: number varies given that the instructors are in office</p>
Trainers' andragogy (or pedagogy) training	No	<p>EGA et EGT: trainers' training and pedagogy course</p> <p>EGA: Course in Andragogy for teachers</p>	<p>ENGS et ENKG: one month with the Coopération française</p> <p>ENP: information not available</p>	<p>In all schools for security and defense forces, pedagogy training is included in the initial training. Then once the trainers are appointed in a school, they follow an upgrading skills session which duration varies from one school to another. These trainings are more pedagogy-oriented.</p>	<p>ENPFP: Some are trained in pedagogy</p> <p>EOGN: all Gendarmes officers follow pedagogy courses in their academic curriculum.</p> <p>EOSN: a 4-day training is given by Gendarmerie High command officers on secondment.</p>	<p>ENG: Yes, for 2 weeks with the Coopération française. (No assessment at the end of this training).</p> <p>ENP: information not available</p>

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
TRAINERS						
Training partnership with external actors to schools	<p>CIAP: Information not available</p> <p>ENSP: Information not available</p> <p>ECIG:</p> <ul style="list-style-type: none"> - Ci: Information not available - ESO: Information not available - EOGN: Information not available - CPTMO: Coopération française <p>CPPJ: Coopération française</p> <p>ENAM: Service de Coopération et d'Action culturelle (SCAC), French École Nationale d'Administration (ENA - France), African Training and Research Centre in Administration for Development (CAFRAD)</p>	<p>No formal agreement between the schools and the organisations except the ICRC.</p> <p>ENP: United States embassy (English courses) IRC (gender-based violence) ICRC (Int'l Public Law), UNPOL (Human rights Law, protection of leading figures)</p> <p>EGA and EGT: ICRC for trainers' training in Int'l Public Law.</p>	<p>ENGS and ENKG: in 2009, partnership with the Coopération française in order to implement pedagogy teaching to trainers</p> <p>ENP: trainers' training in order to make the Service de coopération technique international de police (STIP) training durable</p> <p>UN: to come, a training on gender-based violence, pertaining to girls (minors) by UNICEF, the United Nations Population Fund and partnership with social affairs, health, justice, public safety and civilian protection, and defence.</p> <p>ICRC: Int'l Public Law, raising awareness on children's rights</p>	<p>ENPPP: The Danish Institute for Human Rights (DIHR) and the support project to the police and Gendarmerie of Africa training, and Law enforcement officers' training, as well as municipal police officers who operate from their municipalities of origin.</p> <p>EGN: Coopération française, DIHR, ICRC</p> <p>CI/GNN: the DIHR, the ANDDH, the ICRC, the Coopération française</p> <p>EFOFAN: ICRC; and initial training of the Gendarmerie and National Guard officers</p> <p>ENSOA: officers (teachers) coming from other corps of security and defense forces; intervention of the ICRC; Training of the managerial staff and non-commissioned officers of the National guard</p> <p>GI Tondibiah: none</p>	<p>ENPPP: UNODC (money laundering) AFORMA, Coopération française and belgian cooperation (cybercriminality)</p> <p>EOGN: Frederich Ebert Foundation (2 weeks-seminars every year).</p> <p>AFORMA, Coopération française and belgian cooperation, ICRC</p> <p>ESOGN: ICRC</p>	<p>ENG and BM of the National police: training on certain aspects of the criminal procedure involving minors by the Coopération française.</p> <p>Int'l Public Law courses given by the ICRCf the Red Cross; Comité National Rights-level training and in pedagogy (weeks) – re further aimed towards pedagogy. (OPJ) (trainers' training).</p>
Training partnership with external actors on children's rights/ Who and since when?	<p>3 partnerships:</p> <p>École Nationale de Magistrature de Bordeaux (ENM), Programme Canadien de bourse de la Fracophonie (PCBF), École Régionale Supérieure de la Magistrature (ERSUM)</p>	<p>ENP: currently no</p> <p>EGA: no</p> <p>EGT: Save the Children from 2004 to 2008</p>	<p>The following training sessions are given to actors intervening in security forces, but not necessarily to instructors. With the police since 2000, and since 2011 by Sabou Guinée and Terre des homes, raising awareness sessions on children's rights. Terre des hommes has initiated a training programme for trainers since April 2012 aimed at security forces personnel involved in specialised brigades.</p>	<p>BM: trainers from NGOs, from the Magistracy, from from security forces and from UNICEF</p>	<p>EOGN: Frederich Ebert Foundation (minors' legal protection) since 2007.</p>	<p>PN: WAO Africa, a 13-hour child protection course (peace officers, corporals/sergeants – Brigadiers; and lance-sergeants – Brigadiers chefs) or 20h (law enforcement agents or officers)</p> <p>ENP and ENG: educational sessions on Children's Code given by the Youth Protection Management (Direction de la protection de l'enfance) since the passing of the Code in 2007</p>

