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# BEST PRACTICES REPORT

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## 1. Introduction and research methodology

### About CHILDfront

Funded under the Justice Programme of the European Union (JUST-2021-JTRA), “Child-friendly justice in the Greek and Cypriot courts – CHILDfront” aims to support child-friendly justice in Greece and Cyprus by creating tailored, thematic curricula and diverse learning tools on child-friendly justice based on good practice and established standards and guidelines. CHILDfront is implemented by a consortium of expert partners from four EU Member States (Bulgaria, Cyprus, Greece, and Italy), under the coordination of the Centre for European Constitutional Law – CECL, and with the support of the Greek Ministry of Justice, the Greek National School of the Judiciary, and the Cyprus Judicial Training School.

In order to meet its objectives, CHILDfront will (a) make an in-depth assessment of the target groups’ training needs and the identification of good practices; (b) develop innovative, multidisciplinary, practice-oriented training curricula and material; (c) create a sustainable e-learning platform, which will continue to be hosted on the website of the Greek School of the Judiciary; (d) organise one three-day transnational train-of-the-trainers workshop and two study visits for Greek and Cypriot judges and prosecutors in Italy and Bulgaria; (e) organise nine transnational training workshops for acting and trainee judges and prosecutors from Greece and Cyprus; (f) disseminate and communicate its activities, including at a transnational conference on child-friendly justice, which will be hosted at the Greek School of the Judiciary in Thessaloniki.

The project will train two hundred and thirty-five judges and prosecutors from the civil, criminal and administrative branches of justice, and eight judicial trainers in Greece and Cyprus through a multidisciplinary approach emphasising the transmission of knowledge and skills on child psychology and child-friendly communication. The training curriculum will include a horizontal module on personal data protection, as applied, in particular, in cases involving children. The project methodology is based on the transfer of good practices from the consortium Member States and beyond.

### Best Practices Report

The present report precedes the development of the CHILDfront training materials and the capacity building endeavor involving judicial trainers. It aspires to present a solid background of what has already been achieved at the EU level and beyond and which an innovative and practice-oriented learning tool should step on.

Together with the [Training Needs Assessment Report](#), assessing the Greek and Cypriot professionals’ view on what can be improved at the national level, this report will assist in developing a modern set of training tools that respond to professionals’ real needs. In order to do so, it classifies the collection of practices into the following groups and analyses them: 1) training of trainers, 2) training of criminal justice professionals, 3) training of civil judges, 4) training of administrative judges and 5) training on the cross-cutting issues of child psychology and data protection. The final section summarises essential findings and draws recommendations to develop training tools. In addition, the report brings together a library of what has already been achieved in the area of child-friendly justice so that future efforts in the same area might easily refer to it.

### Research methodology

The present selection of practices is the result of a tailored methodology. Its direct purpose is to assist the project team of experts in developing innovative, multidisciplinary, practice-oriented training curricula and create a sustainable e-learning platform for Greek and Cypriot judges and prosecutors stepping on what is already available.

According to [European Judicial Training Strategy for 2021-2024](#) it is fundamental for training providers to assess and monitor training needs and adapt curricula to emerging challenges. Moreover, the first principle declared in EJTN – [Judicial Training methodology handbook](#) states that any training programme should be needs oriented. It is important that planning bodies develop best practices concerning the major challenges of the planning process related to needs assessment.

For these reasons, the best practice report also considered the results of the CHILD Front Training Need Assessment (TNA) report released on 30.09.2022. The TNA report combined the two national reports drafted by CECL in Greece and CFPA in Cyprus, which, in turn, encompass the findings of desk and primary research performed in the two countries. The research was primarily conducted by CECL and SSP. P. Sakellaropoulos, in Greece, and by CFPA in Cyprus.

As a first step, the team had to define what a best practice is. The evident definition that describes it as a method that is considered working or effective should be placed in the context of judicial training in child-friendly justice. The European Judicial Training Network's (EJTN) '[Handbook on Judicial Training Methodology in Europe](#)' defines a "good or promising practice" in the field of judicial training according to the following features:

1. Its capacity to be effectively transferred to other jurisdictions;
2. The extent to which it innovates or refreshes (even inspires) existing, established training practices to enhance the learning experience of judges and prosecutors;
3. The capacity of the practice to adapt to the differing cultural, social, economic and religious circumstances in which different judicial systems operate across the EU; this goes along with understanding another country's approaches and solutions not as a threat to one's own system, but as a true "added value";
4. The existence of clear evidence that it meets an articulated training need.

Having these criteria as a benchmark but also being aware that few of the existing practices have undergone effectiveness evaluation, the project team decided to take the approach of collecting as many practices as relevant and analyse those of them that fitted most of the mentioned criteria. Therefore, during the first stage of the research, the team conducted a targeted search with the aim of identifying both online and in-person training activities and materials, including courses, guidelines and textbooks of relevancy to the CHILD Front Project's goals and objectives.

At the European level, three main platforms served as practice identification starting points, namely:

- a) the European Judicial Training Network (EJTN), where both EJTN-funded activities and training opportunities, as well as those sponsored by its Members, were found and included in the final Annex to the report;

- b) the Academy of European Law (ERA), where both the 'E-learning Courses' and 'Resources and Projects' sections were consulted;
- c) the European Commission's 'funding & tenders opportunities' search tool.

At a regional level, the interactive platform [Child Protection Hub](#) which brings together knowledge for professionals working on child protection in South East Europe, was another valuable reference point.

For all platforms, a set of key words, including 'child-friendly justice', 'children's rights', 'human rights' were adopted to narrow the search operation. On the basis of the results, practices were then manually selected or discarded by reference to the common objectives of the CHILD Front Project and fitting any of the promising practices features. Moreover, only practices dating as far back as 2017 were selected.

By adopting search criterions of an analogous nature, good practices were identified at the national level by identifying EJTN Members representing the EU Member States, which included their respective judicial training authorities and schools for the judiciary such as, for instance, the Consiglio Superiore della Magistratura (CSM) (High Council for the Judiciary) in Italy, the École Nationale de la magistrature (ENM) (National School of Magistrates) in France and the Bundesministerium der Justiz und für Verbraucherschutz (Federal Ministry of Justice and Consumer Protection) in Germany. Having located the different official training authorities of each Member State, good practices were identified through their respective websites by employing the aforementioned keywords and criteria.

Finally, more practices were gathered by researching child-protection networks managed by both local and international, as well governmental and non-governmental organisations. As such, practices were researched in the divisions of key human rights organisations, first and foremost the United Nations and the Council of Europe. Other NGOs, charities and think-tanks were further found by cross searching the key words, 'child-friendly justice', 'children's rights', 'human rights', with words such as 'training activities', 'e-courses', 'capacity building'. Whenever relevant materials were found, NGO networks were mapped and further practices were retrieved by identifying the partners of given organisations.

The second stage of the research consisted of the classification and analysis of what was identified within the first stage. The selections were first arranged to fit the project-set thematic areas of criminal, civil and administrative justice, as well as the cross-cutting issues of data protection and child psychology. The training of trainers' section was brought out to assist the CHILDfront capacity building component. Each cluster was then analysed in its own subsection to outline the main features, repeatedly coming up with topics and, where available, transferrable components.

The final chapter summarises the analysis and draws recommendations about what is missing so that we can have an innovative set of tools and practices in all areas of child-friendly justice.

## 2. Highlighted practices

### Training of trainers

This section summarises the main features of nine identified ToT guidelines both in the area of child-friendly justice and in other areas that offer relevant recommendations. It will seek to highlight the knowledge and skills necessary for trainers to implement a successful training. The analysis will try to assist the development of the CHILDfront capacity building activities. The section is structured based on the main features of ToT guidelines involving the essential skills a trainer should have and a set of practices and techniques that would facilitate transfer of knowledge and make it as effective as possible.

Quality education in child-friendly justice requires well-prepared trainers. With the advance of new technologies, the entry of online and self-placed courses has opened new perspectives to training providers. While online courses require course designers, content authors, media editors and course administrators<sup>1</sup>, conventional training such as university and judicial training academy courses count on detailed knowledge, rich practical experience, soft skills, as well as organisational competencies. The modern methods in judicial training in Europe and internationally try to combine both so that they can take advantage as much as possible from their assets, for example by implementing guided e-courses or blended learning.

The Training of Trainers (ToT) approach has the purpose of establishing a circle of well-qualified, soft-skilled, and experienced trainers who could respond to the educational needs identified. In addition, behavioural science perceives peer education as an effective behavioural change strategy.<sup>2</sup> Still, it is believed that although peer training is often the most effective, a strong preference for academic instructors and/or permanent training staff makes them an indispensable source of new knowledge for justice practitioners.<sup>3</sup>

Trainers and judicial training providers are an essential target group with enormous potential to multiply knowledge and experience about child-friendly justice among judges and prosecutors. Still, a limited number of practices were identified to target this group specifically. Besides the EJTJN's judicial training methodology and the distance learning handbook, two specialised ToT guidelines for justice practitioners were identified: the UNICEF/UNODC's [Training Programme on the Treatment of Child Victims and Child Witnesses of Crime for Prosecutors and Judges](#) and the Academy of European Law's Self-Training (Trainers') Materials [Cross-Border Mediation in Family Cases](#). In addition to these, some elements of other courses will show up below as they either confirm practices from the identified ones or have components that might be transferable to complement the ToT activity within the CHILDfront project.

All models identified within this research stress upon the importance of interactivity and practice-oriented learning. According to EJTJN's [Handbook on Judicial Training Methodology in Europe](#) a good judicial trainer with the necessary didactical skills will see their role above all to facilitate practice-oriented exchanges between the participants and to promote learning by transferring experiences.

Another essential feature present in all reviewed ToT practices is the adaptation of courses' content to the specific (practical) needs of the trainees, by including national context and case studies or by tailoring them to the local cultural context. The UNODC's [Training Programme on the Treatment of Child Victims and Child Witnesses of Crime for Prosecutors and Judges](#), for example, is designed in a way that allows for every judge, prosecutor or judicial training instructor to be able to deploy its modules in their institution or curricula. It is a generic programme initially designed in four countries in South East Asia but, if necessary, authors recommend trainers to strengthen it by adapting it to the national context.

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<sup>1</sup> European Judicial Training Network (2020) [Judicial Training Methods: Distance Learning Handbook 2020](#). 2020.

<sup>2</sup> Damon, William (1984) Peer education: The untapped potential, *Journal of Applied Developmental Psychology*, Volume 5, Issue 4, 1984, pp. 331-343.

<sup>3</sup> Hammergren, Linn (1998) [Judicial Training and Justice Reform](#), Center for Democracy and Governance Bureau for Global Programs, Field Support, and Research, U.S. Agency for International Development. August 1998.

Trainers should also act as course managers. EJTN's [Handbook on Judicial Training Methodology in Europe](#) defines "trainers" as the lecturers, speakers, practitioners, experts, behavioural teachers, etc. who plan, design, and carry out training sessions.

Besides teaching, trainers are often responsible for a number of managerial activities throughout or preceding the training itself. Those can be either deciding upon the course design and content or securing a venue, purchasing handouts and training materials, etc. Trainers on a specific subject within a judicial training academy may need to organise and manage the course they decide to run. There are diverse guidelines depending on the profile of the trainers and the type of training activity they choose to employ (online, face-to-face, mixed). UNICEF's [Education Kit Handbook: Guidelines for Training of Trainers](#), for example, advises on how trainers should incorporate a course in a mainstream education system curriculum. Its Module 1 consists of guidelines on how to plan and implement a course that aims at preparing a core team of trainers who can set up and deliver high-quality training. The module first explains what a qualified trainer is expected to do. Then it provides a practical six-step plan of course preparation. Within the first step, ToT organisers should develop a culturally sensitive and context-relevant strategy which to respond to the specific training needs. The strategy can be developed at a deliberate workshop. Where applicable, the training content should be integrated with existing curricula. This should be done together with the education authorities. The already developed strategy should next be presented to relevant authorities and adjusted in line with their feedback. The [ToT Curriculum to Support the Development of Training Courses that address Good Practices in the area of Border Security and Management to Counter Terrorism and Stem the Flow of Foreign Terrorist Fighters](#) considers most effective the mixed approach of instructional (lectures) and group participation methods (discussions, study visits) in a proportion determined after preliminary context, user and content analysis. The UNODC's [Teaching Guide for Lecturers Using the E4J University Modules on Crime Prevention & Criminal Justice](#) also accents on adapting the courses' content to the local and cultural contexts, incorporating them within existing courses combining content from different Modules into a single course, and changing the suggested timeframe for teaching. It also offers pedagogical advice on relevant teaching methods that could be employed when delivering classes as well as student learning techniques, course learning outcomes, and the tools used to assess learning outcomes.

UNICEF's [Education Kit Handbook: Guidelines for Training of Trainers](#) encourages forming so called "course preparation team" composed of actors who should:

- prepare the teaching aids
- identify and set up the learning space(s), and
- set up and provide the training.

The [UNICEF/UNODC Training programme](#) suggests that trainers prepare in advance the training environment adapting the size of the venue to the number of participants and the envisaged activities (group discussions require sufficient space). Trainers should also prepare a detailed minute-by-minute plan agenda based on the specifics of the group of trainees. The points to be covered should be prepared in advance so that there is no repetition of information in different sessions.

EJTN's [Judicial Training Methods: Distance Learning Handbook](#) also reminds that trainers may sometimes be responsible for finding accommodation for the course sessions or for selecting the most suitable e-tools to facilitate the learning process.

Trainers need also a set of digital skills that might greatly support the learning process. With the advance of information technologies and the need for a more interactive and practice-oriented training, many training courses increasingly employ a variety of e-tools. Moreover, in response to COVID-19 pandemic many educational facilities switched to distance learning. The international trends in legal education are more and more focused on interactive training to enhance participants' training experience. This can be a variety of e-tools as online quizzes, game-based scenarios, visual presentations. These can motivate trainees and reduce drop-out rates.

Against that, trainers should have a variety of digital skills that would facilitate the training process. [Judicial Training Methods: Distance Learning Handbook](#) advises trainers, if needed, to upgrade, supplement or adapt content (especially if in the meantime relevant legislation or case law has changed) to participants' needs and inform them about other relevant materials (for example, interesting and useful articles) on the internet by sending links.

EJTN also suggests that if the course includes virtual classes or webinars, the trainers should also be in charge of hosting them.

The UNODC's [Training Programme on the Treatment of Child Victims and Child Witnesses of Crime for Prosecutors and Judges](#), at the same time, is designed in a way that allows for every judge, prosecutor or judicial training academy to be able to deploy its modules in their institution or curricula. It is a generic programme initially designed in four countries in South East Asia, however, if necessary, can be strengthened by national adaptation by local training providers.

ToTs examined also offer a set of pedagogical training on diverse training practices and soft skills. According to EJTN's [Judicial Training Methods: Distance Learning Handbook](#) successful trainers have a broad understanding of the subject but are also open-minded and with sufficient availability (being a trainer seems time-consuming). It offers a piece of advice for a successful first experience: the right combination of an uncomplicated but very useful topic for trainees and an enthusiastic trainer.

In terms of pre-selection of future trainers, EJTN's [Judicial Training Methods: Distance Learning Handbook](#) suggests that good judicial trainers must first and foremost have methodological competencies besides a good knowledge of the subject-matter and a well-coordinated attitude towards the profession. UNICEF's [Education Kit Handbook: Guidelines for Training of Trainers](#) has elaborated on the factors that should be kept in mind when selecting the team of trainers:

- Trainers should have proper knowledge of the training materials.
- Trainers are expected to serve as role models adhering to the professional codes of conduct.
- Trainers should be responsible for the overall management – setting up the venue; preparing the training agenda; ensuring that all materials are there.
- The authority of trainers should be recognized and respected by the trainees.

Adult learning methodologies believe that adults learn most productively when practically involved in the learning process. The [Handbook on Judicial Training Methodology in Europe](#) lists five principles of adult learning, namely:

- Adults need to know why they need to learn something.
- Adults need to learn by using their own experiences.
- Adults approach learning as problem-solving.

- Adults learn best when the topic is of immediate value.
- Adult learning is an active process of reflection and discussion.

The UNICEF/UNODC's [Training Programme on the Treatment of Child Victims and Child Witnesses of Crime for Prosecutors and Judges](#) confirms these principles affirming them as a best practice in judicial training.

The adult learning approach requires a set of training methods that a trainer should easily deploy. ToT guidelines (regardless if they target precisely justice practitioners or not) generally propose an instrumentarium of diverse training methods that are rather participatory than traditional. Among the most often suggested methods are the icebreakers – short games or *tour de table* that aim at introducing participants to each other; brainstorming, where a group of professionals generates ideas about problem-solving on a specific issue; pyramiding – an approach in which participants work in bigger groups at every round; group and panel discussions – where the trainer is a group mentor or just facilitates a discussion among participants; field practical method – placing participants in on-the-job situations; presentations; role play exercises; etc.

The Academy of European Law's Self-Training (Trainers') Materials '[Cross-Border Mediation in Family Cases](#)', for example, offers case scenarios in which trainees are divided into groups of 6 players consisting of co-mediators, parents (in a cross-border family case) and two observers. Having received input on the legal landscape of cross-border children cases and an introduction to mediation, the participants have the chance to do a mediation roleplay of a Hague child abduction case.

Besides pedagogical, several soft skills are necessary for the successful trainer. EJTN's [Judicial Training Methods: Distance Learning Handbook](#) lists some additional roles a trainer might have depending on the learning methods chosen:

- Moderate forum debates, answer questions and give feedback;
- Be available online at previously scheduled times for chat with participants;
- Help participants to strengthen their communication and interaction, try to build a friendly atmosphere (for group work);
- Help participants to dispel their doubts, solve their problems and troubleshoot crises during the learning process to prevent they are leaving the course and to maintain participants' interest in the course;
- Help, encourage and motivate participants to study and facilitate the learning process (the need for motivation depends on the e-learning course content; if the course or part of the course is theoretical, then more motivation is needed than for a course which deals with issues which participants use in their day-to-day work);
- Monitor participants and make a constant evaluation/assessment through comments which serve as feedback.

