
**The Child
Rights Manual:**
Trainers' Manual

Nigeria



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1. Purpose of the trainers' manual

This manual has been developed by the United Nations Children's Fund (UNICEF) and the Bar Human Rights Committee of England and Wales (BHRC) as part of the project to build and develop the Child Protection Networks (CPNs) in Nigeria. This manual is part of the material that will be used to provide training, coaching and mentoring for CPN members to build practical skills in human rights monitoring, documentation and case management. CPN members who attend the training will also be given the manual on child rights monitoring and documentation, and the training material, which includes case studies and practical exercises.

The purpose of this manual is to provide trainers with instructions and guidelines on how to prepare for the training; how to organise and conduct the training; and how to structure the lectures and practical seminars. The manual also provides answers, ideas and suggestions to help with the questions and exercises in the training.

2. Structure of the trainers' manual

Part II of this manual offers a sample schedule for the training. Part III provides tips on how to prepare for the training and Part IV offers some guidance for conducting the training. Part V gives instructions on how to conduct the lectures; Part VI provides guidance on how to conduct the practical training and includes the answers to some of the questions that will be discussed during the practical training. Part VI is based on the case studies and practical exercises that are included in the training material.

3. How to use this manual and other training materials

This manual should be used together with the manual on child rights monitoring and documentation and the training material. Trainers should read this manual first so that they can understand the purpose of the training and how the training should be structured, organised and conducted. Trainers should then read the manual on child rights monitoring and documentation to familiarise themselves with the issues that will be discussed during the training. Finally, trainers should review the training material to familiarise themselves with the practical exercises.

Once the trainers have reviewed all three training documents, they should start preparing for the lectures and seminars. This manual provides instructions on how to do that. When preparing specific lectures, trainers should re-read the relevant chapters of the manual on child rights monitoring and documentation as suggested in this manual. The trainers should use the training material together with the manual on child rights monitoring and documentation when preparing for the practical training.

1. Time frame of the schedule

The schedule of the training depends on the time available. It is recommended that the training should not be shorter than four days. Ideally the complete training programme will be delivered in one intensive session of four days or so. However, the training could be provided in shorter topic-specific sessions of, for example, one day, on a weekly or monthly basis.

It is advisable to start the training in the morning after 9am and finish by 4:30pm in the afternoon in order to allow the participants to digest the lectures and the seminars. If the training is too intensive the participants may get tired, lose concentration and stop absorbing the information. It is also advisable to have one half hour coffee break and one hour-long lunch break.

For a four-day training session, it is suggested that each day is structured around lectures in the mornings and interactive sessions in the afternoon. The morning lectures should cover thematic issues, such as national, regional or international mechanisms for the protection of the rights of the child. The afternoon sessions should involve practical training on case management, recording of evidence, using a logbook, interviewing children, taking witness statements and lodging a complaint with one of the national, regional or international mechanisms.

2. Training schedule

Day 1	
09:30-10:00	Registration and introduction
10:00-11:00	The legal framework for the Protection of Child Rights in Nigeria
11:00-11:30	Coffee break
11:30-12:00	Children in Conflict with the Law in Nigeria
12:00-12:30	Human Rights in the Administration of Child Justice
12:30-13:30	Case management and securing evidence
13:30-14:30	Lunch break
14:30-15:00	Getting to know your seminar group
15:00-16:00	Seminar 1: Case management
16:00-16:30	Overview and questions

PART II: SUGGESTED TRAINING SCHEDULE

Day 2	
09:00-9:30	Registration and introduction
09:30-10:30	The Protection of Child Rights in Africa
10:30-11:00	Coffee break
11:00-11:30	Taking witness statements
11:30-12:30	Conducting interviews
12:30-13:30	Lunch break
13:30-14:30	Seminar 2: Interviews
14:30-15:30	Seminar 3: Preparing a case file
15:30-16:30	Overview and questions

Day 3	
09:30-10:00	Registration and introduction
10:00-10:30	Writing up the logbook
10:30-11:00	International Protection of Child Rights
11:00-11:30	Coffee break
11:30-12:30	International treaties: Access and remedies (Part 1)
12:30-13:30	Lunch break
13:30-14:30	International treaties: Access and remedies (Part 2)
14:30-15:30	Overview and questions

Day 4	
09:30-10:00	Registration and introduction
10:00-10:30	The Human Rights Council and Universal Periodic Review
10:30-11:00	Special Procedures
11:00-11:30	Coffee break
11:30-13:00	Seminar 4: Recourse to international and regional mechanisms
13:00-14:00	Lunch break
14:00-15:00	Seminar 5: Recourse to national mechanisms
15:00-16:00	Closing plenary

It is important to stick to the schedule.

1. Personal preparation

Preparation is, of course, key to a successful training seminar. Here are some guidelines to help you assess whether you know the material well enough to deliver effective training.

- ◆ **Take your time:** The standard preparation time is three hours for every hour of training. It seems like a lot, but it is worth it in the end.
- ◆ **Learn your material:** Know the material inside and out and make your own notes about the information so you can use the training material as a resource, not a crutch, and can answer questions correctly. Unless absolutely necessary, do not read out the material while presenting, it is much more effective to work from notes or bullet points rather than a script.
- ◆ **Use your own words:** The training will be more interesting for participants, and you will be more confident in delivering it, if you know the key points well enough to be able to express them in your own style.
- ◆ **Use your experience to illustrate the point:** Personalising information with your own anecdotes, stories or examples will enhance the impact of the training and make it more memorable.
- ◆ **Recommended reading:** Going over the recommended reading for your lectures and seminars will improve your knowledge of the subject and prepare you for unexpected questions.

2. Joint preparation with your co-trainer(s)

It is expected that most of the training will be conducted by more than one person, ideally by three trainers. However, the number of trainers will depend on the capacity of the organisation. Whilst it is preferable to work in a team, this may not be always possible.

For training conducted by more than one person, it is important to be comfortable with your co-trainer(s). This takes time and energy. Neglecting to build your training team and failing to clearly define each other's roles can lead to power struggles and land you in difficult situations during the training. Trainers can avoid embarrassing themselves and alienating participants by meeting with their co-trainer(s) at least one week prior to the training in order to establish who will do what.

PART III: PREPARATION FOR THE TRAINING

Make sure to discuss each other's preferences for how to support one another in the training. For instance, some trainers do not mind their co-trainers interjecting with an example or story here and there, or responding to participants' questions, even when it is not their turn to conduct the training, while others feel offended by such behaviour. There are no right or wrong preferences; the key is to discuss them in the preparation phase, not in front of the participants.

The following are some sample questions that you should discuss with your co-trainer(s):

- How do you want to divide up the lectures and seminars?
- Do you mind if I interject with my own anecdotes, ideas or responses to questions while you are teaching?
- Do you mind if I prepare the materials for the next lecture while you are teaching?
- Do you want me to keep notes while you lead discussions?
- If we need to speed through a lecture because we are running short on time, which section should we abbreviate?
- How can I best support you?
- When the lectures/seminars are over, when can we meet to debrief and give each other feedback?

Withhold all constructive criticism or corrections you may have for your co-trainer until after the training when you have a chance to debrief in private. Never undermine your co-trainer in front of the participants, unless what they have said is offensive or plainly wrong. Even in such situations, try to reframe what your co-trainer has said in a positive and clarifying manner rather than being openly critical.

If you are the only person providing the training it is very important to develop a system of feedback from the participants by using an evaluation form at the end of the training. Also be sure to vary the training so it does not become monotonous.

3. State legislation and local experience

The training material is based on the Nigerian federal legal framework for the protection of the rights of the child. The material makes some reference to State level regulation of specific issues but a comparative analysis of the legal frameworks of all the States in Nigeria is beyond the limits of the training material and is not provided.

The trainers will in most cases possess the relevant local knowledge and experience. If not, it is important that the trainers familiarise themselves with local legislation and other rules or customs that are in force in a particular State. For example, if the training is organised for the CPN members in Edo, the trainers should, at the very least, familiarise themselves with the Edo State Child Rights Act (CRA).

If the State CRA has not yet been properly implemented, then the trainers should familiarise themselves with the rules that are being followed in practice in child protection cases. Even if a State has fully transposed all the provisions of the federal CRA, it may be that some or all of the provisions are not being given effect in practice. It is therefore of the utmost importance that trainers have relevant experience of how the system works, or does not work, in practice. If they do not, they should speak to practitioners and other experts who can provide them with the relevant information.

1. General tips

T – Tell participants things only if they do not know them

R – Repetition and practice makes knowledge permanent and perfect

A – Attitudes are caught, not taught

I – Involvement of participants will get maximum results

N – Needs analysis is the starting point of the training

E – Evaluate results for constant improvement

R – Reading the materials will enforce learning

2. Effective presentation techniques for trainers

In order to ensure that your presentation is effective, you must consider the following techniques:

How I look

How I sound

How I organise

How I look

◆ **Physical skills and their benefits:**

- You should look confident, pleasant and relaxed;
- Make sure the participants know that you are the expert;
- Control your nervousness by taking a few deep breaths;
- Gestures can be an extension of your words: use them to show that you are in control, to foster enthusiasm and to show that you are open to participation.

◆ **The importance of nonverbal communication:**

- Eye-contact: make eye contact with the participants, this will encourage two-way communication and make you look in control;
- Physical appearance (good grooming): try to dress appropriately in clothes that are neat and comfortable;
- Bodily language and posture: stand up straight, keep your shoulders down, don't cross your arms and hold your head high;
- Facial expression: don't forget to smile when appropriate;
- Move and walk around now and then to keep the participants' attention;
- Be aware of any nervous actions such as the flicking of a pen, covering your mouth when speaking, or speaking too fast or too slowly.

◆ **How to use visual aids:**

- Keep it simple: visual aids should support not substitute what you are saying;
- Visualise the verbal: keep things clear, simple and easy to see;
- Make sure that your visual aids are easy to understand and recall;
- Stick to what is relevant;
- Make sure that you can explain your visual aids;
- Use blanks to get the participants to contribute by filling them in;
- Make sure the screen for your visual aids is visible for all the participants; don't stand in front of it!
- People will automatically read the visual when you put it up and stop listening to what you are saying. Let the audience read the visual before you start to speak.

How I sound

◆ **Vocal projection:**

- Make sure the audience can hear you: be loud and clear;
- Animate and vary your voice, try to be flexible and pleasant;
- Use good grammar;
- Remember that the tone of how you say each word makes a difference to how the audience hears it;
- Don't underestimate the power of silence: silence can help establish a speaker's authority and emphasise the importance of what they are saying. Pauses also allow participants to digest the information and interject with their own thoughts and ideas.

◆ **Communication ethics:**

- Use respectable and respectful language;
- Present the facts fairly;
- Acknowledge your sources;
- Use simple and clear words to explain;
- Engage with the person asking the question;
- Respond to the question;
- Apologise when necessary;

- Be honest with the participants;
- Be straightforward;
- If you do not know the answer to a question, do not make it up;
- Make your presentation as balanced and free from bias as possible;
- Praise more and criticise less;
- Listen actively: this means nodding, making encouraging noises and maintaining eye contact with the speaker;
- Create a pleasant atmosphere that is conducive to interactive learning.

How I organise

◆ **Types of audio-visual aids**

- Audio aids: your voice, tapes (CD, VCD, DVD), radio, music;
- Visual aids: real objects or props, diagrams, pictures, posters, graphs, charts, models, maps, slides, presentation boards, demonstrations;
- Audio-visual aids or multi-media: slide presentations, overhead projectors, video, computer, exhibits;
- Test all your equipment before the training, technical hitches can hold things up and lose the participants' attention.

◆ **Proper use of chalk or white board**

- Write up your ideas ahead of time if possible;
- If you cannot write them up in advance, try to maintain audience contact while writing;
- Use legible and appropriate sized handwriting;
- Follow a logical sequence when placing information on the board;
- Erase when done.

◆ **Proper use of visual aids**

- Pictures, drawing and posters can enhance audience interest and information retention. Try to make your visual aids colourful and attractive, properly positioned, properly labelled, properly placed (used not too soon or late), and make sure they're not too crowded;
- Flipcharts or graphic visuals with text: bold, readable, proper size font, black ink against white background is advisable, use a different colour for headings, use wide flat tipped markers, make sure you position and place them properly, that they're not too crammed full of information and that everything fits onto one page;
- Cards: use different colours, shapes and sizes to distinguish between different topics or groupings; write only key words or phrases, use wide masking tapes, double sided tape or removable glue sticks.

◆ **Proper use of microphone and podium:**

- Know the microphone type;
- Test for appropriate distance of microphone from mouth before the training;
- Check your height against the podium and make sure you can read your notes.

◆ **Placement of the equipment:**

- Locate equipment close to the front of the room and near the electrical outlets;
- Make sure that no one trips over exposed wires or tapes;
- Do not allow one visual to overlap with another; spread them around the room.
- Arrange your equipment early to avoid glitches or wasting time.

3. Setting the tone

◆ **Audience analysis:**

Find out as much as you can about your audience beforehand: gender, rank, age, attitude, culture, experience, education, personality, religious background.

◆ **Start well:**

Make the first few seconds count by thinking of creative ways to start the session. For example, ask a startling question, make a thought-provoking statement, start with a quotation, tell an anecdote, demonstrate something, show a picture or object.

◆ **Ice breakers:**

These are short activities that get participants energised and feeling comfortable with each other. They help set an enthusiastic tone for the training and ensure that participants are actively engaged. You may invite the participants to suggest their own icebreakers in order to make it more fun and exciting for the group.

4. Establishing confidence

◆ **Reassure yourself:**

The participants are not there to see you perform; they are there to learn. People are not scrutinising you or waiting for you to make a mistake. The participants want you to succeed because that means the training session will be more interesting and valuable for them.

◆ **If you are nervous:**

Do not apologise for your nervousness; just keep moving through the material. Apologising can draw the audience's attention to something they have not noticed.

◆ **Re-frame:**

Feeling nervous and feeling excited are very similar. Harness your nervous energy and turn it into enthusiasm.

◆ **Resist imitating another's style:**

Be natural and relaxed. Only use someone else's techniques if you can do it without thinking. Concentrating on presenting like someone else takes your focus away from the material, which creates anxiety.

◆ **Know your first line and the transition to the main point:**

Memorising the introduction to the training can dissipate anxiety and help you begin with confidence.

◆ **Rest up and eat well:**

Training requires a lot of energy, enthusiasm and focus. Being on your toes for several hours can be mentally and emotionally exhausting, so get plenty of rest and nutrition so that you are physically and psychologically alert.

5. Facilitating discussion

Interactive training is more effective than a lecture because the participants' involvement and experiences become a part of the learning process. Actively engaged participants are more likely to recall and use the information outside the confines of the training. However, leading an interactive training is hard and requires solid facilitation skills.

Leading v. directing

The key to effective facilitation is to remember that your role is to lead the discussion, not direct it. As a leader, you should focus on drawing ideas out of the participants, rather than dominating the discussion. The following tips should help you remember to facilitate rather than direct:

- Be respectful of the participants. Demonstrate this respect by calling them by their names and listening actively.
- Be enthusiastic about the topic and the training programme. Display your enthusiasm by leaning towards participants when they are speaking.
- Ask and encourage questions and idea sharing. Do not use negative language, such as, "That is wrong," when responding.
- Be clear and direct. Try to give examples and avoid using a passive voice.
- Keep your own contributions during group discussions brief. Let participants respond to questions and to one another first. If they answer a question completely the trainer need not add additional information.
- Use silence to give participants time to think about a response to a question before you tell them the answer. Count to ten. If you do not get any responses from the participants, rephrase the question and count to ten again. Then, prompt the group with an answer and ask for other contributions.

PART IV: TRAINING TIPS

- Breaking into smaller groups for discussion is a good way to give quieter participants a chance to share their ideas and ask questions that they might be too nervous to ask in front of the entire group.
- Make sure that all participants take part in the discussion, including the quieter ones. One way to do this is to state the participant's name first and ask the participant an opinion question with no correct answer. You can avoid putting the participant on the spot by asking a question you know she or he can easily respond to.