ANNEX 7 – A comparison between participating countries: Profile of students

	RECRUITS' PROFILES/RECRUITMENT PROCESS	FEMALE PRESENCE	FOREIGN STUDENTS
CAMEROON	<p>CIAP: Competitive examination, CEP/FSLC required (Primary school aptitude certification): Peacekeeping agent student (Gardien de la paix); BEPC/GCE O/L required (4 subject-matters except religion) (Brevet d'Études Primaire Élémentaire): Police inspector student</p> <p>ENSP: Competitive examination BAC level (Bachelor's Degree): student police officer; External Competitive examination Licence level: student police commissioner; Competitive examination Doctorate level: Competitive examination for the title of Police Commissioner 4th rank (BEPC level)</p> <p>ECIG:</p> <ul style="list-style-type: none"> – CI: Competitive examination and 4-month military training – ESO: Certificate (Certificat d'aptitude 1) and competitive examination or high school diploma (Baccalauréat) and competitive examination – EOGN: High school diploma (Baccalauréat) and 3 years of studies in a military school or non-commissioned officer with a brevet d'arme 2. <p>ENAM: External and Internal competitive examination Diplomas demanded are master in law for lectures, a degree in law for administrators of court registries, Baccalaureate for registrar's assistants</p>	<p>CIAP: yes</p> <p>ENSP: yes (98 in 2009)</p> <p>ECIG:</p> <ul style="list-style-type: none"> – CI: information not available – ESO: yes – EOGN: yes <p>ENAM: yes</p>	<p>CIAP: students, yes, from the Republic of the Congo and the Central African Republic</p> <p>ENSP: students, yes, from the Republic of the Congo, the Central African Republic, Chad, Benin, Equatorial Guinea</p> <p>ECIG: Yes</p> <p>ENAM: Yes, Equatorial Guinea, Gabon, Chad, Central African Republic</p>
CÔTE D'IVOIRE	<p>ENP: citizen of the Republic of Côte d'Ivoire, enjoyment of full civic rights, good character, aged between 18 and 35 years old, must satisfy requirements of intellectual and physical fitness, not suffering from any serious or contagious disease or disability/admission by competitive examination</p> <p>EGA/EGT: citizen of the Republic of Côte d'Ivoire, aged between 18 and 25 years, secondary school diploma required (BEPC) or equivalent, height \geq 1,68m, be in good physical, mental and intellectual health, and be in good morality according to the military function code/admission by direct competitive examination</p>	Only for the police	Yes for the Gendarmerie during application process of officers (EGA). Non for the Police since 2000.
GUINEA	<p>ENP: Guinean citizen, aged between 18 and 22 years old, secondary school diploma required (BEPC – for enforcement agents or agents d'exécution) or a high school diploma (Baccalauréat – for officers and super-intendants). GN: 18 years old, Minimum level Brevet</p>		
NIGER	<p>EGN: citizen of Niger, enjoyment of full civic rights, no criminal conviction, good conduct, good character, good physical condition, and of age</p> <p>CI/GNN: come from all countries (women and men); citizen of Niger, minimum age: 18, secondary school diploma (BEPC) required, a medical examination certificate and no criminal record/the medical examination represents the main factor in the recruitment process</p> <p>ENSOA: high school diploma at least (Baccalauréat) or an equivalent technical diploma/direct competitive examination as announced by an order of the Ministry of Defence stating the criteria, or by means of a semi-direct recruitment for non-commissioned officers (militaire du rang) of the FAN.</p> <p>ENPFP: good character, aged between 25 and 37 years old at most, minimum height of 1m 65 for men and 1m 60 for women; master-level diploma required/competitive examination organised by ministerial order published by press release; national organisational committee and regional sub-committees in charge of recruitment.</p> <p>EFOFAN: direct recruits: citizenship of Niger, enjoyment of full civic rights, no criminal conviction, good physical condition and aged 24 years old at most, three-year diploma required semi-direct recruits: 35 years of age or less, good physical condition, high school diploma required (Baccalauréat).</p> <p>GI Tondibiah: students are accepted after a direct recruitment. Minimum age of 18 years, and no minimal educational background is required.</p>	Women are present in all schools	<p>ENPFP: no</p> <p>BM: Not applicable</p> <p>CI/GNN: no</p> <p>EFOFAN: yes</p> <p>ENSOA: yes</p> <p>GI Tondibiah: no</p> <p>EGN: no</p>
SENEGAL	<p>ENPFP: Minimum of a secondary certification (Brevet de fin d'Études moyennes), depends on professional experience and physical fitness. Selection adapted according to rank, hierarchy of corps and the number of years of service. Aged between 21 and 35-55 years old/Recruited by a competitive examination, direct, professional or specialised. Age for the direct competitive examination: between 21 and 25-35 years old. Age for the professional competition: have at least 55 years old.</p> <p>EOGN: Training courses (to become officers): competitive examination (master degree required, aged between 20 and 25 years old) or professional competitive examination (at least 6 years of service in the Army and Gendarmerie), high school diploma required, professional certificates (certificat interarmes and diplôme d'aptitude professionnelle), aged between 26 and 32 years old. Practical courses (specialised) Open competitive examination for Senegalese officers and pro rata depending on available spots for African interns coming from the subregion.</p> <p>ESOGN: Secondary school diploma required (Brevet de fin d'études moyennes), two-year-military service after the Centre d'instruction des armées. Physical fitness. Selection adapted according to rank, hierarchy of corps and the number of years of service. Between 21 and 55 years old.</p>	Yes	<p>ENP: Yes</p> <p>EOGN: Yes, sub regional purpose of the School</p> <p>ESOGN: no</p>
TOGO	<p>ENG: aged between 18-24 years old, citizen of Togo, a secondary school diploma is required (Brevet d'étude de premier cycle) or equivalent, good character and physical fitness required</p> <p>ENP: aged between 18 and 25 years old during the recruitment exam, of Togolese nationality, possession of Brevet d'étude de premier cycle (or equivalent), good physical and moral condition</p>	Yes for both corps	No

ANNEX 8 – A comparison between participating countries: Teaching, Methods of Evaluation and Training Requirements

	CAMEROON	CÔTE D’IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
TEACHING						
Medium of instruction	<p>CIAP: Most classes are given in French but some are also in English, depending on the teacher; no translations are made.</p> <p>ENSP: Most classes are given in French but some are also in English, depending on the teacher; no translations are made.</p> <p>ECIG: French</p> <p>ENAM: Most classes are given in French but some are also in English, depending on the teacher; no translations are made.</p>	French	French	All in French. At GI Tondibiah, other than French, trainers use local languages for students who do not understand French.	French	French
Learning material	<p>CIAP: Blackboard, photocopier, projector; trainers make their own manual based on the course’s content</p> <p>ENSP: Blackboard, photocopier, projector; multimedia class for certain classes; trainers make their own manual based on the course’s content</p> <p>ECIG: Blackboard, photocopier, projector; trainers make their own manual based on the course’s content</p> <p>ENAM: Whiteboard, law books, and sometimes photocopiers, projector for certain classes; trainers make their own manual based on the course’s content</p>	<p>ENP et EGA: Instruction manual – student’s handbook and course syllabus for trainers and Power point presentation (especially projects requiring illustrations ex. legal medicine).</p> <p>EGT: Same as the above</p>	<p>ENGS et ENGK: Fiche de séance for the instructor and blackboard</p> <p>ENP: Blackboard, fiche de séance</p>	Concerning children’s rights, human rights, and the DIH, in all schools: blackboard, training manuals, handbook. In certain schools: projector, CDs.	<p>ENPFP: Documents photocopied for students (articles of the code, course syllabus or key ideas of the course). Power points</p> <p>EOGN: Material planned by the teacher, Power point presentation, training manual</p> <p>ESOGN: Teachers have official manuals of the training and instruction division for all classes. Students receive photocopies.</p>	<p>ENG: Written documents, projections and practical cases</p> <p>ENP: Course photocopies for the instructor, additional readings suggested by the instructor</p>
Duration of class on criminal law	<p>CIAP: Criminal law and special criminal law, duration of class not available</p> <p>ENSP: 36 h of criminal law and 36 h of special criminal law</p> <p>ECIG:</p> <ul style="list-style-type: none"> – CI: Certificat d’aptitude Technique 1:40 h of criminal law and 40 h of special criminal law – ESO: Certificat d’aptitude Technique 2:80 h of criminal law and 30 h of special criminal law – EOGN: Info is not available – CPTMO: Info is not available – CPPJ: Special internship for judicial police: 80 h of criminal law and 80 h of special criminal law <p>ENAM: Training: cycle A. For the judiciary section, 30h of special criminal law in the second semester</p>	<p>EGNA: Between 36h et 108h depending on what grade it is and EGT: 75h</p> <p>Police School:</p> <ul style="list-style-type: none"> – ESOP: 36 h, subordinate student police officer – EOP/ECP: At least 72H <p>EOP: Student police officer. ECP: Student police commissioner</p>	<p>ENGS and ENGK: Information is not available</p> <p>ENP: Information is not available</p>	<p>ENPFP:</p> <ul style="list-style-type: none"> – Commissioners: DPG: 36h; DPS: 60h – Police officers: DPG: 36h; DPS: 60h – Police investigators: DPG: 40h; DPS: 40 – Peacekeepers: DPG: 40h; DPS: 40 	<p>ENPFP: Criminal law: 72h. Special criminal law: 72h per year</p> <p>EOGN: 24h criminal law and 14h special criminal law per year</p> <p>ESOGN: Criminal law 21h per year</p>	<p>ENP: Given to all rank. Variable durations</p> <p>GN: Given to all internship levels. 29h at the CACP and a following 35h.</p>

