



ENTRi
EUROPE'S NEW TRAINING INITIATIVE FOR CIVILIAN CRISIS MANAGEMENT

Course Concept*
for the
SPECIALISATION COURSE ON:

CHILD PROTECTION, MONITORING & REHABILITATION

* This Course Concept, based on the proposal drafted by the Austrian Study Center for Peace and Conflict Resolution – ASPR, has been approved by the ENTRi partners in December 2011.

ENTRi is an initiative funded by the European Commission - European Union's Instrument for Stability (80%) - and co-funded by its 13 implementing partners. Each implementing partner is from a different Member State of the European Union, see www.entriforccm.eu.

CONTENT:

I. INTRODUCTION

II. OVERALL OBJECTIVES OF THE TRAINING

III. GENERAL BACKGROUND

IV. MODULES

Module I: Introduction to Basic Concepts of Childhood

Subject 1: Introduction to Basic Concepts of Childhood

Module II: Impact of Armed Conflict on Children

Subject 2: Protection Issues related to direct violence

Subject 3: Protection Issues related to structural violence

Subject 4: Different Impact of Armed Conflict on Boys and Girls

Module III: Fieldwork Techniques

Subject 1: Organisational Culture which values Child Protection and expected Behaviour of Personnel with Regard to Children (Code of Conduct)

Module IV: Legal Framework and International Standards

Subject 1: Introduction to International Standards on Human Rights of Children

Subject 2: Introduction to International Humanitarian and Refugee Law Standards

Module V: Monitoring

Subject 1: Child-Focused Situation Analysis / Investigation

Subject 2: Case Study

Subject 3: Child-Focused Monitoring and Reporting

Module VI: Protection

Subject 1: Protection from Abuse and Exploitation

Subject 2: Protection from Separation, Trafficking and Recruitment

Subject 3: Facilitation of Humanitarian Assistance to Children

Subject 4: Strengthening the Justice Mechanisms, in particular the Juvenile Justice System

Module VII: Rehabilitation

Subject 1: Psychosocial Support in the Context of Reconciliation Efforts in Peace Processes

Subject 2: Reintegration of Child Refugees/IDPs & DDR of children associated with armed forces and armed groups (CAAFAG)

- Subject 3:* Education and Vocational Training
- Subject 4:* Education in Emergencies
- Subject 5:* Rehabilitation of Child Soldiers

Module VIII: International Context

- Subject 1:* Child Rights Advocacy & Public Information – Awareness Raising
- Subject 2:* Working with other Child Protection Actors
- Subject 3:* Operational Context:
- Subject 4:* Types and Approaches of Field Mission and Mandates aiming at Child Protection, Monitoring and Rehabilitation
- Subject 5:* International Approaches to Child Protection, Monitoring and Rehabilitation

REFERENCE MATERIAL

I. INTRODUCTION

Conflicts disproportionately affect children. Many are subjected to the worst forms of exploitation such as unlawful recruitment, gender based violence, killing and maiming, separation from families, trafficking and illegal detention. The indirect consequences of war – such the severing of basic services, and increased poverty, malnutrition and disease – take a similarly devastating toll on children and impede the enjoyment of their rights.

The Security Council has issued numerous resolutions¹ on children and armed conflict. Peace agreements have increasingly referred to child rights and protection issues, and peacekeeping missions have been called upon to support the child-conscious aspects of peace agreements. The impact of armed conflict on future generations may sow the seeds for conflicts to continue or to re-emerge. The Optional Protocol to the CRC on the involvement of children in armed conflict is aimed at countering this situation.²

Armed conflicts are estimated to have claimed the lives of over two million children and physically maimed six million more in the past decade. Conflict deprives children of parents, care-givers, basic social services, health care and education. There are some twenty million displaced and refugee children, while others are held hostage, abducted or trafficked. Systems of birth registration and juvenile justice systems collapse. At any given time, there are estimated to be at least 300.000 child soldiers participating in conflicts. Children have special short and long term post-conflict needs, such as the need for tracing of family members, redress and social reintegration, psycho-social rehabilitation programmes, participation in disarmament, demobilisation and reintegration programmes as well as within transitional justice frameworks.