Questions

The trainers must pose stimulating and intriguing questions or topics for discussion. Here are some tips:

- Use open-ended questions that encourage answers beyond yes or no. Use “what”, “where”, “when”, “why” and “how” questions.
- Ask honest and relevant questions.
- Use “think back” questions: when trying to engage participants in a discussion about their experience, ask them to remember their past instead of imagining a hypothetical situation.
- Ask clear and concise questions and make sure that your questions only cover one issue at a time.
- Use unbiased questions: phrase questions in a way that does not betray your opinion and that does not guide the participants to answer one way or another.
- If no one is responding to your question, remember to try and ask it a different way. If that does not work, try prompting the group with an answer.
- Do not shut down a person who gives an incorrect response because this may freeze the discussion, as others will feel too nervous to respond. Instead, acknowledge the effort made by the participant and then redirect the question to the whole group.
- As a trainer, one of the most common questions you will ask is: “Does anyone have any questions?” If, in response, you are asked questions you think the group can answer, redirect them to the group to encourage active learning.

Comprehension

It is extremely important to ensure that all trainees understand what you are saying and can follow the lectures and seminars. You should regularly check that the participants have understood what has been said. All the instructions should be clear but you may need to repeat them in order to make sure that everyone understands them.

It is also necessary to ensure that participants hear and understand what each other are saying. If you notice that what the speaker has said is not clear you should ask them to repeat themselves, speak more loudly or summarise their remarks yourself.

Summarising

It is important to wrap up each lecture or seminar by reviewing the progress of the discussion, pulling together the important facts and ideas, and establishing the basis for further discussion. Ideally the trainer should sum up at regular intervals throughout the discussion to ensure that participants understand what is being discussed and the direction the discussion is moving in.

Stacking

Stacking is a way of helping people take turns when they want to speak at once. During a discussion, participants may become distracted as they compete for airtime. Stacking lets participants know that they will have a turn to speak and frees-up the trainer to listen instead of constantly trying to remember who has spoken and who is waiting to speak.

Suggestions on how to stack:

1. The trainer asks those who want to speak to raise their hands.
2. The trainer creates a speaking order by assigning numbers.
3. The trainer calls on people when it is their turn.
4. When the last person has spoken, the trainer checks for additional speakers.

Difficult situations

◆ Discussion dominators:

If someone is doing a lot of the talking it may prevent others from contributing their thoughts, which limits their active learning. Although it may seem intimidating, it can be very easy to minimise the contributions coming from one participant:

- Wait for a natural pause in their speech, such as when she takes a breath, and then respectfully acknowledge the contribution, saying something like, "I really appreciate your comments."
- Then make direct eye contact with other participants and ask something like, "I'm very interested in hearing how other people feel about this issue" or "It's very interesting to get a variety of perspectives, and I would like to hear from other people as well."

◆ No response:

Even questions that stimulated the most interesting discussions with one group can fall completely flat with another. In this kind of situation, it is helpful to try to understand why participants are not responding.

PART IV: TRAINING TIPS

Did you ask a question that was difficult for the participants to understand?

If so, rephrase or reword the question in a way that ensures that key issues are clear and can be explored.

Do you think you might have asked a sensitive question?

Do not surprise participants with a sensitive topic, acknowledge that it may be hard to talk about the topic. Letting people know that the training will delve into sensitive areas can help participants prepare. A good time to do this is while the group is setting ground rules.

Are people tired of talking about the topic and/or do they have no more to say about a topic?

In this case, it may be important to simply state, "Is there anything else that you would like to share? If not, we can move on."

Are participants bored of discussions and need more stimulating activities to get them thinking?

Even though the training is filled with engaging activities, it might not be enough. Instead of trying to force the training as you planned it, be ready to transform the discussions into activities.

Are people feeling uncomfortable about talking?

This typically occurs at the beginning of the training and is less likely to occur when the trainer is able to set a comfortable tone and put people at ease in the beginning. If, however, this continues to be an issue during the training, talk about easier topics, things that you think participants may be more familiar with or comfortable talking about, or perhaps, things that you know are particularly interesting to them. If no-one responds to a question, and you aren't sure exactly what the problem is, it's ok sometimes to just wait it out. Be quiet for a moment and allow people time to think. Often, someone will speak up, either to answer the question or to ask a question that allows you to better understand the silence.

◆ **Off-topic discussions:**

When the group begins to talk about issues not relevant to the training, you might take advantage of a pause and say, "Thank you for that interesting idea. Perhaps we can discuss it in a separate session. For the purpose of exploring further the specific topics that are the focus of this discussion, with your consent, I would like to move on."

◆ **Side conversations:**

One of the best ways to handle a situation in which some people are having a private discussion is to address it before the training begins, when you set ground rules. Stress that it is very important not to have side conversations because it interferes with individuals' full participation in the group discussion. However, make sure that you do not interrupt the speaker in order to ask others to quieten down unless a side conversation is so distracting that it absolutely cannot be ignored. Instead, wait until the speaker has finished and respond to that person first. Then, you might respectfully remind people of the ground rules and ask that people finish their conversation and re-join the group discussion.

◆ **Skipping ahead:**

When a participant skips ahead, providing information relevant to topics you have not yet covered, you can use probes to gently return the person to the topic at hand. Don't interrupt the participant, just let them finish their point and listen actively. Then acknowledge what the participant has said, state that it was an interesting point and that you would love to hear more from him or her once the group gets to the topic. Once you get to that topic, acknowledge that relevant information has already been shared, paraphrasing what the participant said. Ask the participant if there is anything else he or she would like to add to the topic and then ask the group for feedback on his or her point. Make sure that all group members have an opportunity to explore the issue more fully, if need be.

◆ **Interpersonal conflict:**

If two or more people in the group begin arguing with each in an unproductive manner, you must confront the situation before it spirals out of control. You can try to defuse the situation with humour, or give the participants an easy way out of the argument by reframing what they are saying and moving on.

If this does not work direct the whole group to the ground rules. If one participant continues to attack another, ask him or her to respect the ground rules. If the conflict continues, address the problem directly, exploring any underlying reasons that might be fuelling the conflict.

Finally, if that does not work, speak to the person or persons involved separately from the group. This kind of disruption may also signal that it is time to take a break. During the break, go and talk to the participants in the conflict and see if there is something that you can do to calm them down and resolve the conflict before the break ends.

◆ **Rambling discussion:**

In order to get through the whole training, some discussions need to be curtailed, even when they are productive and interesting. When a discussion has gone on for too long, you can jump in when someone takes a breath and comment positively on the quality of the discussion before stating that it is time to move on. Summarise the key points and offer to resume the discussion later if there is time.

6. Ending

◆ **Powerful ending:**

End your session in a way that maximises the participants' level of recall. For example, repeat or summarise important points, call for specific action, ask an in-depth question, make an inspiring statement, tell an anecdote, or end with a quotation or wise saying.

◆ **Practical training:**

Make sure that you congratulate everyone for a job well done during the practical training.

Introducing the next session:

Trainers should inform participants at the end of each session what topics/activities will follow in the next session.

◆ **Debriefing:**

Debriefing after the training is essential for getting feedback from the participants on the training. It is not only beneficial for the trainer, who can use the feedback to improve subsequent training, it is also a good chance for participants to express their thoughts so that they feel their voice is truly heard. Some guidelines for a successful debriefing include:

Make the objective clear.

Make sure that the participants understand that the debriefing is used for you to gain an understanding of their reactions, suggestions and ideas for what went well and what did not, and how the training can be improved.

Keep the discussion focused.

Ask for constructive feedback relating to the current training only.

Encourage feedback.

Tell the participants how much you value their observations and ideas, thanking each person for their debriefing contributions.

Debriefing should not be optional.

Make sure that you debrief within the time schedule for the training so that participants do not leave before they have given you their feedback.

PART IV: TRAINING TIPS

◆ **Closing:**

After debriefing, thank the group for their participation and say good bye. Instead of immediately collecting your materials and leaving the room, or turning to debrief with your co-trainer, position yourself in a place where participants can access you. There may be participants who have questions or comments they did not want to share with the group or who want to thank you. Validate their needs by being available, as this will send them off feeling personally connected to the training.

1. Registration and introduction

At the beginning of each day of the training there should be about 30 minutes reserved for registration and introduction.

Registration

Upon their arrival, the participants should have about 15 minutes to register. After that you may invite them to take their seats. You can remind the latecomers that they will be able register during the breaks and that the registration will be open at the beginning of each day of the training.

It is useful if the participants have name tags so that you can call them by their names. Make sure that they sign the participants' list.

Introduction

◆ The first day

Once everyone is seated the trainer/s should introduce themselves. The trainer should then describe the purpose of the training. After that the trainer should invite each participant to state their name, work description, the State and the place where they come from (if the training is organised for CPN members from more than one State).

The trainer should then welcome everyone to the training and give an overview of the training programme. The schedule of the training should be posted on the wall and, ideally, copies of the schedule should be available to all participants.

It is very useful to set some ground rules before beginning the training. Ground rules establish the way participants interact with one another during the training. The ground rules might include:

- Everyone participates;
- Give priority to those who have not spoken;
- Return from breaks on time;
- Silence will be interpreted as agreement;
- We are all experts and we are all learners;
- It is ok to disagree – but do not be disagreeable;
- There are no right or wrong answers;
- All responses are valued;
- Respect one another.

After you have given the participants an overview of the programme, it is useful to give them five to ten minutes to write down their expectations of the training, such as the topics to be tackled, methodology, resources and any anxieties they may have. These will help them evaluate the training at the end.

◆ Other days

Subsequent training days should also allow time for an introduction and overview of the day ahead.

The trainer should inform the participants of the programme and remind them of the schedule. It may be necessary to repeat the ground rules, particularly if the trainer notices that the participants have not respected these rules during previous sessions.

You can also use this time to answer outstanding questions or issues.

2. Overview and questions

At the end of each training day there should be about 30 minutes reserved for an overview and questions.

At the end of each day's training, the last thirty minutes should be reserved for a wrap-up session.

The trainer should do the following:

- Give an **overview** of all the major topics that were discussed that day;
- Point out the most **important issues** that have arisen during the discussions;
- Invite the participants to address any **outstanding questions**;
- Invite the participants to make any **additional comments**.

The participants should have about 10 minutes to consider the questions that are provided in the training material at the end of each case study, namely:

- How would you assess your performance during the practical exercise?
- Have you learnt anything new? Have you improved your knowledge and your skills?
- What else can you do to improve your knowledge and your skills?

You may wish to ask the participants to discuss these questions in pairs and then invite them to share their answers or concerns with the group.

At the end provide an overview of the next day's session and encourage the participants to familiarise themselves with the material that will be used in advance of the next day's session.

Closing plenary

In the last day's closing plenary, the trainer should hold an overview and questions session as in previous days (see above).

PART V: INTRODUCTION AND CONCLUSION

In addition, the closing plenary should be used to get an overall assessment of the training. You should invite the participants to give you feedback on the training and make suggestions on improvements. For this purpose, you may wish to distribute an evaluation form and ask the participants to fill it out before they leave. The evaluation form should ask the participants to assess each lecture and seminar individually and, if possible, give specific recommendations.

You should thank the participants for their attention and contribution and congratulate them on their excellent performance during the training.

PART VI: LECTURES

1. Structure of the lectures

It is suggested that the lectures are conducted in the mornings. Ideally, they should cover all the major topics presented in the manual on child rights monitoring and documentation. The purpose of the training is to equip the participants with knowledge of the national, regional and international mechanisms that may be used to bring claims for violations of children's rights. The lectures are also intended to familiarise the participants with the best practices of case management.

The lectures should be as interactive as possible, involving discussions rather than the trainer simply lecturing the participants. This is particularly important because the training is intended to be practical rather than theoretical. The trainer should allow questions during the presentations and not wait until the end of the lecture to answer them.

For a four-day training session, it is suggested that the lectures cover the topics provided in the suggested timetable. If the training is longer, then you may wish to spend more time discussing topics that you consider particularly important for your audience. If time is restricted, you may wish to merge some of the lectures – for example, overview of the protection of the rights of the child at international level, international treaties: access and remedies, Human Rights Council and Special Procedures, could be joined together under the heading “Protection of the rights of the child at international level”.

The lectures should closely follow the manual on child rights monitoring and documentation. That manual was developed for the trainers and participants. It presents all the relevant topics in great detail. It also provides practical information on case management and includes all relevant information on how to complain to human rights monitoring bodies.

During the lectures the participants will have in front of them the manual on child rights monitoring and documentation. The trainer should let the participants know where to find the information that he or she is presenting so that they can follow the lecture by referring to the relevant part of the manual. This is important because the CPN members will keep the manual and continue to use it after the training. For example, if they wish to write a complaint to the Human Rights Council, they should be able to find the information on how to draft the complaint.

At the beginning of each lecture the trainers should explain the learning objectives of the lecture. These are provided at the beginning of each section of the manual on child rights monitoring and documentation. Once they present the objectives, the trainers should ask the questions which are provided at the beginning of each section of the manual. These questions serve as an introduction to the discussion and at the same time, they help the trainers establish whether, and to what extent, the participants are familiar with the relevant topic.

NOTE: It is important to note that during the lectures you must allow enough time for processing. Ensure that everyone is able to follow your presentations. Always summarise and integrate at the end.

2. Conducting the lectures

This section provides a guide of how to conduct each lecture. The suggested order and timeline for each lecture is a guide; it is not set in stone.

It should also be borne in mind that the manual on child rights monitoring and documentation only provides for some general tips on the topics that will form the basis of each lecture. The participants should be encouraged to give their opinions on these topics based on their practical experience and local knowledge. It would be very useful to take a note of any points that are raised that are not mentioned in the manual so that they can be discussed in future training sessions.

The Legal Framework for the Protection of Child Rights in Nigeria

The time for this session is one hour

During this lecture you should discuss Chapters A (The Legal Framework for the Protection of Child Rights in Nigeria), B (The Role of the Criminal Law in Protecting Child Rights) and D (Enforcing Child Rights Domestically) in Part I of the manual on child rights monitoring and documentation. You should structure the lecture as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	The legal framework for the protection of child rights in Nigeria and the role of the criminal law in protecting child rights (Constitution, the Children and Young Persons Act, Child's Rights Act, Criminal Codes)	25 min
<i>Part 3</i>	Enforcing child rights domestically (Courts, National Human Rights Commission of Nigeria (NHRC), how to file a complaint to the NHRC, MWASD and the Special Rapporteur)	20 min
<i>Part 4</i>	Wrap-up	10 min

PART VI: LECTURES

Please bear in mind that some participants, will be very experienced in matters involving the protection of children in Nigeria. It is likely that some of them will be even more knowledgeable than the trainers, particularly about how things work in practice. This makes it even more important to conduct the lecture as an open discussion.

It is advisable to introduce the subject matter by explaining the learning objectives. Then you should have a discussion about the Nigerian legal framework for the protection of the child. After that you should discuss any domestic monitoring mechanism that may be used to bring a complaint about the violations of the rights of the child in Nigeria.

The following are some examples of the questions that you may ask the participants in order to facilitate the discussion:

Questions for discussion:

- How is child protection regulated in Nigeria?
- What are the main legal instruments that regulate the protection of the child in Nigeria?
- Are there any areas that have not been adequately regulated in the Nigerian legislation?
- What legal status does the Convention on the Rights of the Child have in Nigeria?
- Are there any problems in terms of implementation of the legislation in practice?
- Are there any significant differences in the implementation of the federal legislation at the State level?
- How is a child defined in Nigerian legislation?
- Does the notion of “the best interests” of the child exist in the domestic legal system within which you work?
- What problems have you encountered in your work with regard to the children?
- How did you solve these problems?
- Which rules/principles/policies did you invoke?
- Is there a domestic human rights monitoring mechanism which may be used to complain about violations of the rights of the child in Nigeria?
- Has that procedure been effective?
- Who can file a complaint to the NHRC?
- What are the most common violations of children's rights in Nigeria?

As mentioned above, Nigeria has excellent federal laws on the protection of children. However, these laws have not been implemented by all States. Even if the relevant laws are transposed into State legislation, they are often not implemented in practice. For this reason it is very important that the trainer encourages and allows the participants to share their experience on these matters. This lecture should therefore also serve as a forum for exchanging information on how things work in practice and the challenges that need to be addressed in the future.

It is recommended that during this lecture you also discuss, to the extent possible, the Chapter E (Selected Topics) in Part I of the manual on child rights monitoring and documentation.

PART VI: LECTURES

The selected topics include the following:

- The death penalty
- Terrorism offences
- Street children
- Witchcraft stigmatisation
- Child marriage
- Female genital mutilation
- Child labour
- Trafficking in children
- Sexual abuse and exploitation

You probably won't have enough time to go over all of these issues during the lecture (unless you have more than one hour available). However, the participants will probably identify and raise some (if not all) of these issues during the discussion so you should make sure that you are prepared to engage with each subject. In any event, these issues will be discussed during the seminars.

