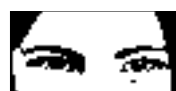


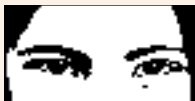


Training of child protection actors on key competencies in caring for children in adversity and their families.

A Guide for Trainers and Child Protection Actors



Terre des hommes
Aide à l'enfance.



Terre des hommes

Aide à l'enfance.

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PROTEKNON

Training of child protection actors on key competencies in caring for children in adversity and their families

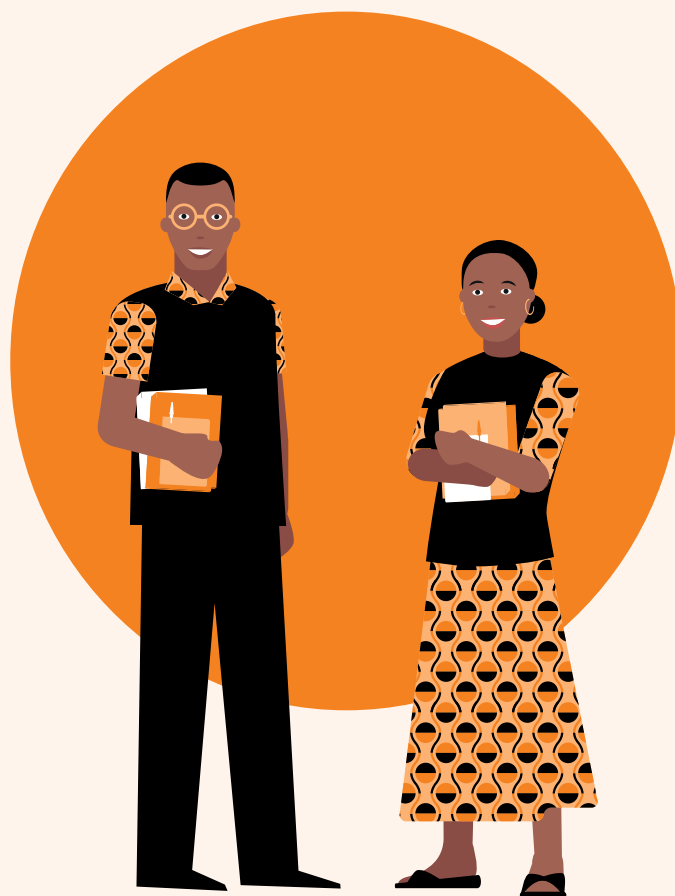
A Guide for Trainers and Child Protection Actors

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Introduction



Sékou

Bintou

This guide has been designed to strengthen the competencies of child protection actors. The term "child protection actors" covers three categories of actors:

Social Workers: Professional social workers who hold accredited social work qualifications (e.g. accredited social workers, caseworkers, social service specialists, etc.)

Para-social workers: Professionals in the child protection field who do not work as social workers or who lack accredited social work qualifications (e.g. facilitators, community development workers, probation officers, unaccredited social workers, etc.)



Bintou is 34. After obtaining her high school diploma, she studied at a social work training institute. She works at a rural centre for children in adversity. She is a social worker.



Sékou is 29. He studied sociology at university before passing an exam to become a civil servant. He was recruited by the Ministry for Social Welfare and works in a social advancement centre. He is a para-social worker.



Community actors: Community members who play an informal role in child protection (e.g. members of community-based organisations, children's groups, mothers' groups, community leaders, teachers or religious leaders.)

The goal of this guide is to develop the basic professional competencies of child protection actors, particularly social workers and para-social workers. This guide will also help trainers develop training content and ensure that child protection actors acquire the required information (knowledge), know-how (skills) and interpersonal skills (attitudes).

The first part of the guide is intended for those who train child protection actors and is based on a child protection competency matrix.

It presents the training methodology to strengthen essential knowledge, attitudes and skills, including the information and tools needed to facilitate the learning and development of child protection actors. It also highlights the core and cross-cutting competencies that child protection actors require and includes exercises and tips to help trainers to develop and adapt to their specific contexts and targeted participants.

The second part of the guide includes sessions on themes specific to Terre des hommes (Tdh).

Each session offers an illustration of the core competencies required by child protection actors in a given context. However, it is essential that child protection actors aim to master all of the key competencies in the framework. We therefore strongly recommend that users refer to the document entitled "Key competency framework for child protection actors in West and Central Africa" in their practice.

The themes discussed in this guide include:

- The systems approach
- Protective accompaniment of children affected by migration
- Restorative juvenile justice

The chapters are divided into sessions, with each session composed of learning objectives, exercises and illustrative examples.

Each session also includes a presentation of basic knowledge (what actors need to know) and good practices (what actors need to do). The themes discussed in the guide are used to strengthen existing, or introduce new child protection practices. For experienced child protection actors, the guide is a reference document to strengthen their professional practice. For inexperienced child protection actors, the guide sets out clear expectations.

Exercises, case studies and opportunities for reflection have been incorporated to allow child protection actors to reflect on their own practice and to set the pace for trainers. The exercises can be found in the back of the Annexes. They have been specially designed to encourage participants to contemplate and internalise the concepts and methodologies discussed.

As you work through the guidebook, Bintou and Sekou will help you better understand your role and responsibilities as a child protection actor. Their experience has taught them that child protection actors must both know (theory) and do (practice). They will help you to think through and question your practice, identifying what you already know and do and helping you to develop additional competencies.

1. Part One

Theory and practice for training child protection actors



TRAINING COMPETENCIES, DESIGN, FACILITATION AND FOLLOW-UP

As child protection actors, Bintou and Sékou often run trainings. Sometimes this involves raising awareness among the parents of children in adversity; other times it involves running five-day teacher training sessions on child protection issues. Bintou and Sékou know that child protection actors must train a wide range of target audiences.



Today, they will use their extensive experience to explain what you need to know and do to successfully organise training sessions.

Learning objectives of this session:

- Identify the main principles of andragogy, i.e. adult learning.
- Examine the idea of 'competency' and how it can be developed.
- Consider how to respond to a training request.
- Consider how to identify different goals and contexts when preparing a training session.
- Identify tools and methodologies to use when providing trainings.
- Examine how to develop an action plan to ensure post-training follow-up and support.
- Examine how to prepare for and jointly facilitate trainings.
- Identify ways to evaluate the training.

1.1. COMPETENCIES

Sékou is preparing a training session for social workers embarking on their new careers. He knows that, to be successful, his training must take into account participants' abilities to acquire and apply new competencies, but also their abilities to question and re-examine their own viewpoints and opinions.



What you need to consider:

Why is training for child protection actors important?



Possible Answers:

- To acquire new competencies;
- To learn analytical skills;
- To learn to use new professional tools;
- To strengthen good practices;
- To improve interpersonal skills;
- To offer quality services;
- To meet professional expectations; and
- To assume professional responsibilities.

Child protection actors may require different competencies depending on their position, the timing and the context. Training helps child protection actors prepare themselves for the wide range of tasks awaiting them in the work environment.

What you need to do:

- ✓ Help participants identify the personal competencies they need to acquire or strengthen.
- ✓ Identify general competencies to be acquired or improved from the key competency framework for child protection actors.
- ✓ Question your own practice and ways of referring to previously-acquired competencies.





What you need to consider:

What are some different training techniques?

Possible Answers

- Apprenticeship;
- Observation of an expert or a colleague for e.g. practice, supervised experience;
- Discussion or analysis of evidence;
- Group brainstorming;
- Case studies;
- Sharing experiences;
- Independent learning; and
- Real-life experience, etc.



See Annex 1.1 Training techniques and Annex 1.2 Training technique worksheets.



What you need to know:

There are three types of competencies: information (knowledge), know-how (skills) and interpersonal skills (attitudes).

Training techniques must be selected to intentionally develop each of the three competencies:

- **Knowledge:** techniques that rely on theoretical information and research.
- **Skills:** techniques that rely on practical exercises such as preparing a meeting.
- **Attitudes:** real-life situations, role-playing active listening, or supervised home visits.



See Annex 1.3 Table of key and cross-cutting competencies for child protection actors (social workers and para-social workers)

1.2 DESIGN

Bintou works in a rural area. Sometimes she runs training sessions for adults dealing with children in adverse conditions. She has to adapt these training sessions to her target audiences and the conditions. She knows that adults learn differently than children, and she therefore has to select appropriate methods.



What you need to know:

- Andragogy is a specific training method for adults, based on a learning cycle that includes experience, observation, reflection and application.
- Adults learn more easily when they are asked to define and formulate their own learning goals; when training content is based on participants' real-life experiences; and when training is based on participation, cooperation and diverse learning methods.

What you need to consider:

Think about other training sessions you have attended in the past. What techniques best helped you assimilate the required competencies? How did the effective training sessions result in changes to your practices and attitudes at work?



What you need to do:

- Create a favourable learning environment.
- Observe and listen to participants.
- Respect participants at all times.
- Ensure that participants are ready to learn when the training begins.
- Regularly check in with participants.
- Present content and use processes that are relevant to participants' professional contexts.
- Incorporate different learning techniques, including games, artistic activities, opportunities for reflection, etc.



- Let participants express ideas in their own words.
- Support participants to understand that there are many ways in which they can realise their full potential.
- Show participants that learning will help them work more efficiently.
- Provide participants with a positive learning experience—learning is easier when it is enjoyable.
- Give more knowledgeable participants the opportunity to contribute to and/or reinforce lessons.
- Encourage cooperation as it facilitates and enriches the learning process.

What you need to know:

Consideration must be given to factors that help create favourable learning environments.

1. **Physical conditions and equipment.** Although luxurious conditions are not essential, there must be a basic level of comfort. The room must be at an appropriate temperature; there must be sufficient tables and lighting; meals must be nourishing and well-presented; there must be sufficient breaks; etc.
2. **Configuration of the learning venue.** For participation-based training sessions, the venue must have enough rooms to allow participants to work in small groups.
3. **Appropriate learning tools for the trainer and participants.** The trainer may use a board, computer, projector, handouts, etc. Participants must also have appropriate tools to take notes and complete group exercises.
4. **A respectful, accepting and trusting environment.** The trainer must establish and maintain a learning environment that encourages awareness, open mindedness and debate while allowing participants to make mistakes and take risks.
5. **Flexible methods based on participants' professional practices.** People learn in different ways; the trainer must take this into account. An understanding of the ways in which participants will apply the training in their workplaces is essential.
6. **Limit the number of participants** to 12 to 15 people (up to 20 if there are two trainers) for participation-based trainings. If participant numbers are higher, it is preferable to organise several sessions.
7. **Investigate difficulties with the learning process.** If you get the impression that participants are not interested in learning, ask why and encourage them to consider the positive aspects of the training.
8. **Build flexibility into the training schedule** to accommodate unexpected events, time for debate, active participation by all and the pace of the group.
9. **Begin trainings with previously-acquired knowledge** (what is already known) and end with yet-to-be acquired knowledge (what is unknown). Help participants identify what they know about a specific issue and develop new ideas based on existing knowledge. Once participants have assimilated the new ideas presented, introduce others.



See Annex 1.4 A step-by-step guide to designing a training session



1.3 FACILITATION

Bintou and Sékou regularly use participation-based methods because they know this is the best way to ensure that participants assimilate new knowledge. They remember their own classes, when many students fell asleep during teachers' theoretical explanations. Sékou is a little shy, but he has no trouble teaching because he is speaking about things he knows and loves. Bintou often suggests that participants work in small groups to share their experiences.



What you need to consider:

What are the most important qualities of a trainer?
How can I improve my performance as a trainer?

Possible Answers :

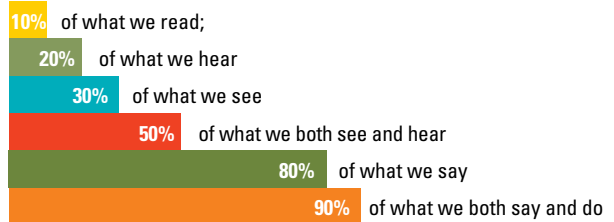
- Interest in and mastery of the subject;
- Ability to express things clearly;
- Ability to listen to others and to offer opportunities to speak;
- Ability to organise learning in a clear, effective and interesting way;
- Ability to explain information in different ways;
- Good interpersonal skills;
- Capacity to set boundaries and assume authority;
- Consistency between words and actions (e.g. between relational theory and actual attitudes towards others);
- A good understanding of psychological processes and group dynamics;
- A good sense of humour and flexibility;
- Respect for self and others;
- A good balance between self-confidence and confidence in others;
- Artistic awareness;
- Awareness of the theatrical nature of training;
- Ability to adapt to different circumstances and deal with the unexpected;
- Willingness to accept comments, criticism and suggestions from trainees and colleagues;
- Awareness of new tools, methods and content suitable for the subject and trainees; and
- Ability to motivate others to carry out research.



See Annex 1.5 Competencies for trainers

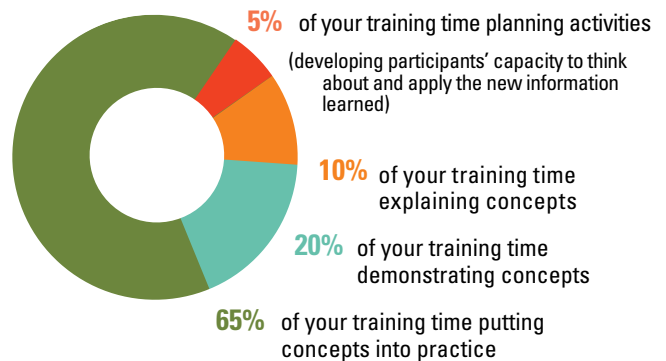
What you need to know:

According to psycho-pedagogical research, we remember:



What you need to do:

Based on your knowledge of the learning process, you should spend:



Encouraging participants to share their experiences and engage in role-plays will call on their different senses and emotions, making it easier to absorb their lessons and facilitating analysis and evaluation of their existing habits/practices.



See Annex 1.1 Training techniques



What you need to consider:

Which trainee behaviours present a challenge to facilitating trainings? How should these behaviours be managed by the trainers?

Possible Answer:

Mitigate through agreements, schedule and space

- *Frequent interruptions;*
- *Chatter;*
- *Fixation on theory;*
- *Lack of focus;*
- *Aggression;*
- *Lack of participation;*
- *Attempts to change the subject; and*
- *Argumentativeness, etc.*



What you need to do:

- Identify participant behaviours that could be a challenge.
- Keep sight of the training session's objectives (when dealing with argumentative, theoretically-focused or deviant trainees).
- Ensure each member of the group speaks for the same amount of time (when dealing with chatty, theoretically-focused, silent and indifferent trainees).
- Establish that you are in charge, without being domineering, for the duration of the training session (when dealing with aggressive, argumentative and theoretically-focused trainees).
- Use humour (not irony or sarcasm) to deal with complex situations (when dealing with aggressive and argumentative trainees).

- Transform weaknesses into strengths (e.g. make chatty trainees responsible for managing sub-groups by giving them clearly-defined roles; encourage the participation of indifferent trainees by supporting them to express their priorities).
- Use timekeepers or other time management techniques if necessary.
- Respect the rules established by the group.
- Clearly address situations that could be insulting or disrespectful to some participants (when dealing with aggressive, joking or deviant trainees).
- Cut short group discussions that play into the hands of deviant or theoretically-focused trainees.
- Create an environment that is physically and psychologically safe by monitoring emotions and circumstances.
- Allow participants to express their feelings and emotions in a respectful environment.
- Choose a training method that is suitable for your level of experience, the goals to be attained, the target audience and the duration of the training session.
- Opt for active methods that help convey all three kinds of skills—knowledge, skills and attitudes—wherever possible.



See Annex 1.6 Expectations worksheet template

USING VISUAL TOOLS



Sékou had once prepared a computer presentation for trainees but, due to a power cut, he was unable to show it during the training. Today, he is better-prepared and always makes sure he has paper copies of his presentations during the trainings. He has also learned by experience that computer presentations are not the best learning tool. Participants tend to pay more attention to the presentation than to what he is saying. In addition, Sékou regularly organises training sessions for people with poor literacy skills, to whom computer presentations are of very little value.



What you need to consider:

Which visual tools can be used during a training? What are their strengths and weaknesses?

Possible Answers:

- *Flip charts;*
- *Whiteboards;*
- *Blackboards;*
- *Photos;*
- *Posters;*
- *Maps;*
- *Films;*
- *Videos;*
- *Slides; and*
- *PowerPoint presentations.*



What you need to know:

Visual tools can be used in three ways:

- **To collect participant contributions.** Working individually or in groups, participants are encouraged to note down answers and ideas for discussion or for later use.
- **To support trainers.** A session's key words, sentences and ideas can be written on flip charts, whiteboards or blackboards or in PowerPoint presentations as the trainer guides trainees through the learning process.
- **To prepare for sessions.** Trainers prepare materials before beginning the training and always checks they are accessible before the session.

Teaching tools can be used to:

- Sum up key points;
- Issue instructions;
- Provide additional information;
- Supply illustrations/examples of the ideas discussed during the presentation; and
- Underline or introduce abstract or complex ideas.

Teaching tools must be clear (avoid long messages), relevant to the information being taught, and structured and formatted in a coherent style.

What you need to do:

- ✓ Use visual tools to address subjects that have been introduced beforehand.
- ✓ Use visual tools to help participants memorise important points.
- ✓ Make sure that the font size, handwriting or quality of the presentation can be easily read by participants.
- ✓ Use images, graphs and diagrams to express ideas wherever possible.
- ✓ When using PowerPoint, make sure that the information provided is a summary: It should not replace the explanation or description.
- ✓ Inform participants at the start of the session that educational materials will be handed out at the end so they can focus and listen during the session.



1.4 FOLLOW-UP



Bintou knows that training is just the first step in the learning process. To ensure that participants put their new competencies into practice, she organises meetings with them after the training session has been completed. During these coaching sessions, Bintou observes how participants apply the lessons learned and gives feedback. She provides more assistance and guidance to those who have difficulty incorporating new skills into their professional practices.



What you need to know:

- Adult training, or andragogy, aims to strengthen participants' competencies in order to improve their professionalism. Evaluation and follow-up activities must therefore focus on the acquisition and application of competencies.
- The main purpose of evaluation is to ensure that the training session's goals have been attained.
- Except in the case of one-off awareness-raising sessions or theoretical lectures, training is not an end in itself. The goal is to bring about a change in knowledge, attitudes or practices as part of a competency-strengthening strategy. Successful training requires follow-up or support in the form of professional study groups with a view of improving practices, providing additional training sessions, offering one-on-one or group coaching, etc.



See Annex 1.7 Follow-up and support techniques to strengthen competencies and Annex 1.8 A discussion group example

What you need to do:

- ✓ Evaluate participants' reactions by using evaluation worksheets, asking questions or holding round table discussions.
- ✓ Evaluate changes to participants' knowledge and attitudes with pre- and post-training assessments.
- ✓ Evaluate changes to participants' practices several weeks or months after training.
- ✓ Give participants the opportunity to use self-evaluation methods that will help them set objectives and measure their progress.
- ✓ Share evaluation results with participants so they have a clear view of their progress after training.
- ✓ Organise and plan post-training follow-up events to ensure that a meaningful support process is put in place.



See Annex 1.9 Evaluation worksheet template and Annex 1.10. Action plan template

Part Two

Theory and practice in using the competency framework to address key child protection issues in West Africa



2.1 ESSENTIAL PREREQUISITE:

THE CORE COMPETENCY FRAMEWORK FOR CHILD PROTECTION ACTORS



Bintou and Sékou both work in the field of child protection. During their initial training, they were introduced to the key competencies required for working with children. They learned how to behave with children and their families and how to work with communities. They also studied the basics of child development and psychology and the national and international legal framework governing child protection. These skills are essential for anyone working in child protection. Whatever the situations of the children they support, Bintou and Sékou regularly use these competencies and strive to improve them.



Learning objectives of this session:

- Familiarise participants with the key competency framework for child protection actors and help them to understand its importance as a 'minimum' competency framework required for child protection work.
- Explore how to use the framework to question and analyse their personal competencies as well as to support teams (as a supervisor, for example) to analyse and improve their practices.
- Identify opportunities for greater cooperation, coordination and synergies between key groups of child protection actors.

2.1.1 DEVELOPMENT OF THE COMPETENCY FRAMEWORK AND RECOMMENDATIONS FOR CHILD PROTECTION ACTORS

The key competency framework for child protection actors grew out of an inter-agency^[1] initiative composed of various child protection stakeholders in collaboration with ECOWAS with the intent of strengthening social workers. A meeting was held in Dakar, Senegal in December 2014, the first step towards the creation of a regional network to strengthen human resources and social services in West and Central Africa.

One of the key recommendations of this workshop was to carry out national consultations on the roles, responsibilities and core competencies of professional and para-social workers, including all those working in child protection in the West and Central African contexts.

Based on feedback from these consultations, a second workshop was held in Cotonou, Benin in April 2016. This workshop resulted in the following^[2]:

- Identification of key groups of child protection actors in West and Central Africa;
- Recommendations on opportunities for greater cooperation, coordination and synergies between the key categories of child protection actors;
- A common key competency framework applicable to the three types of child protection actors;
- A specific core competency framework applicable to the two professional categories of child protection actors (social workers and para-social workers).

^[1] Initiative supported by Tdh, SSI, IBCR and UNICEF with the participation of nine schools / universities in the region from seven countries (Ivory Coast, Ghana, Benin, Burkina Faso, Guinea-Bissau, Senegal and Mauritania) as well as other organizations, such as ENDA Third World and the African Movement of Working Children and Youth (AMWCY)

^[2] All these products are compiled in the document "Key competencies framework of the social actors of protection of the childhood of the west and the center", ECOWAS-GRPE, 2017

2.1.2 BRIEF PRESENTATION OF THE KEY COMPETENCIES: THREE COMPETENCIES RELATING TO THE FIELD OF INTERVENTION AND FOUR CROSS-CUTTING COMPETENCIES



What you need to know:

This guide focuses on the specific key competency framework applicable to the two professional categories of child protection actors (social workers and para-social workers). This framework is made up of two parts. The first contains key competencies relating to child protection actors' three main areas of intervention:

1. Effectively and appropriately assist the child and his/ her family;
2. Effectively and appropriately assist groups of children and youth; and
3. Effectively provide contextualised support and prevention activities to communities.

The second part contains four cross-cutting competencies considered essential for all social workers and para-social workers:

1. Develop and promote inter-sectoral partnerships, collaborations, and networks;
2. Monitor and evaluate one's own practice;
3. Understand the normative framework as it relates to child rights and interventions that target children; and
4. Contribute to one's own professional development and to the evolution of the profession.



What you need to consider:

Looking at the various competency categories, in which ones have you been trained and/or which ones do you possess?



What you need to do:

- ✓ Familiarise yourself with the key competency framework;
- ✓ Identify the competencies you possess and those you need to enhance; and
- ✓ Plan for further development of your competencies.



See Annex 1.3 Table of key and cross-cutting competencies for child protection actors (social workers and para-social workers)

2.1.3 RECOMMENDATIONS FOR COLLABORATION BETWEEN CHILD PROTECTION ACTORS

What you need to know:

An essential point emerged during the West African regional initiative aimed at strengthening social work: the need to enhance collaboration between child protection actors both within and across the three categories (social workers, para-social workers and community actors). The Cotonou workshop resulted in a document with recommendations on opportunities for greater co-operation, coordination and synergies between the key groups of child protection actors.

What you need to consider:

What collaborations have you put in place in your work as a child protection actor? What other actors could you potentially involve?

What you need to do:

- ✓ Familiarise yourself with the key recommendations on the creation and strengthening of synergies between the various child protection actors.
- ✓ Continually analyse and improve your collaborative work practice and explore new opportunities.



See Annex 2.1 Key recommendations on the creation and strengthening of synergies between child protection actors and Exercise 2.5.1.1 Applying key competencies in practice

Part Two, cont.

Theory and practice in using the competency framework to address key child protection issues in West Africa



2.2 THEME

1

THE SYSTEMS APPROACH AND CHILD PROTECTION SYSTEMS



Bintou and Sékou helped create and run a national child protection coordination platform, the Child Protection Working Group, that brings together the Ministry of Social Affairs, UNICEF and key NGOs. It seeks to coordinate and encourage the development of the formal child protection system. In addition, they helped to establish local protection networks, which received equipment and training. That contributed to reducing the perception gaps between institutional and community stakeholders concerning children's needs and issues. They also work to enhance the enforcement of laws that protect children from abuse, neglect, exploitation and violence across the country. For example, the Group has created awareness-raising documents for school directors and teachers to help end bullying and other degrading treatment of children at school. Its members also researched the effects of corporal punishment on school children and will share the results with politicians to encourage adoption of a bill outlawing the practice.



2.2.1 DEFINITIONS, CHARACTERISTICS AND SPECIFICITIES OF THE "SYSTEMS APPROACH"

Bintou understands that she and her social centre cannot work alone and focus solely on a few specific child protection issues, so she is helping to develop a coordination mechanism for child protection actors and a local referral system. In the past, the centre where she works took in orphaned children but was not in a position to meet all their needs. The centre now collaborates with the local police, medical centres and schools to better identify children at risk in their communities. These new relationships with other services make it easier to care for children once they have been identified. Different activities for various target audiences have been established at the centre, including discussion groups for parents.



Learning objectives of this session:

- Understand what makes up a child protection system.
- Know Tdh's reference action model and the main interventions that should be carried out to strengthen child protection systems.
- Identify the methodological framework and practical, tangible means of taking action in this area.
- Improve the capacities, functioning and performance of child protection systems at the local, national and/or regional level.

Terre des hommes' definition of a child protection system

A child protection system is "a coherent set of actions and actors, in which the child is the starting point and which aims to guarantee the rights and well-being of the child by constructing synergies within and between protective environments".



