

Section 1

International experience in conducting police training

- A.** Introduction to police training on child rights & child protection
- B.** Planning police training on child rights & child protection
- C.** Common obstacles & lessons learned about conducting police training
- D.** Policy recommendations for governments & police
- E.** Conclusion
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A. Introduction to police training on child rights & child protection

OBJECTIVES

By the end of this section you should be able to:

- Understand the importance of police training on child rights and child protection;
- Understand that police training is only one part of an overall strategy to improve police practice in relation to children;
- Undertake a situation analysis and prepare a detailed action plan in order to implement an overall strategy;
- Compare the pros and cons of different approaches to police training.

1. Importance of the police & police training

“Everybody has a child. That is why police should behave humanely with them.” (42-year-old male police constable in Bangladesh)

Every day, in all parts of the world, children come into contact with the police either when they are in need of care and protection or in conflict with the law. This contact therefore occurs at times when a vulnerable child is most in need of support and guidance. Police training is essential to ensure that this encounter is always a positive one, where both sides emerge with dignity and respect.

Police training helps to ensure that:

- ◆ Children in need of care and protection are protected, supported and empowered to make the best of their difficult circumstances;
- ◆ Children in conflict with the law are treated fairly, given the opportunity and guidance to take responsibility for their mistakes, and given a second chance to avoid such mistakes in future so they can develop into responsible adults.

However the positive impact of police training is not limited to the child alone: society also benefits from a culture where human rights, justice and compassion are valued and where its most vulnerable citizens are protected.

“I don't know about children, so I need training.” (50-year-old male police constable in Bangladesh)

“Children are the future of our country. All children are born innocent. They are deprived of their rights by our socio-economic and political irregularities. They become disadvantaged and enter into crime. Every police member should stand up for abused children and help child offenders for correction.” (34-year-old male police sub-inspector in Bangladesh)



Questionnaire feedback: 96.8% of respondents to the CSC questionnaire on police training agreed that there is still a 'great need' for police to be trained in child rights and child protection in their countries. 54% of them do not think that the police (in general) are aware of their roles in child protection or that the governments are taking the issue of police training and child protection seriously in their countries.

2. Police training as part of a broader strategy

a. COMPONENTS OF AN OVERALL STRATEGY

Formal and informal police training is only one part of an overall, holistic strategy which is needed to improve police attitudes and practice in relation to child rights and child protection – especially for street children. Other elements may include:

- ◆ Training of other actors in the juvenile justice system (lawyers, judges, prosecutors, defenders, social workers, probation officers, detention centre staff etc.);
- ◆ Lobbying to bring national legislation in line with international standards;

- ◆ Advocacy to ensure child rights and child protection practices are officially incorporated into police – and other professions’ – initial and in-service training curricula to ensure that training is replicable, sustainable and consistent;

“ Unless and until these issues are included in the Police Training Manual, they are not going to take it seriously. ” (SANLAAP, NGO, India)

- ◆ Advocacy and awareness raising amongst police station commanders to ensure sustainability of, and support for, skills learned during training;
- ◆ Advocacy for monitoring to ensure that standards are being implemented in practice;

“ In addition to training, it is necessary to do advocacy and lobbying to ensure a rigorous application of the texts, as the police have always declared not being sufficiently informed about the texts each time they were caught violating children’s rights [and] the Services of the Ministry of Justice in charge of juveniles is sometimes uninformed about the presence of children at the police station. We suggest a reinforcement of the training supported by sensitisation and advocacy. ” (La Lumiere, NGO, Senegal)

- ◆ Advocacy with local and national governments to allocate adequate resources to the establishment, training and functioning of specialised child protection units in the police;
- ◆ Lobbying and capacity building for the establishment of ‘child protection desks’ in every police station;
- ◆ Lobbying for a better gender balance in police recruitment;
- ◆ Lobbying to end corruption within the justice system;

“ Cambodia is quite unique as most police officers pay for their position or get their jobs through contacts so they lack commitment, most have not gone through formal training, some are illiterate, others rely on their chiefs for the enforcement and some become police officers in order to conduct crimes. If there was commitment from the leadership and improvements in the challenges mentioned, then NGOs could work with police trainers to conduct more effective training. ” (LICADHO, NGO, Cambodia)

- ◆ Production of information, education and communication (IEC) materials for police (leaflets, pocket handbooks, posters for police stations etc.);
- ◆ Empowerment programmes working with children themselves – especially street children – to raise awareness of their rights and responsibilities and how to claim their rights / access help when in difficult situations (including production of child-friendly IEC materials);
- ◆ Sensitisation of the media and general public to the needs and circumstances of street children, at-risk children, children in need of care and protection and

children in conflict with the law to promote and protect their human rights and reduce misunderstanding, discrimination, exploitation and violence against them; capacity to respond to misinformation about street children in the media.

- ◆ Advocacy for, and implementation of, comprehensive juvenile crime prevention programmes at national and community level (including child-rearing skills for at-risk families; community-based, structured sports and cultural / creative activities for young people; educational support; comprehensive programmes for street, working and other out of school children; income generation and vocational training projects; child helplines; media campaigns; life skills training; mentoring schemes etc.)

This list is in no way comprehensive but is intended to offer an overview of possible components to make up an overall strategy for reform of policing and child protection.

b. HOW TO CONDUCT A SITUATION ANALYSIS

In order to accurately assess the most effective approaches needed as part of an overall strategy, you need to conduct a comprehensive analysis of the situation.

Step 1: Define the scope of your analysis

Decide the limits of what you are able to achieve in relation to your area of expertise. It is better to experience success at a smaller level, then scale up, building on skills and confidence gained. Are you analysing the whole juvenile justice system or just the policing aspect? Are you looking at treatment of suspected offenders or at-risk children and victims/survivors as well? Are you working locally, regionally or nationally? There is a balance to be struck between gaining a comprehensive and accurate picture of the broader context and being realistic about what you can achieve. You may find it useful to create a ‘problem tree’ as part of this planning process: brainstorm as many problems as possible; organise problems into causes and effects; and work out the hierarchy of cause and effect (what are the bigger underlying problems?). It is likely that you will be looking at multiple problems and therefore multiple / distinct ‘branches’ of the overall problem tree. Decide which ‘branches’ or part of the overall ‘tree’ you want / are able to tackle. For each problem at each level of the hierarchy, identify solutions which are also prioritised. Ask yourself: How much can I / my organisation achieve alone? Who can do more? Can I/we work with them?

Step 2: Identify stakeholders

Within the scope of your analysis, as identified above, decide who are the key people (including children themselves) or institutions that you need to consult in order to gather the relevant information to build up an accurate and up-to-date picture of the current situation in relation to policing and child protection. You can do this through a brainstorm or

'spidergram.' Stakeholders may include: children (at-risk, in need of care and protection, in conflict with the law); police (lower, middle and senior level, local, regional and national); police training colleges; other actors in the juvenile justice system (lawyers, judges, prosecutors, defenders, social workers, probation officers, detention centre staff etc.); local and national government representatives of relevant ministries; community representatives (religious, traditional and cultural leaders, teachers, doctors, youth groups, and 'ordinary' men, women, boys and girls in the community); NGOs; universities / academic institutions; national bureau of statistics etc.

Step 3: Consult stakeholders

The earlier on you involve stakeholders in a project, the better as this promotes awareness and ownership and will give you a more accurate picture of the situation you are trying to change. Participatory consultation methods include: focus group discussions, questionnaires, in-depth interviews with key stakeholders, mapping exercises and informal discussions. Allow plenty of time for this process and ensure that, when consulting children, you employ rigorous child protection measures. For example: personnel working with children are trained in behaviour codes of conduct; children fully understand what is involved and give their informed consent to take part in the consultation and to the way their information will be used; children are aware that they can stop participating at any time; personal information will be kept confidential; nothing will be done to endanger the child through negative repercussions.



Resources: For more information on meaningful and ethical participation and consultation with children, see the document: *International Save the Children Alliance, So you want to consult with children? A toolkit of good practice*, November 2003, available at www.1.rb.se/Shop/Archive/Documents/3073CommunicationToolkit1.pdf

Step 4: Gather and analyse the information

Compile the consultation findings and other secondary research (reports, statistics, newspaper articles etc.) and identify the priority areas in need of change. Try to be as specific as possible.

Step 5: Develop an advocacy and/or programme strategy

Based on the information you have gathered, plan your strategy according to the questions in Table 1.

Be as specific as possible in your answers. The answers given are brief examples only.

Step 6: Analyse your targets

Once you have identified who you need to target, it can be useful to analyse whether they are already supportive of the idea of change, resistant or undecided. This will help you to prioritise and tailor your actions. Remember, the more people you get on your side, the more you can work with them to help you to persuade others of the need for change.

Of the targets listed in your advocacy and/or programme plan who is/would be:

1. Keen to implement change?
2. Undecided?
3. Hostile / resistant to change?

Complete the following table accordingly:

KEEN	UNDECIDED	HOSTILE

Step 7: Draw up a detailed action plan

See Table 2.

3. Different approaches to police training

Having established that formal and informal police training is only one part of a holistic, overall approach to reform, the remainder of this book nevertheless focuses on police training. This is in response to a need identified by police and NGOs for consolidated and detailed practical information specifically on police training. With this in mind, there are obviously a wide range of approaches to police training that can be adopted.



Questionnaire feedback: 62.1% (out of 58 answers) claim that in their country the police learn about children's rights as part of the formal police training offered at police colleges. However, contradicting information has been gathered for a number of countries which illustrates the lack of clarity on this issue.

Table 1: Developing an advocacy or programme strategy

PRIORITY?	WHAT NEEDS TO CHANGE?	WHO CAN MAKE THAT CHANGE HAPPEN?	HOW CAN YOU INFLUENCE THEM TO MAKE THAT CHANGE?	WHAT OBSTACLES MIGHT YOU FACE?	HOW CAN YOU OVERCOME THESE OBSTACLES?
1	National police training curriculum needs to include child rights	Head of police training college Minister for Home Affairs	Face to face meetings between decision-makers, NGOs and children; produce a briefing paper; petition; demonstrate the effectiveness and impact of your proposed changes	Lack of knowledge and specialisation in child rights at level of police academy; no space in existing curriculum for additional material	Arrange training of trainers sessions by NGOs; encourage review of overall curriculum based on experiences from other countries
2	Police station in District X of the city needs particular sensitisation on handling street children	Station Commander	Your sister is friendly with his wife – ask her to help persuade the commander to invite NGOs in for training; provide free child rights posters	Entrenched culture of non-child-friendly practices; training seen as criticism and therefore not welcome	Invite station commander / police station football team for a match with local street children NGO team – break down barriers in a non-threatening context
3	Legislation needs reforming in order to decriminalise begging, 'status offences' and children involved in commercial sexual exploitation	etc	etc		

Table 2: Detailed action plan

IMPLEMENTATION					MONITORING & EVALUATION				
Action	By who	In consultation with (refer back to stakeholder mapping exercise)	By when	Materials / methodology to be used	Who will check it's been done?	How will you check it's been done effectively?	Indicator (evidence which shows the action has been done)	Impact (extent of impact; positive / negative)	How will you improve the action / what will you do differently next time?

“ Although it is important to establish and train specialised police units in charge of the protection of the child, all police officers should receive a basic training on how to manage the first contact with a child who has been sexually abused, and what to do in such a case. ”
(Government/UNICEF/NGO collaborative project, Cambodia)

“ Police should also be trained together with other professionals working on children, e.g. social workers, lawyers, attorneys, judges, media personnel, NGO personnel, activists, etc. to have a cross section of perspectives on the training so as to ensure coordination and cooperation in working on child protection. ”
(DCI, NGO, Ghana)

“ The children’s police are trained together with our street educators. ” (OPDE, NGO, Burundi)

Table 3 examines some of the pros and cons of these different approaches.



See also: Section B for an analysis of specific types of training methodologies and detailed information on the pros and cons of bringing police face to face with children as part of sensitisation / training programmes.