Regardless of the methods they choose, according to the [Handbook on Judicial Training Methodology in Europe](#), a good judicial trainer must have the methodological, social and psychological competencies:

- to interact with judges and prosecutors as capable and self-directed persons;

- to create a pleasant and positive learning environment in which the trainees feel that they are the protagonists;
- to actively involve trainees as much as possible, including subtly drawing in particularly noncommittal or secluded participants;
- to devise individualized teaching and learning strategies which allow tailor-made training for each and every judge;
- to use a wide variety of interactive, practice-oriented and experiential methods and techniques (discussions, buzz groups, simulations, problem-solving activities, or case studies, etc.);
- to foster and enhance teamwork;
- to enable the trainees to cope effectively with real-life situations;
- to awaken the full potential of each and every attendee;
- to give well-focused and constructive feedback allowing an immediate reaction; and
- to boost trainees' motivation by way of internal stimuli (for example desire for increased job satisfaction, self-esteem).

All practices examined recommend trainers collect feedback on participants' experience. This could be done through training institutions' regular procedures (no additional effort) and be used for further improvement of the curricula or in the process of development of new courses.

### Training of criminal judges and prosecutors

Within the ambit of criminal proceedings, children may come into contact with their national justice systems in a number of ways: namely, as victims, witnesses, suspects and/or accused of a crime. Whichever the circumstance may be, it is of paramount importance that their rights be safeguarded at all steps of the proceedings and that special consideration be accorded to their specific needs. In line with the objectives of the 2021-2024 European Judicial Training Strategy, the need to implement these principles – known to be the constitutive components of child-friendly justice – represents a core thematic area of the EU Strategy on the Rights of the Child: *“Children may be victims, witnesses, suspects or accused of having committed a crime, or be a party to judicial proceedings – in civil, criminal, or administrative justice. In all cases, children should feel comfortable and safe to participate effectively and be heard. Judicial proceedings must be adapted to their age and needs, must respect all their rights and give primary consideration to the best interests of the child.”*<sup>4</sup>

Although the implementation of child-friendly standards has witnessed significant developments in recent times, in some Member States professionals still lack access to subject-specific training courses and materials, impairing the effective and age-appropriate communication with children, so as to guarantee their right to be heard and ensure their meaningful and self-aware participation in criminal proceedings.<sup>5</sup> These shortcomings, on the other hand, reflect Member States' inability to meet in full

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<sup>4</sup> European Commission (2021) [Communication from the Commission to the European Parliament, the Council, The European Economic and Social Committee and the Committee of the Regions EU strategy on the rights of the child](#), Brussels, 24.3.2021 COM(2021) 142 final

<sup>5</sup> Committee of Ministers of the Council of Europe (2010) [Guidelines of the Committee of Ministers of the Council of Europe on child-friendly justice](#), October 2011.

the obligations codified within binding sources of EU law, such as the Procedural Safeguards Directive<sup>6</sup> and the Victim Rights Directive.<sup>7</sup>

The following analysis indicates common themes and types of practices reflecting the standards on the implementation of child-friendly principles in relation to criminal justice – and, in particular, the rights of children who are victims, witnesses, suspects and accused in criminal proceedings – laid out in the 2021 Strategy on the Rights of the Child, under the aegis of the 2021-2024 European Judicial Training Strategy and the Guidelines of the Council of Europe on Child-Friendly Justice.

### **Child-friendly justice and children’s rights in criminal proceedings**

A central theme on which existing best practices on child-friendly justice converge, concerns the safeguarding and guarantee of children’s procedural rights in criminal proceedings. By virtue of the fact that they are yet to enter adulthood and reach their full intellectual maturity, when it comes to criminal proceedings, children’s participation must be guided and facilitated by the mediation of legal practitioners, who should ensure that their fair trial rights are upheld by undertaking special measures to meet their needs.<sup>8</sup> In order to achieve such standards, programmes such as [‘The rights of the child in practice: furthering child-friendly justice in European law’](#), are devoted to the training of professionals who are directly in contact with children during judicial proceedings, educating them on the international and European legal frameworks concerning children’s rights and child-friendly justice. Their training materials serve the purpose of showcasing the criminal justice system as seen from a child’s perspective, so as to guarantee that factors such as its complexity and intimidating nature do not come to constitute obstacles in terms of their ability to access justice.

Additional learning courses and resources aiming to enrich practitioners’ theoretical knowledge of relevant sources of law include: the Council of Europe’s (CoE) online course [‘Child-Friendly Justice and Children’s Rights’](#), which seeks to equip practitioners with in-depth knowledge of the CoE Guidelines on Child-Friendly Justice; the Child Rights International Network’s (CRIN) toolkit, [‘Child-Friendly Justice and Children’s Rights’](#), which examines case law and existing legal dispositions in place at the national level to meet children’s needs during criminal judicial procedures; and finally, UNICEF’s Europe and Central Asia Regional Office’s [‘Guidelines on Child-Friendly Legal Aid’](#), which provide an analysis of international and regional standards regarding children’s access to justice, with particular emphasis on the four fundamental rights codified in the United Nations Convention on the Rights of the Child (UNCRC), i.e. the right to non-discrimination; the right to life, survival and development; the right to be heard; and the principle that the best interests of children should guide any decision whose consequences are consequential to their welfare.

Intimately interwoven with the necessity to uphold procedural and fair trial rights is the improvement of the interpersonal and practical skills of practitioners. As such, rather than simply providing theoretical insights on the legal framework codifying children’s rights, several practices aim to nurture

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<sup>6</sup> Directive (EU) 2016/800 on procedural safeguards for children suspects or accused

<sup>7</sup> Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA

<sup>8</sup> Seminar - [‘Procedural Safeguards in criminal proceedings in the EU in practice: focus on Children’s directive’](#)

professionals' technical expertise in pragmatic matters, as well as to supply them with the necessary competencies for the administration of child-friendly justice. These include among others the Bureau International des Droits des Enfants' (IBCR) initiative, ['Core Child-Rights Competencies for Judges and Prosecutors'](#), the International Commission of Jurists' (ICJ) ['Practical Handbook for Lawyers When Representing a Child'](#) and the Training Activities for Legal Experts' (TALE) online training, 'Improving Legal Practice with Children and Young People'.

Other practices focus instead on child-friendly legal standards compliance gaps. For instance, the Child-Friendly Justice European Network's (CFJ-EN) ['Child-Friendly Justice In Action'](#) provides a reflection of the limits thereof by taking into consideration professionals' and children's experiences and points of view regarding their experiences with their national justice systems as a means to examine potential areas of improvement and development. The global challenges and obstacles to children's participation in judicial proceedings are also the subject of the textbook ['Children's Access to Justice: A Critical Assessment'](#), published by Intersententia, while The Global Network for Public Interest Law's (PILNET) ['Practices and gaps in legal aid systems for children in France, Hungary, Romania and the Netherlands'](#) addresses the way analogous challenges to the full implementation of children's rights unfold at the national level. Further restrictions to children's access to justice and compliance gaps to child-friendly justice in the context of the Coronavirus pandemic are instead identified and discussed in ['Access to justice for children and COVID-19'](#).

### **Children in conflict with the law: suspects and accused**

Other best practices focus instead on guiding professionals' approach to specifically those minors who are in conflict with the law. In this regard, courses such as the European Judge Training Network's (EJTN) ['Procedural Safeguards in criminal proceedings in the EU in practice'](#) place an additional focus on the rights of children who are suspected or accused of criminal acts, such as their right to be heard and their right to effective participation. The latter further provides a better understanding of the importance of procedural safeguards for the respect of children's rights and best interests, assessing the issues of interpretation and translation, the presumption of innocence, access to legal representation, namely, the set of rights at the heart of the Roadmap Directives<sup>9</sup>. Importantly, as a precondition to the observance of child-friendly justice measures and the safeguard of procedural rights, lies the availability and accessibility of *pro bono*, specialised legal aid to all children accused or suspected of having infringed the law. While all children are technically entitled to quality legal representation, for many, it is far from simple to actually benefit from such services in practice.<sup>10</sup> The gap between current practice and required quality standards is assessed in Terre des Hommes' step-by-step guide ['Quality Standards For Legal Assistance For Children Suspected And/Or Accused'](#). Furthermore, the right to be heard and its correct implementation is also assessed in greater depth in the training module developed by the International Commission of Jurists, ['Access to Fair Procedures Including the Right to be Heard'](#).

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<sup>9</sup> Council of the European Union Resolution of 30 November 2009 on the Roadmap for strengthening procedural rights of suspected or accused persons in criminal proceedings 2009/C 295/01

<sup>10</sup>Hungerbühler, Lea [Quality Standards For Legal Assistance For Children Suspected And/Or Accused: A Step-By-Step Guide](#), CLEAR-Rights project, 2022.

Findings from projects focusing on child-friendly justice for children in conflict with the law have also drawn attention to the necessity of increased forms of targeted action at the national and local levels for the training of professionals on [juvenile justice communication methods and interactive techniques](#)<sup>11</sup>. In this regard, the need to improve practitioners' communication skills lies at the heart of training materials such as the International Juvenile Justice Observatory's (OIJJ) '[Improving juvenile justice systems in Europe](#)' and Penal Reform International's (PRI) '[Protecting children's rights in criminal justice systems](#)', which, among other skills, aim to instruct judges, prosecutors, lawyers and other court staff on the following: how to hold a conversation with a child who is suspected or accused of a criminal act; how to ensure that children who come into conflict with the law feel comfortable to express their own views; how to provide child-friendly explanations of judicial proceedings, as well as of their outcomes and implications; how to acknowledge the ideas and opinions of children about their experience with the justice system; how to communicate with parents of children involved in criminal proceedings.

Finally, best practices also identify communication and the advancement of practitioners' interpersonal skills as a concrete means to privilege a [restorative approach to criminal justice](#) and to support the re-integration in the society of children who enter into conflict with the law. The International School of Juvenile Justice's training course, '[Implementing Restorative Justice with Children](#)' aims to provide all legal practitioners with a greater understanding of the concept of restorative justice – addressing when and how to privilege this approach with children, how to assess its results and existing restorative practices in criminal justice proceedings that are in place at the national level in the EU Member States.

### **Child victims and child witnesses of crime**

Several other practices address the topic of children who are victims or witnesses of crime. There are ones that look more broadly at the topic, such as the [Online training on the UN guidelines on justice in matters involving child victims and witnesses of crime](#) – an online self-learning tool developed by UNODC, UNICEF and IBCR with the support of the Government of Canada. An evident common feature of the remaining practices is their focus on the particularly vulnerable children exposed to sexual violence. The UNICEF/UNODC's [Training Programme on the Treatment of Child Victims and Child Witnesses of Crime for Prosecutors and Judges](#) has identified that justice systems that are not adapted to children's rights and needs and criminal procedures are rarely child-sensitive. Therefore, the learning objectives of the training programme are to provide the trainees with the necessary knowledge and skills to apply the law and gain knowledge of relevant international and national legal contexts on treatment of child victims and witnesses; to demonstrate a clear understanding of the crimes committed against children, with a specific focus on child sexual exploitation; and to develop a good understanding of the Four Guiding Principles of the Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime for professionals. Among that, the training would support professionals to understand and apply a victim-first, human rights-based response, as well as be motivated to apply victim/witness children's rights.

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<sup>11</sup> Liefwaard, T.; Rap, S.E.; Bolscher, K.G.A. (2016) *Can anyone hear me? Improving juvenile justice systems in Europe: A toolkit for the training of professionals*, 2016.

Communication with children victims of sexual violence is also in the spotlight of the [JudEx+ training manual for professionals on child-friendly communication in child sexual assault legal proceedings](#). It focuses on the promotion of cooperation and coordination between partners, which are necessary to serve and protect children from traumatic experiences in the legal system in Europe. It consists of two modules: I) Essential modules on children's rights, child-friendly justice, verbal and non-verbal communication with children in cases of sexual violence; II) In-depth modules containing a collection of topics to help participants improve their skills in prevention, family support, awareness-raising, cooperation between institutions in cases of sexual violence against children and professional exhaustion.

EJTN's seminar '[Victim's Rights in the EU in practice: violence against women and children](#)' is a day and a half training of EU judges, prosecutors and court staff focusing on victims who require targeted and integrated support and protection: victims of domestic violence, child sexual abuse and gender-based violence. The training program is aimed at providing skills on how to approach victims in more practical and comprehensive ways in the EU taking into consideration contextual information during proceedings; as well as on how to offer more integrated and targeted forms of support, safeguard their rights and facilitate access to compensation.

Seen through a different perspective, the selected practices can be classified also as:

- ones that foster the exchange of information, best-practice experience sharing and transfer of perspectives of different professionals concerned with children in justice with view to encouraging cross-national and inter-disciplinary dialogue on child-friendly justice. Those have the primary purpose of strengthening and harmonising the knowledge of the relevant ECHR and other European standards on child-friendly justice across the Council of Europe member States.
- National-level practices, targeting a precise issue, such as the [Code of criminal justice for minors: Practical guide](#). It guides professionals through national reform with the adoption of the Code of Criminal Justice for Minors which has set itself the goal to prioritize the educational over the repressive principle of the national criminal justice for minors.

### Training of Civil judges

The following analysis focuses on the implementation of child-friendly principles in the area of civil justice and, in particular on training judges during civil procedures involving children.

The right to be heard is the core element of child participation therefore the procedural aspect of the hearing of the children within civil proceedings is fundamental.

Civil hearings are generally less regulated than criminal hearings, and judges often decide whether to hear the child and how to arrange hearings. Most EU Member States that have rules for criminal child hearings do not apply the same rules to civil proceedings. Nevertheless, based on the international standards of the CRC and the Council of Europe Guidelines, national rules should include a requirement for specialised courts, legally define the child's maturity (in correspondence with age requirements) and specify the most favourable settings and the most suitable conditions. The aim is that children can express their views in civil proceedings too, and participate effectively in a child-friendly manner, bearing in mind their level of understanding and any communication difficulties they may have.

The procedural right to be heard is frequently connected with the right to legal counsel in judicial proceeding. Legal counsel is important to provide information, to overcome obstacles and achieve a substantial and procedural equality in the proceeding as a condition to have a democratic decision making process.

In Cyprus, according to TNA report, in the context of examining a family case by the Court, the Commissioner for the Protection of the Rights of the Child, whenever appointed, acts as a representative of the interests of the child itself and not of any other parties. The representative of the child's interest provides independent legal services for the purpose of protecting the child's interest, without getting instructions from the parents/guardians or any other person connected with the child or the whole course of action. The Commissioner does not receive instructions from the child she represents but ensures that he/she is heard and participates through the Commissioner, depending on his/her age, maturity and level of growth.

According to FRA – [European Union Agency for Fundamental Rights](#)- social professionals have a much bigger role to play in child hearings in civil cases than in criminal ones. Judges still generally perform interviews in Bulgaria, France, Germany and Romania, but they frequently ask for social or psychological assessments. In France, judges with mandatory training generally conduct child hearings, but they may assign an interview to an expert, such as a psychologist, when appropriate. In Croatia, Estonia, Finland and Poland, hearings are predominantly conducted by social professionals. Children in Spain are either heard by a social professional, usually a psychologist, or a judge, and sometimes by both. Courts in the United Kingdom (England and Wales) do not routinely directly hear children in family law proceedings. When a child is party to the proceedings, a guardian is assigned to ascertain the child's feelings and report back to the court. In Croatia and Estonia psychologists usually conduct children's hearings, often in centres for social welfare. Judges perform hearings only exceptionally, when there are welfare concerns. Children in Poland are usually heard in indirect hearings with psychologists in family diagnostic centres. Alternatively, a court-appointed family guardian may conduct interviews with children in their homes during the pre-trial period, to prepare a 'community interview' that gives information about the children's social environment based on a guided conversation. Parents have the right, however, to ask the judge to hear their child in person. Judges may also opt to hear the child if they have doubts arising from the family diagnostics centre's psychological opinion. Indirect child hearings may have a positive impact on the proceedings. The court-appointed guardian may also stay in regular contact with the child during the pretrial and trial period.

Save the Children Italy's '[T.A.L.E. - Training Activities for Legal Experts on children's rights](#)' developed interesting online training material to provide support to legal professionals in making the judicial process more sensitive to the rights and needs of minors.

The training path is based on the initial finding that an approach to legal proceedings based on children's rights greatly enhances the ability of lawyers to work with children effectively. The training modules are focused on child participation and the right to be heard, legal representation, interdisciplinary approach and international tools.

Some recommendations highlighted that the legal professional should:

- Try to arrange an adequate child friendly space;
- introduce yourself to the minor and treat him with respect and sensitivity;
- devote adequate time to the minor from the first meeting, if the dialogue is difficult, respect the silences of one's interlocutor;
- use a language appropriate to the age and maturity of the children;

- pay attention to the minor and not to the adults who may accompany him;
- provide in a complete way all the useful information so that the minor understands the type of procedure in which he is involved, the role and functions of the various subjects involved;
- explain to him in simple words the content and the entire functioning of listening, warning him of the possibility of asking if he does not understand and illustrating the consequences of listening for the minor;
- respond to any questions of the minor by stimulating questions where he realizes that the minor has some difficulty and / or fear of expressing doubts;
- show sensitivity to cultural and religious differences by making use, if necessary, of an expert psychologist and a cultural mediator;
- try to refrain from expressing judgments and evaluations on the behavior of the minor and on the latter's family unit;
- avoid acting by inertia, making presumptions about minor clients composed of "similar" cases already faced or about incomplete facts, treating each as an individual with his own story to tell.

