

# CORE CHILD- RIGHTS COMPETENCIES

An initiative to equip  
personnel with the  
tools and knowledge to  
provide child-friendly  
interventions



BUREAU  
INTERNATIONAL  
DES DROITS DES ENFANTS

INTERNATIONAL  
BUREAU  
FOR CHILDREN'S RIGHTS

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LOS DERECHOS DEL NIÑO

المكتب الدولي لحقوق الطفل



# CORE CHILD-RIGHTS COMPETENCIES

To accompany the child respecting his rights and his best interest, it is necessary that child protection professionals be adequately trained and have relevant skills and knowledge on children's rights. The Bureau has

conducted a reflection process on the core competencies that should possess the actors of the child protection system to ensure child-friendly interventions. This work has led to the identification of core competencies

for the justice personnel, the social services professionals, security forces and personnel working with children deprived of liberty.

## THE CONCEPT OF CORE COMPETENCIES<sup>1</sup>

The term "competency" encompasses all the knowledge, experiences, skills and behaviours required to perform effectively in a given job, role or situation. They are the various characteristics, attitudes, capabilities, skills, knowledge and behaviours that a person already has or may acquire in order to perform a specific task or act appropriately in a specific situation, such as understanding the needs of a child or making a decision based on a child's best interests<sup>2</sup>.

The term "competency" is defined as *"the ability to do something thanks*

*to one's knowledge, skills and attitudes"* and includes three types of knowledge:

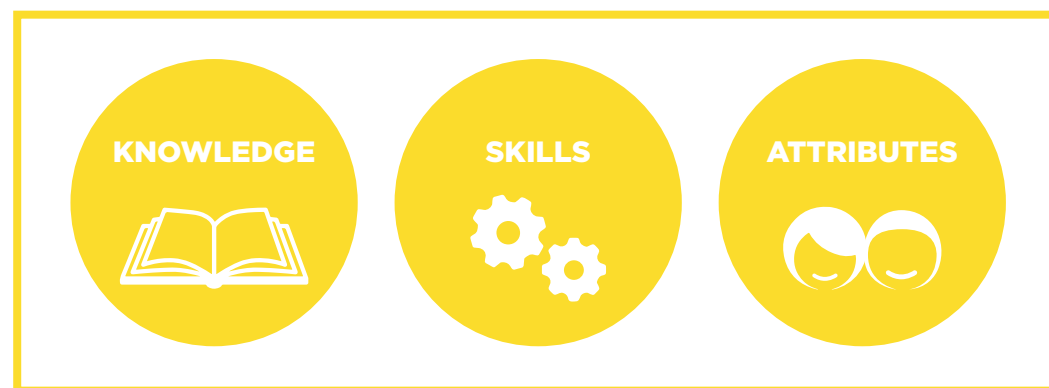
- **Knowledge:** what you know
- **Skills:** your ability to apply knowledge and act on it
- **Attributes:** the various qualities, attitudes and behaviours through which you demonstrate the competency; attributes can be innate or learned through training and experience.

It is the combination of those aspects that provide a comprehensive set of abilities required for the professional

to fulfil their professional duties effectively, which necessarily involves adopting a child-friendly approach.

Thus, the identification of core competencies in a particular sector consists of drawing up a list of the essential professional competencies, based on a rigorous analysis of the sector's working environment. Special attention must be paid to the way definitions are formulated. The right level of language must be used, and the definitions must cover all three aspects of a competency: knowledge, skills and attributes.

## COMPETENCY



## WHY TO ESTABLISH CORE COMPETENCIES?

The development of a competency framework can be very useful, enabling, for example, hiring authorities to better assess the qualities required of candidates, and supervisors to support personnel in building their capacity to perform to the best of their ability. Well-defined core competencies also help to develop

training programmes and measure the changes that training should generate in upholding the children's rights and in their trajectory in the protection system. They also lead to the establishment of a standard in service delivery, to better protect the public, to evaluate services, to reform ways of doing things and, in our case, to put

the experience and the best interests of the child back at the heart of the organisation of work and interventions. The adoption of core competency reference document allows a professional body to structure and standardise interactions with children.

## HOW TO DEFINE THE CORE COMPETENCIES?

The process of defining and adopting a competency framework is based on a consultative approach which allows key elements to be identified and triangulated through the perspective and sharing of experience and expertise. The reflection that follows leads to the definition of a comprehensive and applicable grid which must be adopted both by the training institutions concerned and by the professionals themselves.

Thus, for more than a decade, the IBCR has been involved through a series of

workshops in different countries, bringing together child protection specialists, locally and internationally, and stakeholders from various professional sectors involved.

Those workshops resulted in the production of four core competency frameworks, each dedicated to a professional sector: the security forces, the justice and the social services professionals and the personnel working with children deprived of their liberty. These toolkits have been made available to partners in order to facilitate

the integration of the competency-based approach to children's rights into the training frameworks in specific countries.

The IBCR has therefore accompanied vocational training institutions in each of these areas in 30 countries with the aim of strengthening training programmes and to integrate mandatory and permanent courses focused on the practice and acquisition of the core competencies that promote child-friendly interventions.



MORE THAN  
**570**

members of the security forces,  
justice systems, social work and  
deprivation of liberty settings



MORE THAN  
**115**

institutions and schools<sup>3</sup>



**53**

countries  
involved in the process<sup>3</sup>

1. The definitions provided below are intended to facilitate the understanding of this report and may differ from the conventional meaning of the terms. Helpful sources include: Dictionnaire Larousse, [www.icem-pedagogie-freinet.org](http://www.icem-pedagogie-freinet.org), translation from *"La construction des competencys"*: [www.pedagogie.ac-nantes.fr](http://www.pedagogie.ac-nantes.fr) (2012).

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

3. For a complete list of workshops, countries and partners, see the annexes to this document.





COMPREHENSIVE APPROACH TO BETTER RESPECT CHILD RIGHTS

The competency-based approach aims at capacity building in the area of children's rights. Although the framework of competencies varies from one profession to another, there is a common core of competencies for all personnel working in child

protection. All of these workers play an essential role in the child's journey by respecting and upholding their rights. Regardless of their occupation, they all have the same final objective: to protect the best interests of the child. For this reason, all professionals

who interact with children must follow an established methodology, take into account each child's specific needs, and ensure that the rights of children are consistently upheld in their interventions.

Bringing together key competencies from different professional sectors highlights the similarity of knowledge, skills and attitudes needed for child protection, supporting the importance of sustained inter-sectorial collaboration.



CORE  
COMPETENCIES  
FOR SECURITY  
FORCES, POLICE  
AND GENDARMES  
INTERACTING  
WITH CHILDREN



Here are the six core competencies to equip security forces to provide child-friendly interventions. The following tables present each of these competencies in terms of knowledge, attitudes and skills.

COMPETENCY 1  
Knowledge, promotion and implementation of children's right

COMPETENCY 2  
Knowledge and application of the rules of ethics and professional conduct

COMPETENCY 3  
Knowledge of children

COMPETENCY 4  
Interaction and communication with children, their families and communities

COMPETENCY 5  
Collaboration with all formal and informal stakeholders towards a coordinated intervention

COMPETENCY 6  
Efficient use of working tools adapted to children

<b>COMPETENCY 1</b> <i>Knowledge, promotion and implementation of children's right</i>	<b>COMPETENCY 2</b> <i>Knowledge and application of the rules of ethics and professional conduct</i>	<b>COMPETENCY 3</b> <i>Knowledge of children</i>	<b>COMPETENCY 4</b> <i>Interaction and communication with children, their families and communities</i>	<b>COMPETENCY 5</b> <i>Collaboration with all formal and informal stakeholders towards a coordinated intervention</i>	<b>COMPETENCY 6</b> <i>Efficient use of working tools adapted to children</i>
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# KNOWLEDGE