See Annex 2.2.1 Common definitions of child protection systems

Tool: The key characteristics of the systems approach

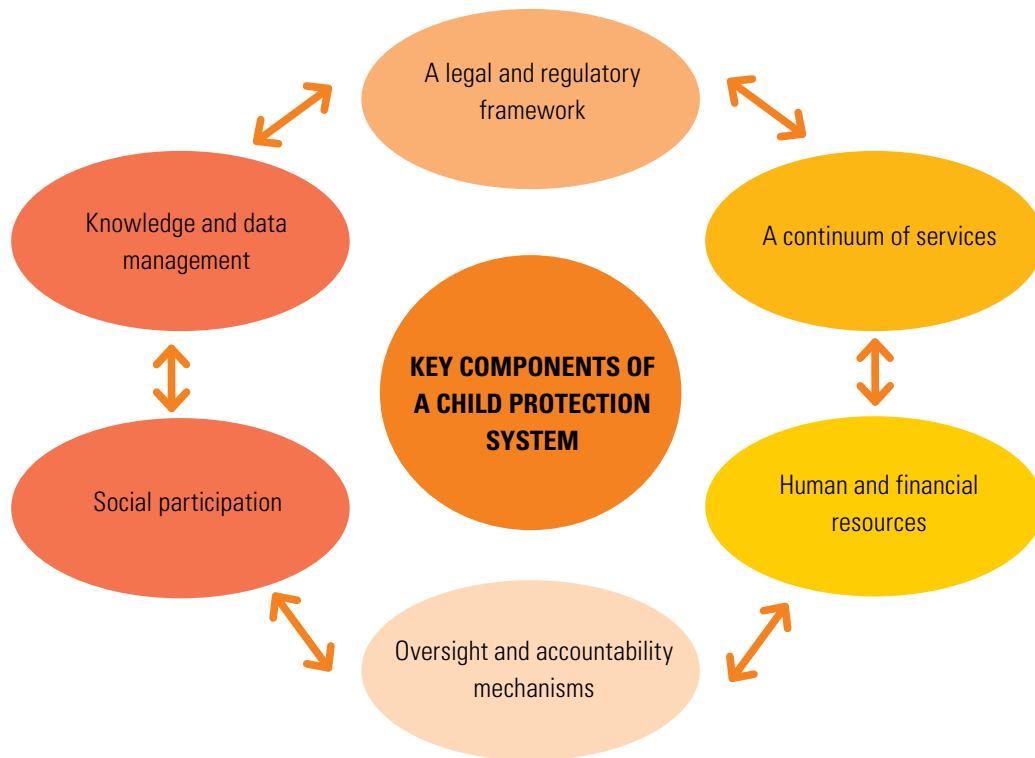
- **Holistic:** All systems, including child protection systems, are made up of various components organised around a common goal or vision. This vision provides a strategic direction for system-strengthening activities and organises how the various components of the system meet and strengthen each other.
- **Interdependence:** In a well-designed, functional system, the various components interact constantly. For example, developments in the law and the availability of financial resources will have an impact on the type of services that are provided, the standards and guidelines governing the services, and the roles and responsibilities of the various actors.
- **Integration:** A wide range of actors is involved in child protection systems, and they all play essential roles. These roles are sometimes described as either 'formal' or 'informal'. An efficient system must consider and clearly define the complementary roles of all actors, rather than creating divisions or conflicts between them.
- **Adaptability:** Child protection systems need to consider the context and be relevant to the communities they intend to serve. The formulation, design and implementation of laws, policies and services should reflect the socio-cultural context. Otherwise, they will not be used.
- **Synergy:** Child protection systems do not exist in isolation. They interact constantly with other systems, including justice, social protection, education and health care systems.



What you need to know:

- The systems approach is an integrated and holistic approach to child protection that comprehensively targets all categories of children in a given area and all the issues that they may face.
- This approach ensures respect for the rights of these children and equitable access to basic services.
- The systems approach involves a wide range of actors, services, capacities, policies and laws that function under the political and administrative authority of the government.
- These components form an interdependent 'system' with the ultimate goal of ensuring that the rights and well-being of all children are protected, whatever their circumstances and location.

Tool: Key components of a child protection system



See Annex 2.2.2 Key elements of a robust child protection system



What you need to consider:

Which actors are involved in child protection systems and seek to take care of children, guaranteeing their well-being and ensuring respect for their rights?

Possible Answers:

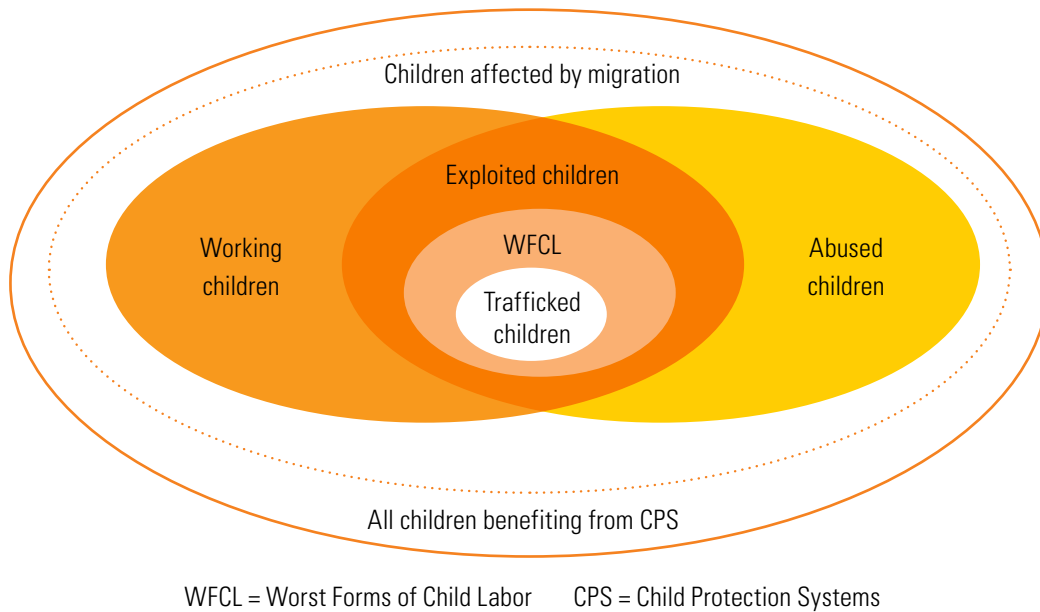
- Children and young people;
- Parents and family members of children (close family, extended family);
- Individuals and groups belonging to various "communities" (more generally, any adult or formal or

informal entity that may enter into contact with a child in a given environment); and

- *A variety of institutions (governmental and non-governmental, public and private) and their staff, covering specialised sectors of protection (social welfare, health care, education, security, justice, etc.) and including spaces frequented by children (schools, hospitals, cultural, sports and recreational centres, police stations, prisons, etc.).*

Tool: Representation of certain target groups with overlapping concerns

In the systems approach, child protection is not understood simply according to the themes of children and risk. Rather, the overlapping nature of their diverse protection needs is recognised.



What you need to do:

- ✓ Look for information on existing child protection systems and, in conjunction with other child protection bodies, map the local, national and/or regional child protection system.
- ✓ Ensure that all child protection programmes are developed on the basis of a detailed analysis of existing formal and informal mechanisms.
- ✓ Avoid developing child protection programmes on the basis of unverified hypotheses (i.e. based on assumptions concerning cultural practices or how families do or do not support each other).
- ✓ Build on what is already in place and avoid creating unnecessary parallel structures or processes.
- ✓ Support both informal and formal child protection actors, as they are equally important.
- ✓ Support the drafting and implementation of a national child protection strategy in coordination with other actors, specifically the government.

Tool: Examples of guiding principles for the systems approach

- Targets all children
- Rights-based
- Non-discriminatory
- Based on conclusive facts
- Relevant to the context
- Balanced between prevention and response services
- Culturally-sensitive
- Promotes equity
- Gender-sensitive, etc.



See Exercise 2.5.1.1 in the Annex: Brainstorming on the implementation of the CPS approach

2.2.2 STRENGTHENING CHILD PROTECTION SYSTEMS



Sékou is active in strengthening the national child protection system. He has taken part in discussion forums aimed at drawing up a national strategy. He has also led discussions with groups of children and parents to better understand their needs and ability to participate. One of the needs identified as a priority was the mapping of formal and informal services. Following consultation, Sékou's group understood that there were several informal assistance options available, but that they were rarely used. Sékou is now working to identify these options and inform his colleagues in the formal social sector. Since then, the identification of numerous accommodation options has helped facilitate swifter emergency placement of children.



What you need to know:

There are three issues which can be addressed to strengthen child protection systems:

- **The poor fit of the system.** The system may not address crucial problems or needs or may address them ineffectively and inappropriately. The system may fail to prevent serious risks to provide satisfactory assistance to victims or to ensure the well-being of the majority (e.g. in situations with little government control and commitment).

There may be shortfalls or structural weaknesses in resources, actors, sectors, etc. The legal framework may be insufficient or in conflict with international standards.

- **Gaps in the system.** Major parts of the system may be lacking (e.g. laws, policies, services, mechanisms, capacities and competencies). There may also be insufficient coverage by child protection services in the places where children live and move. For example, there may be structured legal and political frameworks and dedicated services and resources for child protection without effective mechanisms for information transfer, management, implementation, follow-up and evaluation.
- **Failings specific to the system.** There may be weaknesses in structures, services and resources, planning and coordination of strategies and operations, or coordination between formal and informal mechanisms. For example, there may be regional disparities, gender or cultural discrimination, security force corruption, ill-designed legislation that fails to address certain realities or principles, or a lack of structures responding to emerging issues.

Tool: The goals of child protection systems

1. Protection mechanisms and services should be sufficiently numerous, of good quality, and accessible. They should address the concerns and needs of children.
2. There should be significant participation by children, young people, families, communities and civil society.
3. The necessary information should be available, and child protection follow-up and evaluation should be ensured. Quality knowledge and aptitudes should be developed and shared.



What you need to consider:

What economic and socio-political factors influence the development of child protection systems and must be taken into account when implementing a systems approach?

Possible Answers:

- *The organisation of the government (unitary, federal, centralised, decentralised, etc.);*
- *Political crises and/or chronic political instability;*
- *Armed conflicts and/or territorial separatism;*
- *Humanitarian crises due to political conflicts or natural disasters;*
- *Economic crises or structural difficulties that affect the resources of government, local authorities, families and communities; and*
- *Social conflicts or community tensions in the intervention area.*



What you need to do:

- ✓ Raise awareness on the state of the systems; reach out to actors and create added value through cooperation.
- ✓ Promote synergies between actors, levels of intervention, sectors and processes. Encourage participation in all the processes that make up the child protection systems.
- ✓ Strengthen the protection framework (laws, policies, programmes, standards, etc.).
- ✓ Increase protection services (implement framework components, strengthen services and mechanisms).
- ✓ Work directly in support of children.



See Annex 2.2.3. List of child protection system strengthening activities

Tool: Matrix of child protection system strengthening actions

| AXIS 1: STRENGTHENING THE PROTECTION FRAMEWORK | AXIS 2: STRENGTHENING PROTECTION SERVICES | AXIS 3: STRENGTHENING SOCIAL PARTICIPATION | AXIS 4: STRENGTHENING KNOWLEDGE MANAGEMENT |
|--|---|---|--|
| Participation in the design and monitoring of laws and policies | Establishment of quality direct services | Empowerment of children and adolescents (girls and boys) | Design, piloting and sharing of concepts, tools and experience |
| Mobilisation of all levels of protective influence | Implementation of laws and policies that support and protect children | Empowerment of those responsible for children's care and well-being | Contribution to research and action research |
| Contributions to the strengthening of monitoring/control and accountability mechanisms | Strengthening the competencies and capacities of the formal and informal actors | Supporting community actors and initiatives | Monitoring the situation of children and targeted groups |
| | Strengthening of multi-sectoral networks | Information, dialogues and social mobilization | Mapping, monitoring and assessment of existing systems |



See Exercise 2.5.2.2 in the Annex: Brainstorming on child protection systems strengthening activities

Tools: Steps involved in strengthening a child protection system

1. In-depth analysis of the children's rights situation and realities of the child protection system.
2. Strategic planning of the strengthening project, including the expected outcomes, points of entry and impacts (targets for the project's completion).
3. Implementation of the project's activities (mobilisation of resources and leadership).
4. Monitoring and evaluation of the project (measuring developments in the situation of children in a given area and the development of the capacities, mechanisms and performance of the child protection system and its components).
5. Reporting back to government and community partners on the ongoing processes and results of the project.

Note: Participation by children, communities and other child protection system actors is a cross-cutting principle throughout this process.



See Annex 2.2.4 Guide for reflection on the four strategic axes for the strengthening of child protection systems

Tool: Checklist of competencies for the strengthening of child protection systems

- Knowledge of how to support coordination mechanisms aimed at promoting children's rights and protection
- Knowledge of the roles and responsibilities of each child protection actor
- Ability to create synergies between formal and informal institutional and community actors involved in child protection
- Awareness of the importance of partnerships and networks in social work
- Knowledge of advocacy principles and techniques



See Annex 2.2.5 Key competencies for strengthening child protection systems

2.2.3 ADVOCACY AS A CHILD PROTECTION SYSTEM STRENGTHENING ACTIVITY



Bintou regularly speaks with community leaders to convince them to establish committees for the protection of local children. She explains that the committees are on the front line in supporting vulnerable children. Bintou has offered to provide training to committee members, including re-gular visits to discuss the situation of the children the committee has identified and helping them to make referrals to social services when necessary.



What you need to know:

Advocacy aims to raise awareness on the state of the system, reach out to actors and encourage cooperation. The goal is to influence stakeholders' perceptions of child protection themes to ensure better ownership of related principles, to facilitate work with decision-makers, to foster dialogue with child protection actors and to create interest in lessons learned and good practices. At a higher level, advocacy also seeks to improve laws, procedures and policies relating to child protection.



What you need to consider:

In your country and work environment, what advocacy activities are needed to improve care for children in conflict with the law, child victims or child witnesses? Have you already organised advocacy activities on this issue, and to what extent were they successful?

What you need to do:

- ✓ Reach out to community stakeholders involved in child protection systems who are sensitive to the cause of children and, more specifically, to improving participation.
- ✓ Organise workshops and training sessions for child protection actors and the organisations receiving children (education, health care, justice, etc.) in order to improve knowledge of, and subsequent application of, the principles of children's rights and the protective accompaniment of children.
- ✓ Coordinate outreach activities for the general public around the concepts of child protection and children's rights (media campaigns, theatre activities, discussion groups, etc.).
- ✓ Organise advocacy meetings and workshops with institutional decision-makers (members of parliament, local elected officials, ministries, etc.) in order to influence national and local child protection policies.
- ✓ Promote good practices in child protection.



Notes:

Part Two, cont.

Theory and practice in using the competency framework to address key child protection issues in West Africa



PROTECTIVE ACCOMPANIMENT OF CHILDREN AFFECTED BY MIGRATION



Bintou and Sékou work regularly with vulnerable boys and girls, their families and local communities. Bintou often encounters situations where children are encouraged by family members, or decide themselves, to leave their villages to work in other cities or countries. She understands why, but also tries to inform them of the risks of travelling alone and arriving in a city where they know nobody. She also meets with parents and community leaders to raise awareness of the risks and dangers of such journeys. She has asked school teachers to identify children who have stopped going to school and who may have decided to leave the village. Together, they are trying to reduce the number of early and dangerous departures of children.

Learning objectives of this session:

- Enable trainers and child protection actors to strengthen their understanding of the basics of protective accompaniment of children.
- Identify the competencies essential to enable the protective accompaniment of children.
- Develop competencies in the protective accompaniment of children in order to enhance the quality of interventions.
- Understand the concept of child mobility.
- Identify and analyse risks, vulnerabilities, and protective factors for children affected by migration according to their specific situations, families and environments.
- Analyse the causes of children's mobility and identify alternatives.
- Identify and develop the core competencies required for the protective accompaniment of children affected by migration.
- Develop skills to support communities in conducting activities that reduce the vulnerabilities and risks of children affected by migration.

- Understand the importance of inter-sectoral collaboration, partnerships and networks in prevention activities and the protective accompaniment of children affected by migration.

2.3.1 THE METHODOLOGY FOR THE PROTECTIVE ACCOMPANIMENT OF CHILDREN

Sékou has met a 14-year-old girl who recently arrived in the capital to work. The girl was identified by a neighbourhood leader with whom Sékou speaks regularly. She left school after being pledged in marriage by her family. She decided to travel to the capital alone to help with the costs of the wedding. She thought she would find a job as a servant or a cook, but a month after her arrival she has still not found work and is sleeping rough. She is often approached by men for sexual services. Sékou speaks with her, and together they identify an option that reflects the girl's opinions, preferences and best interests. In his work, Sékou always seeks to include the community and authorities in interventions to ensure they are sustainable.



The protective accompaniment of children in West Africa involves providing social support to children (direct support) and members of their support networks (indirect support) with the aim of:

- Preventing risks related to child mobility, including leaving school early, the loss of identity documents, exploitation, trafficking and maltreatment;
- Helping children in movement to improve their situations, enjoy their rights, live better and

- develop in accordance with their best interests;
- Assisting children who are victims of exploitation, trafficking and maltreatment; and
- Making the community and institutional environment of children affected by migration more protective throughout their journey.

Tool: The fundamentals of the protective accompaniment of children

- Preventing vulnerability and violence against children by taking into account the child's socio-cultural context through outreach.
- Establishing mechanisms and spaces for the protection of children.
- Building the child's capacities and confidence.
- Advising on good protection practices (code of conduct, internal rules, etc.) in places frequented by children (schools, Koranic schools, etc.).
- Improving the psychosocial and material capacities of families.
- Building the capacities of protection actors to make changes and establish practices to protect all children, including the most vulnerable.
- Referring children to appropriate structures.
- Networking between child protection actors.



See Exercise 2.5.3.1 Putting the protective accompaniment of children into practice

Tool: Checklist of competencies for the protective accompaniment of children

- Knowledge of the fundamental principles of children's rights.
- Ability to create synergies between formal and informal institutional and community actors involved in child protection.
- Awareness of the importance of partnerships and networks in social work.
- Knowledge of the risk and vulnerability factors in children's development.
- Knowledge of the potential protective factors of children and their environment.
- Mastery of support techniques and management tools that mobilise the resources of children and their environment, including referral and counter-referral.
- Ability to identify the needs of each child, including the gender-specific needs.
- Mastery of mediation and negotiation techniques.
- Active listening and empathy.
- Good communication skills (including being a good negotiator/mediator).
- Respect for children and their families.



See Annex 2.3.1 Key competencies for the protective accompaniment of children affected by migration

While the protective accompaniment of children is based first and foremost on personalised social support for children, it also draws on four other approaches to intervention which are equally important:

the child rights-based approach, the systems approach (discussed in Theme I), the community approach, and the mobility approach.

2.3.1.1 THE PERSONALISED SOCIAL ACCOMPANIMENT (PSA) APPROACH



In the social centre where Bintou works, they are running a project to help child workers. The tasks carried out by children are often dangerous and are not really suited to their physical abilities and psychological development. Bintou begins by speaking with each child to understand their specific needs. She also speaks with the children's families. She does not propose solutions, but rather encourages everyone to express their opinions. Many children would like to be able to continue at school, as would their parents. But without the means to do so, they work to help their families. After much discussion with children, parents and

community leaders, they together drew up a list of tasks that are inappropriate for children, depending on their age. They also determine that children should never work more than three days per week, so as to leave them time to study and rest.

What you need to know:

Personalised social support is a technique for managing individual cases. It is a proactive and interactive approach that involves children and their families in improving, or even transforming, the child's circumstances and relationship to their environment.



Tool: Steps involved in personalised social support

1. Identification of cases.
2. Analysis of the situation and mapping of available resources.
3. Development of an action plan.
4. Implementation of the action plan.
5. Monitoring and evaluation.
6. Closure of the case.

What you need to do:

- ✓ Evaluate the individual circumstances of the child who is at risk, being abused, or in distress.
- ✓ Draw up an individualised action plan to achieve set protection goals.
- ✓ Ensure the provision of the appropriate services to address the needs and strengths identified during the assessment.
- ✓ Involve the child, the family/guardian, the community and the various partners in deciding on the objectives and activities to improve the situation.
- ✓ Keep track of progress related to the objectives.
- ✓ Adapt the objectives of the action plan to reflect any changes in the child's environment (positive or negative).
- ✓ Ensure review and support by a supervisor/coach.
- ✓ Close the case once the objectives have been attained.
- ✓ Provide a multidisciplinary response, taking a holistic view of the child's needs.
- ✓ Monitor with the support of a safe and confidential information management system.



Tool: The well-being scale

Well-being is the quality of people's lives. The well-being scale is aimed at measuring the state of a child's well-being. It needs to be reviewed regularly and analysed in relation to other information (risks, environment, etc.) and regular evaluations during follow-up with the child and their family.

It is recommended that child protection actors spend time observing the supported child so that their state of well-being can be more easily 'captured'. For example, physical fitness, the state of the child's relationships (with their peers, family and community), their emotional well-being (relaxed, anxious, worried, afraid, angry, etc.), and the development of competencies should be considered.

The table is systematically completed during the first meeting and before making the decision to close the case. However, the well-being scale also needs to be measured on a regular basis throughout the personalised support, particularly when major changes take place. To consider whether the child's well-being has improved, the level of well-being determined during the first encounter has to have progressed by at least one level during the next evaluation or at the closure of the case (e.g. moving from 'medium well-being' to 'higher level of well-being').



See Case study 2.5.3.2 in Annex: Case conferencing in Burkina Faso

2.3.1.2 THE CHILD RIGHTS-BASED APPROACH



Sékou has decided to speak with a colleague who recently reunited a child with his paternal grandparents. The child was 15 years old and his father had died. He had gone to work in a quarry in the capital. He was injured several times through accidents at work. Sékou's colleague had decided that the child needed to leave the quarry and return to his father's family. Sékou was alerted to the fact that the child had not been well-received and had not returned to school as initially planned. He spoke with his colleague and asked him if the child's return to his father's family was in the child's best interests. Were they were in a position to fulfill his developmental needs? Sékou and his colleague went to visit the child and his family. All together, they agreed that it would be better for the child to live

with his mother and work fewer hours per day and in a safer environment, as required by law. The child left to live with his mother and began training as an apprentice in a garage. He goes to school in the morning, works in the afternoon, and has one day of rest per week.

What you need to know:

The child rights-based approach draws on the four fundamental principles of the United Nations Convention on the Rights of the Child: non-discrimination, the best interests of the child; child participation; and the right to life, survival and development. It recognises the right of all children to be protected, regardless of their legal status.



Tool: The legal framework for the four fundamental principles of children's rights

- **Non-discrimination**

"The principle of non-discrimination, in all its facets, applies in respect to all dealings with separated and unaccompanied children. In particular, it prohibits any discrimination on the basis of the status of a child as being unaccompanied or separated, or as being a refugee, asylum-seeker or migrant. This principle, when properly understood, does not prevent, but may indeed call for, differentiation on the basis of different protection needs such as those deriving from age and/or gender. Measures should also be taken to address possible misperceptions and stigmatisation of unaccompanied or separated children within the society." *General comment no. 6 on the treatment of unaccompanied and separated children outside their country of origin, UN Committee on the Rights of the Child (CRC), June 2005.*

- **Best interests of the child**

"Express the commitment to protect the human rights of migrant children, given their vulnerability, particularly unaccompanied migrant children, and to provide for their health, education and psychosocial development, ensuring that the best interests of the child are a primary consideration in policies of integration, return and family reunification". *Declaration of the High-level Dialogue on International Migration and Development, draft resolution, 68th session of the United Nations General Assembly, 1 October 2013, New York.*

- **Life, survival and development of the child**

"The obligation of the State party [...] includes protection from violence and exploitation, to the maximum extent possible, which would jeopardise a child's right to life, survival and development. Separated and unaccompanied children are vulnerable to various risks that affect their life, survival and development such as trafficking for purposes of sexual or other exploitation or involvement in criminal activities which could result in harm to the child, or in extreme cases, in death". *General comment no. 6 on the treatment of unaccompanied and separated children outside their country of origin, UN Committee on the Rights of the Child (CRC), June 2005.*

- **Child participation**

"Every child who is capable of communicating his or her own views shall be assured the rights to express his opinions freely in all matters and to disseminate his opinions subject to such restrictions as are prescribed by laws". *African Charter on the Rights and Welfare of the Child, Article 7*



What you need to do:

- ✓ Know the national and international laws protecting children's rights (including children who are refugees, separated, unaccompanied, asylum seekers and trafficking victims).
- ✓ Ensure that specific child protection measures are established and that no child suffers discrimination.
- ✓ Respect the principle of the best interests of the child (which does not mean systematically banning children from working or migrating, but rather ensuring that children who work and/or migrate do not do so in dangerous conditions and that the rights of child victims are restored).
- ✓ Let the child express themselves and make decisions (where possible and in their best interests) and consider their opinion in relation to their maturity and experience.
- ✓ Advocate for national and local legislation, policies and practices that protect children and respect their rights

Tool: Children's empowerment

This action involves encouraging and supporting children to recognise their rights and their ability to act. Individual or collective support enables children to acquire and develop competencies to better protect themselves, protect others and contribute to civic life (citizenship). This accompaniment occurs in psychosocial or educational activities in schools; reception centres; informal settings in villages, neighbourhoods, markets; etc. (including village schools and "hope centres" or *points espoir*). These activities support children's expression, accountability and self-esteem through alternative initiatives that reflect their actual living conditions. They address children's thirst for knowledge and open up new prospects. The activities contribute to their well-being while building their ability to manage difficult situations before, during or after mobility (resilience). They also place children in an innovative position with regard to adults (families, community) and the services they are entitled to.



What you need to consider:

Should child labour be authorised or categorically forbidden by law as it is in certain countries?

Possible Answers:

There are three specific scenarios for child labour which require different protection responses:

- *Work that is extremely damaging for the child, where violations of the child's rights are impossible to avoid. The child should be immediately withdrawn from the work environment.*
- *Work in which the rights of the child are violated,*

but where these violations can be stopped by improving working conditions or by helping the child find better solutions.

- *Work in which the rights of the child are not violated and which could even contribute to fulfilling them. This type of work can be encouraged.*



See Case study 2.5.3.3 in Annex: Labour by child migrants in Nigeria

2.3.1.3 THE COMMUNITY APPROACH



Bintou talks with the families of children that have recently left their villages to work in the capital. Families are worried about not knowing who the children will be staying with. There are adults from the community who have moved to the capital. They speak the same language as the children and include relatives. Some have agreed to work with the children. They could protect them against abuse and warn their families if there is a problem. Bintou encourages other parents to do the same, as this custom could help protect migrant children.

What you need to know:

Formal community actors (community organisations with legal status) or informal stakeholders (individuals or informal groups) can-through partnership, consultation and social mediation-play a protective and supportive role for children at risk, including migrant children, throughout their migratory journey. All these actors can receive, advise and guide children, as well as report situations where children's rights are violated.



Tool: Locally-developed protection practices

Locally-developed protection practices are attitudes, behaviours and mechanisms for child protection implemented by families, children and various other actors in communities of origin, transit or destination. In contrast to the protection practices and mechanisms imported into communities by 'exogenous' players (government services, NGOs, UN agencies, etc.), 'endogenous' protection practices are part of an internal, autonomous process. They may be based on ancestral beliefs, traditions and expertise or result from the integration of new ideas into traditional ways of doing and thinking (cultural hybridisation). Either way, local stakeholders are the owners of these practices and have no need for outside support to implement them.

This proposed approach by Tdh represents a new methodology for protection workers who not only need to recognise the existence of community stakeholders, **but also leave them a significant role in protecting children.**



What you need to consider:

In the communities where you work, what customs and practices have a positive impact on child protection?



What you need to do:

- ✓ Identify attitudes, behaviours and mechanisms for child protection implemented 'naturally' by families, children and various other stakeholders in communities of origin, transit or destination.
- ✓ Establish dialogue and constructive communication with informal child protection stakeholders on the basis of mutual confidence.
- ✓ Draw on and promote traditional practices and expertise, as well as beliefs that protect children, in communities of origin, transit and destination.
- ✓ Clarify the roles and responsibilities of each actor, including community stakeholders and other child protection actors (social workers and para-social workers).