Very frequently there are high conflict disputes between the parents and their children, especially in limitation of parental responsibility, divorce and neglect cases. The place of the child in the family is at stake and respect for their individual rights is a sensitive issue.

In the Italian legal system, L. n. 149/2001 provided for the obligation of legal assistance for the minor and for the parents in the procedures for the limitation of parental responsibility and in those for the declaration of adoptability, thus introducing into the civil procedural system the lawyer of the minor.

Effective representation of the minor cannot ignore the need to provide him with access to relevant and reliable information, so that minors can significantly participate in the procedure. Information designed to help children and young clients understand how the justice system works and gain the confidence to enforce their rights will help make their participation in judicial proceedings meaningful.

Some interesting conclusions on legal representation:

- Information and advice should be provided to children in a manner appropriate to their age and maturity, in a language they can understand and which considers culture and gender.
- As a rule, information should be provided to both the child and the parents or legal representatives. The communication of information to parents should not be an alternative to the communication of information to the minor.
- Extensive dissemination of child-friendly material containing relevant legal information should be made available and provided, as well as set up specific information services for minors such as specialized Internet sites and dedicated helplines.

TNA report highlighted that in Greece child psychologists, are generally not present in hearings, and the law does not provide judges with an option to appoint or consult them in civil law cases. The parties are, however, at liberty to engage such specialists and request their expert input, if pertinent to the case. Judges may request an evaluation of the child and its family environment by the social services and apparently judges are often reluctant to order such evaluations, unless the specific circumstances of the case mandate it, because it contributes to delays to the resolution of cases, a severe issue in the Greek justice system.

According to [HELP – Human Rights Education for Legal Professionals - online course on Child-Friendly justice and Children’s rights](#) when faced with the justice system, children are thrown into an intimidating adult world which they cannot understand. It is therefore necessary to ensure that both access to and the processes within justice are always friendly towards children. The free online course is addressed to judges and legal professionals and include 9 modules on child-friendly justice in the civil, criminal and administrative context. Special attention is dedicated to interdisciplinarity and the main challenges on interaction with children in the judicial system.

The course was developed under the European Programme for Human Rights Education for Legal Professionals (HELP; [www.coe.int/help](http://www.coe.int/help) ) of the Council of Europe, by using the HELP methodology (<http://www.coe.int/en/web/help/help-training-methodology> ) in close cooperation with the CoE Children’s Rights Division, the staff of the CoE Special Representative on Migration and Refugees and UNHCR.

In June 2022 HELP online course on Child-Friendly Justice was launched in-person for 40 candidate judges and prosecutors in co-operation with the Judicial Academy of Serbia at the Institute for Criminological and Sociological Research with the support of the joint European Union and Council of Europe.

### [Training of Administrative judges and prosecutors](#)

TNA key findings on administrative justice in Greece highlighted that judges do not ordinarily come into contact with children, as administrative proceedings are conducted in writing. In general, there are no specific provisions in administrative procedures regarding cases involving children. The Appeal Committees are responsible for examining appeals against rejected asylum claims, and are composed exclusively of administrative judges. In most cases, the child is not heard during the appeal procedure and Committees mostly rely on their previous statements that have been provided to the asylum services in the first instance procedure.

In Cyprus, according to TNA findings, the International Protection Administrative Court has exclusive jurisdiction to decide at the first instance on all appeals by asylum seekers submitted under the Refugee Law. As the Court officially started its operations in June 2019 the judges that undertook the relevant positions acknowledged the lack of experience, cultural knowledge and skills in handling cases, especially those involving families and unaccompanied minors. There is a great concern and uneasiness when dealing with minors.

The Child-Friendly Justice - European Network developed an interesting [‘toolkit for mainstreaming the CFJ principles when working with children involved in administrative and judicial procedures’](#), a practical tool designed to support professionals in contact with children going through proceedings in the administrative justice system. Designed to be as simple, clear and straightforward as possible, this tool helps professionals working with child migrants to integrate key elements enabling the mainstreaming of child-friendly principles into their work. The tool is firstly an output of a 2-year research and learning project implemented in 7 European countries - Belgium, the Netherlands, Italy, Spain, Czech Republic and Greece - which evaluated, through desk-based research, interviews of professionals as well as consultations with children and young people, the knowledge and effective realisation of the Child-Friendly Justice principles in administrative procedures children may go through, when in contact with the justice system.

An interesting chapter of the toolkit is dedicated to the best interest of the child. Assessing the best interests of children requires a comprehensive process whereby their views and opinions are given due weight; all their rights (such as the right to dignity, liberty and equal treatment) are respected at all times, and a comprehensive approach weights all interests at stake, including psychological and physical well-being and legal, social and economic interests of the child. On this topic Easo developed a [practical guide on the best interests of the child in asylum procedures available in 16 languages](#). In Greece legal professionals suggested that the determination of the best interest of the child must be an ongoing procedure that starts inside the reception facilities along with pre-registration procedure and will include every child. The appointed guardian with the cooperation of a psychologist and the lawyer should conduct a best interest assessment aiming to bring up the best possible solution for the protection of each minor (i.e possible case - file separation from the parents if needed). To ensure, determine and guarantee child's best interest there is an urgent need to establish an Observatory Committee in Greece on the best interest of the child which will be responsible for ensuring that the principle of the best interest of the child is implemented. The Committee will act as a safety valve and will be in direct cooperation with the guardian and juvenile prosecutor reporting any violation, if needed.

Another fundamental child friendly justice principle that must be ensured in administrative proceedings is the principle non discrimination. The CFJ Guidelines stress that specific protection and assistance may need to be granted to more vulnerable children, such as migrant children, refugee and asylum-seeking children, unaccompanied children, children with disabilities, homeless and street children, Roma children, and children in residential institutions.

An interesting publication on this subject is "[Primer for Juvenile Court Judges: A Trauma-Informed Approach to Judicial Decision-Making for Newcomer Immigrant Youth in Juvenile Justice Proceedings](#)". It introduces success factors that juvenile court judges should consider in order to take a trauma-informed approach when a youth newcomer immigrant comes before them in juvenile justice cases. This primer discusses the definition of newcomer immigrant youth, case studies to provide clarity, the role of trauma in newcomer immigrant youth's lives, pathways from trauma exposure to the juvenile justice system, traumatic stress within the juvenile justice system, legal implications of involvement in the justice system on immigration status, cultural considerations, how to strengthen protective factors, and what judges can do. The primer also includes a number of helpful appendices on the unique experiences of unaccompanied minors, Supreme Court jurisprudence and adolescent brain development.

The [Handbook on Judicial Interaction Techniques in the Application of the EU Charter](#) focuses on the best interest of the child in the context of transnational movement. It explores child protection in the context of migration and asylum law with a view to highlighting the relevance of the 'vulnerability' of minors who are third-country nationals and/or asylum seekers. The analysis focuses on the interplay between the best interests of the child and the right to family life and family unity. The purpose is to show the differences and similarities in the approaches of the Court of Justice, the European Court of Human Rights and national courts. The focus is on a balancing exercise between the Member States' legitimate migration policy options and the best interests of a child who has a family member or relative in the Union.

On the same topic, the International Commission of Jurists (ICJ) developed Training Materials on Access to Justice for Migrant Children focusing on 'Access to Fair Procedures Including the Right to Be Heard and to Participate in Proceedings'. This training module is part of the series Materials on Access to Justice for Migrant Children of the Fostering Access to Immigrant Children's Rights (FAIR) Project and provides an overview of access to procedures for migrant children.

The training aims to develop professionals' knowledge of the following areas:

- Right to a fair hearing and access to court;
- Appointment of guardian;
- Public hearings;
- Legal assistance and representation;
- Access to information;
- Right to interpretation;
- The reasonable time requirement ;
- Due process in expulsion proceedings or when entering a country;
- Access to an effective remedy

About guardianship of unaccompanied minors the document highlights the fact that the guardian plays a central role in ensuring access to legal assistance for unaccompanied children or in supporting the child in finding an advisor. The guardian is considered to be an independent person who safeguards the best interests of the child and general well-being, and to this effect complements the limited legal capacity of the child, when necessary, in the same way that parents do. Moreover, the guardian differs from a qualified lawyer or other legal professionals who provides legal assistance, speaks on behalf of the child and legally represents him or her in written statements and person before administrative and judicial authorities in criminal, migration or other legal proceedings as provided for in national law.

Each unaccompanied or separated child should have a guardian appointed as soon as possible. States are required to make sure there is necessary underlying legal framework for that. Guardians shall have had and continue to receive appropriate professional training.

Another important material on training administrative judges is the Webinar on strengthening the rights of the child in administrative and judicial procedures related to migration. This webinar is based on the results of the Child Friendly Justice – In Action project's field and desk research conducted in six countries (Spain, The Netherlands, Italy, Greece, France and Belgium) with a particular focus on the situations in Greece, Italy and Belgium. The CFJ-IA project aims at assessing the gaps and shortcomings of the judicial system applying to children in migration. It also gathers the voices of accompanied and unaccompanied children seeking asylum in those countries. This webinar points out the shortcomings and gaps in the way administrative justice works towards migrant children and advocates for the global adaptation of migration-related procedures considering the child-friendly justice principles provided in the Guidelines of the Council of Europe. Includes three thematic and country-specific focuses:

- The role of volunteer guardians in protecting the rights of unaccompanied children in Italy (DCI-Italy);
- The importance of access to information and legal support at an early phase of the asylum procedure in Greece (DCI-Greece);

- The rights of the child accompanied by his or her family in international protection procedures in Belgium (DCI-Belgium)

### Cross-cutting issues

#### **Data protection for children involved in judicial proceedings in accordance with the GDPR and Directive (EU) 2016/680**

The right to personal data protection is a key area in international and the EU documents. At EU level, the EU Charter of Fundamental Rights spells out the right to the protection of personal data (Art. 8). Article 16 of the Convention of the right of the child states that no child shall be subjected to arbitrary or unlawful interference with their privacy, family, home or correspondence, nor to unlawful attacks on their honour and reputation as well as that the child has the right to legal protection against such interference or attacks.

The EU's legal instrument, the General Data Protection Regulation,<sup>12</sup> states that children are subject to more specific protection as they might be less aware of the risks related to their personal data. In addition, data protection information should be given to children "in such a clear and plain language that the child can easily understand".

When it comes to children involved in judicial proceedings, Directive (EU) 2016/800 on procedural safeguards for children who are suspects or accused persons in criminal proceedings states that "the privacy of children during criminal proceedings should be ensured in the best possible way with a view, inter alia, to facilitating the reintegration of children into society".<sup>13</sup> The right to privacy protection should also be among the main rights children are informed about. Moreover, the court hearings involving children should be held behind closed doors and recordings of questioning should not be publicly disseminated.

To that end, data protection should be an essential part of implementing of child-friendly standards.

Few of the identified judicial training practices look at data protection within judicial proceedings. While with the adoption of the GDPR, general data protection guidelines, such as European Union Agency for Fundamental Rights' (FRA) [Handbook on European data protection law](#), outline the legal standards relating to data protection set by the EU and the Council of Europe assisting practitioners who are not specialised in the field of data protection. The Centre for Judicial Cooperation's [Data protection: handbook on techniques of judicial interaction in the application of the EU charter](#)<sup>14</sup> addresses the different facets of data protection in the light of primary and secondary EU law and analyses the interplay between data protection and cross-border digital technologies, paying particular attention to the territorial scope and cross-border data transfers as well as to the potential conflicts with other fundamental rights and interests, such as law enforcement, scientific research and property rights.

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<sup>12</sup> Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation), OJ L119/1

<sup>13</sup> Directive (EU) 2016/800 of the European Parliament and of the Council of 11 May 2016 on procedural safeguards for children who are suspects or accused persons in criminal proceedings, OJ L 132/1

<sup>14</sup> CATANZARITI, Mariavittoria, Data protection: handbook on techniques of judicial interaction in the application of the EU charter, San Domenico di Fiesole: European University Institute, 2021 Centre for Judicial Cooperation

Those, however, do not put a special focus on children.

Other training materials, such as the Global Campus of Human Rights' self-paced course '[Children's Rights and Technology in the Digital Age](#)', rather focus the general data protection challenges that children face in the digital era.

The European Institute of Public Administration (EIPA) organises a series of '[Fundamental Rights and Data Protection in EU Law](#)' trainings on "EU Charter on Fundamental Rights and the national judiciary"; "EU Charter on Fundamental Rights and judicial cooperation in civil matters"; as well as "EU Charter on Fundamental Rights and judicial cooperation in criminal matters" looking at the data protection from international perspective seeking to facilitate mutual recognition and mutual trust.

### **Elements of child psychology and child-friendly communication for children involved in judicial proceedings**

All professionals working with and for children should receive necessary interdisciplinary training on the rights and needs of children of different age groups, ensuring they are aptly equipped to assess the psychological, social, emotional and cognitive needs of the child. Training should be aligned with the growing knowledge of child psychology, behaviour and needs.

TNA report highlighted that trainings already included certain interdisciplinary elements but the greek interviewees that participated in them reported that they still felt underprepared and ill-equipped to deal with challenges related to child psychology and child-friendly communication, and would like more emphasis to be placed on these topics in future trainings. Another key finding of our research is the lack of interdisciplinary training available to judiciary members at all levels. Almost all interviewees reported that they have not received any interdisciplinary training by non-legal professionals, such as child psychologists/psychiatrists, and that they approach children they come into contact with based on empirical knowledge, gained through either their own professional or personal experience (e.g., with their own children), or through advice from senior judges and prosecutors who mentored them during the earlier stages of their careers.

An interesting publication on child friendly communication is '[Ten Tips for How Judges Can More Effectively Communicate with Children in Court](#)' by Judge Samuel A. Thumma and Chloe Braddock. Courtrooms are not particularly comfortable places for most people. This is especially true for children. When children are involved in court proceedings, it is important that they understand the questions they are asked and that what they say is understood. Adults often do not understand children because children's language and processing skills are different and are still in the early stages of development given their limited experience with the language. If a child is not understood, the truth-seeking process gets distorted, and the purpose of the judicial process is undercut.

Even very young children are capable of accurately recalling events. Despite this, several experts have noted that communication errors with children in court are widespread. This communication gap is often attributed to the failure to question children appropriately and the fact that some questions asked of children use confusing language. It is important that judges do their best to ensure questions are tailored specifically for children to bridge this gap and allow children to understand and be understood.

According to the publication, the most important thing to understand about speaking with children is that children are not just small adults—the language they speak is completely different from the language of adults. Children often do not understand the intricacies of language, and although they may use the same words as adults, these words often have different meanings, confusing. To help account for, and narrow, this communication gap, the authors identified 10 practical tips on adapting to the child’s language to help make sure all are understood in court.

- Use simple words
- Use simple syntax
- Use positive, active language
- Limit question to one main idea
- Think Litteraly
- Be specific, avoid pronouns
- Frame questions
- Be direct
- Avoid suggestive questions
- Ask follow up questions

Several countries use toy-like props during hearings in civil proceedings to make it easier for children to communicate. Examples from Finland include wooden figures or dolls that can be used to demonstrate relationships between people, such as the child’s family. Finland also uses special cards that have a picture of a family member (‘mother’, ‘father’) which they sort with other cards (‘compassionate,’ ‘creative’) to describe those relationships. For custody cases, social workers use a magic toy crown and wand. Children are encouraged to wish three wishes for the future while wearing the crown and waving the wand.

Another interesting project focused on child communication is [Justice youthopia - Improving children participation in legal proceedings](#) implemented by Save the Children Italia Onlus (Italy), La Merced Migraciones (Spain), Instituto de Apoio à Criança (Portugal) and Salvati Copii (Romania). Within the project a working group, composed of children and adolescents who have had experience with the justice system, has developed a communication for judges and magistrates, in order to facilitate the exchange of information with minors. The toolkit includes a letter to a judge written by a child with some useful practical recommendations about the length of the proceedings, the right to be heard, child friendly spaces and training needs.

A similar approach to child friendly communication, but related to administrative pocedures, is found in the Child Friendly Justice European Network publication ‘[The voices of children in administrative procedures when applying for international protection](#)’. This document brings together the voices of children who have shared their experience of administrative justice in the course of applying for international protection with the different implementing partners. The publication highlighted the challenges of applying child-friendly justice in the context of migration.

Focusing on child psychology, according to TNA key findings, it would be beneficial to have psychologists and social workers permanently placed within juvenile or family courts. They mention that many times they feel inadequate to deal with certain situations due to their lack of expertise in these fields and that they would have appreciated being able to have immediate recourse to these services. One interviewee mentioned that, sometimes, she was forced to inform the parents that she

was unable to communicate with the child, and, thus, could not take their statement into account. All interviewees mentioned interdisciplinary training on elements of child psychology and child-friendly communication as their number one need and expressed a strong desire to participate in such training. They mentioned multiple times during their interviews that they lack the specialized knowledge to approach children effectively and that the existing framework leaves them feeling unsupported in this regard.

On this topic an interesting publication is '[Trauma and Alternative Care: An Introduction to Using a Trauma-Informed Approach](#)'. This course is part of a wider EU-co-funded project called "*Safe Places, Thriving Children: Embedding Trauma-Informed Practices into Alternative Care Settings.*" The project is being implemented in Belgium, Bulgaria, Croatia, Greece, Hungary and Serbia, under the coordination of SOS Children's Villages. The course aims to provide a brief understanding of trauma, the impact it can have on the lives of children and young people, and ways to support those who may be affected by it.