<ul style="list-style-type: none"> <li>a. Four core child rights principles</li> <li>b. Child protection concepts and notions</li> <li>c. Main instruments for the promotion of children's rights</li> <li>d. National legal and formative framework</li> <li>e. International legal and normative framework : <ul style="list-style-type: none"> <li>› Conventions</li> <li>› Protocols</li> <li>› Charters / pacts</li> <li>› Directives</li> <li>› Guidelines</li> <li>› Bilateral and multilateral agreements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Definition of values inherent to the protection of children's rights</li> <li>b. Knowledge of children's rights</li> <li>c. Knowledge of legislation relevant to children</li> <li>d. Definition of ethics</li> <li>e. Definition of code of professional conduct</li> <li>f. Understanding of the notions of dignity, integrity and child participation</li> <li>g. Appropriate vocabulary</li> <li>h. Knowledge of the non-discrimination principle</li> <li>i. Knowledge of confidentiality rules</li> </ul>	<ul style="list-style-type: none"> <li>a. The different stages of child development</li> <li>b. Determining factors</li> <li>c. How children behave in particular situations</li> <li>d. How police officers are expected to act in different situations</li> <li>e. Response strategies</li> </ul>	<ul style="list-style-type: none"> <li>a. Status of the child: victim, witness, in contact or in conflict with the law, etc.</li> <li>b. Child-friendly interviewing techniques (adapted to the child's age, gender, etc.)</li> <li>c. Techniques to communicate with the child's family/community</li> <li>d. Relationships between the child and their family/ community</li> <li>e. Context (culture, tradition)</li> <li>f. Appropriate vocabulary</li> <li>g. Personnel and professional limitation</li> <li>h. Other internal resources</li> <li>i. Existing social structures and their missions</li> </ul>	<ul style="list-style-type: none"> <li>a. Identification of stakeholders, structures and their missions</li> <li>b. Procedures + protocols + tools</li> <li>c. Added value of the integrated approach</li> <li>d. Rules of meeting organisation and facilitation</li> <li>e. Benefits of networking and principles of community-based approaches</li> </ul>	<ul style="list-style-type: none"> <li>a. Child-friendly investigation techniques</li> <li>b. Physical evidence specific to children (child victims and witnesses of crime)</li> <li>c. Laws and regulations on children's rights (penal code, code of penal procedure)</li> <li>d. Child specific forms used by law enforcement</li> <li>e. The best interests of the child</li> <li>f. Diversion and alternatives to incarceration</li> <li>g. Legal provisions concerning minors (remand)</li> <li>h. Legislation specific to minors</li> </ul>
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# SKILLS

<ul style="list-style-type: none"> <li>a. Explaining and applying the four core child rights principles</li> <li>b. Understanding child protection concepts and notions</li> <li>c. Identifying and applying relevant instruments depending on target group</li> <li>d. Advocacy</li> <li>e. Defining the international and national legal/normative frameworks</li> </ul>	<ul style="list-style-type: none"> <li>a. Promoting and disseminating these values</li> <li>b. Distinguishing between rules of ethics and professional conduct</li> <li>c. Identifying the rules of ethics compatible with children's rights</li> <li>d. Ethical decision- making</li> <li>e. Managing information</li> <li>f. Handling communication with the media</li> </ul>	<ul style="list-style-type: none"> <li>a. Determining a child's developmental stage</li> <li>b. Identifying problems based on how a child behaves</li> <li>c. Selecting and implementing appropriate responses, in line with the child's best interests</li> <li>d. Determining how a police officer should act in a given situation</li> <li>e. Providing an adequate response to a child's behaviour</li> </ul>	<ul style="list-style-type: none"> <li>a. Differentiating between the situation of the child and that of other actors in the child's environment</li> <li>b. Identifying a communication strategy adapted to the child's status: victim, child in need of protection, child witness or in conflict with the law, etc.</li> <li>c. Establishing a climate of trust</li> <li>d. Organising a child-friendly environment</li> <li>e. Using a language adapted to the child's age and level of understanding</li> <li>f. Developing contacts with the child's family/community</li> </ul>	<ul style="list-style-type: none"> <li>a. Establishing, using and maintaining a network</li> <li>b. Identifying essential and non-essential resources and stakeholders</li> <li>c. Making adequate use of the right references, procedures and protocols</li> <li>d. Creating and maintaining good relationships with all partners and stakeholders</li> <li>e. Creating and using a communication network</li> <li>f. Acting in synergy with others as part of an integrated approach</li> <li>g. Organising and facilitating a meeting and following up</li> <li>h. Sharing relevant information and resources</li> </ul>	<ul style="list-style-type: none"> <li>a. Application of child- friendly investigation techniques</li> <li>b. Arresting a minor according to procedure</li> <li>c. Differentiating between the detention of adults, and children (girls and boys)</li> <li>d. Collecting and preserving evidence in a manner consistent with children's rights</li> <li>e. Identifying the legal provisions that apply to a child's situation</li> <li>f. Filling forms specific to children</li> <li>g. Manipulation of security objects</li> </ul>
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# ATTRIBUTES

COMPETENCY 1 <i>Knowledge, promotion and implementation of children's right</i>	COMPETENCY 2 <i>Knowledge and application of the rules of ethics and professional conduct</i>	COMPETENCY 3 <i>Knowledge of children</i>
<div>a. Capacity of discernment</div> <div>b. Analytical ability</div> <div>c. Rigour</div> <div>d. Pragmatism</div> <div>e. Objectivity</div> <div>f. Openness</div>	<div>a. Respect</div> <div>b. Consistency</div> <div>c. Integrity</div> <div>d. Commitment</div> <div>e. Introspection</div> <div>f. Judgement</div> <div>g. Discernment</div> <div>h. Open-mindedness</div> <div>i. Impartiality</div>	<div>a. Home</div> <div>b. Flexibility</div> <div>c. Open-mindedness</div> <div>d. Analytical skills</div> <div>e. Objectivity</div> <div>f. Empathy</div> <div>g. Creativity</div> <div>h. Attention/curiosity</div>
COMPETENCY 4 <i>Interaction and communication with children, their families and communities</i>	COMPETENCY 5 <i>Collaboration with all formal and informal stakeholders towards a coordinated intervention</i>	COMPETENCY 6 <i>Efficient use of working tools adapted to children</i>
<div>a. Respect</div> <div>b. Courtesy</div> <div>c. Finesse</div> <div>d. Insight</div> <div>e. Sensitivity</div> <div>f. Ability to let go of prejudices</div> <div>g. Welcome</div> <div>h. Professionalism</div> <div>i. Empathy</div> <div>j. Active listening</div>	<div>a. Respect</div> <div>b. Open-mindedness</div> <div>c. Flexibility</div> <div>d. Transparency</div> <div>e. Creativity</div> <div>f. Discretion</div> <div>g. Diplomacy</div> <div>h. Ability to make a good plea</div>	<div>a. Respect</div> <div>b. Judgement</div> <div>c. Discernment</div> <div>d. Discretion</div> <div>e. Neutrality</div> <div>f. Empathy</div> <div>g. Patience</div> <div>h. Rigour</div> <div>i. Analysis</div> <div>j. Availability</div>

# CORE COMPETENCIES FOR SOCIAL WORKERS INTERACTING WITH CHILDREN



Here are the seven core competencies to to equip social workers to provide child-friendly interventions. The following tables present each of these competencies in terms of knowledge, attitudes and skills.