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
TEACHING						
Duration of criminal procedure class	<p>CIAP: duration of class not available</p> <p>ENSP: 36h</p> <p>ECIG:</p> <ul style="list-style-type: none"> – CI: Certificat d'aptitude Technique 1:40 h – ESO: Certificat d'aptitude Technique 2:30 h – EOGN: Duration of classes is not available <p>ENAM: Cycle A training. For the judiciary section, several courses on judicial practice, practical experience, Tribunals' rules of practice, and the management of jurisdiction.</p>	<p>EGA: Between 36 et 114 hours depending on the level</p> <p>EGT: 35h</p>	<p>ENGS et ENGK: Information is not available</p> <p>ENP: Information is not available</p>	<p>ENPFP:</p> <ul style="list-style-type: none"> – Commissioners: 36h – Police officers: 40h – Police investigators: 36h – Peacekeepers: 36h 	<p>ENPFP: Judicial police course for commissioners 108h and 72h for officers and subordinate officers and 36 hours police agents.</p> <p>EOGN: 16h per year</p> <p>ESOGN: 48h30 per year of theoretical legal procedure and 48h per year of practical legal procedure</p>	<p>ENP: Given to all ranks. Variable durations.</p> <p>ENG: 80 h in ELO training, 70h at the CACP.</p>
Duration of the class on interrogation methods	<p>CIAP: Information is not available</p> <p>ENSP: Several courses concerning judicial police, technical and scientific police branches</p> <p>ECIG: Information is not available</p> <p>ENAM: Non applicable</p>	Not applicable	<p>ENGS et ENGK: Information is not available</p> <p>ENP: Information is not available</p>	<p>ENPFP:</p> <ul style="list-style-type: none"> – Commissioner (Investigation technique, level of formalism: 72h) – Police officer (Investigation technique, report, level of formalism: 72h) 	Judicial investigation techniques are integrated in the judicial police course, which embodies criminal law and the code of criminal procedure, and thus the procedural formalism, for training in the three schools.	<p>ENG: The subject is given in the course of minutes</p> <p>ENP: Information is not available</p>
Duration of the psychology class	Information is not available	Not applicable	Not applicable		<p>No psychology class</p> <p>ENPFP: Course on criminal sociology given by a psychologist.</p>	Not applicable
Primary teaching method used	<p>CIAP: Lecture and practical course</p> <p>ENSP: Lectures with session for questions and practical course</p> <p>ECIG: Lectures and practical cases</p> <p>ENAM: Lecture for introducing the contents and dynamics of the comprehension period (input given by students and teacher).</p>	<p>ENP: (FI) Lecture and practical cases (FC) Lecture, with aspiration for establishing interactive modules</p> <p>EGA/EGT: Lectures and practical cases</p>	<p>ENGS and ENGK: Lecture presentation for introducing the contents and dynamics of the comprehension period (input given by students and teacher). For course on commandment and combat: real-life situation.</p> <p>ENP: Information is not available</p>	<p>Lecture and session for questions. Pedagogical and participative methods are not used; checklists are often handed out</p>	<p>For the three schools: Didactical method: Teacher's presentation, teacher's questions (interrogative method): towards students</p> <p>Active method: Students' questions and exercises (practical cases). For the domain of practice in the military or in the police: demonstrative method</p>	<p>ENP: Dictation during the two hours of class. Summary of previous class at the beginning of every class and session for questions asked by the students to the teacher.</p> <p>ENG: Lectures and practical cases</p>

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
TEACHING						
Current teaching of a special course on children's rights	In none of the schools until today.	ENP: No EGA/EGT: No	ENGS et ENGK: None ENP: No	In none of the schools, but children's rights are brought up in related disciplines such as human rights or international human rights law.	ENPFP: Course on Justice for minors given to players in the prison administration EOGN: Annual seminar of the Fondation Friedrich Ebert on the legal protection for minors. ESOGN: Integrated in the content of Méthodes et techniques (course on juvenile delinquency, protection of minors in physical or moral danger, investigation on the minor, the family and his/her environment)	ENP: By way of a 4-hour conference by promotion ENG: Yes, included in the CAG training, For certificat d'aptitude of patrol chiefs – 12hrs. For diploma of superior qualification 1 et 2 – 16 hrs. 2nd level of training Certificat d'aptitude or diplôme technique – number of hours is not available
Current teaching of a course on human rights	CIAP: Yes, with a section on children's rights. Primary manual used: Manual on human rights training for Police in Commonwealth West African Countries (course taught in English) ENSP: Yes, 36 h of class on human rights and 36 h of class on civil liberties ECIG: 30h Human rights and civil liberties, 30h for the IHR ENAM: Cycle A training. For the judiciary section, 30h in the second semester.	ENP: Yes by the ICRC and UNOCI, International Rescue Committee EGA: Yes, ICRC and International Rescue Committee	ENGS et ENGK: Subject covered in other courses given in the framework of moral and civil training ENP: Yes (civil liberties)	ENPFP (a module on human rights is taught during the 2nd semester of the 1st year; volume: 36h EGN: No. But IHR contains a chapter on women and children in situations of conflict CI/GNN: 20h EFOFAN: No, but IHR ENSOA: No, but IHR GI Tondibiah: But IHR, 20h	ENPFP: Yes. Human rights and Civil Liberties EOGN: Yes by external partners (seminars on human rights) ESOGN: Yes, Human rights	ENP: Only to officers of superior rank (police officers and commissioners) ENG: No
Current teaching of a course on the protection of women	In none of the schools	Not applicable – Continuing education is not coordinated by the École OIS-Afrique gives training based on gender violence. Training given on the field.	ENGS and ENGK: No ENP: No	ENPFP: In the human rights module EGN: No, but chapter on women and children in conflicts with regards to IHR CI/GNN: No, but women's rights is mentioned in the IHR module	No Planning of a course on gender at the ESOGN	No
Current teaching of a course on international human rights law	CIAP: Yes ENSP: Yes, 36h ECIG: Yes ENAM: Cycle A training. Judiciary section 30h in the second semester.	ENP: Yes by the ICRC EGA: Yes, by the ICRC EGT: Yes, by the ICRC	ENGS and ENGK: Yes ENP: Yes ICRC 1st promotion of IHR trainers (October 2012)	ENPFP: 20h EGN: 8h, CI/GNN: Yes EFOFAN: Yes ENSOA: Yes GI: Yes, 20h	ENPFP: Not in a permanent way as conferences can be set up in terms of promotions (destined for cadres) EOGN: Yes ESOGN: No	ENP: No ENG: Yes, now in the common curriculum. Before it was the ICRC (36 hours)