If you decide to work on only one of the case studies, then it may be possible to address all the major children's rights issues that are raised in that case study:

- If you choose the case study on **child marriage**, you must make sure that you address the topic on child marriage and other harmful practices, as well as sexual offences and sexual exploitation.
- If you choose the case study on **witchcraft stigmatisation** then you have to discuss this selected topic.
- If you choose the case study on **terrorism offences** then you must discuss the topic on terrorism-related offences.
- If you choose **street children** then you should discuss the topic on criminalisation of destitution and deprivation, economic exploitation, sale, trafficking and abduction.

Again, it is important to invite the participants to discuss these topics on the basis of their experience. You should help them identify the challenges and the possible ways of dealing with them.

In the conclusion, summarise the most important issues discussed and remind the participants that they can find more information on this topic in Part I, Chapters A, B and D of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

Children in Conflict with the Law in Nigeria

The time for this session is thirty minutes

During this lecture you should discuss Chapter C (Children in Conflict with the Law) in Part I of the manual on child rights monitoring and documentation. The lecture may be structured as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	Legal framework for protecting the rights of children in conflict with the law in Nigeria (including the most important legislation, criminal responsibility and the competent courts)	10 min
<i>Part 3</i>	Arrest, detention, trial, methods of dealing with juvenile offenders and custodial institutions	10 min
<i>Part 4</i>	Wrap-up	5 min

This lecture focuses on child justice administration in Nigeria. The next lecture, *Human Rights in the Administration of Child Justice*, discusses the protection of children in the justice system more generally.

It is important to engage the participants in the discussion and ask them to share their experience on the subjects raised. This will help the trainer assess whether the standards for the protection of children in conflict with the law and children as victims and witnesses have been implemented in practice. Do not worry if you do not strictly follow the order and timeline suggested above; instead of trying to cover everything that is presented in the main manual, you may only have time to discuss a few issues.

It is very useful to ask the participants to explain to the group which custodial institutions are available in their respective States. This is important because the manual only provides the information on the institutions that are envisaged in the relevant legislation and does not have information on whether such institutions have been established in practice or whether they work in accordance with the legal principles.

You may wish to ask the following questions in order to facilitate the discussion:

Questions for discussion:

- What problems have you encountered in your work with children in the administration of justice?
- How did you solve these problems?
- What is the age of criminal responsibility in Nigeria? Is that age the same in all States?

PART VI: LECTURES

- Which courts are competent to deal with the administration of justice for children in your State?
- To what extent is the child allowed to participate in decisions concerning him or her in the Nigerian legal system?
- What rights does a child in conflict with the law have during the pre-trial stage, including during arrest and detention, and the trial?
- Do you know what disposition methods may be imposed if a child is found guilty of a crime under Nigerian law?
- Which custodial institutions exist in your State? Do these institutions offer adequate care to children?

You may wish to discuss all of these questions in the group as a whole. Alternatively, you may decide to divide the participants into sub-groups and allocate a selection of questions to each sub-group. Each sub-group should discuss the allocated question(s) for about 10 minutes and then report its findings back to the group as a whole. Each sub-group should assign a rapporteur whose task will be to report back to the main group.

Once the rapporteurs have completed their presentation you should comment on their findings and add anything else that should be addressed or brought to the participants' attention.

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture may be found in Part I, Chapter C of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

Human Rights in the Administration of Child Justice

The time for this session is thirty minutes

During this lecture you should discuss Chapter G (*Human Rights in the Administration of Child Justice*) in Part III of the manual on child rights monitoring and documentation. You should structure the lecture as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	Protection of children in conflict with the law	15 min
<i>Part 3</i>	Protection of children as victims and witnesses in judicial proceedings	10 min
<i>Part 4</i>	Wrap-up	5 min

It is likely that the participants will not be very familiar with the international standards concerning the rights of the child in the administration of justice. It may therefore be necessary to take the participants through the most important international instruments on human rights in the administration of justice and explain the rights enjoyed by children, either as children in conflict with the law or child victims or witnesses.

You may wish to ask the following questions in order to facilitate the discussion:

Questions for discussion:

1. Children in conflict with the law

- At what age can/should a person be held criminally responsible?
- Which rights should children enjoy when in conflict with the law, for example, when they are arrested by the police, detained, accused of having committed a crime, put on trial and convicted?
- Can and/or should a child be imprisoned if he or she has committed a crime and, if yes, under what circumstances?
- What sanction(s) may be imposed against a child who has committed a crime?
- What problems have you encountered in your work with regard to children in the administration of justice?
- How did you solve these problems?

2. Children victims and witnesses in judicial proceedings:

- Should child victims and witnesses be entitled to special protection?
- What protection should be offered to child victims and witnesses?
- Would you allow any contact between a victim or a witness of a crime and a perpetrator?
- What measures would you take to protect a child victim or a witness during a their testimony?

It is important that you not only mention the international treaties dealing with child justice administration, such as the Convention on the Rights of the Child, but that you also explain that there are other non-binding international instruments that provide the guiding principles on this subject-matter, for example the United Nations Standard Minimum Rules for Administration of Juvenile Justice (Beijing Rules) and the ECOSOC Guidelines on Justice in Matters involving Child Victim and Witnesses of Crime.

Given that you only have half an hour available for this lecture, it may be advisable to limit the participants' interactions in order to allow enough time for the trainer to explain the most important issues.

Alternatively, you may decide to divide the participants into two groups. One group should discuss the questions relating to children in conflict with the law while the other group discusses the questions relating to child victims and witnesses.

If the number of participants is very large then you may need to divide them into sub-groups and allocate each sub-group a set of questions for discussion. For example, if you have four sub-groups then you may wish to divide the questions as follows:

- Group 1 could discuss the first three questions under children in conflict with law;
- Group 2 could discuss the second three questions under children in conflict with law;
- Group 3 could discuss the first two questions under child victims and witnesses in judicial proceedings; and
- Group 4 could discuss the second two questions under child victims and witnesses in judicial proceedings.

Each sub-group should discuss the allocated questions for about 10 minutes and then report its findings back to the group as a whole. Each sub-group should assign a rapporteur whose task will be to report back to the main group. After the rapporteurs have completed their presentation, the trainer should comment on their findings and add anything else that should be addressed or brought to the participants' attention.

In the conclusion, summarise the most important points and remind the participants that more information on this lecture can be found in Part III, Chapter G of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

Case Management and Securing Evidence

The time for this session is one hour

During this lecture you should discuss case management and the gathering and the recording of evidence, as well best practices for working with children. These topics are discussed in Part IV of the manual on child rights monitoring and documentation. Note that this lecture will not cover all the topics presented in Part IV of the manual. There is a separate lecture on taking witness statements (see below under 2.6.) and on conducting interviews (see below under 2.7). You should structure the lecture as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	Guidelines and best practices for working with children	10 min
<i>Part 3</i>	Communicating with a child	15 min
<i>Part 4</i>	Recording evidence	15 min
<i>Part 5</i>	Evidence gathering	10 min
<i>Part 6</i>	Wrap-up	5 min

The learning objectives for this lecture are provided at the beginning of Part IV of the manual on child rights monitoring and documentation. Trainers need only mention those learning objectives and questions that directly relate to topics covered in this session.

Trainees should be organised into four groups. Each group should discuss one of the following topics:

- Best practices for working with children;
- Communicating with a child;
- Recording evidence;
- Evidence gathering.

The questions that the participants should discuss may include the following:

Questions for discussion:

1. Best practices for working with children

- Have you been involved in a case concerning a child victim/a child offender/a child witness?
- Should children be dealt with differently from adults? If yes, why?
- In your view, what is the best approach to take when dealing with a child victim/child offender/child witness?
- Consider whether any of the following factors should be taken into account when dealing with a child: age, maturity, language skills, origin, background, family relations, disability (or any other factors). If you think any of them should be taken into account, why?
- What specific steps would you take to assist a child victim or a child offender?
- How would you introduce yourself to a child and explain your role in the process?
- Should you listen to a child and consider the child's views and concerns, even if the child is very young?
- Consider the relevance of the following issues when working on a case involving a child victim or a child offender: the wellbeing and safety of the child, the importance of keeping information relating to a child confidential and the importance of informing and involving others in the case, such as the child's family or a social worker.

2. Communicating with a child

- What skills are important to ensure good communication?
- Consider the following factors and explain their relevance in communicating with a child: tone of voice, facial expressions, jokes and laughter, eye contact and seating arrangements.
- What types of question are appropriate in communicating with a child and why? Consider closed questions, leading questions and open questions.
- What language should you use when communicating with a child?
- Is it important to build up a relationship before communicating with a child? If yes, what would you do to establish a relationship of trust with the child?
- How do you know when a child is distressed?
- What would you do if a child finds it difficult to communicate with you?
- What needs to be taken into account when giving support and advice to a child?
- How would you communicate with a child's family?

3. Recording evidence

- Have you ever recorded any evidence?
- Have you ever been involved in a process of recording evidence on incidents involving the human rights abuse of a child?
- Is it important to record evidence when dealing with violations of the rights of the child? If yes, why?
- What would be the best way to record evidence of child abuse, including children whose rights have been violated in the administration of child justice?
- What specific information should be recorded and where?

4. Evidence gathering

- Have you ever collected any evidence? If yes, what exactly did you do?
- Have you ever been involved in a process of recording evidence on incidents involving the human rights abuse of a child?
- Consider the relevance and importance of the following factors when gathering evidence: what and how much evidence should be gathered, timing, taking photos of evidence, storing evidence, safety of evidence (or any other factor).
- What types of evidence should be gathered and from whom/where?
- Is it necessary to obtain consent from the child or the child's parents or guardian before gathering evidence relating to the child's case?
- What measures would you undertake to ensure the safety of the evidence that you gathered or recorded?

If the number of participants is very large then you may need to divide them into sub-groups and allocate each group a selection of questions for discussion. Each sub-group should discuss the allocated questions for about 10 minutes and then report its findings back to the group as a whole. Each group should assign a rapporteur whose task will be to report back to the main group.

Once the rapporteurs have completed their presentation you should comment on their findings and add anything else that should be addressed or brought to the participants' attention.

The responses to questions on the best practices for working with children are provided under Heading 2 (*Guidelines and best practices for working with children*) in Part IV of the manual on child rights monitoring and documentation. These guidelines and practices are very important for the work of the CPNs so the participants must be familiar with them.

The responses to questions on communicating with a child are provided under Heading 3 (*Communicating with a child*) of Part IV of the manual on child rights monitoring and documentation. Make sure to familiarise the participants with all the main issues that are summarised at the end of each sub-heading.

The responses to the questions on the recording of evidence are provided under Heading 4 of Part IV (*Recording evidence*) of the manual on child rights monitoring and documentation. When you discuss the recording of evidence make sure to familiarise the participants with the case file. The trainer should go through all the standard forms which are provided in the manual on child rights monitoring and documentation, namely:

- The logbook (including the coversheet and event recording);
- The event monitoring log; and
- The detention monitoring log.

You have to explain each entry in detail. You should ensure that all the participants are familiar with the forms and understand how to fill them out.

The responses to questions on gathering evidence are provided under Headings 5 (*Securing and gathering evidence*), 6 (*Consent*) and 7 (*Security*) of Part IV of the manual on child rights monitoring and documentation. Trainers should make sure that the participants understand the importance of consent and security in the process of gathering evidence.

PART VI: LECTURES

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture can be found in Part IV of the of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

The Protection of Child Rights in Africa

The time for this session is one hour

During this lecture you should discuss Part II of the manual on child rights monitoring and documentation on the protection of the rights of the child in Africa. The lecture may be structured as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	The African [Banjul] Charter on Human and People's Rights	5 min
<i>Part 3</i>	The African Commission on Human and Peoples' Rights and monitoring mechanisms, including individual complaints procedure	10 min
<i>Part 4</i>	African Court on Human and Peoples' Rights and its jurisdiction	10 min
<i>Part 5</i>	The ECOWAS Court of Justice	15 min
<i>Part 6</i>	African Charter on the Rights and Welfare of the Children (African Children's Charter), the African Committee of Experts on the Rights and Welfare of the Child and the complaints procedure	10 min
<i>Part 7</i>	Wrap-up	5 min

Some participants might be familiar with the instruments and mechanisms available for the protection of the rights of the child in Africa but most will not. It is therefore important to go through the suggested topics step by step.

Learning objectives are provided at the beginning of Part II of the manual. Trainers should explain that this lecture will deal with the African mechanisms for the protection of the rights of the child which are relevant to Nigeria. One part of the lecture will focus on the African Union, the other will focus on ECOWAS.

To open the discussion on the protection of the rights of the child in Africa you may wish to ask the participants the following general questions to encourage them to share their knowledge with the group:

Questions for discussion:

- Are you familiar with any African regional human rights instruments protecting the rights of the child?
- What are the main African regional human rights instruments protecting the rights of the child?
- Are you familiar with any of the procedures at the African regional level that can be used to bring a claim for violations of the rights of the child?
- If yes, have you applied any of these procedures in practice? What was the result? Was it effective?
- Do you know which African regional treaties have been ratified by Nigeria?
- Have they been effectively implemented in Nigerian domestic law? If not, what would you do to improve the situation?

As regards the African Charter on Human and People's Rights you may encourage the participants' involvement in the discussion by asking the following questions:

Questions for discussion:

- Is anyone familiar with the African Charter on Human and People's Rights?
- Which rights are protected under the African Charter on Human and Peoples' Rights?
- Who are the beneficiaries of the rights?
- Does the African Charter on Human and People's Rights impose any duties on States?
- Has Nigeria ratified the African Charter on Human and Peoples' Rights?
- Has Nigeria implemented the African Charter on Human and Peoples' Rights in its domestic law?

You should tell the participants that the list of the main provisions of the African Charter on Human and Peoples' Rights is provided in the manual on child rights monitoring and documentation.

When you discuss the African Commission you should address the establishment, constitution and jurisdiction of the African Commission, including all its procedures, namely:

- The periodic reports;
- Inter-State communications;
- Individual complaints; and
- Situations of serious or massive violations of human rights.

The trainer should thoroughly explain the guidelines on submitting individual complaints to the African Commission.

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In order to facilitate the discussion on the African Commission try asking the following questions:

Questions for discussion:

- Have you heard of the African Commission?
- How was the African Commission established and what are its competences?
- Are you familiar with any of the procedures used by the African Commission?
- Can an individual file a complaint with the African Commission alleging violations of the rights of a child?
- Can a CPN member file a complaint on behalf of a victim?
- What are the criteria for filing an individual complaint to the African Commission?
- How can an individual complaint be submitted to the African Commission?
- What information needs to be included in an individual complaint?
- Where should an individual complaint be sent?
- What is the nature of the African Commission's decisions?
- Are there any remedies available to the victims of human rights violations?
- What are the advantages and disadvantages of providing an individual complaint to the African Commission?
- How can the CPNs participate in the procedures by the African Commission?

All the answers to the questions above are provided under Heading 2 (*The African Commission on Human and Peoples' Rights*), Chapter A of Part II of the manual on child rights monitoring and documentation.

When you discuss the African Court on Human and Peoples' Rights you should discuss the establishment, constitution and jurisdiction of the African Court on Human and Peoples' Rights, including contentious jurisdiction, advisory jurisdiction and amiable settlement. The trainer should focus on explaining the possibilities of individuals and NGOs bringing a complaint against a State before the African Human Rights Court. At the end the trainer should inform the participants of the new African Court of Justice and Human Rights which will replace the existing African Court on Human and Peoples' Rights.

In order to facilitate the discussion on the African Court on Human and Peoples' rights try asking the following questions:

Questions for discussion:

- Have you heard of the African Court on Human and Peoples' Rights?
- How was the African Court on Human and Peoples' Rights established?
- What are the competences of the African Court on Human and Peoples' Rights?
- Can an individual bring a complaint before the African Court on Human and Peoples' Rights against a State for an alleged human rights violation?
- Can an NGO bring a complaint before the African Court on Human and Peoples' Rights? Are there any specific requirements for NGOs submitting such a complaint?
- Can the CPNs bring a complaint before the African Court on Human and Peoples' Rights?

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- Can an individual or the CPNs bring a complaint to the African Court on Human and Peoples' Rights against Nigeria? If not, why not?
- What information needs to be included in an individual complaint?
- What is the nature of a decision by the African Court on Human and Peoples' Rights?
- Are there any remedies available to the victims of human rights violations?
- What are the advantages and disadvantages of bringing a case before the African Court on Human and Peoples' Rights?
- What is the future of the African Court on Human and Peoples' Rights?