The course is made up of six short modules:

- Module 1: [Understanding the meaning of trauma and trauma-informed practices for children and young people in alternative care](#)
- Module 2: [Understanding the ways that adverse experiences and trauma can affect care-experienced children and young people](#)
- Module 3: [Supporting care-experienced children and young people who have been affected by trauma](#)
- Module 4: [Working with families who have been affected by trauma](#)
- Module 5: [Supporting unaccompanied and separated refugee and migrant children](#)
- Module 6: [Trauma and children with disabilities and mental ill health](#)

### 3. Conclusions and recommendations

The present research revealed a rich collection of training materials on child-friendly justice in response to the constantly evolving international standards and EU legislation in this area. Regardless of the procedures children are involved in, all judicial training practices seemed to aim at making justice systems less traumatic experiences for them. Nevertheless, challenges still seem to exist in covering such a multi-dimensional task. Many of the observed practices seem too general to be able to provide professionals with answers to the obstacles they meet in their day-to-day work with children in different national or local contexts. Also, few practices yet link child-friendly justice to the integrated child protection systems, if and where such are available. In that setting, the role of the trainers remains essential – they should be responsible for adapting learning materials to the cultural and institutional situation in which their trainees operate.

Against that, the section below will summarise what has been achieved so far in each justice area trying to extract principles around which a modern learning tool should grow.

**ToT**

There is a limited number of trainings that highlights the knowledge and skills necessary for judicial trainers. Such knowledge may differ depending on the different forms emerging, being conventional face-to-face trainings or self-placed/guided e-courses or blended learning.

All models identified within this research stress upon the importance of **interactivity and practice-oriented learning**. The trainer's role is rather seen as a facilitator who encourages participants to share their experiences. In that sense, the trainer's personality seems to be of utmost importance. First, trainers should be **well-known experts** in the area they teach. Besides that, they should also have **diverse training practices** and **soft skills**. Trainers should also have a rich set of **digital skills** so that they could both easily administer their course and also be able to use new technologies as teaching aids.

They should also be able to **adapt the courses' content** to the specific needs of trainees this might be either by adjusting the theoretical to practical content ratio or even to being able to adjust the learning content to the specific cultural context they teach in.

### **Criminal justice**

The primary research revealed a significant number of practices reflecting the standards on implementing of child-friendly principles in relation to criminal justice, in particular, the rights of children who are victims, witnesses, suspects and accused in criminal proceedings. A central theme came out to be children's procedural rights in criminal proceedings, particularly the rights of children who are suspected or accused of committing crimes. The international standards and the European legal framework are common themes and types of practices aiming at increasing participants' theoretical knowledge of relevant sources of law. Other practices focus on child-friendly legal standards compliance gaps. In terms of child victims and child witnesses of crime, an evident common feature is practices' focus on the particularly vulnerable children exposed to sexual violence. Few of the reviewed practices come out to be country-specific.

Looking at the learning practices on child-friendly criminal justice in general, priority areas such as international and EU rights standards (and compliance gaps) and child-sensitive communication methods seem to stand out repeatedly. They are the natural reaction to the articulated needs of the national justice systems. It is, therefore, essential for training course developers to perform needs assessments, such as the Child Front's TNA report, which precede the preparation of training materials and tailor them to serve their purpose as effectively as possible. There also seems to be a gap in linking the standards' requirements and child-friendly communication approaches to the nationally-specific contexts in terms of the concrete legal and social systems and the methods for interaction between them – an issue that could be of enormous help to justice professionals.

### **Civil justice**

Despite the fact that civil hearings are generally less regulated than criminal hearings, judicial training programmes for criminal and for civil justice professionals have much in common.

Very frequently there are high conflict disputes between the parents and their children, especially in custody, limitation of parental responsibility, divorce and neglect cases. For this reason, legal representation of the children must be ensured in cases where there is a high conflict between the family and the best interest of the child.

Another important aspect of civil proceeding is the right to be heard. This principle ensures effective child participation in the proceeding therefore procedural aspect about children's hearing are

fundamental. Civil justice must ensure child friendly hearings and adequate interviewing methods and settings.

Judicial Training on child communication, child psychology and mediation techniques are very important to strengthen child friendly justice in civil proceedings therefore should be ensured, also considering the key findings of the TNA report that highlighted the fact that in Greece child psychologists are generally not present in hearings and the law does not provide judges with an option to appoint or consult them in civil law cases.

### **Administrative justice**

In general, administrative proceedings are conducted in writing and there are no specific provisions in administrative procedures regarding cases involving children. Administrative judges in Cyprus showed a need to empower their skills in handling cases involving unaccompanied minors.

The training should be organized with a multidisciplinary approach and include practical cases, role-plays, testimonies and interactive sessions.

Children involved in migration-related administrative justice procedures are generally not sufficiently informed, including about their rights, or they are informed in a manner that is not sufficiently adapted and does not allow them to really understand the information and its implications. Unaccompanied children involved in administrative procedures should receive child-friendly information about international protection procedures, adapted to their age, maturity, capacities, language, gender and culture.

Another important aspect to be considered is that migrant children are most vulnerable because experienced traumatic events during the migratory path. Particular attention should be paid to implementing of article 39 of the CRC throughout the asylum process. Indeed, these proceedings should *“promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflict”*.

The appointment of a guardian for all unaccompanied children should be done as expeditiously as possible. The guardian should be appropriately trained and be impartial and independent; he or she should be in the position to act as a watchdog for the fulfilment of the rights of the child and determined to contribute to the child’s integral protection and wellbeing.

### **Cross cutting issues on data protection and child communication**

Data protection should be an essential part of the implementation of child-friendly standards. Despite the emphasis placed on training on the new EU privacy and data protection framework according to the General Data Protection Regulation (GDPR) and Directive 2016/680 on the processing of personal data in the context of judicial proceedings, there is still a lack of awareness on this topic.

The training curriculum should always include a horizontal module on personal data protection with a focus on the processing of personal data in the context of judicial proceedings involving children.

The right to privacy protection should also be among the main rights children are informed about. Moreover, court hearings involving children should be held behind closed doors, and recordings of questioning should not be publicly disseminated.

Regarding child communication, all professionals working with and for children should receive necessary interdisciplinary training on the rights and needs of children of different age groups, ensuring they are adequately equipped to assess the psychological, social, emotional and cognitive needs of the child.

Training modules should be developed as step-by-step guidance on approaching children of different ages and levels of maturity involved in different types of proceedings.

Judicial training should consider modules with case studies and simulation exercises on adequate settings and approaches to communicate with children, how to build trust and ensure confidentiality, and developing conversation techniques to facilitate the dialogue between a child and judicial authority.

Judges should do their best to ensure that questions are tailored specifically for children to allow children to understand and be understood.

Cultural mediators play an essential role in facilitating communication with migrant children. The presence of linguistic and cultural mediators should be guaranteed at every stage of civil, criminal or administrative proceedings.

Child participation is another essential element that should be ensured to fully understand the point of view of the children involved in judicial proceedings. Children should be able to express their needs and point of view in judicial proceedings.

### Annex: List of good practices

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Judicial Training Methods</b> <b>Distance Learning Handbook</b>
<b>Organisation/institution</b>	<b>European Judicial Training Network (EJTN)</b>
<b>URL</b>	<a href="https://www.ejtn.eu/Documents/About%20EJTN/Distance%20learning%20Handbook.pdf">https://www.ejtn.eu/Documents/About%20EJTN/Distance%20learning%20Handbook.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level

<b>Target group</b> ( <i>judges, prosecutors, lawyers, other court staff</i> )	<b>Judges and prosecutors and judicial training providers</b>
<b>Area:</b> ( <i>criminal, civil, administrative</i> )	Civil, criminal, administrative
<b>Brief description</b> ( <i>max. 1000 characters</i> )	Training institutions can often find themselves needing to move from a solely face-to-face approach towards a blended approach to training, which includes the use of digital and online training activities. Reasons for the move to online training can include the need to meet increased trainee demand that cannot be met by a traditional teaching approach, the need to provide greater flexibility in the provision of training, the need to support trainees who are unable to travel to attend face-to-face training, and the need to reduce costs and use resources effectively.
<b>Knowledge and skills</b> ( <i>pls., list the main competencies that the practice provides</i> )	<p>The trainers and the participants are the key factors in making e-learning work. You can invest in the latest software and other e-learning solutions, but if the methodology is not accepted by your training stakeholders, i.e. trainers and participants, you will not achieve satisfactory results. [SEP]</p> <p>Do not try to exactly replicate face-to-face training in a digital environment or on an e-course. Always consider your learning objectives first; and then decide if they could be achieved using an e-course. Ensure that all participants have access to suitable technology to attend and complete the e-course. If not, they could lose engagement and interest.</p> <p>Moving a face-to-face activity to an online activity requires the whole process of creating an online activity to be followed step by step. Any short cuts might lead to a poor training outcome.</p>
<b>Title</b> ( <i>please fill in both English and national language title (where applicable) for easier identification</i> )	<b>Judicial Training Methods</b> <b>Guidelines for Evaluation of Judicial Training Practices</b>
<b>Organisation/institution</b>	<b>European Judicial Training Network (EJTN)</b>
<b>URL</b>	<a href="https://www.ejtn.eu/MRDDocuments/EJTN_JTM_Guidelines%20for%20Evaluation%20of%20judicial%20Training%20Practices%20Handbook%202017_2.pdf">https://www.ejtn.eu/MRDDocuments/EJTN_JTM_Guidelines%20for%20Evaluation%20of%20judicial%20Training%20Practices%20Handbook%202017_2.pdf</a>
<b>Geographical coverage</b> ( <i>EU level, national, regional. Please indicate in which countries/regions</i> )	EU level
<b>Target group</b> ( <i>judges, prosecutors, lawyers, other court staff</i> )	<b>Judges and prosecutors and judicial training providers</b>

<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil, criminal and administrative
<b>Brief description</b> <i>(max. 1000 characters)</i>	<p>The EJTN (European Judicial Training Network) evaluation guideline is an attempt to support judicial training providers in their work to evaluate training activities.</p> <p>The guideline informs on previous work in the area done by EJTN, refers to EJTN activities on evaluation methodology and contains facts on the challenging art of evaluation.</p> <p>The overall purpose of the EJTN evaluation guideline is to be a <b>useful tool</b>, which means being easy to use and hands-on as well as giving practical examples.</p>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	<p>The evaluation of the judicial training activities of the EJTN is based on the Kirkpatrick 's Four Levels of Evaluation model.</p> <p>The levels can briefly be described as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 - how did the participants <b>react</b> to the training?</li> <li>• Level 2 - to what degree did the participants acquire the intended knowledge, skills or attitudes from the training, i.e. the <b>learning?</b></li> <li>• Level 3 - what <b>change</b> has there been in the participants' behaviour in the workplace (after returning from the training activity)?</li> <li>• Level 4 - what are the overall <b>results</b> or wider benefits (to the judiciary) of the training?</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>EJTN Handbook on Judicial Training Methodology in Europe</b>
<b>Organisation/institution</b>	<b>European Judicial Training Network (EJTN)</b>
<b>URL</b>	<a href="https://www.ejtn.eu/Documents/EJTN_JTM_Handbook_2016.pdf">https://www.ejtn.eu/Documents/EJTN_JTM_Handbook_2016.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges and prosecutors and judicial training providers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil, criminal and administrative
<b>Brief description</b> <i>(max. 1000 characters)</i>	The EJTN Handbook is a joint effort to summarise the findings on best European practices in judicial training methodology and is an attempt to help colleagues in national training institutions in their work on planning training programmes methodologically. It also aims to advise the trainers on designing and delivering functioning training sessions with a large variety of training methods, thus effectively and efficiently reaching the training goals set.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The Handbook focuses on role and competencies of trainers in the judiciary; planning a training activity (needs oriented and tailor made approach); modern training methods and design; organizing a training event; evaluation aspects

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Seminar - ‘Procedural Safeguards in criminal proceedings in the EU in practice: focus on Children’s directive’</b>
<b>Organisation/institution</b>	<b>European Judge Training Network (EJTN)</b>
<b>URL</b>	<a href="https://www.ejtn.eu/Catalogue/EJTN-funded-activities-2019111/Procedural-Safeguards-in-criminal-proceedings-in-the-EU-in-practice-focus-on-Childrens-directive-specialized-CR202213/">https://www.ejtn.eu/Catalogue/EJTN-funded-activities-2019111/Procedural-Safeguards-in-criminal-proceedings-in-the-EU-in-practice-focus-on-Childrens-directive-specialized-CR202213/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	<b>EU level</b>
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	Advanced level for <b>judges</b> and <b>prosecutors</b> from all Member States.
<b>Area:</b> <i>(criminal, civil, administrative)</i>	EU criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	<p><b>The seminar consists in a day-and-a-half training combining presentations and key notes on procedural rights, as well as ECHR and CJEU case-law analysis with view to strengthening judges’ and prosecutors’ understanding of the procedural safeguards enforceable by EU Law (including interpretation and translation, information, access to a lawyer, presumption of innocence, children’s rights and legal aid). The course, which requires applicants to participate in practical workshops and plenary briefings directed by leading experts, is particularly focused on the Directives on Children rights, reflecting the recent EU Strategy on the rights of the child. As such the training activities will aim to enhance practitioners’ abilities in guaranteeing that the fair trial rights of children who must participate in criminal proceedings is respected at all times, by means of the adoption of special measures. Applications for the course can be submitted only until the 26<sup>th</sup> of August 2022, and a maximum of 36 applicants will be offered a place.</b></p>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	<p><b>The training activity aims to provide prosecutors and judges with:</b></p> <ul style="list-style-type: none"> <li>- <b>a level of common understanding of, and support for, the safeguards of rights of the defence and the fairness of criminal proceedings (i.e., the objectives of the Roadmap Directives);</b></li> <li>- in-depth knowledge about Directive 2016/800 of the European Parliament and of the Council of 11 May 2016 on procedural safeguard for children who are suspects or accused persons in criminal proceedings;</li> <li>- basic knowledge of Conventions and international instruments on Children in Criminal Justice Systems.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Seminar - ‘Victim’s Rights in the EU in practice: violence against women and children’</b>
<b>Organisation/institution</b>	<b>European Judge Training Network (EJTN)</b>
<b>URL</b>	<a href="https://www.ejtn.eu/Catalogue/EJTN-funded-activities-2019111/Victims-Rights-in-the-EU-in-practice-violence-against-women-and-children-CR202216/">https://www.ejtn.eu/Catalogue/EJTN-funded-activities-2019111/Victims-Rights-in-the-EU-in-practice-violence-against-women-and-children-CR202216/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges, prosecutors and court staff</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	EU criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	<b>The seminar consists in a day-and-a-half training</b> combining lectures, presentations and workshops with a case-scenario to enhance practical knowledge of practitioners concerning ways to safeguard the rights of all victims of crime, in line with the requirements put forth by EU Directive 2012/29 establishing minimum standards on the rights, support and protection of victims of crime (also known as Victims’ Rights Directive). As such, the course aims to provide the necessary training in order for judges, prosecutors and court staff to ensure that all crime victims are treated with respect, informed about their rights and case in a way they understand, and protected during proceedings. The course will teach professionals how to assess individual needs of victims, with particular focus on ones with special needs such as victims of human trafficking, child victims of sexual exploitation and victims of terrorism. <b>Applications for the course can be submitted only until the 4<sup>th</sup> of October 2022</b> , and a maximum of 38 applicants will be offered a place.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The training program aims to provide knowledge and common guidelines on the following: <ul style="list-style-type: none"> <li>- how to approach victims in more practical and comprehensive ways in the EU taking into consideration contextual information during proceedings;</li> <li>- how to offer more integrated and targeted forms support, safeguard their rights and facilitate access to compensation;</li> <li>- how to achieve increased cooperation among all the authorities that come into contact with victims.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Specialised E-Learning Course – ‘Fighting Child Pornography Online: 10 Key Questions’</b>
<b>Organisation/institution</b>	<b>The Academy of European Law (ERA)</b>
<b>URL</b>	<a href="https://www.era.int/cgi-bin/">https://www.era.int/cgi-bin/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU and international level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	Not specified
<b>Area:</b> <i>(criminal, civil, administrative)</i>	European and international criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This e-learning course aims to impart knowledge on European and international legal instruments and provisions in place to fight child pornography online. It does so by availing itself of key findings in legal scholarship on the subject and referring to relevant sources of law and cases. Furthermore, the course enables access to video presentations featuring prominent legal experts, an e-library and interactive quizzes.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The aim of the course is to examine the following questions: <ul style="list-style-type: none"> <li>- How do we define child pornography?</li> <li>- What international instruments exist in this area?</li> <li>- What is a child?</li> <li>- What type of material is covered by child pornography?</li> <li>- What is it about the nature of the material that causes it to be classed as child pornography?</li> <li>- What actions are required to be criminalised?</li> <li>- Should we criminalise virtual child pornography?</li> <li>- What is sexting and is it an issue?</li> <li>- Should we block or filter child pornography?</li> <li>- Does encryption cause problems in prosecuting child pornography?</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Specific Programme - ‘The rights of the child in practice: furthering child-friendly justice in European law’</b>
<b>Organisation/institution</b>	<b>The Academy of European Law (ERA)</b>
<b>URL</b>	<a href="https://www.era-comm.eu/child_friendly_justice/index.html">https://www.era-comm.eu/child_friendly_justice/index.html</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level (All Member States)
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Legal professionals</b> , including <b>judges</b> and <b>lawyers</b> as well as civil servants and other individuals who come into professional contact with children in a justice setting.
<b>Area:</b> <i>(criminal, civil, administrative)</i>	EU criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	In line with the EU Agenda for the Rights of the Child, this programme stems from the necessity to promote the rights of the child by means of EU legislation by making the justice system more accessible to children. It consists in a series of eight interactive seminars of the duration of one day and a half on practical issues linked to child-friendly justice, scheduled to take place in various EU Member States, and provides training materials developed in collaboration with recognised experts in the field.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The course aims to: <ul style="list-style-type: none"> <li>- Improve the knowledge and understanding on the subject of child-friendly justice among professionals who interact with children in the context of judicial proceedings;</li> <li>- raise awareness on the relevant international and European legal framework and available resources;</li> <li>- foster the exchange of information, best-practice experiences and the perspectives of different professionals concerned with children in justice, with view to encouraging cross-national and inter-disciplinary dialogue on child-friendly justice;</li> <li>- to develop common training materials in order to make them accessible to all EU Member States.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Can anyone hear me?</b> <b>Improving juvenile justice systems in Europe: A toolkit for the training of professionals</b>
<b>Organisation/institution</b>	<b>International Juvenile Justice Observatory (IJJ)</b>
<b>URL</b>	<a href="https://www.oijj.org/sites/default/files/archivospaginas/toolkit_improving2.pdf">https://www.oijj.org/sites/default/files/archivospaginas/toolkit_improving2.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	Eu level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals and judicial training providers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	The main objective of the project “ <i>Improving juvenile justice systems in Europe: Training for professionals</i> ” is to make juvenile justice systems in Europe more efficient and child-friendly, focusing on a better implementation of the <i>Guidelines of the Council of Europe on Child-friendly Justice</i> and other international and European standards. Special attention is given to the right of children in conflict with the law to be heard, their right to effective participation and how professionals who are involved in the juvenile justice process can improve their communication with children.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The Toolkit, divided into different chapters, focuses on topics relating to children’s legal rights, interviewing techniques, communication, child psychology and pedagogical skills. The toolkit covers the following topics: <ul style="list-style-type: none"> <li>• International and European standards in juvenile justice and adolescent development.</li> <li>• General requirements; specific proceedings for children in conflict with the law, the role of legal or other assistance and the role of parents in juvenile justice.</li> <li>• Effective participation; the right to information and the right to be heard.</li> <li>• Communication skills; how to communicate effectively with children in conflict with the law.</li> <li>• Follow-up and support; incorporating the views of children in conflict with the law in decisions and clarifying decisions.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Child-Friendly Justice and Children's Rights CRIN Child friendly justice toolkit</b>
<b>Organisation/institution</b>	<b>Child Rights International Network ( CRIN)</b>
<b>URL</b>	<a href="https://home.crin.org/child-friendly-justice-toolkit">https://home.crin.org/child-friendly-justice-toolkit</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal
<b>Brief description</b> <i>(max. 1000 characters)</i>	The toolkit aims to provide information about the obligation to follow child-friendly justice principles including: <ul style="list-style-type: none"> <li>- international, regional, and national standards</li> <li>- court decisions,</li> <li>- studies, research surveys, position papers on the subject and other relevant resources.</li> </ul>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The publication provides examples of child friendly justice practices related to child as victims, witnesses, complainants and offenders. It also recalls the legal dispositions on child friendly justice according to international, regional and national legislation. The toolkit also include a section on relevant court decisions related to children's rights and child- friendly justice.