**COMPETENCY 1**  
**Promoting and applying children's rights**

**COMPETENCY 2**  
**Acting ethically and according to professional conduct rules**

**COMPETENCY 3**  
**Interacting and communicating effectively with children**

**COMPETENCY 4**  
**Adapting work methods to each child's needs and personal circumstances**

**COMPETENCY 5**  
**Collaborating with other sectors and effectively coordinating services**

**COMPETENCY 6**  
**Making effective and appropriate use of work tools**

**COMPETENCY 7**  
**Communicating and working with groups and communities**

<b>COMPETENCY 1</b> <i>Promoting and applying children's rights</i>	<b>COMPETENCY 2</b> <i>Acting ethically and according to professional conduct rules</i>	<b>COMPETENCY 3</b> <i>Interacting and communicating effectively with children</i>
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# KNOWLEDGE

- a. Understand the practical implications of the CRC's four guiding principles
  - b. Understand the concepts of child rights and advocacy, and the juvenile protection system
  - c. Understand the international legal framework (laws and standards) on child rights and advocacy (including legislation on justice for minors)
  - d. Be familiar with the legal and institutional frameworks for child rights and advocacy in effect at the local level
  - e. For social workers, understand your professional development needs
  - f. Know where to get information and take professional development courses
- a. Be familiar with the ethical standards and professional conduct rules applicable to social workers who deal with children
  - b. Be familiar with national and international standards applicable to social workers who deal with children
  - c. Be familiar with the code of ethics or code of conduct applicable to social workers, if any
  - d. Understand the concepts of dignity, integrity, equality, security, transparency, confidentiality and accountability
  - e. Be familiar with internal standards and codes applicable to the working environment



<b>COMPETENCY 4</b> <i>Adapting work methods to each child's needs and personal circumstances</i>	<b>COMPETENCY 5</b> <i>Collaborating with other sectors and effectively coordinating services</i>	<b>COMPETENCY 6</b> <i>Making effective and appropriate use of work tools</i>	<b>COMPETENCY 7</b> <i>Communicating and working with groups and communities</i>
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- a. Understand the main characteristics and needs associated with key child development phases
  - b. Understand the various aspects of child development
  - c. Understand the factors that can positively or negatively impact child development
  - d. Understand the factors that underpin mental health and psychosocial well-being according to a holistic and systemic approach
  - e. Understand the various factors of discrimination and measures to help prevent it
  - f. Understand the profiles of children in vulnerable situations and their main characteristics (victims, witnesses, in conflict with the law, living in situations that put their development at risk)
  - g. Be aware of the various types of abuse and violence committed against children (including gender-based violence)
  - h. Know what factors to consider when determining the best interests of the child
  - i. Be familiar with individual conflict-resolution and mediation methods
  - j. Be familiar with extra-judiciary measures and alternatives to detention
  - k. Be familiar with group facilitation and family discussion techniques
  - l. Know the steps of the rehabilitation process and their parameters
  - m. Be familiar with information gathering techniques
  - n. Be familiar with social survey parameters and intervention plan components
- a. Be familiar with the various sectors in the juvenile protection system and the services they offer, including social services, the community network and decentralised services
  - b. Be familiar with and understand the roles and limitations of these sectors, as well as intersectoral commonalities and overlap
  - c. Be familiar with extra-judiciary measures and when they should be applied
  - d. Know the key people working in the various sectors
  - e. Be familiar with standard operating procedures and tools outlining the terms and procedures for assisting and referring children
  - f. Be familiar with the holistic approach used to assist children, including the specific considerations it entails and the added value it provides
- a. Understand the legal and normative framework, as well as national policies on child protection and juvenile justice
  - b. Be familiar with the special tools for cases involving children (statistical tools, intervention plans, follow-up reports, assessment reports, etc.)
  - c. Be familiar with the data management systems used for multi-sectoral information about child protection
  - d. Be familiar with the protocol for managing and archiving information about children receiving assistance
- a. Be familiar with group facilitation and communication techniques and strategies
  - b. Be familiar with the socio-cultural context, formal and informal resources, and community leaders
  - c. Be familiar with community data collection, assessment and diagnostic tools
  - d. Be familiar with group conflict-resolution and mediation methods
  - e. Know preventive actions and techniques
  - f. Know advocacy and awareness-building actions and techniques
  - g. Know training techniques
  - h. Know the indicators of vulnerability within the family and the community
  - i. Be familiar with the key structures of civil society and community leaders



<p><b>COMPETENCY 1</b></p> <p><i>Promoting and applying children's rights</i></p>	<p><b>COMPETENCY 2</b></p> <p><i>Acting ethically and according to professional conduct rules</i></p>	<p><b>COMPETENCY 3</b></p> <p><i>Interacting and communicating effectively with children</i></p>
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## SKILLS

<p>a. Explain and put into practice the four guiding principles of the CRC and children's rights</p> <p>b. Explain and communicate about the implications of upholding children's rights</p> <p>c. Explain and apply the provisions of international, regional and national legislation on child rights and juvenile justice</p> <p>d. Participate in professional development and refresher courses on children's rights</p>	<p>a. Explain the ethical standards and professional conduct rules applicable to social workers who deal with children</p> <p>b. Explain the concepts of dignity, integrity, equality, security, transparency, confidentiality and accountability</p> <p>c. Understand and adopt behaviours and attitudes that comply with ethical standards and professional conduct rules, particularly with regard to protecting the dignity, integrity and equality of all children</p> <p>d. Understand why certain actions are taken with children and report on these actions</p>	<p>a. Make effective use of child-friendly interviewing techniques and communication strategies</p> <p>b. Take into account a child's family and socio-cultural background when communicating</p> <p>c. Create trust-based relationships with children and provide a safe space for them</p> <p>d. Adopt behaviours and attitudes that are suited to the child's characteristics</p> <p>e. Identify and use accommodation measures, as needed, based on the child's specific needs</p>
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## ATTRIBUTES

QUALITIES AND APTITUDES		ABILITIES
<p>a. Motivated</p> <p>b. Self-assured (Assertive)</p> <p>c. Available</p> <p>d. Thorough</p> <p>e. Pragmatic</p> <p>f. Open-minded</p> <p>g. Respectful of others</p> <p>h. Demonstrates integrity and transparency</p> <p>i. Dedicated</p> <p>j. Introspective</p>	<p>k. Impartial</p> <p>l. Flexible</p> <p>m. Creative</p> <p>n. Curious</p> <p>o. Professional</p> <p>p. Discreet</p> <p>q. Humble</p> <p>r. Perceptive</p>	<p>a. Discerning</p> <p>b. Decisive</p> <p>c. Adaptable</p> <p>d. Analytical</p> <p>e. Empathetic</p> <p>f. Strong listening skills</p> <p>g. Diplomatic</p> <p>h. Patient</p> <p>i. Interpersonal and communication skills</p> <p>j. Observant</p> <p>k. Shows initiative</p> <p>l. Teamwork</p>

<p><b>COMPETENCY 4</b></p> <p><i>Adapting work methods to each child's needs and personal circumstances</i></p>	<p><b>COMPETENCY 5</b></p> <p><i>Collaborating with other sectors and effectively coordinating services</i></p>	<p><b>COMPETENCY 6</b></p> <p><i>Making effective and appropriate use of work tools</i></p>	<p><b>COMPETENCY 7</b></p> <p><i>Communicating and working with groups and communities</i></p>
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<p>a. Effectively apply the concepts and knowledge gained on the various types of child profiles and child development</p> <p>b. Identify and effectively apply techniques and strategies that are child-centred, in the child's best interest and suitable for the child's developmental stage, needs, situation and gender-specific concerns</p> <p>c. Create a child-friendly environment</p> <p>d. Make effective use of individual conflict-resolution and mediation methods</p> <p>e. Effectively apply extra-judiciary measures and alternatives to detention</p> <p>f. Make effective use of group facilitation techniques</p> <p>g. Understand the characteristics of each step in the rehabilitation process and take these steps into account when developing intervention plans</p> <p>h. Understand the content and conclusions of social surveys</p> <p>i. Conduct social surveys that are relevant and respectful of children's rights</p> <p>j. Develop and implement relevant assistance plans</p> <p>k. Work effectively with the child's family, whenever this is possible and in the best interest of the child</p>	<p>a. Take into account, in your practice, the respective roles, services and limitations of each sector in the child protection system</p> <p>b. Make use of an updated directory of contact persons and services at the local, regional and national levels</p> <p>c. Plan, develop and make effective use of a mapping of the various actors in the protection system, key persons and services</p> <p>d. Work in collaboration with key persons from the various sectors and departments</p> <p>e. Explain, apply and promote the standard operating procedures and tools outlining the terms and procedures for assisting and referring children</p> <p>f. Promote the role that social workers play in the protection system</p> <p>g. Understand the added value and make use of an integrated approach when assisting children</p> <p>h. Make effective use of data management systems used for multi-sectoral information about child protection</p>	<p>a. Create case management tools as needed</p> <p>b. Make effective use of the special tools for cases involving children (statistical tools, intervention plans, follow-up reports, assessment reports, etc.)</p> <p>c. Manage information and archive files for cases involving children in a manner that is respectful of children's rights</p> <p>d. Use tools and equipment in an appropriate and child-rights-friendly manner when dealing with children</p> <p>e. Make appropriate use of standardised documents on child protection and children's rights</p>	<p>a. Apply group facilitation and communication techniques and strategies</p> <p>b. Adapt your approach to the child's socio-cultural background</p> <p>c. Influence and work effectively with community leaders</p> <p>d. Make effective use of community data collection, assessment and diagnostic tools</p> <p>e. Make effective use of group conflict-resolution and mediation methods</p> <p>f. Identify and implement relevant and effective prevention activities and techniques</p> <p>g. Identify and implement relevant and effective advocacy and awareness-building activities and techniques</p> <p>h. Make effective use of training techniques</p> <p>i. Detect situations of vulnerability within families and communities that affect or could affect children</p> <p>j. Propose and implement effective protection strategies involving families and communities</p> <p>k. Liaise and work effectively with groups and communities to support the welfare and protection of children</p>
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Here are the six core competencies that judges and prosecutors need in order to provide child-friendly justice. In the table below, each of the competencies is broken down into three facets: knowledge, skills and attributes.