All the answers to the questions above are provided under Headings 3 (*The African Court on Human and Peoples' Rights*) and 4 (*The African Court of Justice and Human Rights*), Chapter A of Part II of the manual on child rights monitoring and documentation.

The next part of this lecture discusses the protection of the rights of the child within the Revised Treaty of the ECOWAS, the ECOWAS Community Court of Justice, and the possibilities of bringing cases involving violations of the rights of the child before that court. At the end of the session, the ECOWAS Child Policy and Strategic Plan of Action should be briefly presented.

In order to facilitate the discussion on the protection of the rights of a child within ECOWAS rights try asking the following questions:

Questions for discussion:

- Have you heard of the Economic Community of West African States (ECOWAS)?
- Do human rights fall within the mandate of the ECOWAS? If yes, what is the basis for this?
- Are you familiar with the ECOWAS Community Court of Justice?
- What is the jurisdiction of the ECOWAS Community Court of Justice?
- Can an individual bring a complaint before the ECOWAS Community Court of Justice?
- Can an NGO bring a case before the ECOWAS Community Court of Justice on behalf of a victim?
- What are the criteria for bringing a case before the ECOWAS Community Court of Justice?
- What law does the ECOWAS Community Court of Justice apply in determining cases involving human rights violations?
- What is the effect of a judgment by the ECOWAS Community Court of Justice?
- What remedies are available to the victims of human rights violations?
- What are the advantages and disadvantages of bringing a case before the ECOWAS Community Court of Justice?
- Are you familiar with the ECOWAS Child Policy and Strategic Plan of Action?

All the answers to the questions above are provided under Chapter B (*The ECOWAS Court of Justice*) of Part II of the manual on child rights monitoring and documentation.

It would be useful to discuss the above issues by referring to the two cases from the ECOWAS Community Court of Justice which are relevant to work of the CPNs: *Hadijatou Mani Koroua v. Nigeria* and *SERAP v. Federal Republic of Nigeria* and *Universal Basic Education Commission*.

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These cases are analysed under Heading 2 (*The ECOWAS Court of Justice as a Human Rights Court*) of Chapter B in Part II of the manual on child rights monitoring and documentation. It is important that the trainers are familiar with the background of these two cases and the ECOWAS Community Court of Justice's rulings.

Remind the participants that the knowledge acquired during this lecture will help them in the seminars, where they will be asked to write complaints to the competent African human rights monitoring bodies.

The final part of this lecture deals with the African Charter on the Rights and Welfare of the Children (African Children's Charter) the trainer should explain its main provisions, the establishment of the African Committee of Experts on the Rights and Welfare of the Child (African Children's Committee) and the procedures followed by the African Children's Committee with a focus on the complaints procedure. In order to encourage the participants to engage in the discussion try asking the following questions:

Questions for discussion:

- Is anyone familiar with the African Charter on the Rights and Welfare of the Children?
- Which rights are protected under this Charter?
- Have you heard of the African Committee of Experts on the Rights and Welfare of the Child?
- What is the composition and the mandate of the African Committee of Experts on the Rights and Welfare of the Child?
- Can the African Committee of Experts on the Rights and Welfare of the Child receive complaints on alleged violations of the rights of the child?
- Who can file a complaint with the African Committee of Experts on the Rights and Welfare of the Child?
- What is the nature of a decision by the African Committee of Experts on the Rights and Welfare of the Child and are there any remedies available to the victims?
- What are the advantages and disadvantages of making a complaint to the African Committee of Experts on the Rights and Welfare of the Child?

All the answers to the questions above are provided under Heading 1 (*The African Charter on Human and Peoples' Rights*), Chapter A of Part II of the manual on child rights monitoring and documentation.

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture can be found in Part II of the of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

Taking Witness Statements

The time for this session is thirty minutes

During this lecture you should discuss the chapter on taking witness statements, which can be found under Heading 8 of Part IV of the manual on child rights monitoring and documentation. The lecture should be structured as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	Taking witness statements	20 min
<i>Part 3</i>	Wrap-up	5 min

Learning objectives are provided at the beginning of Part IV of the manual. Remember to mention only those learning objectives and questions that directly relate to the relevant topic.

There are a number of ways you could organise this lecture. One possibility is to divide the group into sub-groups consisting of five to eight participants. Each sub-group should discuss the best practices on how to take a witness statement in cases involving a violation of children's rights. The sub-groups should have about 10 minutes to discuss this topic. After that you can open a 10-minute group-wide discussion by guiding the participants through the guidelines provided in the manual.

Another possibility is for the trainers to do a role-play or simulation on taking a witness statement in front of the whole group, acting out examples of bad or inappropriate practice. The participants should be asked to identify such bad or inappropriate practices and suggest any corrections or better approaches to taking the witness statement. Ask the participants to write down all the mistakes that they spot during the simulations, which should not last more than 10 minutes.

One of the trainers should play the role of a victim who is giving a witness statement to a CPN member and the other trainer should play the role of a CPN member who is taking a witness statement from the victim. If there is a third trainer he or she may play the role of a social worker who is present when the CPN member takes a witness statement and whose task is to assist the victim and the CPN member in the case. The simulation can be based on one of the case studies provided in the training material, for example, one of the trainers could play the role of Olofu or Amina.

If you are the only trainer you may ask one of the participants to familiarise themselves with one of the case studies so that he or she can play the victim.

After the simulation, invite the participants to present the mistakes they identified to the group. The trainer should lead the discussion and point out any issues that have not yet been raised by following the recommendations provided in the manual.

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Examples of bad or inappropriate practice can include the following:

- The CPN member takes the witness statement without first asking the victim if he or she agrees to giving a statement;
- The CPN member fails to explain the reasons for interviewing the victim;
- Although the victim seems extremely upset and unfit to talk about the incident, the CPN member and/or the social worker insist on taking a witness statement;
- The victim is not treated with courtesy; for example, the interviewer is not polite, or behaves inappropriately, for example, laughs or giggles;
- The interview is conducted in a place where there is no privacy and where other people can easily overhear the conversation;
- The interviewer forgets to put the victim's name on the statement;
- The interviewer forgets to record the victim's date of birth and whether the victim is under 18 years old;
- The interviewer forgets to ask the victim to read the statement before signing it;
- The interviewer forgets to ask the victim to sign the statement;
- Where the victim is not able to read the interviewer forgets to ask the social worker to read the statement to the victim and sign a declaration that he or she read the statement to the victim;
- The interviewer asks questions that are not related to the incident;
- The interviewer fails to ask the victim to make corrections to the statement;
- The interviewer does not ask the victim to sign a declaration of truth at the end of the statement;
- The social worker interrupts the interview and makes comments that make the victim feel uncomfortable.

It is important to remind the participants that they might need to use this knowledge when dealing with cases as CPN members, particularly in cases where the authorities refuse to carry out investigations or fail to gather evidence regarding the case of children's rights abuses.

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture can be found under Heading 8 (*Witness statements*) of Part IV of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

Conducting Interviews

The time for this session is thirty minutes

During this lecture you should discuss the chapter on conducting interviews, which is discussed under Heading 9 of Part IV of the manual on child rights monitoring and documentation. The lecture should be structured as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	Conducting interviews	20 min
<i>Part 3</i>	Wrap-up	5 min

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Learning objectives are provided at the beginning of Part IV of the manual on child rights monitoring and documentation. Remember to mention only those learning objectives that directly relate to this topic.

There are a number of ways you could organise this lecture. One possibility is that the trainer explains the goal of an interview and goes through all the stages of the interview as provided in the manual. The trainer must ensure that the participants follow his or her lecture by referring to the manual on child rights monitoring and documentation. It is recommended that the most important points are recorded on the presentation board. In order to encourage the participant to participate in the discussion the trainer could ask the following questions:

Questions for discussion:

- Have you ever interviewed a child witness or victim or a child who is in conflict with law?
- What is the goal of an interview?
- How would you organise an interview with a child witness or victim or a child who is in conflict with law?
- How would you start an interview with a child witness or victim or a child who is in conflict with law?
- What types of questions would you ask during the interview with a child witness or victim or a child who is in conflict with law? Consider open questions, closed questions, leading questions and multiple questions.
- How would you deal with inconsistencies in the witness's account?
- What in particular should be taken into account when interviewing children?
- How would you end the interview with a child witness or victim or a child who is in conflict with law?

Another possibility is that the trainers organise a role-play on conducting an interview in front of the participants. This option is explained in the lecture on taking witness statements (see above). One of the trainers should play the role of a victim (chosen from one of the case studies) while the other should play the role of an interviewer who is interviewing the victim. If you are the only trainer you may ask one of the participants to familiarise themselves with one of the case studies so that he or she can play the victim.

When you interview the victim you should make a number of mistakes and provide examples of bad or inappropriate practices. Ask the participants to write down all the mistakes that they spot during the interview, which should not last more than 10 minutes. After the interview, invite the participants to present the mistakes they identified to the group. The trainer should lead the discussion and point out any issues that have not yet been raised by following the recommendation provided in the manual.

Examples of bad or inappropriate practices can include the following:

- The interviewer does not listen to the victim;
- The interviewer stops the victim, who is freely recalling the incident;
- The interviewer asks forced-choice, leading or multiple questions instead of open-ended or closed questions;
- The interviewer fails to use simple and easily understandable language;
- The interviewer interrupts the victim while he or she is still speaking;

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- The interviewer fills pauses by asking additional questions or making irrelevant comments;
- The interviewer does not allow the victim enough time to complete his or her answer;
- The interviewer changes topic without explanation;
- The interviewer is impatient, impolite, too formal or behaves inappropriately, for example, laughs or giggles;
- The interviewer does not record the date, time and place of the interview and the relevant details of those present;
- The interviewer does not explain the reasons for interview;
- The interviewer does not ask if the victim understands him or her;
- The interviewer does not end the interview appropriately, for example, the interviewer does not thank the victim for providing information, does not ask if the victim has any questions or report the end time of the interview on the recording;
- The interviewer does not plan the interview in advance;

The participants should be reminded that knowledge acquired during this lecture will be used in the seminar, where the participants will be asked to conduct interviews and record the questions.

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture can be found under Heading 9 (Conducting an interview) of Part IV of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

International Protection of Child Rights

The time for this session is thirty minutes

During this lecture you should provide an overview of the international treaties and mechanisms for the protection of the rights of the child. The lecture should be structured as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	International protection of child rights	20 min
<i>Part 3</i>	Wrap-up	5 min

Learning objectives are provided at the beginning of Part III of the manual on child rights monitoring and documentation. This lecture should provide an overview of the protection of the rights of the child at the international level, including the United Nations human rights bodies and human rights instruments relating to child protection. This lecture serves as an introduction to the next four lectures where specific topics will be discussed, including the core international human rights treaties and their monitoring bodies, the Human Rights Council and its special procedures.

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Learning objectives are provided at the beginning of Part III of the manual on child rights monitoring and documentation. This lecture should provide an overview of the protection of the rights of the child at the international level, including the United Nations human rights bodies and human rights instruments relating to child protection. This lecture serves as an introduction to the next four lectures where specific topics will be discussed, including the core international human rights treaties and their monitoring bodies, the Human Rights Council and its special procedures.

In order to encourage the participants to participate in the discussion try asking the following questions:

Questions for discussion:

- What are the main international human rights instruments protecting the rights of the child?
- Are you familiar with any of the UN human rights bodies?
- Have you heard of the Human Rights Council and its special procedures?
- Have you heard of the treaty bodies, such as the Committee of the Rights of the Child?
- Are you familiar with any of the procedures at the international level that can be used to bring a claim for violations of the rights of the child against a State?
- If yes, have you applied any of these procedures in practice?
- Do you know which UN human rights treaties have been ratified by Nigeria?
- Have they been effectively implemented in Nigerian domestic law? If not, what would you do to improve the situation?

The answers to these questions are provided Chapter A (*Introduction to International Human Rights Law*) in Part III of the manual on child rights monitoring and documentation.

Make sure that you use this lecture to explain all the general information on international human rights instruments and their monitoring bodies so that the following lectures can focus on explaining specific UN human rights bodies.

It would be useful if the trainer drew a chart showing all the relevant international human rights instruments and mechanisms. This would help the participants to follow the lecture and remember the subject. By looking at the chart the participants may get a better picture of the system. Various charts are included in the manual on child rights monitoring and documentation that the trainer could use as a template. It might be useful to draw the chart on the presentation board before the start of the lecture in order to save time.

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture can be found in Chapter A in Part III of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

International Treaties: Access and Remedies (Part 1)

The time for this session is one hour

In this lecture you should present the core international human rights treaties and their monitoring treaty bodies as well as the possibilities for the CPNs to engage in the work of these bodies. These issues are discussed under Headings 3 (*The Core Human Rights Treaties and Instruments*), 4 (*Enforcement of human rights in international law*) and 5 (*CPNs access to human rights bodies*), Chapter A in Part III of the manual on child rights monitoring and documentation.

The trainer should explain to the participants that this lecture will be followed by another one on the same topic: the first lecture will give a general overview of all the treaties and the working methods of their respective monitoring treaty bodies; the second one will closely look at each treaty, or at least the most relevant ones, and discuss the access to the respective treaty body's procedures by the CPNs.

This lecture should be structured as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	Core human rights treaties	15 min
<i>Part 3</i>	UN treaty bodies	30 min
<i>Part 4</i>	Wrap-up	10 min

The trainer should briefly present all the core human rights treaties and the treaty bodies established to monitor their implementation. The trainer should explain which core human rights treaties have been ratified by Nigeria and implications of ratification.

The trainer should go through the procedures used by the treaty bodies in general. It is particularly important that the trainer ensures that the participants know which of the treaty bodies are authorised to receive individual complaints relating to allegations of violations of human rights by Nigeria, namely the CEDAW and CRPD. In order to see which procedures are available in relation to Nigeria, the trainer should show the participants the tables provided in the manual.

The most important part of this lecture is the presentation on how the CPNs can work with the treaty bodies. The manual provides detailed information on how civil society can access the work of the treaty bodies. The trainer should make sure that the participants are familiar with these possibilities and know what steps they should take to engage with these processes as members of the CPNs.

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In order to facilitate discussion during the lecture try asking the following questions:

Questions for discussion:

- What are the core international human rights treaties?
- Which of these core international human rights treaties are ratified by Nigeria?
- What are the working methods of the treaty bodies?
- Can an individual bring a complaint against Nigeria for violating the rights of a child?
- What are the advantages and disadvantages of submitting a complaint to a treaty body?
- Can the CPNs access and work with the treaty bodies? If yes, in what ways?
- Can the CPNs submit a complaint to any of the treaty bodies against Nigeria for violations of the rights of a child on behalf of a victim?
- How can the CPNs contact the treaty bodies?

The answers to the questions are provided under Headings 3, 4 and 5 of Chapter A in Part III of the manual. You might have discussed some of the questions in the previous lecture.

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture can be found in Chapter A in Part III of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

International Treaties: Access and Remedies (Part 2)

The time for this session is one hour

This lecture is a continuation of the previous one that provided an overview of the core international human rights treaties and their monitoring treaty bodies. The purpose of this lecture is to closely examine the rights guaranteed by the core international human rights treaties and access to their respective treaty bodies' by the CPNs. This topic is presented in Chapters B (*The Convention on the Rights of the Child*) and C (*Other International Treaties*) of Part III of the manual on child rights monitoring and documentation.

If there is enough time available then the lecture should cover all core international human rights instruments. If not then you might need to focus on some of them. It might be useful to focus on the CEDAW, CAT and CRC given their particular relevance to the work of the CPNs in Nigeria. You should then tell the students where to find further information on other treaties and their monitoring bodies, namely the CERD, HRC, CESCR, CRPD and CED.

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The lecture should be structured as follows:

<i>Part 1</i>	Learning objectives & questions	5 min
<i>Part 2</i>	CRC	15 min
<i>Part 3</i>	CAT	15 min
<i>Part 4</i>	CEDAW	15 min
<i>Part 5</i>	Other treaty bodies	5 min
<i>Part 6</i>	Wrap-up	5 min

One way of organising this lecture is to divide the group into three sub-groups. Each sub-group should be led by one trainer and should discuss one of the three instruments: CRC, CEDAW and CAT. This, of course, is only possible if three trainers are available. If they are not available, then you can discuss all three instruments with the group as a whole.

If the discussion takes place in three sub-groups then each group should have about 20 minutes to examine one of the three instruments. Each group should select a rapporteur whose task is to report back to the group as a whole.

