



How to Adapt Justice for Children to a United Nations Peace Operation

Module at a Glance

Overview

Wherever United Nations peace operations are deployed, children have the right to access a justice system that guarantees respect for and effective implementation of all children's rights. Civilian and uniformed personnel working in United Nations peace operations have a duty to understand and promote practices that uphold international standards in matters pertaining to justice for children.

Learning Objectives

At the end of this module, learners will be able to:

- Comply with the role of United Nations Police (UNPOL) in a child-centred justice system
- Apply child-friendly policing practices when dealing with children associated with armed forces or armed groups
- Apply child-friendly policing practices when dealing with children in conflict with the law
- Apply child-friendly policing practices when dealing with child victims and child witnesses of crime

Module Map

Duration: 320 minutes (5 hours and 20 minutes)
Assessment: 15 minutes

The Module	
Introduction	Slides 0-3
Comply with the role of United Nations Police in a child-centred justice system	Slides 4-9
Apply child-friendly policing practices with children associated with armed forces or armed groups	Slides 10-18
Apply child-friendly policing practices with children in conflict with the law	Slides 19-29
Apply child-friendly policing practices with child victims and child witnesses of crime	Slides 30-37
Learning Activities	
Learning Activity 4.1	Page 5
Learning Activity 4.2	Page 9
Learning Activity 4.3	Page 13
Learning Activity 4.4	Page 23
Learning Activity 4.5	Page 34
Additional information	Page 40 + Separate file
Learning Evaluation	
Learning evaluation	Page 40
Assessment	Separate file

The Module



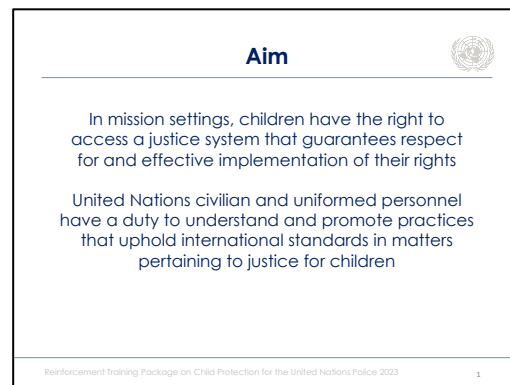
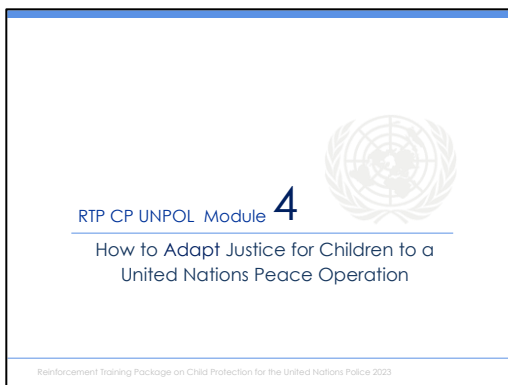
It is suggested that instructors select as many case studies in this module as are relevant to reinforcing the skills and understanding required to adopt child-sensitive practices relating to justice for children.

Starting the Module

Introduce the following (show slides 0-3):

- Title page and lesson topic
- Aim
- Learning Objectives
- Lesson Overview

Slides 0-3: Introduction slides



Module 4 – How to Adapt Justice for Children to a United Nations Peace Operation

Learning Objectives

At the end of this module, learners will be able to:

- Comply with the role of United Nations Police (UNPOL) in a child-centred justice system
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- Apply child-friendly policing practices when dealing with child victims and child witnesses of crime

Reinforcement Training Package on Child Protection for the United Nations Police 2023 2

Module Overview

How to adapt justice for children to a UN peace operation Learning Activities 4.1 & 4.2 – Group discussion
Child-friendly policing practices to deal with children associated with armed forces or armed groups Learning Activity 4.3 – Case studies
Child-friendly policing practices to deal with children in conflict with the law Learning Activity 4.4 – Case studies
Child-friendly policing practices for child victims and child witnesses Learning Activity 4.5 – Role-play scenario

Reinforcement Training Package on Child Protection for the United Nations Police 2023 3

Learning Activity 4.1

The impact of conflict on justice for children




In this segment of the module, instructors will help United Nations Police (UNPOL) personnel consider the preparations necessary to adapt their practices to the realities of justice for children in United Nations peace operations.

NOTE to instructors: Learning Activities 4.1 and 4.2 go together. If all the participants are being deployed to the same United Nations peace operation, ask them to choose a partner and work in pairs for this exercise. If the participants are being deployed to different missions, ask them to work with someone who will also be deployed to the same mission. Use this approach for all the exercises in this module.

TIME: 35 minutes

- Introduction of activity and instructions: 5 minutes
- Group work: 15 minutes
- Plenary: 15 minutes
- Questions and key messages: see slide 9 for Learning Activities 4.1 & 4.2

Slide 4: Learning Activity 4.1 – Instructions

Learning Activity 4.1 

Instructions

- Discuss the following question (15 minutes)
 - What are the differences you expect to experience in interaction between children and the police in your new duty station compared to your experience in your home country?
- Present your findings to the plenary

Reinforcement Training Package on Child Protection for the United Nations Police 2023 4

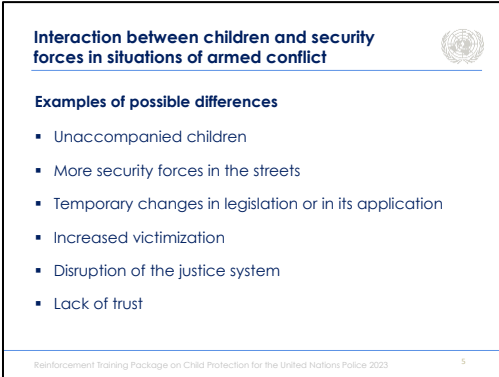
INSTRUCTIONS:

- Ask the groups to reflect on the main differences they expect to experience in interaction between children and security forces in the duty station to which they

will be deployed, compared to their experience as police officers in their home country. Give the groups 15 minutes to list the differences.

- It is recommended that you provide an example to initiate the discussion (e.g., “It is likely that more children are kept under the custody of or detained by police forces during an armed conflict than in your home country. This will imply concrete challenges to ensure that the rights of these children are adequately respected.”).
- After 15 minutes, ask each group to give one example of a difference and briefly explain it in their own words. Write the examples on a chart/board. Ask the groups to complement the examples with others that are not yet listed.
- Then, use slide 5 to enrich the discussion, ensuring that any missing examples are also addressed. Ensure that participants understand that some of these issues may also exist in their country of origin, while others may be new to them, or might be exacerbated by armed conflicts. The objective of this activity is to help participants understand that the context in which children evolve in an armed conflict is different, and that it will impact their work as UNPOL personnel.

Slide 5: Differences in interaction between children and security forces in situations of armed conflict



Interaction between children and security forces in situations of armed conflict

Examples of possible differences

- Unaccompanied children
- More security forces in the streets
- Temporary changes in legislation or in its application
- Increased victimization
- Disruption of the justice system
- Lack of trust

Reinforcement Training Package on Child Protection for the United Nations Police 2023 5

- More children in the streets: disruption in children's lives may include closure of schools, parents may be less present in the home, displacement might have occurred, socioeconomic hardship may mean more children are working, community safeguarding may be less constant, or family members may be missing, maimed or killed. Such factors may cause more children to be idle, to circulate in their communities, to learn by doing, or to enter into contact with the police.
- More police in the streets: conflicts often lead to an increase in the number of police officers. Recruitment strategies also mean that additional security forces often patrol streets where more children are found, thereby increasing the interaction between children and the police.