However, the mainstreaming of child protection, monitoring and rehabilitation in ENTRi core and specialisation courses, proved not to be sufficient for addressing this important issue in EU crisis management activities. Well prepared experts, focusing on child protection, are needed in order to meet the basic needs of children in crisis areas. These experts need intensive specialised training in child protection, monitoring and rehabilitation which can not be covered by the already existing very intensive core and specialisation courses.

II. OVERALL OBJECTIVES OF THE TRAINING

In unison, the EGT, predecessor of ENTRi, has recommended that the issue of children and armed conflict should be mainstreamed in the core courses, the specialisation courses on Human Rights and DDR. Additionally, the topic should also be sensitised in specialisation courses on Rule of Law and Civilian Administration.

Since the EU needs to establish capabilities related to other actors in the field, and to co-operate with relevant international organisations to be successful, it was obvious that the EU project needs to build on the lessons UN organisations have already learned in this field. On

¹ Security Council Resolution 1261 (1999), 1314 (2000), 1379 (2001), 1469 (2003), 1539 (2004), 1612 (2005) and 1882 (2009), 1998 (2011).

² Cp.: Committee on the Rights of the Child: CRC/C/OPAC/CO/2 on the Report of Austria (CRC/C/OPAC/AUT/1, which gives detailed information on the implementation of the Optional Protocol), January 2005

the other hand, UN organisations rely in many ways on the quality of personnel from EU Member States and on good co-operation with EU missions in case of EU and UN presence in the same area. In order to ensure complementarity and full interoperability, information and experiences have to be shared and co-operation between the EU and the UN in the area of civilian training has to be enhanced.

The training is expected to improve knowledge and technical skills amongst the participating experts and to lead to exchange of promising practices and lessons learnt. The content of the specialization course shall be guided by relevant international and regional human rights norms, instruments and standards and relevant international humanitarian law, Rome statute of the ICC, ILO convention 182 on worst forms of child labour, relevant Security Council Resolutions and specific mission mandates.

Already deployed and future civilian experts in this field should be provided with specialised information and practical tools in order to:

- Understand the situation of children affected by armed conflict,
- Understand the concepts of childhood and the role models of children in different societies, perceptions of children individually and as a social group,
- Familiarise with the phenomenon of child soldiers,
- Learn about international child rights and human rights law, humanitarian law and refugee law standards,
- Apply child rights assessment and monitoring,
- Learn about strategies for prevention of child rights violations and strategies to reduce the impact of armed conflict on children (child recovery, rehabilitation and reintegration), emphasising the relevance of child rights-based and child-participatory approaches as well as the direct involvement of children in rehabilitation and reconstruction efforts;
- Understand methods, instruments and actors for the implementation of strategies for child protection, monitoring and rehabilitation.

Applying a human rights based approach and a gender-sensitive perspective, along with the principle of the best interest of the child, are the conceptual cornerstones and cross-cutting principles the training will be based on.

III. GENERAL BACKGROUND

The EU integrated child protection efforts in various programmes and activities that address such threats as children and armed conflict.

Protecting children in third countries is the focus of the 2008 Communication entitled 'A special place for children in EU external action. The paper emphasises how the protection and promotion of children's rights must be seen as part of all external relations policies.

The EU Guidelines on Children in Armed Conflict commit the EU to addressing the impact of armed conflicts on children in a comprehensive and systematic manner.

The EU's commitment to protecting children is underlined in the 'EU Guidelines on the Rights of the Children'. Violence against children is outlined as the first priority; the document outlines action points to guide the EU as it tackles the problem.

The EU is actively involved in actions at multilateral level. For example, it regularly tables resolutions on children rights at the UN Human Rights Council and UN General Assembly

Third Committee. Close cooperation has also been established with UNICEF and civil society groups.

Because the mainstreaming of child protection, monitoring and rehabilitation in ENTRi core and specialisation courses, proved not to be sufficient for addressing this important issue in EU crisis management activities. Well prepared experts, focusing on child protection, are needed in order to meet the basic needs of children in crisis areas. These experts need intensive specialised training in child protection, monitoring and rehabilitation which cannot be covered by the already existing very intensive core and specialisation courses

IV. MODULES

Module I: Introduction to Basic Concepts of Childhood

Subject 1: Introduction to Basic Concepts of Childhood (essential)

A) Context

Be aware of the status and needs of children in different societies.