In order to encourage the participants to participate in the discussion try asking the following questions:

Questions for discussion:

1. CRC

- How does the CRC define “a child”?
- Are children only entitled to special rights?
- What are the main principles contained in the CRC that should guide the way States implement child's rights?
- What are the main rights guaranteed by the CRC?
- Has Nigeria ratified the CRC?
- Has Nigeria implemented the provisions of the CRC into domestic law?
- Are Nigerian authorities respecting the rights enshrined in the CRC?
- What procedures are available to the CRC?
- Do the CPNs have access to the CRC's procedures?
- How can the CPNs get involved in the work of the CRC?
- Is the CRC competent to receive individual complaints? What are the prospects in the future?

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2. CAT

- How does the CAT define “torture”?
- Is the CAT limited to acts of torture or does it also cover other acts?
- What are the main rights guaranteed by the CAT?
- Has Nigeria ratified the CAT?
- Has Nigeria implemented the provisions of the CAT into domestic law?
- Are Nigerian authorities respecting the rights enshrined in the CAT?
- What procedures does the CAT use?
- Do the CPNs have access to the procedures by the CAT?
- How can the CPNs get involved in the work of the CAT?
- Is the CAT competent to receive individual complaints?
- Is the individual complaints procedure available in relation to Nigeria?
- Is there any other body competent to deal with issues under the CAT?
- What is the competence of the Subcommittee on Prevention of Torture (SPT)?
- Has the SPT competence to visit places of detention in Nigeria?
- Do the CPNs have access to the work of the SPT?
- How can the CPNs get involved in the work of the SPT?

3. CEDAW

- How does the CEDAW define “discrimination against women”?
- What are the main rights guaranteed by the CEDAW?
- Does the CEDAW contain any specific rights relating to marriage and family relations?
- Has Nigeria ratified the CEDAW?
- Has Nigeria implemented the provisions of the CEDAW into domestic law?
- Are Nigerian authorities respecting the rights enshrined in the CEDAW?
- Is gender-based violence a form of discrimination?
- What procedures are available under the CEDAW?
- Do the CPNs have access to the CEDAW's procedures?
- How can the CPNs get involved in the work of the CEDAW?
- Can the CEDAW receive individual complaints?
- Is the individual complaints procedure available in relation to Nigeria?
- Who can submit a complaint to the CEDAW?
- Can the CPNs submit a complaint to the CEDAW on behalf of a victim? If yes, what are the criteria?
- What are examples of violations that could be brought to the CEDAW's attention?
- What are the criteria for submitting an individual complaint (for example, exhaustion of local remedies)?
- Is there a model questionnaire providing guidelines for those who wish to submit a complaint for consideration by the CEDAW? Can you summarise the guidelines?
- What happens if the CEDAW, after considering an individual complaint, finds that a victim's rights were violated by a State, for example Nigeria?

If you have time to discuss details of other international human rights treaties and their respective monitoring bodies then you can formulate the questions relating to these bodies in

You should, however, point out two important procedures that may apply in relation to Nigeria:

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◆ **The individual complaints procedure under the CRPD:**

It is important to let the participants know that as well as the CEDAW there is another treaty body that is competent to receive individual complaints on human rights violations related to Nigeria - the CRPD. The manual on child rights monitoring and documentation, Heading 7 (Convention on the Rights of Persons with Disabilities), Chapter C in Part III, provides further information on how to submit a complaint to the CRPD as well as the model questionnaire.

◆ **The urgent action procedure by the CED:**

Another procedure that should be pointed out is the urgent action procedure under the Committee on Enforced Disappearances (CED). This procedure authorises relatives of a disappeared person or other authorised persons, provided that they are subject to the jurisdiction of a State party to the ICPEd, to send urgent requests that a disappeared person should be sought and found. Further information is provided under Heading 8 (International Convention for the Protection of All Persons from Enforced Disappearance), Chapter C in Part III of the manual on child rights monitoring and documentation.

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture can be found in Chapter A in Part III of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

The Human Rights Council and Universal Periodic Review

The time for this session is thirty minutes

In this lecture you should present the Human Rights Council and its complaints procedure as well as the universal periodic review (UPR). Special emphasis should be given to the discussion on how the CPNs can access and work with the Human Rights Council. These issues are discussed in Chapter D (The Human Rights Council and Universal Periodic Review) in Part III of the manual on child rights monitoring and documentation.

This lecture should be structured as follows:

<i>Part 1</i>	Learning objectives & questions	5 min
<i>Part 2</i>	Human Rights Council	5 min
<i>Part 3</i>	Universal periodic review	5 min
<i>Part 4</i>	Complaints procedure	10 min
<i>Part 5</i>	Wrap-up	5 min

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The trainer may wish to specify that the purpose of this lecture is to familiarise the participants with the Human Rights Council and examine the mechanisms that are available to bring violations of the rights of the child to its attention, including the universal periodic review and the complaints procedure. The trainer should let the participants know that Special Procedures by the Human Rights Council will be discussed in the following lecture. One of the objectives of this lecture is to familiarise CPN members with the possibilities of accessing and working with the Human Rights Council.

In order to encourage the participants to participate in the discussion try asking the following questions:

Questions for discussion:

- Are you familiar with the Human Rights Council?
- What is the mandate of the Human Right Council?
- Can the CPNs access and work with the Human Rights Council?
- What are the criteria for the CPNs participating at the Human Rights Council's sessions?
- What steps should the CPNs take to obtain consultative status with ECOSOC?
- If the CPNs obtained consultative status with the ECOSOC, would it be automatically entitled to attend sessions of the Human Rights Council?
- How can NGOs in consultative status with the ECOSOC get involved in the work of the Human Rights Council?
- What is the universal periodic review (UPR)?
- Can the CPNs participate in the UPR? If yes, how?
- Can the Human Rights Council receive complaints from individuals that claim to be victims of human rights violations?
- Who can submit complaints on human rights violations to the Human Rights Committee?
- What kind of human rights violations can be brought to the attention of the Human Rights Council?
- Under what conditions can the CPN members submit a complaint to the Human Rights Council?
- What are the advantages and disadvantages of the Human Rights Council complaints procedure?
- What are the requirements for submitting a complaint to the Human Rights Council?
- What information must be included in a complaint to the Human Rights Council?

The answers to the questions are provided in Chapter D in Part III of the manual on child rights monitoring and documentation.

In the conclusion, summarise the most important points discussed and remind the participants that more information on this lecture can be found in Chapter D in Part III of the manual on child rights monitoring and documentation. You should also tell the participants what will be discussed in the next session.

Special Procedures

The time for this session is thirty minutes

In this lecture you should present the Special Procedures of the Human Rights Council as well as how the CPNs can access these procedures. These issues are discussed in Chapter E (*Special Procedures*) in Part III of the manual on child rights monitoring and documentation.

This lecture should be structured as follows:

<i>Part 1</i>	Learning objectives	5 min
<i>Part 2</i>	Special Procedures	10 min
<i>Part 3</i>	Special Procedures relevant to the CPNs	10 min
<i>Part 4</i>	Wrap-up	5 min

The trainer may wish to specify that the purpose of this lecture is to familiarise the participants with the Special Procedures of the Human Rights Council with a particular emphasis on the potential for the CPNs to engage in the work of the Special Procedures mandate holders.

The first part of the lecture should provide general information on the Special Procedures, including the procedures of the mandate holders. The trainer should explain how to submit individual cases to the Special Procedures mandate holders and discuss the possibilities of civil society actors, including the CPNs, accessing and working with the Special Procedures.

Given the limited time it will be impossible to thoroughly examine all the existing Special Procedures. It is therefore recommended that the trainer focus on those that are most relevant for the CPNs:

- Working Group on Arbitrary Detention;
- Special Rapporteur on Torture and Other Cruel, Inhumane or Degrading Treatment;
- Special Rapporteur on Violence against Women;
- Special Rapporteur on Trafficking in Persons;
- Special Rapporteur on Contemporary Forms of Slavery;
- Special Rapporteur on the Sale of Children, Child Prostitution and Child Pornography;
- Special Rapporteur on the Promotion and Prosecution of Human Rights and Fundamental Freedoms while Countering Terrorism.

The trainer should consider asking the participants to read the relevant chapters in the manual on child rights monitoring and documentation beforehand so that they are prepared for the discussion. The manual includes a number of tables that may help the participants understand the procedures.

Although it is almost always advisable to organise a lecture as a discussion, due to time constraints, it might be more useful to let the trainer explain the most important characteristics of the selected Special Procedures to the group with a special focus on the availability of these procedures for raising concerns about violations of the rights of a child in Nigeria.

PART VII: PRACTICAL TRAINING



1. Structure of the practical training

It is suggested that the practical training be organised in seminars. For a four-day training session, there should be at least five seminars with designated topics. If there is more time available, you may wish to divide some of the seminars into two (as suggested below) or extend the time of each seminar. The organisation of the practical training into the seminars follows the structure of the training material. The training material, which will be given to each of the participants, comprises four case studies:

1. Child marriage

2. Witchcraft stigmatisation

3. Terrorism offences

4. Street children

For a four-day training session, you may use one or more case studies. It is up to the trainer to choose a case study that addresses the child rights issues that are most relevant for a specific State/region. For example, if the training is organised for the CPN members from the northern States where child marriage is widespread, the case study on child marriages may be the most useful. If the training is organised for the southern States, then perhaps the case study on witchcraft stigmatisation would be the most appropriate.

The trainers should choose the case study before the training and ensure that they familiarise themselves with the specific issues that it raises. All the specific issues raised in the case studies are discussed in the manual on child rights monitoring and documentation. The Nigerian legal framework is presented in Chapter A on *The Legal Framework for the Protection of Child Rights in Nigeria* in Part I. Specific issues, such as child marriage, witchcraft stigmatisation, and terrorism-related offences, are further discussed in Chapter E on *Selected Topics* in Part I. Issues relating to children in the administration of justice are discussed in Chapter C on *Children in Conflict with the Law* and Chapter D on *Enforcing Child Rights Domestically* in Part I.

Bear in mind that the case studies do not focus on only one particular child rights violation but raise a number of issues that should be discussed in the seminars. For example, the case study on street children does not only involve the issues of criminalisation of destitution and deprivation, but also issues such as the sale and trafficking of children, and economic exploitation. When you prepare for the seminars, make sure that you identify all the issues and read the relevant sections of the manual on child rights monitoring and documentation carefully.

2. Getting to know your seminar group

Each seminar group should be organised into smaller sub-groups. If there is more than one trainer, they can be split up to organise and supervise the work of one group each. The seminar groups should be the same throughout the training. For example, where there are three trainers, the group should be organised into three sub-groups. The same trainer should ideally conduct all the seminars and the participants should remain in the same group throughout the training.

The first session should be dedicated to getting to know your seminar group. The introduction should not last longer than thirty minutes. The trainer should ask the participants to tell the group about themselves, their work experiences, interests, how they became part of the CPN and their expectations for their training.

The trainer should explain to the group how the seminars will be organised, what the seminars will cover and what the participants will be expected to do during the seminars. The trainer can ask the participants to familiarise themselves with the case studies that will be chosen for the training.

3. Conducting the practical training

This section offers some recommendations on how to conduct the seminars. The trainers are generally encouraged to follow the recommendations. However, the recommendations are not set in stone so the trainers may organise the seminars differently in order to adjust to the specific requirements of the group. For example, if the training is organised for a smaller group, the trainer may be able to review the answers of each of the participants, which is not practical in larger training sessions.

As explained above, the trainer should endeavour to facilitate the discussion rather than direct it. Discussion is an effective tool to promote active learning. However, interesting discussions that engage the group rarely develop by chance. It is therefore important that the trainer asks questions in order to stimulate the discussion.

NOTE: The trainer should create an open space for people to participate without putting any individual on the spot. It is your responsibility as the facilitator to convey interest and help the participants discover which aspect of the discussion holds meaning for them.

Seminar 1: Case management

The time for this session is one hour

The purpose of this exercise is to encourage the participants to consider the best methods for managing a case. In particular, the participants will have to think about the steps they should take when dealing with a case involving violations of the rights of the child both in terms of the protection of the child and in preparation for judicial, administrative or any other proceedings. The participants will have to consider who they should involve at which stages of the process. These include not only those whose official duty it is to get involved in the case (such as the police and social workers) but also those who may be of assistance in resolving the case. Importantly, this exercise is also an introduction to the methods of gathering evidence.

The trainer should ask the participants to read the factual background of the case study. The trainer should then divide the seminar group into three sub-groups and allocate each of the sub-groups one of the questions below:

Questions for discussion:

- What steps should you take? In what order? Why?
- Who would you consider involving in the process and at what stage?
- What evidence would you collect, if any? In what order and when?

Each of the three sub-groups should nominate a rapporteur who will report the answers back to the group.

The participants should be reminded that special boxes have been provided in the training material in which they can record their answers. The trainer should also remind the participants that the training material provides a list of the people that they may consider when responding to the questions. The trainer should explain that the list of the people is not exhaustive and that they may wish to add other relevant people or disregard those that may not play any role in the case.

The participants should have about 20 minutes to read the case study and discuss the questions. In the next 40 minutes, the trainer should invite the rapporteurs to present their findings. The trainer should write the main answers in bullet points on the presentation board.

Specific questions

In order to facilitate the discussion, the trainer may ask the groups more specific questions. Examples of questions that may be asked for each of the case studies are provided below. These questions are designed to guide the participants through various stages of the case, raising specific issues that should be considered along the way. It is important to note that there are no absolute right answers to these questions. The trainers must familiarise themselves with the legal framework on child protection and on the protection of children in conflict with the law.

◆ Case study 1:

Step 1: Introduction

- How would you introduce yourself to Amina?
- How would you deal with Amina if she continues to refuse to communicate with you?
- What would you tell Amina is going to happen/is happening to her?
- When would you try to obtain an account of events from Amina?
- If Amina's account of events is not obtained immediately, what else should you try to establish before the complaint is taken (for example, examining for injuries; considering whether there are other adults known to her who can safely be told)?
- Would you report the case to the police and if yes, when would it be appropriate to do so?
- Would you contact a social worker? If yes, when?
- What steps have you taken to ensure Amina's safety/rehabilitation?

Step 2: Taking an account ("Interview")

- When does this occur? Why?
- What procedure do you follow to plan and record the interview? Why?
- Where does it take place?
- How do you explain the process to Amina?

Step 3: Conducting an interview

- How much information do you believe needs to be recorded? Why?
- What facts are you trying to establish?
- How do you start the interview? Why?
- What form of questioning do you use? Why?
- What do you do if you believe Amina is not telling the whole story?
- How do you finish the interview?
- How do you record the process? Why?
- What do you say to Amina at the end of the interview?

Step 4: After the interview

- What steps do you take after the interview?
- What else do you record and where? Why?
- When do you refer the matter to the police? Before or after you have taken steps to ensure Amina's safety/rehabilitation?
- What information do you provide to the police? Why?
- What explanation do you give to Amina after the interview?
- What steps do you take in terms of arranging a police interview (Place? Time? With whom? Who else should be present?)
- Would you contact Amina's parents and her alleged husband before going to the police?
- Would you contact the hospital and the doctor or other medical staff who have been involved in her treatment after the rape? If yes, when and how would you approach them?

PART VII: PRACTICAL TRAINING

Step 5: Specific issues

- What would you do if the parents denied any wrongdoing and persistently refused to communicate with you and/or any relevant authority?
- Would you consider contacting religious leaders/local leaders or chiefs to help you resolve the lack of cooperation by the parents?
- What would you do if the religious leaders and the parents all argued that this was a family matter and should therefore not be taken forward?
- What do you do if the parents and the religious leaders argue that if the matter is made public the honour of Amina and her family would be shamed?
- What steps do you take to ensure that the case remains confidential?
- What steps would you take to terminate the marriage?

Step 6: Follow up

- What would you do if the police were unwilling to start an investigation or stated that there was insufficient evidence?
- Would you advise Amina to start a lawsuit before a court of law? If yes, what measure(s) would you take to assist her in the process?
- What would you do to convince the family to bring rape charges against the alleged husband?
- What would you do to ensure that Amina has adequate legal representation?
- What would you do in terms of rehabilitation with Amina's parents?

◆ Case study 2:

Step 1: Introduction

- How would you introduce yourself to Olofu?
- How would you deal with Olofu if he refuses to communicate with you?
- What would you tell Olofu is going to happen/is happening to him?
- When do you seek to obtain an account of events from him?
- If Olofu's account of events is not obtained immediately, what else should you try to establish before the complaint is taken (for example, examining for injuries; considering whether there are other adults known to him who can safely be told)?
- Would you report the case to the police and if yes, when it would be appropriate to do so?
- Would you contact a social worker? If yes, when?
- What steps have you taken to ensure Olofu's safety/rehabilitation?