Tool: Communication and social mediation techniques

Mediation is based on the need for constructive communication between community leaders, families and children about the risks of early or dangerous migration and a unified search for solutions to reduce these risks. Proposing "ready-made" solutions that do not necessarily respect the values and practices of a community often leads to failure and a lack of constructive communication. This is not to say that attempts should not be made to change certain harmful practices, but the process of change should be managed with the support of community leaders or association representatives who have become aware of the issues at stake. Professional or para-social workers must adopt new positions. Their role is not to forbid, withdraw, condemn or admonish, but to listen, question, establish constructive communication and support finding solutions that suit all the different parties.

Examples include:

- Negotiating an increase in the age of departure;
- Designating a trusted advocate for the child;
- Establishing identity documents for the child;
- Identifying a trusted landlord or guardian or a social reference in the area of destination;
- Mediating with the employer, landlord or guardian at the stage of transit or destination to improve the living and working conditions of the child and guarantee respect for their rights;
- Collaborating with communities (families and children) to ensure the traceability of children on the move and to better protect them; and
- Considering the fundamental individual and/or collective motivations of children and their families; etc.

Tool: Community projects based on good protection practices

As part of the regional protection programme for unaccompanied migrant children (Tdh, 2013-2016), Tdh implemented a strategy to mobilise communities around the protection of migrant children by running community projects at each stage of children's journeys.

The process is based on several steps:

1. Organisation of village meetings to collaborate with key stakeholders on the forms of child mobility and the resulting risks and opportunities;
2. Identification of endogenous child protection practices implemented by communities at departure, transit and destination;
3. Identification of best practices and drafting of community projects with the participation of communities; and
4. Seeking financing for community projects.

This inclusive, participatory strategy, which is based on dialogue and social mediation, promotes the role played by communities in protecting children and fosters horizontal collaboration, making Tdh activities central to the realities of children and their families.



See Exercise 2.5.3.4 Community child protection organisations



2.3.1.4 THE MOBILITY APPROACH



Sékou meets many migrant children who work on plantations. Some come from nearby or more distant villages, while others come alone from neighbouring countries. Some of these children are barely ten years old, and working conditions on the plantations are very tough. Sékou understands that some of these young children come from the same villages and contacts a colleague working on the other side of the border. He explains the issue and asks his colleague if he can work with the families and communities of origin of the children to prevent and reduce the number of departures of very young children. Some children have also asked to return to their parents, and the colleague has agreed to help identify the families and plan the children's return. By talking with the children, Sékou has identified the migration paths they have taken and the different stages of their journeys. With the help of social services and community child protection organisations, he ensures that children are protected throughout their journeys by creating a network and information points that are easy for the children to identify.



What you need to consider:

What reasons could push children to voluntarily or forcibly leave their home communities? Are these reasons all negative?

Possible Answers:

- *Insufficient childcare, particularly in the case of large and poor families;*
- *The lack of money in families to cover the costs of major rites (funerals, weddings, etc.) or to respond to crisis situations;*
- *Joblessness and poverty in villages;*
- *The lack of role models and opportunities (success, education, integration, happiness, etc.) for children and young people (lack of prospects);*
- *The absence or insufficiency of training centres and schools. Failure at school is often a reason given by parents to cease paying school fees for their children and to push them towards another activity; drop-outs can result from failure at school or other factors, while school success can lead to continued studies outside the usual*

environment;

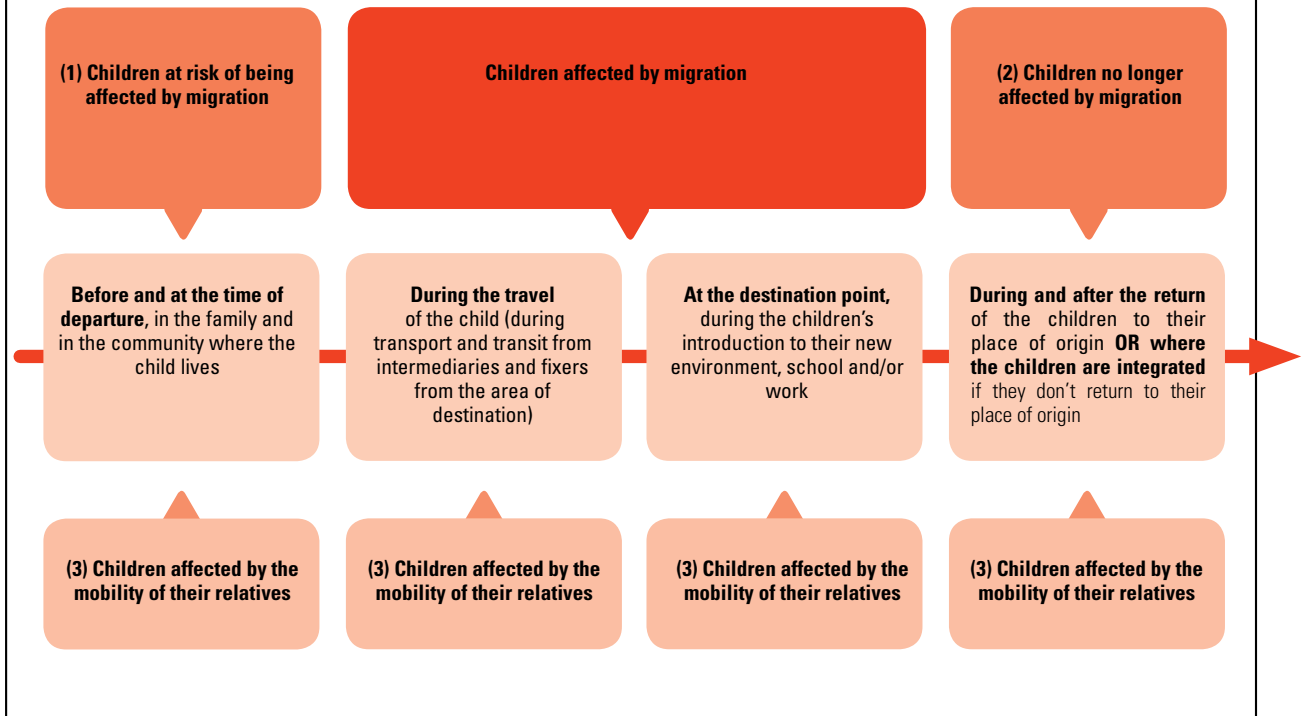
- *Orphanhood (early death of one or both of their biological parents);*
- *Conflicts with parents/elders/guardians, teachers or fellow pupils;*
- *Violence (including female genital mutilation) and bullying (physical, sexual or psychological) in schools, training centres and family and community environments;*
- *Curiosity, desire for knowledge, and the urge to discover another "world". The need to affirm themselves and be independent from their parents;*
- *The feeling of being exploited by their families;*
- *Emulation and other imitation behaviours for the purposes of socialisation;*
- *Marriage, certain initiation rites, more or less effective practices depending on ethnicities and localities (entrusting children at birth or at a young age, placement of children and adolescents in animist convents, entrusting of children to Koranic teachers, keeping them away from "witch children", etc.);*
- *The seeking of prestige and accumulation of goods that are glorified on return to the village; and*
- *The need to acquire goods or financial resources for an individual project (marriage, schooling, training, economic activities, etc.) or to help the family group (domestic work, purchasing of cattle, gainful activities, etc.).*

What you need to know:

- The mobility approach is a means of analysing child mobility and supporting the protection of children while taking into account the existence of certain social and geographical migratory movements which influence the individual migrations of children.
- Migration involves both risks (exploitation, violence, negligence, trafficking) and opportunities for children and adolescents. It is partly because of the possible benefits that children and adolescents continue to migrate, despite the risks involved.



Tool: Children affected by migration



Tool: Definitions

"Children's mobility means the movement of children between various geographic and social areas, as well as the experiences of these children during their movements and stay in various parts of their journey. A child affected by mobility is a child who, having left his place of normal life, goes through transformations of identity and living conditions. This definition is not limited to the geographical concept of displacement. It encompasses the entire period during which the child lives outside [his] native environment but still identifies [it] as his own environment. It applies regardless of the child's age, sex, the reasons for his displacement, his route, how he [travels], his living conditions, the consequences resulting from his "mobility", etc."

Tdh - "What protection for children involved in mobility in West Africa? Our positions and recommendations".

Child trafficking is defined as "recruitment, transportation, transfer or harbouring of a child for the purpose of exploitation." International recognition of trafficking as an extremely serious violation of children's rights has provided a legal basis for the fight against the various forms of sale, trafficking or exploitation of children. Two legal instruments, the 1999 International Labour Organization (ILO) Worst Forms of Child Labour Convention (C182) and the 2000 Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organised Crime, have served as pillars in this struggle, in addition to the 1989 Convention on the Rights of the Child.

Under Article 3 of ILO C182, the term "worst forms of child labour" comprises:

- a. All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b. The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c. The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and
- d. Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.



What you need to do:

- Identify the social and geographic contexts along children's migratory routes.
- Work with community and institutional actors to ensure a continuous and coordinated approach to protecting children affected by migration.
- Consider the needs of mobile children with additional vulnerabilities (children sleeping rough or with no fixed abode, working children, children suffering exploitation or abuse, etc.).
- Establish a dynamic relationship between protection mechanisms and actors at both national and transnational levels (e.g. countries of origin, transit and destination).
- Ensure the continuity of a child protection process wherever there are children affected by migration by working with community and institutional protection actors.

Tool: Mapping child mobility

The mobility approach requires knowledge of the movements and profiles of the children concerned. The first thing to do is to map child migratory movements by determining the routes followed by children, the means of transport used and the periods of travel. This information can help improve the traceability of children affected by migration and improve the design of protection schemes at various stages along the journey. While migratory movements are not fixed, analysing the routes taken by adults, the opportunities for employment along known routes, the presence or absence of protective factors, etc. can reveal important trends. **The mobility approach uses this information to identify potential risks, design effective mitigation strategies and ultimately improve the protection of migrant children from their place of origin, through transit and at their destination.**



See Case study 2.5.3.5 The Vogan-Lome migration movement (TOGO) and role play

2.3.2 STRATEGIES FOR THE PROTECTIVE ACCOMPANIMENT OF CHILDREN AFFECTED BY MIGRATION

The protective accompaniment of children relies on strategies that seek to prevent, protect and respond to protection risks, vulnerabilities and violations.

Where child mobility is concerned, these strategies can be implemented at different phases of the child's journey.

Points Espoir (Hope Centres) in Burkina Faso

Through its Protection Programme in Burkina Faso, Tdh accompanies and supports more than 1,000 migrant girls from Sourou who work as domestic staff in Ouagadougou and Bobo-Dioulasso. Hope Centres have been created in different neighbourhoods to give the girls the opportunity to meet up and talk, share experiences and enjoy themselves.

These Hope Centres are situated in schools, and girls meet there twice a month on Sundays, which are rest days. They take part in psychosocial activities, chats and debates, and training and/or discussions on forms of abuse and exploitation. Eleven Hope Centres are now up and running, bringing together an average of 50 girls each week. The girls play active roles and co-organise activities, boosting their self-esteem and empowerment.

Hope Centres also serve as bridges between girls working as domestic workers and protection services (police, justice system, social services, etc.). These services are periodically invited to meet with girls in Hope Centres to discuss exploitation, trafficking and maltreatment, and the means of addressing them. This gives them an opportunity to take part in dialogue, identify situations and build confidence, enabling the girls to become better acquainted with the existing protection mechanisms.

The schools hosting these Hope Centres offer a neutral environment and an opportunity for community actors (landlords, mentors or 'big sisters', association of emigrants) who were previously rejected or ignored to maintain contact with institutional actors without fear or prejudice. During the week, these schools become venues to reach out to pupils. Some of these pupils come from families that employ children as domestic staff. Hope Centres are an important link in the chain for monitoring, tracing and protecting girls. Through these Centres, the project identifies and monitors the individual circumstances of more than 1,000 beneficiaries (surveying, detecting and referring victims of exploitation, trafficking and maltreatment with the support of 'big sisters', etc.).

These points are genuine crossroads and venues for reuniting children. They are now a pillar of the protective accompaniment strategy aimed at hundreds of migrant girls working as domestic staff. (*D. Fall, 2010*).

2.3.2.1 PREVENTION STRATEGIES



Sékou works specifically on the prevention of early and dangerous migration. He knows that many children are forced into migration by their families or communities when they are not ready, either because they are too young or because the journey has not been well-organised and they will not have access to the resources they need in the event of difficulties. Sékou is speaking with the family of an eleven-year-old child who is to go and work abroad in order to help pay off his parents' debts. He seeks to identify an alternative, in coordination with the parents. The parents agree to accept a loan from a social microfinance institution to pay off the debt, thus delaying the departure of their son.

What you need to know:

- Within protective accompaniment, prevention strategies seek to prevent early or dangerous migration, trafficking and the worst forms of child labour. Protecting children is the priority of the prevention strategies implemented by Tdh teams in West Africa.
- Preventing risks associated with forms of mobility that are deemed 'acceptable' and/or 'potentially beneficial' should also be a priority. For children who are less likely to be at risk of exploitation, trafficking and maltreatment, the focus of prevention is not primary (avoiding departures) but secondary, aimed at preventing the child from being exposed to additional risks during migration.



Tool: Mobility-related issues and groups of vulnerable children

- Children in migration (early, dangerous, unaccompanied or illegal)
- Children in illegal work (age, activities, illegality)
- Children exploited or at risk of exploitation (through work or sexual exploitation)
- Children trafficked or at risk of trafficking (in-country or transnationally)
- Children mistreated or abused (in households, workplaces or the institutions)
- Children deprived of care and education (either as a cause or consequence of migration)
- Children orphaned, lost or abandoned
- Children working or living in the streets
- Children affected by crises, disasters and conflicts
- Children married early or by force (early/forced departures from the family environment and risk of abuse/sexual exploitation and exploitation through work in a non-protective environment)
- Children in conflict with the law (during mobility or who migrate because of such conflict)
- Damaging traditional practices (female genital mutilation, "witch children" allegations, etc.)

Issues and target groups identified in Benin, Burkina Faso, Guinea and Togo as being related to child mobility (June 2009)



What you need to do:

- ✓ Organise social outreach activities using different tools in children's communities of departure.
- ✓ Reach out to leaders, heads of family and children.
- ✓ Emphasise communication and mediation (including in the form of village meetings) rather than more traditional awareness-raising techniques.
- ✓ Identify, in coordination with all stakeholders, the problems that need to be resolved and the most appropriate solutions to prevent early departure or mobility with a very high risk of exploitation, trafficking and maltreatment.
- ✓ Propose alternatives for the most at-risk children: schooling, literacy training, learning trades, or revenue-generating activities for adolescents or the mothers of at-risk children.
- ✓ Establish a reporting system to inform the community of the departure of children judged too young or at a high risk.
- ✓ Strongly involve children in the monitoring and alert system established in high-risk communities.
- ✓ Establish secondary prevention mechanisms based on children's access to key information and advice before departure (formal or informal protection services or persons to contact in places of transit and destinations).
- ✓ Build children's capacities to develop and prepare migration plans in a practical manner, in order to avoid pitfalls and seize any opportunities.
- ✓ Strongly involve the families of the children concerned in this risk reduction strategy. They can help further improve the safety of departing children by alerting acquaintances along the children's route or by producing identity documents for children.
- ✓ Establish institutional or communal arrangements to keep track of the child during transit and at destination.



See Case study 2.5.3.7 Socio-professional empowerment

2.3.2.2 PROTECTION STRATEGIES



Bintou often visits markets and streets where migrants are living in order to make contact with children affected by migration. She informs them that the social centre where she works offers working children a place to play, meet others and express themselves. This ensures that children, especially those most vulnerable, are able to share their living conditions and break their isolation. It also helps her identify and care for the most serious cases.

What you need to know:

Various strategies support the protection of children affected by migration: networking; facilitating access to forms; connecting them with assistance during departure, transit, and arrival; providing resources that enable them to overcome challenges, seize opportunities, and access help when needed.



Tool: Groups of vulnerable children affected by migration





What you need to do:

- ✓ Identify and work with community actors in areas of transit and at final destinations who already support children.
- ✓ Ensure there are social workers present in the various places where children gather.
- ✓ Establish accompaniment or personalised support when a child is identified as a victim of trafficking, exploitation or maltreatment.
- ✓ Work to improve the living conditions of children affected by migration.

Tool: The objectives and strategic foci of protection

- Help children affected by migration with decision-making and enjoyment of their rights.
- Support children to be safer in migration, with particular emphasis on isolation, illegality, bondage, trafficking and exploitation.
- Ensure rapid, effective, adequate and equitable support for migrant children who need special protection measures.
- Help children seize the educational, integrative and development opportunities offered by mobility, taking into account their best interests and viable alternatives.



See Annex 2.3.2 Activities to minimise risks and maximise opportunities when providing protective accompaniment to children affected by migration.



What you need to consider:

Which community actors can help you identify migrant children and retrace their steps?

Possible Answers:

- *Children's landlords;*
- *Transporting organisations;*
- *Children's and emigrants' associations; and*
- *"Big sisters", etc.*



See Case study 2.5.3.8 An unaccompanied student

2.3.2.3 (RE)INTEGRATION STRATEGIES



Sékou is working with a 14-year-old boy who travelled to the capital to help his family and make some money. It was clear from their first meeting that the child does not want to return to his village of origin. His journey is an opportunity to grow up, and he does not want to return penniless. He is afraid of being made a laughing stock by his friends and bringing shame on his family. His home village also lacks a decent school. However, the child is being mistreated by his employer and it has been months since he was last paid. The child agrees to leave his employer. With Sékou's help, he finds a job as an apprentice. He will be housed by his employer and will work in a garage. In the neighbourhood social centre, he will have access to functional literacy classes and even preparatory classes for the school certificate (BEPC) with other children of his age. Sékou is pleased as this environment respects the child's well-being and happiness.

What you need to know:

'Reintegration' refers to processes implemented after children return to their homes, cities and countries (places of origin). 'Integration', meanwhile, refers to processes in the place of destination. For Tdh, the aim of (re)integration is for the child to: a) **live in a protective environment**; b) **have adequate access to their rights**; and c) **enjoy greater opportunities to make choices** (to look forward and choose).

What you need to do:

- ✓ Prepare for (re)integration from the first contact with the child.
- ✓ Work with the child and their entourage in order to find a long-term solution that reflects the best interests of the child, whether returning to the place of origin or staying in the place of destination.
- ✓ Do not exclude the possibility of local integration in the place where the child has decided to work and live.

- ✓ Use formal and informal protection mechanisms and networks to reduce risks of exploitation, trafficking and maltreatment of children while creating opportunities in their environment.
- ✓ Investigate opportunities for the integration of children in the country of destination, including legal access to existing services and alternative care.
- ✓ Prepare for return/repatriation where it is the option preferred by the child and/or deemed to be in their best interests.
- ✓ Provide the child and/or their family with high-quality support for reintegration.
- ✓ Ensure that (re)integration activities address the root cause(s) of migration as well as providing immediate assistance.



See Case study 2.5.3.9 The local integration of children on site (Tdh, Zakpota/Benin- Abeokuta/Nigeria corridor)

Part Two, cont.

Theory and practice in using the competency framework to address key child protection issues in West Africa



2.4 THEME

3

RESTORATIVE JUVENILE JUSTICE (RJJ) AND DESISTANCE



Bintou and Sékou sometimes work with children in contact with the law. Some are children who have committed more or less serious offences, while others are children who are victims or witnesses of crimes. Justice systems, whether formal or traditional, are not always suited to children. Some children receive long prison sentences and/or end up in detention with adults. Not all justice systems take into consideration the age of the child in conflict with the law or the child's ability to understand the consequences of their actions. Bintou and Sékou know that children who have harmed others should make reparations. This type of intervention helps children accept responsibility for their actions and learn pro-social behaviour. The educational nature of the sentence and the strengthening of social ties are essential to ensuring that the children will behave legally in the future.



2.4.1 THE RESTORATIVE JUVENILE JUSTICE AND DESISTANCE METHODOLOGY



See Case study 2.5.4.1 in Annex: Moussa has stolen a bicycle

2.4.1.1 THE CHILD-FRIENDLY APPROACH TO JUSTICE

Bintou is helping an orphan who has been arrested for stealing food from a stall. The child is less than 10 years old and is scared of the police officers who take him to the neighbourhood leader to resolve the situation. The neighbourhood leader wants to punish the child severely to discourage him from committing other offences in the future. Bintou speaks with the leader, highlighting the child's age and his lack of caregivers. The leader eventually agrees that the child's needs would be better met through placement in a foster family that is capable of fulfilling all his needs, including food.



Learning objectives:

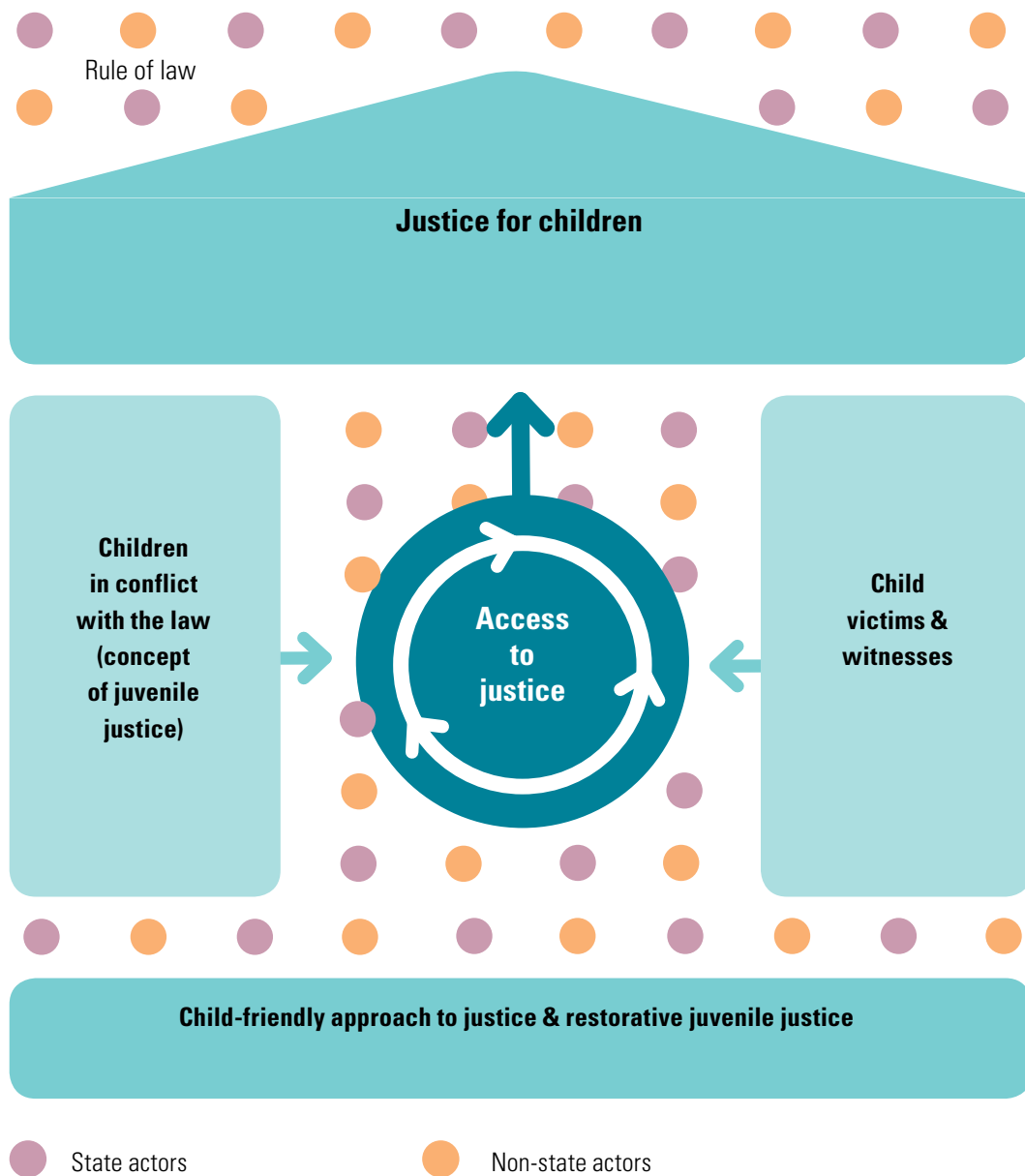
- Understand the concepts of restorative juvenile justice and desistance.
- Learn about the principles, approaches, tools, actors and targets of restorative juvenile justice and desistance.
- Identify the main roles and tasks of child protection actors involved in supporting children and their families at various stages of restorative juvenile justice and desistance.
- Identify and develop the core competencies required for the accompaniment of children in conflict with the law.

What you need to know:

Tdh supports the idea that parties to the Convention on the Rights of the Child (CRC) should develop comprehensive juvenile justice system policies. Under Article 40 (3) of the Convention, "States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognised as having infringed the penal law".



Tool: Key juvenile justice concepts



Definitions:

- **Minimum age of criminal responsibility:** the age up to which the law determines that a child cannot be found criminally responsible. This is known as absolute criminal irresponsibility. From that age onwards, relative (or mitigated) criminal responsibility of children may be acknowledged.
- **Minimum age of imprisonment:** the age up to which the law determines that a child cannot be imprisoned. The minimum age of criminal responsibility sometimes differs from the minimum age of imprisonment.
- **Age of criminal majority:** the age from which criminal responsibility is total (or absolute). This age is often set at 18 years, but there are exceptions.