- COMPETENCY 1**

**Interacting and communicating with children in an appropriate manner**
- COMPETENCY 2**

**Adapting procedures to the child's specific needs, development and circumstances**
- COMPETENCY 3**

**Interpreting the rules of law through the use of national, regional and international case law and legal instruments relating to children**
- COMPETENCY 4**

**Taking action to effectively promote and protect the rights of the child**
- COMPETENCY 5**

**Optimising cooperation with formal and informal actors in the juvenile justice and child protection systems**
- COMPETENCY 6**

**Acting ethically and complying with judicial conduct principles relating to children**

CORE  
COMPETENCIES  
FOR JUDGES AND  
PROSECUTORS  
INTERACTING  
WITH CHILDREN



KNOWLEDGE

CROSS-SECTOR KNOWLEDGE

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

COMPETENCY 1 <i>Interacting and communicating with children in an appropriate manner</i>	COMPETENCY 2 <i>Adapting procedures to the child's specific needs, development and circumstances</i>	COMPETENCY 3 <i>Interpreting the rules of law through the use of national, regional and international case law and legal instruments relating to children</i>
<p>a. Be familiar with effective and child-friendly communication techniques (verbal and non-verbal)</p> <p>b. Be familiar with active listening techniques</p> <p>c. Be familiar with the procedural safeguards for hearings involving children</p>	<p>a. Be familiar with the existing national judicial procedures relating to children as well as international standards and principles</p> <p>b. Be familiar with the rules for maintaining order at hearings in a child-friendly manner</p> <p>c. Be familiar with the measures that should be taken to prevent violations of children's rights</p> <p>d. Be familiar with alternatives to criminal prosecution and detention</p> <p>e. Be familiar with the procedural safeguards for proceedings involving children</p>	<p>a. Be familiar with the national, regional and international legal instruments relating to children's rights and juvenile justice</p> <p>b. Be familiar with national, regional and international case law on the rights of the child</p> <p>c. Be familiar with the institutional juvenile justice framework in the protection system</p> <p>d. Understand the concepts of the best interests of the child and child participation in decisions that affect them</p> <p>e. Be familiar with available alternative methods</p>
COMPETENCY 4 <i>Taking action to effectively promote and protect the rights of the child</i>	COMPETENCY 5 <i>Optimising cooperation with formal and informal actors in the juvenile justice and child protection systems</i>	COMPETENCY 6 <i>Acting ethically and complying with judicial conduct principles relating to children</i>
<p>a. Be familiar with international laws and standards on children's rights</p> <p>b. Be familiar with the challenges of upholding children's rights in their specific context (country, culture, etc.)</p> <p>c. Be familiar with the four core principles of the Convention on the Rights of the Child and their practical application in the field of justice</p>	<p>a. Be familiar with the various formal and informal actors in the juvenile justice and child protection systems</p> <p>b. Be familiar with their mandates, roles and responsibilities, as well as their degree of involvement in the juvenile justice and child protection systems</p> <p>c. Be familiar with your own field of expertise and the limits of your role</p> <p>d. Be familiar with the integrated multi-sectoral approach, the extent to which it is applied in the juvenile justice and child protection systems, and its various operating procedures and tools</p> <p>e. Know the various mechanisms for stakeholder collaboration (agreements, protocols, procedures, etc.)</p>	<p>a. Understand the ethical principles underpinning the various professions that make up the child protection system</p> <p>b. Understand the professional conduct rules for juvenile justice magistrates</p> <p>c. Be aware of the various sanctions for failure to comply with ethical and professional conduct rules</p>



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

## CROSS-SECTOR SKILLS

- Take the time to ensure that all stakeholders have properly understood what has been said.

- Be able to provide and explain important information on iddues such as children’s rights, the judicial process, the role of magistrates and the meaning of decisions and measures, in a simple manner that is suitable to the child, his or her family and other formal and informal stakeholders.

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

## CROSS-SECTOR ATTRIBUTES

- Be patient
- Be empathetic

- Be respectful of others
- Be open-minded

- Be flexible and adaptable
- Be humble

- Be creative

<ul style="list-style-type: none"> <li>a. Be sensitive to the child’s situation</li> <li>b. Remain attentive to the child</li> <li>c. Control your emotions</li> <li>d. Be able to let go of preconceptions</li> <li>e. Be self-critical</li> </ul>	<ul style="list-style-type: none"> <li>a. Be curious</li> <li>b. Demonstrate an ability to adapt (to situations and circumstances)</li> <li>c. Be open to best practices and to lear-ning from your own experiences</li> </ul>	<ul style="list-style-type: none"> <li>a. Be sensitive to the issue of children’s rights</li> <li>b. Be curious</li> <li>c. Be thorough and persevering</li> <li>d. Have the ability to analyse and syn-thesise information</li> </ul>	<ul style="list-style-type: none"> <li>a. Believe in and be committed to your responsibility within the child protec-tion system</li> <li>b. Be responsive and vigilant</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to communicate with and relate to others</li> <li>b. Be a team player</li> <li>c. Demonstrate good judgement</li> <li>d. Be available</li> <li>e. Have the ability to coordinate with stakeholders and act as a leader when necessary</li> </ul>	<ul style="list-style-type: none"> <li>a. Be thorough</li> <li>b. Be genuine</li> <li>c. Demonstrate integrity, impartiality and independence</li> <li>d. Demonstrate commitment</li> <li>e. Have the ability to coordinate with stakeholders and act as a leader when necessary</li> </ul>
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Here are the eight core competencies for personnel working with children deprived of liberty to provide child-friendly interventions. In the table, each of the competencies is broken down into three facets: knowledge, skills and attributes.

COMPETENCY 1

Being familiar with and applying national and international laws and standards relating to child deprivation of liberty

COMPETENCY 2

Tailoring interventions to uphold the rights and reflect the trajectory of each child deprived of liberty

COMPETENCY 3

Creating an environment that is conducive to effective communication and interactions with children

COMPETENCY 4

Protecting and safeguarding children deprived of liberty and reducing the risk of harm

COMPETENCY 5

Adapting applicable tools, procedures and systems to the needs of each child deprived of liberty

COMPETENCY 6

Promoting and facilitating child reintegration and rehabilitation in each intervention

COMPETENCY 7

Collaborating with all formal and informal actors, including institutional workers, family members and community representatives, to ensure that interventions are effectively coordinated

COMPETENCY 8

Being familiar with and adhering to the code of conduct applicable to personnel working with children deprived of liberty

CORE  
COMPETENCIES  
FOR PERSONNEL  
WORKING WITH  
CHILDREN  
DEPRIVED OF  
LIBERTY



REMINDER!

FACTORS TO BE TAKEN INTO ACCOUNT IN THE CONTEXTE OF DEPRIVATION OF LIBERTY OF CHILDREN

- Child deprivation of liberty should never be used systematically and should be specifically avoided in a number of different scenarios, such as those involving migrant children.
- In matters of juvenile justice, deprivation of liberty should be used only as a measure of last resort and for the shortest appropriate period of time, in accordance with Article 37 of the Convention on the Rights of the Child.
- Each actor whose work involves interacting with children deprived of liberty must consider these children as full subjects of the law.
- The capacity of workers to provide children with appropriate protection may be compromised when children are deprived of liberty for a legally unjustified reason or under excessively harsh terms.
- The lack of specialised services and workers for children deprived of liberty hinders the protection of their best interests and their rehabilitation.
- Regardless of the reason why a child is deprived of liberty, it is crucial to remember that they are still a child and should therefore be treated in accordance with the special rights and protections to which they are entitled.
- In the competency table, each time the term “deprivation of liberty” is used, it refers to situations involving justice, institutionalisation, migration, armed conflict and armed violence.