Step 2: Taking an account (“interview”)

- When does this occur? Why?
- What procedure do you follow to plan and record the interview? Why?
- Where does it take place?
- How do you explain the process to Olofu?

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Step 3: Conducting the interview

- How much information do you believe needs to be recorded? Why?
- What facts are you trying to establish?
- How do you start the interview? Why?
- What form of questioning do you use? Why?
- What do you do if you believe Olofu is not telling the whole story?
- How do you ensure that Olofu is giving you his own account and not telling you only what he might have been told to tell you by others (his Aunt Alice or his parents)?
- How do you finish the interview?
- How do you record the process? Why?
- What do you say to Olofu at the end of the interview?

Step 4: After the interview

- What steps do you take after the interview?
- What else do you record and where? Why?
- When do you refer the matter to the police? Before or after you have taken steps to ensure Olofu's safety/rehabilitation?
- What information do you provide to the police? Why?
- What explanation do you give to Olofu after the interview?
- What steps do you take in terms of arranging the police interview (Place? Time? With whom? Who else should be present?)
- Would you contact Olofu's father before going to the police?

Step 5: Specific issues

- What would you do if Olofu's father and Pastor Thomas denied any wrongdoing and persistently refused to communicate with you and/or any relevant authority?
- What would you do if none of the witnesses agreed to give evidence about the incident because of their belief that Olofu is a witch?
- What would you do if Olofu's father argued that this was a family matter that should not be taken forward and promised that the incident would not be repeated? Would you believe him?
- What would you do if Pastor Thomas was not removed from his position and continued to preach about the witches? To whom would you report his criminal activities?

Step 6: Follow up

- What would you do if the police were unwilling to start an investigation or stated that there was insufficient evidence? What do you do to seek a review of the police decision (who and what do you send)?
- Would you advise Olofu to start a lawsuit before a court of law? If yes, what measure(s) would you take to assist him in the process?
- What would you do to ensure that the Olofu has adequate legal representation?
- What do you do in terms of rehabilitation with Olofu's father and stepmother?

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◆ Case study 3:

Step 1: Gathering information at the police station

- How would you introduce yourself to the police?
- How would you request information about the young men?
- What information would you seek from the police?
- How would you deal with the police if they refused to give you any information?
- Would you ask for access to the detainees?
- What would you do if the police refused your request for access?
- What would you do to verify the age of the detainees?
- What would you do if the police refused to verify the age of the detainees?
- Would you ask the police if they had informed detainees' families about their arrest and detention?
- Would you ask the police whether the detainees have been informed of the reasons for their detention/charges filed against them?

Step 2: Meeting with the detainees

- If the police allowed you to visit the detainees, how would you introduce yourself?
- What would you do during your meeting with the detainees?
- What would you do if you found out that the detainees had been put in prison together with adults?
- What would you do if you noticed that the detainees had been injured by the police?
- How do you explain the process to the detainees?
- Would you ask the detainees if their parents or anyone else had been informed of their detention?
- Would you ask the detainees if they had been informed of the reasons for their detention/charges filed against them?
- Would you ask the detainees if they had been provided with legal assistance?

Step 3: Conducting the interviews

- When would you seek to obtain an account of events from the detainees?
- How much information do you believe needs to be recorded? Why?
- What facts are you trying to establish?
- How do you start the interview? Why?
- What form of questioning do you use (police/detainees)? Why?
- What do you do if you believe that any of the interviewees (police/detainees) are not telling the whole story?
- How do you finish the interview?
- How do you record the process? Why?
- What do you say to the interviewees at the end of the interview?

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Step 4: After the meeting with the detainees

- What steps do you take after meeting the detainees?
- To whom would you refer the matter if you found out that the police had not taken any steps to ensure that the detainees were treated according to their age?
- What would you do if the police remained unwilling to keep the three detainees in detention facilities appropriate to their age?
- What would you do to ensure that the detainees have adequate legal representation?
- What would you do to ensure that the parents are informed of the arrest and detention of the three detainees?
- When and under what circumstances would you contact a social worker?
- When and under what circumstances would you contact a doctor?
- Who else would you contact?

Step 5: Follow up

- What would you do if after a few months the detainees were still being kept in custody and had not been provided with specific reasons for their detention?
- What would you do if after a few months the Prosecutor failed to bring any charges against the detainees?
- Under what circumstances would you advise the detainees to start proceedings before a court of law? If so, what measure(s) would you take to assist them in the process?
- What would you do in terms of rehabilitation if the detainees were released from detention after a period of time without being charged with any offence?
- What do you think about the confidentiality of the case? Is it permitted to publish the names of the children in media?

◆ Case study 4:

Step 1: Gathering information at the police station

- How would you introduce yourself to the police?
- How would you request the information about the detainees?
- How would you deal with the police if they refuse to give you any information?
- What information would you seek from the police?
- Would you ask for access to the detainees?
- What would you do if the police refused your request for access?
- What would you do to verify the age of the detainees?
- What would you do if the police refused to verify the age of the detainees?
- Would you ask the police if they had informed detainees' families about their arrest and detention (if they have a family)?
- Would you ask the police whether the detainees have been informed of the reasons for their detention/charges filed against them?

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Step 2: Meeting with the detainees

- If the police allowed you to visit the detainees, how would you introduce yourself?
- What would you do during your meeting with the detainees?
- What would you do if you found out that the detainees had been put in prison together with adults?
- What would you do if you noticed that the detainees had been injured by the police?
- Would you ask the detainees if their parents or anyone else had been informed of their detention?
- Would you ask the detainees if they had been informed of the reasons for their detention/charges filed against them?
- Would you ask the detainees if they had been provided with legal assistance?

Step 3: Conducting the interviews

- When would you seek to obtain an account of events from the detainees?
- What procedure would you follow to plan the interview? Why?
- How would you explain the process to the detainees?
- How much information do you believe needs to be recorded? Why?
- What facts are you trying to establish?
- How do you start the interview? Why?
- What form of questioning do you use (police/detainees)? Why?
- What do you do if you believe the any of the interviewees (police/detainees) are not telling the whole story?
- How do you finish the interview?
- How do you record the process? Why?
- What do you say to the interviewees at the end of the interview?

Step 4: After the meeting with the detainees

- What steps do you take after meeting the detainees?
- To whom would you refer the matter if you found out that the police had not taken any steps to ensure that the detainees were treated according to their age?
- What would you do if the police remained unwilling to keep the detainees in detention facilities appropriate to their age?
- What would you do in order to ensure that the detainees have adequate legal representation?
- What would you do to ensure that the parents are informed of the arrest and detention of the detainees?
- When and under what circumstances would you contact a social worker?
- When and under what circumstances would you contact a doctor?
- Who else would you contact?

Step 5: Follow up

- What would you do if after a few months the detainees were still in custody without being provided with specific reasons for their detention?
- What would you do if after a few months the Prosecutor failed to bring any charges against the detainees?

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- Under what circumstances would you advise the detainees to start proceedings before a court of law? If so, what measure(s) would you take to assist them in the process?
- What would you do in terms of rehabilitation if the detainees were released from detention after a period of time without being charged for any offence?
- What would you do in terms of reintegration of the children with their families (if they had a family)?
- What do you think about the confidentiality of the case? Is it permitted to publish the names of the children in media?

Responses

The following general remarks should be taken into account when considering the answers for the general discussion:

◆ **Cases involving children as the victims of crimes and human rights violations:**

- It is important to ensure at all times that the child is safe;
- You should always contact those whose job it is to assist and be involved in child protection cases. However, if there is no timely and adequate response, you should take over their role and assist the child in the case;
- If the child refuses to communicate with you, you may wish to give the child more time so that he or she can get to know you and learn to trust you;
- If possible, you should involve experts who are experienced in dealing with children;
- In order to alleviate potential trauma or stress it is of utmost importance to familiarise the child with the process and all the steps that you plan to take so that the child knows what to expect;
- It is important to examine the child as soon as possible to see whether the he or she has any injuries that need medical attention;
- It is important to contact the parents or guardian or any other persons that may safely be told of the incident;
- It is important to obtain evidence of the incident as soon as practically possible. For example, witness statements should be taken earlier rather than later to ensure that the memory is still fresh and injuries should be recorded immediately;
- If possible, photographs should be taken of all evidence and witness accounts should be recorded or written in a statement. All evidence should be safely stored and photographs should be printed as soon as practically possible;
- It is important to be sensitive to cultural, religious and local customs and practices.

◆ **Cases involving child offenders:**

- It is important to properly introduce yourself to the authorities who are involved in the cases of child offenders so that they understand that your role is to assist the child throughout the process;
- If the authorities do not follow the legal framework and instead violate the relevant rules and standards that protect children in conflict with the law, you should remind them of their obligations. If they refuse to cooperate, you should report their conduct to the relevant authorities, for example the Prosecution or the competent governmental authority;

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- It is important to ensure that the age of child offenders is verified in order to avoid them being mistakenly considered as adults;
- You should always ask for access to the detainees to verify detention conditions, injuries or medical conditions;
- If access is only given to the lawyers, find a lawyer to visit the detainees;
- It is important to ensure that child offenders are informed of the reasons for their detention in accordance with the relevant legislation;
- It is important to ensure that children in conflict with the law have a legal representative. If the State does not provide a legal representative, you should make all efforts to find a lawyer to take on the case;
- It is important to inform the families of those detained of their whereabouts;
- If child detainees are put in prison with adults, you should make all efforts to ensure that the competent authorities comply with the relevant rules and standards and keep children in separate detention facilities that are appropriate for children;
- If child detainees are injured or have any medical condition(s), you should immediately ask for a doctor. If the competent authorities refuse to call a doctor, then you should try to get one. The doctor should examine the detainees and record all their injuries and other medical conditions;
- You should make regular visits to the detention facilities in order to monitor the cases detained children;
- If the children's detention exceeds the time-limit which is prescribed for detention, or if they are not provided with the reasons for their detention, you should inform the competent authorities, for example, the Prosecutor, of the violations of the detention rules;
- You should make all efforts to assist the child, or find others who may assist him or her, if they are prosecuted for any offences or if they decide to start a legal action for violations of their rights before the court;
- It is important to ensure that confidentiality is maintained in all cases involving children;
- It is important to ensure that the parents or guardian of a child in conflict with the law are notified about the apprehension of the child and are allowed to participate in all stages of the proceedings unless the court is of the opinion that it is not in the interests of the child for the parents or guardian to participate.

The answers to the questions surrounding taking an account ("interview") are provided in the manual on child rights monitoring and documentation. Remember that the participants will not yet have heard the presentation about taking witness statements and recording the interviews. However, this exercise will get them thinking about the interviews and should serve as an introduction to the sessions on witness statements and interviews.

The case study on child marriage raises a number of specific issues for the participants to address, for example:

- The role of religious/local leaders in the case;
- Practices that are tolerated by religions or customs;
- Stigmatisation arising out of the incident; and
- Questions of honour and shame.

It is important to spend time discussing these issues with the participants as they may have first hand local knowledge that could usefully be shared with the group and used to tackle such cases in the future.

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The last group of questions relates to enforcement and the judicial proceedings that may follow an incident. If the police refuse to record and follow up on the incident a CPN member may, provided that the victim has given his or her approval, take over the police's task of gathering evidence and notifying the Prosecutor about the violations. CPN members should be encouraged to closely monitor cases involving child offenders and children who are detained or involved in the child justice system.

The question of rehabilitation is very important and the answers will depend on the mechanisms and facilities available in each State. It is therefore important to engage CPN participants with relevant expertise in this discussion so as to obtain as much local knowledge as possible. If the training is organised for the CPN members from more than one State, then it is important to give the floor to at least one expert from each State. During the presentation, you should write the answers on the presentation board in order to provide useful guidance and practical information for the participants.

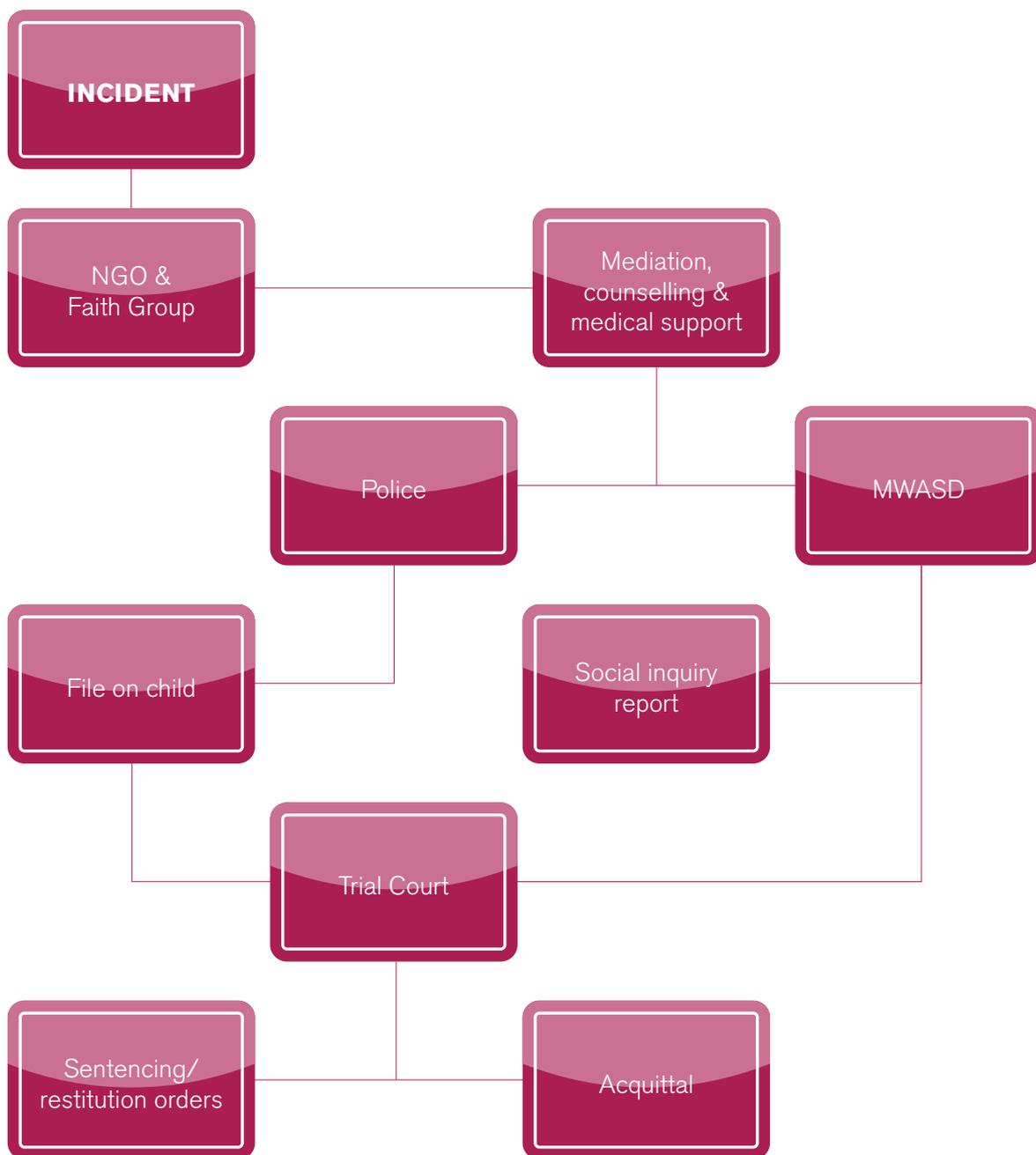
Flow charts

The trainer may use the flow charts depicting who gets involved, and in what capacity, in the cases involving children who are victims of crimes and human rights violations. It is recommended that the trainer draws the flow charts on the presentation board prior to the training.

The flow charts have been put together on the basis of the local knowledge of UNICEF experts. The charts do not necessarily depict the complete picture and each case will be different. During the training the trainer should try to add any missing information to the charts.

The trainers are also encouraged to draw their own charts on the basis of their local experience and the contributions of the CPN participants. Such flow charts should be made available to UNICEF and BHRC so that they can be incorporated into the training material.