- Changes in legislation or in its application: martial or emergency legislation may be enforced. Administrative rules and regulations may also be changed, for example, curfews, limitation to the right to assembly, or requirement to carry certain documents at all times may be imposed. This means that certain actions that were legal before may now be illegal, leading more children to enter into contact with the law. It is important to remember that children can come into contact with the justice system in a variety of contexts, including in criminal, civil, military and administrative procedures.
- Unaccompanied children: children may become orphaned, unaccompanied or separated from their parents or caregivers in a conflict. Some children may be ostracized from their parents and community because they were victims of sexual violence or are considered to be associated with armed forces or armed groups.
- Increased victimization: conflicts expose children to increased violence, exploitation, abuse and neglect. More children may become victims or witnesses of crimes, leading to increased interactions with the police for reporting, collecting testimonies, investigation and prevention. Conflicts not only exacerbate pre-existing situations where children entered into conflict with the law or became victims or witnesses of crimes, they also generate new problems, such as recruitment and use of children by armed forces or armed groups, sexual and gender-based violence, involvement of children in organized crime, trafficking or child labour. Examples of increased risks to children in the context of an emergency include:
 - Serious crimes, petty crimes and other offences
 - Arbitrary arrest and deprivation of liberty
 - Torture and other forms of ill-treatment (including mental/psychological abuse) by justice personnel, security and defence forces
 - Sexual abuse or serious risk thereof
 - Trafficking
 - Recruitment and use by armed forces or groups
 - Recruitment and use by organized criminal groups
 - Violence within the home and community, including internally displaced persons (IDP) or refugee camps
 - Worst forms of child labour or other forms of economic exploitation (including adoption)
 - Inheritance and care arrangements for separated and unaccompanied children
 - Child, early and forced marriages
 - Children born in detention or accompanying detained parent
 - Interrogation for intelligence gathering

- Loss of nationality and resulting statelessness
- Use of children in demonstrations and riots to shield adults

All these require attention and action by the host-State police.

- Disruption in the justice system: conflicts tend to affect access by children and their families to justice services. Some services are less available or fully unavailable because of emergency situations. In addition, the justice system tends to be overwhelmed in such situations, leading to prioritization of other cases, delays, prevention of prosecution and conviction of perpetrators of crimes against children. In turn, this affects the rule of law and the trust that the population places in the police's ability to protect them.
- Lack of trust: conflicts often occur in contexts of tensions, mistrust and fight for interest and power. Security forces may play or be perceived to be playing a role in these tensions. The perception of children and their families and communities may reinforce the idea that the police forces will abuse, rather than protect them. This has an influence on the likelihood of children and families to report, seek assistance and press charges. Community policing and collaboration with the justice system may be more difficult as a result.



Initiate discussion during the debriefing, rather than rehash the narrative of each point. The key takeaway from this exercise is a reflection about the role of the host-State police in a justice system affected by armed conflict, and an understanding of the adjustments that United Nations Police (UNPOL) personnel should anticipate before they can effectively support the host-State police.

Learning Activity 4.2

Translate the impact of armed conflict on the justice system into action




NOTE to instructors: This activity should only be carried out if Learning Activity 4.1 has been completed. Learning Activities 4.1 and 4.2 go together and should not be facilitated separately.

TIME: 35 minutes

- Introduction of activity and instructions: 5 minutes
- Group work: 10 minutes
- Plenary: 15 minutes
- Questions and key messages: 5 minutes

Slide 6: Learning Activity 4.2 – Instructions

Learning Activity 4.2 

Instructions

Scenario: You are recently deployed as an UNPOL officer with a UN peace operation. Your new supervisor knows about the differences between your experience as a police officer in your home country and the realities of children's access to justice in a peace operation context.

- She asks you to identify five specific actions that you could undertake as part of your UNPOL mandate that could address some of these differences (10 minutes)
- Present your findings to the plenary

Reinforcement Training Package on Child Protection for the United Nations Police 2023 6

INSTRUCTIONS:

- Divide participants into two to four groups, depending on the number of participants.
- Ask the groups to reflect on how they think the differences discussed in the previous activity would affect their role as United Nations Police (UNPOL) officers. Project the scenario on the slide. Instructors should emphasize that participants should focus on actions they could take as UNPOL officers deployed to a United Nations peace operation.
- Give the groups 10 minutes to list the actions.

Module 4 – How to Adapt Justice for Children to a United Nations Peace Operation


- After 10 minutes, ask each group to give one example of an action they would take and briefly explain it in their own words. Write the examples on a chart/board. Ask the groups to complement the examples with others that are not yet listed.
- Then, use slide 7 & 8 to enrich the discussion, ensuring that any missing examples are also addressed.

Slides 7 & 8: Actions to take as part of UNPOL mandate

Actions to take as part of UNPOL mandate 

- Adopt a supporting role
- Learn about the specific national legislation concerning children
- Build capacity on the international legal framework related to justice for children in emergencies
- Advise on best practices related to justice for children

Reinforcement Training Package on Child Protection for the United Nations Police 2023 7

Actions to take as part of UNPOL mandate (cont.) 

- Train and mentor host-State police counterparts
- Support host-State police in building upon and expanding existing referral pathways and standard operating procedures
- Advise decision-makers
- Monitor and report violations of children's rights

Reinforcement Training Package on Child Protection for the United Nations Police 2023 8

- As most United Nations missions do not have an executive mandate to enforce policing directly, the proposed actions must reflect a supporting role. The mandate of UNPOL officers in the mission needs to be understood and applied carefully.
- Learn about the specific national legislation, provisions, systems and procedures related to justice for children in the host country and learn the differences to be taken into account.
- Update understanding and capacities to explain and illustrate principles and provisions in international norms and standards related to justice for children in emergencies.
- Advise host-State police counterparts on ways to better integrate approaches and practices in line with international norms and standards applicable to justice for children.
- Prepare to train and mentor host-State police on child-sensitive practices when interacting with children.
- Support host-State police in building upon and expanding existing referral pathways and standard operating procedures for greater collaboration with other actors of the justice system for children in the host country.


- Advise decision-makers on how to factor in concerns related to these changes in the dynamics between children and security forces in planning, prevention, strategic, tactical and operational actions.
- Monitor and report violations of children's rights and misconduct by all actors.



After the debriefing, ask learners if they have any questions on the content of this segment. It is important to allow sufficient time to answer all questions.

NOTE to instructors: The key messages below also cover Learning Activity 4.1.

Slide 9: Key messages for Learning Activities 4.1 & 4.2

Key messages for Learning Activities 4.1 & 4.2 

- Children are seriously affected by armed conflict, and this affects the way in which children encounter the police
- UNPOL officers require understanding of the relevant norms, laws, policies and standards related to justice for children to support the host-State police
- UNPOL officers have multiple opportunities to support host-State police in adhering to child-friendly approaches and practices

Reinforcement Training Package on Child Protection for the United Nations Police 2023 9

Reference Materials

Additional resources and references for instructors to enrich their knowledge prior to facilitating this segment of the module:

- The Alliance for Child Protection in Humanitarian Action, Minimum Standards for Child Protection in Humanitarian Action, 2019, Chap. 20 on justice for children, https://alliancecpha.org/en/CPMS_home
- Child Protection Working Group and the International Bureau for Children's Rights, *Interagency Review of Justice for Children in a Humanitarian Context*, Geneva, Switzerland, May 2015. Available in [English](#); see also case studies on [Afghanistan](#), [Mali](#), [Philippines](#) and [Haiti](#)

- United Nations, Guidance note of the Secretary-General: UN approach to justice for children, 2008, www.unodc.org/pdf/criminal_justice/Guidance_Note_of_the_SG_UN_Approach_to_Justice_for_Children.pdf

Learning Activity 4.3

Apply child-friendly policing practices with children associated with armed forces or armed groups



In this segment, instructors will reinforce the ability of United Nations Police (UNPOL) personnel to apply and promote key practices and skills necessary to ensure that actions taken with children associated with armed forces and armed groups reflect relevant international norms and standards.