<b>Title</b>  <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>HELP Online course - 'Child-friendly Justice and Children's Rights'</b>
<b>Organisation/institution</b>	<b>Council of Europe (CoE)</b>
<b>URL</b>	<a href="http://help.elearning.ext.coe.int/course/view.php?id=2104">http://help.elearning.ext.coe.int/course/view.php?id=2104</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Civil and criminal judges; lawyers; prosecutors; children's rights experts</b> intervening in judicial proceedings and professionals working within the child protection system; staff of the Ombudspersons' offices and NGOs.
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil and criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This course aims to provide legal professionals with in-depth knowledge on legal standards and practical guidelines in the field of child-friendly justice, as developed by the Council of Europe's Guidelines of the Committee of Ministers on child-friendly justice. In fact, ensuring that children who enter into contact with the justice system be guaranteed the safeguard of their access to justice and fair trial rights is at the heart of the EU Strategy on the Rights of the Child. As such, the course will equip professionals with the necessary tools to make the justice system accessible to and friendly towards children.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The course aims to provide professionals working within the competent authorities of the Council of Europe member States with comprehensive and professional knowledge of the ECHR and its case law on child-friendly justice. The primary purpose of the training is therefore to strengthen and harmonise the knowledge of the relevant ECHR and other European standards on child-friendly justice across the CoE member States.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>HELP Online course - ‘Children’s Rights – Key Challenges’</b>
<b>Organisation/institution</b>	<b>Council of Europe (CoE)</b>
<b>URL</b>	<a href="http://help.elearning.ext.coe.int/course/view.php?id=1793">http://help.elearning.ext.coe.int/course/view.php?id=1793</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil law
<b>Brief description</b> <i>(max. 1000 characters)</i>	The module is part of the HELP online course in Family Law and Human Rights, which addresses the influence of human rights law, and in particular Articles 8 and 12 of the European Convention on Human Rights, on family law. The module is divided in two chapters, focusing respectively on the protection of children from sexual exploitation and sexual abuse and the rights of the child in the digital environment.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The main objectives of the course include: <ul style="list-style-type: none"> <li>- Fostering the understanding of challenges in relation to sexual exploitation and sexual abuse of children, as well as the identification and application of the legal standards contained in the Lanzarote Convention and the analysis of the relevant jurisprudence of the European Court of Human Rights.</li> <li>- Assessing the challenges and developments on the subject of children’s rights in the digital environment, as well as identifying and applying the emerging legal standards in the field.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>HELP Online course - ‘Refugee and Migrant Children’</b>
<b>Organisation/institution</b>	<b>Council of Europe (CoE)</b>
<b>URL</b>	<a href="http://help.elearning.ext.coe.int/">http://help.elearning.ext.coe.int/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level (All CoE Member States)
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges; prosecutors; lawyers; guardians; children’s rights experts</b> intervening in judicial proceedings and professionals working within the child protection system, like social and health workers Law enforcement officials; staff of the Ombudspersons’ offices and NGOs.
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This course seeks to address critical issues related to children’s rights and child-friendly justice in the context of irregular migration, thus attempting to enlighten legal professional on the violations children may suffer as a result of their status as immigrants. In fact, children who migrate, especially those who enter a country irregularly, are at increased risk of facing sexual abuse and forced labour and are more likely to experience marginalization, discrimination and barriers to accessing social services, such as education or healthcare and may even be subject to arbitrary detention. By availing itself of relevant jurisprudence of the European Court of Human Rights the course allows legal and other professionals to gain theoretical insights and practical skills in relation to the existing standards in the field of the protection of refugee and migrant children. The course includes interactive teaching materials, such as practical exercises to test the knowledge, skills and values of professionals, in line with the Action Plan on protecting Refugee and Migrant Children in Europe (2017-2019).
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The course aims to offer knowledge in the following key areas: <ul style="list-style-type: none"> <li>- the rights of refugee and migrant children; unaccompanied children; family reunification and durable solutions; alternatives to detention; administrative proceedings)</li> <li>- child-friendly procedures (the best interests of the child assessment; identification of children; access to information; reception conditions; appointment of a guardian; legal representation; access to asylum and migration procedures; (forced) return of children)</li> <li>- social rights and integration (adequate standards of living; education; safe work; health; integration and durable solution)</li> <li>- guardianship (the legal framework; timing and appointment of a guardian; monitoring and complaints; volunteer and professional guardians; guardians and legal representatives; principles for guardians)</li> <li>- age assessment (the legal framework; the benefit of the doubt; non-invasive and holistic age assessment procedures; legal remedies)</li> </ul>
<b>Title</b>	<b>Protecting children’s rights in criminal justice systems</b>

<i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>A training manual and reference point for professionals and policymakers</b>
<b>Organisation/institution</b>	<b>Penal Reform International (PRI)</b>
<b>URL</b>	<a href="https://cdn.penalreform.org/wp-content/uploads/2013/11/Childrens-rights-training-manual-Final%C2%ADHR1.pdf">https://cdn.penalreform.org/wp-content/uploads/2013/11/Childrens-rights-training-manual-Final%C2%ADHR1.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	<b>Criminal law (children in conflict with the law, child victims and witnesses)</b>
<b>Brief description</b> <i>(max. 1000 characters)</i>	<p>The Manual is a tool designed to strengthen the capacity of those involved in working with children involved in the justice process. It aims to be a comprehensive reference guide for those working in a range of professions or agencies within the criminal justice framework. The training module is intended for those professionals and stakeholders who have a training component to their jobs and is intended to help them effectively teach the principles outlined in the Manual using experience-based training methodology.</p> <p>The Manual provides a practical approach to addressing issues that arise for children in criminal justice systems, which is illustrated by examples of good practice from other countries to identify how the application of the principles can work in real life situations.</p>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	<p>Knowledge about:</p> <ul style="list-style-type: none"> <li>• Core human rights, such as the right to a fair trial, the right to information and the right to be heard.</li> <li>• Key concepts such as procedural safeguards, child participation and adolescent development.</li> <li>• The international and European children’s rights instruments and their value.</li> <li>• The design of specific proceedings for children in conflict with the law.</li> <li>• The role of child participation in the different phases of the juvenile justice process.</li> </ul> <p>Skills in:</p> <ul style="list-style-type: none"> <li>• Having an effective conversation with a child who is in conflict with the law, during which the child is able to give his or her views.</li> <li>• Listening to children in conflict with the law.</li> <li>• Conversation techniques to enhance the participation of children in conflict with the law.</li> <li>• Explaining procedures and decisions to children in conflict with the law.</li> <li>• Adapting the setting and atmosphere in which a conversation with a child in conflict with the law is to be held.</li> <li>• Involving parents in the juvenile justice process.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Self-paced course – ‘Children’s Rights and Technology in the Digital Age’</b>
<b>Organisation/institution</b>	<b>Global Campus of Human Rights</b>
<b>URL</b>	<a href="https://edx.gchumanrights.org/courses/course-v1:gchumanrights+crda+2021-2022/about">https://edx.gchumanrights.org/courses/course-v1:gchumanrights+crda+2021-2022/about</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This course addresses the reality children are confronted with in the realm of digital technological development, and the impact that the rapid evolution of technologies has on their daily lives. By undertaking a human rights approach to the issue, the teaching materials aim to promote a more ethical and accessible digital environment. The course is structured into five modules, covering: an introduction to children’s rights and AI developments, and the impact on the former of the latter; children’s right to privacy and data protection linkages between early-childhood development and new technologies; the significance of the right to education in the digital era; an assessment of the positive and negative developments in the field of new technologies and children’s right to health and safety, with focus on online exploitation.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	By completing this course participants will gain: <ul style="list-style-type: none"> <li>- knowledge about the developing international standards for the protection of the human rights of children in the context of technological innovation and its impact on privacy, education, surveillance and more;</li> <li>- awareness of the latest research concerning how technology is impacting childhood development and what questions are still unanswered;</li> <li>- information on modern contextual situations, examples, and case studies from different regions of the world;</li> <li>- understanding of challenges and limitations of the current legal framework through the lenses of a human rights approach;</li> <li>- the ability to identify some legal, political and social strategies to safeguard the human rights of children in relation to data protection.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Handbook on Judicial Interaction Techniques in the Application of the EU Charter – ‘The Best Interests of the Child in the Context of Transnational Movement’</b>
<b>Organisation/institution</b>	<b>Centre for Judicial Cooperation</b>
<b>URL</b>	<a href="https://cjc.eui.eu/wp-content/uploads/2020/05/eNACT_Handbook_Best-interest-of-the-child-compresso.pdf">https://cjc.eui.eu/wp-content/uploads/2020/05/eNACT_Handbook_Best-interest-of-the-child-compresso.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil law, administrative law
<b>Brief description</b> <i>(max. 1000 characters)</i>	The course takes learners across the presentation of how the issue of children’s rights emerges in the context of transnational movement. In doing so, it builds on the guiding principle of the best interest of the child both in the EU framework by zooming in on two sets of situations in which the relevance of EU law is triggered by the circumstance that children or their parents are (or have been) on the move: 1) in cases concerning family reunification or family unity, and; 2) in the context of migration and asylum law. Each section of the course contains several case notes and one hypothetical case study, which can be used to simulate the actual process of adjudicating a case involving child protection in the context of the EUCFR.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The handbook aims to highlight instances in which the EU Charter of Fundamental Rights (EUCFR) becomes applicable at the national adjudication process, in particular, with reference to case law concerning child protection. Learners will develop an understanding of the sets of situations in which EU law is triggered at the national level by the circumstance that children or their parents are (or have been) on the move.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Handbook on Judicial Interaction Techniques in the Application of the EU Charter – ‘Data Protection’</b>
<b>Organisation/institution</b>	<b>Centre for Judicial Cooperation</b>
<b>URL</b>	<a href="https://cjc.eui.eu/wp-content/uploads/2020/05/eNACT_Handbook_data-protection-compresso.pdf">https://cjc.eui.eu/wp-content/uploads/2020/05/eNACT_Handbook_data-protection-compresso.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level (All Member States)
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Data protection
<b>Brief description</b> <i>(max. 1000 characters)</i>	This handbook offers an overview of one of the crucial areas of law, namely the right to the protection of personal data and the right to privacy, provided by Articles 8 and 7 of the EU Charter. It will guide learners through the different facets of data protection focusing on demonstrating the basics of data protection law in the light of primary and secondary EU law, as well as the interplay between data protection and cross-border digital technologies, (paying particular attention to the territorial scope and cross-border data transfers as well as to the potential conflicts with other fundamental rights and interests, such as law enforcement, scientific research and property rights). The handbook is divided in three sections devoted to the analysis of data protection and privacy as EU fundamental rights, selected case law and hypotheticals drawn from the case law.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The handbook aims to provide an overview of the most relevant questions related to the field of data protection, addressing issues such as the following: the difference between data protection and privacy and their recognition process as “fundamental rights” in Europe; primary sources of law, (e.g., the EU Charter of Fundamental Rights and the European Convention of Human Rights); the secondary law instruments in the field, (e.g., the old Directive 95/46/EC and the General Data Protection Regulation 679/2016).