SUMMARY

You should now be familiar with the following:

- **The importance of police training on child rights and child protection;**
- **How to analyse and plan an overall strategy to improve police practice in relation to children using the tools of situation analysis and action planning;**
- **The pros and cons of different approaches to police training.**

Table 3: Pros and cons of different approaches to police training

TYPE OF TRAINING
Informal (e.g. one-to-one contact between NGOs and individual / groups of police officers)
Formal (e.g. officially recognised / organised courses)
Initial training (e.g. as part of basic training at colleges)
In-service training (e.g. for police already on the job)
One-off training session
Series of training sessions (e.g. NGO offering a variety of lectures / sessions on different topics over a period of time)
Specialised courses (e.g. for dealing with specific groups of children such as victims only, offenders only or children in need of care and protection only; courses for specific skills like interviewing, evidence collection etc.)
Single-sector training (e.g. only police present)
Multi-sector / interdisciplinary training (e.g. police, social workers, lawyers, judges etc. trained together in the same session)
Training of trainers
Mentoring of inexperienced police by more experienced, child-friendly police

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PROS	CONS
Easier and quicker to get police to agree to this as it may not require official authorisation; low cost; ongoing; long-term relationship of trust can be developed between NGOs and individual police officers; non-threatening	More difficult to conduct systematic, comprehensive and sustainable training; high turnover of individual police means limited long-term benefits; no compulsory attendance required / voluntary
Compulsory attendance; official recognition; can be linked to promotion requirements; easier to track follow-up & evaluation	Can be difficult to get authorisation and attendance due to competing priorities; potential lack of motivation / interest if attendance made compulsory; requires funding / resources
Essential for widest possible coverage of training and long-term impact; young recruits motivated and open to new ideas; logistics made easier – part of existing training for which resources already available	Difficult for recruits to relate learning to actual experience; child rights is one topic among many and lessons may not have required impact; difficulty of getting specialised, experienced trainers
Essential for coverage of existing police officers; easy to relate lessons to practical experience; direct impact; opportunity for focused, specialised training sessions	Less effective for long-term institutional change; less time available due to conflicting priorities; not always easy to change entrenched attitudes; difficult to get attendance; benefits may be localised only, with limited national impact
This can serve as a useful taster to promote greater commitment from police; may be the only option available due to time restrictions etc.	One-off training is not enough to cover the depth or sustainability needed to improve knowledge, attitudes and practice in the longer term
Benefits are similar to formal course although if sessions don't result in a recognised certificate there may be less interest in attending; opportunity to go into more detail on certain topics and discuss a wider range of topics overall	Different officers attending different sessions may result in lack of consistency; may not be taken seriously
Opportunity to go into depth and detail; responds to very specific needs of police officers in the field	Only possible to reach a limited number of police; courses take time and require particular expertise; doing a specialised course in one area may mean missing out on training in other areas where police have responsibility towards children
Training can be specifically tailored to police practice; opportunity for police to exchange experience with fellow officers and to explore difficulties specific to their profession; easier to arrange; less complex training agenda needed	Juvenile justice system is multi-disciplinary; not enough just to train police if other actors not aware of their roles to support / coordinate with police; missed opportunity to strengthen communication and collaboration between actors in the system
Multi-disciplinary training needed for overall reform of juvenile justice system; opportunity to strengthen communication and collaboration between actors in the system; reflects the reality of how the system works as a whole	Complicated to organise – both in terms of logistics, politics and content of training; selection of participants more difficult to ensure correct balance for good group dynamics
Cost effective; sustainable; reaches widest possible audience; empowering for police trainers	More complex; takes time and resources for follow-up and ongoing support; difficulty in selecting core group of trainers
Useful process – can be conducted as on the job training; advice may be more accessible; peer training / exchange of experience is an effective learning method; promotes exchange of experience and develops team work	Mentors need support and training on how to effectively communicate their knowledge to others; training may be inconsistent / of poor quality; entirely dependent on motivation of mentor; high turnover of staff can disrupt mentoring programmes

B. Planning police training on child rights & child protection

OBJECTIVES

By the end of this section you should be able to:

- Assess whether or not you are in a position to deliver effective police training on child rights and child protection;
- Have a clear overview of the practical steps involved in the planning of police training and training methods;
- Decide to what extent to involve children directly in sensitisation / training programmes and understand the steps involved to ensure that such participation is safe and child-friendly.

1. Should you be doing police training in the first place?

If you are an organisation planning on developing training for the police independently from a police training college the following checklist aims to provide useful guidance.

- ◆ Why do you want to get involved in police training on child protection?
- ◆ How does it fit into your overall advocacy / training strategy / curriculum?
- ◆ Are you in a good position to conduct training? Do you have the necessary: Experience? Skills? Resources? Relationships? Understanding of police issues?
- ◆ Is there someone else who can do it better or who you can work with in order to maximise effectiveness?
- ◆ Is the training sustainable? How will you avoid it becoming a one-off session where the majority of benefits are short lived?
- ◆ Will you be able to measure the impact? If so, how?

2. Still want to go ahead? What next?

a. TAKE ON BOARD LESSONS LEARNED

from police training programmes around the world – see Section C, and points identified throughout this toolkit by the following icon:



b. SECURE FUNDING!

Make sure your budget covers – as relevant – trainers' fees, venue hire, refreshments, transport, accommodation, honoraria, materials, photocopying, equipment hire, follow-on support etc.



Questionnaire feedback: Funding for trainings came from the following sources: NGOs (38.9%), UNICEF/UN (24.1%), governments (22.2%), universities/institutes (3.7%), police (3.7%), European Commission (3.7%), other (3.7%).

c. IDENTIFY SPECIFIC PARTICIPANTS

(ranks of police, gender, geographical targeting within a city). Although it is likely that in practice the choice of participants will be constrained by politics, police hierarchy and availability of personnel, these decisions should ideally be based on the following criteria and balanced against the type of training you have decided to conduct:

- ◆ **Need for training** (e.g. least knowledge, highest incidences of bad practice). See CSC website for a sample training needs analysis that can be conducted within police stations.
- ◆ **Biggest potential impact on children** (e.g. patrol officers have more direct contact with children, but middle management have the power to enforce good practice on the ground, and senior management can influence an overall culture of good practice within a police station).
- ◆ **Level of influence** (e.g. do they have the power to put into practice what they have learned?)
- ◆ **Mixture of participants** in one group / group dynamics (e.g. will junior officers be prepared to speak in front of senior officers? Are there cultural / gender issues to consider?)



Questionnaire feedback: While a vast majority of people were happy with both the number (85.3%) and the ranks of police officers that attended the training (78.8%), 63.3% were unhappy with the gender balance (too many men).



Lessons learned:

- ◆ Make training compulsory and/or linked to promotion;
- ◆ Limit the number of participants per session;
- ◆ Senior officers who take decisions should be made to attend training programmes personally rather than send delegates;
- ◆ Target both senior police and patrol/beat police: this was one of the three most important elements of successful police training identified in questionnaire feedback.

d. IDENTIFY TRAINERS

Careful selection of trainers is the key to successful training.



Questionnaire feedback: (83 answers) Trainings were conducted by NGO staff (31.3%), police trainers (22.9%), external/foreign consultants (18.1%), lawyers (12%), others (12%) and UNICEF staff (3.6%)



Lessons learned:

- ◆ Key elements to look for in a good trainer: knowledge of the subject area and strong communication and facilitation skills; understanding of the theory and the practice of policing and child protection;
- ◆ It is essential to have police training police, not only because of their practical experience – including understanding of difficulties encountered – but also because training by peers gains more respect and will be taken more seriously by participants. However, ideally a combination of both police and NGO / social welfare / child rights trainers works best as they complement each others' knowledge and skills;

- ◆ A consultant with 'expertise' in child rights, child protection and/or policing is not necessarily a good trainer – neither is a 'guest speaker' who 'specialises' in a particular topic. It is not enough to just be knowledgeable about a subject: a trainer must be able to communicate ideas simply, effectively and memorably as well as have the capacity to facilitate group dynamics. If you are paying for a trainer, check CVs and get references to confirm that he/she has the skills you are looking for. Be selective about inviting guest speakers;
- ◆ If foreign consultants are involved in training, ensure that adequate and high quality translation is made available. Remember to include this in your budget.

e. ARRANGE LOGISTICS

(invitations, venue, refreshments, equipment, trainers, translation etc.).

- ◆ **Seating arrangements:** circular seating with tables to place materials on ('U-shaped style') encourages greater interaction and makes for a better learning environment than a 'classroom' style arrangement; flexible seating is preferable as many activities involve moving around. The diagrams overleaf show different types of seating arrangements.¹ Seating in 'small groups' is particularly flexible.
- ◆ **Create a relaxed, friendly and creative learning environment:** dedicate one wall as a 'freedom wall' where participants can write/draw their thoughts, suggestions, questions and comments; display pictures made by children and children's quotations around the room.
- ◆ **Try to keep to schedule as much as possible:** make sure participants have adequate breaks to relax and absorb information. Avoid the temptation to cram in too much information.



Questionnaire feedback: The trainings were held in: police training colleges (22.2%), hotels (22.2%), (rented) halls (13.3%), NGO offices (8.9%), police stations (8.9%), outdoors (8.9%), government ministries (6.7%), academic institutes (4.4%), refugee camps (2.2%), other (2.2%). Most people (89%) agreed that the location does have a considerable impact on the training.

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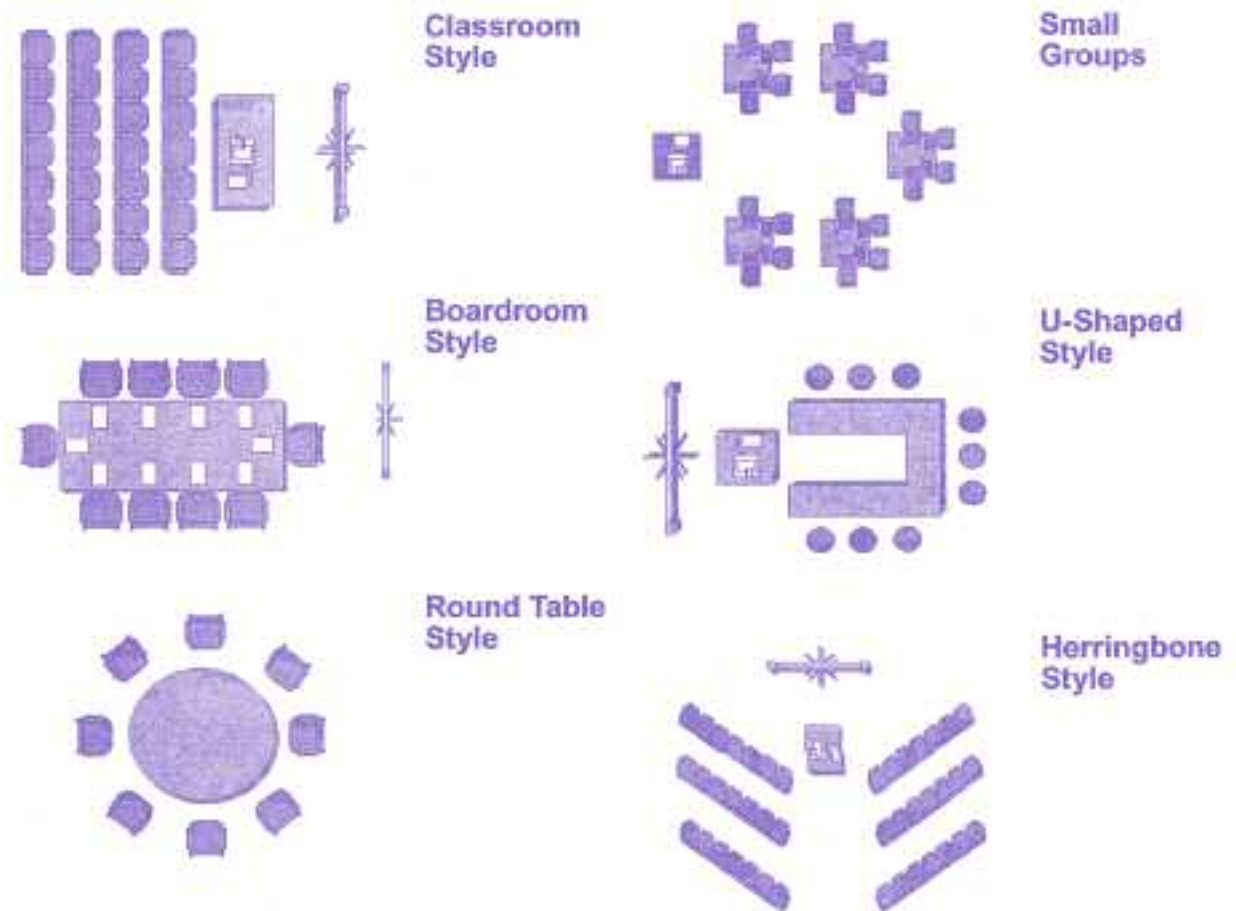
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Lessons learned:

- ◆ **Good translation is essential (if relevant) otherwise participants lose out on valuable information and also become very frustrated.**
- ◆ **Pros and cons of holding trainings within police stations:**
 - ▶ **Pros:** easier to get police attendance; free venue;
 - ▶ **Cons:** distractions / police called away for emergencies / other duties; lack of space and appropriate materials; participants may feel constrained and not able to speak freely / relax.

- ◆ **Make sure to adapt language, materials, case studies and examples to suit local social and cultural circumstances.**
- ◆ **Encourage participation of children and police in design of materials: the more involved the key stakeholders are with the design of the materials, the more 'ownership' and commitment they will have in relation to the training course and the more accurate and appropriate the materials will be.**



Questionnaire feedback: Those involved/consulted in the production of the training materials were NGOs (25.2%), legal professionals (20.6%), police (17.9%) and children (only 9.3%).

f. CONDUCT A TRAINING NEEDS ANALYSIS

prior to the training in order to tailor training to the specific needs of participants who will be attending. See Appendix 2 for a sample questionnaire to assess participants' training needs.

g. PLAN SESSIONS AND PREPARE SUPPORT MATERIALS

(see Section 3 below for more details on training methodology).



Lessons learned:

- ◆ **Involvement of police themselves in police training was identified in the questionnaire feedback as one of the three most important elements of successful police training;**
- ◆ **Senior authorities should be involved in the process and production of new materials.**

h. PLAN A MONITORING AND EVALUATION STRATEGY FROM THE OUTSET AND CONSIDER FOLLOW-UP

Monitoring and evaluation of a training course is essential if training is to be as effective as possible. Lessons must be learned and incorporated into further training sessions and follow-up is needed to assess impact. However, research shows that this is often overlooked.



Questionnaire feedback:

- ◆ 57.5% (out of 40 answers) had questionnaires at the end of the sessions. However, 22% hadn't had any evaluation yet. 12.5% had done a large scale impact assessment. The remaining 7.5% used group discussions as a type of evaluation.
- ◆ In 66.7% of the cases no follow-up training had yet been conducted. When a follow-up training had taken place, it was usually within 6 months. Most of these follow-up trainings were conducted by the original trainer.

Types of monitoring and evaluation include the following:

◆ Monitoring of training course

- ▶ Trainers meet together with representatives of the participants at the end of each session/day to discuss and to document how the sessions went, which activities were particularly successful or unsuccessful, what changes can be made to materials, presentation style, what needs to be revised etc.
- ▶ Participants draw a large happy face on one side of a piece of paper/card and an unhappy face on the other. At certain times during the session, the facilitator encourages the participants to hold up their pieces of paper to indicate whether or not they are happy with an activity/whether or not they have understood a presentation. This can be adapted in many ways, e.g. hats worn backwards or forwards, standing up/sitting down, raising right or left hands (or both!), other agreed signals. This should be presented as a fun feedback activity to encourage the best possible learning environment.