TIME: 90 minutes


- Introduction of activity and instructions: 5 minutes
- Group work: 25 minutes
- Plenary: 25 minutes

Additional Learning Activity

- Introduction of activity and instructions: 5 minutes
- Group work 2: 10 minutes
- Plenary: 15 minutes

- Questions and key messages: 5 minutes

Slide 10: Learning Activity 4.3 – Instructions



Learning Activity 4.3

Instructions

- Discuss the case studies in groups and complete the following tasks (25 minutes):
 1. Identify credible sources that can provide information on the latest developments regarding the recruitment and use of children in the Mission context
 2. Identify key components of UNPOL's strategy
 3. Identify specific actions that UNPOL can take
 4. Identify who is responsible for taking these actions
- A response template is available to help you structure your answers

Reinforcement Training Package on Child Protection for the United Nations Police 2023 10



There are four case studies with four different focuses, in four different countries in this activity. Participants are not required to know the country context or mission mandate to successfully execute this exercise. Instructors are encouraged to use as many case studies as possible, as they all provide different insights into different realities. Instructors may change the names of the countries to context-specific, mission-based scenarios. Instructors should make sure to reserve sufficient time for debriefing at the end of each exercise, as this is where the instructor can add value to the discussion, by verifying answers and complementing them with additional information provided in the manual. Achieving the objective of this segment depends on the quality of the discussion after the group exercises.

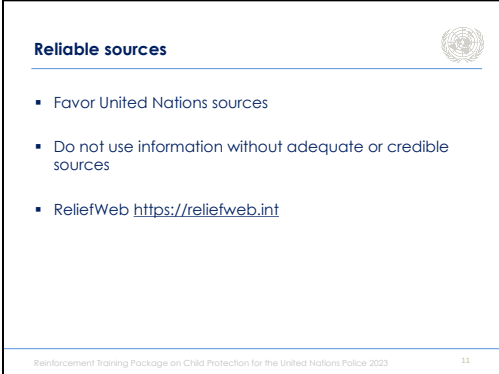
INSTRUCTIONS:

- Provide participants with the materials and instructions for Learning Activity 4.3.
- Use the same groups as in the previous Learning Activity (4.2).
- Ask the groups to prepare answers to the two questions in the case study.
- Give the groups 25 minutes to complete the exercise (for larger groups, encourage participants to divide the tasks).
- If the Internet is available and participants have access to devices, encourage participants to do some research to answer Question 1. If no Internet is available, ask participants to brainstorm within their group to answer Question 1.
- After 25 minutes, ask each group to briefly present its findings.
- Then, use slides 11 to 15 for the debriefing. If time allows, instructors can use slides 12 to 15 to conduct an exercise such as a quiz to challenge participants (or groups of participants) on what they think the dos and don'ts are, and then present the correct answers.



Commend participants on their answers, and complement the answers with the key messages on slides 11 to 15 (see below). Note that the key messages are only suggestions; they are not exhaustive and do not have to be covered in their entirety or word-by-word.

Slide 11: Reliable sources



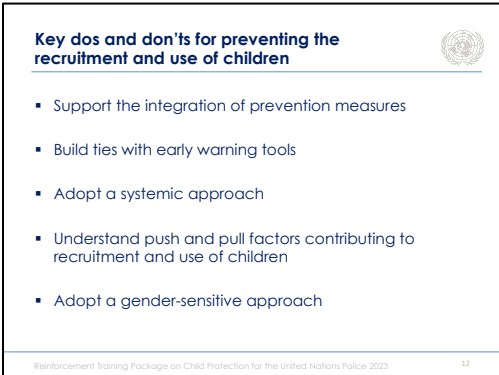
Reliable sources

- Favor United Nations sources
- Do not use information without adequate or credible sources
- ReliefWeb <https://reliefweb.int>

Reinforcement Training Package on Child Protection for the United Nations Police 2023 11

- Encourage participants to rely on United Nations sources (e.g., the Department of Peace Operations, UNICEF, the Office of the Special Representative of the Secretary-General for Children and Armed Conflict, the Office of the United Nations High Commissioner for Human Rights, and United Nations human rights mechanisms).
- Do not use information without adequate or credible sources (e.g., Wikipedia).
- Media (local, international, electronic e.g., television and the internet) may be indicative of what is perceived to happen; this information may be taken into account without being used as an official source of information.
- Introduce participants to ReliefWeb, a humanitarian information service provided by the Office for the Coordination of Humanitarian Affairs (OCHA). ReliefWeb can be a valuable resource for United Nations Police (UNPOL) personnel.

Slide 12: Key dos and don'ts for preventing the recruitment and use of children




Key dos and don'ts for preventing the recruitment and use of children

- Support the integration of prevention measures
- Build ties with early warning tools
- Adopt a systemic approach
- Understand push and pull factors contributing to recruitment and use of children
- Adopt a gender-sensitive approach

Reinforcement Training Package on Child Protection for the United Nations Police 2023 12

- Support the integration of prevention measures (including planning and early warning¹) relating to the recruitment and use of children in relevant national policies, doctrines and directives.
- Establish connections between early warning tools and the development of strategies relating to recruitment and use of children, for instance in community policing.
- Adopt a systemic approach to build trust and promote collaboration between mission components and other humanitarian actors for information-sharing and complementary approaches, for instance by attending relevant cluster meetings.
- Consider the complexities of the factors that lead children to be associated with armed forces or armed groups. Even if children seem to join those groups voluntarily, it is a violation of their rights, and they should be protected and demobilized as early as possible. United Nations Police (UNPOL) needs to advocate for this approach to take precedent in their practices.
- Adopt a gender-sensitive approach that defies stereotypes (e.g., girls can occupy combatting positions; boys may be in support roles; boys can also be sexually exploited during their time with the parties to the conflict).

Slide 13: Key dos and don'ts when apprehending children associated with armed forces or armed groups

Key dos and don'ts when apprehending children associated with armed forces or armed groups 

- Disarmament is not a prerequisite for a child associated with armed forces or armed groups (CAAFAG) to be considered as such
- Immediate referral to specific DDR processes dedicated to children
- Apprehension and detention are measures of last resort
- The well-being of children should always be the priority
- Girls and boys experience their association with armed forces or groups differently

Reinforcement Training Package on Child Protection for the United Nations Police 2023 13

- A child does not need to possess a weapon to be considered as a child associated with armed forces or armed groups. Disarmament is not a condition for a child to access demobilization and reintegration support.