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
TEACHING						
Possibility to do a practical internship throughout the training	<p>CIAP: 2 years of a practical internship after initial training</p> <p>ENSP: 18 months after training on theory</p> <p>ECIG:</p> <ul style="list-style-type: none"> – CI: 2 years after an exam on theory – ESO: 2 years after an exam on theory – EOGN: Information is not available – CPTMO: Advanced training internship within commandment of a gendarmerie mobile unit in situations of violating public order. Training internship of the équipes légères d'intervention (ELI). – CPPJ: Information is not available <p>ENAM: Yes, second year of training</p>	<p>ENP: Yes</p> <p>EGNA/EGT: Yes</p>	<p>ENGs and ENGK: Yes</p> <p>ENP: Information is not available</p>	In all of the schools, internships are planned to be integrated in the initial training, in terms of modalities that vary according to corps and according to ranks. Internships are done both within the schools as well as in deployed units. Either internships are done after the training on theory is finished, or they intersect with this training.	<p>ENPFP: Yes, all along the second year (evaluated)</p> <p>EOGN: Compulsory 48hour-internships at the end of the academic training (evaluated)</p> <p>ESOGN: Yes, from three to six months of internships (non evaluated)</p>	<p>ENP: Yes</p> <p>ENG: Yes, for the DQ and these internships are evaluated (pilot project since 2 years)</p>
Training recognised by the Ministry of Education	Information is not available	<p>ENP: No, professional training</p> <p>EGA/EGT: No, professional training</p>	No		Yes the three schools are recognised by the Ministère de l'Éducation	No
Possibility of continuing training offered regularly	<p>CIAP: No</p> <p>ENSP: Yes, recycling training for all ranks</p> <p>ECIG: Information is not available</p> <p>ENAM: Not systematic – workshops or conferences are organised in a seasonal manner.</p>	<p>ENP: Yes, based on evaluation of the subordinate authority continuing training and perfection of skills.</p> <p>EGA/EGT: Yes based on the evaluation of the Employment Office</p>	<p>ENGs and ENGK: Yes, between four and six months depending on the internship – regularity unknown</p> <p>ENP: Information is not available</p>	In every school, in the form of internships, except at the GI Tondibiah	<p>ENPFP: Yes, almost every month but for all the designated police officers (aforma project and embassies)</p> <p>EOGN: Yes, continuing training in the professional development centre of the gendarmerie mobile, National police centre and other seminars (aforma project and embassies)</p> <p>ESOGN: No</p>	<p>GN: Yes, after the three first years, choice between two streams. After five years, training is possible for LEO. After 10 years or more, the Diplôme de qualification supérieure de la Gendarmerie of the first and second degree.</p> <p>PN: Peacekeepers must wait five years before starting continuing training. More training is available once the rank of commissioner is obtained.</p>
Possibility to follow specialised courses	<p>CIAP: No</p> <p>ENSP: Yes, regular conferences</p> <p>ECIG: Courses specialised in the maintenance of law and order and judicial police, courses offered by the two professional development centres CPTMO and CPPJ</p> <p>ENAM: Yes, Judiciary speciality or courtroom management</p>	<p>ENP: During the continuing training</p> <p>EGA/EGT: In various institutions, once in service</p>	<p>GN: Coming soon. The school is pondering the matter.</p> <p>PN: Information is not available</p>	Yes, in all of the schools	No	<p>PN: La Brigade pour mineurs is given specific training. Other services also receive trainings according to specialities.</p> <p>GN: Yes, in the technical training framework.</p>

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
EVALUATION						
Evaluation methods for each of the courses taken	<p>CIAP: Exam after every three months of training</p> <p>ENSP: 3 evaluations per year and one final exam</p> <p>ECIG: Continuing exams, mid-period exams, final exam</p> <p>ENAM: ENAM diploma discerned to students of cycle A having obtained a general average of the end of the training at least equal to 12/20</p>	<p>ENP: All students: synthesis exam and at the end of the course + evaluation of the course and of the teacher's performance</p> <p>EGNA/EGT: <u>Subordinate officers:</u> Monthly and mid-year exams, end of 1st year and end of internship in 2nd year. Spontaneous exam à at the discretion of the management team. Officers: exam after every module and at the end of the year</p> <p><u>Cadres:</u> Closing exams</p>	<p>ENGS: During the training: the assistant gives questions to students in order to examine their comprehension (informal evaluation) – Written examination every Friday, as well as at the end of the internship. Passing grade of 12/20</p> <p>ENGK: Every Wednesday morning, after every module (2) and one final exam at the end. Minimum grade to obtain for continuing the curriculum: 12/20.</p> <p>ENP: Traineeship evaluation: every month, minimum grade of 10/20. Summative evaluation: students are graded and listed by merit. Final evaluation: implementation of a national jury with the responsibility of overseeing and grading exams.</p>	<p>In every training centre, evaluations are done during training and in the form of a final exam at the end of training. Exams are done during the training depending on the teacher or on the school administration. Methods include oral, written and practical exercises.</p>	<p>ENPFP: Intermediary and final exams (theoretical and practical) for every subject and the level of difficulty varies depending on the rank of the student. Yearly evaluation of competences by the Chef of service.</p> <p>EOGN: Intermediary exams and a final exam at the end of the year. Every subject has a different coefficient. The final average and a general appreciation determines passing or not.</p> <p>ESOGN: Intermediary and final exams, appreciation grade at the end of the internship.</p>	<p>ENG: Passing grade of 12/20 to obtain the diploma</p> <p>ENP: There are end of training exams. The minimum passing grade is 12/20</p>
Consequences in case of failing a course	<p>CIAP: Complete fail: dismissal; partial fail: respective course taken again</p> <p>ENSP: Information is not available</p> <p>ECIG: Information is available</p> <p>ENAM: Exam after two semesters: if the average is less than 10/20 dismissal, between 10/20 and 12/20 repeating the first year</p>	<p>ENP: <u>Subordinate officers:</u> Possibility to do additional year of internship</p> <p>EGA/EGT: To be defined by the School Director after deliberation commission</p>	<p>ENGS and ENGK: Return to their position without ending their training</p> <p>ENP: Following courses of capacity building</p>	<p>Failures are rare, but if they are the case, call to training centre by the school administration. In the worst case, dismissal for insufficient work done.</p> <p>Training centres do not allow repeating years.</p>	<p>Three training centres: no repetition of years is accepted if the student has unsatisfactory grades. A student can exceptionally repeat the year if he/she has been sick.</p>	<p>ENG: In need of retaking the competitive examination the following year.</p> <p>ENP: In need of retaking the competitive examination the following year.</p>