<p><b>COMPETENCY 1</b></p> <p><i>Being familiar with and applying national and international laws and standards relating to child deprivation of liberty</i></p>	<p><b>COMPETENCY 2</b></p> <p><i>Tailoring interventions to uphold the rights and reflect the trajectory of each child deprived of liberty</i></p>	<p><b>COMPETENCY 3</b></p> <p><i>Creating an environment that is conducive to effective communication and interactions with children</i></p>	<p><b>COMPETENCY 4</b></p> <p><i>Protecting and safeguarding children deprived of liberty and reducing the risk of harm</i></p>	<p><b>COMPETENCY 5</b></p> <p><i>Adapting applicable tools, procedures and systems to the needs of each child deprived of liberty</i></p>	<p><b>COMPETENCY 6</b></p> <p><i>Promoting and facilitating child reintegration and rehabilitation in each intervention</i></p>	<p><b>COMPETENCY 7</b></p> <p><i>Collaborating with all formal and informal actors to ensure that interventions are effectively coordinated</i> <small>(including institutional workers, family members and community representatives)</small></p>	<p><b>COMPETENCY 8</b></p> <p><i>Being familiar with and adhering to the code of conduct applicable to personnel working with children deprived of liberty</i></p>
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# KNOWLEDGE

## CROSS-SECTOR KNOWLEDGE

- Be familiar with the concept of the best interests of the child
- Be familiar with the concept of child participation (effective and genuine)
- Understand child development phases and behaviours, as well as cognitive development processes
- Be familiar with the various types of violence against children, including the associated dynamics, and their traumatic effects

- Understand the various behaviours demonstrated by children deprived of liberty, including the effects of the traumatic situations that led to or stem from their deprivation of liberty
- Have a thorough understanding of the factors that put children at risk with being in conflict with the law, re-offending and the various opportunities for rehabilitation and reintegration
- Understand the short, medium and long-term risks involved with depriving children of liberty and the related consequences on their health and development
- Be familiar with specific factors related to gender; since not all children have the same experiences or trajectory, being knowledgeable on gender-specific issues is necessary in order to provide adequate support

<p><b>a.</b> Be familiar with the principles and standards relating to deprivation of liberty</p> <p><b>b.</b> Be familiar with the local, national, regional and international legal and institutional frameworks on the promotion and protection of children's rights</p> <p><b>c.</b> Know how deprivation of liberty can affect children and how to mitigate harm</p> <p><b>d.</b> Be familiar with the standards and laws applicable to child deprivation of liberty in emergency situations, pandemics and humanitarian crises</p>	<p><b>a.</b> Understand how deprivation of liberty is inherently harmful to mental health</p> <p><b>b.</b> Understand the importance of assessing a child's background, risk factors and vulnerability, and of creating personalised diversion plans and interventions for each child</p> <p><b>c.</b> Be familiar with tell-tale behaviours and strategies for interacting with children deprived of liberty</p> <p><b>d.</b> Understand the importance of maintaining contact with family and community for children deprived of liberty</p> <p><b>e.</b> Be aware of the relationships between the child and the people in the child's environment</p> <p><b>f.</b> Know and understand each child's personal trajectory</p> <p><b>g.</b> Be familiar with strategies and measures to prevent and fight sexual or sexist violence against children deprived of liberty</p> <p><b>h.</b> Understand the roles of the various actors involved in developing personalised intervention plans based on a child's trajectory</p>	<p><b>a.</b> Be familiar with effective and child-friendly communication techniques (verbal and non-verbal)</p> <p><b>b.</b> Be familiar with active listening techniques</p> <p><b>c.</b> Be familiar with different strategies for communicating with children deprived of liberty</p> <p><b>d.</b> Be familiar with the principles that promote child participation in environments where children are deprived of liberty</p>	<p><b>a.</b> Understand the responsibilities of the various institutions that deal with children deprived of liberty</p> <p><b>b.</b> Be familiar with the patterns and effects of discrimination against children (based on race, ethnicity, sex, gender, language, etc.), as well as the concepts of prevention and mitigation</p> <p><b>c.</b> Be familiar with the principles of diversity and inclusion</p> <p><b>d.</b> Be familiar with the various characteristics of children who are victims, witnesses of crime, in contact/conflict with the law or institutionalised</p> <p><b>e.</b> Know values and principles that underlie the protection of children's rights (dignity, integrity, equality, security, transparency, confidentiality and accountability)</p> <p><b>f.</b> Recognise signs of distress, abuse or exploitation in children (including risk/signs of violence, bullying, self-harm or suicide)</p> <p><b>g.</b> Be familiar with positive sentencing practices and conflict resolution or mediation methods</p> <p><b>h.</b> Be familiar with the mechanisms in place for monitoring, reporting, filing complaints and investigating potential or confirmed cases of abuse in environments where children are deprived of liberty</p>	<p><b>a.</b> Be familiar with applicable procedures, databases, documentation, referral mechanisms, protocols and tools and the measures for adapting them to interventions with children deprived of liberty</p> <p><b>b.</b> Know how to report and address potential, suspected or actual cases of violence, abuse, neglect or exploitation</p> <p><b>c.</b> Be familiar with the signs of harassment, violence and discrimination against children, including gender-specific considerations</p> <p><b>d.</b> Be familiar with safety and security assessment procedures</p> <p><b>e.</b> Know what measures should be taken in suspected cases of violence and how to help children navigate the process</p> <p><b>f.</b> Be familiar with the mechanisms, tools and procedures related to children in emergency situations, pandemics and humanitarian crises</p>	<p><b>a.</b> Understand the importance of meaningful and respectful child participation at all stages of their deprivation of liberty</p> <p><b>b.</b> Be familiar with the strategies for reintegration and rehabilitation, including preparation and follow-up</p> <p><b>c.</b> Know social development and educational activities that are suitable for children deprived of liberty</p> <p><b>d.</b> Understand what is a life project, including its various components, and why having one is important for children deprived of liberty</p> <p><b>e.</b> Have a solid understanding of the importance of maintaining family and social ties, particularly to make the child feel secure and prepared to return to their home environment</p> <p><b>f.</b> Know which external services and partners can assist with child rehabilitation and reintegration</p>	<p><b>a.</b> Be familiar with the various formal and informal actors within the child protection system that play a role in the trajectory of each child, as well as their mandates, roles and responsibilities</p> <p><b>b.</b> Be familiar with your own organisation's multidisciplinary approach, operating procedures and tools, including the mechanisms for making referrals, communicating information and coordinating efforts</p> <p><b>c.</b> Be familiar with and proficient in using the mechanisms for collaborating with the various external actors involved in the child protection system, including the type of collaboration required based on the child's profile (at-risk, in contact with the law, migrant, associated with an armed group or armed force, etc.)</p> <p><b>d.</b> Be familiar with techniques for communicating with people involved in the child's life</p> <p><b>e.</b> Be aware of available humanitarian actors and specific coordination teams for emergency situations, pandemics and humanitarian crises</p>	<p><b>a.</b> Understand the codes of conduct applicable to the different types of workers who interact with children deprived of liberty for various reasons</p> <p><b>b.</b> Be familiar with professional conduct obligations and responsibilities</p> <p><b>c.</b> Understand the issues surrounding identity protection and stigmatisation</p> <p><b>d.</b> Be able to describe the ethical considerations and code of conduct applicable to interacting with children deprived of liberty</p> <p><b>e.</b> Be familiar with privacy rules</p> <p><b>f.</b> Know where to get information and find professional training for my profession</p> <p><b>g.</b> Know where to refer cases or who to share information with internally or outside the organisation</p> <p><b>h.</b> Understand the biases and preconceived notions held by other actors, reflecting their personal beliefs or those of the institution they represent</p>
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<b>COMPETENCY 1</b> <i>Being familiar with and applying national and international laws and standards relating to child deprivation of liberty</i>	<b>COMPETENCY 2</b> <i>Tailoring interventions to uphold the rights and reflect the trajectory of each child deprived of liberty</i>	<b>COMPETENCY 3</b> <i>Creating an environment that is conducive to effective communication and interactions with children</i>	<b>COMPETENCY 4</b> <i>Protecting and safeguarding children deprived of liberty and reducing the risk of harm</i>	<b>COMPETENCY 5</b> <i>Adapting applicable tools, procedures and systems to the needs of each child deprived of liberty</i>	<b>COMPETENCY 6</b> <i>Promoting and facilitating child reintegration and rehabilitation in each intervention</i>	<b>COMPETENCY 7</b> <i>Collaborating with all formal and informal actors to ensure that interventions are effectively coordinated</i> <i>(including institutional workers, family members and community representatives)</i>	<b>COMPETENCY 8</b> <i>Being familiar with and adhering to the code of conduct applicable to personnel working with children deprived of liberty</i>
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# SKILLS