◆ Evaluation of training course

- ▶ (Informal) Trainers facilitate verbal feedback at the end of the training course relating to the specific topics covered, the materials and approaches used, the facilitation style, the balance between presentation of information and practical sessions etc. The numbers of

participants in agreement with specific perspectives can be assessed and recorded.

- ▶ (Formal) In addition – or alternatively – to the informal evaluation, a training evaluation questionnaire can be completed by all participants individually at the end of the course. This can remain anonymous to encourage participants to freely express their views. (See Section 10 of the training manual for an example of a questionnaire).

◆ Evaluation of training impact

- ▶ In order to assess how the training is being incorporated into day-to-day practice by police personnel, see CSC website for a detailed framework of methodology and indicators as well as a questionnaire for police that can be adapted to suit local circumstances.

◆ Follow-up

- ▶ Refresher courses help to keep information fresh in the minds of participants and give an opportunity for police to discuss difficulties that they have encountered since the initial training session in implementing what they have learned;
- ▶ Support participants in their daily work by providing information, education and communication (IEC) materials (posters, pocket handbooks etc.);
- ▶ Communicate with station commanders to ensure that a child-friendly environment is being promoted within the station, and that police who attended the training are being supported in implementing what they have learned.

3. Methodology

a. ADULT LEARNERS²

Adults learn from experience

All new learning for adults is based on what they already know. Encourage participants to use examples from their previous experience as much as possible: conduct a skills assessment first and then add to it by bringing in other sources of information; never assume that the participants know nothing about the subject matter.

Adults learn best from peers

Adults learn best from those of similar age and similar background. Encourage them to share with one another.

Adults learn best what is relevant to their lives

Adults learn what they want to learn, what they are interested in and what they think will be useful to them in their lives. Use training materials that are relevant to the participants.

Adults must be accorded respect

Adults must be treated with respect given that they have a wealth of experience, skills and ideas. Encourage them to participate fully in the learning process as equals. Encourage them to take responsibility for their own learning and actions. Never humiliate or laugh at them in front of others.

Adults learn best through discussions

As adults grow older their powers of observation and reasoning often grow stronger. This ability to observe, think and analyse means that in adult education all are learners and all are teachers. Try and use discussions as much as possible because it enables adults to be both learners and teachers. Lectures and note-taking are less effective.

Adults learn best through discovery

Tests have shown that adults remember:

- ◆ 10% of what they read
- ◆ 20% of what they hear
- ◆ 30% of what they see
- ◆ 50% of what they see and hear
- ◆ 80% of what they say
- ◆ 90% of what they say and do



Questionnaire feedback: The most common methodologies used in trainings are: handouts (15.9%), group discussions (15.4%), lectures (14.9%) and case studies (13.9%).



Lessons learned: The most effective methodologies, however, were judged to be: the first-hand meeting of children, drama, role plays and case studies. All of these are active methodologies which allow adults to learn by doing.

b. GENERAL TRAINING TECHNIQUES

- ◆ **Adapt materials to local circumstances:** The materials and activities outlined in this book are drawn from a wide variety of sources from around the world. Situations obviously vary from city to city and from country to country. It is assumed that people using this book will adapt materials and activities to suit particular local social, political and cultural contexts.
- ◆ **Pay attention to how you look, sound and organise³:** look and sound confident, friendly, enthusiastic and in control; maintain good eye contact; dress smartly; stand up straight; smile!; speak audibly and clearly; use simple language – avoid jargon; remember the power of silence as well as words; present facts fairly; respond to questions; apologise when needed; be honest and straightforward; praise more and criticise less; prepare your materials in advance; make sure you know how to use equipment; be prepared to adapt if equipment fails; write clearly and make sure those at the back can see; set mutually agreed rules (no talking when someone else is talking; turn off mobile phones etc.).
- ◆ **Know your audience⁴:** find out as much information as possible about your audience beforehand: gender, rank, age, attitude, culture, experience, education, personality, religious background. Appreciate differences in skills and experience amongst participants and draw on their strengths throughout the training.
- ◆ **Be tolerant** of differences in approaches and strategies.
- ◆ **Give clear messages:** police respond well to 'dos' and 'don't's'.
- ◆ **Make it fun, interesting and participatory:** participatory methods work best with 15-25 members in a group.



Lessons learned: Using imaginative, practical and visual methodologies for training (role play, video, case studies, drama etc.) was identified as one of the 3 most important elements of successful police training.

Remember!⁵

- T – Tell them things only if they cannot do so themselves
- R – Repetition and practice makes permanent and perfect
- A – Attitudes are not taught, they are caught
- I – Involve participants to get maximum results
- N – Needs analysis is the starting point of training
- E – Evaluate results for constant improvement
- R – Reading materials are to complement and reinforce learning

c. TRAINING TOOLS

- ◆ **Variety:** use a variety of techniques with an emphasis on practical activities, discussions and creative, memorable presentation techniques. Examples of training tools include: case studies, role plays, drama, problem solving, group discussions / working groups, lectures, brainstorming, panel discussions, pretend country example (Exland)⁶, visual materials and ‘energisers.’
- ◆ **Visuals:** keep visual materials simple; visuals should support what you are saying, not substitute it; they should be relevant and easy to explain, easy to understand, and easy to remember; use attractive, bright colours; make sure audio-visual aids are relevant and will add value to the topic (don’t just use them for their own sake); get them ready at the right place.



Please note: If using images of children, make sure you have their permission / permission of their parent / guardian or NGO worker to use the image for training; change names to protect identity and maintain safety; if images depict especially vulnerable children (e.g. children identified as victims or offenders) their faces / identity should be blurred / obscured.

◆ Energisers: Ideas for energisers⁷

- ▶ **Interviews:** Each person pairs off with another and asks several questions. Then each partner introduces the other to the whole group. Some leading questions might be:
 - ▶ What makes you unique?
 - ▶ What person in your life has helped to make you the strong leader you are?
 - ▶ When you hear the phrase “a human right,” what do you think about?
 - ▶ What animal best represents you?
 - ▶ Who is the best storyteller in your family or community?
 - ▶ What life event has most affected your worldview?
 - ▶ What brought you here?
- ▶ **In the same boat:** Explain that participants must locate others who share the same characteristic. Then call out some categories (e.g. those born in the same decade or month; those with the same number of children or siblings; those who speak the same language at home or the same number of languages).

- ▶ **Me too!:** One person says her or his name and starts to describe herself or himself. As soon as another person hears something in common, that person interrupts, giving her or his name (e.g., “I’m _____ and I too have two older sisters”) and beginning a self-description until yet another person finds something in common and interrupts in turn. Continue until everyone in the group has been introduced.



Questionnaire feedback: The most frequently used materials for the trainings were handouts (16.5%), case studies (15%), manuals (13.1%), overheads (11.2%), pocket handbooks/leaflets (10.7%), role plays (10.7%), posters (8.3%), videos (7.3%), other visuals (4.9%), other (2.4%).



Lessons learned: Specific strategies are needed to train police with low levels of literacy. Unfortunately this is the case in many countries.


“In some locations in Afghanistan many of the policemen are not literate. So in this case there is a need to raise their awareness on the CRC via video films, posters, drama and practical exercises.” (Save the Children, NGO, Afghanistan)

d. CONTACT WITH CHILDREN

Direct contact between police and children at risk in the form of field visits to NGO projects, face to face meetings with street children and joint sports matches or cultural activities can be one of the most effective and lasting ways to sensitise police. However, experiences in this area vary greatly. If conducted badly, such meetings can have a very negative effect. Table 4 draws together some of the pros and cons of involving children directly in sensitisation / training programmes.

“A football match between the people attending the training and street children was supervised by ANERSER on the football pitch inside the police school, followed by discussions with the children.” (ANERSER, NGO, Burkina Faso)

Table 4: Pros and cons of direct contact with children

PROS	CONS
<p>Can be very effective to sensitise police / mutual breaking down of barriers</p> <hr/>  <p>Lessons learned (questionnaire feedback): The first-hand meeting of children was considered one of the most effective methodologies by those who used this technique</p> <hr/> <p>It gives the police and children an opportunity to meet in a different environment to the one in which they would usually come into contact so they learn about each other as human beings</p>	<p>If prepared / handled badly, it can reinforce negative stereotypes and result in misunderstandings and increased mistrust</p> <p>“ Once in the police training there were fieldwork activities from working street children projects. The police didn’t talk to the children politely. That is why after a few minutes the working street children started beating the police, and police started beating children. ” (Save the Children, NGO, Afghanistan)</p>
<p>If a police officer is touched on a personal level by the story of an actual child, it is something he/she will remember for the rest of his/her life. This will have a very strong impact on police practice towards children, even if the police officer is relocated to a different station / area</p>	<p>Care must be taken to make sure that the reaction is not only one of ‘pity’ or disempowerment on the part of the police: police must also be given knowledge and skills on how to intervene constructively in the best interests of the child</p>
<p>Can be an empowering experience for children / an opportunity for them to voice their opinions</p>	<p>Takes time to organise; such visits may divert NGOs away from other important work / take time away from their busy schedules</p>
<p>Children can learn about the role of the police and how to seek their help and advice</p>	<p>Street children are likely to be wary of the police and time will be needed to break down barriers and build trust</p>
<p>Can help to strengthen links between the police and local NGOs / street children organisations which can then be called on for referral / advice by the police in individual cases</p> <p>“ We organise children’s meetings with the police which reflects positively on the relations between them and it could be developed on a regular basis. ” (SABAH, NGO, Sudan)</p>	<p>Due to high turnover of police personnel, face to face visits may have to be repeated often with different batches of police</p>
<p>Creative presentations by children about their experiences with the police can be very effective (e.g. drama, role play, pictures, music, poetry)</p>	<p>Creative presentations by children as part of training sessions can sometimes be ‘dismissed’ by adults as ‘fun’ / ‘recreation’ rather than ‘serious information’</p>
<p>Equally, it can be very effective if children participate in training sessions at the level of police – i.e. older children taking part in ‘adult’ style panel discussions. Adults might not necessarily expect this and it can gain respect for the children</p>	<p>The participation of children in adult-style discussions, if not conducted properly, runs the risk of being perceived as tokenism</p>

Child protection checklist

Child protection must be the first consideration when bringing children into direct contact with the police as part of training / sensitisation! ‘SPICE’ up meetings between children and police:

- S – Safe
- P – Protected
- I – Informed
- C – Consulted
- E – Empowered

- ◆ **Safe? Are children safe?** Is the visit/meeting in the best interests of the child? Is there any way that the visit might be putting children in danger, e.g. if children talk informally / ‘off the record’ to police about their substance abuse / why they steal, is there a chance that some police may hold this against them and later punish them?
- ◆ **Protected? Are child protection policies⁶ and procedures in place and being followed?** Does the NGO have a child protection policy in place? If so, have the police been oriented on it? E.g. have the police been briefed on behaviour guidelines when dealing with children? Do these guidelines include information about what constitutes a sensitive or insensitive question?

(Check if the NGO has its own behaviour guidelines as part of a child protection policy; otherwise, an example of good practice is provided in Appendix 3).

- ◆ **Informed? Are police aware** that they are not allowed to use any information revealed by children against them? Have police been informed that it might be better if they did not wear their uniforms when meeting the children?
- ◆ **Consulted? Have the children themselves been consulted about the visit (not just the NGO staff)?** Have the children been given full information about what the visit will involve i.e. the purpose of the visit, details of who will be attending and the questions that they are likely to be asked? Have the children given their ‘informed consent’ to the visit? If the training involves a presentation by the children, have they had full input into how they would like to present their opinions (i.e. choices such as creative versus formal presentation)?
- ◆ **Empowered?** If the children have given their informed consent to the visit, are they made to feel comfortable (i.e. in familiar surroundings, with a trusted adult and friends with them)? Have they been informed that they do not have to answer any questions which they don’t want to and that they can stop the process at any time?

SUMMARY

You should now be familiar with the following:

- **Whether or not you are in a position to conduct police training on child rights and child protection;**
- **The practical steps involved in the planning of police training and methods available for training;**
- **The pros and cons of involving children directly in sensitisation / training programmes and essential child protection measures to take.**

FOOTNOTES

- 1 Philippine National Police, Office of the High Commissioner for Human Rights & UNICEF, *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training – Volume One*, 2002, pp.31-32.
- 2 Adapted from Uganda Police Force and UNICEF, *The Role of the Uganda Police in the Protection of Women and Children’s Legal Rights*, pp.131 & 137.
- 3 Adapted from Philippine manual, pp.15-18.
- 4 *Ibid.*, p.19.
- 5 *Ibid.*, p.12.
- 6 For example: when issues are particularly sensitive, it might help to ask participants to discuss the issue for an imaginary country – e.g. ‘In Exland, the police have a reputation for being corrupt: if you were a police officer in Exland, what recommendations would you make to the government to improve the situation?’
- 7 www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/activities/11.htm
- 8 A child protection policy is ‘a statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the organisation is taking its duty and responsibility of care seriously.’ (*Setting the Standard: A common approach to Child Protection for international NGOs*, Standard 1).

A

B

C

D

E

F

C. Common obstacles & lessons learned about conducting police training

OBJECTIVES

By the end of this section you should be able to:

- Understand the background to the lessons learned;
- Find out about additional lessons learned in relation to: the importance of a broader strategy, different approaches to police training, planning, methodology, follow-up, monitoring and evaluation.