Flow chart 1: Child victims of witchcraft stigmatisation



Here are some clarifications for using the this flow chart:

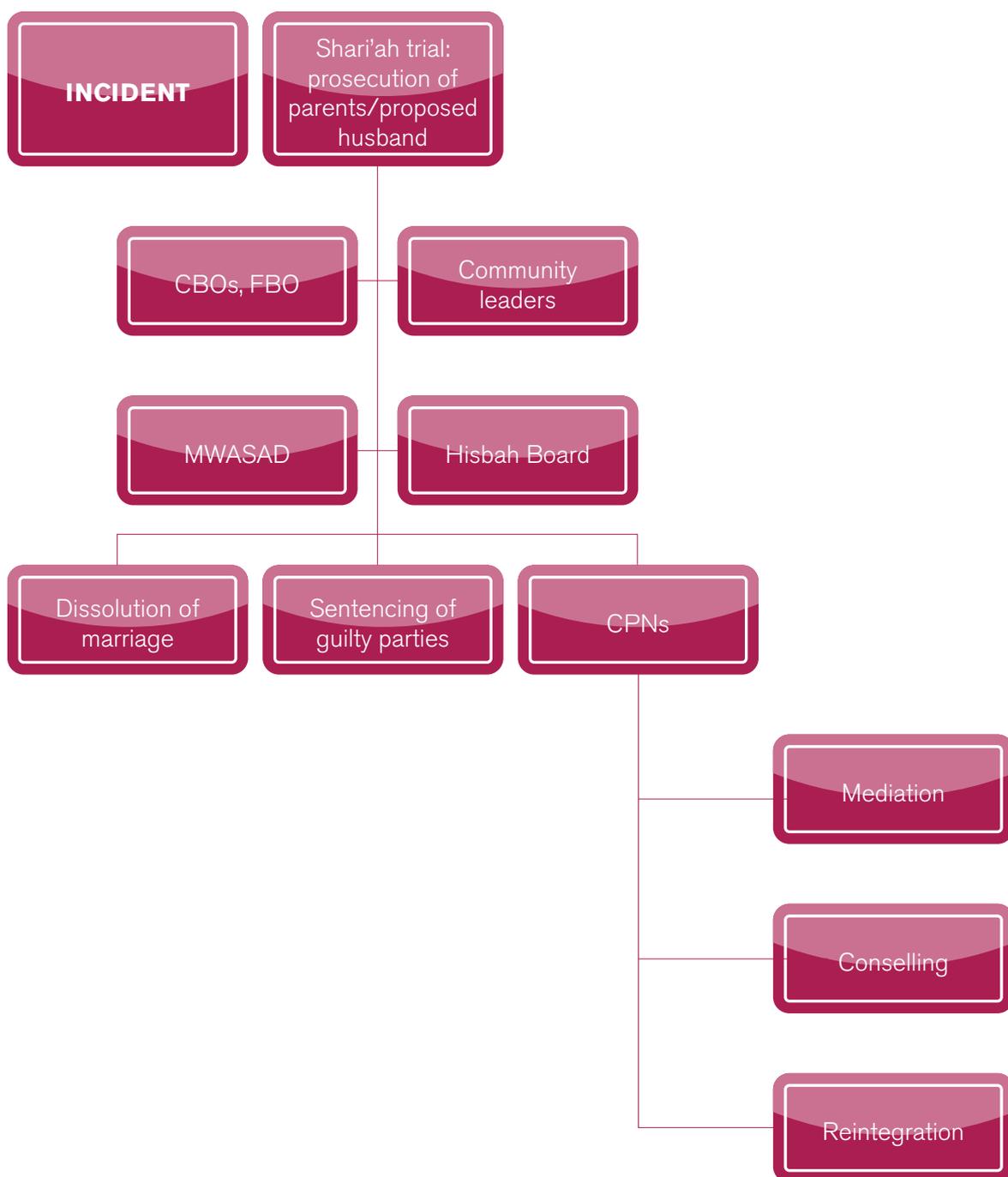
- NGOs and faith groups are often those who intervene first in cases involving children victims of crimes and human rights violations. These actors are mostly community-based and they make referrals to the police or MWASD;
- MWASD is the Ministry of Women Affairs and Social Development. MWASD's mandate is to protect vulnerable children;

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Witchcraft stigmatisation is used only as an example for this chart. The flow chart is applicable to other cases involving child victims.

The witchcraft stigmatisation case study is under Heading 4, Chapter E in Part I of the manual on child rights monitoring and documentation. It is also important to refer to the relevant provisions of international and African instruments.

Flow chart 2: Child marriage



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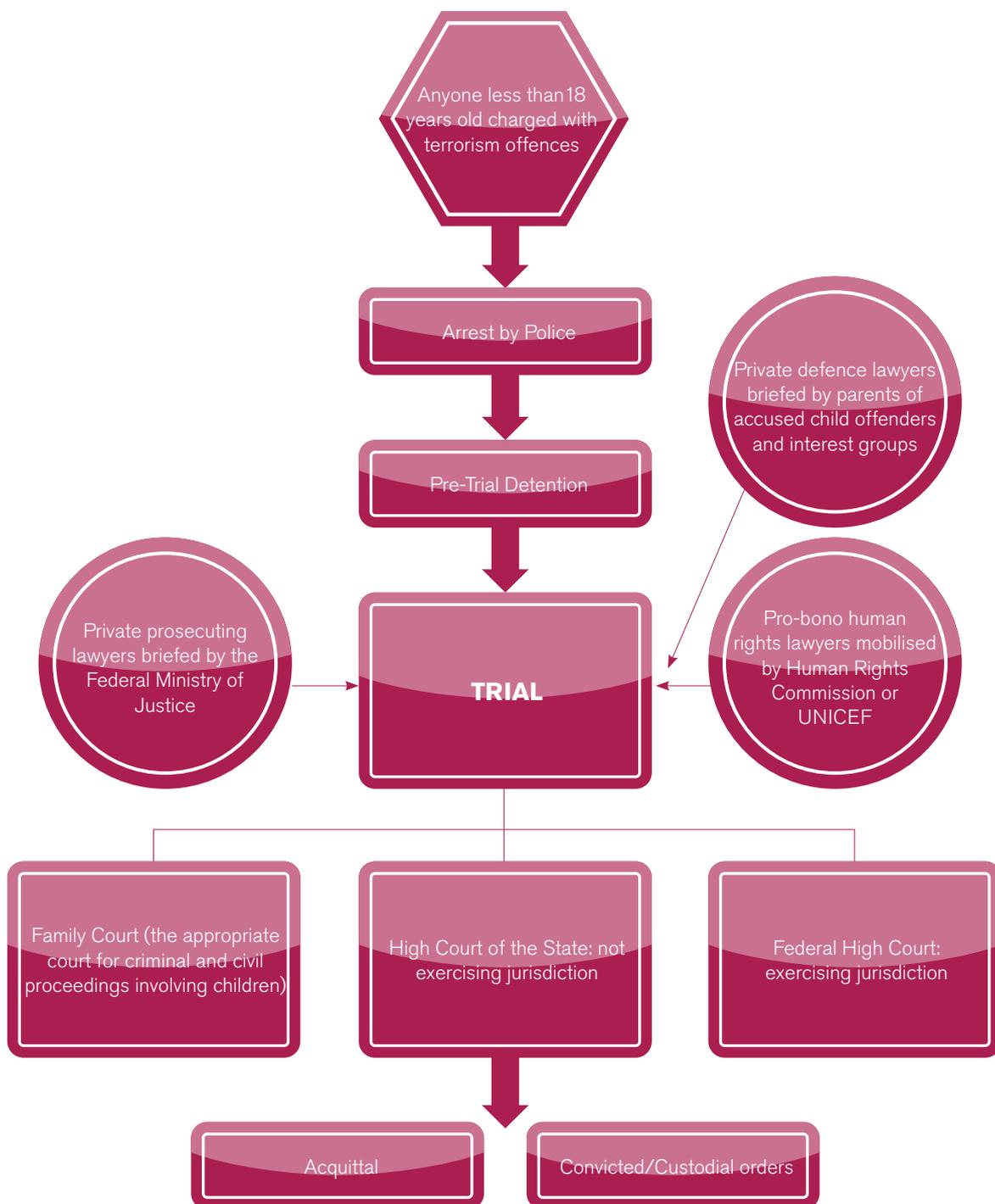
Here are some clarifications for using this flow chart:

- Although Shari’ah law allows child marriage, it does not support “forced” child marriage. Parents are therefore not allowed to compel a child to marry without his or her consent (see “Selected topics - child marriage”);
- The CRA provides that no person under the age of 18 is capable of contracting a valid marriage and accordingly, a marriage so contracted is null and void. However, most of the States where the practice of child marriage is widespread have not implemented the CRA. In the States where the CRA has been implemented enforcement remains weak and cases are rarely prosecuted. In fact, in Jigawa the section prohibiting child marriage has been disapplied;
- CBO – Community based organisation;
- FBO – Faith based organisation;
- Hisbah board – An implementing agency set up to drive the implementation of Shari’ah law;

The topic on child marriage in Nigeria is presented under Heading, Chapter E in Part I of the manual on child rights monitoring and documentation. In addition to the Child’s Rights Act (2003) sections 21-24, it is important to discuss international and African instruments which address this issue, in particular Article 21 of the African Charter on the Rights on the Rights and Welfare of the Child which provides protection against harmful social and cultural practices (see Part II of the manual on child rights monitoring and documentation).

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Flow chart 3: Child justice administration – terrorism offences



This flow chart is only a sample and might be revised after the training in order to reflect the practice in dealing with child offenders accused of terrorism offences. The case study on terrorism is under Heading 2, Chapter E of Part I of the manual on child rights monitoring and documentation.

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Sections of the manual on child rights monitoring and documentation that should be considered for Seminar 1:

Part I, Chapter A: The Legal Framework for the Protection of Child Rights in Nigeria
Part I, Chapter B: The Role of the Criminal Law in Protecting Child Rights
Part I, Chapter C: Children in Conflict with the Law
Part I, Chapter D: Enforcing Child Rights Domestically
Part I, Chapter E: Selected Topics

Seminar 2: Interviews

The time allowed for this seminar should be one hour

In this seminar the participants will practice conducting interviews. The participants will also be asked to write a statement following the interview. The trainer should ask the group to divide into groups of three. Each participant will choose one of the scenarios provided in the role-play exercise in the training material. For example, if case study 2 is being used, a participant may choose scenario 1 and will be interviewing Olofu. The other participant may choose scenario 2 and will interview Olofu's father. Each person in the group should choose a different scenario. In each scenario one of the participants will play the second interviewer who takes the notes that can be used to write up the interview later. This means that not all participants will have a turn as the interviewer. However, taking notes is an important part of the interview process and should not be undervalued. The person taking notes should still think about questions to ask in the interview when preparing for the role-play.

Each participant will have 10 minutes to prepare the questions and consider the best approach to deal with the interviewee, taking account of the circumstances and the sensitivity of the subject matter. For the next 10 minutes one of the participants will play the role of the interviewer, one will play the role of the interviewee and the third participant will take notes. After that the pair swap their roles and conduct the second role-play for the next 10 minutes. The interviewees should formulate their answers in accordance with the scenario provided in the case study.

The next ten minutes are reserved for the assessment of the performance, questions and comments. Each participant should assess the performance of his or her partner by considering the following questions:

Questions for discussion:

- How would you assess your colleague's performance during the interview?
- What were the strengths of the interview?
- What were the weaknesses of the interview?
- What recommendations would you make to your colleague to improve his or her performance?

The last 20 minutes is for the participants to write up the statements. The participants should spend the first 10 minutes writing the statement using the information from the interview notes and the box provided in the training material. There will not be enough time for them to finish writing the statements. For the final 10 minutes participants should volunteer to stand up and read out their statement. The rest of the group can then provide feedback to the volunteer.

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Sections of the manual on child rights monitoring and documentation that should be considered for Seminar 2:

Part IV: Case Management and Securing Evidence, in particular Heading 9, Conducting an interview

Seminar 3: Preparing a case file

The time allowed for this seminar should be one hour

This seminar is divided into two parts. If there is more time available for the training, you may wish to divide this seminar into two separate seminars (the first one should be thirty minutes and the second one should be one hour).

Part I: General questions

During the first fifteen minutes the participants should consider the general questions provided in the training material.

Questions for discussion:

- Why is it important to preserve evidence systematically?
- What specific information should be recorded in the case file?
- When would you record the information in the case file?

Each participant will record his or her answers in the boxes provided in the training material. After that the trainer should hold an interactive discussion inviting the participants to provide their answers. The trainer should record the main answers on the presentation board. The purpose of this exercise is to encourage the participants to think about the best practices of recording cases in a clear, logical and consistent manner to ensure that all information is recorded in one place and in the same format, including supporting documents.

Part II: Specific questions

The second part of the seminar involves preparing a case file on the basis of the information provided in the case studies.

The trainer should ask the participants to read the scenario of the chosen case study. The trainer should then briefly remind the participants of the purpose of each of the three standard forms provided in the training material that have been designed to assist the participants in organising the case file, recording the events, and gathering and documenting the evidence. If the case study involves detention of children, then the participants should fill out the detention monitoring log as well.

The trainer should remind the participants that each page of the logbook should record no more than one event. If time is limited, then the trainer may wish to skip the exercise involving recording information in the event log because the event log simply contains a summary of the information that will already be recorded in the logbook.

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If the participants need more space for recording the information, they should use blank paper and organise the information in the same format as the standard forms.

Detailed instructions on how to fill out the forms are provided in Part IV of the manual on child rights monitoring and documentation. During this exercise, the participants should be allowed to use that manual. While they are filling out the forms, the trainer should walk around and assist any of the participants if they need guidance.

Once the participants have filled out the logbook, ask them to swap their logbook with the person next to them. The trainer can then go through each logbook entry and the participants can mark their neighbours' work. It is best that the participants are not aware of this at the beginning so that they don't feel pressurised to get everything right.

Example of a filled out logbook

Below is an example of a completed logbook based on the case study on witchcraft stigmatisation. The trainers should use this example as a reference when filling out logbooks for the other case studies.

Note:

- If there is no information available with regard to a particular entry you may leave it blank or indicate that there is no information available or that information is not known.
- If certain information is not applicable then write N/A.
- If you are unsure as to what should be written in the form make a note in the relevant entry and explain the issue.
- If you only have some information with regard to a particular entry you should write what you have and note that information is missing.
- If you receive more information after you fill out the coversheet, you may add it at a later stage.
- If the scenarios of the four case studies do not provide certain information then you can add the information or just leave it blank.

Coversheet

CASE IDENTIFICATION NUMBER			No. 30
PERSONAL INFORMATION			
Full name of child	OLOFU BASSEY	Previous name(s)	No previous names
Age	Between 7 and 14 years	Date of birth	11 March, unknown year
Gender	Male	Tribe	Not known
Marital status	Not married	Number of children	None

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Language(s) spoken		Religion	
Contact telephone number			
LOCATION			
Origin	Address/Town/Village: The village where his aunt Alice lives	LGA: Abak	STATE: Akwa Ibom
Home address	Address/Town/Village: Idung Udo Ekiki	LGA: Abak	STATE: Akwa Ibom
Current location (if different)	Address/Town/Village: N/A	LGA: N/A	STATE: N/A
CARE OF CHILD			
Mother / Father / guardian / aunt / uncle / sibling / other (please circle)			
PARENT OF CHILD			
Father	Name: EMMANUEL BASSEY	Nationality: Nigerian	Address:
	Address/Town/village: Idung Udo Ekiki	LGA: Abak	State: Akwa Ibom
	Contact telephone number		
Mother	Name: Mother deceased, unknown Stepmother: GRACE ITA	Nationality: Nigerian	Address:
	Address/Town/village: Idung Udo Ekiki	LGA: Abak	State: Akwa Ibom
OTHER INFORMATION			
Household structure	Father, stepmother and children	Siblings:	2 half-siblings (children of father and stepmother)
School(s) attended	Attended the local school in Idung Udo Ekiki until he was stigmatised as a witch	Level of education	
General health	Traumatised, distressed and physically injured	Medical condition	Wounds, signs of whip marks and scars on his body, visibly distressed and traumatised
Level of cooperation	Cooperates but shows signs of distress and fear	Previous arrests, charges, convictions	None

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CASE WORKER			
Name	Name of participant	Contact telephone number	Telephone number of participant

Logbook

LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 11 January 2011

Time of entry: 4.30pm

Name of person making entry: [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY

Case entry number: 1

Date of event: 11 January 2011

Time of event: 3pm

Description of event:

Olofu is rescued from Idung Udo Ekiki by a team of CPN members: (add names), Utibe Ikot and Mfon Okposi. The rescue took place after an anonymous male caller telephoned the CPN office at approximately 2.15pm. The caller said that he saw a child being whipped in front of a crowd outside the local church in Idung Udo Ekiki. The caller was very troubled and said that the child was in a great deal of distress.