## CROSS-SECTOR SKILLS

- Act in the best interests of the child
- Know how to explain and put into practice the four guiding principles of the CRC and children’s rights
- Promote meaningful and respectful child participation and take children’s views into account

- Promote all dimensions of child development, including physical, mental, spiritual, moral, psychological and social
- Explain and apply the concepts of dignity, integrity, equality, security, transparency, confidentiality and accountability
- Adapt interventions to considerations specific to the child’s gender

<p><b>a.</b> Make rational and constructive decisions by interpreting national, regional and international laws, standards and regulations relating to child deprivation of liberty and the best interests of the child</p> <p><b>b.</b> Know how to interpret and actively apply international, regional and national normative frameworks on children’s rights when carrying out your duties and responsibilities</p> <p><b>c.</b> Be able to adapt the application of laws and standards on child deprivation of liberty in emergency situations, pandemics and humanitarian crises</p>	<p><b>a.</b> Reconcile safety and security requirements with the rights and best interests of the child</p> <p><b>b.</b> Know how to gain an understanding of the child’s experience prior to being deprived of liberty and adapt your practice accordingly</p> <p><b>c.</b> Know how to identify the salient features of each child’s specific case and adapt measures and procedures accordingly</p> <p><b>d.</b> Be able to detect, prevent and take appropriate action against the risks of harm inherent in deprivation of liberty</p> <p><b>e.</b> Assesses and reassess the child’s situation and decisions made</p> <p><b>f.</b> Be able to assess the child’s development stage and adapt your practice accordingly</p> <p><b>g.</b> Be able to take a step back from your practice and question systematic practices that are not in the best interests of the child</p> <p><b>h.</b> Choose and make use of the most appropriate interventions</p>	<p><b>a.</b> Create and maintain trust with children</p> <p><b>b.</b> Be able to communicate in a manner that the child can understand when providing them with information about their case and rights</p> <p><b>c.</b> Facilitate contact between children deprived of liberty and their families and community</p> <p><b>d.</b> Actively involve the child in their intervention plan</p> <p><b>e.</b> Adjust the way hearings or interviews are conducted when a child is involved</p> <p><b>f.</b> Know how to use active listening and communication techniques that are appropriate to the child’s case, family situation, socio-cultural background and level of development</p> <p><b>g.</b> Know how to involve children in the decision-making process and give equal credence to their views as you would with adults</p>	<p><b>a.</b> Comply with safety and security policies and practices, in keeping with your duty to safeguard and protect children from all forms of violence</p> <p><b>b.</b> Explain to the child’s peers what are the implications of respecting the child’s rights</p> <p><b>c.</b> Identify and implement relevant and effective advocacy and awareness- building activities and techniques</p> <p><b>d.</b> Share information about children in an appropriate manner and ensure their privacy is protected</p> <p><b>e.</b> Know how to implement positive sentencing practices and conflict resolution or mediation methods</p> <p><b>f.</b> Act appropriately based on the child’s characteristics and avoid re-victimisation for children who are victims, witnesses, in contact/conflict with the law or institutionalised</p> <p><b>g.</b> Act in accordance with the principles of inclusion and diversity</p>	<p><b>a.</b> Adapt tools, procedures, referral mechanisms and protocols to each child deprived of liberty</p> <p><b>b.</b> Make effective use of data collection and assessment tools (with data broken down by age and gender)</p> <p><b>c.</b> Know how to adapt child detention methods by taking into account their unique rights and needs</p> <p><b>d.</b> Implement measures to manage and prevent the risk of abuse, harassment and violence based on gender and sexual orientation</p> <p><b>e.</b> Know how to identify the unique needs of children requiring special treatment or support (e.g., HIV/AIDS, sexually transmitted infections, disabilities, addictions, discrimination, etc.).</p> <p><b>f.</b> Make use of the mechanisms in place for monitoring, reporting, filing complaints and investigating potential or confirmed cases of abuse in environments where children are deprived of liberty</p>	<p><b>a.</b> Seek meaningful and respectful child participation at all stages of the deprivation of liberty process, including the child’s return to their home environment</p> <p><b>b.</b> Understand the characteristics of each step in the rehabilitation process and take these steps into account when developing intervention plans</p> <p><b>c.</b> Include reintegration and rehabilitation measures in intervention plans</p> <p><b>d.</b> Organise socio-educational and socio-cultural activities for children</p> <p><b>e.</b> Be able to take action on the child’s life project and facilitate their social reintegration</p> <p><b>f.</b> Help children maintain or develop family and social ties while they are deprived of liberty</p> <p><b>g.</b> Refer cases and collaborate with external services and partners involved in rehabilitation and reintegration, and call on them as early as possible in the deprivation of liberty period</p>	<p><b>a.</b> Use an up-to-date directory of resources from the various sectors and services available at the local, regional and national levels, including the child’s own network</p> <p><b>b.</b> Refer special cases to appropriately qualified colleagues and recognise the limits of your own role and competencies</p> <p><b>c.</b> Effectively communicate, collaborate and liaise with all formal and informal actors, institutional stakeholders, family members and community members</p> <p><b>d.</b> Collaborate with actors from various sectors and work as a team to achieve a common goal</p> <p><b>e.</b> Collaborate with the various external actors involved in the child protection system, including the type of collaboration required based on the child’s profile (at-risk, in contact with the law, migrant, associated with an armed group or armed force, etc.)</p> <p><b>f.</b> Collaborate, communicate and maintain a connection with the child’s family and community</p>	<p><b>a.</b> Be able to apply child-friendly principles, ethical standards and rules of professional conduct that prohibit violence against children</p> <p><b>b.</b> Know how to address/ resolve issues of violence, exploitation and abuse of detained children</p> <p><b>c.</b> Apply and ensure compliance with ethical rules and codes of conduct</p> <p><b>d.</b> Know how to respond to unethical behaviour in cases involving a child and encourage the child to seek recourse</p> <p><b>e.</b> Know how to recognise and report shortcomings within your institution, particularly in adapting services for girls</p>
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	<p>i. Be able to identify and properly refer children showing signs of mental health issues to an appropriate professional</p> <p>j. Understand your role in developing and implementing personalised intervention plans based on a child's trajectory</p>			<p>g. Know how to inform, support and protect children who want to report abuse or risk of abuse while they are deprived of liberty</p> <p>h. Take action to ensure that acts of violence against children are investigated and prosecuted promptly, independently and effectively</p> <p>i. Know how to adapt the mechanisms, tools and procedures related to children in emergency situations, pandemics and humanitarian crises</p>		<p>g. Take measures to plan and execute the child's release from the detention environment in collaboration with community resources</p> <p>h. Know how to communicate and coordinate effectively with humanitarian actors and how to contribute effectively to coordination bureaus created specifically for emergency situations, pandemics and humanitarian crises</p>	
<b>COMPETENCY 1</b> <i>Being familiar with and applying national and international laws and standards relating to child deprivation of liberty</i>	<b>COMPETENCY 2</b> <i>Tailoring interventions to uphold the rights and reflect the trajectory of each child deprived of liberty</i>	<b>COMPETENCY 3</b> <i>Creating an environment that is conducive to effective communication and interactions with children</i>	<b>COMPETENCY 4</b> <i>Protecting and safeguarding children deprived of liberty and reducing the risk of harm</i>	<b>COMPETENCY 5</b> <i>Adapting applicable tools, procedures and systems to the needs of each child deprived of liberty</i>	<b>COMPETENCY 6</b> <i>Promoting and facilitating child reintegration and rehabilitation in each intervention</i>	<b>COMPETENCY 7</b> <i>Collaborating with all formal and informal actors to ensure that interventions are effectively coordinated</i> <i>(including institutional workers, family members and community representatives)</i>	<b>COMPETENCY 8</b> <i>Being familiar with and adhering to the code of conduct applicable to personnel working with children deprived of liberty</i>