1. Background

Common obstacles and lessons learned from past police trainings were gathered from three main sources: two participatory evaluations of existing police training projects; an international questionnaire distributed by email and internet; and desk-based research. The participatory evaluations took place in Addis Ababa, Ethiopia and Dhaka, Bangladesh in August and September 2004 and involved: focus group discussions and individual interviews with children, police, social workers, lawyers, judiciary, NGOs and other stakeholders; approximately 100 questionnaires distributed to police stations in each city to assess impact of training on police knowledge, attitude and practice; analysis of background documents.

The international questionnaire was circulated in English, French and Spanish. Over a period of approximately three months 67 questionnaires were returned from a total of 47 countries: Afghanistan, Albania, Bangladesh, Burkina Faso, Burundi, Cambodia, Congo, Cote d'Ivoire, Cyprus, Egypt, El Salvador, Ethiopia, Ghana, Guinea, Honduras, India, Indonesia, Northern Ireland, Japan, Kenya, Kyrgyzstan, PDR Lao, Liberia, Mali, Mongolia, Nepal, Niger, Pakistan, Palestine, Peru, Philippines, Portugal, Romania, Senegal, Serbia & Montenegro, Spain, Sri Lanka, Sudan, Sweden, Syria, Togo, Turkey, Uganda, United Kingdom, Vietnam, Yemen, Zambia. [Sub-Saharan Africa 32%; Asia 30%; Middle East & North Africa 15%; Western Europe 11%; Latin America 6%; Central & Eastern Europe 6%].

58.2% of the people who replied to the international questionnaire had personal experience in police training. 81% of the questionnaires were filled in by NGOs, 5% by police and police training colleges and the remainder were filled in by governments, UN agencies and academic institutions. 85.9% of respondents work directly with street children or deal with issues affecting street children.

2. Obstacles and lessons learned

Overall, the following were considered by questionnaire respondents to be the most important elements of successful police training:

1. Targeting both senior police and patrol/beat police (13.4%)
2. Involvement of police themselves in police training (12.8%)
3. Using imaginative, practical and visual methodologies for training (e.g. role play, video, case studies, drama) (11.8%)
4. Following up with additional / refresher training (10.5%)
5. Having police trainers training police (8.3%)
6. Quality of trainers (7.7%)
7. Using simple language during the training (7%)
8. Ongoing support for change from police station senior management (6.1%)
9. Targeting patrol/beat police (5.4%)
10. Training police of the same rank (5.1%)
11. Quality of written materials used (3.5%)
12. Targeting senior police (3.2%)
13. Length of training (1.9%)
14. Location of training (1.6%)
15. Other (1.6%)

Some of these lessons, along with others, are described in more detail below.

a. Need for a broader strategy

THE NEED TO ADDRESS THE SOCIO-ECONOMIC AND POLITICAL ENVIRONMENT

Police training obviously does not take place in isolation: it is contingent on the socio-economic, political and cultural environment at local and national levels. Child rights are often not a political priority, let alone for children who live on the edges of society. Although police training should be a government priority, questionnaire feedback reveals that initiative and funding for training comes mainly from NGOs: 49.1% of the trainings were initiated by NGOs compared with only 15.1% initiated by governments¹; 38.9% were funded through NGOs compared with only 22.2% by national governments.² 54% of respondents did not think that the police (in general) are aware of their roles in child protection or that the government is taking the issue of police training and child protection seriously in their country (52%).

The most common challenges experienced by those involved in training were lack of resources (12.9%), police priorities (12.1%), children being a low political priority (11.2%) and the limited power of civil society to effect change (10.3%). Not only were these identified as the most common challenges, but also as the most difficult obstacles to overcome.

In addition to these ongoing challenges, the impact of training can also be severely undermined by specific insensitive political decisions that are made without thought for the consequences. For example:

“After the training conducted by the National Council of Social Development the police were very responsive, but the government round-up (“rescue”) of street children confused their attitude, so they followed the government policy of “rescuing” (the government’s term) [street children] in big numbers.” (Childhope Asia Philippines, NGO, Philippines)

This quote also illustrates the need for a coordinated approach to police training and child protection at the national level.

Examples of addressing the socio-economic and political environment

- ◆ Strong lobbying through NGO coalitions; continuous awareness raising programmes; convincing senior police officers that juvenile justice is a priority issue; target attitudinal change at individuals identified as particularly obstructive;
- ◆ Seek support at the highest level.



See also: Section A.2 on how to conduct a situation analysis and action plan in relation to a broader strategy to support police training.

THE NEED FOR MULTI-SECTOR COLLABORATION

The juvenile justice system is not just one ‘system’, but an ‘overlapping’ of many systems involving multiple sectors such as police, social services, judiciary, community etc. It is imperative for the different groups to have common objectives. Many respondents to the questionnaires strongly emphasised the need for multi-sector collaboration both in general, as part of ongoing work, as well as in specific relation to the organisation of training. As this quotation from one NGO clearly illustrates,

“police should also be trained together with other professionals working on children such as social workers, lawyers, attorneys, judges, media personnel, NGO personnel, activists, etc. in order to have a cross-section of perspectives on the training so as to ensure coordination and cooperation in working on child protection.” (DCI, NGO, Ghana)

Unfortunately, not everybody understands the importance of such collaboration:

“We did invite the police to a training session on the CRC, sexual exploitation and abuse of children and the Senegalese legislation on child protection, but in vain. They requested a training without any civilians present, in opposition to the prison guards who participate in all the training sessions that we organise.” (La Lumière, NGO, Senegal)

Examples of multi-sector collaboration

- ◆ Constant dialogue, visits and meetings between the police department, social welfare department and heads of relevant NGOs;
- ◆ Key actors should establish a relationship with police station commanders and update each other regularly on initiatives for children;
- ◆ Arrange joint training and information exchange sessions;
- ◆ NGOs should attempt to overcome differences and present a united front through coalitions in order to lobby more effectively for improvements in the broader socio-political environment, and to assist government agencies to implement good practice;
- ◆ Where possible, formalise collaboration through official Memoranda of Understanding (MOUs) and formal networks (see below for more details).

“ Signing agreements with police stations and maintaining a permanent dialogue with their representatives is essential for obtaining a real interest for trainings and good feedback. ”
(Salvati Copii, NGO, Romania)

“ It is suggested that in every District Headquarters, a Police and Child Protection Committee be constituted / formed with equal representation of children whose objective is to create and develop a friendly environment to bridge the gap of legal, moral and ethical issues around children. The committee would also be responsible for the training of police staff on the issue of child protection. ”
(PRWSWO, NGO, Pakistan)

THE NEED TO FORMALISE TRAINING AND COLLABORATION

NGOs and police themselves report that informal training efforts are often hampered by strict hierarchies and bureaucracy within the police. Informal training arrangements and relationships are often of great benefit in improving the attitudes and practice of individual officers, and are often the *only* way forward in complex, sensitive and highly politicized environments. However, widespread, consistent, long-term and sustainable change will only be possible when child rights and child protection is formally recognised and included in official curricula, manuals and collaborative agreements.

“ Unless and until these issues are included in the Police Training Manual, they are not going to take it seriously. ”
(SANLAAP, NGO, India)

62.1% of questionnaire respondents claimed that in their country the police learn about children’s rights as part of the formal police training offered at police colleges.³ However, experience shows that the length of time allocated to child rights within the overall curriculum, as well as the quality of training and materials on this subject, often leaves a lot to be desired. Any serious police training initiative should incorporate a strategy to get child rights and child protection onto the national police training curriculum and into official handbooks, manuals and guidelines. Care must be taken to ensure that training and supporting materials are practical, of good quality and are developed jointly between police, NGOs and children where possible.

Examples of formalising training and collaboration

- ◆ Joint participation of police, NGOs and children in the development of materials and curricula to promote ownership and commitment;
- ◆ All materials / training manuals should be officially validated by the police;
- ◆ Arrange formal agreements / memoranda of understanding (MOUs) with senior police / station commanders for (e.g.) referral of children to NGOs, legal aid, community diversion programmes etc.
- ◆ Establish a more formal network made up of representatives of each sector of the juvenile justice system who each have sufficient authority to make and implement decisions.

THE NEED TO IMPROVE WORKING CONDITIONS AND INTEGRITY WITHIN THE POLICE SERVICE

Corruption

“ People joke that if there were no police, corruption in [this country] would be reduced by 60%! ” (Anonymous NGO)

Based on feedback from questionnaires and especially from street children themselves, there is a huge need for institutional reform of the police in many countries to eradicate corruption and even extortion in some cases. Policing is arguably one of the most important but also the most difficult of state professions. Until governments recognise it as such through budget allocation for decent wages and policy reform to improve working conditions, corruption, extortion and human rights violations will continue.

“ I think the main problem we encounter in terms of police work with children is corruption. Since the police only earn (US\$20) per month, it is very tempting and easy for them to force the children to buy their freedom with whatever money they have on them. ” (Children of Hope, NGO, Kyrgyzstan)

“ Corruption is rife, but when the government is looking for a good NGO, they always call for [us]. [Our NGO] has never given a single cent to police or government officers to attend training sessions etc. We have to prove that we are working very seriously and with integrity and lead by example. ”
(Anonymous NGO)

“ [Recommendations must include] change in policies of selection of police officers and formal training at the academy and providing adequate salaries and benefits to police officers. ” (LICADHO, NGO, Cambodia)

“Most police officers pay for their position or get their jobs through contacts so they lack commitment, most have not gone through formal training, some are illiterate, others rely on their chiefs for the enforcement and some become police officers in order to conduct crimes. If there was commitment from the leadership and improvements in the challenges mentioned, then NGOs could work with police trainers to conduct more effective training as part of police training.” (LICADHO, NGO, Cambodia)



See also: Section below on working in especially difficult environments.

Respect, recognition and career development

In order to increase professionalism in the police service, improved wages and working conditions must be accompanied by rigorous psychological screening of recruits (to identify and weed out violent, abusive, apathetic and corrupt applicants) and increased minimum educational requirements for recruits. In addition to upgrading skills and professionalism across the police service as a whole, it must be recognised that working with children in difficult circumstances demands particular skills and expertise: police who specialise in this area should be compensated accordingly and benefits should be available to encourage competition for this sector in order to improve the quality of applicants from amongst whom Child Protection Officers can be selected.

“Since the existing police personnel are mainly trained for combat and have predominantly been used for this purpose, fresh child-friendly applicants to the police should be selected [for specialised work with children] after checking their family background as one child suggested.” (Plan International, NGO, Sri Lanka)

Gender equality

Of the total of 8458 of police officers who attended the different trainings detailed in questionnaire feedback, 72.9% were men. Not surprisingly, 63.3% of respondents were unhappy with the gender balance of participants in training sessions. In spite of ongoing attempts in some countries to improve the gender balance of police officers, the service is still undoubtedly a very male profession. Experience shows that there is often a tendency within police stations to assign female police officers to work with children on the assumption that their gender automatically makes them more appropriate for this type of work. Lessons learned from around the world, however strongly emphasise the following:

- ◆ Police specialising in work with children should ideally be made up of 50% female officers and 50% male officers. A female officer should always be present when handling

girls in conflict with the law, in need of care and protection or victims/survivors of abuse. However, boys in similar situations may relate better to male officers. Also, it is important for both girls and boys to have positive male and female role models, and to see both men and women in positions of responsible authority.

- ◆ Gender alone does not qualify an individual to work with children: character, personality and skills are more important.
- ◆ Automatically assigning female officers to work with children denies those women the same opportunities and freedom of career choices that are available to their male counterparts and this, in itself, constitutes discrimination. Specialising in child protection must be a voluntary choice.
- ◆ All police officers should receive training on gender sensitivity and this should also be included as a specific component in training on child rights and child protection.

Examples of improving working conditions and integrity

- ◆ Government must improve wages, working conditions, educational standards and psychological screening of recruits across the police service as a whole;
- ◆ Increase respect, recognition and benefits for police specialising in children’s issues;
- ◆ Make child rights training compulsory and/or a criteria for promotion;
- ◆ Record complaints about incorrect handling of children on official personnel files to count against promotion;
- ◆ Develop alternative measures of ‘success’ beyond just arrest rates (which encourage illegal and arbitrary arrest, particularly of street children); e.g. crimes prevented, number of children assisted, number of children held in detention declined.
- ◆ Encourage positive assistance for children / boost morale for working on child rights and child protection by (e.g.) displaying in police stations photographs of cases where street children have been reunited with their families thanks to help from the police or where police have had a positive impact on at-risk children in the community;
- ◆ Officers must be held accountable for human rights violations, corruption and extortion through proper investigations, prosecutions and sanctions.

“More advocacy and persistent engagement is needed with the police. Challenge the police to justify action taken against children in conflict with the law by using radio talk shows etc.” (Don Bosco, NGO, Liberia)

THE NEED FOR SPECIALISED POLICE, CHILDREN'S DESKS AND CHILD-FRIENDLY INTERVIEW ROOMS

In addition to a great need for all police to be sensitised and trained on basic child rights and child protection, experience reveals the importance of also having police who specialise in children's issues – both as offenders and victims/survivors. While 48.3% of respondents claim to have separate police specializing in working with children in their countries, only 36.7% mention having 'children's desks' in police stations. Those who have the latter tend to deal both with children as offenders and as victims of crime.⁴ However, there may be a tendency in practice for children's desks to focus more on victims/survivors than on children in conflict with the law, particularly if the general police within a station have not received proper training on the correct referral of suspected child offenders who may continue to be treated as adults.