B) Learning Objectives

- be aware of the role of the family and the community; (essential)
- be aware of the gender aspects; (essential)
- understand child and adolescent development;
- be aware of the different needs of children and adolescents – need for targeted intervention.

Module II: Impact of Armed Conflict on Children

Subject 1: Protection Issues related to direct violence

A) Context

Get familiar with direct violence on children such as child soldiers; sexual exploitation; trafficking; exposure to traumatic events; etc.

B) Learning Objectives

- be aware of physical and psychological violence against children (torture, discipline/corporal punishment); (essential)
- be aware of sexual violence (rape, sexual abuse and exploitation); (essential)
- be aware of child trafficking; (essential)
- be aware of the use of child soldiers/child combatants; (essential)
- be aware of the abduction of children (including recruitment practices); (essential)
- be aware of the difficulties related to small arms (trade, availability to children) and land mines; (essential)
- be aware of the specific gender-impact (essential)

Subject 2: Protection Issues related to structural violence

A) Context

Get familiar with structural violence on children such as separation, loss of parents, displacement; lack of food, clean water, shelter, clothing, lack of health care and education

B) Learning Objectives

- be aware of the difficulties of children being separated from families; (essential)
- be aware of the situation of child-headed households;
- be aware of the impact of loss of family members, personal relations, social contacts to peers, destruction of home, every-day-routines etc. on children; (essential)
- be aware of the problem of displaced and refugee children; (essential)
- be aware of the impact of destruction of child-relevant infrastructure (e.g. schools, health care);
- be aware of the need of basic social services for children, including food, water, shelter, psycho-social assistance, education;
- be aware of the need of information and prevention of HIV/AIDS;
- be aware of children with disabilities and their specific situation;
- understand the specific gender aspects (essential)

Subject 3: Different Impact of Armed Conflict on Boys and Girls

A) Context

Get familiar with structural violence on children such as separation, loss of parents, displacement; lack of food, clean water, shelter, clothing, lack of health care and education

B) Learning Objectives

- get acquainted with lessons learned and best practices in the field of gender;
- get acquainted with the different needs of and dangers for boys and girls; (essential)
- understand that particularly children are affected by gender based violence in conflicts;

Module III: Fieldwork Techniques

Subject 1: Organisational Culture which values Child Protection and expected Behaviour of Personnel with Regard to Children (Code of Conduct)

A) Context

Understand the importance that child protection issues are taken on board in mission policy at all levels

B) Learning Objectives

- understand that child protection values are important to the organization and are not done just for a good image; (essential)
- learn that management and reporting structures have to facilitate open and honest discussion about child protection issues and guarantee quick responses and action in favour of children and against abusers, if suspicions of breaches or violations are raised;
- understand that the management culture needs to demonstrate awareness of issues of abuse and of the steps that can be taken to minimize the risks of abuse;
- get acquainted with : behaviour that is prohibited; mission-specific codes of conduct; rules and regulations; mission mandate in regards to children;
- understand the importance of respecting the rights of children at all times; (essential)
- respect the gender-impact..

Module IV: Legal Framework and International Standards

Subject 1: Introduction to International Standards on Human Rights of Children

A) Context

Understand international standards on human rights of children

B) Learning Objectives

- learn about the Convention on the Rights of the Child and its Optional Protocols; (essential)
- learn about the ILO Convention No. 182;
- learn about the African Charter on the Rights and Welfare of the Child;
- learn about other core human rights conventions;
- be able to identify which treaties apply to international armed conflicts, and which ones apply to non-international armed conflicts; (essential)
- understand the relevance of Security Council Resolutions and the International Criminal Court to their work. (essential)

Subject 2: Introduction to International Humanitarian and Refugee Law Standards

A) Context

Understand that international humanitarian & refugee standards provide for the general protection of civilians in armed conflict situations, and afford special protection for children, whether they are civilians or child soldiers