# ATTRIBUTES

## CROSS-SECTOR ATTRIBUTES

- Show respect
  - Be resilient in the face of adversity
  - Act with integrity
- Be impartial
  - Be engaged
  - Have a caring attitude
  - Believe in a child's potential to change
- Be a team player
  - Be able to let go of preconceived notions
  - Show initiative and be proactive

<p>a. Be open to giving children the benefit of the doubt</p> <p>b. Be thorough</p> <p>c. Be pragmatic</p> <p>d. Demonstrate strong information analysis and synthesis skills</p>	<p>a. Be flexible and adaptable to different situations and cases</p> <p>b. Show an interest in implementing best practices</p> <p>c. Be discerning</p> <p>d. Demonstrate initiative and an open attitude</p> <p>e. Advocate for tolerance</p> <p>f. Be able to question your thoughts and actions</p>	<p>a. Be interested in working with and for children</p> <p>b. Demonstrate a caring and sensitive attitude toward each child</p> <p>c. Be caring and supportive in your approach</p> <p>d. Communicate effectively</p> <p>e. Control your emotions</p>	<p>a. Respect children's rights</p> <p>b. Uphold the presumption of innocence for children who have not been convicted of a crime</p> <p>c. Be objective</p> <p>d. Be open-minded and tolerant</p> <p>e. Demonstrate the ability to take a step back</p> <p>f. Demonstrate humility by acknowledging risks (despite your best intentions)</p>	<p>a. Be creative</p> <p>b. Show initiative and be proactive</p> <p>c. Be flexible</p>	<p>a. Demonstrate perseverance and be welcoming, patient, disciplined and tolerant</p> <p>b. Be available</p>	<p>a. Be willing to work in a multidisciplinary team and share information</p> <p>b. Maintain a culture of mutual respect between professional groups</p> <p>c. Demonstrate interest in refreshing and improving your knowledge and skills</p> <p>d. Be willing to work as a team to improve the psycho-social care provided to children</p> <p>e. Demonstrate humility and be able to question your thoughts and actions</p> <p>f. Be diplomatic</p>	<p>a. Act with impartiality</p> <p>b. Act with impartiality</p> <p>c. Act professionally</p> <p>d. Demonstrate strong moral values as outlined in your professional code of conduct</p> <p>e. Abide by applicable ethical rules and your professional code of conduct</p>
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## WORKSHOPS THAT LED TO THE DEVELOPMENT OF THE KEY COMPETENCES.

### 2009 CONSULTATION ON CHILD RIGHTS TRAINING FOR POLICE FORCES - Ouagadougou, Burkina Faso

**Delegations from 11 countries:** Benin, Burkina Faso, Canada, Central African Republic, Chad, Côte d'Ivoire, Egypt, France, Mali, Niger and Togo.

**Partners:** Organisation internationale de la Francophonie, National Police School of Burkina Faso and Francopol.

### 2010 REGIONAL WORKSHOP ON THE APPLICATION OF INTERNATIONAL JUVENILE JUSTICE STANDARDS FOR POLICE IN WESTERN AND CENTRAL AFRICA - Cotonou, Benin

**Delegations from 10 countries:** Benin, Burkina Faso, Cameroon, Central African Republic, Côte d'Ivoire, Mali, Niger, Republic of Congo, Senegal and Togo.

**Partners:** Organisation internationale de la Francophonie, Francopol, Defence for Children International, Save the Children and UNICEF Benin.



### 2011 EXPERT WORKSHOP ON CHILD RIGHTS TRAINING FOR SECURITY FORCES IN FRENCH-SPEAKING AFRICA - Dakar, Senegal

**Delegations from 20 countries:** Austria, Belgium, Benin, Burkina Faso, Canada, Côte d'Ivoire, France, Germany, Italy, Mali, Mauritania, Morocco, Niger, Peru, Republic of Congo, Senegal, South Africa, Sweden, United States and Togo.

**Partners:** Organisation internationale de la Francophonie, Save the Children Sweden and UNICEF.

### REGIONAL WORKSHOP ON CHILD RIGHTS TRAINING FOR POLICE AND GENDARMES IN FRENCH-SPEAKING AFRICA - Niamey, Niger

**Delegations from 15 countries:** Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Congo, Côte d'Ivoire, Gabon, Guinea, Haiti, Mali, Mauritania, Niger, Senegal and Togo.

**Partners:** Organisation internationale de la Francophonie, Government of Niger, UNICEF and Save the Children Sweden.

### 2012 REGIONAL WORKSHOP ON THE INTEGRATION OF CORE CHILD-FRIENDLY POLICING COMPETENCIES INTO POLICE AND GENDARME TRAINING AND PRACTICES IN AFRICA - Lome, Togo

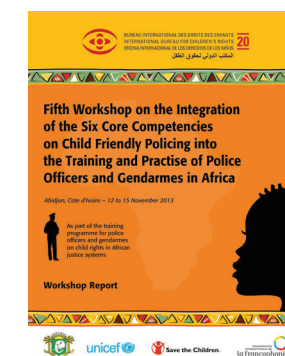
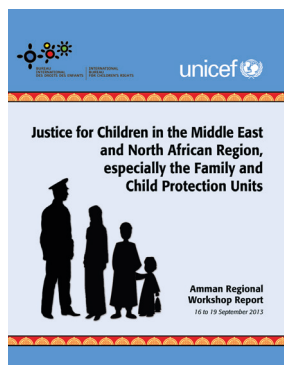
**Delegations from 24 countries:** Burundi, Cameroon, Canada, Central African Republic, Chad, Côte d'Ivoire, Ethiopia, Guinea, Haiti, Iraq, Italy, Jordan, Kenya, Mauritania, Morocco, Namibia, Niger, Nigeria, Senegal, Sierra Leone, Swaziland, Tanzania, and Togo.

**Partners:** Save the Children, Organisation internationale de la Francophonie, UNICEF, Republic of Togo and WaO-Afrique.

### 2013 REGIONAL WORKSHOP REPORT ON JUSTICE FOR CHILDREN IN THE MIDDLE EAST AND NORTH AFRICA, ESPECIALLY THE FAMILY AND CHILD PROTECTION UNITS - Amman, Jordan

**Delegations from 9 countries:** Iraq, Jordan, Lebanon, Libya, Morocco, Sudan, Occupied Palestinian Territory, Tunisia and Yemen.

**Partner:** UNICEF.



### REGIONAL WORKSHOP REPORT ON INTEGRATION OF THE SIX CORE COMPETENCIES ON CHILD-FRIENDLY POLICING INTO THE TRAINING AND PRACTICE OF POLICE OFFICERS AND GENDARMES IN AFRICA - Abidjan, Côte d'Ivoire

**Delegations from 23 countries:** Angola, Benin, Burundi, Cameroon, Canada, Chad, Comoros, Côte d'Ivoire, Gambia, Ghana, Guinea, Libya, Malawi, Mali, Mauritania, Niger, Rwanda, Senegal, Sudan, Swaziland, Togo, Tunisia and Zambia.

**Partners:** UNICEF, Save the Children, Organisation Internationale de la Francophonie and Republic of Côte d'Ivoire.





## 2014 REGIONAL WORKSHOP ON SOCIAL WORK TRAINING - Dakar, Senegal

**Delegations from 7 countries:** Benin, Burkina Faso, Côte D'Ivoire, Ghana, Guinea-Bissau, Mauritania and Senegal.

**Partners:** Terre des Hommes, UNICEF and International Social Service (ISS).

2016



## REGIONAL WORKSHOP ON CORE CHILD PROTECTION COMPETENCY AND CAPACITY BUILDING FOR SOCIAL SERVICES PROFESSIONALS - Cotonou, Benin

**Delegations from 8 countries:** Benin, Burkina Faso, Chad, Côte d'Ivoire, Mauritania, Democratic Republic of Congo, Senegal and Togo.