“ There is a need to improve the methodology of work with children (e.g. by establishing special rooms for interviewing children), [and for] special trainings for police officers who are investigating exclusively cases with children as victims or as offenders. ” (Salvati Copii, NGO, Romania)

“ It is important that specially trained police officers need to have an interest in working with/for children and an understanding of their situation. They need special training on different aspects, such as sexual abuse, commercial sexual exploitation and physical abuse, although maybe not the same police would be working on all these issues. ” (ECPAT, NGO, Sweden)



See also: www.streetchildren.org.uk/policetraining for examples of roles and responsibilities of children's desks and specialised police working with children as well as ideas for child-friendly police stations / interview rooms.

THE NEED TO WORK WITH CHILDREN AS WELL

Whilst focusing on the police and adult efforts to improve child rights and child protection, it is easy to forget that children themselves can contribute to efforts to protect themselves. Evaluation and questionnaire feedback reveals that much more can be done to inform children themselves of their rights in specific relation to the police, as well as protection mechanisms available to them. For example,

“ The books are there on their rights, but there are none so far as I know that help the children know how to protect themselves. ” (LRF, NGO, Kenya)

“ Several NGOs have produced small brochures or pamphlets on the rights of the children, and several of us are also involved in life skills, which includes talking about their rights and how to protect themselves, but nothing is done on a large scale. ” (Children of Hope, NGO, Kyrgyzstan)

Examples of working with children

- ◆ Outreach work through street workers and open air schools etc. to distribute child helpline numbers;
- ◆ Encourage peer education and support (e.g. empower children to call a local NGO if their friend has been arrested);
- ◆ Produce, *with children*, child-friendly and appropriate materials outlining what to do if they are arrested, abused, or at risk of abuse.

THE NEED TO REMAIN OPTIMISTIC IN DIFFICULT CIRCUMSTANCES!

It can be very difficult to conduct effective police training in very difficult and complex environments – for example with entrenched corruption, breakdown of law and order etc. – and many of the lessons learned and recommendations featured here may appear to be unrealistic at first sight. However, it is important not to lose hope! The main lessons learned from around the world are that this work is complex, time consuming and frustrating, but also essential and extremely rewarding when even the smallest gains are made in the lives of children in exceptionally difficult circumstances. Experience shows that change is possible:

- ◆ Even if a situation appears almost impossible, work out the scope of what you can achieve and do the best you can within those constraints. Do not set yourself up to fail;
- ◆ Try a phased approach. For example: start by gently convincing the police officers that your help could make their job both easier and more satisfying; gradually get general, non-threatening 'happy children' child rights posters into police stations and once these have been accepted, slowly introduce posters, stickers and other materials with stronger messages more directly relevant to police practice; organise non-threatening football matches / cultural activities between local street children NGOs and the police (the benefit of informal interaction to break down barriers cannot be overstated); finally, work towards holding short training sessions at police stations.

“ Our [NGO] social workers faced huge problems initially. Officers in charge of stations were saying 'I don't want to see your face in this station again!' but [the social workers]

persisted and succeeded on an individual level ¶¶ (Aparajeyo Bangladesh, NGO, Bangladesh)

- ◆ Concentrate resources on a small ‘pilot’ area initially, for example one or two police stations in key areas. Document progress made – which strategies work and which don’t work. Only try to scale up once you have achieved success and you know why *and that you can replicate it elsewhere*. Otherwise, much time and energy can be lost in spreading limited resources too thinly and those involved in training becoming demoralised;
- ◆ Your project may benefit from stepping back and trying to map out and prioritise *particular* obstacles and work through them via a focused advocacy strategy;⁵
- ◆ Even in difficult circumstances there is room for improvement. Even within the limited sphere in which you might be able to operate, there will be recommendations to capitalise on, and thus move forward based on the achievements you have already made.

b. Different approaches to police training

THE NEED FOR CAREFUL TARGETING OF TRAINING AND SELECTION OF PARTICIPANTS

One of the most important decisions to be made in the development of police training programmes is the overall approach to take. This decision is best made within the context of a comprehensive situation analysis, as outlined in Section A.2. There is no single ‘right’ answer to this decision. It will depend entirely on your local circumstances and what you are able to achieve with the time and resources available. However, the following feedback from the questionnaire illustrates some lessons learned in relation to different approaches chosen:

- ◆ **General training – getting the training to where it is needed most:** ¶¶ *Don’t go through police academies, but through national police authorities, stating it should be police officers actively working in the field with this issue to be discussed that should attend.* ¶¶ (ECPAT, NGO, Sweden); focus on in-service training at police stations.
- ◆ **Train the decision makers, as well as the beat officers:** Senior officers who take decisions should be made to attend such training programmes personally rather than send delegates; targeting *both* senior police and patrol/beat police was highlighted by questionnaire respondents as the single most important element of successful police training (13.4%).

- ◆ **Basic training for all police as well as specialised training for a few:** ¶¶ *Although it is important to establish and train specialised police units in charge of the protection of the child, all policemen should receive a basic training on how to manage the first contact with a child who has been sexually abused, and what to do in such a case.* ¶¶ (Leasetc, Government / UNICEF / NGO collaborative project, Cambodia)

- ◆ **Selection of participants for specialisation:** ¶¶ *Select police officers with three or more years of professional experience and motivation to work in this area of investigation, with good skills in communication and empathy.* ¶¶ (Instituto Superior de Policia Judiciara e Ciencias Crimainais, police academy, Portugal); select the most interested, honest and capable officers.

- ◆ **Train on children in conflict with the law as well as children in need of care and protection:** Be careful not to concentrate on one group of children to the exclusion of others. In some countries, great strides have been made in the treatment of children as victims and this is obviously extremely important. However, it may be easier for the police to feel sympathy for a child who is a victim/survivor than for a child who is in conflict with the law. Generally, less progress has been made in training on this category of children, even though they may be equally in need of care and protection – in spite of their alleged offence.

THE NEED FOR A SPECIFIC STRATEGY FOR ILLITERATE POLICE

Low levels of literacy and education in many police services pose particular problems for police training. In these cases, trainers must adapt materials and methodologies to avoid relying on the written word. Drama, role plays, songs, stories, pictures, direct contact with children and videos are particularly helpful. Handouts can be given, but should be adapted into images. The same is true of supporting materials for display in police stations after the training – for example posters on correct handling of children. A similar approach also applies in making materials child-friendly for children. It is also worth mentioning that these visual and creative methodologies are also more effective in training sessions in general – regardless of literacy levels.

¶¶ *In some locations in Afghanistan many of the policemen are not literate. So in this case it is needed to raise their awareness on the CRC via video films, posters, and dramas. There should be enough practical work.* ¶¶ (Save the children, NGO, Afghanistan)

¶¶ *Videos are important to show images of police and street children.* ¶¶ (OPDE, NGO, Burundi)

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See also: Section A.3 on the pros and cons of different approaches to police training and Section d on lessons learned in relation to training methodology.

c. Planning

THE NEED FOR ‘OWNERSHIP’ OF THE TRAINING BY THE POLICE

Ownership of training within the police at a senior level and within particular stations is absolutely essential and cannot be stated enough. Involvement of the police themselves was identified by questionnaire respondents as the second most important element of successful police training overall (12.8%). Experience from most countries reveals that changes in practice are reliant on individuals and that this alone fails to contribute to a culture of overall change, especially in a context of rapid turnover of police personnel. Ownership and involvement of the police makes the difference between short and longer term strategies. It is key to the more strategic aims of sustainability, replicability and incorporation of standardised and quality materials into the police training curriculum. 87% of questionnaire respondents agreed that police officers should get the opportunity to input into the design of their own training materials. However, only 17.9% of training materials included involvement of the police.

THE NEED FOR CAREFUL TARGETING AND SELECTION OF PARTICIPANTS

As highlighted above, groups for training will depend on the overall approach taken towards training and on the specific aims of the course. However, in terms of in-service training, it is better to prioritise police stations in areas where there are high concentrations of children, including street children, such as near schools, transport terminals and market areas. Start with those officers likely to be coming into contact with children the most often and then work to systematise training more broadly.

THE NEED FOR CAREFUL SELECTION OF TRAINERS

Having police trainers training police, and ‘quality of trainers’ were identified by questionnaire respondents as the fifth and sixth most important elements of successful police training respectively. An overall training strategy should therefore include the development of *quality* police trainers in the context of training of trainers sessions.

“*The police training should be conducted by police trainers and advisors, with specific input from experts in matters which need a particular competence.*” (Leasetc, Government / UNICEF / NGO collaborative project, Cambodia)

THE NEED FOR PARTICULAR CONTENT

Most of the trainings that were included in the questionnaires contained the key topics that make up child rights, child protection and sensitisation on the background of street children. However, one important subject did not appear to get the attention it deserves: gender was only specifically mentioned in 4.1% of questionnaires returned. Gender sensitivity is a complex subject which may well be new to participants and which is not always necessarily adequately covered in general ‘child’ rights messages. When deciding on the content of trainings, difficult choices have to be made, but care must be taken not to omit particular key issues. Another key issue that deserves attention is that of diversion and restorative justice as highlighted by the following quotation:

“*In Indonesia there are other ways to deal with juvenile offenders, such as involving traditional community leaders or religious leaders who usually use traditional (adat) law or community agreement / conciliation. Police training should maximise using traditional leaders or involving the community for children offenders, especially for the first time offenders. Understanding the concept of ‘restorative justice’ should become a major in the training curriculum.*” (SEMAK, NGO, Indonesia)

THE NEED FOR OFFICIAL AUTHORISATION

Wherever possible, make sure that training is authorised and that senior police and/or station commanders have given permission for participants to attend. Do not underestimate the respect for hierarchy within the police service. If possible, get a very senior police officer to give a brief endorsement of the training – either in writing, which can read out at the beginning of the training and/or included in handouts for the participants, or invite him/her to attend the opening session and say a few words in support of the training. If possible, issue certificates to participants at the end of training which have been officially stamped by someone in authority.

d. Methodology⁶

Using imaginative, practical and visual methodologies was identified by questionnaire respondents as the third most important element of successful police training (e.g. role play, video, case studies, drama). 84% indicated that better materials are needed for future training. Police want to know the rules *and* how to do their jobs effectively within the confine of these rules. Training should therefore focus on translating ideas and concepts into practice, with a focus on real problems and issues which the participants themselves bring up during sessions

“In my opinion the training manuals should be formulated as a “step by step” process, meanwhile it is more important to include role-plays and case studies, as it brings the training nearer to the needs of the police.” (CRCA, NGO, Albania)

“Any theory in relation to interviewing models needs to be backed up by practical examples. This enhances understanding and works on the basis that adults learn by doing. Using actors as children is a very effective way of recreating reality without the use of real children for obvious reasons.” (Thames Valley Police, UK)

“More attention should be given on practical aspects rather than theoretical aspects while organizing training.” (ATD, NGO, Ethiopia)

LESSONS LEARNED IN RELATION TO METHODOLOGY

- ◆ Participatory methods: keep training imaginative, practical, visual, interactive, flexible, relevant and varied;
- ◆ Make sessions fun so that word spreads and there is demand within a station to attend;
- ◆ Give a brief presentation on the human rights standard and then apply and relate it to their work; only present theory if you can show how it is applied in practice;
- ◆ Respect police experience in the field;
- ◆ Ensure that training is focused on sensitising and attitudes, not just rules;
- ◆ Children’s participation is very important in training and sensitisation (see Section d detailed lessons learned in relation to this topic);
- ◆ Emphasise that knowledge of human rights is key to professionalism in modern law enforcement;
- ◆ Allow enough time to exchange experiences;

- ◆ Written handouts need to be very practical; make available important visuals referred to in the training manual;
- ◆ Posters in general can be more educational, i.e. posters that clearly and simply outline aspects of the law / handling of children;
- ◆ Teaching methods used should respect local cultural and religious realities as well as reflecting the human rights aims of the training. Trainers must select relevant materials and adapt examples as necessary.

“It is very important to consider the own culture of society in the training process” (Faculty of Education, Syria)

“Manual should have the materials and experience relevant in context with the country and definitely models/ best practices, which can be replicated according to one’s own context.” (CINI Asha, NGO, India)

e. Follow-up, monitoring and evaluation

Although monitoring and evaluation is essential to ensure quality of training and to assess impact, only 57.5% of questionnaire respondents indicated having questionnaires at the end of the sessions, 22% hadn’t had any evaluation at all, and only 12.5% had done a large-scale impact assessment. Likewise, following up with additional / refresher training was identified by participants as the fourth most important element of successful police training (10.5%). However, in 66.7% of the cases, no follow-up training had yet been conducted. One reason identified for this lack of follow-up is funding:

“The NGO’s financial resources are limited, which do not permit to continue such training programmes including follow up activities.” (PRWSWO, NGO, Pakistan)

LESSONS LEARNED IN RELATION TO FOLLOW-UP, MONITORING AND EVALUATION

- ◆ Follow-up must be integrated into the training programme from the beginning;
- ◆ Trainers should be tested for competence at the end of a course (end of course evaluation) before being allowed to conduct further training;
- ◆ Evaluate pre and post training to measure what lessons have been learned / how to improve materials;

- ◆ There must be continuous evaluation of the impact of the programme and revision in the light of identified shortcomings and new opportunities;
- ◆ Support officers on an ongoing basis through provision of new materials and technical support within police stations;
- ◆ Importance of support from senior police officers to ensure a climate of implementation / enforcement of good practice;
- ◆ Distance learning through the internet can be explored as a possible training method;
- ◆ Use of formal tests and informal ‘quizzes’ are encouraged at the end of training sessions to reinforce learning and can also be used at a later date to assess how much knowledge has been retained.