¹ Early warning is defined as an integrated system of hazard monitoring, forecasting and prediction, disaster risk assessment, communication and preparedness activities systems and processes that enables individuals, communities, governments, businesses and others to take timely action to reduce disaster risks in advance of hazardous events. <https://www.undrr.org/terminology/early-warning-system#:~:text=An%20integrated%20system%20of%20hazard,in%20advance%20of%20hazardous%20events.>

- Anyone under the age of 18 should be quickly referred to specific disarmament and demobilization processes designed for children, separate from adults, and operated by trained personnel.
- The apprehension and detention of a child may only be used as a measure of last resort and for the shortest period of time possible, in accordance with international norms and standards relating to the deprivation of liberty of a child. Where possible, priority should be given to alternatives to detention.
- The well-being of the child should always be the priority. Interviewing a child should always be secondary to his/her own mental and physical health. A child has the right to remain silent and should never be forced to provide information.
- Referral pathways should be in place for host-State police, as well as United Nations police, to refer cases of children associated with armed forces or armed groups to entities that are capable of demobilizing and reintegrating children.
- Girls and boys experience their association with armed forces or armed groups differently. Strategic, tactical and operational levels of peace operations all need to anticipate the necessary adaptations to be sensitive to these important differences.

Slide 14: Key dos and don'ts for the reintegration of children associated with armed forces or armed groups

Dos and don'ts for the reintegration of children associated with armed forces or armed groups 


- Reintegration efforts should focus on activities that will benefit the community at large
- The host-State police should support the reintegration of these children and prevent discrimination, ostracism and violence against them
- The host-State police must take into account the views of these children
- Successful reintegration has economic and social dimensions

Reinforcement Training Package on Child Protection for the United Nations Police 2023 14

- Reintegration efforts should always strive to integrate children formerly associated with armed forces or armed groups in development initiatives that benefit a larger group of children, rather than stigmatizing participants as “former child soldiers”. Initiatives benefiting larger segments of the population also contribute to promoting acceptance and preventing hostility towards children formerly associated with armed forces or armed groups due to real or perceived disparities in treatment.

- United Nations police (UNPOL) should advise the host-State police on how to support family and community mediation, facilitate the long-term reintegration of these children, and prevent discrimination, ostracization and violence against them.
- United Nations Police (UNPOL) should incorporate the views of children formerly associated with armed forces or armed groups in the community-oriented policing approaches, which would contribute to building trust and protection in the community.
- Successful reintegration includes both economic reintegration (e.g., schooling, vocational training, revenue-generating activities) and social reintegration (e.g., family tracing, reunification support, psychosocial support, community mediation, peer-to-peer support, awareness raising, prevention of re-recruitment). United Nations Police (UNPOL) officers should provide guidance to their host-State police colleagues to support this holistic view in the communities they serve.

Slide 15: Key dos and don'ts relating to custody of and interviewing children suspected of criminal activities

Dos and don'ts relating to the custody of and interviewing children suspected of criminal activities 

- Children suspected, accused or found guilty of criminal activities retain all their rights as children
- A child should never be punished, tortured or forced to provide information
- UNPOL officers should support the host-State police in upholding the rights of children
- Reach out to UN staff members trained in interviewing techniques and communication with children

Reinforcement Training Package on Child Protection for the United Nations Police 2023 15

- A child suspected, accused or found guilty of criminal activities is still a child and, as such, is entitled to the same protection and rights as any other child.
- A child should never be punished, tortured or forced to provide information because of alleged association with criminal activities.
- United Nations Police (UNPOL) should support the host-State police in upholding the rights of the child in cases where criminal activities are suspected, including the rights to remain silent, to legal counselling and representation, to be considered innocent until proven guilty, and to professional treatment from all personnel entering in contact with him/her throughout the justice process.

- Persons trained in interviewing techniques and communication with children are best placed to obtain credible information in a manner that respect the rights of the child, including in cases where a child possesses sensitive information.



After the debriefing for this exercise, ask learners if they have any questions on the content of this segment. It is important to allow sufficient time to answer all questions.

NOTE to instructors: There are two more case studies in this segment, focusing on how to apply child-friendly policing practices with children associated with terrorist activities. Instructors may consider combining these exercises with those above, if there is not enough time to cover them as stand-alone activities.

INSTRUCTIONS:

- Provide participants with the materials and instructions for Learning Activity 4.3.
- Ask the groups to prepare answers to the question.
- Give the groups 10 minutes to complete the exercise (for larger groups, encourage participants to divide the tasks).
- After 10 minutes, ask each group to briefly present its findings.
- Then, use slides 16 and 17 for the debriefing.




Commend participants on their answers and complement the answers with the key messages on slides 16 and 17.

Slide 16: Key dos and don'ts regarding children associated with terrorist activities

<p>Key dos and don'ts regarding children associated with terrorist activities</p> <ul style="list-style-type: none">▪ Children's rights and public safety should be pursued simultaneously▪ Recruitment and use of children by terrorist and violent extremist groups is a serious form of violence against children▪ Children recruited and used by terrorist and violent extremist groups should be treated primarily as victims▪ Prevention of the involvement of children in/by terrorist and violent extremist groups should be a priority▪ The best interests of the child must always be the primary consideration	The United Nations logo, featuring a world map surrounded by olive branches, with the words 'UNITED NATIONS' above it.
<small>Reinforcement Training Package on Child Protection for the United Nations Police 2023</small>	<small>18</small>

- Choosing between security interests and children's rights is not an option. Preserving public safety AND protecting children's rights should be pursued simultaneously in order build long-lasting peace.
- Recruitment and use of children by terrorist and violent extremist groups is a serious form of violence against children, regardless of the means and methods employed. It amounts to exploitation of children that has long-lasting consequences for their well-being and for society at large.
- Children recruited and exploited by terrorist and violent extremist groups should be treated primarily as victims. The rights of all child victims must be protected, respected and fulfilled, regardless of any alleged involvement in terrorism-related or other criminal offences as offenders, or of the alleged risks they may pose in committing future terrorism-related offences. It is extremely important to ensure that efforts are made to prevent secondary victimization of such children.
- Prevention of the involvement of children in/by terrorist and violent extremist groups should be a priority for State and non-State actors.
- The best interests of the child must always be the primary consideration in any determination concerning the treatment of a child recruited and exploited by terrorist and violent extremist groups.

Slide 17²: Key dos and don'ts regarding children associated with terrorist activities (cont.)



The slide is titled "Key dos and don'ts regarding children associated with terrorist activities (cont.)" and features a United Nations logo in the top right corner. It contains five bullet points: "Promoting the child's rehabilitation and reintegration into society is the key objective", "No child recruitment process can be regarded as truly voluntary", "Children are entitled to all rights established by international law in relation to juvenile justice", "Child- and gender-sensitive approaches are essential", and "Child recruitment and use is a societal development issue, not only a criminal issue". At the bottom, it reads "Reinforcement Training Package on Child Protection for the United Nations Police, 2023" and "17".

- The key objective of any action taken in relation to a child associated with terrorist and violent extremist groups should be to promote his/her rehabilitation and reintegration into society, in accordance with his/her specific characteristics, circumstances and needs.


² From the United Nations Office on Drugs and Crime, Roadmap on Treatment of Children Associated with Terrorist and Violent Extremist Groups.

- No recruitment of a child can be regarded as truly voluntary owing to the forms of coercion and influence used by these groups, and the inherent power imbalance that arises in these circumstances.
- Children alleged as, accused of or recognized as having infringed penal law are entitled to all rights established by international law in relation to juvenile justice; there shall be no exception or derogation regardless of the nature of the offence committed.
- Any initiative aimed at preventing or responding to violence against children by terrorist and violent extremist groups must be mindful of the fact that terrorism and counter-terrorism measures impact girls and boys differently, and child- and gender-sensitive approaches must be adopted.
- Regardless of different circumstances, child recruitment and use is not only a crime problem, but first and foremost a developmental issue. It is a very complex phenomenon which requires concerted and multidisciplinary efforts by different systems, and cooperation across different institutions and actors, in order to be effectively addressed.