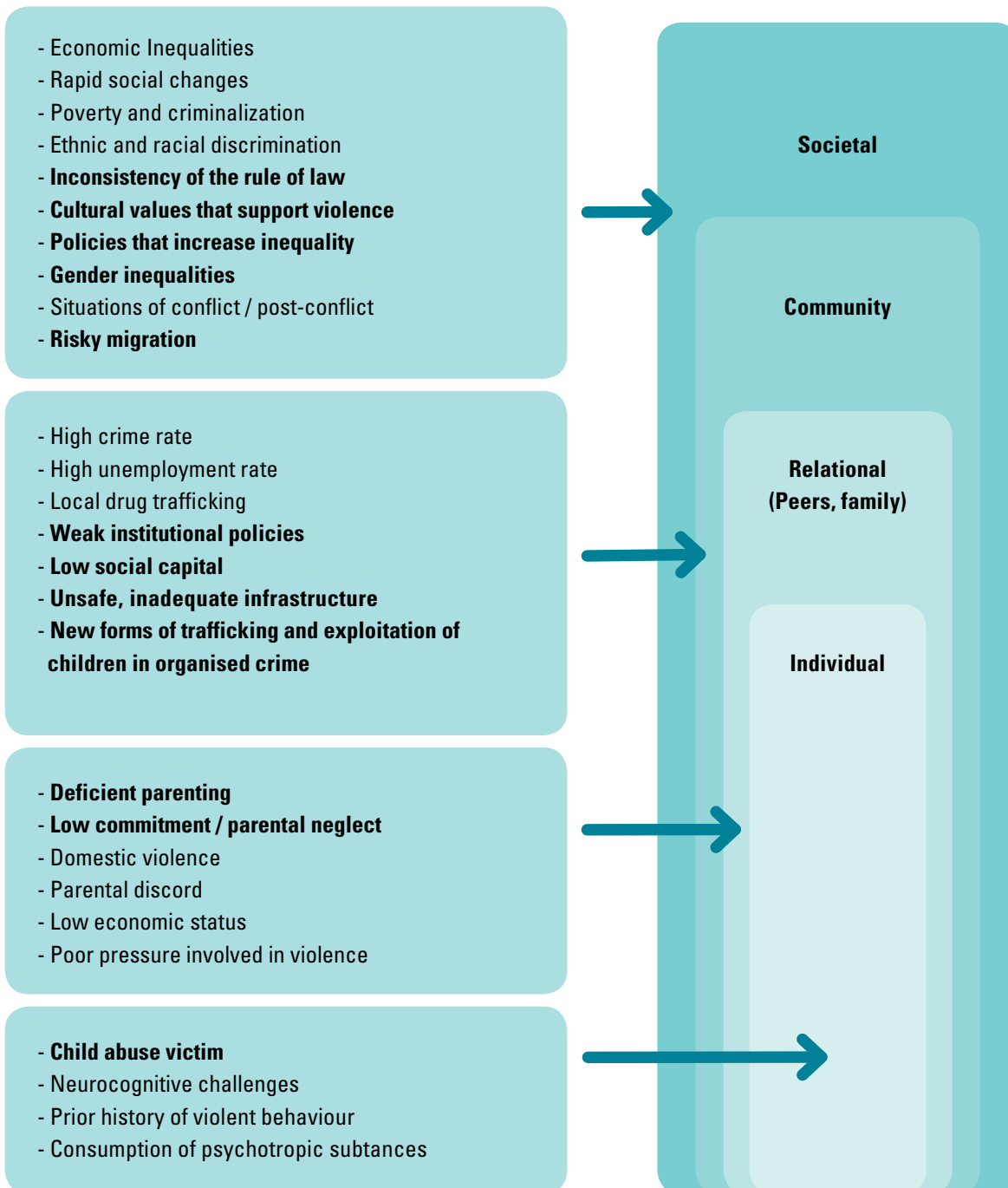
What you need to consider:

What risk factors can lead children and young people to commit violence in their immediate environment and in society more generally?

Possible Answers:

Poverty, lack of adult supervision, exposure to violence and dysfunctional family life, etc.

Tool: Main risk factors that can lead to violence (ecological model)





What you need to do:

- ✓ Ensure the rights of children are respected in the justice system and during proceedings.
- ✓ Work with representatives of formal and traditional justice systems to consider children's circumstances as well as the offences committed.
- ✓ Advocate for laws and criminal justice procedures that reflect the specific needs of children.

2.4.1.2 THE RESTORATIVE JUVENILE JUSTICE (RJJ) APPROACH



Every week, Sékou visits a centre housing children in conflict with the law. Placement in the centre is an alternative to imprisonment and is decided by a juvenile court based on recommendations from Sékou and his colleagues who specialise in juvenile justice. The children spend the week in a specialized centre where they receive appropriate psychological support, educational activities and vocational training. Sékou also meets with each child individually, and together they work on repairing the harm caused.

to the victim and to the community, with the goal of preventing repeat offences.

What you need to know:

- Restorative juvenile justice is an alternative to punitive justice, which aims to punish children who commit crimes
- "[...] Restorative juvenile justice is a way of treating children in conflict with the law with the aim of repairing the individual, relational and social harm caused by the committed offence and which contributes to the child's rehabilitation and reintegration into society. This entails a process in which the child offender, the victim (only with his or her consent) and, where appropriate, other individuals and members of the community participate actively together in the resolution of matters arising from the offence. Restorative juvenile justice takes the child's responsibility seriously and by doing so it can strengthen the child's respect for and understanding of the human rights and fundamental freedoms of others, in particular of the victim and other affected members of the community" (Final declaration of the World Congress on Juvenile Justice – Geneva, 2015).



Tool: The principles of restorative juvenile justice

Restorative juvenile justice is a form of child accompaniment based on:

- Respect for the child's dignity
- Non-discrimination
- Best interests of the child
- Child protection
- Holistic development
- Child participation

Article 5 of the Convention on the Rights of the Child states that "States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognised in the present Convention." This provision means that families, communities and child protection actors have a key role in child accompaniment. This accompaniment is also applicable to the field of juvenile justice.



See Exercise 2.5.4.2. Comparison between reparative justice and punitive justice



What you need to do:

- ✓ Ensure reparations are made for the damage caused to the victim and society.
- ✓ Help restore social ties between the perpetrator, the victim and society at large.
- ✓ Work to prevent repeat offending by addressing the root causes of the behaviour and by facilitating their reintegration into the community.
- ✓ Ensure that the justice system respects the child's rights (right to defence, presumption of innocence, means of appeal, etc.) and takes into account their vulnerability as minors.
- ✓ Support the social reintegration of the child through a personalised approach to their situation.
- ✓ Promote the addressing the root causes of the deviant behaviour and by children in conflict with the law.
- ✓ Ensure that child victims and witnesses are given special attention and care to avoid re-victimisation and guarantee fair and prompt reparation.



2.4.1.3 THE DESISTANCE APPROACH

Bintou is working with a group of young people aged between 14 and 17 years who have been placed in the centre where she works after committing non-violent

offences. One of the goals of the centre's teaching and social care team is to prevent these young people from reoffending and to ensure that they abandon their delinquent behaviours for good. To do so, Bintou encourages young people to think about and develop life plans. The young people receive training to enhance their living skills in relation to their individual plans. This work gradually strengthens their motivation and rebuilds their self-esteem. Bintou has observed positive changes in the attitudes and behaviour of young people who are given this type of support.



What you need to know:

Desistance involves helping children to abandon delinquent or criminal careers. The aim is to take into account social, economic and professional risk factors and factors relating to children or young people's personalities and maturity levels. These are the major obstacles to social reintegration and abandoning delinquency. Desistance can be seen as the product of the interaction between individual factors, cognitive processes and social influences. Desistance stresses the fundamental roles of delinquent children's awareness and motivation in redefining their life choices and futures.

Tool: The principles of desistance

1. **Flexibility:** Social workers need to provide personalised support and interventions to effect change.
2. **Progression:** The child protection actor uses interventions that support the young person's motivation and build hope.
3. **Positive attachment:** The key to desistance is the quality of the relationship forged between young people in conflict with the law and those working with them.
4. **Capacity-building:** The child protection actor focuses on the young person's assets and resources and helps build their capacities.
5. **Collaboration:** Desistance involves achieving a form of autonomy, and the child protection actor's work should support the self-determination of young people in conflict with the law (their choices, progress, etc.).
6. **Human development:** The social worker's interventions should focus on developing human and social capital.
7. **Traceability of success:** It is essential for the child protection actor to identify and 'certify' positive changes and progress.



What you need to consider:

Which risk factors can lead to reoffending (continuing delinquent or criminal behaviour) by children and young people?

Possible Answers:

- *A criminal past;*
- *Associating with peers who engage in delinquent activities;*
- *An attitude favourable to certain delinquent activities;*
- *Mental illness or distress;*
- *Lack of access to education and work;*
- *Difficult family relations;*

- *Developmental trauma; and*
- *Consumption of alcohol and drugs, etc.*

What you need to do:

- ✓ Identify risk factors specific to the child which may lead them to commit offences and crimes.
- ✓ Listen to the child and the reasons that led them to do what they did, so as to better advise them and put a stop to offending.
- ✓ Offer the child alternatives in the areas of housing, education and work that seek to reduce the risk of reoffending.
- ✓ Ensure that the child's social environment promotes their well-being and protection.



Tool: The Good Lives Model (GLM)

The Good Lives Model is a rehabilitation framework based on building the capacities of young people in conflict with the law. The model is based on the idea that criminal behaviour takes place when individuals have insufficient internal and external resources to satisfy their aspirations and needs. Young people may then develop negative and sometimes even criminal strategies to ensure they have access to these primary needs and goods. For example, a young person may be driven to steal money to pay for housing if they cannot earn sufficient money to cover their basic needs for survival and safety. Life is a primary good and taking care of physical health and/or remaining alive and safe is a universal goal.

Human primary goods are:

- **Life** (healthy living and functioning): living and surviving.
- **Knowledge**: learning and knowing.
- **Excellence in work and play**: being good at one's work and hobbies.
- **Personal choice and independence**: achieving independence and autonomy; making one's own way in life.
- **Inner peace**: freedom from emotional turmoil and stress.
- **Relatedness** (intimate, romantic, and family relationships): sharing close and mutual bonds with other people.
- **Community**: being part of, or belonging to, a group of people who share common interests, concerns or values.
- **Spirituality**: finding meaning and purpose in life.
- **Happiness**: experiencing happiness and pleasure.
- **Creativity**: creating something, doing things differently, or trying new things.

To help young people in conflict with the law, child protection actors should identify, together with the child concerned, non-criminal alternatives to fulfill their primary needs. For example, physical exercise and meditation could replace alcohol and drug consumption to help young people manage their emotions and reduce stress while providing inner peace.

Source: The Good Lives Model (GLM) in Theory and Practice, David S. Prescott

2.4.2 RESTORATIVE JUVENILE JUSTICE STRATEGIES AND INTERVENTIONS

2.4.2.1 RESTORATIVE JUVENILE JUSTICE ACTORS

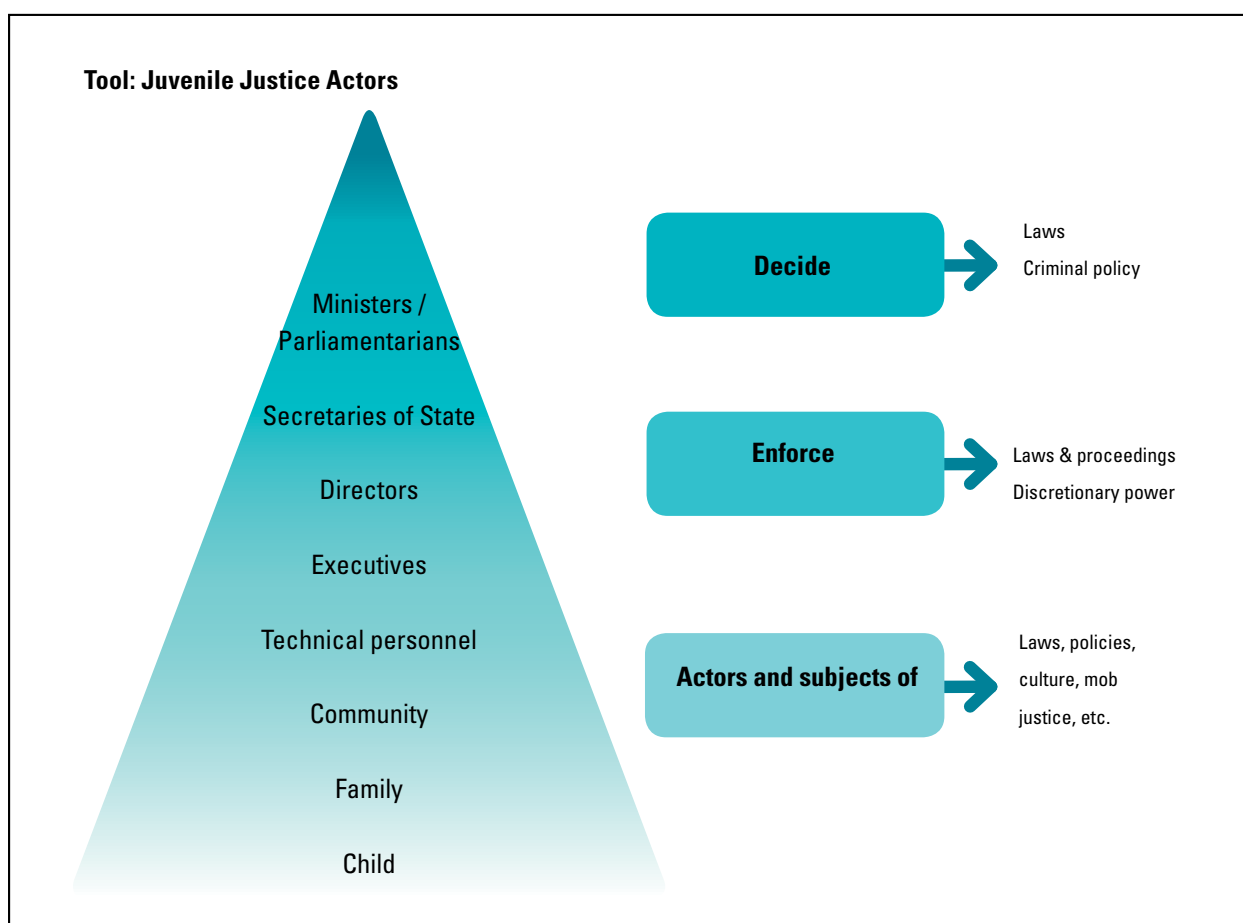


What you need to consider:

Who are the juvenile justice actors in your specific environment? Are there informal justice systems? How do the formal and informal justice systems act towards children? What is your role as a child protection social actor in preventing, protecting, and rehabilitating of children in conflict with the law?

What you need to know:

In so-called "formal" justice systems, the organisational structure is split between three branches. **The executive branch** determines criminal policy and guides the enforcement of criminal law; **the legislative branch** is responsible for adopting laws; and **the judicial branch** ensures the enforcement of laws. In customary justice systems, it is community actors who influence and implement juvenile justice.



What you need to do:

- Identify the actors in your country who have a role to play in implementing restorative juvenile justice.
- Develop target actions with each actor so that the system as a whole evolves towards full respect for children's rights.
- Facilitate communication and collaboration between various actors to support the child's path towards social reintegration.
- Conduct social surveys and provide psychosocial support to children in conflict with the law.
- Always involve the child in their individual project so that they can succeed in their social reintegration.

Tool: Checklist of competencies for restorative juvenile justice and desistance

- Knowledge of international norms, national laws and customary justice practices concerning children in conflict with the law.
- Ability to create synergies between child protection actors and justice systems dealing with children in conflict with the law (police, judges, prisons, etc.).
- Knowledge of the developmental psychology of children and adolescents (risk and vulnerability factors).
- Knowledge of the potential resources of children and their environment.
- Mastery of support techniques and management tools that can mobilise children's resources at different phases of restorative juvenile justice.
- Ability to identify signs that a child is suffering, vulnerable, abused or mistreated.
- Mastery of reparation and desistance techniques.
- Skills in active listening (empathy).
- Respect for children and their families.



See Annex 2.4.1 Core competencies for restorative juvenile justice

2.4.2.2 RESTORATIVE JUVENILE JUSTICE'S TARGET GROUPS



What you need to consider:

Which children are targeted by restorative juvenile justice measures? Which children do you work with who could benefit from restorative juvenile justice measures?



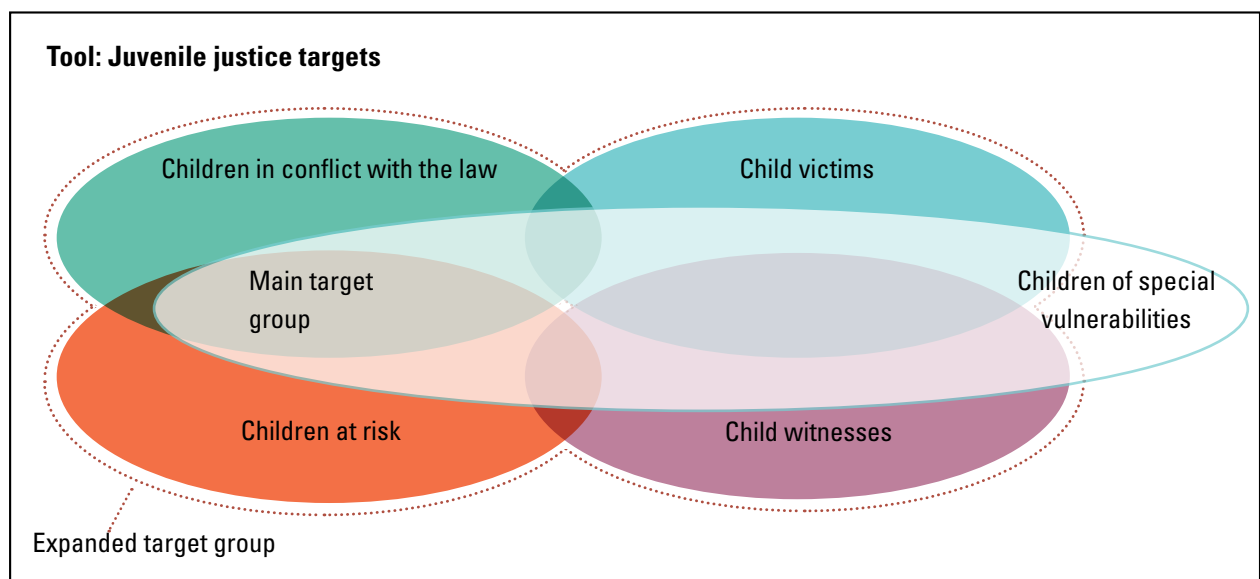
What you need to know:

The main target group for restorative juvenile justice is made up of:

- **Children in contact with the law:** children in conflict with the law, child prisoners, child

victims subject to protection and social assistance measures, child witnesses, children at risk of contact with the law, etc.

- **Vulnerable children:** children of prisoners; children affected by drug use; child mothers; foreign refugee and migrant children; children in domestic employment; children exploited by organised criminals; child beggars; child soldiers; ethnic minorities; LGBT children; children with disabilities; children with chronic diseases, HIV/AIDS; etc.





What you need to do:

- ✓ Know the minimum ages of criminal responsibility and of imprisonment.
- ✓ Ensure that children who have not reached the age of criminal responsibility and/or of imprisonment are not involved in criminal proceedings.
- ✓ Ensure children in conflict with the law are handled by social services as part of protection, education and rehabilitation measures.
- ✓ Advocate with judicial and customary authorities to ensure the minimum age of criminal responsibility is at least 16 years (as recommended by the Committee on the Rights of the Child).
- ✓ Support the application of restorative juvenile justice principles to young adults under 21 years as recommended by the Committee on the Rights of the Child.



Exercise 2.5.4.3 in Annex: Identify the target groups of Restorative Juvenile Justice

2.4.2.3 THE TOOLS OF RESTORATIVE JUVENILE JUSTICE



See Annex 2.4.2 Activities by field of intervention

2.4.2.3.1 SOCIAL SURVEYS



Sékou works with children in conflict with the law. When a child is accused of criminal behaviour, the judge asks Sékou to complete an evaluation and produce recommendations on the steps that should be taken. Sékou always explains to the judge that it is best for children not to be imprisoned. He carries out a social survey to understand the child's circumstances. If the social survey reveals that the offence was committed because of lack of care, a foster family placement mechanism can be activated and, if it is in the best interests of the child. This can be used by the judge as a sentence.

What you need to know:

Social surveys are an individual monitoring tool used when children enter into contact with the justice system. They help determine the **risk factors** that may have led the child to commit the offence as well as **protection factors** which could support care, protection and reintegration.

What you need to consider:

What information should be collected in social surveys?

Possible Answers:

The laws of the particular country determine the information that should be collected for social surveys. Templates are available in the various social services for this purpose. In general, the information collected concerns:

- *The identity of the child and their family;*
- *Information on the material and moral circumstances of the family;*
- *The child's character and previous record;*
- *The child's attitude at school;*
- *The conditions in which the child has lived or been brought up;*
- *A summary of the facts;*
- *An analysis of the situation; and*
- *Proposals for alternatives to prison sentences.*

What you need to do:

- ✓ Ensure you have been trained and authorised by the government to carry out social surveys.
- ✓ Respect professional ethics, particularly discretion and confidentiality.
- ✓ Follow up on the recommendations in the social survey and continue evaluating the best interests and needs of the child in conflict with the law until their situation is resolved.



Tool: Risk analysis for children in conflict with the law

- *Where is the child?*
- *If the child is a victim or witness and is with their family, what are the next steps?*

- *If the child is on remand:*
 - Is he/she being held separately from adults?
 - What are his/her immediate needs (food, water, access to hygiene products, bedding, etc.)?
 - Does the child need specialised support (medical, psychological, etc.)?
 - To what extent are the conditions of detention compliant with national legislation?
 - What alternatives are there to custody, and what do the family and the child think of these options?
- *Is the child in danger of retribution? If yes, what safeguards can be put in place?*
- *Does the family have access to legal counsel?*
- *Have you collated information from various sources in order to carry out a holistic risk analysis?*
- *Have you consulted all relevant stakeholders, including the child, in order to draw up an action plan for structured support?*



2.4.2.3.2 PROTECTIVE AND SOCIO-EDUCATIONAL ACCOMPANIMENT

Bintou and Sékou have training in the socio-educational protective accompaniment of young people in conflict with the law. They have learned that supporting and strengthening the life skills of children through psychosocial activities and adapted educational curricula fosters and strengthens individual protection factors for these children: decision-making, autonomy, empathy, relationships of trust with adults, etc.

What you need to know:

Socio-educational protective accompaniment is a holistic method for working with children who are in conflict with the law or at risk of it. The approach is based on identifying strengths and weaknesses in the following areas (Good Lives Model developed by Tony Ward):



| AREAS | STRENGTHS | WEAKNESSES |
|---|---|---|
| Developing the young person's maturity | Juvenile criminality and delinquency are also the result of a form of immaturity. Children need to learn to recognise the consequences of their actions to both themselves and their environment. | It is never certain that, even if the child learns to control their emotions and find alternatives to crime, they will always choose to follow this path. |
| Family and relations | Strong and intimate ties with close family, partners and friends give delinquent or at-risk children a sense of personal value and a goal in life. Feeling tied to other, non-criminal members of the community (support groups or cultural or religious groups) helps children stay away from delinquency. | The family environment and friends of the child can also be counter-productive if they have criminal tendencies themselves. |
| Sobriety | Breaking addiction to and dependency on drugs and alcohol plays a major role in the desistance process. | Some individuals may abandon drug use but not crime, or vice versa. |
| Employment or schooling | Stable jobs and schooling support desistance processes, especially if they give the young person a sense of satisfaction. | Employment and schooling alone cannot inhibit criminal behaviour and are not preconditions for desistance. |
| Hope and motivation | People who say they want to avoid delinquency are the most likely to succeed. | A lack of motivation and self-confidence can limit the ability of children in conflict with the law to leave crime behind. |
| Have something to offer others | Young people who show concern and compassion for others are more likely to stay away from crime, as are those who want to contribute to society, their communities and their families. | Children who do not recognise their ability to be positive agents in society are more likely to develop criminal tendencies. |
| Pro-social identity | People with no criminal background who do not consider themselves "offenders" but rather think of themselves as good people who have made a mistake can find it easier to desist. | The stigmatisation of children and young people with a record of delinquency and crime can reduce their ability to stop. |
| Being believed and acknowledged | Desistance can be strengthened by communicating the belief that offenders can change. Over and above the importance of someone believing in them, it is also important that their efforts be formally acknowledged and continually and formally encouraged. | Fatalistic and deterministic attitudes to children in conflict with the law are counter-productive and increase the risk of repeat offending. |

Where children are in contact with the law, such as during judicial proceedings, they need protective support to ensure their rights and integrity are respected. Degrading punishments and ill-treatment by

formal and informal justice system actors are contrary to children's right to survival and detrimental to their right to development.

Tool: The principle of protective accompaniment for children in conflict with the law

- *Children who have been involved in criminal activities but are too young to be prosecuted should be evaluated and handled by the child protection system.*
- *When children receive prison sentences, child protection actors have a key role to play in liaising with families and prison authorities.*
- *If children in conflict with the law are still children when released, child protection actors are responsible for helping them reintegrate into their families and communities.*



What you need to do:

- ✓ Help the child in contact with the law to identify qualities that can help them to desist from crime, determine what they need to do, and identify different forms of assistance they already receive or could receive from others (families, friends, therapeutic staff, etc.).
- ✓ Design personalised social support that is focused on the child and their needs and is suited to their circumstances.
- ✓ Master the personalised social accompaniment approach and case management technique.
- ✓ Establish good communication to build trust between you and the child during the protective accompaniment process.



Tool: Interview rules

- Encourage the child to speak and try to recognise and interpret the emotions behind the words.
- Demonstrate attentive listening by adopting a listening position (sitting facing or next to the child, looking at the child in a friendly way, etc.).
- Ask questions to ensure you understand what the child says.
- Show interest in what the child says through visual contact, nodding or other gestures of attention.
- Use short, understandable, age-appropriate sentences and vocabulary when talking to children.
- Regularly offer opportunities for the child to ask questions.
- Ask open questions which do not require a yes or no answer. For example, "How did this situation arise?"
- After listening, rephrase the child's answers to ensure you have understood the situation.



See Case study 2.5.4.5 Dakar youth prison

2.4.2.4 THE PHASES OF RESTORATIVE JUVENILE JUSTICE INTERVENTIONS

2.4.2.4.1 THE JUVENILE DELINQUENCY AND VIOLENCE PREVENTION PHASE



Sékou has taken part in a national workshop aimed at developing a national juvenile delinquency prevention policy. Many social workers and ministry representatives took part in the exercise. The prevention policy will have several levels, will be built around communities and public services (schools, hospitals, vocational training centres, etc.), and will describe the responsibilities of each actor. Sékou is satisfied, as many prevention activities will now be financed more easily.

What you need to know:

- The government plays a key role in establishing prevention policies. It can have a positive impact in reducing violent acts by children through the formulation and implementation of prevention policies focused on the well-being of young people. In General Comment n°10, the Committee on the Rights of the Child states that "a juvenile justice policy without a set of measures aimed at preventing juvenile delinquency suffers from serious shortcomings."
- In addition to governments and local authorities, families, schools and media outlets are key actors in preventing juvenile violence. They have a powerful impact on the well-being of young people and on the promotion of a culture of peace within the community.



Tool: The Riyadh Guidelines

United Nations Guidelines for the Prevention of Juvenile Delinquency were adopted and proclaimed by the General Assembly in resolution 45/112 of 14 December 1990.



What you need to do:

- ✓ Organise prevention activities aimed at all children, such as activities that build competency in non-violent conflict resolution and restorative practices.
- ✓ Establish 'selective' prevention activities designed to support children at risk and to prevent repeat offences.
- ✓ Avoid the stigmatisation of children with certain vulnerability profiles.
- ✓ Support communities in establishing mechanisms for the prevention of juvenile violence.

2.4.2.4.2 THE POLICE INTERVENTION PHASE



Bintou organises awareness-raising and training sessions for police and neighbourhood leaders. She discusses how to behave with children who have committed crimes. Many police officers constantly use violence to scare street children. They believe that will discourage them from begging and stealing. After speaking with Bintou, they understand that this violent behaviour is not a solution and that there are other, more effective, methods of reducing juvenile delinquency. When they meet children who have committed crimes, they now contact Bintou and other child protection social actor colleagues. They decide together, after speaking with the child, that build competency in non-violent conflict resolution and restorative practices.