[Training in relation to trafficking] ““ The investigator’s manual and other documents produced for the police training should be updated every two years at least – new forms created should be included as well as comments and explanations on new laws and new investigation techniques- as the traffickers are modernizing their “modus operandi”, the police should be able to adapt criminal procedures and techniques on the new methods used by the traffickers and those who sexually exploit children. ”” (Leasetc, Government / UNICEF / NGO collaborative project, Cambodia)

““ The police should, by the end of the training, be able to go beyond institutional considerations and work with civil society in the search for solutions for children. Because every change comes from an individual desire in a collective follow-up. ”” (ANERSER, NGO, Burkina Faso)

SUMMARY

You should now be familiar with the following:

- The source of lessons learned;
- Lessons learned in relation to: the importance of a broader strategy, different approaches to police training, planning, methodology, follow-up, monitoring and evaluation.

FOOTNOTES

- 1 Training sessions initiated by: NGOs (49.1%), police (17.0%), governments (15.1%), UNICEF/ UNHCR (11.3%), academic institutions (5.7%), social services (1.9%). NGOs reported that training for police was most often initiated in response to incidents (35.7% out of 58 answers) or on their own initiative (31%). Other reasons given for organising training include: required by government (17.2%), request from police officers themselves (12.1%), international donor pressure (1.7%), combination of factors (3.4%).
- 2 Funding for these trainings came from the following sources: NGOs (38.9%), UNICEF / UNHCR (24.1%), governments (22.2%), academic institutions (3.7%), police(3.7%), European Commission (3.7%), other (3.7%).
- 3 However, contradicting information has been gathered for a number of countries (Cambodia, Ghana, Kenya, Niger, Senegal, Yemen).
- 4 It should be pointed out, however, that contradictory information has been collected in relation to certain countries illustrating the lack of clarity on these issues in some countries.
- 5 See Section A.2 on how to map out a ‘problem tree’ and plan a programme strategy.
- 6 Includes lesson learned from UN OHCHR, *Human Rights and Law Enforcement: A Trainer’s Guide on Human Rights for the Police, 2002*. (Professional training series No.5/Add.2)

D. Policy recommendations for governments & senior police

“ I wish that our community and government would love us and guide us and not be ashamed of us. I hope they would listen to our views and concerns. ”
(Street children in the Philippines)¹

These recommendations are based on lessons learned from the evaluation of police training project, as well as CSC's 'Street Children and Juvenile Justice Project' (2002-2004). They focus particularly on governments and senior police. A full table of recommendations divided according to all actors in the juvenile justice system is available at www.streetchildren.org.uk/juvenilejustice

Recommendations to the government

- ◆ Urgently amend national **legislation** in line with the UN Convention on the Rights of the Child and other UN guidelines on juvenile justice, including:
 - ▶ Ensure that children below the age of 18 are accorded the protection of separate justice provisions and are not treated as adults;
 - ▶ De-criminalise 'vagrancy', 'loitering', victims of commercial sexual exploitation and status offences such as truancy and 'running away';
 - ▶ Set the minimum age of criminal responsibility at a suitable level, with due regard for the protection of *all* children, above and below that age (according to comprehensive implementation of international human rights standards);
 - ▶ Outlaw the death penalty and life imprisonment for crimes committed by children under the age of 18 at the time of the offence and commute any existing death sentences passed on children;
 - ▶ Ensure the protection of *all* children, regardless of gender, race, ethnicity, sexuality, disability and social, economic or any other status from discriminatory laws and practices.
- ◆ Orient political will and allocate resources to the structured development, implementation and monitoring of child rights-based comprehensive **prevention** policies as outlined in UN Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines), 1990.
- ◆ **Separate** the social welfare and criminal justice **systems** to avoid processing children who are *not* in conflict with the law through the criminal justice system, and allocate sufficient resources to social services.
- ◆ Amend legislation and practices and allocate resources to ensure that arrest and detention are only used as a last resort. Promote **diversion** programmes as an additional procedural mechanism to allow / propose exit points at each stage of traditional criminal proceedings, with an emphasis on restorative justice and child rights-friendly traditional and non-formal justice systems. Immediately end the practice of lengthy pre-trial detention / remand.
- ◆ Prioritise the use of **non-custodial sentencing** options as measures at the disposal of the judiciary (to constitute diversion from imprisonment, but not necessarily diversion from criminal proceedings) and implement immediate review of children currently in detention with a view to withdrawing them from detention for placement in alternative programmes.
- ◆ Immediately **stop the abuse** and maltreatment of children by law enforcement and other justice system personnel and safeguard their human rights. Protect children on the street and in custody from torture and ill-treatment, including rape and sexual abuse, whether by officials or other detainees. Complaints regarding mistreatment of children by the police or other authorities should be investigated promptly, thoroughly and independently and violators must be **disciplined and/or prosecuted** to the fullest extent of the law in order to challenge cultures of impunity that perpetuate violence and human rights violations.
- ◆ **Complaint mechanisms** must be established which allow street children and children in the criminal justice system to make confidential complaints – without fear of redress – to facility directors, to nominated national child rights representatives / ombudsmen, and/or to other appropriate national or international agencies. The system should ensure that all complaints are investigated and responded to promptly. During investigations (which often last for years or are open-ended), either suspend alleged perpetrators or move them to posts where they have no contact with children.
- ◆ Develop and implement screening procedures (including psychological profiling) in the recruitment of all **juvenile justice system personnel**, including *all* police (not just those specialising in children's issues) and military law

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enforcement personnel. Ensure proper remuneration to increase professional motivation to work with children and combat bribery and corruption. All juvenile justice system personnel (police, social services, probation, lawyers, judiciary, staff in prisons and institutions) should receive rigorous initial training and periodic in-service training in human rights, gender sensitivity, children's rights, and communication with street children.

- ◆ Establish and enforce stricter **time limits** for all actors in the justice process in order to speed up the processing of cases involving children in conflict with the law.
- ◆ Make **children's participation** central to reform processes. Create spaces for children's voices to be heard at all levels.
- ◆ Facilitate closer and stronger **communication and coordination** between *all* actors and sectors in the criminal justice and social welfare systems, including among central and local government agencies, and between government agencies and civil society.
- ◆ Establish appropriate **monitoring systems** of both the government and independent, non-governmental organisations. Monitors should be permitted to conduct confidential interviews with detained children of their choosing, with the consent of the children involved. Such monitoring should include making unannounced inspections of all detention facilities, including police cells, and should be given the authority and means to intervene whenever there are reasonable grounds to believe that abuses have been committed.
- ◆ Establish regular **evaluation mechanisms** for both the component parts of the system and how they function as a whole. Identify and address – through a child rights-based approach, priority areas for reform. Ensure that comprehensive official statistics are properly maintained. These should be used to monitor and evaluate implementation of policy.
- ◆ Establish, publicise and support toll-free **child helpline** numbers which are adequately staffed by trained personnel and which are available 24 hours a day. Any child or interested party, including police officers, should be able to call the number to report an incident of abuse or obtain information regarding services available to street children and children in the criminal justice system.
- ◆ Promote and/or undertake, in association with academic and civil society institutions: longitudinal **research** on effective crime prevention and diversion strategies; participatory research involving the community and children and young people into crime prevention and rehabilitation in the community, focusing on existing structures (local associations, youth and church groups); research on public perceptions of juvenile offending in order to identify appropriate 'entry points' for influencing public opinion; **cost / benefit analyses** of investing in comprehensive child protection systems at local and

national levels in order to develop a more accurate picture of the economic and social costs of failure to invest in prevention and protection programmes.

- ◆ Develop partnerships with the **media** to promote advocacy messages regarding child rights, restorative justice and the importance of prevention, diversion and alternatives to detention; to publicise positive outcomes with young offenders; to encourage community-level support for vulnerable children and young people.

Recommendations to senior police and station commanders

- ◆ Incorporate material on child rights and child protection in the **police training** curricula and **official handbooks, manuals and guidelines**. Ensure systematic training of all police in your station on child rights and child protection and make it a criteria for promotion. Complaints about particular officers in the handling of children should be recorded on personnel files and should count against promotion.
- ◆ Create **child-friendly police stations**: Encourage and support an atmosphere which does not tolerate violence, abuse or discrimination (including in the use of language by police officers); display child rights posters from NGOs / UNICEF etc. around the station; establish children's desks staffed by specially trained, gender-balanced and sensitive personnel to correctly handle children in conflict with the law, in need of care and protection or as victims/survivors; make it standard practice to notify a senior police officer every time a child is brought to the station.
- ◆ Keep **full and confidential records** on all children who pass through the station, including their identity, age, the reasons why they have come to the station, date and time of reception into the facility, transfers and releases, notifications sent to parents / guardians / appropriate adults, physical or mental health problems, and information on the personnel involved in dealing with their cases.
- ◆ Ensure that officers under your command **divert** all cases of children in conflict with the law where possible away from the formal criminal justice system using the following options as appropriate to each individual case: verbal and written warnings, formal apology and undertaking by the child not to do repeat the offence, family group conferencing, mediation, community service and referral to community-based pre-trial diversion programmes etc. Involve as many relevant stakeholders as possible when developing a diversion plan such as social workers, parents, guardians or community members.

- ◆ Ensure that police officers in your station **do not detain children in police cells** prior to appearance before a juvenile magistrate except as a last resort. In cases where detention is unavoidable, human rights standards must be met with regards to separation on the grounds of age and convicted status, hygiene, sanitation, space, ventilation, food, clothing, adequate sleeping materials etc. Torture and violence must be strictly forbidden. Police found guilty of torture, mistreatment or seeking sexual favours from children must be brought to justice promptly.
- ◆ Develop **links with local NGOs and social services**. Ensure that the duty manager has access to helpline numbers and information about facilities and services available in the area where at-risk children can be referred. Give official authorisation for collaboration and proactively encourage it within your station. Sign memoranda of understanding (MOUs) with local NGOs for referral and collaboration.
- ◆ Build stronger relationships with local communities and take an active role in promoting **prevention of juvenile crime and child abuse** amongst officers under your command. Take violence against women and children seriously: protect children from cruelty and torture by parents, teachers and others; hold parents, teachers and other caregivers responsible for cruelty to children in the home, school and other environments. Protect children from harmful employment, prostitution, neglect and abuses and exploitation of all kinds.
- ◆ Actively **network with other station commanders in your area** to exchange ideas and good practice and to encourage other commanders to implement child-friendly practices based on your own experience.

FOOTNOTE

- 1 Child participants quoted in UP CIDS PST, *Painted Gray Faces, Behind Bars and in the Streets: Street Children and Juvenile Justice System in the Philippines*, UP CIDS PST and CSC, Quezon City, Philippines, 2003, p.142

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E. Conclusion

The factors that influence the success of police training are so complex and challenging that efforts can, at times, appear to be just a drop in the ocean. This is especially so when compared with the scale of the need for reform, both nationally and internationally, and the severity of the problems faced by children who come into contact with untrained and unsensitised police.

Until governments start taking seriously their commitments to international human rights and juvenile justice instruments, positive impact will only be achieved on a very small scale. The failure of governments to take a political lead on child rights and child protection is not only a violation of international human rights law, but is also costly – economically as well as for the children and communities involved.

‘Falling into the trap’ of filling up the shortfall, NGOs, UNICEF and donor governments often commit to initiating and carrying out the work of the government in relation to police training. However, in spite of the numerous obstacles, feedback shows that training *does* significantly improve practice: 24.2% of questionnaire respondents claimed that police practice with children ‘very much improved’, 63.6% agreed that it ‘somewhat’ improved and only 12.1% claimed the situation remained the same.

In conclusion, we must remind ourselves that training works. Even in difficult situations, motivated individuals will always find a way forward, however complex or daunting the obstacles may be. By working within a broader strategy, taking on board lessons learned in order to improve current training, and by setting realistic targets, organisers of police training can bring about change and guarantee the best possible outcome of any meeting between a child and a police officer. At the same time, however, by sharing their knowledge, commitment and experience, as well as by integrating child rights and child protection into their daily practices, police officers will be *the* most important actors who can bring about change.

The second part of this book therefore proposes a suggested training manual, based on an analysis of existing manuals from different countries, to assist the police in this vital work with children.

Please give us feedback

This book was produced within the limits of a short-term project and would benefit from improvements based on practical use and exchange of experiences in different country contexts. Have you used this manual? If so, how? Which parts were most useful? How can it be improved? Do you have better exercises or materials to share? Please send us suggestions for improvement as well as information on how it has been adapted in different contexts. We will make this information available on our website for the greatest benefit of all those working on this issue.

Email info@streetchildren.org.uk

See www.streetchildren.org.uk/policetraining

F. Useful resources

A selection of the key resources listed below is available on CSC's website at www.streetchildren.org.uk/policetraining. Please contact info@streetchildren.org.uk to recommend additional resources in the area of police training on child rights and child protection.