After the debriefing, ask learners if they have questions on the content of this segment. It is important to allow sufficient time to answer all questions.

Slide 18: Key messages for Learning Activity 4.3

Key messages for Learning Activity 4.3 

- [Select key messages from the case studies covered to reinforce the key messages]
- UNPOL officers have an important role to play in supporting the host-State police in applying child-friendly approaches and practices

Reinforcement Training Package on Child Protection for the United Nations Police 2023 18

- United Nations Police (UNPOL)'s role is to support the host-State police in applying child-friendly approaches and practices.
- Children suspected, accused or found guilty of terrorist activities are still children. As such, they are entitled to the same protection and rights as any other children.

- A child should never be punished, tortured or forced to provide information because of alleged association with criminal activities.
- United Nations Police (UNPOL) should support the host-State police in upholding the rights of the child in cases where terrorist activities are suspected, including the rights to remain silent, to legal counselling and representation, to be considered innocent until proven guilty, and to professional treatment from all personnel entering in contact with him/her throughout the justice process.
- Persons trained in interviewing techniques and communication with children are best placed to obtain credible information in a manner that respects the rights of the child, including in cases where the child possesses sensitive information.

Reference Materials

Additional resources and references for instructors to enrich their knowledge prior to facilitating this segment of the module:

- Canada, The Vancouver Principles on Peacekeeping and the Prevention of Recruitment and Use of Child Soldiers, 2017, www.international.gc.ca/world-monde/issues_development-enjeux_developpement/human_rights-droits_homme/principles-vancouver-principes-pledge-engageons.aspx?lang=eng; and the Implementation Guidance for the Vancouver Principles, 2019, www.canada.ca/en/department-national-defence/corporate/reports-publications/vancouver-principles.html
- United Nations, Modules 5.10, 5.20 and 5.30, The Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS), 2019, www.unddr.org/the-iddrs/
- Reliefweb, <https://reliefweb.int/>
- United Nations Office on Drugs and Crime, Roadmap on the Treatment of Children Associated with Terrorist and Violent Extremist Groups, www.unodc.org/unodc/en/terrorism/expertise/children-associated-with-terrorism.html

Learning Activity 4.4

Apply child-friendly policing practices with children in conflict with the law



In this segment, instructors will reinforce the ability of United Nations Police (UNPOL) personnel to apply and promote key practices and skills necessary to ensure that actions taken with children in conflict with the law³ reflect relevant international norms and standards.

The case studies in this segment are based on the premise that UNPOL is composed of experienced police officers who have worked with children in conflict with the law. They combine the principles of justice for children in conflict with the law with the realities of armed conflict. Participants are not required to know the country context or mission mandate to successfully execute the exercises. Instructors are therefore encouraged to divide the participants into groups without briefing them before they begin the exercises. The purpose of the activity is to allow participants to use their existing knowledge and experience to answer the questions on their own. Instructors should be well prepared for the debriefing exercise at the end of the learning activities, and should be able to explain the key messages, lead the discussion, ensure the alignment of key learning objectives and provide any additional information.

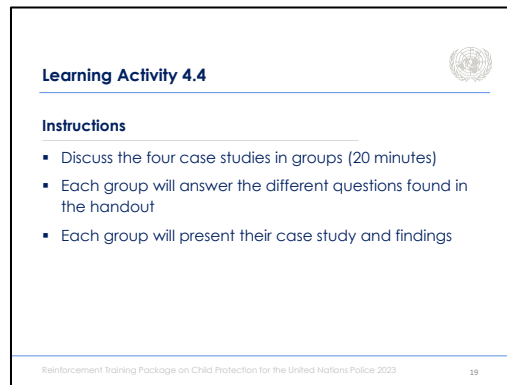
There are four case studies with four different focuses, in four different countries in this activity. Instructors are encouraged to use as many case studies as possible, as they all provide different insights into the realities faced by children in an armed conflict situation. Instructors may change the names of the countries to context-specific, mission-based scenarios. Instructors should make sure to reserve sufficient time for debriefing at the end of each exercise, as this is where the instructor can add value to the discussion, by verifying answers and complementing them with additional information provided in the manual. Achieving the objective of this segment depends on the quality of the discussion after the group exercises.

³ The term “children in conflict with the law” refers to anyone under 18 who comes into contact with the justice system as a result of being suspected or accused of committing an offence. Most children in conflict with the law have committed petty crimes or minor offences such as vagrancy, truancy, begging or alcohol use. Some of these are known as “status offences” and are not considered criminal when committed by adults. In addition, some children who engage in criminal behaviour have been used or coerced by adults to do so. Too often, prejudice related to race, ethnicity or social and economic status may bring a child into conflict with the law, even when no crime has been committed, or may result in harsh treatment by law enforcement officials. See UNICEF 2006 information sheet, available at https://childhub.org/sites/default/files/library/attachments/325_390_EN_original.pdf.

TIME: 65 minutes

- Introduction of activity and instructions: 5 minutes
- Group work: 20 minutes
- Plenary: 35 minutes
- Questions and key messages: 5 minutes


Slide 19: Learning Activity 4.4 – Instructions



INSTRUCTIONS:

- Provide participants with the materials and instructions for Learning Activity 4.4.
- Divide participants into groups or use the same groups as the previous activity.
- Ask the groups to answer the two questions in the case study.
- Give the groups 20 minutes to complete the exercise (for larger groups, encourage participants to divide the tasks).
- After 20 minutes, ask the first group to briefly present its findings.
- Then, use slides 20 to 22 to discuss the presentation.
- Use slides 23-28 for the other case studies.

Slide 20: Consent of the child

Consent of the child 

- Children have rights
- Consent of the child to a situation of abuse or violation does not change the status of the child
- Consent of the child does not change the responsibility of the adult(s) who facilitated or benefited from the crime
- The possible consent of the child is important in the rehabilitation process

Reinforcement Training Package on Child Protection for the United Nations Police 2023 20

- Children are the subjects of rights – they have agency in the promotion and protection of their rights, but they can also contribute to situations of violence, abuse and exploitation.
- The fact that the child may have consented to a situation of abuse or violations does not change his/her status as a child – he/she is still entitled to the same protection and specific rights afforded to anyone under the age of 18.
- The fact that the child may have consented to a situation of abuse or violations does not change the responsibility of the adult(s) who facilitated or benefited from the crime. The consent of the child is irrelevant when examining the responsibility of the adult(s) who have an obligation to protect the rights of the child and prevent violation of those rights.
- The possible consent of the child would be important in the rehabilitation process, so as to understand the factors that led to the situation, ensure that lessons are learned, and reintegration is supported.
- Since the case study raises concern about child trafficking, it is recommended that instructors familiarize themselves with the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime (Palermo Protocol), in particular the definition of 'trafficking in persons'.⁴


⁴ Available at <https://www.ohchr.org/en/instruments-mechanisms/instruments/protocol-prevent-suppress-and-punish-trafficking-persons>. Article 3, paragraph (a), of the Palermo Protocol defines human trafficking as 'the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation'. According to article 3, paragraph (c), 'the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if it does not involve any of the means set forth in subparagraph (a) of this article'.

Slides 21 & 22: Guiding UNPOL's advice

Guiding UNPOL's advice 

- Consideration of the best interests of the child
- Due process
- Presumption of innocence
- Access to legal representation and age-appropriate legal information
- Protection measures before, during and after judicial proceedings

Reinforcement Training Package on Child Protection for the United Nations Police 2023 21

Guiding UNPOL's advice (cont.) 