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Child-Friendly Justice In Action</b> <b>A toolkit for mainstreaming child-friendly principles when working with children involved in administrative and judicial procedures</b>
<b>Organisation/institution</b>	<b>Child-Friendly Justice European Network (CFJ-EN)</b>
<b>URL</b>	<a href="https://www.cfjnetwork.eu/child-friendly-justice-in-action">https://www.cfjnetwork.eu/child-friendly-justice-in-action</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	7 European countries Belgium, the Netherlands, Italy, Spain, Czech Republic and Greece
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	Service providers and professionals in contact with children involved in a judicial or administrative procedure. (social workers, lawyers, judges, immigration officers, child protection officers, residential centres staff, guardians, interpreters, cultural mediators or volunteers)
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Administrative and judicial procedures
<b>Brief description</b> <i>(max. 1000 characters)</i>	The tool is firstly an output of the CFJ-IA project, a 2-year research and learning project implemented in 7 European countries - Belgium, the Netherlands, Italy, Spain, Czech Republic and Greece - which evaluated, through desk-based research, interviews of professionals as well as consultations with children and young people, the knowledge and effective realisation of the Child-Friendly Justice principles (CFJ principles) in administrative procedures children may go through, when in contact with the justice system.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The projects' findings - also fully available in the European Report and in national reports - revealed important gaps in the implementation of the CFJ principles, often due to lack of training, knowledge, resources or other logistic, attitudinal or administrative barriers. Having collected professionals' feedback as well as children's voices on their experiences going through an administrative procedure, the research also pointed to a number of inspiring practices and ideas as well as innovations in national legislation or regulations, that support the CFJ principles.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Justice Programme (JUST) – Advisory Service on Mediation in Custody Disputes and Child Abduction Cases for Parents and Outreach to Strengthen and Promote Judicial Co-operation in the EU</b>
<b>Organisation/institution</b>	<b>International Mediation Centre for Family Conflict and Child Abduction (MIKK)</b>
<b>URL</b>	<a href="https://www.mikk-ev.de/en/cbfm-english-berlin/">https://www.mikk-ev.de/en/cbfm-english-berlin/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Legal, psycho-social, educational and other professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil law
<b>Brief description</b> <i>(max. 1000 characters)</i>	Led by a team of international, multi-disciplinary trainers who are experts in their respective fields, the training employs a variety of teaching formats including input lectures, small group work, discussion and film material. Case studies and role-plays form an integral part of the course, as well as interdisciplinary cooperation, which in unison aim to equip international mediators with the required knowledge, skills and tools to mediate complex cross-border family disputes.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This advanced training course aims to qualify practicing family mediators to mediate cross-border family disputes, including international child abduction, access, and custody cases. The course will cover the relevant legal aspects of international family conflicts, differences in national family legislation, the 1980 and 1996 Hague Conventions, the Brussels IIa Regulation & the new Brussels IIb (Recast) Regulation which will enter into force in August 2022. Participants will be introduced to tools and methodologies for mediating high conflict cross-border family disputes with the aim of safeguarding the best interest of the child.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>T.A.L.E.</b> <b>Training Activities for Legal Experts on children's rights</b>
<b>Organisation/institution</b>	<b>Save the Children Italy</b>
<b>URL</b>	<a href="https://tale.savethechildren.it/introduzione-ai-materiali/">https://tale.savethechildren.it/introduzione-ai-materiali/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	Italy
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Legal professionals and lawyers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal and civil
<b>Brief description</b> <i>(max. 1000 characters)</i>	<p>The project aimed to train legal professionals who represent minors in judicial proceedings on international instruments aimed at promoting and protecting the rights of children and on the correct implementation of the principles enshrined in the Council of Europe Guidelines nationwide.</p> <p>Specific objectives of the project were:</p> <ul style="list-style-type: none"> <li>- Offer theoretical and practical training to lawyers representing minors in legal proceedings</li> <li>- Include the voice of minors involved in legal proceedings in training for lawyers</li> <li>- Produce and disseminate online training materials</li> <li>- Promote and strengthen the exchange of information and good practices between lawyers dealing with children's rights at the European level.</li> </ul>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	<p>An online training tool has been designed to support to lawyers in making the judicial process more sensitive to the rights and needs of minors.</p> <p>The training path is based on the initial finding that an approach to legal proceedings based on children's rights greatly enhances the ability of lawyers to work with children effectively and, above all, improves experiences and outcomes not only for their young clients but also for the other parties involved in the procedure.</p> <p>The online modules are four and focus on:</p> <ul style="list-style-type: none"> <li>- child participation and right to be heard</li> <li>- legal representation</li> <li>- interdisciplinary approach</li> <li>- international tools</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>E-learning course – ‘Case management and cross-sectoral work for the protection of children in conflict with the law who are below the minimum age of criminal responsibility’</b>
<b>Organisation/institution</b>	<b>Terre des hommes Kosovo (Tdh) and Defense for Children International - The Netherlands</b>
<b>URL</b>	<a href="https://live-childhub.pantheonsite.io/en/online-learning-materials/e-learning-course-case-management-and-cross-sectoral-work-protection-children-conflict-law-who-are-below-minimum-age-criminal-responsibility">https://live-childhub.pantheonsite.io/en/online-learning-materials/e-learning-course-case-management-and-cross-sectoral-work-protection-children-conflict-law-who-are-below-minimum-age-criminal-responsibility</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level and national (Kosovo)
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	Legal and institutional professionals
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal Law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This e-course constitutes an online opportunity for the building and strengthening of the capacities of institutions and professionals for the protection of children in conflict with the law who are under the age of criminal responsibility.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The course is articulated in three sections. The first section is dedicated to the legal framework regarding the protection and rights of children in conflict with the law, who are below the minimum age of criminal responsibility, based on relevant international standards and national legislation. The second deals with the topic cross-sectoral cooperation of partners involved in child protection, the responsibilities of key actors, including the role of parent and child, and the case management procedure. Finally, the third session concerns the comprehensive needs assessment of children, the protection program, and individual service plan, including monitoring of service delivery and closure of the case.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Seminar – ‘International unlawful removal of children’</b>
<b>Organisation/institution</b>	<b>École Nationale de la Magistrature (ENA)</b>
<b>URL</b>	<a href="https://ejtn.eu/en/Catalogue/Catalogue-2019111/International-unlawful-removal-of-children/">https://ejtn.eu/en/Catalogue/Catalogue-2019111/International-unlawful-removal-of-children/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	Judges and prosecutors
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This session presents international instruments and actors involved in the management of these legally complex and humanly painful situations, resulting from the increased mobility of family units. <b>No registration deadline.</b>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	For more information on the seminar applicants are advised to get in contact with the ENM.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Programme on the Treatment of Child Victims and Child Witnesses of Crime for Prosecutors and Judges</b>
<b>Organisation/institution</b>	<b>United Nations Office on Drugs and Crime (UNODC)</b>
<b>URL</b>	<a href="https://www.unodc.org/documents/Witnesses_of_Crime_-_Prosecutors_and_Judges.pdf">https://www.unodc.org/documents/Witnesses_of_Crime_-_Prosecutors_and_Judges.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges and prosecutors</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	<b>Criminal law</b>
<b>Brief description</b> <i>(max. 1000 characters)</i>	The programme is intended to be a tool for planning and conducting training of prosecutors and judges on treatment of child victims and witnesses with particular focus on child sexual exploitation. The design of the training programme is based on a training of trainers (ToT) format. Any prosecutor, judicial training academy or institution or judicial training coordinator can use the contents of this training programme. This training curriculum is based on an intensive and interactive two-day training programme covering five modules. It is a generic regional training programme initially designed for implementation in four countries, namely Cambodia, the Lao People’s Democratic Republic, Thailand and Viet Nam. However, it can be delivered in training programmes for prosecutors and judges on treatment of child victims and witnesses in any country.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This training programme will seek to: <ul style="list-style-type: none"> <li>- Achieve greater awareness and sensitization on the issue of treatment of child victims and witnesses generally and victims of child sexual exploitation in particular.</li> <li>- Strengthen the technical capacities of prosecutors and judges towards treatment of child victims and witnesses as per the national law provisions.</li> <li>- Apply a rights-oriented, gender-sensitive, victim-centred approach in the interactions between prosecutors and judges and child victims and witnesses.</li> <li>- Support sharing of information and promoting good practices.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Module – ‘Access to Fair Procedures Including the Right to be Heard’</b>
<b>Organisation/institution</b>	<b>International Commission of Jurists (ICJ)</b>
<b>URL</b>	<a href="https://www.icj.org/wp-content/uploads/2018/06/Europe-FAIR-module-1-Training-modules-2018-ENG.pdf">https://www.icj.org/wp-content/uploads/2018/06/Europe-FAIR-module-1-Training-modules-2018-ENG.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International and EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil law, administrative law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This training module is part of the series Materials on Access to Justice for Migrant Children of the Fostering Access to Immigrant Children’s Rights (FAIR) Project and provides an overview access to procedures for migrant children, including the right to be heard and to participate in proceedings.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The training aims to develop professionals’ knowledge of the following: <ul style="list-style-type: none"> <li>- Right to a fair hearing and access to court;</li> <li>- Appointment of guardian;</li> <li>- Public hearings;</li> <li>- Legal assistance and representation;</li> <li>- Access to information;</li> <li>- Right to interpretation;</li> <li>- The reasonable time requirement ;</li> <li>- Due process in expulsion proceedings or when entering a country;</li> <li>- Access to effective remedy.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Module – ‘Access to Justice in the Protection of Their Right to Private and Family Life’</b>
<b>Organisation/institution</b>	<b>International Commission of Jurists (ICJ)</b>
<b>URL</b>	<a href="https://www.icj.org/wp-content/uploads/2018/06/Europe-FAIR-module-4-Training-modules-2018-ENG.pdf">https://www.icj.org/wp-content/uploads/2018/06/Europe-FAIR-module-4-Training-modules-2018-ENG.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International and EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil law, administrative law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This training module is part of the series Materials on Access to Justice for Migrant Children of the Fostering Access to Immigrant Children’s Rights (FAIR) Project and provides standards and materials on the international and EU legal framework on the right to family life and family reunification, including the definitions of family, key principles and rules applicable to migrant children.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This module introduces learners to a set of key topics, ranging from the international legal framework and the definition of family in international law to the issues of registration and the right to a name. It furthermore expands on the right to family reunification, as well as on the topic of expulsions and the right to family life.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Module – ‘Practical Handbook for Lawyers When Representing a Child’</b>
<b>Organisation/institution</b>	<b>International Commission of Jurists (ICJ)</b>
<b>URL</b>	<a href="https://www.icj.org/wp-content/uploads/2018/06/Europe-FAIR-module-6-Training-modules-2018-ENG.pdf">https://www.icj.org/wp-content/uploads/2018/06/Europe-FAIR-module-6-Training-modules-2018-ENG.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International and EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Lawyers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This training module is part of the series Materials on Access to Justice for Migrant Children of the Fostering Access to Immigrant Children’s Rights (FAIR) Project and provides a practical resource to accompany the right to be heard training module. Its objective is to assist lawyers in their consideration on how best to communicate with children in the course of their professional interactions with them and what ethical issues might be at stake.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The training aims to develop professionals’ knowledge in two macro areas: <ul style="list-style-type: none"> <li>- Child friendly justice (covering key principles of child friendly justice, treatment of children during proceedings, protection measures for child victims and witnesses of crime, and participation);</li> <li>- Communication with a child client (covering practical aspects of how to communicate with a child client)</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>JudEx+ training manual for professionals on child-friendly communication in child sexual assault legal proceedings</b> <b>(National language title: Manuale di formazione JudEx+ per professionisti sulla comunicazione a misura di bambino nei procedimenti giuridici in caso di violenza sessuale sui bambini)</b>
<b>Organisation/institution</b>	<b>European Centre of Studies and Initiatives (CESIE)</b>
<b>URL</b>	<a href="https://cesie.org/media/JudEx-Study-Pack-IT.pdf">https://cesie.org/media/JudEx-Study-Pack-IT.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	<b>Criminal law</b>
<b>Brief description</b> <i>(max. 1000 characters)</i>	The JudEx+ Training Manual for Professionals on Child-Friendly Communication in Child Sexual Violence Legal Proceedings stems from the need to implement the guidelines included in international legal instruments, such as the UN Convention on the Rights of the Child, the Lanzarote Convention, the Council of Europe Guidelines on Child-Friendly Justice, and others. It aims to build the capacities of professionals in child protection systems and lawyers representing children in judicial proceedings
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The manual is designed to provide trainers with the necessary tools to lead training sessions with the aim of supporting multidisciplinary teams of practitioners and professionals working with children who are victims of sexual violence, providing an opportunity to deepen their knowledge of relevant conventions and guidelines, to acquire a common, interdisciplinary baseline in child and family care, and to generally improve inter-institutional collaboration to enhance children's experience and respond to their needs.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>JudEx+ handbook on rights &amp; justice for children explained to children (National language title: Manuale su diritti &amp; giustizia per i bambini spiegato ai bambini)</b>
<b>Organisation/institution</b>	<b>The “Hope for Children” CRC Policy Center</b>
<b>URL</b>	<a href="https://cesie.org/risorse/judex-manuale-bambini/">https://cesie.org/risorse/judex-manuale-bambini/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal, civil and administrative
<b>Brief description</b> <i>(max. 1000 characters)</i>	The development of the Justice & Rights for Children (JRC) manual is a result of the ‘JudEx+: Towards a child friendly justice in cases of sexual violence against children’ project. This document aims, through a child-friendly approach, to contemplate information on judicial procedures and children’s rights.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This handbook explains in child-friendly language, the legal procedures and rights of children. It is thus meant as a tool for the improvement of legal practitioners’ ability to communicate with children in judicial proceedings.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Core Child-Rights Competencies for Judges and Prosecutors</b>
<b>Organisation/institution</b>	<b>Bureau International des Droits des Enfants (IBCR)</b>
<b>URL</b>	<a href="http://www.ibcr.org/wp-content/uploads/2018/12/Ouagadougou_Report.pdf">http://www.ibcr.org/wp-content/uploads/2018/12/Ouagadougou_Report.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges and Prosecutors</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal, civil and administrative law
<b>Brief description</b> <i>(max. 1000 characters)</i>	The main objective of the IBCR’s initiative was to identify the core competencies that judges and prosecutors need in order to administer child-friendly justice and ensure that the rights of children are upheld. A detailed description is provided for the core competencies, including the knowledge, skills and attitudes that relate to each one. Ultimately, these core competencies will be used to create training courses for magistrates and to determine whether these courses result in improved knowledge and, especially, improved practical and interpersonal skill
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This reference framework aims to determine which core competencies—theoretical, technical, and practical—are needed by all judges and prosecutors in order to perform all their duties in a child-friendly manner.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Online Training – ‘Improving Legal Practice with Children and Young People’</b>
<b>Organisation/institution</b>	<b>Training Activities for Legal Experts (TALE)</b>
<b>URL</b>	<a href="http://www.project-tale.org/online-training">http://www.project-tale.org/online-training</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This online training tool is designed to support legal practitioners in making the legal process more sensitive to the rights and needs of child clients. Children’s special and dependent status creates distinct difficulties for them in pursuing remedies for breaches of their rights. Legal practitioners play a central role in ensuring that the legal process is both effective and child-friendly.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	<ul style="list-style-type: none"> <li>- This online training tools aims to help legal professionals:</li> <li>- Gain greater insight into children’s experience of being involved in legal proceedings</li> <li>- Gain the confidence to improve the experience of your child clients by learning directly from expert lawyers who specialise in representing children</li> <li>- Benefit from guided self-evaluation and reflection on your practice and outcomes</li> <li>- Access materials (e.g. model letters) that you can use in your day-to-day work</li> <li>- Get ideas for simple, concrete measures to improve the way you work with children</li> <li>- Increase your understanding of the legal and procedural mechanisms for enforcing children’s rights.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Guidelines on Child-Friendly Legal Aid</b>
<b>Organisation/institution</b>	<b>UNICEF’s Europe and Central Asia Regional Office (UNICEF ECARO)</b>
<b>URL</b>	<a href="https://www.unicef.org/eca/media/5171/file">https://www.unicef.org/eca/media/5171/file</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Lawyers, paralegals and other legal practitioners</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal, civil, administrative law
<b>Brief description</b> <i>(max. 1000 characters)</i>	These guidelines have been developed to be a practical tool to support both experienced and newly qualified legal practitioners in their daily work on the frontline of children’s rights. They are aimed at government-funded and private lawyers, paralegals and other legal practitioners who provide legal aid to children in civil, criminal, administrative and restorative justice proceedings, and who represent children in cases addressed by national, regional and international human rights monitoring bodies. The guidelines focus on the attitudes, knowledge and skills that are required for a child client to receive the best possible legal representation and support. They take into account the fact that practitioners are often working within imperfect justice systems and are grappling with low pay, inadequate legislation, lengthy delays in proceedings and lack of access to child-friendly services for their clients.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The guidelines are rooted in international and regional standards regarding children’s access to justice. They start by examining the four general principles of the United Nations Convention on the Rights of the Child – the right to non-discrimination; the right to life, survival and development; the right to be heard; and the principle that the best interests of children should be a primary consideration in decision making that affects them – and how these should inform the work of legal practitioners. The next sections are structured around key themes and challenges that arise in providing child-friendly legal aid to children, including: ensuring competency to act, acting in a child’s best interests, communicating in a child-friendly way, facilitating a child’s participation in legal proceedings, countering and preventing discrimination, keeping children safe, and working with others.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Social Court: A Model of Child-Friendly Justice</b>
<b>Organisation/institution</b>	<b>Validity Foundation</b>
<b>URL</b>	<a href="https://validity.ngo/wp-content/uploads/2022/08/Individual-Assessment-Model-for-Children-without-Parents-Bulgaria_EN.pdf">https://validity.ngo/wp-content/uploads/2022/08/Individual-Assessment-Model-for-Children-without-Parents-Bulgaria_EN.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU and national (Bulgarian) level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges, prosecutors, lawyers and police officers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This Model sets out standards, practice-oriented guidance, and a tool for a Model Child-Friendly Court, tailored to be implemented in Bulgaria, integrating a model of individual assessment, which includes a particular focus on children deprived of parental care. This Model is also meant to serve as practical guidelines for stakeholders directly involved with children in judicial proceedings. It sets out guidance for piloting new tools and solutions it provides. This instrument also aims to guarantee the rights, respect for justice, and the protection of the best interests of children involved in, or parties to, criminal proceedings by developing and piloting a model of individual assessment to assist the competent authorities concerned.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This model focuses on components of criminal proceedings, which have been identified during the ‘Child-Friendly Justice: Developing the concept of social court practices (CFJ- DCSCP)’ project as requiring reform to enable children in contact with the law to participate in proceedings. The proposed solutions are based on the philosophy and values of two EU Directives - Directive 2012/29/EU and Directive (EU) 2016/800; and the UN Convention on the Rights of the Child.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Model of Child-Friendly Justice Court Practices: Unaccompanied Children</b>
<b>Organisation/institution</b>	<b>Validity Foundation</b>
<b>URL</b>	<a href="https://validity.ngo/wp-content/uploads/2022/08/Individual-Assessment-Model-for-Unaccompanied-Children-Italy_EN.pdf">https://validity.ngo/wp-content/uploads/2022/08/Individual-Assessment-Model-for-Unaccompanied-Children-Italy_EN.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges, prosecutors, lawyers and police officers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This model collects the good practices already developed in the field of child protection and of individual assessment, as well as tools (some to be further developed) and recommendations for how the criminal justice system could integrate them.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	As a first step the module examines Directive (EU) 2016/800 and Directive (EU) 2012/29/EU, to then take into consideration international best practices about individual assessment and the determination of the best interests of an unaccompanied migrant child. The Best Interest Procedures drawn up by UNHCR and the Interagency guidelines on Child Case Management of the Child Protection Working Group will be concurrently examined. The model then describes good practices from which it will be possible to outline a generalised model of individual assessment; examples will be given on how the same model can be used in during different procedural phases of criminal processes. Finally, practical tools will be provided to help both during the assessment and the taking into custody of the child; the adoption of a specific memorandum of understanding between the various stakeholders involved will also be proposed to favour coordination and networking activities.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Model of Child-Friendly Justice Court Practices: Children with Intellectual or Psychosocial Disabilities</b>
<b>Organisation/institution</b>	<b>Validity Foundation</b>
<b>URL</b>	<a href="https://validity.ngo/wp-content/uploads/2022/08/Individual-Assessment-Model-for-Children-with-Mental-Disabilities-Romania_EN.pdf">https://validity.ngo/wp-content/uploads/2022/08/Individual-Assessment-Model-for-Children-with-Mental-Disabilities-Romania_EN.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU and national (Romania) level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges, prosecutors, lawyers and police officers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This model focuses on components of criminal proceedings, which have been identified during the ‘Child-Friendly Justice: Developing the concept of social court practices (CFJ- DCSCP)’ project to need reform, in Romania, to enable children with intellectual and/or psychosocial disabilities, in contact with the law to participate in criminal proceedings. The proposed solutions are based on the philosophy and values of the two EU Directives - Directive 2012/29/EU and Directive (EU) 2016/800; the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The model examines the following elements: <ul style="list-style-type: none"> <li>- The implementation of procedural rights, including the right to support and legal assistance on first contact with the justice system, the right to an individual assessment, the right to be heard and to procedural accommodations in criminal proceedings;</li> <li>- The preparation of professionals in contact with a child victim or suspect or accused of committing a crime with intellectual and/or psychosocial disabilities to address their needs and barriers they may face;</li> <li>- The support of a participatory environment, with professionals that support, use appropriate language, and facilitate parental/guardian or even carer involvement, whenever this is in the best interest of the child;</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Handbook on European data protection law</b>
<b>Organisation/institution</b>	<b>European Union Agency for Fundamental Rights (FRA)</b>
<b>URL</b>	<a href="https://fra.europa.eu/sites/default/files/fra_uploads/fra-coe-edps-2018-handbook-data-protection_en.pdf">https://fra.europa.eu/sites/default/files/fra_uploads/fra-coe-edps-2018-handbook-data-protection_en.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Lawyers, judges and other legal practitioners</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Data protection
<b>Brief description</b> <i>(max. 1000 characters)</i>	This handbook outlines the legal standards relating to data protection set by the European Union (EU) and the Council of Europe (CoE). It is designed to assist practitioners not specialised in the field of data protection, including lawyers, judges and other legal practitioners, as well as individuals working for other bodies, such as non-governmental organisations (NGOs), who may be confronted with legal questions relating to data protection. The handbook serves as a first point of reference on relevant EU law and the European Convention on Human Rights (ECHR), as well as the CoE Convention for the Protection of Individuals with regard to Automatic Processing of Personal Data (Convention 108) and other CoE instruments.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This handbook aims to raise awareness and improve knowledge of data protection rules, especially among non-specialist legal practitioners who have to deal with data protection issues in their work. The handbook begins with a brief description of the role of the two legal systems as established by the ECHR and EU law (Chapter 1). Chapters 2 to 10 cover the following issues: <ul style="list-style-type: none"> <li>- data protection terminology;</li> <li>- key principles of European data protection law;</li> <li>- rules of European data protection law;</li> <li>- independent supervision;</li> <li>- data subjects' rights and their enforcement;</li> <li>- cross-border transfers and flows of personal data;</li> <li>- data protection in the context of police and criminal justice;</li> <li>- other European data protection rules in specific areas;</li> <li>- modern challenges in personal data protection.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Certificate of Advanced Studies (CAS) – ‘Juvenile Justice’</b>
<b>Organisation/institution</b>	<b>Université de Genève</b>
<b>URL</b>	<a href="https://www.unige.ch/formcont/cours/cas-jjen">https://www.unige.ch/formcont/cours/cas-jjen</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International, EU and national (Switzerland) level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Prosecutors, judges, lawyers and police officers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This advanced course aims to train professionals in the understanding and implementing of juvenile justice based on a restorative and reparative. It teaches the different tools and methods of centred intervention on the rights of the child and for children in conflict or in contact with the law.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	By the end of the course learners will: <ul style="list-style-type: none"> <li>- Know the fundamental concepts of juvenile justice (in particular restorative justice), by analysing national, regional and international legal frameworks and taking into account the current social and criminological context at the national, regional and international levels</li> <li>- Analyse, evaluate and identify the main themes of juvenile justice, risk factors and the protection of children's rights</li> <li>- Know and be able to implement different intervention methodologies</li> <li>- Identify the norms, principles and values of restorative juvenile justice and introduce them into their professional practice</li> <li>- Conduct critical reflection and design projects and interventions for the prevention and promotion of restorative justice</li> <li>- Develop communication, negotiation and collaboration strategies with the various actors involved in child rights and other organizations in the field.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Master of Advanced Studies in Children’s Rights (MCR)</b>
<b>Organisation/institution</b>	<b>Université de Genève</b>
<b>URL</b>	<a href="https://www.unige.ch/cide/fr/formations/formation-continue/master-advanced-studies-childrens-rights-mcr/">https://www.unige.ch/cide/fr/formations/formation-continue/master-advanced-studies-childrens-rights-mcr/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges and lawyers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal, civil and administrative
<b>Brief description</b> <i>(max. 1000 characters)</i>	The Master of Advanced Studies in Children's Rights (MCR) is a part-time international and interdisciplinary postgraduate programme on children's rights, which takes place over a two-year period. The Programme is designed for professionals who work with children’s rights issues, including lawyers, psychologists, sociologists, judges, social workers, government officials, staff of non-governmental organisations, academics and journalists. The participation of students with different backgrounds and career-levels in an interactive learning environment helps foster exchanges at both theoretical and practical levels.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The overall objectives of the MCR are: <ul style="list-style-type: none"> <li>- To provide participants with opportunities to acquire extended and specialised knowledge in children’s rights in their theoretical as well as in their practical dimensions through the introduction of different concepts and approaches</li> <li>- To deepen understandings of the role of international instruments on children’s rights in the implementation and monitoring of children’s rights, with a particular focus on the UN Convention on the Rights of the Child</li> <li>- To privilege both an international and an interdisciplinary approach to the study of children’s rights</li> <li>- To promote critical thinking concerning the effective practical application of the concepts and principles underlying the Convention on the Rights of the Child.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Massive Online Open Course (MOOC) - ‘Children’s Human Rights: An Interdisciplinary Introduction’</b>
<b>Organisation/institution</b>	<b>Université de Genève</b>
<b>URL</b>	<a href="https://www.unige.ch/cide/fr/formations/formations-distance/mooc-childrens-human-rights-interdisciplinary-introduction/">https://www.unige.ch/cide/fr/formations/formations-distance/mooc-childrens-human-rights-interdisciplinary-introduction/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal practitioners</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal, civil and administrative
<b>Brief description</b> <i>(max. 1000 characters)</i>	This course guides students into a selection of critical issues concerning children’s rights. Participants will gain insight relative to the development of this specific human rights category, as well as to the evolution of the challenges faced by children over time and society’s efforts to respond. Successful international strategies and programs promoting children’s rights will be highlighted, as well as the role of key actors involved in international organizations working in this field.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	By the end of this course, participants will become familiar with the: <ul style="list-style-type: none"> <li>- basic features of the socio-historical background and main content of the UN Convention on the Rights of the Child (CRC), and the United Nations monitoring mechanisms pertaining the implementation of the CRC</li> <li>- interdisciplinary features of children’s rights studies as an epistemological field</li> <li>- background and main challenges of the legal framework in Juvenile Justice at the international level</li> <li>- complexity of violence against children as a phenomenon implying a multi-agency counteracting strategy</li> <li>- challenges in implementing children’s participation rights and the theoretical aspects regarding children’s agency</li> <li>- main features of the debate about global health, human rights and ethics, through a right-based approach.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Quality Standards For Legal Assistance For Children Suspected And/Or Accused: A Step-By-Step Guide</b>
<b>Organisation/institution</b>	<b>Terre des hommes (Regional Hub in Hungary)</b>
<b>URL</b>	<a href="https://childhub.org/sites/default/files/library/attachments/CLEAR-RIGHTS_Quality%20Standards%20and%20Guide_fv_EN.pdf">https://childhub.org/sites/default/files/library/attachments/CLEAR-RIGHTS_Quality%20Standards%20and%20Guide_fv_EN.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal practitioners representing or advising a child in conflict with the law</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	<p>Children in conflict with the law are entitled to quality legal assistance. However, for many of them in Europe, it remains difficult to have access to it due to gaps in terms of availability, accessibility, acceptability, and adaptability of legal. In order to respond to these gaps, the ‘CLEAR-Rights: enhancing legal assistance for children in conflict with the law in Europe’ project (“CLEAR-Rights Project”) was developed. In particular, the present Guide is based on observations made by the European review of practices and gaps in legal aid systems for children, a report written in the framework of the CLEAR-Rights project based on five national reviews (Belgium, The Netherlands, France, Hungary and Romania). Feedback from Child Advisory Boards (CABs) in France, Hungary and Romania was also included.</p>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	<p>This document shall serve as a knowledge base to legal professionals. It contains:</p> <ol style="list-style-type: none"> <li>1. <b>14 Quality Standards</b>, listing core principles (i.e., participatory, child-centred, safe and protective etc.). Measuring indicators for the Standards are proposed, which mirror the key values, requirements and standards relevant when a lawyer represents or gives advice to a child in conflict with the law.</li> <li>2. A <b>Step-by-step Guide</b> with precise instructions for lawyers to follow on how to provide legal assistance to children. The Guide is designed as a tool that can be used short notice and that will guide a lawyer through the relevant phases of representing a child in conflict with the law. The Step-by-step guide also provides information about recognizing risks and making appropriate referrals to other professionals as needed; especially if the child is experiencing mental health challenges.</li> </ol>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>INCLUDE – Guide to Good Practice</b>
<b>Organisation/institution</b>	<b>Missing Children Europe</b>
<b>URL</b>	<a href="https://missingchildreuneurope.eu/?wpdmdl=2627">https://missingchildreuneurope.eu/?wpdmdl=2627</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals involved in child abduction proceedings</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	The INCLUDE project (2019-2021) was launched to offer a set of good practices to legal and other professionals to improve children’s wellbeing when dealing with cases of international child abduction, based on the ideas and perspectives of children and young people. The Guide to Good Practice presents recommendations based on the views of children and young people to professionals involved in international child abductions.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The Guide covers the following areas of good practice in which professional action is required to guarantee abducted children and young people’s human rights and wellbeing: <ul style="list-style-type: none"> <li>- Interaction style</li> <li>- Information and dialogue</li> <li>- Relationships of trust and affection</li> <li>- Supporting adults</li> <li>- Rights-respecting return</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Behavioral Insights Research and Design Laboratory (BIRD Lab)</b>
<b>Organisation/institution</b>	<b>UNICEF Office of Research – Innocenti</b>
<b>URL</b>	<a href="https://www.unicef-irc.org/BIRD-Lab">https://www.unicef-irc.org/BIRD-Lab</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Child Psychology
<b>Brief description</b> <i>(max. 1000 characters)</i>	The BIRD Lab is a virtual space for experimentation and innovation in the application of evidence and methods from the behavioural sciences to achieve UNICEF programme results. Protecting and promoting children’s rights requires a deep understanding of human behaviour, as well as a keen grasp of how to apply insights from the social and behavioural sciences to encourage the kinds of decisions and habits that will secure a better future for all children. In this perspective, the BIRD Lab represents an inclusive and collaborative space for UNICEF staff and partners to share their experiences, connect with colleagues and inspire others to achieve results for children.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The BIRD Lab uses a combination of methods and frameworks from applied behavioural sciences, human-centered design, and implementation research to achieve social and behavioural change. Its work includes the following: <ul style="list-style-type: none"> <li>- Convening policy makers, academics and leaders to bring evidence to bear on the most pressing challenges facing children.</li> <li>- Sharing trainings and tools for ethically integrating behavioural insights into UNICEF programming.</li> <li>- Providing technical assistance and building capacity to support the co-creation and scale-up of contextualized, people-centered and evidence-informed approaches to social and behavioural change.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Short course – ‘Child rights and why they matter’</b>
<b>Organisation/institution</b>	<b>UNICEF</b>
<b>URL</b>	<a href="https://agora.unicef.org/course/info.php?id=11073">https://agora.unicef.org/course/info.php?id=11073</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	<i>criminal, civil, administrative</i>
<b>Brief description</b> <i>(max. 1000 characters)</i>	This online training aims to: raise the level of awareness and understanding of child rights and a child rights approach and why they are so important to UNICEF; stimulate interest, increase motivation and provide inspiration for all UNICEF personnel and partners globally; encourage an improved application of a child rights approach in practice by UNICEF personnel and partners.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	At the end of this course learners will be able to: <ul style="list-style-type: none"> <li>- Transform and/or refresh their awareness, understanding of child rights and a child rights approach in a memorable and lasting way;</li> <li>- Describe child rights, and explain how a child rights approach differs from other approaches, such as child-focused/child-centred, charity and welfare approaches;</li> <li>- Explain and describe UNICEF’s mandate as it relates to the promotion, protection and fulfilment of children’s rights;</li> <li>- Describe UNICEF’s engagement in supporting implementation of the Convention on the Rights of the Child;</li> <li>- Communicate with partners and personnel about raising awareness and understanding of child rights and a child rights approach, thus cascading the training by word-of mouth;</li> <li>- Start thinking about ways in which to apply what you have learned to your everyday work and life.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Webinar Series – ‘Access to justice for children and COVID-19 – sharing experience from different legal systems and contexts’</b>
<b>Organisation/institution</b>	<b>UNICEF</b>
<b>URL</b>	<a href="https://agora.unicef.org/course/info.php?id=27058">https://agora.unicef.org/course/info.php?id=27058</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal justice, civil justice
<b>Brief description</b> <i>(max. 1000 characters)</i>	UNICEF and the International Association of Youth and Family Judges and Magistrates launched a Webinar Series ‘Access to Justice for Children and COVID-19: Sharing experience from different legal systems and contexts’. The first in the series discusses release of children from detention during the pandemic. The second in the series discusses keeping courts operational for women and children during the pandemic.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The learning objectives of the webinar series are the following: <ul style="list-style-type: none"> <li>- <b>Webinar 1: Release of children from detention</b> <ul style="list-style-type: none"> <li>o Learning Objective: How have countries successfully or otherwise managed the release of children from detention in response to the pandemic.</li> </ul> </li> <li>- <b>Webinar 2: Continued functioning of the court system for children and women</b> <ul style="list-style-type: none"> <li>o Learning Objective: How have countries successfully managed the disruption to the justice system and maintained continuity of child justice services.</li> </ul> </li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Textbook – ‘Children’s Access to Justice: A Critical Assessment’</b>
<b>Organisation/institution</b>	<b>Intersententia</b>
<b>URL</b>	<a href="https://intersentia.com/en/children-s-access-to-justice.html">https://intersentia.com/en/children-s-access-to-justice.html</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International, EU and national (case studies from France, Netherlands, Belgium, Canada, Jersey) levels
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges and lawyers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law, family law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This book, with contributions from researchers and practitioners, explores the meaning, practice and challenges of children’s access to justice and contributes to a deeper understanding of what access to justice means to children, how they experience it and what it should look like in practice. It seeks to define access to justice in a global way, by addressing current challenges, asking new questions and providing answers to existing problems. One of the main areas of focus is children’s participation in legal proceedings, which critically explores how children are heard in family law, criminal law and child protection procedures.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This book is a collection of contributions examining children's access to justice within selected jurisdictions and various areas of law. It explores children's participation in judicial and non-judicial procedures in practice and discusses various obstacles to participation.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Course – ‘Alternative Ways to Address Youth (AWAY)’</b>
<b>Organisation/institution</b>	<b>International School of Juvenile Justice</b>
<b>URL</b>	<a href="https://www.eiji.org/alternative-ways-address-youth-away">https://www.eiji.org/alternative-ways-address-youth-away</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This course is an output of the AWAY project, which has been implemented between 2017-2018 by 7 organisations in the European Union. The purpose of the training is to help child protection professionals channel juvenile offenders away from judicial proceedings in the juvenile justice systems. This course will give an overview of the alternative methods and give professionals the tools to use them in future cases.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This online course gathers the knowledge and findings accumulated over two years by the project’s partner organisations and presents them in four main lessons: <ol style="list-style-type: none"> <li>1. Introduction to Diversion</li> <li>2. Psychology and Juvenile Justice</li> <li>3. How to Use Diversion</li> <li>4. Talking to Juveniles about Diversion.</li> </ol>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Course – ‘Implementing Restorative Justice with Children, 3<sup>rd</sup> Edition’</b>
<b>Organisation/institution</b>	<b>International School of Juvenile Justice</b>
<b>URL</b>	<a href="https://www.eiji.org/implementing-restorative-justice-children-2edition">https://www.eiji.org/implementing-restorative-justice-children-2edition</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	The aim of the online training course of “Implementing Restorative Justice with Children” is to introduce the topic of restorative justice, the different models that can be implemented, how to start up a project and what the specificity is when involving children as victims or perpetrators in restorative justice practices.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This online training course provides learners with an interactive forum where they can obtain direct feedback and knowledge evaluation via self-testing. It is aimed at developing skills to: <ul style="list-style-type: none"> <li>- Support professionals of the juvenile justice systems in gaining significant capacities regarding restorative justice practices with children.</li> <li>- Understand restorative justice, how and when to use it with children, how concrete practices work, how to implement these practices and how to monitor its effects.</li> <li>- Learn about practices of the restorative justice process in every EU state.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Practices and gaps in legal aid systems for children in Belgium, France, Hungary, Romania and The Netherlands</b>
<b>Organisation/institution</b>	<b>The Global Network for Public Interest Law (PILNET)</b>
<b>URL</b>	<a href="https://childhub.org/sites/default/files/library/attachments/CLEAR-Rights_EU%20review_EN_fv.pdf">https://childhub.org/sites/default/files/library/attachments/CLEAR-Rights_EU%20review_EN_fv.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU and national (Belgium, France, Hungary, Romania and The Netherlands) level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal, civil and administrative
<b>Brief description</b> <i>(max. 1000 characters)</i>	This European review presents an overview of the accessibility and quality offered by the systems of legal aid for children in conflict with the law in Belgium, France, Hungary, Romania and the Netherlands. It provides an overview of the capacities and the training needs for legal aid lawyers and pro-bono lawyers in these countries and draws some recommendations and suggests effective remedies ensuring equal access to free of charge legal assistance for all children.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The objective of this review is: <ul style="list-style-type: none"> <li>- To present an overview of the accessibility and quality offered by the systems of legal aid for children in conflict with the law in the countries where the project is being implemented, which includes the identification of gaps and promising practices</li> <li>- To provide an overview of the capacities and the training needs for legal aid lawyers and pro- bono lawyers in the countries where the project is being implemented.</li> <li>- To draw some recommendations based on the gaps and the promising practices identified in the review and suggest effective remedies ensuring equal access to free of charge legal assistance for all children.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Guidelines on Children in contact with the justice system</b>
<b>Organisation/institution</b>	<b>Council of the International Association of Youth and Family Judges and Magistrates (IAYFJM)</b>
<b>URL</b>	<a href="http://aimjf.org/storage/www.aimjf.org/Documentation_EN/AIMJF/Guidelines_-_ENG_-_Ratified_17.04.26.pdf">http://aimjf.org/storage/www.aimjf.org/Documentation_EN/AIMJF/Guidelines_-_ENG_-_Ratified_17.04.26.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges and Magistrates</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Civil, criminal and family law
<b>Brief description</b> <i>(max. 1000 characters)</i>	Guidelines on child focused justice before, during and after judicial proceedings, developed by the Council of the International Association of Youth and Family Judges and Magistrates (IAYFJM). The Guidelines are meant to apply to all matters where children are in contact with the justice system
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The Guidelines are structured in six parts: <ul style="list-style-type: none"> <li>- Part 1 contains some Definitions.</li> <li>- Part 2 enunciates Fundamental principles, which have in common their general relevance to all situations and the fact that they set orientations for the various elements that are presented in other parts of the Guidelines.</li> <li>- Part 3 presents General elements of a child focused justice – which are qualified as general in the sense that they are relevant to all stages of proceedings, be it before, during or after judicial proceedings.</li> <li>- Part 4 presents the elements of child focused justice that are relevant to interventions before and during judicial proceedings.</li> <li>- Part 5 presents the elements of child focused justice that are relevant to interventions that follow judicial proceedings, in the course of the implementation of decisions.</li> <li>- Part 6 raises briefly issues about Implementation, monitoring, assessment and amendment of the Guidelines.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Self-Training Materials – ‘Child-friendly justice - checklist for professionals’</b>
<b>Organisation/institution</b>	<b>European Agency for Fundamental Rights (FRA)</b>
<b>URL</b>	<a href="https://fra.europa.eu/en/publication/2018/child-friendly-justice-checklist-professionals">https://fra.europa.eu/en/publication/2018/child-friendly-justice-checklist-professionals</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Family law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This checklist provides an overview for justice professionals of actions that need to be taken for judicial proceedings to be child-friendly. It was developed by the European Agency for Fundamental Rights (FRA).
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	Around 2.5 million children participate in judicial proceedings across the EU every year, affected by parental divorce or as victims of, or witnesses to, crime. Although their effective participation in such proceedings is vital for improving the operation of justice, the treatment of children in justice systems remains a concern. This checklist aims at helping practitioners create a child-friendly judicial environment.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Self-Training (Trainers') Materials – 'Cross-Border Mediation in Family Cases'</b>
<b>Organisation/institution</b>	<b>Academy of European Law</b>
<b>URL</b>	<a href="https://era-comm.eu/Language_Mediation/wp-content/uploads/2019/07/Materials_Family-Mediation.pdf">https://era-comm.eu/Language_Mediation/wp-content/uploads/2019/07/Materials_Family-Mediation.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Lawyers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal and family law
<b>Brief description</b> <i>(max. 1000 characters)</i>	Materials on cross-border mediation in family cases developed by Christoph C. Paul and Ishtar Khalaf-Newsome. The materials deal with a cross-border child abduction case. They include the relevant legal framework, the case scenario, role-play guidelines as well as some instructions for trainers. The case study does not contain any solution as this would not be suitable for mediation training.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	Trainers will gain familiarity with the following contents: <ul style="list-style-type: none"> <li>- Legal Framework for Cross-border family cases and child abduction cases and Cross-border Family Mediation</li> <li>- Case Scenario – Anita and Giovanni</li> <li>- Role-play guidelines and feedback rules for players</li> <li>- Instructions for Trainers (Role plays)</li> <li>- The Agreement to Mediate</li> <li>- Memorandum of Understanding</li> <li>- Enforceability and recognition of Mediation Agreements (MOU)</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Online training on the UN guidelines on justice in matters involving child victims and witnesses of crime</b>
<b>Organisation/institution</b>	<b>UNODC and UNICEF</b>
<b>URL</b>	<a href="https://www.unodc.org/justice-child-victims/">https://www.unodc.org/justice-child-victims/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	National level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This is a free of charge online self-learning tool developed by UNODC, UNICEF and IBCR with the support of the Government of Canada. The course can be taken by any professional or policy-maker interested or working in the area of support to child victims and witnesses of crime. The course does not require any authorisation and is self-paced.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This training material provides information on the area of support for child victims and witnesses of crime. An initial registration though account's creation is needed.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Handbook on Children Recruited and Exploited by Terrorist and Violent Extremist Groups: The Role of the Justice System</b>
<b>Organisation/institution</b>	<b>United Nations Office on Drugs and Crime (UNODC)</b>
<b>URL</b>	<a href="https://www.unodc.org/documents/Handbook_on_Children.pdf">https://www.unodc.org/documents/Handbook_on_Children.pdf</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal and family law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This Handbook is a coherent and consistent guidance to national authorities on the treatment of children recruited and exploited by terrorist and violent extremist groups, with emphasis on the role of the justice system. It aims to provide the required multidisciplinary expertise to tackle issues ranging from counter-terrorism to child rights and violence against children, as well as an understanding of the complex international legal framework that should be considered.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The Handbook consists of three key objectives: preventing the recruitment of children by terrorist and violent extremist groups; identifying effective justice responses to children recruited and exploited by such groups, whether they are in contact with the justice system as victims, witnesses or alleged offenders; and promoting the rehabilitation and reintegration of those children. It also includes relevant analysis and case studies.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Child-friendly justice standards and their implementation in criminal justice in Ukraine (National language title: Стандарти правосуддя, дружнього до дитини, та їх втілення в Україні)</b>
<b>Organisation/institution</b>	<b>Organization for Security and Co-operation in Europe (OSCE)</b>
<b>URL</b>	<a href="https://www.osce.org/project-coordinator-in-ukraine/488047">https://www.osce.org/project-coordinator-in-ukraine/488047</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	National level (Ukraine)
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This publication summarizes results of the research and monitoring, conducted in 2020, on the protection of children's rights in criminal justice in Ukraine. Civil society monitoring was conducted upon request of Ukrainian Parliament Commissioner for Human Rights with the support from the OSCE Project Co-ordinator in Ukraine.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The report provides major findings and recommendations to address the identified issues, including inter alia establishment of uniform procedural guidelines for "Green Rooms" for interviewing children in safe and friendly environment, establishment of children's hubs within the criminal justice, introduction of a systematic training on child-friendly justice standards for all relevant stakeholders, etc.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Courses and Activities - ‘Fundamental Rights and Data Protection in EU Law’</b>
<b>Organisation/institution</b>	<b>European Institute of Public Administration (EIPA)</b>
<b>URL</b>	<a href="https://www.eipa.eu/services/protecting-rights-fundamental-rights-and-data-protection-in-eu-law/">https://www.eipa.eu/services/protecting-rights-fundamental-rights-and-data-protection-in-eu-law/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges, prosecutors and defence lawyers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law, civil law
<b>Brief description</b> <i>(max. 1000 characters)</i>	The aim of these courses is to contribute to the development of sustainable training practices addressing the needs of justice professionals across the EU by providing a hands-on training on the scope and application of the Charter of Fundamental Rights of the European Union (EU Charter) and the General Data Protection Regulation from the perspective of the rights protected by these comprehensive instruments by putting them into specific contexts relevant for the judiciary.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The specific objectives of the project are: to make the ever so relevant fundamental rights context more understandable, by devoting specific trainings on the scope and application of the EU Charter and the General Data Protection Regulation (GDPR), relevant for national civil and criminal law proceedings but quintessential for cross border cooperation on the basis of which mutual recognition and mutual trust can operate. The trainings will go beyond the mere study of the said instruments, and will approach them from a rights-based premise. This will be achieved by discussing the protection standards and placing them into the current context, where concerns are growing regarding mutual recognition and mutual trust