International instruments

- ◆ UN Convention on the Rights of the Child: www.ohchr.org/english/law/crc.htm
- ◆ African Charter on the Rights and Welfare of the Child: www.achpr.org/english/_info/child_en.html
- ◆ UN Guidelines on the Prevention of Juvenile Delinquency (Riyadh Guidelines): www.ohchr.org/english/law/juvenile.htm
- ◆ UN Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules): www.ohchr.org/english/law/beijingrules.htm
- ◆ UN Rules for the Protection of Juveniles Deprived of their Liberty (JDLs): www.ohchr.org/english/law/res45_113.htm
- ◆ UN Guidelines for Action for Children in the Criminal Justice System (Vienna Guidelines): www.ohchr.org/english/law/system.htm
- ◆ UN Standard Minimum Rules for the Treatment of Prisoners: www.ohchr.org/english/law/treatmentprisoners.htm
- ◆ UN Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules): www.ohchr.org/english/law/tokyorules.htm
- ◆ UN Code of Conduct for Law Enforcement Officials: www.ohchr.org/english/law/codeofconduct.htm
- ◆ UN Basic Principles on the use of Force and Firearms by Law Enforcement Officials: www.ohchr.org/english/law/firearms.htm

Police training manuals and guides: child rights and child protection

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- ◆ **Convenio Policía Nacional del Perú, Save the Children Suecia, Acción por los Niños**, *Curso de Capacitación, La Policía Nacional del Perú, Promotora de Derechos de Niñ@S, Adolescentes y Familia*, www.accionporlosninos.org.pe/publi5.htm
- ◆ **Crown Prosecution Service (UK)**, *Achieving Best Evidence in Criminal Proceedings: Guidance for Vulnerable or Intimidated Witnesses, Including Children*, www.homeoffice.gov.uk/docs/intimidatedwitnesswhole.pdf
- ◆ **Independent Working Group (Herlina, A., Sri Sardjiati, H., Sudinar, H., Fakhri, M., Misbah Purnianti, M. & Kusumaningrum, S.)**, supported and facilitated by **UNICEF Indonesia**, *Training Manual for Police on Children's Rights and Juvenile Justice*, final draft, Indonesia, 2003
- ◆ **Jacobsen, A.F., Kattel, M. & Sano, H-O.**, *Review of Children's Rights Training in Nepal*, for The Danish Centre for Human Rights, February 2000, www.humanrights.dk/upload/application/290e625b/nepalmanus.pdf
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- ◆ **Karnataka State Police & UNICEF** (Gender Sensitisation Project: Violence against Women and Children), *Training and Resource Manual for Police Personnel*, India, 2003
- ◆ **Kelly, Prof. L.**, *VIP Guide: Vision, Innovation and Professionalism in Policing Violence against Women and Children*, produced for the Council of Europe Police and Human Rights 1997-2000 Programme, Child and Woman Abuse Studies Unit, University of North London, London / Strasbourg: Council of Europe Publishing, www.coe.int/T/E/Human_Rights/Police/2_Publications/2_2_VIP_Guide/PDF_VIP%20Guide-December%202001.pdf
- ◆ **Metropolitan Police Service**, London, *Roles and Responsibilities of Police in Child Protection Investigations* www.met.police.uk/so/so5.htm#responsibilities
- ◆ **People's Democratic Republic of Lao, Ministry of Justice**, *Juvenile Justice Workshop: Participants Manual*, PDR Lao
- ◆ **Philippine National Police, Office of the High Commissioner for Human Rights, UNICEF**, *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training, Volume One*, Philippines, 2002
- ◆ **Police (UK)** Research Series Paper 94: *Child Abuse: Training Investigating Officers*, briefing paper: www.homeoffice.gov.uk/rds/prgpdfs/prg94bf.pdf; full version: www.homeoffice.gov.uk/rds/prgpdfs/fprs94.pdf, October 1998
- ◆ **Save the Children Sweden, Regional Office for Eastern and Central Africa and Forum on Street Children Ethiopia**, *Protection of Children, Youth and Women: Manual for Training Police Officers*, Addis Ababa, Ethiopia, 1999

- ◆ **Save the Children Sweden, Forum on Street Children Ethiopia & Addis Ababa Police Commission**, *Guidelines for Police Working in Child Protection Programs in Ethiopia & Pocket Book for Police Officers Working in Child Protection Programs*, Ethiopia, March 2004
- ◆ **Uganda Police Force and UNICEF**, *The Role of the Uganda Police in the Protection of Women and Children's Legal Rights, A Trainer's Manual*, Uganda
- ◆ **UNICEF Mongolia**, *Police Guidelines for Dealing with Children*, Mongolia
- ◆ **UNICEF Timor-Leste Child Protection Section**, *Training Manual for Police Officers on Child Rights, Juvenile Justice, Child Abuse and Children At-Risk*, Draft 2004
- ◆ **United Nations**, *Asia-Pacific Answers: Good Practices in Combating Commercial Sexual Exploitation of Children and Youth*, 2001, www.unescap.org/esid/hds/sexual/inter-agency.doc
- ◆ **United Nations**, *The Standard Generic Training Module (SGTM) 5 D: Child Protection in UN Peace Operations*, 2002, www.un.org/depts/dpko/training/sgtm/sgtm.htm

Police training manuals and guides: human rights (not child-specific)

- ◆ **Altus Global Alliance Series**, *Opening the Station House: Five Practical Ways to Improve Service and Reduce the Opportunities for Corruption at Any Police Station*, Local to Global, No. 1 April 2004, www.altus.org
- ◆ **Amnesty International**, *A 12-Point Guide for Good Practice in the Training and Education for Human Rights of Government Officials*, AI Index ACT 30/1/98, 1998, www.amnesty.org
- ◆ **Amnesty International**, *10 Basic Human Rights Standards for Law Enforcement Officials*, AI Index POL 30/04/98, December 1998, www.amnesty.org
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Police training: challenges and evaluations

- ◆ **Adams, C., & Hendry, E.**, *Challenges to Police Training on Child Protection*, Child Abuse Review. Vol. 5:70-72, 1996.
- ◆ **Amnesty International**, Campaign for Human Rights Education, *Police Human Rights Training in Nepal & Human Rights – what have they got to do with the police?*, June 2003, www.amnesty.org
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- ◆ **Guidry Tyiska, C.**, *Working with Victims of Crime with Disabilities*, National Organization for Victim Assistance (USA), www.ojp.usdoj.gov/ovc/publications/factshts/disable.htm
- ◆ **NSPCC**, *It doesn't happen to disabled children: Child protection and disabled children – Report of the National Working Group on Child Protection and Disability*, 2003, www.nspcc.org.uk/inform/downloads/ItDoesntHappenToDisabledChildren.pdf
- ◆ **Reynolds, L.A.**, *People with Mental Retardation and Sexual Abuse*, 1997, www.thearc.org/faqs/Sexabuse.html

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- ◆ **Osse, A.**, *Discussion tools: A police and human rights trainer's manual – 15 ideas to encourage police officers to reflect on human rights issues*, Council of Europe programme on Police and Human Rights 1997-2000, www.humanrights.coe.int

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- ◆ **Helpguide**, *Child Abuse: Types, Signs, Symptoms, Causes and Help* www.helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm
- ◆ **International Society for Prevention of Child Abuse and Neglect (ISPCAN)**, *Train the Trainers Guidelines for International Training Project of ISPCAN (ITPI)*, International Training Project of ISPCAN (ITPI) Tool Kit for Training Projects, 5/2004. p4. www.ispcan.org/itpi/ITPItoolkit.htm

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Table of international experiences in police training in relation to child rights and child protection



Please note: This is a first attempt to gather information on training which has taken place internationally. It has been compiled from questionnaire feedback and internet research. It is by no means comprehensive. However, this table is available on CSC's website at www.streetchildren.org.uk/policetraining and will be updated as and when new information is acquired. Please contact info@streetchildren.org.uk to inform us of any corrections or additional trainings to be added to this list. In order to benefit from other people's experience, we strongly recommend that you contact organisations in your area before conducting your own training.

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COUNTRY	ORGANISATION & CONTACT DETAILS	PARTNERS
AFRICA		
Burkina Faso	ANERSER B.P. 11377 Ouagadougou 08 Tel: (226) 50431061 / 76601221 Fax: (226) 50340070 Email: anerser@yahoo.fr	College Maisonneuve Quebec & Ecole du Service de l'Action Sociale
Burundi	OPDE B.P. 6252 Bujumbura Tel: (257) 218148 Fax: (257) 213354 Email: rwamo@cbinf.com awamo@opde.org	
Democratic Republic of Congo	BVES B.P. 141 Bukavu Tel: (243) 0813185450 Email: murhabazinamegabe@ yahoo.fr	US Embassy
Ethiopia	Forum on Street Children, Ethiopia (FSCE) PO Box 9562 Addis Ababa Tel: (251)1534432/(251)1534722 Fax: (251) 1534469 Email: fsce@telecom.net.et, crdc@telecom.net.et	
Guinea	SABOU Guinée B.P. 6621 Conakry Tel: (224) 215178 Email: malfad@yahoo.it	Government UNICEF Terre de Hommes
Kenya	The CRADLE 10101, 00100 GPO Nairobi Tel: (254) 20574576/6 Email: millie.odhiambo@ thecradle.org	UNHCR
Kenya	ANPPCAN Kenya Chapter Email: admin@ anppcankenya.co.ke	Save the Children Sweden Kenya Police Service
Liberia	Don Bosco Homes Box 2751 Monrovia, Buchanan Tel: (231) 6531 830 Email: afal60@yahoo.com	Save the Children Sweden
Liberia	Christian Children's Fund	Ministry of National Defence UNICEF

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TARGET	DATES	COMMENTS
Different levels of police, personnel from different government ministries & NGOs	13-17/09/03 16-17/12/03 16-20/02/04 2001-2002-2003	Held at the Police School in Ouagadougou 25 people trained Content: Child rights, child protection & partnerships for different actors working with children in difficult circumstances Held in Bujumbura Children's police are trained by this NGO together with the street educators
Local senior police, juvenile justice personnel, civil society	March 2005 (1 day)	Common training needs assessment on child rights and child protection (also have experience training military officers on child rights and child protection)
Police and NGO staff from Kenya, Uganda, Tanzania and Ethiopia	19-23/11/01	Child Protection Programme
Police Child Protection Units, Addis Ababa	Ongoing	Emphasis on children in need of protection, children as victims, child rights, CRC, street children background, child development
Different levels of police Also a training for military personnel	2002 (different trainings)	Held in Conakry, Kindia, Mamou and Kissidougou Also informal sensitisation in police stations Content : child rights and child protection
Beat/patrol police (constables)	October/ November 2002	Held at refugee camp in Kakuma Content : child rights and child protection
80 police officers	November 2004	Content: Child protection within the juvenile justice system in Nairobi and Nakuru
Different levels of police	2002-2003	Held in Monrovia Content : child rights and child protection
Commissioned and non-commissioned officers of the armed forces of Liberia		(Agreement signed in July 2004)

COUNTRY	ORGANISATION & CONTACT DETAILS	PARTNERS
Mali	<p>Direction Générale Promotion de l'Enfant et de la Famille B.P. 525 Ségou Tel: (223) 2320936 / 6379058</p> <p>Direction Générale des Services de Police B.P. 378 Ségou Tel: (223)2322164/5</p>	UNICEF
Niger	<p>ANTD BP 2981 Niamey Tel: (227) 739227 Email: antdniger@yahoo.fr</p>	<p>UNICEF</p> <p>DANIDA</p> <p>Swiss Agency for Development and Cooperation</p>
Sudan	UNICEF	Jordanian & Sudanese police
The Gambia	<p>The Child Protection Alliance P.O. Box 2914, Serrekunda Tel/Fax: (220) 378694 Email: cpagambia@yahoo.com www.cpagambia.gm</p>	<p>Terre des Hommes – Netherlands</p> <p>ECPAT</p>
Zambia	<p>MAPODE Centres for Young People at Risk P.O. Box 333224 Lusaka Tel/Fax: (260) 1290773 Mobile: (260) 97 772537 Email: kiremire@zamnet.zm merabkiremire@yahoo.co.uk www.mapode.freewebsites.org</p>	<p>Policy Project – Directorate of Community Police Sex Crime Unit</p> <p>FUTURES, ZARD</p>
ASIA		
Afghanistan	<p>Save the Children Kabul Tel: (93) 70505560 Email: palwashaabed@yahoo.com</p>	<p>Consortium (CRC)</p> <p>French Embassy</p> <p>Juvenile Police Kabul</p>
Bangladesh	<p>Aparajeyo Bangladesh 2-5 Humayun Road, block B, Mohammadpur, Dhaka 1207 Tel: (880) 28115798 Fax: (880) 28110380 Email: wahida@aparajeyo.org</p>	
Cambodia	<p>LICADHO PO Box 499 Phnom Penh Tel: (855) 12803650 Email: licadho@camnet.com.kh</p>	

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TARGET	DATES	COMMENTS
Different levels of police	2004	Held in Ségou Content : child rights and child protection
Middle and lower level police officers	2003-2004	Held in Niamey Content: child rights, child protection, role of different local committees in child protection
32 police officers	3 days July 2004 First of several	Held at the Police Training Academy, Rabat University Khartoum Content: sexual abuse / interviewing and investigating techniques
Police and security officers from The Gambia and selected government officials	13-17/09/04	Content focused on 2 main areas: 1. Police investigation techniques and tactics 2. How to interview child victims / witnesses of sexual abuse
Senior and middle police management	15-16/07/03 28/01/04 21-25/03/04 13-15/12/04	Held in Lusaka and Livingstone Content: prevention/management of child sex crimes, child trafficking for commercial sexual exploitation & labour in the context of local laws, CRC & African Charter on the Rights and Welfare of the Child
Senior police management	20/05/2004	Held in Kabul & Mazar, but with police from other cities. Also organised for police in different sessions in Kabul Content: child rights and child protection
Police	2004 onwards	Held in Dhaka, in police stations Content: CRC, street children background and sensitisation
Usually middle and lower level police officers	Have been doing training for 10 years	Held in 12 provinces. Give child rights training to other target groups (parents, teachers, labour inspectors etc.); also provide informal training to police officers but not specifically on child rights (non-discrimination, other international instruments etc.)