B) Learning Objectives

- learn about the Geneva Conventions, Additional Protocols; (essential)
- learn about the Rome Statute for the International Criminal Court; (essential)
- learn about conventions and protocols relating to the status of refugees: UNHCR Guidelines; Guiding Principles on Internal Displacement; (essential)
- learn about the UN Security Council Resolutions 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003);
- be aware of the concept of human security; (essential)
- be aware of relevant international structures and mechanisms (essential)
- understand the role of non-state actors. (essential)

Module V: Monitoring

Subject 1: Child-Focused Situation Analysis / Investigation

A) Context

Learn about proactive and reactive investigations

B) Learning Objectives

- learn about tools for child focused analysis/investigation; (essential)
- understand the importance of building trust and confidence with information sources;
- learn about interviewing techniques, including child-sensitive and gender-sensitive interviewing;

- understand the importance of addressing children with respect (ethics);

Subject 2: Child-Focused Monitoring and Reporting

A) Context

Learn to apply a child rights-based approach to monitoring and reporting:

B) Learning Objectives

- learn about understanding and developing of indicators for monitoring (which violations? how are they perceived? etc.); **(essential)**
- be aware of child-participatory monitoring; **(essential)**
- learn about data collection and documentation; **(essential)**
- be aware of the risks of using misinformation and be able to produce a “check-list” of steps to take in order to control the quality of information;
- understand the principles of confidentiality and impartiality (diagnostic monitoring); **(essential)**
- be able to analyse the situation concerning witness protection and to take the plunges for protection, if needed;
- learn about reporting techniques;
- understand the importance of addressing children with respect (ethics); **(essential)**
- respect the gender aspect in all activities

Module VI: Protection

Subject 1: Protection from Abuse and Exploitation

A) Context

Learn about possibilities of prevention of child rights violations like abuse, exploitation etc

B) Learning Objectives

- learn to read and understand the “signs” **(essential)**
- understand early warning mechanisms; **(essential)**
- understand the gender-impact.

Subject 2: Protection from Separation, Trafficking and Recruitment

A) Context

Learn about mechanisms of prevention of child rights violations such as separation, trafficking and recruitment:

B) Learning Objectives

- learn to read and understand the “signs”; **(essential)**
- understand early warning mechanisms**(essential)**
- understand the gender-impact.

Subject 3: Facilitation of Humanitarian Assistance to Children

A) Context

Learn how to assist in the delivery of humanitarian assistance, specifically by facilitating the logistics of the operation and providing security to the humanitarian relief workers

B) Learning Objectives

- seek to obtain information on the needs/situation of the children;
- know how to relay this information, through the proper channels, to those who are in a position to help humanitarian assistance to children; **(essential)**
- understand the gender-impact.

Subject 4: Strengthening the Justice Mechanisms, in particular the Juvenile Justice System

A) Context

Learn about the importance of strengthening the justice structures and mechanisms, in particular the juvenile justice system

B) Learning Objectives

- learn about normative preconditions for legal protection;
- learn how to build elements to secure child rights basic standards **(essential)**
- be aware of the standards on juvenile justice: e.g. concepts of guilt and responsibility, age limits; **(essential)**
- learn about culturally sensitive justice and truth-seeking mechanisms;
- learn about “juvenile correctional administration” (e.g. special centres for minors dealing with issues like cohabitation minors – adults in prisons, growing up in a prison; international standards etc).

Module VII: Rehabilitation

Subject 1: Psychosocial Support in the Context of Reconciliation Efforts in Peace Processes

A) Context

Understand the challenge, concepts and activities for psychological & trauma healing in the context of reconciliation efforts in peace processes:

B) Learning Objectives

- get familiar with effects of trauma - post-traumatic stress disorder (PTSD); **(essential)**
- understand strength and weaknesses of PTSD-assessment;
- get to know strategies for providing psychosocial assistance - e.g. trauma therapy, traditional healing rituals, counselling, activities for adolescents, parenting support; **(essential)**
- get acquainted with trauma interventions and trauma healing: assessment, facilitation of grief, counselling, expressive activities, psycho-educational workshops, community sensitisation on mental health;
- understand the importance of the time factor for rehabilitation;
- understand the importance of treating children with respect;
- understand the gender-impact.