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Training Courses and Activities - ‘Cross border Family Matters: A tour de table of good practices’</b>
<b>Organisation/institution</b>	<b>European Institute of Public Administration (EIPA)</b>
<b>URL</b>	<a href="https://www.eipa.eu/services/protecting-rights-fundamental-rights-and-data-protection-in-eu-law/cross-border-family-matters/">https://www.eipa.eu/services/protecting-rights-fundamental-rights-and-data-protection-in-eu-law/cross-border-family-matters/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU level
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges and lawyers</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law, civil law
<b>Brief description</b> <i>(max. 1000 characters)</i>	<p>The overall expected result of the training activities is the increased knowledge and better understanding of the most important areas of EU family law through the better appreciation of the Brussels II bis Regulation and the Maintenance Regulation. In particular, learning materials, which focus on three different levels, on the three most frequent cross border family law disputes involving children – parental responsibility, child abduction and family maintenance– will allow practitioners working on this field to better understand the cross border aspect of these cases and to appreciate the corresponding EU legislation. The project behind the development of the training courses and activities also aimed at the improvement of mutual trust and cooperation between legal professionals in cross border family law cases.</p>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	<p>The training focuses on:</p> <ul style="list-style-type: none"> <li>- the respective changes brought by the recast Brussels II Regulation, which will be explained both at an introductory, advanced and practical level. In this vein, three training activities directly contribute to the better application and use of this new instrument, and</li> <li>- the fundamental rights context of parental responsibility, child abduction and maintenance issues and the corresponding EU Charter on Fundamental Rights and European Convention on Human Rights standards.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Webinar - ‘The Criminal Code of Justice for Minors: The impact of reforms on practice’ (National language title: Code de la justice pénale des mineurs : Impacts de la réforme sur les pratiques)</b>
<b>Organisation/institution</b>	<b>Conseil National des Barreaux (CNB)</b>
<b>URL</b>	<a href="https://encyclopedie.avocats.fr/Record.htm?idlist=13&amp;record=19221442124910496249">https://encyclopedie.avocats.fr/Record.htm?idlist=13&amp;record=19221442124910496249</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	National level (France)
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	This webinar consists in an assessment and exchange of views between lawyers, magistrates and educators on the Code of Criminal Justice for Minors (CJPM), which came into force on 30 September 2021. The reform promised to change the work of those involved in criminal justice for minors (lawyers, magistrates and educators) and, as a result, ensure better care for children in conflict with the law. With this reform, legislators' ambition was to make the applicable rules more coherent and legible. The CJPM was thus intended to simplify and speed up the trial of minors, but also to limit their pre-trial detention. In addition to reaffirming the main principles of juvenile criminal justice, legislators introduced numerous measures such as personalised educational action to take account of the child's personality and development or the continuity of the lawyer's defence of the minor.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	Thanks to this webinar, professionals will develop greater understanding of the Code of Criminal Justice for Minors (CJPM) as well as of its strengths and limits, in line with experts' views on the reform's implementation.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>The Criminal Code of Justice for Minors. Practical Guide (National language title: Code de la justice pénale des mineurs. Guide pratique)</b>
<b>Organisation/institution</b>	<b>Conseil National des Barreaux (CNB)</b>
<b>URL</b>	<a href="https://encyclopedie.avocats.fr/Record.htm?idlist=15&amp;record=19218649124910368219">https://encyclopedie.avocats.fr/Record.htm?idlist=15&amp;record=19218649124910368219</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	National level (France)
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>All legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal law
<b>Brief description</b> <i>(max. 1000 characters)</i>	Since the entry into force of the Criminal Code of Justice for Minors (CJPM) in September 2021, judges and prosecutors, court clerks, educators from the PJJ and the whole world of child protection, associative actors and lawyers have had to relearn the subject of children's rights and the law, as well as to develop new reflexes, new or redefined means of action or defence, and new aspirations with a view to accompanying and assisting minors prosecuted in the criminal justice system as effectively as possible, as well as their parents, if any, and the victims, if any. These guidelines aim to assist professionals in the achievement of these tasks.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	The ambition behind the redaction of this practical guide was to help professionals navigate their way through this major reform of juvenile law. In parallel with the design of this practical guide, the Conseil national des barreaux has decided to continue its mission of critical reflection and recommendations.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>"Trauma and Alternative Care: Introduction to using a trauma-informed approach to working with children and young people"</b> <b>(„Травма и алтернативна грижа: Въведение в използването на подход за работа с деца и младежи, съобразен с преживяна травма”)</b>
<b>Organisation/institution</b>	<b>SOS Children's Villages Bulgaria/ SOS Детски селища България</b>
<b>URL</b>	<a href="https://childhub.org/bg/online-learning-materials/trauma-and-alternative-care">https://childhub.org/bg/online-learning-materials/trauma-and-alternative-care</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	EU-level, Bulgaria
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	The course is particularly useful for: <ul style="list-style-type: none"> <li>• Professionals and experts from the police, prosecution, judiciary who work with children Experts from the child protection system;</li> <li>• Educational staff at all levels of the education system;</li> <li>• Foster parents and carers of children and young people;</li> <li>• Experts from Local Commissions for Combating Juvenile Delinquency;</li> <li>• ;</li> <li>• Health workers and mediators;</li> <li>• Any person whose professional role involves working with children in care.</li> </ul>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	<i>Child psychology</i>
<b>Brief description</b> <i>(max. 1000 characters)</i>	This free of charge online course supports the work of professionals in terms of better understanding some aspects of children's behaviour, communication and support needs for children in care who have experienced trauma. It aims to increase awareness and knowledge relating to the impact of trauma on children and young people in alternative care. The course is to support anyone who may come into or be in contact with children and young people in care. It presents an understanding of trauma, the impact it can have on the lives of children and young people and ways to support those who may be affected by it.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	Participation in this online course helps everyone to: <ul style="list-style-type: none"> <li>• gain or improve their understanding of trauma experienced by children and young people and its impact on their lives;</li> <li>• identify and better understand the effects of trauma on the overall development of children and youth in care;</li> <li>• consider possible ways of responding and reacting to children and young people who have experienced trauma within their own professional role or as a carer.</li> </ul>