What you need to know:

International standards apply to children in conflict with the law during the police intervention phase, in accordance with Article 37 of the Convention on the Rights of the Child, Articles 1 and 16 of the 1984 Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, Article 5 of the 1948 Universal Declaration of Human Rights, and Article 7 of the 1996 International Covenant on Civil and Political Rights. These binding standards prohibit violations of human rights and the rights of the child where there is contact with the police and other law enforcement services. The aim is to guarantee that a child in conflict with the law – particularly while in custody – is treated "with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age" (Article 37 of the Convention on the Rights of the Child).



What you need to consider:

When children are at the police station, prior to appearing before courts, what alternatives are there to custodial measures?

Possible answers:

- Cautions/reprimands/admonishment;
- Conditional or unconditional case closure;
- Reminders of the law;
- Criminal mediation/reparation;
- Provisional freedom with or without placement;
- Return to parents;
- Provisional placement in a foster family; and
- Institutional placement in a provisional open or semi-open centre.



What you need to do:

- ✓ Visit police stations to identify children in custody and seek to address some of their immediate needs.
- ✓ Raise the awareness of security personnel on respecting custody time limits and detention conditions (e.g. separation from adults).
- ✓ Listen to the child and check their age. It is important to know the child's age as it determines the protection conditions that will be applied.
- ✓ Look for the child's family. (The child's reintegration should begin with their family if they do not put the child in danger.)
- ✓ Raise the awareness of judicial police officers on the appropriate treatment of children.
- ✓ Provide psychosocial support to the child's family.
- ✓ Monitor the child's case to ensure respect for procedural rights.
- ✓ Ensure the child has contact with their family.
- ✓ Promote the child's access to health and psychological care, water, food, hygiene products, etc.

2.4.2.4.3 THE PRE-TRIAL PHASE



Sékou often visits police stations to check how children are treated after arrest. He speaks with police officers and explains why it is not appropriate for a child to be kept in custody. He also puts forward alternative solutions that are more suited to the age of the child and the crime they have committed. For example, a child who has committed theft could be placed in the care of a family member or guardian, or if they have committed a violent act, they could be housed in a specialised centre where they would be evaluated and receive psychological and educational support.

- ✓ Facilitate relations between the child and his or her family (encouraging the family to maintain contact with the child).
- ✓ Foster reconciliation between the child and the victim.
- ✓ Play a major role in the mediation framework.

2.4.2.4.4 THE TRIAL PHASE

What you need to know:



What you need to know:

- Even over short periods, detention is harmful and often traumatic for children. It is also harmful to society, as it is proven to promote repeat offending (General Comment n°10 paragraph 25, Committee on the Rights of the Child).
- In many countries, between 50% and 70% of children in detention are on remand before trial, and often beyond legal time limits. Article 13.1 of the Beijing Rules states that "detention pending trial shall be used only as a measure of last resort and for the shortest possible period of time", including for children who are repeat offenders (General Comment n°10, paragraph 23, Committee on the Rights of the Child).
- Alternatives to judicial proceedings and detention should be prioritised. The Committee on the Rights of the Child recommends avoiding judicial proceedings because "in addition to avoiding stigmatisation, this approach has good results for children and is in the interests of public safety, and has proven to be more cost-effective." Alternatives to detention may be implemented both within or outside a judicial framework. They must be put in place under certain conditions (General Comment n°10, paragraphs 22-29, Committee on the Rights of the Child). They can, for example, be implemented in the community following a decision from the juvenile police.

- During the trial phase, the principle is that of the specialisation of laws, institutions and criminal proceedings applicable to children. The Beijing Rules stipulate that "the proceedings shall be conducive to the best interests of the juvenile and shall be conducted in an atmosphere of understanding, which shall allow the juvenile to participate therein and to express herself or himself freely."
- The rules of a fair trial vary depending on the procedural rules of the different countries. Certain more or less binding international instruments (1996 International Covenant on Civil and Political Rights and 1989 Convention on the Rights of the Child) protect certain core rights of children in conflict with the law.
- The outcome of a criminal trial is a legal decision applicable to the child in conflict with the law and should include management by multidisciplinary teams, execution of any sentence in an open facility, and, exceptionally and when inevitable, detention. Where a child in conflict with the law is imprisoned because they represent a direct and imminent danger to themselves and to society, Article 37 of the Convention on the Rights of the Child determines their rights, which are supplemented by a number of international instruments.
- There are many risks of violence against children in custody, on remand, in prisons or in semi-open facilities. These are often kept quiet but include damage to physical and psychological integrity, sexual assault and negligence. Article 18 of the Convention on the Rights of the Child recalls the obligations of States to guarantee the other rights set out by the Convention in all institutions handling children.

What you need to do:

- ✓ Carry out a social survey to inform the judge of the child's circumstances (for qualified social workers).
- ✓ Propose socio-educational methods as an alternative to a prison sentence.





See Case study 2.5.4.6 in Annex: Community service in Burkina Faso



What you need to consider:

Why should we combat child detention?

Possible Answers:

Detention has many negative effects, both for children and for society:

- *De-socialisation of the child;*
- *Distance from family, school and community;*
- *Criminal contamination, where prison is a 'crime school';*
- *Risks of physical and psychological abuse and exploitation;*
- *Risks of violation of the right to education;*
- *Health and living conditions harmful to development and contrary to human dignity;*
- *Increased risk of generating or worsening mental health disorders and problems;*
- *Increased risk of repeat offending after release compared to alternative measures; and*
- *Stigmatisation during and after detention.*

What you need to do:

- ✓ Monitor the trials of children in conflict with the law and remind authorities of international standards and procedures.
- ✓ Report the results of social surveys and proposals for socio-educational measures.
- ✓ Listen to the child and offer psychosocial support.
- ✓ Advocate for a closed-court hearing.
- ✓ Organise regular monitoring of the effective implementation of sanctions or reparation measures.
- ✓ Establish training sessions for community actors to enable them to play a protective role in handling children in conflict with the law.
- ✓ Organise training for prison staff (including administrative personnel) in the personalised handling of children.
- ✓ Support the establishment of a child protection policy and its implementation within closed or semi-open facilities.
- ✓ Carry out regular and independent inspections in order to check compliance with this policy and the detention conditions of children.
- ✓ Ensure a complaint mechanism is in place to report issues so that children can inform the authorities of any abuses.



Tool: Checklist for monitoring the situation of children in conflict with the law in detention centres

International standards for the protection of children deprived of liberty set down the points that should be verified during the inspection of detention centres:

- Physical and mental health and hygiene (dental, gynaecological, etc.)
- Education, vocational training and labour
- Psychosocial support
- Sporting and recreational activities and leisure
- Family visits and temporary release opportunities
- Respect for confidentiality and privacy
- Living spaces (bedding, clothes, outside spaces, etc.)
- Access to legal counsel
- Separation of accused and convicted prisoners
- Separation of adults and children
- Separation of men and women
- Care of children with disabilities (including multiple disabilities)
- Safety (prevention of fires, etc.)
- Religion and spirituality
- Disciplinary procedures



2.4.2.4.5 THE SOCIAL REINTEGRATION PHASE

In the social centre where she works, Bintou receives children recently released from detention. The centre offers them a safe space in which they can envisage their future. Bintou visited these children while they were still in detention to better prepare them for the transition. In the social centre, Bintou also offers activities for families of children released from detention to help them better reintegrate their children once they return to live with them.

What you need to know:

One of the main objectives of juvenile justice is the reintegration of children who have committed offences. Preparation for social reintegration should be a focus throughout the criminal justice process and should continue well beyond the end of the sentence.



Tool: The key factors of successful reintegration of children

- The participation of the child in designing and fulfilling their life plans
- Psychosocial support by a trained professional throughout the sentence and beyond (where possible, over several years)
- Educational and professional reintegration
- Participation of the family in building the child's future and a conducive socio-emotional environment
- Participation of communities to limit stigmatisation and repeat offending
- Collection and analysis of statistics by authorities in order to adjust juvenile violence prevention policies



What you need to do:

- ✓ Support the child and their family in preparing for release.
- ✓ Support the child in drawing up their individual social and community reintegration plans.
- ✓ Support the child's ability to use non-violent forms of conflict resolution, including restorative practices.



Annex



ANNEX

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ANNEX 1. PART ONE – THEORY AND PRACTICE FOR TRAINING CHILD PROTECTION ACTORS

ANNEX 1.1 TRAINING TECHNIQUES

| Methods | Tools | Advantages | Disadvantages |
|---|---|---|---|
| <p>Explanatory methods This takes the form of a typical lecture where participants are expected to listen without offering feedback.</p> | <ul style="list-style-type: none"> • Oral presentations • Cue cards • White or blackboards • Audiovisual tools (films, slides) | <p>Presentations are:</p> <ul style="list-style-type: none"> • Easy to organise and display (except for audiovisual tools) • Quick to create • Suitable for large groups • Inexpensive | <ul style="list-style-type: none"> • It can be difficult to maintain participants' interest: knowledge saturation and flagging attention occur quickly. • The presentation can be disconnected from participants' experiences. • There is a 1-way interaction between trainer and trainee. • It is difficult to determine whether goals have been achieved. |
| <p>Interrogative methods The trainer asks questions in a logical order, giving participants the opportunity to express themselves.</p> | <ul style="list-style-type: none"> • Lists of questions • CAL (computer-assisted learning) • Group discussion • Interactive audiovisual tools | <ul style="list-style-type: none"> • Interrogative methods ensure that participants are not only aware of content, but also understand it. • Supports memorisation: it is easier to remember an idea, concept or method after being involved in its development. • The participants' interest is maintained through dialogue. • Content can be adjusted and goals verified more easily by questions from the trainer. | <ul style="list-style-type: none"> • These methods require participants to have a minimum level of knowledge so they can organise, structure and develop their ideas. • Preparation and creation times for tools are long. • These methods can result in digressions if a strict framework is not respected. • These methods are only suitable for small groups (15 participants maximum). • These methods do not encourage initiative-taking by participants. |

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|---|--|--|--|
| <p>Active methods These methods aim to produce ideas, solutions or behaviours by calling on participants' motivations and/or experience.</p> | <ul style="list-style-type: none"> ● Problem-solving and creative techniques ● Reading ● Photo-language ● Simulations ● Role plays ● Audiovisual tools ● Case studies ● Presentations ● Projects ● Tests ● Questionnaires ● Quizzes ● Internet and documentary research | <ul style="list-style-type: none"> ● These methods help develop trainees' competencies. ● They involve observation, reflection, initiative-taking, creativity, experimentation and production. ● Participants learn by experience, their own and others'. ● Participants are autonomous: trainers take a back-seat role in revealing, analysing and summarising knowledge. ● Evaluating whether goals have been achieved is an integral part of results and analysis. | <ul style="list-style-type: none"> ● Preparation times are long. ● The trainer must have been trained beforehand. ● Analysing and summarising the results produced can be a delicate exercise. ● Participants are very involved in psychological and relational terms: this involvement must be managed and respected by the trainer. ● Some participants may not wish to be recorded when taking part in activities. |
|---|--|--|--|

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| <p>Lecture</p> | <ul style="list-style-type: none"> ● This is often a presentation by the trainer. ● It may include illustrations. ● It may be recorded on a cassette, as a film or in a book. ● It may be based on facts and/or ideas. |
| <p>Lesson</p> | <p>"Chalk and conversation" (and sometimes a demonstration) is used to logically develop a set of ideas and arguments.</p> |
| <p>Discussion</p> | <p>Discussions involve small subgroups or the entire group and are generally led by the trainer.</p> |
| <p>Fishbowl</p> | <p>A short group discussion is observed by another (generally larger) group, which does not participate. The entire group discusses the process. The discussion may be repeated by redistributing roles.</p> |
| <p>Brainstorming</p> | <p>A list of ideas on a specific theme is collected by the trainer within a set time. These ideas are not discussed, modified or validated by the trainer or participants.</p> |
| <p>Expert debate</p> | <p>This is a debate by a group of people with in-depth knowledge of a subject</p> |
| <p>Forum</p> | <p>A discussion or session to which all participants contribute. Unlike brainstorming, there is no set time for this activity and interaction is possible.</p> |

| | |
|------------------------------|--|
| Role play | <ul style="list-style-type: none"> ● A theme or problem is explored through discussions between participants who have been assigned different roles. ● Roles may be briefly described in writing. Role plays must be completed within a set time. Role plays are followed by an in-depth discussion between participants and observers. The trainer's conclusions at the end of the session are very important. |
| Simulation | <ul style="list-style-type: none"> ● Simulation is the creation of an environment and/or situation in the training room. ● Simulation is used to give participants an opportunity to practice professional roles, experiment with ideas or test concepts in the most authentic possible manner. As with role plays, simulations must be followed by in-depth discussions. |
| Stories and metaphors | <ul style="list-style-type: none"> ● Stories please adults and children alike. Information can be shared through formats such as romances, science-fiction novels, detective stories, etc. ● Metaphors can also help simplify complex ideas. |
| Socratic method | The trainer asks questions designed to encourage reflection. Answers help participants make the logical transition from old knowledge to new knowledge. |
| Case study | A case study is a short, often detailed description of a situation which sets out a problem that may be resolved in several ways. The goal is to encourage discussion and, at times, make decisions. |
| Projects | Individual or group projects are centred around questions and potentially long-term actions that require discussions, research and field visits. |
| Research | Reading, observation, classification, measurement, analysis, synthesis |
| Visit | This involves visits to other organisations, offices, workshops, project sites, etc. |
| Learning programme | <ul style="list-style-type: none"> ● This involves presenting a learning sequence designed to enable participants to acquire knowledge. ● If necessary, the programme may be adjusted before participants move on to the next step. The subject is divided up into small units – a series of logical steps. Each participant advances at his or her own pace and can check his or her progress without the trainer's assistance. |

ANNEX 1. 2 Training Technique Worksheets

TECHNIQUE 1: Brainstorming

Goal

Brainstorming is a simple and effective way of coming up with ideas and suggestions. It results in a large number of ideas of varying quality. It is based on the association of ideas. At the end of the exercise, ideas must be sorted and prioritised to obtain preliminary results.

Method

A subject or question is agreed on or defined. Participants contribute ideas, reactions or solutions relevant to the subject or question. These contributions are noted on a flip chart but not commented on. Participants are encouraged to quickly produce new ideas (even if this results in odd suggestions).

The group must understand that ideas and reactions are accepted and noted without criticism. At this stage, the quantity of ideas is more important than their quality. All answers are treated the same way, without preference, during the exercise. Thanks to the association of ideas, some ideas will lead to others, which will then inspire even more.

When to use this technique

- To create options for an action plan
- To stimulate an unproductive discussion
- To identify the risks in a given situation

Relevance

Brainstorming is a simple exercise that is suitable for all levels and ages, regardless of participants' capacities. It can be used to introduce themes and create interest before beginning more detailed work. It can be used to increase a group's energy levels or stimulate discussion.

TECHNIQUE 2: Case study

Goal

Case studies are a useful and flexible way of giving participants examples of subjects to discuss and comment on. Case studies must be selected for their relevance and ability to highlight specific aspects of a theme through questions and discussions.

Methods

Each case study includes a detailed description of an incident or event. The level of detail provided depends on the theme being discussed and its complexity. In some situations, it may be appropriate for the trainer to hand out case study templates and help more experienced participants develop ideas to be used and discussed. In other situations, it may be more appropriate for the trainer to design and develop the case study before the training session begins and hand out prepared materials to participants. These materials may include a description of a situation or questions and indicators to guide discussion.

Case studies based on real situations or examples are preferable, as they are more credible. Sometimes using real case studies is inappropriate, especially when participants are familiar with the example concerned. In this situation, imaginary case studies can be developed, if the trainer has sufficient

experience in the field. However, if he or she does not spend sufficient time preparing the case study, its fictional nature will be obvious.

In training situations, case studies may be used to attain the following goals:

- Encourage group cohesion
- Create time for relaxation
- Highlight difficult situations
- Test comprehension
- Develop analytical and problem-solving skills
- Develop self-confidence among participants

Things to consider

- Make sure that the materials used are suitable for learning goals.
- Update materials to ensure they remain relevant (case studies must not be too old or off-topic).
- Avoid stereotypical presentations of people or situations.
- Make sure there is enough time to discuss and review the ideas generated.
- Repeat and emphasise the case study's key points.

Relevance

- During discussions on specific values, participants can suggest case studies based on situations and describe how these values influence outcomes. By focusing on training techniques, specific issues can be presented during group discussions.
- For problem-solving, case studies involving a similar issue (with or without a solution) can be used to introduce a theme.

TECHNIQUE 3 : Icebreakers

Goal

Icebreakers help participants get to know one another and create a positive environment.

Examples

Who are we?

- Participants work in pairs. Each person asks basic questions to find out information about their partner – their name, organisation, responsibilities, position in the organisation, expectations for the training session, etc. Pairs have between five and ten minutes to answer questions. They then introduce their partner to the group as a whole (e.g. If Hugues and Fara have been paired up, Hugues will introduce Fara, and vice versa). If necessary, individuals can provide additional information themselves.
- The trainer gives each participant a badge. He or she then asks participants to write their name or nickname on the badge, as well as five words or a sentence that will help start a conversation. The goal is not to tell life stories, but encourage conversation between partners. For instance, these words could describe a home town, favourite childhood food, a unique experience or special interest.
- When everyone has finished writing, increase the size of groups from two to three participants. Observe the discussions that these words give rise to. After a few minutes, ask participants to form new groups, in order to meet as many people as possible.
- The trainer gives each participant a badge and asks them to write down the following information:
 - My name is:

- I have a question about:
- I can answer questions about:
- Participants then have 15 minutes to discuss the information each person provides.

Names

- Ask participants to think about their name: what it means, what it means to them and whether they like it. Ask each person to come up to the board, write their name and say something about it. Other participants and the trainer may ask questions to get more information or offer ideas regarding what is said.
- Ask participants to write stories using their own names written backwards. For instance, Nicole becomes Elocin and Alphonse becomes Esnohpla. The story, which must only contain a few sentences, must include all participants' names. For instance, it could start as follows: "Elocin lived on a planet which was called Esnohpla."

Group dynamics

This technique can be used whenever the trainer thinks that the group needs a change of subject or a review of the subject if it was covered in previous sessions. Some suggestions include:

- **Tick Tock:** Participants sit in a circle. The trainer takes two marker pens and gives one to the person sitting on his or her right, saying "This is a tock." The person who receives the marker says, "A what?" The trainer replies, "A tock". The person continues the process, handing the marker to his or her right. The trainer gives the second marker to the person on his or her left, saying "This is a tick", and so on. The game continues until a tick meets a tock and participants observe the result.

Pictures

- In groups where participants do not know each other, ask them to draw their names in the form of a picture (a flower, animal, tree or character). The group must then try to guess the person corresponding to each picture.
- In groups where participants already know each other, ask them to draw six pictures representing important things in their lives. The group must then try to guess the person corresponding to each group of pictures.

"I like people who..."

One person stands in the middle of a circle of chairs and says, "I like people who like...". For instance: "I like people who like chocolate." All those who like chocolate must get up and find a new chair. The person left standing must then start again by saying, "I like people who like..." and adding something new.

Something new

- This activity is for groups where participants know each other. Ask participants to speak to as many people as possible, finding out something new about each person. Set a time limit (of around five minutes) and make sure participants keep moving.
- To support group dynamics, call on participants to suggest games, dances, etc.

Art as meditation

- Show a picture of a piece of artwork that is not too well known and ask participants to give it a title. Participants all state their titles before the trainer provides the title given by the artist.
- Ask participants to stand in the middle of the room, close their eyes and direct an imaginary orchestra while listening to a piece of music selected by the trainer.

TECHNIQUE 4: Role plays

Goal

Role plays can be very effective training tools. They can also be difficult to plan and implement. When role plays are used well, they have a considerable impact on participants, as they use emotions and physical sensations as part of a game built around relationships. However, badly-managed role plays can lead to criticism, distress and frustration. If role plays are not well-organised or do not achieve their stated goals, trainers can face problems. Trainers must think carefully about whether role plays are relevant and effective, taking into account cultural and emotional considerations that could affect the exercise.

Method

Role plays involve acting out situations that can be real, anticipated or imaginary. They generally involve dialogue and/or an action. The role play's "script" has two elements:

- **A clear description of the initial situation.** What is the context? What has led to the situation giving rise to the role play? Who are the people involved and what are their roles? e.g. "You are a social worker. You are interviewing a family that no longer wishes to take care of their eldest son due to his behavioural issues. How do you think the interview will unfold?"
- **An indication as to how each person will react or behave at the start of the role play.** This is often called a "briefing". No dialogue is given to participants.

The role play must be as spontaneous as possible given the context. There is no pre-determined outcome. The goal is to explore what might happen and the ways in which different actions and statements might influence the outcome. Role plays are also an opportunity for participants to test different situations or outcomes: There are different ways of seeing things, but some ways may be more effective or respectful in a given context.

When organising or using role plays, trainers must keep in mind the different steps involved in these exercises.

Managing the Role Play

The trainer must:

- Plan the role play in advance
- Prepare the script in advance
- Inform and motivate participants
- Start the role play activity
- Put an end to the role play, which should not be too long (approximately 10 minutes)
- Let the group talk about its observations in terms of verbal and non-verbal communication
- Note recommendations to improve the exercise
- Help participants return to reality
- Identify lessons learned from the role play and, if necessary, repeat the exercise taking these remarks and suggestions into account
- Transpose knowledge and insights into real life

It is the trainer's responsibility to ensure that the role play is correctly prepared and run. He or she must maintain the trust of participants and other group members.

TECHNIQUE 5: Simulations

Goal

Simulations are activities that attempt to reproduce the dynamics of complex situations that bring together people or processes. Simulations are like role plays in that both exercises involve participants learning through practice and experience. However, simulations are different because participants play themselves – they do not play roles. Simulations can be used to study how people or processes are affected when a given event or situation arises. Their main advantage is that they offer an opportunity to test situations and observe participants' reactions. Although simulations are designed to imitate reality as closely as possible, they are nevertheless monitored exercises. During some simulations, experimentation is encouraged. As is the case with role plays, successful simulations depend on the quality of preparation and implementation.

Method

Simulations require trainers to provide particularly clear and precise explanations of the situation to be recreated and the lesson being taught.

In simulations, the role played by each individual or group member must be clearly defined. The more detailed the description, the more realistic the exercise will be – however, this will result in less improvisation by participants.

Summary

The summary is a short description of the entire simulation exercise and is given to each participant. It indicates the goal of the exercise and sets the scene. It also defines rules, in particular the trainer's role, how to ask questions during the simulation and how the simulation will end.

Advice for participants

Advice includes the main characteristics and behaviour of each individual and group involved in the simulation exercise.

Relevance

Simulations can be effective when many representatives from different organisations intend to work together on a single project. Simulations can be used to find examples of ways in which actors from different organisations can work together effectively.

Rapid response simulations can be used to describe good practices.

ANNEX 1.3. TABLE OF KEY AND CROSS-CUTTING COMPETENCIES FOR CHILD PROTECTION ACTORS (SOCIAL WORKERS AND PARA-SOCIAL WORKERS)

1.3.1 KEY COMPETENCIES

| Scope of Competency | Core Competencies | | |
|--|--|--|--|
| | Knowledge | Aptitudes | Attitudes |
| Efficiently and appropriately assist the child and his/her family | <ul style="list-style-type: none"> • Knowledge of services, tools, human and material resources available in the environment • Knowledge of the child and his developmental needs, including those of adolescents and children living with physical disabilities • Knowledge of risks and vulnerabilities to which children may be exposed • Knowledge of the accompaniment approach for support and care by strengthening the resources of the child and its environment • Knowledge of socio-cultural context and gender considerations • Know the principles and methods of participation • Communication and listening skills | <ul style="list-style-type: none"> • Ability to adopt a supportive attitude • Ability to listen to a child in need of protective accompaniment • Ability to identify the diversified needs of each child, including gender-specific needs • Ability to refer children and their families to adequate existing services • Ability to mediate and negotiate • Ability to manage conflict • Ability to adapt one's own communication and approaches to the child's gender, stage of development and needs • Ability to adequately communicate with the child and her/his family • Ability to analyse the child's environment and use the outcomes in the intervention • Ability to identify each child's resources • Ability to manage information, including sharing it with relevant people and / or bodies • Ability to recognise and detect signs of suffering, vulnerability, abuse or maltreatment of a child • Ability to promote and encourage the participation of the child and her / his family | <ul style="list-style-type: none"> • Welcoming (Availability) • Kindness and commitment (Patient, non-judgmental, attentive, discrete, appreciative of social justice, impartial) • Active listening (Empathy) • Respect for the child and her/his family • Resilient (stress management, self-knowledge, self-confidence) • Observant • Putting the needs of the child before one's own interests) |

| | | | |
|---|--|---|--|
| <p>Effectively and appropriately assist groups of children and youth</p> | <ul style="list-style-type: none"> • Knowledge of the dynamics of groups of children • Knowledge of methods for the supportive protective accompaniment of children and facilitation of groups of children and youth, including those with special needs | <ul style="list-style-type: none"> • Ability to identify groups of children and their strategies for confidence-building • Ability to mobilise people within the group, their potential and their ability to help each other • Ability to lead a group, facilitate mediation and negotiate • Ability to implement activities that ensure effective participation of groups of children or youth • Ability to lead groups of children and youth • Ability to manage conflict | |
| <p>Effectively provide contextualised support and prevention action to communities</p> | <ul style="list-style-type: none"> • Knowledge of methods to conduct community-based participatory analysis • Knowledge of the Participatory Action Research approach and tools • Knowledge of different ways to communicate and share information with communities • Knowledge of the socio-cultural context and environment of the child • Knowledge of principles and methods of awareness raising/information sharing | <ul style="list-style-type: none"> • Ability to conduct an analysis with a community • Ability to use different means of communication to share information with individuals and groups at the community level • Ability to mobilise people within the group, their potential and their ability to help each other • Ability to communicate with a child and share information at the community level • Ability to address sensitive issues | |

1.3.2 THE FOUR CROSS-CUTTING COMPETENCIES

| Scope of the competencies | Four Cross-Cutting Competencies | | |
|--|--|---|--|
| | Knowledge | Skills | Attitudes |
| Know the normative framework related to child rights and interventions targeting children | <ul style="list-style-type: none"> • Knowledge of the fundamental principles of child rights • Knowledge of the ethics, rules and deontology (obligations) of social work • Knowledge of the national legal framework related to child rights and child protection • Knowledge of appeals entities for child rights violations and how to alert them | <ul style="list-style-type: none"> • Know how to apply international standards and national laws on child rights • Know how to apply the fundamental principles on children's rights (e.g. how to determine the best interests of the child) • Know how to act in accordance with the national normative and legislative framework | <ul style="list-style-type: none"> • Objectivity • Sensitivity to children's situations • Consistency |
| Develop inter-sectoral partnerships and collaborations; Promote networks | <ul style="list-style-type: none"> • Knowledge of collaborative and exchange networks for the promotion of child rights and child protection • Knowledge of the roles and responsibilities of each child protection stakeholder • Knowledge of the importance of partnership and social work networks • Knowledge of information management tools and importance of confidentiality principles | <ul style="list-style-type: none"> • Ability to create synergies between institutional and formal and informal community-based child protection stakeholders • Ability to motivate stakeholders to work in networks for better efficiency and impact • Know how to work with other sectors' stakeholders and understand their roles and responsibilities • Ability to maintain functional networks for collaboration and exchange (communicate, negotiate and manage conflicts) • Know how to manage information while maintaining confidentiality • Ability to identify and utilise one's own skills | <ul style="list-style-type: none"> • Leadership • Openness • Facilitator / Using an inclusive approach • Recognition of one's own limits and other people's skills • Sensitivity to traditional customs |

| | | | |
|--|--|--|---|
| Monitor and evaluate one's own actions | <ul style="list-style-type: none"> • Knowledge of monitoring and evaluation principles • Knowledge of basic data collection and information management tools | <ul style="list-style-type: none"> • Ability to collect data and determine its usefulness • Ability to learn from successes and failures of interventions with children and highlight lessons learned for the future | <ul style="list-style-type: none"> • Rigour • Analytical and concise • Self-assessment and introspective skills • Proactive |
| Contribute to professional and career development | <ul style="list-style-type: none"> • Knowledge of stress management methods • Knowledge of the values underpinning social work • Knowledge of mechanisms for continuous professional learning • Knowledge of sources of documentation related to the practices of social work and child protection | <ul style="list-style-type: none"> • Ability to adapt work according to professional changes, new knowledge and acquired skills | <ul style="list-style-type: none"> • Open-minded • Committed |

ANNEX 1.4 A STEP-BY- STEP GUIDE TO DESIGNING A TRAINING SESSION

Step 1 – Identify and prioritise expectations and goals

Sponsors of trainings may have different priorities than participants. Only one goal can be attained at a time. You must clearly define the goal, target audience, number of participants and duration of the training session, among other things.