- Non-discrimination
- Treat children with dignity and compassion
- Detention used only as a measure of last resort
- The right of children to express their point of view on matters affecting their lives
- Rehabilitation and reintegration programmes

Reinforcement Training Package on Child Protection for the United Nations Police 2023 22

- United Nations Police (UNPOL) may advise and mentor the host-State police to treat all children who are in contact with the justice system in a child-friendly, non-discriminatory manner, in line with relevant international norms and standards, and provide them with services tailored to their rights. These rights include, but are not limited to:
 - Consideration of the best interests of the child in all decision affecting him/her
 - Due process⁵
 - Presumption of innocence
 - Access to legal representation and to age-appropriate legal information on the justice process
 - Protection from abuse, exploitation, violence and neglect before, during and after judicial proceedings
 - Treatment with dignity and compassion
 - Enjoyment of legal capacity without discrimination, and accessibility provisions for children with special needs
 - The use of detention only as a measure of last resort and for the shortest period of time possible
 - The right of children to express their point of view on matters affecting their lives and


⁵ Due process refers to: the right to a fair and just trial, the right to presentation and examination of witnesses, the right to confront and cross-examine witnesses common legal defenses, the right to remain silent, the right to have the last word in a hearing, the right to be tried without undue delay, the right to be notified of charges, the right to remain silent, the right to counsel, the right to the presence of a parent or guardian, and the right to appeal to a higher authority etc. See article 14 of the Universal Declaration on Human Rights as well as articles 7 and 15 of Beijing Rules.

- Access to adapted and appropriate rehabilitation and reintegration programmes and services.



After the debriefing, invite the second group to present its answers, then lead the debriefing using slides 23 and 24.

Slide 23: Recidivism


Recidivism 

- A child who has come in conflict with the law still has the status of a child
- It is not up to the police to judge whether the child is guilty or not
- Coordinating with social services when interviewing children should be standard procedure for the police
- Limited resources, support and follow-up are not the child's fault

Reinforcement Training Package on Child Protection for the United Nations Police 2023 23

- The fact that the child may have repeatedly come in conflict with the law does not take away his/her status as a child – he/she is entitled to the same protection and additional rights afforded to anyone under the age of 18.
- In cases of recidivism, the justice system shall decide to adopt measures according to the consequences and severity of the individual case. It is not up to the police to judge if the child is guilty or not, nor to make decisions about sanctions.
- Coordinating with social services when interviewing children should be the norm for the police. This case demonstrates the importance of social follow-up beyond measures taken by the police or the prosecutors.
- It is important to acknowledge that the host-State police deal with complex cases in difficult circumstances, and often with limited resources to address root causes. However, it is not the child's fault that such limitations exist.

Slide 24: Guiding UNPOL's advice

Guiding UNPOL's advice 

- Advocate/promote the rights of children who are in contact with the law
- Assess and reinforce the quality of services
- Strengthen the national police's standard operating procedures
- Promote/call for reintegration support programmes to be put in place

Reinforcement Training Package on Child Protection for the United Nations Police 2023 24

- UNPOL can identify and promote the rights of children who are in contact with the law, such as food, shelter, education, basic health and psychosocial services, and contact with family members.
- UNPOL can assess and reinforce the quality and capacity of, and complement the services provided by actors that are mandated and/or equipped to deliver such services for children in contact with the law, including legal aid and rehabilitation/reintegration programmes.
- UNPOL can support the strengthening or the development of standard operating procedures aimed at dealing with children in contact with the law to ensure that effective multi-sectoral collaboration that is non-discriminatory and child friendly is adapted to each situation.
- UNPOL can promote and call for reintegration support programmes to be put in place for children who have been in contact with the law in order to minimize risks of recidivism.



After the debriefing for this exercise, apply the same method for the other two case studies, alternating between group presentations and debriefing, using slides 25 to 28.

Slide 25: Guiding principles on children in conflict with the law


Guiding principles on children in conflict with the law 

- A child should learn from mistakes and wrongdoing
- Child victims of crime should never be treated as child offenders
- Diversion/alternative intervention approaches should be promoted when dealing with children in conflict with the law
- Rehabilitation is most successful when measures exclude deprivation of liberty

Reinforcement Training Package on Child Protection for the United Nations Police 2023 25

- A child who has committed an offence or a crime must learn from his/her mistakes. The case should not be dismissed because the child is below the age of criminal responsibility. It is important that the child understands that his/her actions were wrong and that he/she is taught about correct social behaviours. It means that the learning should be nurtured by means other than deprivation of liberty and that it must be done in accordance with all principles of justice for children.
- Child victims of crime should never be treated as child offenders, even in emergency settings. Children involved in offences who are below the minimum age of criminal responsibility also come in contact with the law and should be dealt with by the social welfare system, not the criminal justice system.
- Children above the age of criminal responsibility should be considered for diversion in accordance with their best interests. Sometimes, justice proceedings are necessary to examine complex cases and ensure decisions are appropriate and followed up. Such proceeding should be the exception rather than the rule.
- In all cases, rehabilitation is most successful when the measures taken exclude deprivation of liberty.
- When discussing case study 3 (Democratic Republic of the Congo), instructors should highlight that the possible involvement of UN personnel should not influence the way UNPOL mentors and advises the host-State police.

Slide 26: Guiding UNPOL's advice


Guiding UNPOL's advice 

- Promote child- and gender-sensitive approaches
- Use monitoring and reporting mechanisms to alert the appropriate instances
- Support the host-State police in examining complex cases, including technical support
- Challenge preconceived ideas about gender, sexual violence and exploitation

Reinforcement Training Package on Child Protection for the United Nations Police 2023 26

- UNPOL can draw equal attention to the girl and the boy in this case and ensure that both receive appropriate support and follow-up with a gender-sensitive approach.
- UNPOL can use the monitoring and reporting mechanisms to alert the appropriate instances about the allegation regarding United Nations personnel.
- UNPOL can support the host-State police in examining complex cases involving the use of technology and for which evidence may involve financial institutions, Internet service providers, social media interfaces and sharing platforms which may operate outside the host country. This is an opportunity to examine what (if any) legislation is in place regarding various aspects of technology-facilitated sexual abuse of children and help the host-State police to enforce it in the most appropriate way.
- UNPOL can use this case to address gender discrimination, and challenge preconceived ideas about gender, and sexual violence and exploitation.

Slide 27: Guiding UNPOL's advice (cont.)

Guiding UNPOL's (cont.) 

- Core principles related to justice for children include:
 - Detention only as a measure of last resort
 - Presumption of innocence
 - Right to remain silent
 - Access to legal representation and to age-appropriate legal information on the justice process
 - Protection from abuse, exploitation, violence and neglect before, during and after judicial proceedings
 - Treatment with dignity and compassion

Reinforcement Training Package on Child Protection for the United Nations Police 2023 27

- Some of the core principles related to justice for children include:
 - The use of detention only as a measure of last resort and for the shortest period of time possible – in this case, detention is not justified
 - The child should be presumed to be innocent
 - The child has the right to remain silent
 - Access to legal representation and to age-appropriate legal information on the justice process should be made available
 - The child should be protected from abuse, exploitation, violence and neglect before, during and after judicial proceedings
 - The child should be treated with dignity and compassion.