Subject 2: Reintegration of Child Refugees/IDPs & DDR of children associated with armed forces and armed groups (CAAFAG)

A) Context

Get familiar with the challenge of reintegration of child refugees/internally displaced children

B) Learning Objectives

- understand the importance of family reunification, family tracing, repatriation; **(essential)**
- get familiar with rehabilitation programmes (identification of resources, skills, co-operation and networking etc.); **(essential)**
- understand the importance of treating children with respect and listening to their needs;
- understand the gender-impact.

Subject 3: Education and Vocational Training

A) Context

B) Learning Objectives

- Understand concepts and activities of peace education **(essential)**
- Learn about tolerance/human rights education for peaceful conflict resolution **(essential)**
- Understand the importance of vocational training for adolescents

Subject 4: Education in Emergencies

A) Context

Understanding the educational rights and needs of people affected by disaster through processes that assert their dignity

B) Learning Objectives

- understand education's life-sustaining and life-saving role within humanitarian response **(essential)**
- understand the content of the right to education without discrimination on any ground
- understand how to increase access to safe and relevant learning opportunities

Subject 5: Rehabilitation of Child Soldiers

- Get familiar with concepts, methods and mechanisms of DDR of child soldiers **(essential)**
- understand the importance of treating children with respect and listening to their needs;
- understand the gender-impact.

Module VIII: International Context

Subject 1: Child Rights Advocacy & Public Information – Awareness Raising

A) Context

Get familiar with concepts and means for raising awareness about child rights and for promoting child rights advocacy & and public information

B) Learning Objectives

- understand the importance and the concept of child rights advocacy; (essential)
- get familiar with examples of public information: awareness raising campaigns;
- know how to strengthen legal awareness and a rights-based approach to the situation of children affected by armed conflict; (essential)
- understand the importance to address children's needs

Subject 2: Working with other Child Protection Actors

A) Context

Understand the importance and possibilities of the cooperation with other child protection actors such EU, UN and NGOs

B) Learning Objectives

- get to know the other actors in the field; (essential)
- understand the importance of NGOs and their impact; (essential)
- understand how to cooperate with other organizations in order to ensure that activities are mutually supportive or reinforcing; (essential)
- be able to reinforce structures and policies that advocate for prevention of child rights abuses (e.g. through widening of the network of child protection actors);
- be able to pass on learning and skills needed for short and longer-term quality child protection work;

Subject 3: Operational Context: Types and Approaches of Field Mission and Mandates aiming at Child Protection, Monitoring and Rehabilitation

A) Context

Learn about various types of mission working environments, structures and components aiming at Child Protection, Monitoring and Rehabilitation as produced by organisations such as EU, UN, NGOs etc.

B) Learning Objectives

- learn about various types of mission mandates;
- learn about the structure of field operations/presences;
- get an idea about key international actors in the field;
- get an idea about relevant local actors, structures, mechanisms (e.g. law enforcement, court system, education and health system);
- learn about co-operation with NGOs, child rights organisations;
- understand that gender aspects do have an impact on mission working environments, structures and components.

Subject 4: International Approaches to Child Protection, Monitoring and Rehabilitation

A) Context

Be aware of major approaches of EU & UN and other actors to child protection, monitoring and rehabilitation

B) Learning Objectives

- be aware of the international approaches to child protection, monitoring and rehabilitation; (essential)
- learn about topic specific EU and UN documents;
- understand the distinct EU and UN approaches and their complementarities.