Step 2 – Define the participants’ profiles and needs

Who will attend the training session? What is their current level of knowledge? What positions do they hold (role and hierarchy)?

This information can be collected before training by requesting participants’ CVs. If this is not possible, it can be collected at the start of training by asking participants to introduce themselves or by asking them to complete a questionnaire.

Step 3 – Define goals

General goals must be defined in terms of observable or evaluable actions. For instance, what competencies must participants have acquired by the end of training?

Impact goals must be defined in terms of impact on the trainees’ environment. For instance, changes in attitudes or practices must take place in trainees’ communities of origin.

Learning goals must be defined in terms of the expected results of training: what we hope to achieve, step by step. What does the trainer wish to achieve in terms of the transmission and acquisition of competencies? In some situations, this will be knowledge; in others, the acquisition of aptitudes, etc.

Some goals may be unstated, such as the desire to change organisational culture, encourage support for a new idea, prepare for upcoming changes, etc.

Step 4 – Structure the training session

After analysing participants’ needs and defining learning goals, the trainer must develop relevant content for the training session. Typical training sessions have a simple two-part structure.

During the first part, the trainer introduces the training session’s subject and structure to participants. This includes agreeing on ground rules, clarifying the programme and describing selected methodologies.

During the second part, the trainer develops the core content being learned. The trainer must use his or her expertise when addressing the theme to structure how ideas are presented. He or she must keep in mind trainees’ experience and level of expertise.

Step 5 – Conclusion

Assimilation is important. The trainer must always revise key points and content. If the training runs for several sessions or days, new knowledge, aptitudes and attitudes must be reinforced by linking them to previously-acquired knowledge, aptitudes and attitudes and connecting them to the next step in the process.

The trainer must give exercises to ensure that the learning goals have been attained. This could involve, for instance, asking 'pop' questions or having participants play a game.

Feedback must be a key part of training. The trainer must plan to collect feedback daily as part of wrapping-up activities. Nevertheless, the last session is particularly important in terms of participants providing feedback to the trainer. Sufficient evaluation time must be included in the programme.

ANNEX 1.5 COMPETENCIES FOR TRAINERS

(based on a psychosocial frame of reference developed by Tdh)

PERSONAL COMPETENCIES

1. Know and question oneself

Know one's strengths, weaknesses and resources; question and assess oneself in order to develop competencies.

- Look for external resources when internal resources are insufficient.
- Think critically and objectively about past experiences to develop competencies (self-evaluation); accept feedback from others to improve practices without being defensive or seeking to justify one's choices.
- Keep abreast of new ideas and knowledge in one's field; include them in activities (self-study).

2. Adapt oneself; be flexible

Be flexible and open to changes; adapt oneself to cultural differences.

- Anticipate potential changes to a situation at different levels and respond appropriately and flexibly (available space, number of participants for activities, etc.).
- Accept other ways of thinking and question one's own beliefs, if necessary.
- Take cultural and traditional factors into account when analysing and operating in cultural contexts that differ from one's own; adapt to other cultures' rules and codes of conduct.

3. Analyse; think in a critical and creative way; make decisions

Analyse information and situations in a critical spirit to manage them appropriately; find creative solutions and show initiative; make decisions in a well thought-out and effective way.

- Do not become bogged down in difficulties; take a step back from events and make objective decisions.
- Explore unconventional answers and actions (think outside of the box).
- Take the initiative and suggest new ideas and actions.

4. Manage emotions and stress

Listen to one's own and other people's feelings and emotions; welcome and express them in an appropriate way; allow others to express themselves and to decode their emotions; learn to manage one's own stress in order to release tension and act effectively.

- Speak openly with people about the emotions produced by individual and group activities during training and coaching.
- Decode one's own emotions (e.g. stress) and those of others, as well as behavioural changes, and respond appropriately.

SOCIAL COMPETENCIES

5. Communicate; listen to the other person

Communicate clearly, concisely and responsibly, with respect for the person addressed (adult or child); adapt one's method and message to that person, particularly in intercultural communication; know the techniques of active listening and apply them in the appropriate situations.

- Implement the principles of nonviolent communication
- Adapt one's method of communication to the target audience and take cultural differences into account when communicating.
- Listen to the person talking and invite him or her to play an active role in discussions by asking open questions and reformulating statements; give all participants the opportunity to express themselves.
- In the event of problems or conflict, play the role of mediator and implement negotiation steps; identify an acceptable and positive solution for all the persons involved.

6. Show empathy

Show interest in each person's life and feelings; put oneself in others' situations and listen to their needs; adopt a non-judgemental and accepting attitude towards them.

- Create an environment of trust, sharing and confidentiality; develop respectful relationships that help people feel secure.
- Show interest and empathy; listen to the problems of others without judging; listen to people in difficult situations and help them find appropriate solutions.

7. Support; motivate individuals and groups

Adapt one's leadership to the group and lead them towards a common goal; create and sustain the group's interest and motivation.

- Establish one's authority and leadership within the group; develop a clear vision of goals and the resources needed to attain them; adapt one's leadership style to the context, age of participants and goals.
- Help individuals and the group analyse and develop their own resources.

METHODOLOGICAL COMPETENCIES

8. Plan, implement and evaluate a training initiative

Plan activities by setting clear objectives that are specific, measurable and aimed at the development of the adults' competencies; anticipate and adapt to the needs of the target audience; develop new resources (tools for follow-up, activities, games, etc.) or adapt existing resources; constantly evaluate activities and results.

a. Planning

- Analyse individual and group training needs for the target audience; design suitable responses to these needs by setting appropriate goals that are specific and measurable.
- Prepare, organise and take responsibility for materials, the venue and time management.
- Develop a training sequence for the relevant target audience by choosing appropriate techniques (working in small groups, pairs, the whole group, etc.)

b. Implementation

Ensure participants are aware of specific competency-strengthening goals.

- Apply experiential learning methods during training; use practices to deduce theories; give participants practical exercises that emphasise participation, involvement and feedback.
- Provide targeted and constructive feedback.
- Acknowledge participants' resources and viewpoints; adopt a humble and bottom-up approach; use patience to seek answers from the group.
- Leave time for the sharing of experiences and tools by participants.
- Make connections with information already covered; review ideas previously dealt with and give real examples; ask participants how to use each concept in practice.

c. Evaluation

- Develop evaluation tools (training evaluation grid, coaching monitoring grid, etc.) ensure they are used by participants for self-evaluation.
- Systematically evaluate the implementation of competencies in everyday practice during individual and group coaching sessions (mentoring, case studies, etc.).

KNOWLEDGE AND TECHNICAL COMPETENCIES

9. Know the theoretical frameworks, content, methods and tools specific to teaching

Know the basic training principles and learning mechanisms for adults; know the theoretical content to be taught and the tools used to teach it.

- Use the theoretical frameworks underpinning the training content; have excellent knowledge of the subject participants are being trained in.
- Know the specific practical tools to be used and taught to support the integration of theoretical concepts.

10. Know and apply the learning mechanisms for adult training.

ANNEX 1.6 EXPECTATIONS WORKSHEET TEMPLATE

Training of trainers expectations questionnaire [to be completed before training]

Dear Participant,

You are enrolled in a training session which is scheduled to begin in the near future. To ensure this training meets your expectations, please fill in the following questionnaire so we can adjust the programme accordingly.

Work history and experience

Position and location:

Training and qualifications:

What experience have you had supporting child protection actors?

Have you received training on themes similar to those covered in this training session?

Expectations:

What do you expect to gain from this training? List your expectations from most to least important. Are there any specific issues you would like to address during this training session?

Situations:

Please describe any situations where you have had difficulties managing, supporting or training para-social workers.

What are your concerns regarding this training of trainers?

Comments or additional information:

Thank you for your time.

ANNEX 1.7 FOLLOW-UP AND SUPPORT TECHNIQUES TO STRENGTHEN COMPETENCIES

The four techniques below all aim to reinforce and follow-up on the pronominalisation of child protection actors (social workers and para-workers). They involve combining knowledge learned through experience, studies or group dynamics.

Case conferences

Definition

Case conferences are a way for protection actors to share information and viewpoints on complex cases. Sharing information can lead to suggestions for the improvement of personalised support and collective decision-making.

Case conferences are discussions concerning the situations of children or other people receiving personalised social support. During these professional gatherings, information and viewpoints are shared in order to improve understanding of the situation and develop new proposals for action. Case conferences can be internal (between team members from a single institution) or external (between people from different institutions or structures: NGOs, judicial authorities, family services, health institutions, police, etc.). They seek to establish synergies between different actors who all bring their own contributions in terms of means and human and technical resources.

Methodology

Case conferences are used in different situations: When child protection actors feel that no progress is being made in supporting a child and/or family; when child protection actors need the opinions of colleagues or people with different viewpoints; when decisions or solutions involve several partners; when children are in extremely high-risk situations; when cases are being closed; etc.

- Holding a case conference involves using group strength to reach a desired goal within a predetermined time.
- It is important that participants are committed to the process, that they actively take part in discussions, and that they use their imagination. Joint suggestions and decisions will be better defended and implemented by the actors involved.
- Case conferences must be planned ahead of time. The schedule must be respected.
- The person responsible for the conference is in charge of ensuring it runs smoothly and enforcing decisions made.
- The conference facilitator or moderator leads thinking, encourages debate and summarises joint decisions and recommendations.

Professional practice analysis

Professional practice analysis (PPA) supports practitioners by giving them the opportunity to discuss their practices and impressions. Today, this technique is common in the psychosocial field, and it has a strict framework.

PPA seeks to improve professional practices and strengthen competencies by enabling practitioners to:

- Discuss their practices by asking questions and sharing satisfactory solutions and answers;
- Share experience and knowledge;
- Introduce the idea of flexibility to prevent practitioners who are 'worn out' by their practices from falling into the trap of rigid intervention models; and
- Develop new synergies between groups and teams.

Methodology

PPA takes place within small groups of up to 15 people, either multidisciplinary teams or practitioners holding the same positions. The supervisor or facilitator (generally a social worker or psychologist who has received PPA training and has no hierarchical relationship with participants) sets a framework for discussions, ensuring that all participants are listened to, acknowledged and respected. He or she establishes an environment where no one is labelled a success or a failure. This involves implementing a collaborative process that helps participants understand situations and identify solutions.

Sharing experience

Experience-sharing is a useful exercise, as it enables practitioners to think about their own actions while learning about new ideas and alternative viewpoints. This activity can be formal or informal and may take place during team meetings on a regular or intermittent basis to take stock of situations or identify solutions. Experience-sharing is beneficial because it creates a feedback loop between field activities and strategic reflections: In accordance with the experiential learning cycle, experiences feed into and support strategies. Experience-sharing also takes advantage of the fact that everyone has their own experience to examine and build on, and they are generally more attentive and receptive to others' ideas.

Time should be scheduled to:

- Discuss cases dealt with, solutions identified and good practices established for wrap-up meetings or project development;
- Meet with other teams from similar services, groups of people holding the same positions or multidisciplinary teams (at the regional, national and/or international levels); and
- Meet with individuals or teams from other areas of intervention to learn about, discuss, and share viewpoints on issues; develop a joint vision and complementary approaches; and define each person's role.

Methodology

Experience-sharing is effective in a collaborative environment where there is no competition between participants who feel comfortable providing competing viewpoints. When participants are concerned about being judged by others, they have difficulty expressing their concerns, meaning that a learning opportunity is lost.

Facilitators must create an environment of trust and mutual respect and be trained on these issues. In addition to meetings where participants can share experiences, visits and internships in other services or areas of intervention should be organised.

Often, simply preparing a presentation allows practitioners to take stock of past experiences. They should therefore be encouraged to take notes on their actions and interventions with a view to analysing them, developing lessons learned and identifying good practices so this knowledge can be disseminated.

Coaching

Coaching is part of personal and professional development. For child protection actors, coaching can be implemented to support professional changes. For example, actors may wish to modify their professional practices, develop competencies in a specific field, and/or overcome difficulties in implementing new competencies. For this reason, coaching can include the trainer and the child protection actor developing an action plan on the basis of joint, predetermined goals.

Methodology

Coaching involves providing assistance while listening sympathetically and offering technical support. It enhances autonomy and supports the acquisition of new professional competencies. Relationships between trainers and trainees must be based on respect for the values and identities of child protection actors. Furthermore, trainers' interactions with trainees must take place in a professional environment. Of central importance to these relationships is the information provided to trainees, which must help them identify solutions when they encounter barriers to implementing new knowledge.

ANNEX 1.8 A DISCUSSION GROUP EXAMPLE

Counselling, supporting and 'training' foster families

Foster families play a difficult role. Not only must home-based child protection actors be monitored and supported, they must also receive training to ensure they acquire the necessary competencies. For this reason, other forms of support must be implemented for foster families. The most appropriate is the discussion group:

- A dozen families (preferably parental couples) meet in a venue that is not too noisy and has sufficient seating and good ventilation.
- One or two people (a facilitator and/or social support person) run the meeting.
- At the start of the first meeting, families introduce themselves and provide information on the children being fostered.
- Meeting facilitators also introduce themselves and explain the meeting structure: goals, duration, methodology, etc.

The framework for these meetings is as follows:

- Regular meetings take place once every four to six weeks. Dates for all meetings should be set at the first meeting.
- Meetings should last between one and three hours maximum, depending on the group's scheduling decisions.
- All participants must respect the confidentiality of information shared.
- Participants can ask questions or discuss their impressions (discouragement, disappointment or enthusiasm) about anything that concerns them in a respectful environment. No judgements are passed on people or educational actions.
- Meeting facilitators ensure that all participants and the framework are respected.
- Families describe the situations concerning them. For example, their child may lie frequently: He says he is going to school when he is often absent. He steals food and denies it. He mocks the other children in the family, but in such a way that the family does not realise and only punishes the other children for reacting violently. The meeting facilitator asks other families to ask questions to ensure that they have understood the situation. She then asks: "Have you ever faced a similar situation? What solutions did you identify?" After several families have briefly described their experiences, she asks them: "What would you suggest for X and Y's situation?" After listening to these suggestions, she asks the original foster family: "What solutions seem most relevant for your situation? Do you think you could try something new? What do you plan to do now?" The meeting facilitator can provide theoretical insights into child development, interactions with other children, etc., but is not there to give a lesson or lecture. The strength in this approach is that it encourages families to support and assist each other, thanks to the meeting facilitator's intervention and the meeting's framework. Once each problem has been discussed and suggestions made, the facilitator summarises the solutions selected and informs families that she will follow up at the next meeting. There must be sufficient time for each issue that arises. Complex issues may require up to one hour; practical issues can generally be dealt with relatively quickly. At the end of the meeting, the facilitator reminds participants of the date of the next meeting, and thanks them for their work.
- When the families have left, she notes down the main discussion points and solutions identified for follow up at the next meeting.

- Families often have a lot to talk about. However, the meeting facilitator must ensure that all have an opportunity to speak. She must stop off-topic conversation of families that monopolise discussions, not forgetting their role. She must be firm without being rude, managing emotions.

ANNEXE 1. 9 EVALUATION WORKSHEET TEMPLATE

EVALUATION OF TRAINING OF TRAINERS (F2F)

Your comments and observations will help us to improve the training. Thank you for your collaboration.

| ORGANISATION OF THE TRAINING | Excellent | Good | Satisfactory | Unsatisfactory |
|-------------------------------------|------------------|-------------|---------------------|-----------------------|
| Welcome | | | | |
| Break times | | | | |
| Room | | | | |
| Training duration | | | | |

Why ?

| CONTENTS OF THE TRAINING | Excellent | Good | Satisfactory | Unsatisfactory |
|---------------------------------|------------------|-------------|---------------------|-----------------------|
| Quality of content | | | | |
| Handouts shared | | | | |
| Adherence to objectives | | | | |

Why ?

| Pedagogy / Andragogy | Excellent | Good | Satisfactory | Unsatisfactory |
|---|------------------|-------------|---------------------|-----------------------|
| Pace | | | | |
| Variety of methods and teaching aids | | | | |
| Interaction with the trainers and | | | | |

| | | | | |
|---|--|--|--|--|
| between participants | | | | |
| Quality of the facilitation / Quality of the co-facilitation between the co-facilitators | | | | |

Why ?

| Other Topics | Excellent | Good | Satisfactory | Unsatisfactory |
|--------------|-----------|------|--------------|----------------|
| | | | | |
| | | | | |
| | | | | |

Why ?

Your OPINION on the preparation of the action plan

Did this preparatory work enable you to lay the foundations and milestones of your plan of actions?

If not, what was lacking during the preparation?

What are the points that have struck you most during the two weeks of training?

Thank you very much.

ANNEXE 1. 10 ACTION PLAN TEMPLATE

Training of trainers on key competencies for child protection actors

Post-training Action Plan

Name:
Position
Country:

I. Analysis of the context:

II. Action plan:

| Goal | Description of the action | Activities | Owner | Other people involved | Deadline | Prerequisites | Required resources | Technical support requirements |
|------|---------------------------|------------|-------|-----------------------|----------|---------------|--------------------|--------------------------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

ANNEX 2. PART TWO: ESSENTIAL PREREQUISITE

ANNEX 2.1 KEY RECOMMENDATIONS TO DEVELOP AND STRENGTHEN SYNERGIES BETWEEN CHILD PROTECTION ACTORS

General recommendations

These recommendations aim to optimise collaboration both between and within different groups.

1. Child protection actors must be identified and the roles and responsibilities of all social contributors must be defined and/or fulfilled. We recommend:
 - a. Producing and disseminating clear specifications or terms of reference to ensure that all actors fully understand the work completed by others;
 - b. Systematically improving mutual recognition, information-sharing and operational collaboration ensure that joint responses are developed and implemented with a view to improving child protection.
2. Collaboration between actors must be implemented in the prevention and individual care fields. Collaboration plans must be developed and/or implemented in an inclusive manner for both of these fundamental child protection components.
3. Endogenous child protection mechanisms must be identified, respected, promoted and strengthened.
4. Child protection actors must have the necessary competencies to collaborate effectively with other actors, particularly in terms of specific training on collaboration and networks.
5. Child protection actors and technical and financial partners must know and subscribe to national child protection action plans, working together to support the implementation of clear objectives and/or national child protection policies.

Recommendations

Short term

1. Social workers must use standard tools and collaboration protocols in everyday work, developing realistic solutions that take account of available resources.
2. Social workers must promote existing platforms for sharing information on collaboration, particularly regarding prevention efforts and good practices.
3. Good practices and the results of high-quality actions by community-based actors must be promoted, particularly through discussions and the sharing of social practice maps and child protection systems.
4. Social work administrators must create formal platforms for sharing good practices (which are managed by social services and contributed to by all actors).
5. Local authorities must compile lists of the social services available in their areas in the form of documents or flexible and adaptable reference tools.

6. Actors must be activated (through recommendations to professional and para-workers, as well as community actors).
7. Social rules and endogenous child protection mechanisms must be identified and respected, and mechanisms requiring enhancement and support must be identified.
8. Capacity-building activities must be prioritised (e.g. workshops, peer consultations, etc.).

Medium term

1. Collaboration must be integrated into training for child protection actors, to ensure they understand its importance and put it into practice.
2. The roles and responsibilities of each social contributor must be defined so specifications or terms of reference can be established with a view to:
 - a. Giving practitioners a joint understanding of the work completed by others;
 - b. Developing a joint understanding of the roles and responsibilities of all actors involved;
 - c. Implementing monitoring and evaluation protocols;
 - d. Evaluating services; and
 - e. Ensuring the quality of services provided.
3. Prevention initiatives and action plans must be shared or developed in an inclusive manner in order to encourage collaboration between actors.
4. Monitoring and evaluation mechanisms for collaboration efforts by local child protection monitoring committees (focusing on collaboration, reception facilities, referral and counter-referral mechanisms and jointly-managed initiatives) must be created or enhanced.
5. Community-level child protection management mechanisms, based on mapping results, must be designed and implemented locally in line with existing formal mechanisms.
6. Endogenous child protection mechanisms must be identified, respected, promoted and strengthened.

Long term

1. The country must adopt a national child protection policy that clarifies the relationship between the various child protection actors.
2. Mechanisms for the dissemination on the results of research, studies, capitalisation and the legislative framework must be put in place.
3. Standard operating procedures should be put in place between the actors of the child protection system.
4. Civil society organisations should identify resources for child protection through advocacy, lobbying, roundtable, institutional diagnosis, etc.
5. Data collection tools that are consistent with formal information management arrangements and that allow for effective and confidential sharing of information between stakeholders must be created and or harmonised and protocols for the use of these tools put in place.

ANNEX 2.2 THEME I: THE SYSTEMS APPROACH AND CHILD PROTECTION SYSTEMS (CPS)

ANNEX 2.2.1 COMMON DEFINITIONS OF CHILD PROTECTION SYSTEMS

Child protection systems are defined differently depending on the organisation. Here are some examples:

Terre des Hommes

A child protection system is “a coherent set of actions and actors, in which the child is the starting point and which aims to guarantee the rights and well-being of the child by constructing synergies within and between protective environments.”

Enhancing Child Protection Systems, thematic policy, Tdh, 2011

UNICEF

Child protection systems comprise the set of laws, policies, regulations and services needed across all social sectors — especially social welfare, education, health, security and justice — to support prevention and response to protection-related risks. These systems are part of social protection, and extend beyond it. At the level of prevention, their aim includes supporting and strengthening families to reduce social exclusion, and to lower the risk of separation, violence and exploitation.

Child Protection Strategy, UNICEF, 2008

UNHCR

A systems approach comprises a coordinated and inter-related set of legislation and policies, services and capacities needed across a range of sectors at national, local and community level to strengthen the protective environment around all children. It differs from some existing approaches in that it addresses the child in a holistic manner taking into consideration the multiple concerns they may have rather than working to address different individual child protection issues (...). Furthermore, it requires that all necessary processes and procedures that allow for the delivery of child protection support are also addressed.

Protecting Children of Concern through a Systems Approach, UNHCR, 2010

ANNEX 2.2.2 KEY ELEMENTS OF ROBUST CHILD PROTECTION SYSTEMS

1. **Up-to-date laws, policies and regulations** target and support vulnerable children and are consistent with overarching child-centred values, principles and international conventions. This element includes both civil and customary law (recognising that legal frameworks are changing as new laws are being written in some countries that integrate both).
2. **Leadership and governance** are manifested at all levels and are critical for child protection systems strengthening. At the national and regional levels, strategic policy frameworks must exist and be implemented with effective oversight to advocate for and develop political will and legitimise the work of child protection actors throughout the system. At the local level, family and community leaders must participate fully and contribute in ongoing ways to community-based child protection mechanisms. Overall, a strong system is built on effective linkages between local and national leadership and governance and pays attention to system design and accountability.
3. **Finance and budget** issues play a fundamental role in child protection system strengthening. The system approach promotes better resource mobilisation by using existing funds more effectively and leveraging more resources for expanded positive outcomes for children. Cross-sectoral synergies build confidence for expanded investments in strengthening the child protection system. The same applies for costing exercises that are more comprehensive in nature, based on greater partnerships among actors, and grounded in more carefully-assessed priority needs for the sector. The results of effective financial planning, budgeting and costing contribute to all the other elements described here, but are especially important for collaborating and advocating for increased funding.
4. **Effective partnerships and coordination mechanisms** ensure inclusion and participation of all the relevant actors that have responsibility for the care, protection and overall well-being of children and their families. This includes a range of ministries (at the national and district level) such as social welfare, gender, health, education and justice. It includes potential partnerships and coordination with a broad range of civil society organizations (CBOs, NGOs) as well as donors that address issues like funding, roles and sustainability.
5. **Continuum-of-care service structures** provide a range of services from prevention to protection to reintegration to promotion. These service structures include integrated case management practices such as systematic assessment strategies, case planning, treatment, and follow-up. Specific processes are shaped by whether the underlying services are promotion, prevention or response. In addition, practice standards and guidelines adapted to the local context are included as part of a sound approach to contextualisation and implementation of the service structures.
6. **An effective social service workforce** provides critical child protection services in a reasonably equitable and qualitative manner given the limitations of resources and circumstances. This includes both the formal and informal workforce and requires sound connections between the different sectors' professionals and various workers. It is inclusive of informal or traditional community-based providers such as family and kinship networks and volunteers; formal reporting and monitoring mechanisms for child's rights abuses; information sharing and public education; child participation; training

and education for parents and community volunteers; transportation for clients and staff to increase access to workers as needed; and vertical and horizontal communication.