	CAMEROON	CÔTE D'IVOIRE	GUINEA	NIGER	SENEGAL	TOGO
EVALUATION						
Primary needs of the training mentioned by the IBCR	<p>CIAP: Significant need of training trainers and general continuing training</p> <p>ENSP: In need of support for elaborating the module on children's rights already set for 2013.</p> <p>ECIG: Specific module on children's rights/training of trainers and on recycling</p> <p>ENAM: Elaboration of a module on children's rights; as well as a continuing and specialised training</p>	<p>6 core competences defined by the IBCR</p> <p>ENP and EGA/EGT</p> <ul style="list-style-type: none"> – Course has to be durable – Course has to allow the training of professionals (not specialists) that will work on cases implicating children – Sectoral course. Many factors must be taken into account: hosting the child victim/author, etc. But beyond that basic notions must be distributed to everyone – Course has to last: its longevity – Working in several stages (while returning to previous work until kit adapted to field needs or validation are obtained) – This should not be an additional course! It should be a practical course et and above all adapt to the conditions of the field with regards to lack of means and constraints – Simultaneously, one must make his/her way up. Thus actions that can be made in the best of cases should be taught. Many things that do not require large efforts can be done. 	<p>Specialised and permanent trainers</p> <p>Establish a training in the initial training on children's rights in order to:</p> <p>Facilitate identifying situations of when children's rights are violated</p> <p>Change the behaviour of security forces</p> <p>Encourage more respect towards the physical and psychological integrity of the child</p> <p>Need of including a continuing training on children's rights for:</p> <ul style="list-style-type: none"> – Ensure a stronger cohesion between the recruits and the current staff members – Ensure a connection in the training between the recruits and the hierarchy. 	<ul style="list-style-type: none"> – Core competences of police agents for intervening on behalf of children – Knowledge on children – Communication with the child (depending on the relationship with the child – Knowledge, promotion, and implementation of children's rights – Collaboration with all formal and informal actors for a better coordinating the intervention – Efficient use des work tools adapted for children – Role of security and defense forces towards children in times of crisis (armed conflicts, natural disasters) – Role of security and defense forces in times of peace en with regards to children – Children associated with armed groups – Search for the parents – Take in charge of the child – Audition and communication, and taking responsibility of rape victims – Child trafficking – Child labour, aggression and sexual abuse – Trafficking of missing children – Role of the officer of the judicial police with regards to children – Methods of questioning – Treatment of children in detention, conditions of detention – Continuing training for personnel newly sent detention houses, in order to adapt to the mobility of the personnel 	<p>Define the police's role of protection and prevention during intervention for children in terms of structural problems that affect them (poverty, begging etc...)</p> <p>Developing competences to know how to give the child confidence as well as his/her family and the actors during the reception, and helping the process of alerting a problem.</p> <p>Training in victimology (knowledge of the psychology of the traumatized individual) depending on his/her stage of development</p> <p>On measures to take to ensure the appropriate responsibility of the child while collaborating with the other actors (creating and maintaining a local network)</p> <p>Techniques of investigation adapted to children</p> <p>Training on specific subjects (sexual abuse, trafficking, abuse within the family, etc.)</p>	<p>ENP: Implement a training on children's rights in order to better identify situations when those rights are violated; change the behaviour of security forces; encourage more respect towards the physical and moral integrity of children and have a better understanding of acts by other actors. In need of reinforcing the course on children's rights at the ENP for those same objectives.</p> <p>Broader need of making security forces and other actors more aware on the importance of children's rights.</p>

ANNEX 9 – List of Acronyms

- ADL:** Au-delà de la Durée Légale
- AFORMA:** Formation de la Police et de la Gendarmerie d'Afrique
- ANDDH:** Association Nigérienne pour la Défense des Droits de l'Homme
- BAC:** Baccaauréat
- BEPC:** Brevet d'Études du Premier Cycle
- BICE:** Bureau International Catholique de l'Enfance (Côte d'Ivoire)
- BM:** Brigade des Mineurs (ou Service Central de Protection des Mineurs et des Femmes)
- CAFRAD:** Centre Africain de Formation et de Recherche Administratives et de Développement
- CAG:** Certificat d'Aptitude à la Gendarmerie
- CAO:** Centre d'Accueil et d'Observation
- CEP:** Certificat d'Études Primaires
- CI:** Centres d'Instruction (Cameroun)
- CI/GNN:** Centre d'Instruction de la Garde Nationale du Niger
- CIAP:** Centre d'Instruction et d'Application de la Police (Cameroun)
- CIGA:** Centre d'Instruction des Gendarmes Auxiliaires
- CIFAN:** Centre d'Instruction des Forces Armées Nationales (Cameroun)
- CNPJ:** Centre National de Police Judiciaire
- COM:** Centre d'Observation des Mineurs
- CPGM:** Centre de Perfectionnement de Gendarmerie Mobile
- CPPJ:** Centre de Perfectionnement de Police Judiciaire (Cameroun)
- CPTMO:** Centre de Perfectionnement aux Techniques de Maintien de l'Ordre (Cameroun)
- CSID:** Collège Supérieur Interarmées de Défense (Cameroun)
- CV:** Curriculum Vitae
- DAP:** Demande d'Admission Préalable (Côte d'Ivoire)
- DIHR:** Danish Institute for Human Rights
- DIJ:** Direction d'Investigation Judiciaire
- DPDE:** Direction de la Protection des droits de l'enfant
- DPE:** Direction de la Protection de l'Enfant (Niger)
- ECIG:** École et Centre d'Instruction de la Gendarmerie
- EFO:** École de Formation d'Officiers
- EFOFAN:** École de Formation des Officiers des Forces Armées Nigériennes
- EGA:** École de la Gendarmerie d'Abidjan (Côte d'Ivoire)
- EGN:** École de Gendarmerie Nationale
- EGS:** École de Gendarmerie du Sénégal
- EGT:** École de la Gendarmerie de Toroguhé (Côte d'Ivoire)
- EIFORCES:** École Internationale des Forces de Sécurité (Cameroun)
- ENA:** École Nationale d'Administration de Paris
- ENAM:** École Nationale de l'Administration et de la Magistrature
- ENG:** École Nationale de Gendarmerie
- ENKG:** École Nationale de Gendarmerie de Kaliah (Guinée)
- ENGS:** École Nationale de Gendarmerie de Sonfonia (Guinée)
- ENP:** École Nationale de Police
- ENPFP:** École Nationale de Police et de la Formation Permanente
- ENSOA:** École Nationale des Sous-Officiers d'Active (Niger)
- ENSP:** École Nationale Supérieure de Police (Cameroun)
- EOGN:** École des Officiers de la Gendarmerie Nationale (Sénégal)
- ESO:** École des Sous-officiers (Cameroun)
- ESOGN:** École des Sous-Officiers de la Gendarmerie Nationale (Sénégal)
- FSLC:** First School Leaving certificate
- GCE:** General Certificate of Education
- GNP:** Gross National Product
- GI Tondibiah:** Groupement d'Instruction des hommes de troupe de Tondibiah (Niger)
- GN:** National Gendarmerie
- HIV:** Human immunodeficiency virus
- IBCR:** International Bureau of Children's Rights
- ICRC:** International Committee of the Red Cross
- IHL:** International Humanitarian Law
- IRC:** International Rescue Committee
- MAC:** Maison d'Arrêt et de Correction
- MDL/C:** Maréchal des Logis Chef
- MEMEASS:** Ministère d'État et du Ministère de l'Emploi, des Affaires sociales et de la Solidarité (Côte d'Ivoire)
- MESAD:** Mouvement pour la Protection de l'Enfance et la Promotion de la Jeunesse (Côte d'Ivoire)
- MFFEE:** Ministère de la Femme, de l'Enfant et de l'Entreprenariat féminin (Niger)
- MINJUS:** Ministère de la Justice (Côte d'Ivoire)
- MPPFPE:** Ministère de la Population, de la Promotion de la Femme et de la Protection de l'Enfant (Niger)
- NGO:** Non-governmental organisation
- OHCHR:** Office of the High Commissioner for Human Rights
- OPJ:** Officier de Police Judiciaire
- OPROGEM:** Office de Protection du Genre, de l'Enfance et des Mœurs (Guinée)
- PN:** National Police
- SCAC:** Service de Coopération et d'Action Culturelle
- SEJUP:** Service Éducatif, Préventif et Judiciaire (Niger)
- STIP:** Service de coopération Technique International de Police
- UN:** United Nations
- UNDP:** United Nations Development Programme
- UNICEF:** United Nations Children's Fund
- UNOCI:** United Nations Operation in Côte d'Ivoire
- UNODC:** United Nations Office on Drugs and Crime
- UNPOL:** United Nations Police
- WAO Africa:** World Association for Orphans Africa