REFERENCE MATERIAL

Progress for Children – Achieving the MDGs with equity – UNICEF, 2010:
http://www.unicef.org/publications/files/Progress_for_Children-No.9_EN_081710.pdf

Convention on the Rights of the Child <http://www2.ohchr.org/english/law/crc.htm>

Child Protection from Violence, Exploitation and Abuse – UNICEF/Global Report 2009:
http://www.unicef.org/protection/files/2009_Global_Thematic_Report_FINAL.pdf

Promotion and protection of the rights of children . Report of the Third Committee/UN 2007:
http://www.un.org/ga/search/view_doc.asp?symbol=A%2F62%2F435&Submit=Search&Lang=E

Child soldiers from battlefield to playground. Center for Democratic Control of Armed Force, 2005: <http://www.dcaf.ch/publications/kms/details.cfm?lng=en&id=18344&nav1=5>

Guiding principles on unaccompanied and separated children (ICRC/Geneva, 2004)
http://www.unhcr.ch/include/fckeditor/custom/File/Protection/IAPUnaccompaniedChildren_e.pdf

The role of education in protecting children in conflict (Susan Nicolai/Carl Triplehorn, London) Humanitarian Practice Network (HPN), Overseas Development Institute (ODI) 2003:
<http://www.odihpn.org/documents/networkpaper042.pdf>

Adult wars, child soldiers. Voices of children involved in armed conflicts in the East Asia and Pacific Region /UNICEF, 2002: <http://www.unicef.org/eapro/AdultWarsChildSoldiers.pdf>

Helping children outgrow war / African Bureau Information Center (ABIC), 2002:
http://pdf.usaid.gov/pdf_docs/PNACP892.pdf

Children and armed conflict - a guide to international humanitarian and human rights law / Children and Armed Conflict Unit (Essex)
http://www.essex.ac.uk/armedcon/story_id/000044.pdf

A Special Place for Children in EU External Action, European Commission <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0055:FIN:EN:PDF>

Update of the EU Guidelines on Children and armed Conflict
<http://www.consilium.europa.eu/uedocs/cmsUpload/10019.en08.pdf>

EU Guidelines for the Promotion and Protection of the Rights of the Child
<http://www.consilium.europa.eu/uedocs/cmsUpload/16031.07.pdf>

FURTHER READINGS

Books

- Carpenter, R. Charli: **Born of war. protecting children of sexual violence survivors in conflict zones** Bloomfield, Conn.: Kumarian Press, 2007

- Briggs, Jimmie: **Innocence lost. When child soldiers go to war** /New York: Basic Books, 2005 (MSP 2799)
- Carpenter, R. Charli: **Innocent women and children. gender, norms and the protection of civilians** / Aldershot [u.a.]: Ashgate, 2006 (MSP 3030)
- Honwana, Alcinda: **Child soldiers in Africa**. Philadelphia: University of Pennsylvania Press, 2006 (FP 1338)
- Singer, Peter W.: **Children at war** / Berkeley, Cal. [u.a.]: University of California Press, 2006 (FP 1336)
- Walker, John R.: **Orphans of the storm. Peacebuilding for children of war**. Toronto: Between the Lines, 1993 (FS 2384)
- Boothby, Neil: **A world turned upside down. social ecological approaches to children in war zones** / ed. Bloomfield, Conn.: Kumarian Press, 2006 (FP 1506)
- Wyness, Michael: **Childhood and society. an introduction to the sociology of childhood** / Houndmills [u.a.]: Palgrave Macmillan, 2006 (FP 1388)

Articles:

- Achvarina, Vera: **No place to hide. refugees, displaced persons, and the recruitment of child soldiers** / Vera Achvarina and Simon F. Reich. (International Security 01 / 2006, 31. Jg., p. 127 – 164)
- Carpenter, R. Charli: **"Women, children and other vulnerable groups": gender, strategic frames and the protection of civilians as a transnational issue** (International Studies Quarterly 02/2005, 49. Jg., p. 295 – 334)
- Singer, Sandra: **The protection of children during armed conflict situations** (International Review of the Red Cross 05-06 / 1986, Dok 151-18)
- Wessels, Michael G.: **Children, armed conflict and peace** (Journal of Peace Research 05/1998, p. 635 – 646)

Documents:

- Child rights training curriculum: **Child Protection, Monitoring and Rehabilitation**. 5th Ministerial Meeting of the Human Security Network. Graz, 8-10 May 2003. Graz, 2003 (Dok 236-28)
- 1998 five-year implementation review of the Vienna Declaration and Programme of Action. Report by Austria, 1998, 27 p.