Slide 28: Monitoring the behaviour of the host-State police

Monitoring the behaviour of the host-State police 

- UNPOL personnel do not have an executive mandate and cannot intervene directly
- UNPOL personnel have monitoring and reporting obligations
- The UNPOL officer may not be the one to directly investigate a case
- UNPOL should withdraw its support if host-State police commit human rights violations


Reinforcement Training Package on Child Protection for the United Nations Police 2023 28

- UNPOL personnel do not have an executive mandate and cannot intervene directly in delivering policing services to the host-State population.
- UNPOL personnel have monitoring and reporting obligations, which makes it compulsory for them to report crimes against children, abuse of power and breach of ethics and deontology.
- It is important to situate the role of each member of a United Nations peace operation; it may not be the UNPOL officer who will directly investigate a case.
- Further to the Human Rights Due Diligence Policy on UN support to non-UN security forces (see Lesson 4: Human Rights Due Diligence Policy, Specialized Training Materials for United Nations Police Officers in UN Peace Operations, 2021), in the event (or if there is a realistic risk) that the host-State police should commit human rights violations, UNPOL may withdraw its support to the host-State.



After the debriefing for this exercise, ask learners if they have any questions on the content of this segment. It is important to allow sufficient time to answer all questions.

Slide 29: Key messages for Learning Activity 4.4



Key messages for Learning Activity 4.4

- UNPOL officers play an important role in supporting the host-State police in applying child-friendly approaches and practices

Rights of children:

- Detention only a measure of last resort
- Presumption of innocence
- Right to remain silent
- Access to legal representation
- Protection before, during and after judicial proceedings
- Treatment with dignity and compassion

Reinforcement Training Package on Child Protection for the United Nations Police 2023 29

Reference Materials

Additional resources and references for instructors to enrich their knowledge prior to facilitating this segment of the module:

- United Nations, UN Common Approach to Justice for Children, March 2008, https://www.unodc.org/pdf/criminal_justice/Guidance_Note_of_the_SG_UN_Approach_to_Justice_for_Children.pdf
- Alliance for Child Protection in Humanitarian Action, *Minimum Standards for Child Protection in Humanitarian Action*, Standard 20: Justice for Children, 2019, https://alliancecpha.org/en/CPMS_home
- United Nations Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice, 2014 (General Assembly resolution 69/194, Annex), <https://digitallibrary.un.org/record/787466?ln=en>
- DPO, Specialized Training Materials for United Nations Police Officers in UN Peace Operations, Lesson 4: Human Rights Due Diligence Policy, 2021, <https://resourcehub01.blob.core.windows.net/training-files/Training%20Materials/024%20STM-UNPOL/024-008%20UNPOL%20STM%20Lesson%204%20Human%20Rights%20Due%20Diligence%20Policy.pdf>

- DPO, Specialized Training Materials for United Nations Police Officers in UN Peace Operations, Lesson 11: Apprehension, Arrest and Detention in UN Peace Operations, 2021, <https://resourcehub01.blob.core.windows.net/training-files/Training%20Materials/024%20STM-UNPOL/024-022%20UNPOL%20STM%20Lesson%2011%20Apprehension,%20Arrest%20and%20Detention%20in%20UN%20Peace%20Operations.pdf>
- DPKO and DFS, Core Pre-deployment Training Materials for United Nations Peacekeeping Operations, CPTM, Module 2, Lesson 2.4: Women, Peace and Security, 2021, <https://resourcehub01.blob.core.windows.net/training-files/Training%20Materials/003%20CPTM-EN/003-082%20FINAL%20Lesson%202.4%20160517.pdf>
- DPKO and DFS, Core Pre-deployment Training Materials for United Nations Peacekeeping Operations, CPTM, Module 3, Lesson 3.3 : Conduct and Discipline, 2021, <https://resourcehub01.blob.core.windows.net/training-files/Training%20Materials/003%20CPTM-EN/003-126%20FINAL%20Lesson%203.3%20SA090517.pdf>

Learning Activity 4.5

Apply child-friendly policing practices with child victims and child witnesses of crime



In this segment, instructors will reinforce the ability of United Nations Police (UNPOL) personnel to apply and promote key practices and skills necessary to ensure that actions taken with child victims and witnesses of crime reflect the relevant international norms and standards.

The following activity is based on the premise that UNPOL is composed of experienced police officers who have worked with child victims and witnesses of crime. The case studies combine the principles of justice for child victims and witnesses with the realities of armed conflict. Instructors should select participants for the role play without briefing them before they begin the exercise. The purpose of the activity is to allow participants to use their existing knowledge and experience to answer the questions on their own.

Instructors should have prepared beforehand for the debriefing exercises at the end of the learning activities, and should be able to explain the key messages, lead the discussion, ensure the alignment of key learning objectives and provide any additional information.

TIME: 95 minutes

- Introduction of activity and instructions: 10 minutes
- Role-play 1: 10 minutes
- Plenary: 20 minutes
- Role-play 2: 10 minutes
- Plenary: 15 minutes
- Role-play 3: 10 minutes
- Plenary: 15 minutes
- Questions and key messages: 5 minutes



Show slides 30-31 and read out loud the 10 rights of the child victims or witnesses of a crime according to the United Nations Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime (2006). Instructors should ask participants to note them as they should guide them in the next exercise. Instructors do not need to explain them in detail, as this will be done during the debrief to ensure that participants have understood and applied them appropriately.

Then continue with slide 32 and 33 for Learning Activity 4.5.

Slides 30 & 31: Rights of child victims and child witnesses of crime

Rights of child victims and child witnesses

- Treated with dignity and compassion
- Protected from discrimination
- Be informed
- Heard and allowed to express views and concerns
- Effective assistance

Source: UNODC, United Nations Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime, Child-friendly version, 2006

Reinforcement Training Package on Child Protection for the United Nations Police 2023 30

Rights of child victims and child witnesses (cont.)

- Privacy
- Protected from hardship
- Safety
- Reparation
- Special preventive measures

Source: UNODC, United Nations Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime, Child-friendly version, 2006

Reinforcement Training Package on Child Protection for the United Nations Police 2023 31

Slide 32 & 33: Learning Activity 4.5 - Instructions and situation 1

Learning Activity 4.5

Instructions

- Four volunteers will simulate the interaction between two UNPOL officers and two national police officers (7 minutes)
- Observers will provide comments on how the capacity-building was delivered and advice was provided

Reinforcement Training Package on Child Protection for the United Nations Police 2023 32

Role-play: Situation 1

The host-State police asked for an informal meeting with UNPOL. They will soon interview two boys who were abducted by armed forces. The boys were able to escape the day after they were captured.

The request from the host-State police comes after several negative reports were published in the media about the way in which the host-State police deal with child victims of grave violations.

The UNPOL officers should try to influence the host-State police by providing specific advice to the host-State police on how international principles relating to the rights of child victims should be applied in this case.

Reinforcement Training Package on Child Protection for the United Nations Police 2023 33

INSTRUCTIONS:

- Select four volunteers for the role play. If possible, it is recommended that instructors identify and brief the four volunteers at least one day before the role play, to allow sufficient time for preparation.
- Ask two of the volunteers to play the role of the host-State police, and the other two to play the role of the UNPOL officers.
- Describe the scenario (project slide 33).
- Ask the two participants playing the role of the host-State police to act naturally. They should be open to listening to others, but also pragmatic in questioning the feasibility


of the recommendations formulated by the UNPOL officers. They want practical guidance, not principles.