ANNEX 10 – List of participants to the Lomé international workshop

COUNTRY OF ORIGIN	LAST NAME	FIRST NAME	POSITION	ORGANISATION	E-MAIL ADDRESS
Burundi	Niyonkuru	Aline Kica	Child Protection Administrator	UNICEF Burundi	akniyonkuru@unicef.org
	Nsabiyumva	Christine	Police Unit Commandant for the protection of minors and morals	Department of Public Safety	kirisitina@yahoo.fr
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Cameroon	Nkeng	Joseph	Head of the Delegation, Assistant Director, Magistrate	Administrative and Financial Legislation, Cameroun	jopa_nkeng01@yahoo.com
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Canada	Des Rosiers	Violaine	Project Manager	International Bureau for Children's Rights	ivoire@ibcr.org
	Landry	Guillaume	Director of programmes	International Bureau for Children's Rights	g.landry@ibcr.org
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Central African Republic	Amokomayen	Marie-Chantal	Protection Programme Administrator	UNICEF Central African Republic	mamokomayen@unicef.org
	Selesson	Noel	Director	Gendarmerie School	noelselesson@yahoo.fr
	Loutomo	Célestin	Director	Police School	Celest_lou@yahoo.fr
Chad	Motoyam	Nanitom	Child Protection Officer	UNICEF Chad	mnanitom@unicef.org
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	Mohamat Maina	Issa	Director, National Gendarmerie Representative	Road Traffic Instruction and Regulation Organisation	issamaina496@yahoo.fr

COUNTRY OF ORIGIN	LAST NAME	FIRST NAME	POSITION	ORGANISATION	E-MAIL ADDRESS
Côte d'Ivoire	Koffi Ernest	Agnigori	Lieutenant	Gendarmerie School of Abidjan	agnigori@live.fr
	Serge	Dodora	Lieutenant	Gendarmerie School of Toroguhe	dodora.serge@yahoo.fr
	Toure	Albert Kouakou	Police commissioner, initial training assistant director at the national police school, focal point of national police of CI in the implementation project of children's rights in training curriculums of police and gendarmerie schools co president of the technical unit	National Police School	tourealbertkouacou@yahoo.fr
	Bakayoko	Lassana	Lieutenant Colonel in charge BOE	Employment Organisation Bureau	korlasbak@yahoo.fr
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Ethiopia	Alemayehu	Nikodimos	Justice for Children Specialist	UNICEF Ethiopia	nalemayehu@unicef.org
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Guinea	Camara	Ibrahima Sory	Staff Sergeant	Search Brigade of Dubréka	sorelbencha@yahoo.fr
	Koivogui	Sékou	Assistant National Director	OPROGEM	koivogui_s@yahoo.fr
Haiti	Bordes	Geslet	Child Protection Officer	UNICEF Haiti	gbordes@unicef.org
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Iraq	Noda	Maki	Child Protection Specialist	UNICEF Iraq	mnoda@unicef.org
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	Ahmed	Nawzad Ganjo	Associate Dean of Police Faculty	Erbil Police Academy	
	Ahmad	Ahmad Muhammad	Assistant Dean of Police Faculty	Erbil Police Academy	
Italy	Sbardella	Dominique-Louise	Child Protection Monitoring and Evaluation Advisor	Save the Children Sweden, Middle-East and North Africa	dominique.sbardella@savethechildren.se

COUNTRY OF ORIGIN	LAST NAME	FIRST NAME	POSITION	ORGANISATION	E-MAIL ADDRESS
Jordan	Hatamleh	Khaldoon	Colonel	Family Protection Department	familypd@accessme.com.jo
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Kenya	Mirikau	Agnetta	Child Protection Specialist	UNICEF Kenya	amirikau@unicef.org
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Mauritania	Zein	Dilit	Director	Department for the Judicial Protection of the Child (DPJE)	zdilit@yahoo.fr
	Abd El Kavi	Mohamed Vall	Director	Reception and Social Rehabilitation Centre for Children in conflict with the law (CARSEC)	ampdf1@yahoo.fr
Morocco	M'jid	Najat Maalla	Special Rapporteur on the sale of children, child prostitution and child pornography	UN/Member of the IBCR Board of Directors	Srsaleofchildren@gmail.com
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	Shikongo	T.S.	Commandant	Israel Patrick Iyambo Police College	tsshiko02@yahoo.com
	Zatjirua	Monalisa	Child Protection Officer, Special protection for vulnerable children	UNICEF Namibia	mzatjirua@unicef.org
Niger	Garba Bogou	Soumaïla	Teacher	Teaching Centre for the National Guard	sgbogou@yahoo.fr
	Mounkaila Siddo	Moussa	Assistant Director	National School of Gendarmerie	mmsiddo@yahoo.fr
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	Kafougou	Maï Manga	Teacher	Training schools for Nigerian armed forces officers	mkafougou@gmail.com
Nigeria	Enyiazu	Maryam	Child Protection Specialist	UNICEF Nigeria	menyiazu@unicef.org
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Occupied Palestinian Territories	Wafa Khalil Abed Ayad	Fatma	Director, Lieutenant Colonel	Family and Child Protection Unit	Wafaa_m_7@hotmail.com
	Jabbarin	Shadi Osama Ali	Professor, Major	Police Academy	shadijabareen@hotmail.com

COUNTRY OF ORIGIN	LAST NAME	FIRST NAME	POSITION	ORGANISATION	E-MAIL ADDRESS
Senegal	Diouf	Moustapha	Director of Studies	National Police and Permanent Training School	dioufor@yahoo.fr
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Sierra Leone	Komba	Aiah	Assistant Inspector General Training	Sierra Leone Police	aiahkomba@gmail.com
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Tanzania	Lugendo	Alli	Commandant of Dar Es Salaam Police Academy	Commandment of the Police Academy, Dar es Salaam	allylugendo@yahoo.com
	Mungi	Ramadhani	Commandant of Zanzibar Police Academy	Commandment of the Police Academy, Zanzibar	ramadhanimungi@yahoo.com
	Mgonela	Victoria	Child Protection Specialist (Access to Justice)	UNICEF Tanzania	vmgonela@unicef.org

The delegations from Ethiopia, Kenya and Zimbabwe comparing their action plans, Lomé.