7. **Social equity measures** identify and address inequalities reflected in traditional social norms within families and communities. Such measures include justice and security structures and procedures that address violence, abuse and exploitation of children via practices such as child labour, corporal punishment, and harmful traditional practices (e.g. FGM) that often reflect traditional gender roles and status. These structures and procedures cut across health, education, child protection and justice and incorporate coexisting customary and formal legal structures and mechanisms.
8. **Decentralized mechanisms for supporting children, families and communities** are the front line of protection and co-participants in all of the above. As a result, there is ongoing recognition by all actors that it is not just the supply or provision of services but the demand for and participation in the development of solutions, supports and services that will ultimately lead to strengthened and effective child protection systems at the community level.
9. **Data gathering and information systems** provide quantitative and qualitative information that can be used to advocate for investments on a particular thematic issue such as violence against children, child labour, or disability. Data can also be used to support investments in specific elements of the system such as workforce strengthening or expanding the structure of services so that children and families have options other than residential care.

Source: Strengthening Child Protection Systems in Sub-Saharan Africa: A Working Paper, Inter-agency Group on Child Protection Systems in sub-Saharan Africa (2012)

ANNEX 2.2.3 LIST OF CHILD PROTECTION SYSTEM STRENGTHENING ACTIVITIES

| |
|---|
| Mobilisation and influence from the top and from the bottom |
| <ul style="list-style-type: none">• Involving community groups (including groups of children and adolescents) in the consultation process and the process of drawing up public strategies and policies |
| <ul style="list-style-type: none">• Mobilisation of non-governmental agencies or of civil society spokespersons |
| <ul style="list-style-type: none">• Awareness raising and lobbying campaigns |
| <ul style="list-style-type: none">• Drafting position papers |
| Direct or indirect participation in the drafting and monitoring of laws and policies |
| <ul style="list-style-type: none">• Advocacy and networking to amend legislation or public policies |
| <ul style="list-style-type: none">• Participation in working groups in charge of developing laws, public policies or regulations |
| Contribution to strengthening monitoring/control and accountability mechanisms |
| <ul style="list-style-type: none">• Participation in the drafting of civil society reports or those of specialised agencies that deal with the situation of children in a given country, the implementation of the CRC, the monitoring of policies or programmes, and the implementation of international standards and national laws |
| <ul style="list-style-type: none">• Participation in national (or de-centralised) monitoring and coordination units of protection actions |
| <ul style="list-style-type: none">• Provision of technical assistance and training to governmental agencies in charge of monitoring and implementing laws |
| Offering quality direct services |
| <ul style="list-style-type: none">• Identification of victims |
| <ul style="list-style-type: none">• Establishment, management and transfer of shelters/centres to the relevant authorities |
| <ul style="list-style-type: none">• Management of individual cases (victims) |
| <ul style="list-style-type: none">• Psychosocial assistance (children, families) |
| <ul style="list-style-type: none">• Financial support |
| <ul style="list-style-type: none">• Legal assistance |
| <ul style="list-style-type: none">• Placement in apprenticeships and professional start-up assistance |
| <ul style="list-style-type: none">• Alternative temporary education |
| Support for the implementation of laws and policies |
| <ul style="list-style-type: none">• Training of magistrates, child protection actors and security forces |
| <ul style="list-style-type: none">• Circulation of information on the existing laws and protection programmes |
| <ul style="list-style-type: none">• Assistance to community leaders and families |
| <ul style="list-style-type: none">• Technical assistance to social services and local governments, also in the framework of decentralisation |
| Strengthening the competencies and capacities of formal and informal actors |
| <ul style="list-style-type: none">• Training of social workers |
| <ul style="list-style-type: none">• Support for the establishment of child protection units |

- Support for partnerships in the educational field (to prevent drop-outs, support school psychologists, and offer activities in schools)
- Opening of recreational centres (to promote the resilience of affected children and the detection of cases)
- Community work

Strengthening of multi-actor networks

- Training child protection actors in various sectors and institutions in case management, referral, and networking
- Assisting in the establishment and operation of task forces, working groups, coalitions, co-operation frameworks, platforms, etc.

Empowerment of children and adolescents, girls and boys

- Psychosocial assistance tools
- Information and communications on rights of children
- Involvement in awareness raising/information activities, social marketing
- Co-organising and supporting activities initiated by children

Empowerment of the populations in charge of children (developing relationships, solidarity)

- Discussion groups among parents and/or caregivers
- Community dialogue groups
- Positive education activities for parents and tutors
- Support for the creation of women's groups and community associations

Support for community initiatives and actors

- Support for local/community integration networks
- Support for educational/recreational activities organised by communities
- Support for community income generating activities (IGAs)
- Support for initiatives seeking to change harmful cultural practices
- Support for traditional forms of solidarity
- Support for actions resulting in the detection and referral of vulnerable children by community networks

Information, dialogue and social mobilisation

- Information and awareness-raising campaigns
- Local listening and dialogue sessions
- Support for local radio stations
- Support for community associations that relay child protection messages
- Discussion forums
- Support for the drafting of local development plans

ANNEX 2.2.4 GUIDE FOR REFLECTION ON THE FOUR STRATEGIC AXES FOR STRENGTHENING CHILD PROTECTION SYSTEMS

Axis 1: Strengthening the protection framework

Concerning the existing legal and political bodies and their adequacy and compatibility

- What are the international laws to which the country adheres to? What are the national laws concerning children? What are the laws relating to social assistance?
- What public policies exist concerning the protection of children's rights? What national programmes stem from these policies?
- Do these laws/policies give a clear description of the rules, actors and resources to be used, as well as the procedures for implementation and monitoring?
- Are certain essential issues concerning children not (satisfactorily) addressed by laws/policies?
- Do the public policies, laws, and social standards converge/diverge? Are there contradictions between the laws/policies and the regulations, standards and procedures drawn up at the level of certain structures and institutions? Have these laws/policies been able to avoid redundancy of roles/responsibilities between actors and at various levels?

Concerning the actors engaged in the production of the laws, policies, and standards

- What are the areas and initiatives that address the protection of children's rights?
- Which actors are able to influence the establishment of laws/policies and are engaged in defending positions which are in line with (or in opposition to) Tdh's positions?
- Is Tdh strongly involved in child rights protection and close to the most committed actors? Does Tdh already have experience in the drafting of laws or the elaboration of legal, social and institutional policies and standards?

Concerning communities where projects seek to strengthen child protection systems

- Has any action been undertaken to identify and discuss the existing social standards?
- Are the legal processes which intend to change social standards and behaviours based on an adequate analysis of these standards? Are the institutions concerned aware of the challenges this represents? Do they propose opportunities and alternatives which can support effective changes?
- Does the majority of community members support the legal processes aimed at transforming their social standards and their attitudes/behaviour?
- Are the communities aware of their rights and responsibilities regarding the laws and the institutions/actors in charge of implementing them?

Axis 2: Strengthening protection services

Concerning the implementation of laws and policies

- Are there specific budgets allocated for the implementation of public policies and laws?
- Do you know who intervenes in the country/zone of intervention when an institution or an individual who has abused, exploited or mistreated a child refuses to comply with a court order?

Concerning protection services

- Are the majority of services provided by national/local state structures, international organisations, national/ local NGOs or community actors?

- In your zone of intervention, which services do or do not exist among the following fields: providing food and shelter, safety, health, education, personal development, legal and administrative assistance, access to income-generating activities, etc.? Is the geographic coverage of these services satisfactory? In the continuum-of-care, what are the main malfunctions and the missing links?
- Do most services seem adequate, accountable, and functional? Are they accessible (physically, financially)?
- Are there children who are excluded and who do not have access to the basic services from which the majority of other children benefit? Are there many in such a situation? Are they in a category of their own? What are the reasons behind this situation/discrimination?

Concerning actors and social/endogenous child protection practices

- Who are the key actors involved in (or could be involved in) community-based child protection mechanisms? What types of support could they benefit from?
- What are the endogenous practices and mechanisms that Tdh can support? Based on which experiences can Tdh support this community work?
- How are institutional and endogenous practices connected at the local level? Which improvements could be made and what approach should be used to engage in building relationships, dialogue, joint understanding and collaboration?

Concerning decentralisation mechanisms and procedures

- In your zone of intervention, have child protection services already been allocated fixed funds by the central government? According to what procedures was this carried out? Was the allocated amount suitable and was it transferred in time?
- Is it possible for the local authorities to request from the central government resources to be invested in child protection? Are the local authorities familiar with this procedure? Do they consider it to be effective and transparent?
- At the local level, do civil society and community representatives have their say concerning the budgets allocated to child protection or to other social services?

Concerning points of entry to facilitate the strengthening of protection services

Is it more relevant, in a given intervention context, to initiate the strengthening of protection services with:

- Specific actors who will benefit from suitable support (practitioners, local or governmental authorities, NGOs, families, communities, children, etc.);
- Certain mechanisms, services or practices which are seen as crucial; or
- A combination of both approaches?

What experience do Tdh and other child protection actors have in strengthening protection services in a given area of intervention?

Axis 3: Strengthening social participation

Concerning actors and forms of participation

- Which forms of community participation can strengthen the involvement of community members in child protection?
- Which community organisations can strengthen/weaken the participation of certain actors in child protection actions?

- Are there, in the zone of intervention, community protection networks connecting external structures, endogenous structures, and mixed structures? If yes, how do these networks and various structures collaborate? What do they bring to the local CPS?
- Which specific groups (boys, girls, young persons, women, men, ethnic minorities, etc.) are excluded from/present among the collective actors participating in actions related to child protection (community organisations, children's and young persons' movements, associations, etc.)? What can be done in order to increase this presence and to encourage the participation of discriminated actors?
- Which organisations (formal and informal) play an active role in the promotion of social participation? In the promotion of certain specific actors (women, young people, etc.)?

Concerning the effects of social participation on the CPS

- In the existing CPS, which specific lacks, difficulties or weakness could be discussed and resolved by way of strengthening social participation? How could this process be launched and completed?
- Which resources and synergies connecting the local, regional, and national levels does Tdh have to take into account if it engages in supporting social participation?

Concerning Tdh's capacities

- What time, budget, competencies, and tools are available to Tdh to support social participation?

Axis 4: Strengthening knowledge management

Concerning the system's needs in terms of new knowledge

- What information and knowledge do CPS actors lack when attempting to improve the system's performance and increase its capacities?
- Do CPS actors have sufficient information, and is it of satisfactory quality? Does this information objectively reflect the views of the populations concerned?
- Do the sources of information used enable the understanding of governmental priorities?
- Do the sources of information used enable the understanding of social and traditional norms? In the society and the community, are tensions between traditions, customs, laws, and modern norms openly discussed on a regular basis by the populations concerned?
- Which social, professional and/or institutional practices raise concerns that should be addressed using evidence-based methods?

Concerning knowledge creation

- Is there a system for the collection of standard data?
- Do system actors agree on definitions and indicators? Is the management of data on violence to children and rights violations entrusted to a competent and independent structure? Have the people responsible for collecting, processing, and analysing this data been trained?
- How often is data on beneficiaries collected? What tools are used to collect this data?

Concerning the use and valorisation of knowledge

- Is special attention paid to protecting the personal data of children and families? Are checks in place to ensure that personal data is only collected if it is strictly necessary to achieve a legitimate goal?

- Is the data collected used to develop priority policies and interventions?
- Are academic and research institutions involved in organising and using child protection knowledge on a regular basis? Are they involved in developing protection solutions using available data?
- Is dialogue between researchers, communities, operational actors, governmental institutions and donors frank, open and constructive or are there latent or unresolved conflicts between these actors?

Concerning Tdh's capacities and added value

- What time, budget, competencies and tools are available to Tdh to support knowledge management?
- What would Tdh's added value be in contributing to the production or co-production of certain data and certain types of knowledge?

ANNEX 2.2.5 KEY COMPETENCIES FOR THE STRENGTHENING CHILD PROTECTION SYSTEMS

“At its most fundamental, child protection systems strengthening work means that leaders and practitioners take a holistic view of interventions, and discern how an intervention aimed at one element of the system requires aligned interventions in other areas. This approach supports success with the target intervention and strengthens other elements of the system at the same time. Done with this approach in mind, the interventions are likely to be more effective, leverage scarce resources, and be more sustainable in the long run.”

Strengthening Child Protection Systems in Sub-Saharan Africa: A Working Paper, Inter-Agency Group on Child Protection Systems in Sub-Saharan Africa (2012)

Knowledge

- **Know how to apply the systems approach**

When actors in the child protection system (CPS) apply a systems approach, their interventions are more integrated. They are designed in such a way as to be interconnected and bring about large-scale, lasting change. Instead of addressing specific problems or needs, they support all actors and connect different system elements by encouraging collaboration between CPS actors. Ultimately, this approach aims to change practices and mentalities and, more generally speaking, bring about a paradigm shift in the child protection field.

- **Have in-depth knowledge of legislative and institutional frameworks for child protection**

CPS actors must have in-depth knowledge of national child protection legislation (including the civil code, the family code, the criminal code, laws, rulings, circulars and decrees on child protection and children’s rights, etc.); international agreements and treaties that the country has signed, ratified and/or adopted; the institutional framework for child protection (relevant ministries, specialist departments, etc.); and the tools used in the child protection sector (action plans, policies and/or national strategies). CPS actors must also understand their roles and the roles of other actors involved in the CPS (police officers and justice personnel, for example). By being aware of each actor’s abilities and limits, they can collaborate more effectively.

In Togo, for example, the Parliament adopted the Children’s Code in 2007. This document contains all the legal provisions affecting children’s rights. It also seeks to bring national legislation into line with major principles set out in the Convention on the Rights of the Child and other international legal instruments to which Togo is a party. It is therefore important for child protection actors in Togo to understand the provisions of the Children’s Code, so they are aware of the legal framework in which they are operating and can better promote and ensure respect for children’s rights.

- **Understand the complex realities facing child protection services**

CPSs face complex realities. A good analysis of the political, economic, social, demographic, environmental and community-based factors affecting child protection activities can lead to a better understanding of the dynamics, opportunities and risks involved in implementing actions to develop and strengthen CPSs. This analysis should focus on government decisions, available resources

(financing, human resources, etc.) and community and family practices in the child protection field.

- **Have knowledge of child psychology and sociology**

CPS actors should have knowledge of child psychology and sociology in order to better understand children's situations and adapt their behaviour and interventions to different age groups, needs and capacities. This knowledge also ensures that actors are able to ascertain children's stages of development and adopt appropriate communication techniques.

Attitudes

| | | |
|-----------------------------|----------------|--------------------|
| Analytical Skills | Good Judgment | Good Communication |
| Respect for Confidentiality | Initiative | Objectivity |
| Sensitivity | Cooperation | Creativity |
| Empathy | Responsiveness | Stress Management |

Skills

- **Master mapping and evaluation techniques**

The strengthening of a CPS is based on a holistic approach that seeks to ensure that selected interventions have an impact on all system elements. This approach involves carefully mapping child protection services and service-providers. To do so, CPS actors must master different mapping techniques. Mapping must include an analysis of formal systems (laws, policies, services and service-providers) and informal systems (family and endogenous practices) in the protection field. Available methods include: documentary reviews; interviews with key informers; participation-based research with children, community actors and members of civil society; group discussions; surveys; and the physical mapping of services. CPS actors must also master the evaluation techniques needed to produce statistics and capitalise on interventions.

- **Adopt different advocacy techniques**

Advocacy uses data collected during CPS mapping and assessment. The credibility of the information shared is therefore of the utmost importance. Advocacy can be used to encourage the involvement of stakeholders, promote change and mobilise funds and resources. Methods include: speeches, information campaigns, public declarations, official positioning, etc.

- **Use participation-based research methods**

These methods involve children and their families in each step of the CPS strengthening process (the preparation/mapping phase, the implementation phase and the evaluation phase). The methods selected by child protection actors must be capable of evaluating community child protection resources and institutional child protection services. These methods aim to support shared decision-making by all actors involved in formal and informal systems.

- **Communicate effectively with children, families and communities**

CPS actors must use appropriate methods to communicate effectively with children. These methods

must not only take into account children's ages, characteristics and stages of development, but also their non-verbal language. For instance, some children may communicate more easily through games or drawings. For others, facial expressions and gestures may be an important source of information. CPS actors must also use different techniques to interact effectively with children's families and communities.

ANNEX 2.3 THEME II: PROTECTIVE ACCOMPANIMENT OF CHILDREN AFFECTED BY MOBILITY

ANNEX 2.3.1 KEY COMPETENCIES FOR THE PROTECTIVE ACCOMPANIMENT OF CHILDREN AFFECTED BY MOBILITY

Knowledge

- **Know laws and standards for the protection of children affected by mobility**

Child protection actors are points of reference for children. They promote and ensure respect for children's rights. They must therefore understand the relevant laws and their impact on professional practice standards. For instance, child participation is a key principle in actors' work: As recommended in the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child, children must be involved in decisions that concern them. For this reason, actors in child protection systems must gain children's trust and use communication techniques that take into account their age and stage of development.

- **Have general knowledge of child development**

Protective accompaniment is an active, participation-based method. Children are encouraged to express their opinions and take part in decisions that concern them. In protective accompaniment, children are the starting point, and actors support children while attempting to find appropriate solutions. Actors must determine the best ways in which to involve and communicate with children based on their age and stage of development. Therefore, to use this approach, they must have basic knowledge of the different stages of cognitive and psycho-affective development for children.

In addition, child protection actors must have a good knowledge of the indicators and consequences of abuse, negligence, exploitation and violence on children. They must be able to recognise signs of abuse in children in order to refer them to specialised services.

- **Understand risks and protective practices specific to the home communities of children on the move before departure, during the journey and upon arrival at the destination**

Children on the move risk many forms of abuse and exploitation. Child protection actors working with these children must understand the general and specific risks faced by different age groups, characteristics, genders and personal circumstances. Risks may vary, and the relevance of interventions depends on actors understanding each child's unique situation.

Furthermore, communities, as well as children and families, use and develop protective practices to ensure the safety of children on the move. By being aware of these practices, child protection actors can promote them, strengthen them and incorporate them into interventions.

Attitudes

| | | |
|-----------------------------|----------------|-------------------|
| Analytical Skills | Good Judgment | Communication |
| Respect for Confidentiality | Initiative | Objectivity |
| Sensitivity | Cooperation | Creativity |
| Empathy | Responsiveness | Stress Management |

Skills

Use implementation methods and individual support tools appropriately, flexibly and effectively as part of a protective accompaniment approach

One of the unique features of protective accompaniment is its focus on involving children in decisions concerning them whenever possible. To do so, child protection actors must create an environment of trust by communicating effectively (using appropriate language, simple words, and short, direct sentences, while avoiding vague or abstract language, jargon and technical terms). Children help evaluate their situations, capacities and needs. Child protection actors must be able to evaluate the seriousness of children's situations and determine whether urgent placement measures are necessary. They must critically analyse children's circumstances and take into account the effect of cultural factors, spiritual beliefs and social obstacles. They must also be able to adapt their interventions depending on children's circumstances and situations. Methods must be adapted in such a way as to meet children's needs.

During protective accompaniment, children must be kept informed of their options in terms of available services and solutions, as well as their rights and responsibilities. The planning and implementation of interventions must be a collaborative process during which children express their opinions, make suggestions and consent to proposals. For this reason, actors must understand the notion of consent as it applies to children and young people.

- **Establish networks and work in partnership with child protection actors at all stages of children's journeys**

Networks can be formal or informal and must include different types of institutional and community-based actors. Cooperative ties can be used to help foster involvement in issues concerning children on the move and develop appropriate solutions. Protective accompaniment is first and foremost a group technique. Community action strategies must be incorporated into interventions. Protective accompaniment encourages strong local involvement.

- **Manage data collection, processing and management**

Child protection actors collect information on children's circumstances and situations. They must also record the different stages of intervention plans, prepare reports and update files on children. They produce, manage and share sensitive information on child protection. When performing these tasks, they must respect strict data protection and confidentiality rules. They must be particularly vigilant when sharing information electronically. Generally, they must not share children's names: file numbers are used for internal and external correspondence.

ANNEX 2.3.2 ACTIVITIES TO MINIMISE RISKS AND MAXIMISE OPPORTUNITIES WHEN PROVIDING PROTECTIVE ACCOMPANIMENT TO CHILDREN AFFECTED BY MOBILITY

| RISKS | MOBILITY OR MIGRATION PHRASES | PROTECTION & DEVELOPMENT OPPORTUNITIES |
|---|---|---|
| <ul style="list-style-type: none"> • Domestic abuse • Forced or early marriage • Unable or not allowed to attend school • Bullied at school • Drop out of school to start work prematurely • Few or no work/entertainment opportunities near home • Family cannot afford to look after the child or pressures the child to earn an income • Abduction | <p>Phase 1: Home Child is living with birth parent or parents or others in family or family-like situations</p> | <ul style="list-style-type: none"> • Socialisation • Learning literacy and numeracy • Standard school education (and protection from bullying) • Learning life skills • Sex education • Social centres/clubs for adolescents • Assistance in finding a livelihood while living at home • Vocational training • Experimenting with risks and opportunities to learn to assess risks • Warnings about risks such as human trafficking |
| <ul style="list-style-type: none"> • Borrows money and gets into debt • Receives forged identity document • Receives false job offer • Given false hopes or inaccurate information • Falls in love with someone who intends to deceive her | <p>Phase 2 : Preparation Child prepares to depart (or has left home but is still living near parents or relatives)</p> | <ul style="list-style-type: none"> • Loans other than from loan sharks • Advice on legal procedures (e.g. obtaining passport, visa, etc.) • Advice to delay departure until older, combined with assistance allowing child to remain at home • Advice on how to check if job offers are legitimate • Advice on precautions to take • Advice on assistance from a well-informed intermediary • Guided visits to likely destination (feasible when destination towns are not far away) |
| <ul style="list-style-type: none"> • Trafficker or other abusive intermediary gets control of child • Tricked, deceived, robbed, attacked (raped) • Nowhere to stay • Out of contact with any | <p>Phase 3: Travel Sometimes a single journey, but often with overnight stops and transit through bus or train stations,</p> | <ul style="list-style-type: none"> • Travel with friend(s), relative(s) or a well-intentioned intermediary • Advice or assistance available at bus/train stations • Transport workers briefed to identify children in danger |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> relative Stopped by police or others (possibility of ill-treatment or possessions confiscated) | <p>ports or border points</p> | <ul style="list-style-type: none"> Provision of safe accommodation, food, etc. |
| <ul style="list-style-type: none"> Nowhere to stay False promises of reasonable job Enslaved or told to work to pay a debt Recruited to criminal gang Boyfriend turns out to be a trafficker and delivers girl into commercial sexual exploitation | <p>Phase 4: Arrival Immediately after arrival, child has to seek lodging or somewhere to sleep, employment and social contacts to ensure survival</p> | <ul style="list-style-type: none"> Booths at station and other places of arrival to connect with a new arrival before individuals with criminal intent do so Contact with agents or network known to be safe (e.g. association from same area or ethnic group) Provision of short- or medium-term accommodation Advice on legal status, employment opportunities, threats to avoid, etc. Assistance in finding employment Establishing communication with parents/home community |
| <ul style="list-style-type: none"> Abuse by employer Abuse by members of the public (for child working in the streets or in public) Exploitation by trafficker or employer Harsh or hazardous working conditions (with risks of occupational illness) Child becomes ill or suffers injury Child becomes addicted, e.g. to glue-sniffing, alcohol or drugs Self-harm in response to abuse Runs away to live on streets | <p>Phase 5: Working or living away from home A (relatively) more settled 'plateau' in the destination, e.g. involving employment or relatively standard livelihood</p> | <ul style="list-style-type: none"> Place limits on an employer's ability to wield total control over a child (e.g. visits by social worker, health worker, work inspector, etc.) Drop-in centres for street or working children (including advice on drugs and sex) Non-formal education (NFE) classes Residential centres for street children who quit street living Contact facilitated with family at home by telephone, internet or letter Access to safe place to save earnings |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> • Similar risks to before | <p>Phase 6: Possibly further travel/ moves Followed by similar efforts to find accommodation and livelihood</p> | <p>Similar protection opportunities to Phases 3 and 4</p> |
| <ul style="list-style-type: none"> • Theft/extortion on the way home (e.g. by police or customs officials) • Other risks while travelling (as before) | <p>Phase 7: Sometimes – return home</p> | <p>Banks or savings institutions available to low earners for remittances, so they do not have to travel home with all their earnings</p> |
| <ul style="list-style-type: none"> • Child is now more familiar with risks | <p>Phase 8: Often followed by a new departure</p> | |

Source : Mike Dottridge, 2008. (traduction, Kristien Van Buyten)

ANNEX 2.4 SECOND PART - RESTORATIVE JUVENILE JUSTICE AND DESISTANCE

ANNEX 2.4.1 CORE COMPETENCIES FOR RESTORATIVE JUVENILE JUSTICE

Knowledge

- ***Knowledge of the services, tools and human and material resources available in the environment***

Awareness of the child's environment and context is essential when planning effective interventions that respect children's rights. While it is not necessary to be a legal expert, it is important to understand the process being navigated by the child in order to provide the best possible information and/or guidance.

Child protection actors must give child victims, child witnesses and children in conflict with the law personalised support in coordination with the child's family and other actors present in the country's child protection and legal systems. To do so, they must get to know protection networks and other actors working in the field with a view to developing synergies with children's judges, social workers, court staff, police brigades for minors and non-profit organisations. Working alone, child protection actors cannot meet all of a child's needs. However, by being aware of the services, tools and human and material resources available in environments, they can organise appropriate responses and refer the child to the most suitable structures.

Individual monitoring tools must be used from the time the child is arrested to his or her reintegration. These tools enable child protection actors to offer quality monitoring services and communicate effectively with each other concerning changes to the child's situation.

- ***Understanding of developmental psychology and the developmental needs of children and adolescents, including those of children with physical disabilities***

Child protection actors must understand child psychology and developmental stages so they can adapt their interventions to the child's needs, age and maturity. Physical, intellectual, social and emotional considerations must be taken into account when listening to and analysing the child's situation. These are important elements that all actors must seek to understand.

By understanding these considerations, child protection actors can determine child development risk or vulnerability factors that could affect the child's situation. Once these factors have been identified, they can develop solutions based on the child's strengths and resilience factors. An understanding of child developmental psychology also helps actors plan recreational activities that enables young people to improve their life skills.

Attitudes

| | | |
|----------------------------|----------------------------------|-----------------|
| Patience | Respect for the child and family | Commitment |
| Active listening (empathy) | Participation | Confidentiality |
| Non-judgemental attitude | Kindness | |

Aptitudes

- **Mastery of tools and techniques for psychosocial support and care**

Caring for children involves using all possible measures to minimise vulnerability, improve protection factors, enhance resilience, resolve issues, improve living conditions and improve development conditions for the child. It is a holistic approach that brings together all concerned parties, including the child and his or her family.

These tools and techniques may include actions to meet urgent needs (food and medical treatment), provide psychological support, provide assistance in finding or rebuilding relationships with family members or social connections (including victims), undertake mediation, or place children in centres. Child protection actors must ensure they master the case management system and related tools to be able to perform this task.

- **Ability to recognise and detect signs a child is suffering, vulnerable, being abused or mistreated**

During proceedings, the child experiences violence at the hands of security forces, peers or other people. This violence may have a negative impact on the outcome of proceedings or his or her social reintegration.

Child protection actors must support the involvement of the child and his or her family in order to detect and address any suffering. By involving the child, they can evaluate his or her environment and the resources at his or her disposal, improving the likelihood of successful social reintegration.