- Give each pair 5 minutes to prepare and inform them that the role-play will last 10 minutes.
- Consider finding a location in the middle of the room where all participants can clearly hear the conversation.
- If time is limited, consider dividing participants into groups and conducting more role-plays simultaneously with a smaller group of observers who can more easily hear the interaction.
- Instructors should observe the role-play and avoid intervening unless the role-play is derailing. Instructors should keep track of time and stop the role-play after 10 minutes.
- Commend the participants on their performance. Call for 2 or 3 comments from the other participants who observed the role-play to get their views on what worked well and what less well, with regard to both the way in which the capacity-building was delivered, and the advice given. Focus on the content and the approach, not on the acting skills of the participants. Suggested questions to open the discussion with participants who observed the scene include:
 - What did UNPOL propose?
 - What were the key points that were agreed upon?
 - What was the conclusion?
- If time allows, instructors can invite participants who have been in similar situations to share their experiences.
- Instructors can refer to Lesson 8: UNPOL Monitoring, Mentoring and Advising, Specialized Training Material for United Nations Police Officers in UN Peace Operations, 2021, which illustrates the challenges UNPOL officers may face vis-à-vis host-State police.



Instructors should use slide 34 & 35 for the debriefing exercise with the entire group. The content of these slides corresponds to slides 30 & 31 used at the beginning of this learning activity; they are replicated here to help instructors with the debriefing and add relevant comments from the list below to complement what participants covered during the role-play.


Slides 34 & 35: Rights of child victims and child witnesses of crime

Rights of child victims and child witnesses 

- Treated with dignity and compassion
- Protected from discrimination
- Be informed
- Heard and allowed to express views and concerns
- Effective assistance

Source: UNODC, United Nations Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime, Child-friendly version, 2006

Reinforcement Training Package on Child Protection for the United Nations Police 2023 34

Rights of child victims and child witnesses (cont.) 

- Privacy
- Protected from hardship
- Safety
- Reparation
- Special preventive measures

Source: UNODC, United Nations Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime, Child-friendly version, 2006

Reinforcement Training Package on Child Protection for the United Nations Police 2023 35

Child victims and/or witnesses of crime have the right to:⁶

- Be treated with dignity and compassion: The police should spend only the amount of time with the child that is necessary to find out what happened; they should be specially trained so that they ask questions and speak to the child appropriately and in a language that the child uses and understands; they should consider the child's rights, needs and feelings and treat him/her fairly and respectfully.
- Be protected from discrimination: Every child is different, with different ideas and traditions. Child victims and witnesses should be treated fairly and equally no matter their race, colour, sex, language, religion, origin, disability, birth, status or that of their parents. Girls and boys may have different needs and require different approaches. Children of all ages have a right to take full part in the justice process, unless it is not in their best interest, and they should not suffer harm or be put at risk because of their participation; a child witness' testimony should be respected and considered as true unless proven otherwise.
- Be informed: Children have the right to be told and to know what is happening, to ask questions if they do not understand, to know what is expected of them, at all stages of the justice process; they have a right to be informed about available health, psychological and other services and how to access them; how to get other types of advice or help; how to access financial help for the harm caused or to help them meet their immediate needs.
- Be heard and express views and concerns: The police have a duty to listen to and take the child's opinion seriously, including with regard to decisions about his/her

⁶ See UNODC, United Nations Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime, Child-friendly version, 2006.

life; every effort should be made to allow child victims and witnesses to express their thoughts and feelings freely and in their own way.


- Effective assistance: Child victims/witnesses and their families should be able to get help/support from trained professionals, such as doctors, nurses, social workers, lawyers, judges and the police. Trained specialists should explain procedures and help children to testify or give evidence more easily.
- Privacy: Children have a right to keep their personal information and their identity to themselves; talk to people whom they want to, without others listening; and be left alone.
- Be protected from hardship during the justice process: Children have a right to be protected from being treated badly from the moment a crime has been discovered and throughout the investigation and trial. The police should be understanding and kind to the child, taking into consideration his/her best interest. Due process should guide the implementation of this right.
- Safety: The police have a responsibility to protect the child from any possible danger before, during and after the justice process. Police officers are required to inform the authorities if they suspect that a child victim or witness has been or may be harmed.
- Reparation: Child victims or witnesses of crime have the right to receive compensation to help make up for the harm suffered and to help them to recover. Reparations can take different forms (e.g., compensation, restitution, rehabilitation).
- Special preventive measures: Child victims or witnesses of crime have the right to be protected from further harm. Specific actions are needed to protect children who have been harmed in their homes, used for sex, suffered harm while living in institutions, or trafficked for purposes of work, sex or other abuse or exploitation.



It is recommended to repeat the same exercise with another set of four volunteers so as to practice support and advisory skills and integrate and illustrate how to better consider the rights of child victims and child witnesses of crime.

It is also recommended to apply the same methodology and carry out the exercise with focus on a child witness. Use slide 36 for this activity.

Slide 36: Situation 2

Role-play: Situation 2 

The host-State police asked for an informal meeting with their UNPOL counterparts. They will soon speak with two boys who witnessed an attack on their school by an armed group. The boys were able to stay hidden until the next day without being noticed by anyone.

This request comes after several negative reports were published in the media about the way in which the host-State police deal with child witnesses of grave violations.

The UNPOL officers should try to influence the host-State police by providing concrete advice on how international principles relating to the rights of child witnesses should be applied.


Reinforcement Training Package on Child Protection for the United Nations Police 2023 36



Instructors should refer to slides 34 & 35 for the debriefing exercise with the entire group. It is important to emphasize that not all countries have integrated into their practice the rights of children to contribute to justice by providing witness testimonies. Owing to these variations in practices, preconceived ideas often prevent children from accessing this right. It is therefore important to use international standards relating to child witnesses to support the host-State police in respecting this right meaningfully and safely.

After the debriefing for this exercise, ask learners if they have any questions on the content of this segment. It is important to allow sufficient time to answer all questions.

Slide 37: Key messages for Learning Activity 4.5

Key messages for Learning Activity 4.5 

Child victims and witnesses of a crime have 10 specific rights:

- To be treated with dignity and compassion
- To be protected from discrimination
- To be informed
- To be heard and allowed to express their views and concerns
- To benefit from effective assistance
- To have their privacy respected
- To be protected from hardship
- To safety
- To reparations
- To special preventive measures

Reinforcement Training Package on Child Protection for the United Nations Police 2023 37

Reference Materials

Additional resources and references for instructors to enrich their knowledge prior to facilitating this segment of the module:

- United Nations Office on Drugs and Crime, United Nations Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crime, Child-friendly version, 2006, www.unodc.org/pdf/criminal_justice/Guidelines_E.pdf; and its associated training tools, [available from www.unodc.org/justice-child-victims/](http://www.unodc.org/justice-child-victims/)
- UNICEF, Guidelines on Child-Friendly Legal Aid, October 2018, <https://www.unicef.org/eca/media/5171/file>
- DPO, Specialized Training Materials for United Nations Police Officers in UN Peace Operations, 2021, Lesson 8: UN Police Monitoring, Mentoring and Advising, <https://resourcehub01.blob.core.windows.net/training-files/Training%20Materials/024%20STM-UNPOL/024-016%20UNPOL%20STM%20Lesson%208%20UNPOL%20Monitoring,%20Mentoring%20and%20Advising.pdf>

Learning Activities

Additional information for learning activities is in a separate file. It includes:

Activity	Name	Method	Time
4.3	Apply child-friendly policing practices with children associated with armed forces or armed groups	Case studies	90 minutes
4.4	Apply child-friendly policing practices with children in conflict with the law	Case studies	65 minutes

Learning Evaluation

Learning evaluation options for this module are in a separate file.

TIME: 15 minutes