COUNTRY OF ORIGIN	LAST NAME	FIRST NAME	POSITION	ORGANISATION	E-MAIL ADDRESS
Togo	Akpene	(Vaida) Dotse Abra	Project Manager, Security Forces Training on Children's Rights in Togo	WAO Afrique	vaidadotse@yahoo.com
	Urayeneza	Tharcisse	Regional Director - Representative	International Organisation of the Francophonie	
	Atade Nanguit	Passassim	Assistant	International Organisation of the Francophonie	
	Tor	Olivier	Delegation Head	Terre des Hommes Togo	olivier.tor@tdh.ch
	Avegnon	Edem	Legal Advisor	Terre des Hommes Togo	
	Mukantambara	Félicité	Child Protection Specialist	UNICEF Togo	fmukantambara@unicef.org
	Hotowossi	Kodjo Djidjinou	Child Protection Officer	UNICEF Togo	khotowossi@unicef.org
	Ahondo	Déo	Consultant	UNICEF Togo	
	Atayi	Dodji	Head of the National Police School and AFORMA Correspondent	National Police	
	Fofana	Abas	Commissioner, 2nd District	National Police	
	Lantame	Okpan	Head of Narcotics and Morals Division	Central management of Judicial Police – National Police	
	Amidou	Barakatou	Executive Assistant	Central Headquarters of the Judicial Police – National Police	
	Aleza	Eyana	Police Officer	Minors Brigade – National Police	
	Agbenda	Essodina Kossi	Commandant	National Gendarmerie	
	Anawi	Massamesso	Director of Studies and AFORMA Trainer	Gendarmerie School	
	Dzodzinewo	Djiko Koffi	Head of the Director General Secretariat and Instructor	National Gendarmerie	
	Allédi	Banabalo	Assistant Lieutenant Anawi	Gendarmerie School	
	Houessou	Comlan Ametoyona	Secretariat Head	Office of the Director, Gendarmerie School	
	Bonfoh	Abass	President	Parliament	
	Amenyo	Afi Ntifa	Minister	Ministry of Social Action and National Solidarity	
	Wilson de Souza	Rita Doris	Minister	Minister for Human Rights, Consolidation Democracy and Civic Training	
	Esso	Solitoki	Minister	Department of Primary and Secondary Education	
Tchalim	Tchitchao	Minister	Department of Justice		
Oré	Djimon	Minister	Department of Communication		
Zimbabwe	Never	Tembo	Head of Training Division	Zimbabwe Republic Police	
	Moyo	Ndangariro	Child Protection Specialist	UNICEF Zimbabwe	ndmoyo@unicef.org

ANNEX 11 – Lomé international workshop agenda



Security forces training on children's rights

Brainstorming workshop on the mainstreaming of key child rights competencies into the training of police officers and gendarmes in Africa, the Middle East and Haiti

Lomé, Togo – 5 to 7 November 2012



An overview of the city of Lomé.



AGENDA

MONDAY, NOVEMBER 5 2012

- | | |
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| <p>8:00 Registration of participants</p> <p>9:00 Opening of the workshop</p> <p>Speeches:</p> <ul style="list-style-type: none"> – Mr. Guillaume Landry, International Bureau for Children’s Rights’ Director of Programmes; – Dr. Najat Maalla M’jid, Vice president of the Board of Director International Bureau for Children’s Rights; – Ambassador Urayeneza Tharcisse, Regional Representative of the International Organisation of the Francophonie; – Dr Viviane Van Steirteghem, UNICEF Representative in Togo; – Opening speech: Colonel Damahane Yark, Minister of Security and Civil Protection of Togo. <p>10:00 Coffee break</p> <p>10:20 Logistical and administrative information</p> <p>10:30 Introduction of participants</p> <p>11:10 Presentation of the workshop objectives</p> <p>11:20 Presentation of the security forces training programme on children’s rights</p> <p>Background, objectives, results attained</p> <p>12:20 Questions and exchanges</p> <p>12:45 Lunch</p> | <p>13:50 Presentation of child rights trainings by participants – new delegations</p> <p>The delegations of each country (except the six countries that already are partners of the IBCR, UNICEF and Save the Children) deliver a short presentation (<i>maximum</i> 8 minutes) on their national training academies (police, gendarmerie and other). Questions will have been distributed in advance in order to assist in the preparation of the presentations. Presentations will be received in the following order: delegations of Burundi, Ethiopia, Haiti, Iraq, Jordan, Kenya, Lebanon, Namibia, Nigeria, Mauritania, Central African Republic, Sierra Leone, Swaziland, Tanzania, Chad, occupied Palestinian territories and Zimbabwe.</p> <p>15:45 Coffee break</p> <p>16:00 Presentations by new delegations (continued)</p> <p>17:00 Country presentations on existing trainings on children’s rights – current partners</p> <p>The six countries who are partners of the IBCR, UNICEF and Save the Children and are currently working on the development of new training courses on children’s rights will make a short presentation (8 minutes <i>maximum</i>) on their national training academies (police, gendarmerie and other) in the following order: the delegations of Cameroon, Côte d’Ivoire, Guinea, Niger, Senegal and Togo.</p> <p>18:00 Workshop adjournment</p> |
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TUESDAY, NOVEMBER 6 2012

9:00 Presentation on ongoing programmes in six West and Central African countries (part 1)

- Historical overview of programmes and results achieved to date;
- Presentation of needs assessment methodology used in Guinea and Togo;
- Comparison of the results of assessments in six partner countries (Part 1 – existing protection systems);
- Comparison of the results of six needs assessments (Part 2 – teaching methods);
- Plenary discussion.

10:50 Coffee break

11:10 Presentation on ongoing programmes in six West and Central African countries (part 2)

- Presentation on the development of a training package in Côte d'Ivoire;
- Comparison of results of six legal framework assessments;
- Plenary discussion.

13:00 Lunch

14:30 Presentation of training packages

- Reflection and group discussion on teaching methodology used in police and gendarmerie training academies;
- Plenary discussion.

15:00 Strategies to modify training programmes

- Six partner country case studies;
- Discussion of opportunities in other countries.

15:45 Coffee break

16:15 2013 and prospects/projection into the future

- Training of trainers;
- Dissemination of first trainings;
- Specialised courses;
- Finalisation of training packages.

17:15 Visit of the Police Academy or National Referral Centre for Children in Difficult Situations (CROPESDI and ALLO 1011)

19:30 Welcome dinner (business casual)

WEDNESDAY, NOVEMBER 7 2012

9:00 Development of an action plan

Each participating country develops a plan of action to mainstream the six key child rights competencies into police training, in order to achieve child-friendly policing. Delegated from the six countries that have started implementing plans are divided among the groups to support other countries in the development of new strategies.