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>University Module Series: Crime Prevention and Criminal Justice Teaching Guide</b> <b>Module 12: Violence against Children</b> <b>Module 13: Justice for Children</b>
<b>Organisation/institution</b>	<b>UNODC</b>
<b>URL</b>	<a href="https://www.unodc.org/e4j/en/tertiary/criminal-justice.html">https://www.unodc.org/e4j/en/tertiary/criminal-justice.html</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	University students but can be integrated in various existing disciplines
<b>Area:</b> <i>(criminal, civil, administrative)</i>	<i>Criminal justice</i>
<b>Brief description</b> <i>(max. 1000 characters)</i>	Addressing a broad range of criminal justice topics, the series will equip students with knowledge about the fundamental role that effective, fair, humane and accountable crime prevention and criminal justice institutions play in support of the rule of law and the promotion of peace. To increase their effectiveness, the modules will connect theory to practice, encourage critical thinking, and use innovative interactive teaching approaches such as experiential learning and group-based work. The modules will be multi-disciplinary and can be integrated in existing courses on criminology, law, political science, international relations, sociology, and many other disciplines. The broad range of examples used to elucidate the United Nations standards and norms on crime prevention and criminal justice means that the modules are relevant globally. The modules can also be adapted by lecturers to address specific local and cultural contexts, and the E4J Teaching Guide on Crime Prevention and Criminal Justice will provide lecturers with additional guidance on teaching the modules across multidisciplinary settings.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	All E4J university modules provide suggestions for in-class exercises, student assessments, slides, and other teaching tools that lecturers can adapt to their contexts, and integrate into existing university courses and programmes. The Module provides an outline for a three-hour class, but can be used for shorter or longer sessions.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Access to Justice for Migrant Children: Training Materials on Access to Justice for Migrants</b>
<b>Organisation/institution</b>	<b>Advocates for Justice and Human Rights</b>
<b>URL</b>	<a href="https://www.icj.org/europe-training-materials-on-access-to-justice-for-migrants/">https://www.icj.org/europe-training-materials-on-access-to-justice-for-migrants/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	International
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	Jueges and lawyers
<b>Area:</b> <i>(criminal, civil, administrative)</i>	<i>Administrative and civil law</i>
<b>Brief description</b> <i>(max. 1000 characters)</i>	The training materials are developed within the FAIR PLUS project (Fostering Access to Immigrant’s Rights – Practical training for Lawyers and jUdgeS), implemented by the ICJ-EI and national partners (Forum for Human Rights in the Czech Republic, Greek Council for Refugees, Immigrant Council of Ireland and Scuola Superiore de Sant’Anna in Italy) in 2018-2021. They cover issues on fair asylum procedures and effective remedy, access to justice in detention, access to justice for economic, social and cultural rights, access to justice in the protection of migrants’ right to family life and access to justice for migrant children.
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	This module provides an overview of the guiding principles on access to justice for migrant children and lists the main relevant rights. It covers issues such as what is vulnerability, age assessment and benefit of the doubt, guiding principles on children’s rights; access to fair and child-sensitive procedures; and birth registration.

<b>Title</b> <i>(please fill in both English and national language title (where applicable) for easier identification)</i>	<b>Justice Youthopia: Communication toolkit</b>
<b>Organisation/institution</b>	Save the Children Italy
<b>URL</b>	<a href="https://legale.savethechildren.it/justice-youthopia/">https://legale.savethechildren.it/justice-youthopia/</a>
<b>Geographical coverage</b> <i>(EU level, national, regional. Please indicate in which countries/regions)</i>	Italy, Spain, Portugal, Romania
<b>Target group</b> <i>(judges, prosecutors, lawyers, other court staff)</i>	<b>Judges and legal professionals</b>
<b>Area:</b> <i>(criminal, civil, administrative)</i>	Criminal and civil
<b>Brief description</b> <i>(max. 1000 characters)</i>	<p>The Justice Youthopia project aims to concretely implement the principle of the participation of minors in legal proceedings in Italy, Spain, Portugal and Romania.</p> <p>Having precise and clear information on the law and legal proceedings in the first instance is essential and the methodology adopted attempts to address the gap" between the formal rights of children and what they experience in practice.</p>
<b>Knowledge and skills</b> <i>(pls., list the main competencies that the practice provides)</i>	Communication toolkit: the working group also produced a communication toolkit for judges and magistrates in order to facilitate the exchange of information with minors.