Actors who have detected signs of suffering and identified the child's long- and short-term needs must work with others such as health care professionals and psychologists to best meet these needs.

- **Mastery of support techniques and management tools in the event of referral and counter-referral, mobilising the resources of children and their environment**

Mastering support techniques and case management tools is an essential skill for child protection actors working with children in conflict with the law. Indeed, as children's situations are all unique, they need support that takes into account their individual and familial circumstances. Child protection actors must be familiar with different tools and choose those that are best-suited to the child's needs.

ANNEX 2.4.2 ACTIVITIES BY FIELD OF INTERVENTION

Below is a non-exhaustive list of activities implemented by Tdh in juvenile justice. These activities are not categorised by each phase of the juvenile justice system, as they may involve different phases according to the operational strategy of the country. A holistic project provides activities for capacity building or system reinforcement and advocacy, as well as awareness. Activities that include giving direct aid, substituting the State, must be performed exceptionally and under precise planning. It may make sense to demonstrate their usefulness and feasibility to the government, but they should be conducted in close partnership with and the involvement of the authorities.

| Direct action | |
|--|--|
| Material support | |
| Expected results | Modus operandi |
| (Re)start the implementation of educational, vocational or recreational activities in support centres for children and communities. | Provide material support for the implementation of educational, vocational and recreational activities or in detention centres (open or closed) or rehabilitation. |
| Assist in implementing new policies or legislation improving the implementation of juvenile justice. | Provide material support for the establishment of courts or judicial services for children and the dissemination of laws and criminal procedures which are respectful of the rights of the child. Provide material support for the implementation of non-custodial measures. |
| Improve the dignity and living conditions of children in detention and prove Tdh's commitment to children in conflict with the law. | Provide material support for the improvement of living conditions in detention (rehabilitation, WASH, etc.). |
| Support the main rights-holders in juvenile justice systems. | Distribute material, particularly academic or professional resources, to child perpetrators, child victims, child witnesses, at-risk children and families. |
| Psychosocial support, legal aid and technical assistance | |
| Ensure access to justice for child perpetrators, victims or witnesses | Provide assistance and/or legal aid to child perpetrators, victims and/or witnesses (or their families). |
| Monitor living conditions in detention in accordance with minimum international standards and draw the attention of juvenile justice actors to the main needs of children in conflict with the law living in these institutions. | Visit or inspect detention or rehabilitation centres and report to the government. |
| Provide psychosocial support to children in conflict with the law when services are non-existent or fragmented. | Monitor children individually or collectively through active listening, referral, case management, individual life project activities, psychosocial recreation activities, etc. |

| | |
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| Strengthen young people's life skills as part of prevention measures, as well as rehabilitation and reintegration initiatives. | Prepare and implement training based on a curriculum to strengthen life skills for young people including: games, sports, theatrical or artistic expression activities, etc. |
| Strengthen the capacities of families to supervise at-risk children or children in conflict with the law. | Provide training and/or individual or collective support to families and foster families: individual interviews, group work, etc. |
| Prevent violence and juvenile delinquency through restorative activities. | Run discussion groups, dialogue circles, restorative circles, peace circles, etc. for adolescents in an institution or in the community. |
| Support the reintegration of children to prevent reoffending when government mechanisms are absent or deficient. | <ul style="list-style-type: none"> • Prepare children for release by developing a life project and providing support for its implementation through professional and familial reintegration. • Prepare the community for the return of the young person to reduce stigma and facilitate reintegration (discussions). |

| Strengthening capacities and systems | |
|---|---|
| Training | |
| Expected results | Modus operandi |
| Raise awareness among judicial actors of the principles of restorative juvenile justice, the psychosocial approach, children's rights, etc. | Run multidisciplinary awareness workshops ensuring actors' participation through simulations or case studies, analysis of existing practices, and the drafting of action plans. |
| In the long term, incorporate juvenile justice principles into initial training for juvenile justice actors. | Develop training curricula or programmes in partnership with basic training institutes (police schools, law school, law faculties, etc.). |
| Share the principles of restorative juvenile justice with actors in office. | Train trainers in the dissemination of good practices and principles consistent with the rights of the child, restorative juvenile justice, etc. |
| Improve support for children in conflict with the law, child victims and child witnesses. | Offer manuals or guidelines for the support of children at different stages of the judicial process. |
| Create interest among juvenile justice actors and reward champions; who manage to reform juvenile justice in their countries. | Run cross-border visits or professional exchanges which may lead to the drafting of action plans to reform juvenile justice. |
| Train a large number of actors in juvenile justice. | Offer online training on restorative juvenile justice (as part of an on-going project). |

| Mentoring of social workers or multidisciplinary teams | |
|--|---|
| Strengthen the competencies of social workers or multidisciplinary teams involved in legal proceedings. | Offer in situ mentoring for social workers involved in case management or social surveys |
| Strengthen the competencies of social workers or multidisciplinary teams involved in the implementation of non-custodial measures. | Offer in situ mentoring for social workers involved in the execution of non-custodial measures or for open institutions, focusing on care and support for young people. |
| Strengthen the competencies of social workers or multidisciplinary teams in detention centres. | Offer in situ mentoring for social workers involved in monitoring children in conflict with the law or providing care in detention or closed institution. |
| Strengthen the competencies of social workers involved in the reintegration phase. | Offer mentoring for social workers involved in referrals or in rehabilitating the rehabilitation of children in conflict with the law. |
| Strengthen the competencies of community-based organisations so they are better able to care for children in conflict with the law, child victims and child witnesses. | Strengthen community-based organisations for the reception of children in conflict with the law (vocational training, criminal sanctions, rehabilitation and reintegration) |
| Improve case monitoring and social survey systems (electronic or paper). | Run activities to review/create case monitoring or social survey tools or create computer tools (e.g. Kai-kaia). |
| Community empowerment | |
| Organise restorative activities in communities, schools and detention centres. | Train communities, schools and detention centres in the restorative approach to conflict resolution. |
| Strengthen the social and life skills of children to reduce risk factors and increase protective factors in order to prevent violence and juvenile delinquency. | Support communities in the preparation and implementation of training curricula based on the reinforcement of life skills for 'at-risk' or 'vulnerable'; children: games, sports, theatrical or artistic expression activities, etc. |
| Engage adolescents in violence prevention activities to foster a movement curbing violence and juvenile delinquency. | Mobilise adolescents and communities in favour of restorative juvenile justice, the rights of the child, and the fight against violence: sports, recreational activities, self-managed groups, games, development of micro-projects, etc. |

| | |
|--|--|
| Strengthen the community and schools to prevent violence and juvenile delinquency. | Develop participation-based prevention plans at the community level and in schools. |
| Support local actors and partners in their advocacy actions. | Support local actors or partners in the establishment of a quality advocacy strategy and its implementation. |

| Coordination | |
|--|---|
| Improve coordination among key prevention actors to improve the implementation of violence and juvenile delinquency prevention policies. | Coordinate public actors and civil society to prevent violence and juvenile delinquency. |
| Improve coordination between actors or produce strategic plans or methodological documents, including by establishing or improving non-custodial measures. | Run multidisciplinary workshops with case simulations. They are most effective when they are organised by and in the institutions involved. Debriefing related the simulation is critical. |
| Identify the roles and services provided by actors working in the field of juvenile justice in order to improve the coverage of needs. | Map the service providers involved: location, type of services, resources, target groups, etc. |
| Encourage dialogue between and improve the responses offered by the various juvenile justice institutions or service providers. | Organise coordination mechanisms, round tables, etc. at the level of State institutions or between informal and formal actors. |
| Improve the effectiveness of advocacy and responses provided by the suppliers of non-governmental services in the field of restorative juvenile justice. | Organise coordination mechanisms, round tables, etc. at the level of civil society, NGOs and international organisations. |
| Protection and protection systems | |
| Improve case management, referral and reintegration for children in conflict with the law and vulnerable children in child protection systems. | Identify/train/strengthen local focal points or networks to report and refer cases of violence against children. |
| Strengthen abuse prevention mechanisms for children in detention centres. | <ul style="list-style-type: none"> • Develop child protection policies and training for institutional personnel in charge of child detention. • Implement an individual complaints mechanism for children to report abuse in detention centres. • Implement an independent inspection mechanism for detention centres (regular visits and recommendations to authorities). |

| | |
|---|--|
| Improve the referral of children in conflict with the law and children in danger, and offer them information on their rights and available child protection services. | Implement a mechanism to report and/or provide information by phone such as a hotline. |
|---|--|

Restorative Juvenile Justice, thematic policy, Tdh, 2014

ANNEX 2.5 TRAINING TOOLS (Exercises and case studies)

ANNEX 2.5.1 ESSENTIAL PREREQUISITE EXERCISE

Exercise 2.5.1.1: Applying key competencies in practice

Goal of the exercise: Analyse the application of core competencies in practice

Type of exercise : Bridging the gap between theory and practice

Exercise methodology: Each group (of 4 participants maximum) is given 15 minutes to produce a list of practices corresponding to each of the key competency fields (groups may work on one or several fields). They then produce a table summarising their knowledge, skills and attitudes. The core competency fields are as follows:

1. Accompanying children and families effectively and appropriately
2. Accompanying groups of children and young people effectively and appropriately
3. Accompanying communities and preventive activities effectively while taking the context into account

Each group presents its work. At the end of the exercise, the trainer hands out a copy of Annex 2.3 TABLE OF KEY AND CROSS-CUTTING COMPETENCIES FOR CHILD PROTECTION ACTORS (SOCIAL WORKERS AND PARA-SOCIAL WORKERS).

ANNEX 2.5.2 THEMATIC EXERCISES 1

Exercise 2.5.2.1: The Systems Approach and Child Protection Systems (CPS)

Goal of the exercise: Bridge the gap between theory and practice by learning how the systems approach is implemented in the field

Type of exercise: Sharing knowledge and experience

Participants are given a document listing the key components of the systems approach. Using this document and their own experience, they connect each component with practical activities/examples.

Exercise methodology:

Each group (of 6 participants maximum) is given 15 minutes to discuss one or several components. They then give a five-minute presentation summing up their conclusions, which other participants may contribute to if necessary.

Exercise 2.5.2.2: Brainstorming on child protection systems strengthening activities

Goal of the exercise: Identify the different types of activities implemented to strengthen child protection systems

Type of exercise: Bridging the gap between theory and practice

Exercise methodology: Each group (of 6 participants maximum) is given 15 minutes to discuss and produce a list of activities. They then present their work. At the end of the exercise, the trainer hands out a copy of the list of activities in Annex 3.4. LIST OF CHILD PROTECTION SYSTEM STRENGTHENING ACTIVITIES.

ANNEX 2.5.3 THEMATIC EXERCISES 2

Exercise 2.5.3.1: Putting the protective accompaniment of children into practice

Goal of the exercise: Give participants the opportunity to discuss their knowledge and practices in the field of protective accompaniment of children, as well as lessons learned about this unique method

Type of exercise: Sharing knowledge and experience

Participants are given a document outlining the main principles of protective accompaniment. Using this document and their own experience, they answer the following questions: What is protective accompaniment for children? What experience have you had with this approach? What lessons have you learned? Given the context you work in, what do you need to be able to use this approach effectively?

Exercise methodology:

1. Full-length exercise: Each group (of 6 participants maximum) is given 15 minutes to answer all questions. They then present their findings to the rest of the participants (at least 5 minutes per group).
2. Medium-length exercise: Each group (of 6 participants maximum) is given 10 minutes to answer a different question. They then present their findings to the rest of the participants (at least 5 minutes per group).
3. Short exercise: The trainer asks the entire group to answer these questions and encourages participants to share their experiences and points of view (20 minutes).

At the end of the exercise, the trainer hands out the protective accompaniment of children competency checklist.

Case study 2.5.3.2: Case conferences in Burkina Faso

Tdh is helping Child Protection Units in the four regional Social Action directorates to implement case conferences by providing technical and financial support (finance for case conferences and individual action plans). During case conferences, case managers sum up their observations for participants who may be from different disciplines (specialised social work, psychology, psychiatry) and services (health, education, justice, police, the prefecture, etc.), depending on the type of case. These summaries are used during discussions to confirm, complete, explore and/or adjust proposals with a view to defining intervention plans. These plans must be regularly reviewed and modified during case conference follow-up meetings.

Question : Do you use case conferences or a similar technique in your work? What are the advantages and disadvantages of this approach?

Case study 2.5.3.3: Child migrant labour in Nigeria

In 2007, child labour was prohibited in Nigeria for children aged under 18. However, Tdh has an agreement with Beninese communities in Abeokuta (a quarry region in Nigeria) and Zakpota (the region of origin in Benin) stating that children under 14 will no longer go to work in Nigerian quarries, and children over 14 working in quarries will be declared/registered so they can be given support and follow-up. This agreement has two goals:

- In the medium- to long-term, to convince children to leave quarries and begin an educational or socio-economic activity in Nigeria or Benin;
- In the short-term, to make children safer, protect them from abuse, forced labour, emotional and physical suffering, sexual exploitation etc. and get them involved in Beninese community life in Abeokuta outside of the quarries (through recreational activities run by the community, particularly on weekends).

It was impossible to reconcile the law with this agreement, which was based on progressive improvements to the situation in line with real conditions and obstacles/opportunities. Nevertheless, Tdh managed to obtain the support of Nigerian authorities (NAPTIP, Ministry of Social Development, police, immigration, etc.) for its strategy. Therefore, in practice, children aged over 14 were being allowed to continue working in quarries until lasting solutions could be found, even when this meant staying in Nigeria to work/train. (Tdh, Benin)

Questions:

Have you ever experienced a similar situation? How did you or would you react? Is this an appropriate response? Why?

Exercise 2.5.3.4: Community child protection organisations

Instructions:

Working individually or in groups, participants answer the following questions:

- What roles do community-based organisations play in protection systems at the local level?
- What types of community-based organisations can play a role in child protection?

The trainer sums up discussions and highlights the following points:

- Proximity to and familiarity with children
- Ability to identify children in danger

Ability to provide advice and support and to guide users towards formal and informal organisations such as:

- Organisations for working children and youth
- Student groups
- Village committees
- Organisations for the parents of school children

Role play 2.5.3.5: The Vogan-Lomé migration movement (Togo)

In Togo, community-based child protection mechanisms cannot be geographically restricted to villages. Indeed, many children leave their villages in search of economic opportunities. For this reason, protection mechanisms must not force children to remain in villages but must take the mobility factor into account. Consequently, Tdh has decided to actively work with all the community-based and institutional actors involved in the migration of young Vogan girls working in the Grand Marché in Lomé. On the one hand, village development committees work with children, parents, schools and health services to improve the well-being of village children and discourage mobility. On the other hand, grassroots groups such as associations for working children and youth, in villages and in Lomé, help children make the best possible choices if choices are open to them. Lastly, in Lomé, community members, the Association des Revendeuses du Grand Marché, the Inspection de l'Éducation Nationale and authorities in charge of the Grand Marché work together to enhance protection for children living near the market (through "hope centres", village schools, etc.).

Instructions:

Working individually or in groups, participants answer the following question:

What could be the positive impacts of implementing protection mechanisms for children on the move?

- The ability to identify, meet and support children at all stages of their journeys is of the utmost importance.
- The methods used must be flexible and take into account children's needs and best interests.
- At all times, the goal must be to continuously improve the safety and well-being of children.

Role play 2.5.3.6

This role play aims to give participants the opportunity to discuss different actions for children and families that reduce risks and offer personal development opportunities with a view to upholding rights and paving the way for brighter futures.

Instructions:

1. Participants split into two groups.
2. The first group prepares and acts out a scene where one or several children have a protection concern (exploitation, violence, separation from family members, etc.). The group has 15 minutes to prepare.
3. The second group observes and takes note of all the problems the children face, as well as underlying causes.
4. The trainer then asks the first group to re-enact the scene, highlighting possible support measures and the competencies needed to ensure that problems do not arise for the child or children, that migration has positive outcomes for children and families, and that migration is avoided if it is premature or dangerous.

5. All participants then discuss the issues raised, the solutions put forward and the competencies required.
6. The trainer sums up discussions and highlights the following points:
 - a. Solutions must not be standardised but adapted to each case and the specific needs of children, in line with age, sex, cultural factors, etc.
 - b. Endogenous solutions and networking should be considered.
 - c. All actors must involve children and respect children's best interests (what is best for the child, not what is best for the child protection actor).
 - d. Different competencies in the child protection actor competency grid are required depending on the case.

Case study 2.5.3.7: Socio-professional empowerment

Child migration and placement often arise when children are seeking to learn a profession or access an economic area, especially for the 11-16 age group. Many training and reception centres offer these opportunities without exploiting children or depriving them of formal education. Some programmes guide and support young apprentices working in small workshops or (more rarely) intervene in traditional apprenticeship environments (e.g. blacksmiths). In best-case scenarios, they offer equipment and assistance in setting up businesses. Child protection structures also support the implementation of microcredit initiatives for teenagers and young people (aged under 25) in underprivileged areas (Guinea).

Instructions:

Working individually or in groups, participants discuss the benefits and challenges of implementing prevention programmes such as these.

Case study 2.5.3.8: An unaccompanied pupil

A. is a 13-year-old Bella girl from Mali. She is in her fifth year at primary school in Macina. For the past month, she has been staying with the headmistress, a person she does not know and is not related to. Her situation was reported to Tdh by the social development service.

Before the security crisis hit northern Mali, A. lived with her mother and siblings in Diré, in the Timbuktu region and went to school there. In addition to going to school, she did housework for a teaching couple who originally came from the south of the country. The couple was acquainted with her mother.

Following the crisis, schools closed in the north. The teacher couple took refuge in Bamako. Shortly after their arrival, they asked A.'s mother to send her to Bamako on the grounds that schools were shut in Diré. A.'s mother did as they asked. Some time later, the couple moved to Macina and A. went with them.

A.'s mother then asked the couple to send her daughter back home. They refused, saying they were going to enrol her at school in Macina. A. was enrolled in school but was also required to do all the couple's housework. The wife mistreated A., constantly scolding her, hitting her, giving her tasks that were too difficult, and often depriving her of meals. A.

was required to do all the housework (washing clothes, sweeping the yard, washing dishes and cooking the meals) and to look after the couple's three young children. In the morning, she swept the yard, made breakfast, washed the dishes and left for school. When she got back from school, she helped the wife prepare the evening meal and washed the dishes. On days when there were no classes, she did domestic chores all day.

Originally the couple lived in housing with a shared courtyard, surrounded by other tenants. When they moved to live near the river, the wife's attitude worsened.

One day, the wife beat A. violently and her husband did nothing. A. was shocked by the husband's attitude and took refuge with the couple's first landlord, back at the shared courtyard. The landlord took her to her headmistress, who spoke with the couple. However, the wife continued to beat A., who returned to the landlord. He advised her to run away if it happened again by waiting until the wife was in the shower or toilet before fleeing.

After being beaten again one night, A. fled to the landlord's house. He again took her to the headmistress. Since then, she has stayed with the headmistress. However, the headmistress has never contacted the couple in Macina or A.'s family in Diré. She says she has tried to call them several times using a telephone belonging to one of A.'s brothers, but no one picks up.

The headmistress says she agreed that A. could stay with her because she was not related to the couple; otherwise, she would never have dared to. She had not noticed A.'s situation. She now remembers being told about the child by her teacher, who said that A. often fell asleep in class. However, the headmistress never acted on this information.

A. has not been in touch with her mother since Ramadan in September 2012. Every time she asked the couple to call her mother, they said there was no network. She once stole the husband's phone to call her brother, but she was caught and beaten. Today, A. wishes to return to her mother's house and her family. However, the journey raises several issues: Who will care for her? How can she get in touch with her mother? Who will accompany her?

Instructions:

Working as a group, participants discuss the issues involved in protecting A. during her journey, and the protection strategies that are in her best interests. They must take the following into account:

- Children on the move who are supposedly entrusted to adults for educational purposes may be victims of exploitation for domestic labour.
- Community actors may care for and protect at-risk children but do not always refer these cases to protection services (police, social services).
- Children may be victims of abuse, exploitation and negligence even when they are entrusted to family members.

Source : Source: A Study on Child Protection: Case Studies from the Region of Segou, Mali, Tdh, 2014

Case study 2.5.3.9 The local integration of children (Tdh, Zakpota/Benin-Abeokuta/ Nigeria corridor)

Instructions:

Participants split into two groups. Each group discusses one of the cases below for 15 minutes. They must discuss the solution adopted in each case: its positive and negative aspects and similarities with other cases participants have encountered in the past.

Case 1

Rosaline, a young Beninese girl, was brought to Nigeria by her maternal uncle. She was employed as a housemaid by a family in Nigeria. She was often mistreated by her boss. When attempting to escape, she was caught by a man who attempted to rape her. Rosaline was rescued by the Child Protection Network (CPN) in Edo and referred to CPN Lagos, which in turn asked Tdh to help trace her family through Tdh Benin. Rosaline said she wished to return to school and a Nigerian home for girls said it was willing to help her by accommodating her and supporting her education. After getting in touch with her family and obtaining their permission, Rosaline remained in Nigeria for the next three years to complete vocational training. CPN Edo, Lagos and Ogun worked with the Benin Consulate in Lagos and Tdh to manage this professional reintegration project while respecting the child's best interests.

Case 2 : A young man from Benin nicknamed "Chairman" was found in the quarries of Zakpota, Nigeria, by social workers. Chairman said he was interested in learning a trade outside the quarries but also concerned about making money to care for his ailing mother in Zakpota. After extensive discussions, a compromise was reached which respected his best interests: He agreed to study batik making three days a week, work in the quarries three days a week, and rest one day a week. After completing training, Chairman decided to start a small business in Benin. He can now go back to his village with new skills – he is someone capable of training other children and helping to prevent dangerous early migration to the dangerous quarries of Abeokuta.

Source: The High Level Dialogue on Migration and Development 2013: Why children matter. Experiences and lessons learnt from interventions to protect children on the move, projet regional de protection des enfants migrants non accompagnés, Tdh Bénin, Case study, 2013.

ANNEX 2.5.4 THEMATIC EXERCISES 3

Case study 2.5.4.1 Moussa has stolen a bicycle

Exercise 6.4.2 : Comparison between restorative justice and repressive justice

Goal of the exercise: Give participants the opportunity to discuss practices in the field of restorative juvenile justice (RJJ) and desistance from crime based on their experiences in the field.

Moussa is an 11-year-old boy in his last year of primary school. He stole a neighbour's bicycle and, for the past week, has been held in custody by the Yoruba police. His parents are very concerned and are meeting with Sékou, a social worker, to seek assistance.

Discuss the actions of the different parties towards the child: the police, the bicycle owner, the family and other partner structures or individuals. What competencies do social workers like Sékou need to support this child's parents? Justify each action.

Instructions: The trainer divides participants into groups of 5 to 7 people. He or she hands out a printed copy of the instructions. Each group chooses a facilitator to run discussions and a reporter to take notes. Groups are given 15 minutes to answer questions and 5 minutes to present their work to the rest of the group.

After the presentations, the trainer sums up discussions and highlights important points, including:

- Ensuring that security forces have respected national legislation on the legal time limits for holding children in police custody, detention conditions (being held separately to adults, etc.), and children's rights;
- Advocating for alternatives to prison sentences;
- Raising the awareness of parents to ensure that they understand the child and do not reject him (for example, by encouraging the family to visit the child);
- Listening carefully to the child to understand his urgent needs and providing psychosocial support (and following up with long-term personalised support using the case management technique);
- Working effectively with other partners (such as partners in the health field) to resolve health issues;
- Advocating for mediation with the bicycle owner with the ultimate goal of having the complaint withdrawn.

Exercise 2.5.4.2: Comparison between restorative justice and punitive justice

Goal of the exercise: Identify and understand the differences between restorative juvenile justice and punitive justice

Type of exercise: Sharing knowledge and experience

Exercise methodology:

Each group (of 6 participants maximum) is given 15 minutes to discuss and identify the main differences between restorative juvenile justice and punitive justice. The groups then present their work and the trainer discusses the important points listed below.

| Restorative justice | Punitive justice |
|---|---|
| <ul style="list-style-type: none"> ● Focuses on social cohesion ● Seeks to restore social ties between the victim and the perpetrator of the offence, and between the perpetrator and society ● Focuses on repairing the harm caused by the offence ● Seeks to ensure that educational measures are the rule and custodial sentences are the exception ● Preserves the dignity of the perpetrator of the offense | <ul style="list-style-type: none"> ● Focuses on addressing the offence (through punishment) ● Focuses on the sentence applicable to the perpetrator of the offence ● Does not always give priority to the interests of the victim, the perpetrator or society ● Ensures that custodial sentences are the rule (educational measures are rare or even non-existent) ● Stigmatises the perpetrator |

Exercise 2.5.4.3: Identifying target groups for restorative juvenile justice

Goal of the exercise: Identify the target groups for restorative juvenile justice and understand the features of interventions/actions implemented to help children

Type of exercise: Sharing knowledge and experience

Exercise methodology:

Each group (of 6 participants maximum) is given a list of target groups for restorative juvenile justice.

The groups are then given 15 minutes to discuss and identify the main interventions child protection actors can implement to help these children. The groups present their work, and the trainer discusses the important points listed below.

List of target groups and interventions:

| At-risk and vulnerable childrens | Juvenile delinquency prevention actions |
|----------------------------------|---|
| Child perpetrators | Advocacy and support |
| Child victims | Psychosocial care |
| Child witnesses | Psychosocial care |

Case study 2.5.4.5: The juvenile prison of Dakar

In Senegal, there is only one youth prison (for boys) in Dakar. It is generally referred to as Fort B, and is located in the Hann neighbourhood. Girls are held in the Liberté 6 women's prison. At Fort B, a specialised educator helps children in detention develop socio-educational projects. Fort B can hold between 50 and 70 boys aged from 13 to 18. In inland areas, girls and other boys are held separately from adults in special sections of regional Maisons d'Arrêt et de Correction. These Maisons d'Arrêt et de Correction are penitentiary institutions for adults who have been remanded in custody or sentenced to less than two years in prison. There are no specialised educators in these institutions, unlike at Fort B in Dakar. However, educational projects and activities are run for children by prison officers who have received training in this field.

Questions :

Does Senegal's criminal system take into account the needs of children in conflict with the law in the protection and socio-educational fields? Are interventions appropriate? How can this protective and socio-educational support be improved?

Case study 2.5.4.6: Community service in Burkina Faso

In Burkina Faso, a community service programme has been implemented at very little cost, thanks to a voluntary partnership between various institutions. Several of these partners are Centres de Santé et de Promotion Sociale (health and social promotion centres), where young people aged over 16 provide services as a form of reparation to society. Their duties include cleaning, preparing food, washing elderly people, etc.

Questions:

What are the advantages and disadvantages of these measures for children in conflict with the law? How do these types of measure help children in conflict with the law?

ANNEX 7. BIBLIOGRAPHIES

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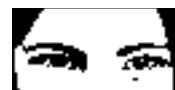




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