COUNTRY	ORGANISATION & CONTACT DETAILS	PARTNERS
Cambodia	Ministry of Interior PO Box 1494 Phnom Penh Tel: (855) 12827333 Email: cpg@online.com.kh	UNICEF World Vision International IOM
Cambodia	Save the Children Australia PO Box 52 Phnom Penh Tel: (855) 23216222 T/Fax: (855) 23362157 Email: hapo_pm@sca-cambodia.org	UNICEF
India	SEED 154, G.T. Road, Howrah- 2, Kolkata Tel: (91) 332660-1989 Email: seedkolkata@yahoo.co.in	Government
India	SANLAAP 38B, Manhanirban Road, Kolkata 700 029 Tel: (91) 3324649596 Email: indranisinha@satyam.net.in	Police Government
India	BOSCO (Bangalore Oniyavara Seva Coota)	UNICEF Government
India	Ioda www.ioda.com	DFID FCO British Council
India	NIPCCD (National Institute of Public Co-operation and Child Development) & AASHWAS www.aashwas.org	Assam Police & UNICEF
India	Socio-Legal Aid Research & Training Centre [SLARTC] P-112 Lake Terrace Kolkata – 700 029 Tel: (91) 3324645430 / 6098 Fax: (91) 3324665659 Email: slartc@cal.vsnl.net.in	UNICEF UNIFEM & Government of West Bengal UNIFEM and ATSEC Assam UNIFEM, Megalaya Police & ATSEC Megalaya

TARGET	DATES	COMMENTS
Senior and middle management police	Since April 2000 on a regular basis	Held in Phnom Penh & 13 Provincial Police Headquarters Held in 11 provinces for on the job training on child victim sensitivity and on forensic evidence collection
Different levels of police		Held in Phnom Penh Content: child rights, street children
Senior and middle management police	29/12/2003	Held at Howrah District Police Line (Shibpur) Content: child rights and child protection
Different levels of police	Almost every month	Held in Kolkata & nine other District Headquarters Content: sensitisation
Director Generals and Commissioners of Police from eight cities	23/10 (year unknown)	Content: Curriculum for Training of Police Officers and Constables in the Management of Problematic Youth (street children) Other training by Bosco: Indian Administrative Service Officers, on "Government Policy Change in Relation to Street Child Development"
Police Service	16-20/09/02	Training Needs Analysis (not specifically child protection)
Assam Police Personnel	3-7/09/02 (1stTOT)	Held at NIPCCD Guwahati, Assam Content: "Community Oriented and Child Friendly Policing"
Police personnel	2001-2003	Held at West Bengal Police Academy Kolkata 2 batches of 50 people in each batch Content: CRC, Juvenile Justice Act and ITPA
Police, judiciary, BSF and government officials	2003-2004	Held in Kolkata, Bankura, Chinsura, Jalpaiguri, Malda 5 Programmes with 50 to 60 personnel at each location Focus on: child rights, juvenile justice and ITPA
Police and NGO at Guwahati (45 people)	2003-2004	Held at Guwahati, Assam Content: child rights, juvenile justice and Immoral Traffic Prevention Act
Police and NGO	2003-2004	Held in Shillong. 60 people attended Content: child rights, juvenile justice and Immoral Traffic Prevention Act

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COUNTRY	ORGANISATION & CONTACT DETAILS	PARTNERS
		UNIFEM & ATSEC Uttar Pradesh
		UNIFEM & ATSEC Karnataka
India	Childline India Foundation 2nd Floor, Nanachowk Municipal School, Frere Bridge, Low Level, Near Grant Road Station, Mumbai- 400 007 Tel: (91) 223841098 Fax: (91) 22 381 1098 Email: chitra@childlineindia.org.in www.childlineindia.org.in	National Institute of Social Defence Ministry of Social Justice and Empowerment
Lao PDR	UNICEF PO Box 1080 Vientiane Tel: (856) 21315200 Email: adelneville@unicef.org	Government: People's Supreme Prosecutor, Ministry of Public Security
Mongolia	World Vision C.P.O. Box 705 Ulaanbaatar 210613 Tel: (976)11345323 Email: tuul_tsend_ayush@ wwi.org Injinash_dashdejid@wwi.org	General Police Agency of Mongolia UNICEF National Pedagogical University NGOs (Mongolian local)
Nepal	Kathmandu School of Law G.P.O. Box 10646 Kathmandu Tel: (977) 14439072 Email: ashish@lawyer.wlink.com.np	Danish Institute of Human Rights (DIHR)
Pakistan	Pakistan Rural Workers Social Welfare Organization (PRWSWO) P.O. Box 2 Bahawalpur 63100, Punjab Tel: (92) 62182442 Email: farhat2@mul.paknet.com.pk	
Philippines	Childhope Asia Philippines 1210 Penafrancia Ext., Paco, Manila 1007 The Philippines Tel: (63) 25634647/ 5617118 Fax: (63) 25632242 Email: chap@childhope.org.ph	UNICEF

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TARGET	DATES	COMMENTS
Police and NGO	2003-2004	Held in Lucknow 55 People attended Content: child rights, juvenile justice and Immoral Traffic Prevention Act
Police and NGO	2003-2004	Held in Mysore 60 People attended Content: child rights, juvenile justice and Immoral Traffic Prevention Act
Different levels of functionaries (grass-roots to senior level)	2002-2005	75 workshops held in 16 cities Part of “National Initiative for Child Protection” (NICP) Campaign Objective: creating a child-friendly environment Themes: CRC, rights-based perspective in dealing with children in need of care and protection, Juvenile Justice Act 2000 Also regular outreach and awareness programme in police stations
Police, prosecutors and other partners (ministries of labour & social welfare, education, health & mass organisations)	2003/2004	Training focus on child-friendly investigation, particularly children who are victims of sexual abuse
Police middle management staff, patrol police, Child Address Identification police staff (Temporary Detention Centre)	2001-2004	Held in different cities Content: child rights and child abuse awareness training, interviewing of children in conflict with the law, child and family social work, police ethics training, psychology of children and women
Police middle management and beat/patrol police	End of 2003, middle of 2004	Held in Kathmandu & Lalpur – planning to conduct more in 2005 in other parts of the country. Content: child rights & child protection
Different levels of police, borstal and juvenile jail wardens	23/02/04 02/06/04 13/09/04	Held in Bahawalpur, Bahawalnagar and Rahimyar Khan Content: focus on the Juvenile Justice System Ordinance 2000
Different levels of police	1999 to now	Held in different cities. Also organised in India in 1998 Content: child rights and child protection

COUNTRY	ORGANISATION & CONTACT DETAILS	PARTNERS
Sri Lanka	Plan International 6, Claessen Place, Colombo 5 Tel: (94) 1125088644 Email: dushy.hole@ plan-international.org	Government
Sri Lanka	PE.A.C.E. 166 Thibirigasaya Road, Colombo 5 Tel/Fax: (94) 1596855 Email: peacesl@sri.lanka.net	
Tajikistan	Children's Legal Centre, University of Essex, UK www.childrenslegalcentre.com	FCO (Funding)
Vietnam	Plan International G.P.O. 117 Hanoi Tel: (84) 48682587 Email: lan.lequynh@ plan-international.org	Vietnam Committee for Vietnam Population, Family and Children
CEE		
Albania	Children's Human Rights Centre of Albania (CRCA) P.O.Box 1738 Tirana Tel: (355) 4242264 Email: crca@adanet.com.al	General Directorate of the Police Soros Foundation, Tirana European Commission
Kosovo	The Children's Legal Centre, UK (Children and Armed Conflict Unit)	UNICEF
Romania	Salva_i Cop_i Save the Children Romania) Intr. Stefan Furtuna 3, 010899 Bucharest Tel: (40) 212126176 Email: rocs@mb.roknet.ro	
LATIN AMERICA		
Brazil	Viva Rio www.vivario.org.br	Military Police of Rio de Janeiro State, Unibanco Seguros (Funding), DFID
El Salvador	Fundación Orphan Helpers Blvd. Altamira Pje 3 F-14 Residencial Los Eliseos, San Salvador Tel: (503) 2733529 Email: coordinator@orphanhelpers.com	

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TARGET	DATES	COMMENTS
Constables attached to women and children's desk in the district		Content: surveillance of child related crime, practical information on how to process children who come into contact with the justice system
Police officers in the Children and Women Protection Bureau and its branches in 24 districts of Sri Lanka	3 days Held at various times from 1993 to present day	Content: child rights; children in the courts as victims /witnesses; police / NGO relationship, interaction, association on behalf of victim children at risk of CSEC; mission of P.E.A.C.E. to combat CSEC; dangers and risks of STD -HIV/AIDS; risk of victimised children been lured into criminal activities
Police and other agencies dealing with children in conflict with the law	12-16/07/04	Juvenile Justice Training Seminar
Police senior management		Held in Hanoi Content: how to process children that come into contact with the justice system, information on other services available to refer children to
Different levels of police	1998 to 2003 4 courses a year	Held in different cities Content: child rights and child protection
Law enforcement officials		Content: child rights
Different levels of police	1999, 2002, 2003	Held in Bucharest, Busteni, & Suceava Content: child rights and child protection
Military Police Corporals, MP Sergeants, Citizen Police	Since 2002	Content: Practice Improvement course, Police-Citizen Relations, "Dealing with Children and Adolescents"
Beat/patrol officers	Sunday mornings	Informal / one-to-one Content: general sensitisation on children's socio-economic background, the difference between children in need of care and protection and children in conflict with the law

COUNTRY	ORGANISATION & CONTACT DETAILS	PARTNERS
Guatemala	Casa Alianza Guatemala	ODHAG (Human Rights office of the Catholic Church) & Rigoberta Menchu Tum Foundation
Honduras	Casa Alianza Honduras Tel: (504) 2215884 Email: Honduras@casa-alianza.org	Human Rights Office of the Catholic Church (ODHAG), Rigoberta Menchu Tum Foundation
Peru	Acción por los Niños Av. La Universidad 274 Lima 12 Tel: (51-1)3495013/ 3495010 Fax: (51-1)3492484 Email:marite.mosquera@accionporlosninos.org.pe	Radda Barnen Sweden Ministry of Interior
MIDDLE EAST AND NORTH AFRICA		
Lebanon	The Children's Legal Centre, UK	Ministry of Interior, IPEC ILO
Palestine	Defence for Children International / Palestine Section www.dci-pal.org jihad@dci-pal.org	EU Human Rights Initiatives (Occupied Palestinian Territories office) & UNICEF (Occupied Palestinian Territories office)
Sudan	Child Development Foundation (CDF) Street 31- block 10- Mohamed Njeeb av.- Amarat -Khartoum Tel: (249) 912358330/ 83571255 Email: cdforg@sudanmail.net	UNICEF
Sudan	SABAH Association for Child Care and Development P.O.Box 8342 Amarat Tel: (249) 183468322 Email: sabah_ass@hotmail.com	UNICEF Dutch Embassy
Turkey	UNICEF Birlik Mah.2 Cadde No 11 06610 Cankaya-Ankara Tel: (90)3124541008 Email: bhayran@unicef.org	Ministry of Internal Affairs
Yemen	Save the Children Sweden PO Box 476, Crater, Aden Tel: 9672231602 Email: asaheed@scsmena.org	Ministry of Social Affairs Juvenile Court Judge
Yemen	Juvenile Police Tel: (967) 1224125/ 71499591	Government, UNICEF

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TARGET	DATES	COMMENTS
Police officers	10-month period	Content: human rights including child rights and more specifically street children
Different levels of Police	1999-2002	Held in different cities Content: child rights and child protection including sensitisation on lives & experiences of street children.
Different levels of police	1994-2001	Content: child rights and child protection
Civil Defence and Police Units		Content: TOT programme and workshop, focus on CRC with respect to working street children
Police units, probation officers, and lawyers	18-23/12/04	Held in Ramallah Content: International Standards of Juvenile Justice, Juvenile Justice between Reality and Laws, UN CRC
Different levels of police	2003, 2004	Held in Khartoum, Malakal & Niyala Content: child rights and child protection
Police Middle Management	1999 2001-2003	Held in Khartoum Content: child rights and child protection
	Various since 1998	Held in Ankara & Istanbul Content: child rights and child protection, communication abilities
Different levels of police, juvenile court judges, lawyers, social workers, head of juvenile centre, media	December 2003, September 2004	Held in Aden Content: Child Rights and Child Protection
Police middle management		Held in Sanaa. Content: child rights and child protection

COUNTRY	ORGANISATION & CONTACT DETAILS	PARTNERS
WESTERN EUROPE		
Northern Ireland	Police Service of Northern Ireland Criminal Justice Department Knocknagoney House, 29 Knocknagoney Road, Belfast BT4 2PP Tel: 02890922373 Email: william.mcauley@ psni.pnn.police.uk	Government Social Services
Spain	Escola de Policia de Catalunya Ctra. C- 17, Barcelona-Ripoll, km13,5 08100 Mollet del Valles Tel: (34)935675114 Email: lvalles@gencat.net	Government
Sweden	ECPAT Sweden Nybrokajen 7 111 48 Stockholm Tel: (46) 86119934 Email:Helena.karlen@ ecpat.se	Swedish National Police Academy
Portugal	Instituto Superior de Policia Judiciara e Ciencias Criminais Quinta de Bom Sucesso, Barro, 2670-345 Loures Tel: (351)219834059 Email: cristina.soeiro@pj.pt	Government
UK	Thames Valley Police Police Training Centre, Sulhamstead, Berks RG7 4DX Tel: (44)1189325727 Email: catherine.woodliffe@ thamesvalley.police.uk	

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TARGET	DATES	COMMENTS
Different levels of police, child abuse and sexual assault detectives	Ongoing, continual police training	Held in Belfast Content: child rights and child protection, handling investigation of alleged or suspected abuse
Beat/ patrol police	Regular course for continuous training	Held in Barcelona Content: child rights and child protection, criminality related to children, both as victims and perpetrators
Different levels of police	14/04/97 17-18/03/04	Held in Stockholm Content: child rights and child protection, commercial and sexual exploitation of children
Inspectors and Chief Inspectors (Criminal Investigation)	Since 2002	Held in Lisbon, Porto, Coimbra & Faro Content: sensitisation and awareness- raising
Different trainings for different officers	Continual	Content: Children's rights and protection orders, physical and sexual abuse, interviewing of abused children, interviewing vulnerable children who have witnessed offences