**Partners:** Terre des Hommes, UNICEF and International Social Service (ISS).

## 2018 EXPERT WORKSHOP ON CORE COMPETENCIES FOR JUSTICE PERSONNEL - Ouagadougou, Burkina Faso

**Delegations from 18 countries:** Benin, Burkina Faso, Canada, Chile, Côte d'Ivoire, France, Kenya, Luxembourg, Madagascar, Morocco, Mauritania, Niger, Peru, Democratic Republic of Congo, Senegal, Switzerland, Togo, Tunisia.

**Partners:** Organisation internationale de la Francophonie, Government of Burkina Faso, Child Helpline International, Defence for Children, ECPAT France, ECPAT Luxembourg, Francopol, United Nations Office on Drugs and Crime, Terre des Hommes, UNICEF.



## 2020 CONSULTATIVE PROCESS ON CORE COMPETENCIES FOR PERSONNEL WORKING WITH CHILDREN DEPRIVED OF LIBERTY

- Regional workshop in Ouagadougou, Burkina Faso
- International consultation held in three languages (French, English and Spanish), online

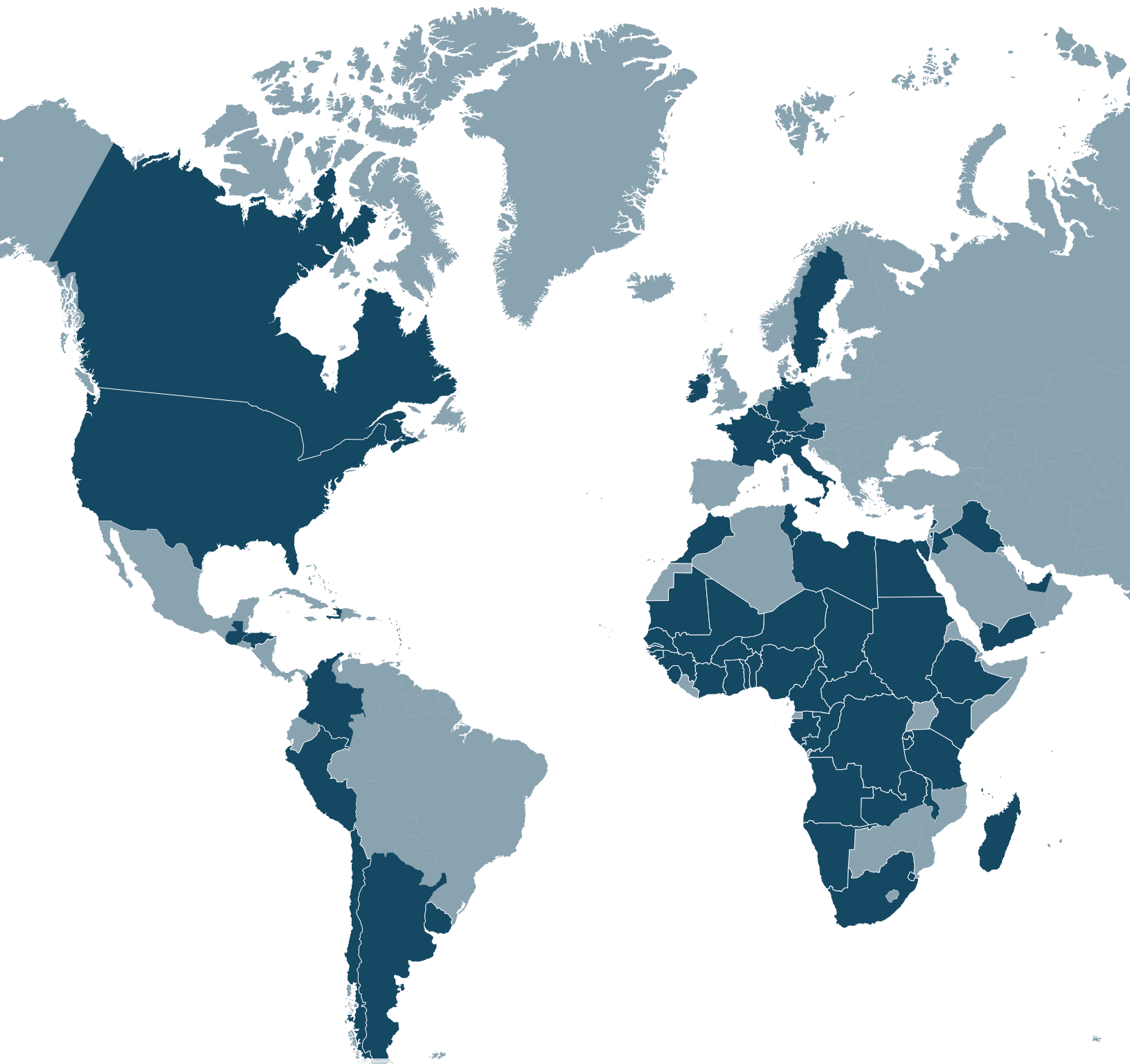
**Representatives from 35 countries:** Argentina, Austria, Bahrain, Belgium, Benin, Burkina Faso, Cameroon, Canada, Chad, Chile, Colombia, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, France, Germany, Guatemala, Guinea, Honduras, Iraq, Jordan, Lebanon, Madagascar, Mali, Morocco, Niger, Peru, Senegal, Scotland, Switzerland, Togo, Tunisia, USA, Uruguay.

**Partners:** Organisation internationale de la Francophonie, World Campus for Human Rights, Defence for Children International, United Nations Office on Drugs and Crime, UNICEF, Special Representative on Violence against Children, Justice for Children Working Group, Terre des Hommes, Save the Children.





COUNTRIES INVOLVED (DELEGATIONS) IN THE DEVELOPMENT OF CORE COMPETENCIES



Angola, Argentina, Austria, Bahrain, Belgium, Benin, Burundi, Burkina Faso, Cameroon, Canada, Chile, Colombia, Comoros, Côte d'Ivoire, Egypt, Ethiopia, France, Gabon, Germany, Ghana, Gambia, Guatemala, Guinea, Haiti, Honduras, Iraq, Italy, Jordan, Kenya, Lebanon, Libya, Scotland, South Africa, United Arab Emirates, United States, Luxembourg, Madagascar, Malawi, Mali, Morocco, Mauritania, Namibia, Niger, Nigeria, Peru, Kenya, Republic of Congo, Central African Republic, Chad, Democratic Republic of Congo, Rwanda, Senegal, Sierra Leone, Sudan, Sweden, Switzerland, Swaziland, Tanzania, Occupied Palestinian Territories, Togo, Tunisia, Uruguay, Yemen, Zambia.

ABOUT THE INTERNATIONAL BUREAU FOR CHILDREN'S RIGHTS

The International Bureau for Children's Rights is a non-governmental organisation that has been upholding the rights of the child for more than 25 years in over 50 countries across Africa, the Americas, Asia and the Middle East. Using an approach that is both participative and sustainable,

we work with our partners in the field to promote and protect the rights of children, including those who are in contact with the legal system or affected by a humanitarian crisis caused by armed conflict or natural disaster. We also aim to prevent child exploitation, violence, abuse and

neglect in all forms, particularly those involving sexual mistreatment. In all our initiatives, we ensure that children are protected and given the chance to participate and have their voices heard.

OUR FIELDS OF ACTIVITY



FUNDAMENTAL PRINCIPLES

- The best interests of children
- Non-discrimination
- The right to life, survival and development
- Children's right to participation and freedom of expression



A WORLD WHERE EVERY CHILD  
ENJOYS HIS OR HER RIGHTS  
WITHOUT DISTINCTION AND  
IN ALL CIRCUMSTANCES.

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المكتب الدولي لحقوق الطفل

805, rue Villeray, Montreal (Quebec) H2R 1J4  
Tel. +1 514 932 7656 - info@ibcr.org