11:00 Coffee break

11:30 Presentations on national plans of action – key components

5 minutes per country

13:30 Lunch

15:00 Discussion on national plans of action

15:30 Evaluation

15:45 Closing ceremony

ABOUT THE INTERNATIONAL BUREAU FOR CHILDREN'S RIGHTS



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

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

Commercial Sexual Exploitation of Children

Over the past 15 years, the Bureau has developed a solid expertise on the fight against the sexual exploitation of children, including child trafficking, sex tourism involving children as well as sexual violence involving military personnel, armed groups and law enforcement. The IBCR team conducts rapid assessments and develops tools, training programmes, training of trainer courses and training workshops for social workers, medical staff, NGOs, parents, teachers, children, police officers, legal staff, etc., with emphasis on relevant international standards, technical and interpersonal skills needed to work alongside children at risk and victims of violence and sexual exploitation. The Bureau has the appropriate expertise to facilitate dialogue between different actors and to support and motivate government actions. Among other things, the Bureau can oversee the development of multisectoral agreements for referral systems and strengthen preventive and curative actions among relevant stakeholders. Finally, the Bureau drafted the alternative report on the implementation of the Optional Protocol on the sale of children, child prostitution and pornography involving children on behalf of civil society in Canada.

The Bureau is currently working on these issues in Canada, Peru and Jordan.

"IBCR's proactivity and flexibility facilitate collaboration with the organisation and make members of its team true professionals."

Mr. Soumahoro Gbato, Regional Advisor, Child Protection in Emergencies, Save the Children Sweden in West Africa

"The IBCR is a professional organisation that is deeply committed to children's rights and possesses important knowledge on the protection of children and their rights."

Ms. Andra Querol, Executive Director, Capital Social Y Humano Alternativo Peru

"Throughout the project, the IBCR showed flexibility in dealing with unforeseeable questions and situations. The IBCR's approach was very interactive and empathetic with regards to the practical challenges that ALEF encounters."

Ms. Darine El Hajj, Executive Director, Lebanese Association for Educational Studies (LAES), Lebanon

Children and Justice

The Bureau elaborated the Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime, which were adopted by the United Nations Economic and Social Council in 2005. Thus, it possesses all the necessary expertise and knowledge to work with judicial personnel in order to ensure that international standards are translated into practice at all levels of the justice system- from prevention efforts to arrests, through the court system and in providing assistance to children. In the Republic of Congo and Costa Rica, the Bureau works with relevant stakeholders to develop their capacities at all levels, including legal reform, rules of procedure, interviews with children, alternatives to incarceration, reinsertion of children convicted of crimes, the promotion of the rights of child victims and witnesses, the production of educational tools, training of trainers and situational analyses. Finally, the Bureau has developed a research methodology to assess the implementation of the above mentioned Guidelines, with the participation of children who have been victims or witnesses of criminal acts.

Children and Armed Conflicts

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

In collaboration with the United Nations Department of Peace-Keeping Operations, the Bureau is currently conducting a review of child rights trainings offered by peacekeeping training centres around the world.

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

In 2000, eager to monitor the implementation of the Convention on the Rights of the Child, the Bureau developed a research methodology to document the progress made in this regard. It produced reports which focus less on the extent and manifestations of child right violations and more on the actions taken to stop these violations. These reports are particularly relevant to the process of periodic reporting to the United Nations Committee on the Rights of the Child. During the second phase of the project, the Bureau undertook to transfer its knowledge to national NGOs, in order to encourage them to take stock of the progress achieved in their countries and to build their capacity to present alternative reports to the Committee on the Rights of the Child. Indeed, one of the objectives of this programme is to strengthen the capacity of national NGOs by improving their research skills and their overall knowledge of children's rights, regardless of their areas of expertise. The current step consists of mapping the actions undertaken by various stakeholders (government, NGOs, international organisations, private sector, media, children's clubs, etc.) in order to implement children's rights. Since 2008, the Bureau has been working in nine countries of the

“Mizan has had an immense chance to have the IBCR's technical aid and expertise at its side during the production of the national profile, which aimed at implementing children's rights in Jordan, and in the Manara project, an initiative established through partnership with Save the Children Sweden. The depth and span of knowledge of the IBCR with regards to children's rights, coupled with its determination to work with organisations that come from various countries in order to transmit to them its cognition surrounding children's rights, contribute immeasurably to the quality of advocacy envisaged to better the situation of our youth across the world.”

**Ms. Eva Abu Hallaweh, Chief Executive Officer at Mizan,
Law Group for Human Rights**

Middle East and North Africa in collaboration with Save the Children Sweden, and has produced regional reports covering Southeast Asia and the Great Lakes (available for free on the official IBCR website). The support that the Bureau provides to national coalitions of child rights NGOs and the situational analyses that it develops could easily be combined to the development of global country profiles or thematic reports.

I was a privileged witness of your devotion to the cause of children. Your ability and skill to deliver your message to policymakers, media, stakeholders and participants will undoubtedly open the path to a better world for children.

Mr. Guy Bruneau
Interim Director
Professional Development
Directorate National Police
College of Quebec



Our main partners

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

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

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

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



OTHER RECENT IBCR PUBLICATIONS

- Country Profiles – Child’s Rights Best Practices (English and Arabic – 2012) in: Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Occupied Palestinian Territory, Tunisia, Yemen
- Quick Assessment of the Commercial Sexual Exploitation of Boys and Girls in Burundi (French – 2012)
- Combatting Child Sex Tourism by Involving the Canadian Private Sector of Travel and Tourism and the Canadian Public (2009-2012), (French and English – 2012)
- Regional Validation Workshop for those Responsible for the Training of Security Forces, Niamey, Niger, from October 31 to November 4, 2011 (French – 2011)
- Expert Group Report on Child Protection Training for Security Forces in French-speaking Africa, Dakar, Senegal, from the September 19 to 23, 2011 (French – 2011)
- Justice in Matters Involving Child Victims and Witnesses of Crime– A Study on the Implementation of the Guidelines on Justice for Child Victims and Witnesses of Crime in Quebec (French – 2011)
- Violence against Children in Schools: A Regional Analysis of Lebanon, Morocco and Yemen (English – 2011).
- Country Profiles in the Middle East and North Africa (English 2011): Country Profiles of the Occupied Palestinian Territory, of Yemen, of Jordan, of Morocco, of Iraq, of Lebanon, of Tunisia, of Algeria and of Egypt
- Children and Armed Conflict: A New Guide to International Humanitarian and Human Rights Law (French and English – 2010)
- Working Group Proceedings on West African Training Forces for the Application of International Standards in Juvenile Justice, Cotonou, Benin – December 13, 14 and 15, 2010 (French - 2010)
- Proceedings from the Symposium Organised by the Ouagadougou National Police Academy on Training and Police Practices Related to Child Rights, Ouagadougou, Burkina Faso – November 10 and 11, 2009 (French – 2010)
- Country Profiles in the African Great Lakes Region: Making Children’s Rights Work: Country Profiles on Burundi, Republic of Congo, Democratic Republic of Congo and Rwanda (French – 2009)
- Toolkit for the Protection of Child Trafficking Victims or those at Risk of Being Victims (French – 2008)
- Country Profiles in North Africa: Making Children’s Rights Work in North Africa; Country Profiles on Algeria, Egypt, Libya, Morocco and Tunisia (English and Arabic – 2007)
- Country Profiles in South East Asia: Making Children’s Rights Work: Country Profiles on Cambodia, Indonesia, Sri Lanka, Timor Leste and Viet Nam (English – 2006)

We invite you to consult the International Bureau of Children’s Rights’ website for accessing its publications and reports at this address:

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



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International Bureau for Children's Rights (IBCR)

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

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

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

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

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