The CPN team found Olofu sitting in the front of the church visibly upset and apparently in pain. He seemed terrified and was in some hand-made handcuffs. He had visibly sore wrists from the handcuffs but they were not bleeding. Mfon Okposi immediately attended to the child.

No parent was identified.

(Add your name) and Utibe Ikot found out from the people on the street that Olofu was whipped by the local pastor at approximately 2 pm, because the pastor said that Olofu was a witch. One person remembered that Olofu had previously been labelled a witch by Pastor Thomas and had allegedly sustained an acid attack by his father. The witnesses refused to give their names.

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(Add your name) was unable to locate the pastor and Olofu's father and left a note at Olofu's father house indicating where Olofu may be found and how to contact the CPN office.

Olofu is driven back to the CPN office immediately. During the journey Olofu appears traumatised, scared, hungry and very tired.

Police officer IPO Michael Okon at Eket police station was telephoned at 3.15pm by (add your name) and informed of the incident and told that CPN team was taking the child to the CPN office for welfare.

Any further relevant information:

Note left at Olofu's father house, indicating where Olofu may be found and how to contact the CPN office.

Accompanying documents (place these in a safe place or staple to the logbook):

Record of the anonymous caller with the date and the content of the telephone call.

Photographs, if any taken, from the scene.

A statement by the CPN team on the intervention, if any is made.

A record of the conversation with the IPO.

Follow up action:

Injuries and initial medical examination to be conducted. Injuries are not critical so hospitalisation is not necessary.

Olofu will be taken to the hospital on 12 January for formal check up.

Contact to be made with the IPO as soon as possible and the social worker.

LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 11 January 2011

Time of entry: 7.30pm

**Name of person
making entry:** [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY

Case entry number: 2

Date of event: 11 January 2011

Time of event: 5.00pm-7.30pm

Description of event:

Olofu was medically examined by Mfon Okposin at the CPN office who noted his injuries:

- Clear marks, bruising and inflammation from whipping visible on his back, and the backs of his legs and arms;
- Healed burn marks on his chest.

Utibe Ikot took photographs of Olofu's injuries.

Social worker Lucky Inyang was contacted and she said she would pick up Olofu to take him to the safe house.

Olofu gave his first witness statement providing an account of what happened to Mfon Okposin.

Any further relevant information:

Olofu is very distressed from the events of today. Although he gave an account of what had happened he found this very difficult and it took some time.

**Accompanying documents
(place these in a safe place or staple to the logbook):**

Record of injuries by Mfon Okposin.

Copy of photographs by Utibe Ikot.

Olofu's first witness statement as recorded by Mfon Okposin.

Follow up action:

Olofu to be taken to hospital on 12 January for medical care.

Social worker Lucky Inyang will take Olofu in the evening to the safe house.

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LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 11 January 2011

Time of entry: 9.40pm

Name of person making entry: [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY

Case entry number: 3

Date of event: 11 January 2011

Time of event: 9.30pm

Description of event:

Social worker Lucky Inyang picked up Olofu from the CPN office and took him to the safe house.

Any further relevant information:

Name and address of the safe house and contact details of the social worker Lucky Inyang.

Accompanying documents (place these in a safe place or staple to the logbook):

Sign out document stating that Olofu was taken by the social worker Lucky Inyang to the safe house.

Follow up action:

Olofu will be taken to hospital on 12 January for medical care.
Olofu will stay at the safe house until a decision is made concerning potential reunification or other future care.
IPO and Olofu's father to be informed of Olofu's whereabouts.

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LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 12 January 2011

Time of entry: 10.30am

Name of person making entry: [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY

Case entry number: 4

Date of event: 12 January 2011

Time of event: 10am

Description of event:

Olofu taken to Emmanuel General Hospital, Hospital Road, Eket by (your name) and Lucky Inyang.

Any further relevant information:

Accompanying documents (place these in a safe place or staple to the logbook):

Copy of medical report from the hospital.

Follow up action:

Olofu's injuries to continue to be treated by the CPN team. A follow up visit to hospital is necessary in a few days.

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LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 14 January 2011

Time of entry: 12pm

**Name of person
making entry:** [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY

Case entry number: 5

Date of event: 14 January 2011

Time of event: 11am

Description of event:

Olofu gives Lucky Inyang a second more detailed account providing information on his background, the events that led to the incident and the incident.

Any further relevant information:

Accompanying documents (place these in a safe place or staple to the logbook):

A witness statement of Olofu's second account taken by Lucky Inyang/recording of the interview with Lucky Inyang.

Follow up action:

Olofu will be taken to the police station at Eket on 15 January 2011.

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LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 15 January 2011

Time of entry: 9.45am

Name of person making entry: [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY

Case entry number: 6

Date of event: 15 January 2011

Time of event: 9.30am

Description of event:

(Add your name) and Lucky Inyang took Olofu to the police station at Eket. Olofu gave a statement to the police repeating information that he previously provided to Lucky Inyang and Mfon Okposin.

Any further relevant information:

Accompanying documents

(place these in a safe place or staple to the logbook):

A copy of the witness statement signed by IPO.

Follow up action:

Contact will be made with the police and the prosecution in a few days to follow up on the case.

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LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 20 January 2011

Time of entry: 10am

**Name of person
making entry:** [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY

Case entry number: 7

Date of event: 20 January 2011

Time of event: 9.30am

Description of event:

Telephone call is made by (your name) to IPO Michael Okon to discuss progress of case.

Any further relevant information:

Accompanying documents

(place these in a safe place or staple to the logbook):

Follow up action:

Follow up case with IPO in one week.

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LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 27 January 2011

Time of entry: 9.30am

**Name of person
making entry:** [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY

Case entry number: 8

Date of event: 27 January 2011

Time of event: 9am

Description of event:

Telephone call is made by (add your name) to IPO Michael Okon to discuss progress of case.

Any further relevant information:

Accompanying documents (place these in a safe place or staple to the logbook):

A copy of the witness statement signed by IPO.

Follow up action:

Follow up case with IPO in about a week.

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LOGBOOK

CASE IDENTIFICATION NUMBER:

Date of entry: 3 February 2011

Time of entry: 11am

Name of person making entry: [INSERT NAME]

Signature: [SIGN]

DESCRIPTION AND ACCOMPANYING DOCUMENTS

Child's name: OLOFU BASSEY
Case entry number: 7
Date of event: 3 February 2011
Time of event: 10.30am

Description of event:

Telephone call is made by (add your name) to IPO Michael Okon to discuss progress of case.

Any further relevant information:

Accompanying documents (place these in a safe place or staple to the logbook):

A copy of the witness statement signed by IPO.

Follow up action:

Follow up case with the prosecution and arrange further medical visits.
It will be necessary to speak to Olofu about his future care.

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Event log

Here are some examples of how to input the case information in the event log:

Date of event	Time of event	Date of entry	Time of entry	Event	Document	Name of person making entry
11/1/ 2011	2.15pm	11/1/ 2011	4.30pm	A call received by an anonymous caller who reported a child being whipped in front of a crowd outside the local church in Idung Udo Ekiki	A call received by an anonymous caller who reported a child being whipped in front of a crowd outside the local church in Idung Udo Ekiki	(Your name)
11/1/ 2011	3pm	11/1/ 2011	4.30pm	Rescue of Olofu Bassey by CPN team	Photos of the scene of incident Statement by one or more members of the CPN team that rescued Olofu	(Your name)
11/1/ 2011	3.15pm	11/1/ 2011	4.30pm	Contact with IPO Michael Okon	Record of the conversation with the IPO	(Your name)
11/1/ 2011	4.30pm - 7.30pm	11/1/ 2011	7.30pm	Medical examination and recording of injuries by Mfon Okposin; Photos of injuries taken by Utibe Ikot; First witness statement taken by Mfon Okposin	Record of injuries Copy of photographs of injuries First witness statement by Olofu	(Your name)

Detention monitoring log

Here are some examples of how to fill out a detention monitoring log. The information recorded here is based on the case study on terrorism offences.

** CPN intervention: free legal representation in court/settled out of court/ensured that medical treatment was received/perfected bail condition at the court or police/representation made to police/other.*

Sections of the manual on child rights monitoring and documentation that should be considered for Seminar 3:

Part IV: Case Management and Securing Evidence

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CIN	(Case identification number given)	Name of Client	Age	Sex	(M/F)	Address/ LGA/ State/ Town	Detention Facility	Visit Date	Length of Detention	(24 hours, 24-27 hours, 2-21 days, more)	Offence	(E.g. stealing, assault, robbery, terrorism offences, rape)	Court	(Upper area court, magistrate court, high court, federal high court)	Legal Aid	(Y/N)	Present Status	(In custody/ in family care)	Status of proceedings
1		Tobi	16	M		Borno	Karma police station	12/9/11	24 hours: ongoing		Terrorism		N/A	No		Detained			
2		Weke	17	M		Borno	Karma police station	12/9/11	24 hours: ongoing		Terrorism		N/A	No		Detained			
3		Okpara	17	M		Borno	Karma police station	12/9/11	24 hours: ongoing		Terrorism		N/A	No		Detained			

Seminar 4: Recourse to International and Regional Mechanisms

The time allowed for this seminar should be an hour and a half

This exercise involves practicing writing a complaint to any of the UN human rights monitoring bodies or any of the African bodies competent to deal with violations of the rights of a child. During this exercise the participants should be encouraged to use the manual where they can find all the relevant information on applicable UN or African human rights mechanisms, including the model questionnaires and contact details.

Writing draft complaints

The participants should be instructed to write a complaint to any of the following bodies:

- The UN Human Rights Council;
- One of the Special Procedures mandate holders;
- One of the UN treaty bodies;
- The African Commission;
- The African Court on Human and Peoples' Rights;
- The African Children's Committee;
- The ECOWAS Community Court.

For the purpose of this exercise one of the case studies should be chosen either by the trainer or by the participants. The participants should use the facts from the case study; it does not matter if not all of the facts are contained in the case study. If it is not clear whether a certain requirement for filing a complaint has been met, such as the exhaustion of domestic remedies, the participants should note down that the complaint may be submitted provided that this requirement is fulfilled.

The trainer should give the following instructions on how to draft the complaint:

1. Determine which right(s) of the child have been violated under which human rights instrument(s).
2. Consider which UN or African human rights mechanism(s) are available to bring a complaint of violations of child's rights in the particular case.
3. Choose one of the available procedures used by the UN or African human rights bodies. The procedure should be selected based on the circumstances of the case and the relevant application criteria.
4. Be prepared to explain the reason(s) for the choice of procedure.
5. Write a complaint in the box provided in the training material.
6. Include all the relevant information as well as the address to which the complaint is to be sent. Remind the participants that most of the human rights bodies provide a model questionnaire to assist in drafting their complaints. If such a questionnaire is available, the participants should follow it.

If you have enough time, the participants could practice writing complaints to more than one of the human rights monitoring bodies, preferably one UN and one African human rights body.

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Here is an example of the procedures available for case study 1 on child marriage.

◆ **UN treaty bodies:**

The individual complaints procedure available in relation to Nigeria that may be used in Amina's case is the **CEDAW** complaints procedure:

- Amina's situation violates the following provisions of the CEDAW:
 - ▶ The right to enter marriage and chose a spouse (Article 16(1));
 - ▶ The prohibition of child marriage (Article 16(2));
 - ▶ The prohibition of discrimination against women (Articles 2 and 5);
 - ▶ The prohibition of gender-based violence, which is considered a form of discrimination against women and is prohibited under the CEDAW.
- The criteria for submitting a complaint to the CEDAW committee include:
 - ▶ The victim's consent;
 - ▶ Exhaustion of domestic remedies;
 - ▶ May not be anonymous;
 - ▶ Must be submitted in writing;
 - ▶ The State subject to the complaint must be identified.
- A model questionnaire is available to assist the complainant.
- Additional documents: a proof of consent or a statement explaining why such consent cannot be provided and other available evidence which may assist the Committee when considering the complaint.
- The complaint may be sent by letter, fax or email. Faxed or electronic complaints must be supported by signed copies received by the Secretariat of the CEDAW.
- The model questionnaire and the address are provided under Heading 4, Chapter C in Part III of the manual on child rights monitoring and documentation.

◆ **The UN Human Rights Council**

- This procedure may be used for all human rights violations. It does not depend on Nigeria being a party to any particular human rights treaty.
- The complaint can be brought by a CPN provided that the CPN have direct and reliable knowledge of the violations of human rights they wish to address.
- The CPN does not necessarily need to obtain the victim's written authorisation.
- The complaint must raise a consistent pattern of gross human rights violations in a State. Therefore, the complaint should not be only limited to violations of Amina's rights but should address the problem of child marriage in Nigeria generally.
- Details of how domestic remedies have been exhausted, or an explanation of how such remedies would be ineffective or unreasonably prolonged, must be included.
- The complaint should not refer to a case that is already being dealt by a Special Procedure, a treaty body or other UN or similar regional complaints procedure in the field of human rights.
- The complaint must:
 - ▶ Identify the author(s) of the complaint;
 - ▶ Describe the relevant facts in as much detail as possible;
 - ▶ Explain the purpose of the complaint and the rights allegedly violated (such as the rights indicated above under the CEDAW and the prohibition of traditional practices that are prejudicial to the health of children (Article 24 of the CRC));

- ▶ Explain how the case reveals a pattern of gross and reliably attested human rights violations rather than individual violations;
- ▶ Be in writing and should be limited to 10-15 pages;
- There seems to be no model questionnaire available for this procedure but the guidelines on how to write a complaint and the address to send it to are provided in Chapter D in Part III of the manual on child rights monitoring and documentation.

◆ **Special Procedures mandate holders:**

In this case the only Special Procedures mandate holder that may be used is the **Special Rapporteur on Violence against Women:**

- The Special Rapporteur may only process cases of alleged violence or threats of violence directed against women because of their sex. Violence against women includes physical, sexual and psychological violence occurring in the family, such as marital rape.
- A CPN member could send a complaint on behalf of the victim to the Special Rapporteur.
- The complaint may be submitted regardless of whether Nigeria has ratified any of the human rights treaties.
- The complaint should be described as urgent in order to allow for urgent action to be taken to prevent imminent and ongoing damage of a very grave nature to the victim (known as urgent appeals).
- The complaint should:
 - ▶ Identify the alleged victim;
 - ▶ Give details of the breach alleged to have been committed;
 - ▶ Identify the persons(s) and organisation(s) submitting the communication;
 - ▶ Provide a detailed description of the circumstances in which the alleged violation occurred, such as any steps taken to rectify the breach;
 - ▶ Outline the laws and policies which are or are likely to cause or contribute to violence against women.
- If the information is submitted about violations committed by private individuals or groups rather than governmental officials, it is important to include information which might indicate that the government failed to exercise due diligence to prevent, investigate, punish and ensure compensation for the violations;
- It is not necessary to exhaust domestic remedies before using this procedure;
- The Special Rapporteur has prepared a model questionnaire which should be used when preparing the complaint;
- The model questionnaire and the address to which the complaint should be sent are available in Chapter E of Part III of the manual on child rights monitoring and documentation.
- **African Commission:**
 - A CPN can send a complaint to the African Commission on behalf of the victim.
 - The complaint must invoke the provision(s) of the African Charter on Human and Peoples' Rights that have allegedly been violated, for example, the right to respect for life and personal dignity (Article 4) and the right to respect for the inherent dignity of a human being (Article 5).
 - The complaint should include information indicating that all domestic legal remedies have been exhausted and, if they have not, the reasons why it was impossible to do so.

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- The complaint must be submitted within a reasonable time from the date of exhaustion of domestic remedies.
- The complaint must not deal with a matter that has already been settled by some other international human rights body.
- The complaint must include:
 - ▶ Information on the author of the complaint;
 - ▶ A description of the violation of human rights that took place;
 - ▶ Identification of the State concerned;
 - ▶ The victim's name and, if possible, the names of any authorities familiar with the facts of the case;
 - ▶ Whether the communication has been or is being considered by any other international human rights body.
- The complaint must be in writing and addressed to the Secretary or Chairperson of the African Commission.
- There is no special form available but the African Commission has provided a list of information that must be included in a complaint.
- The guidelines on how to draft the complaint and the address where the complaint is to be sent are included under Heading 2, Chapter A of Part II of the manual on child rights monitoring and documentation.

◆ **African Children's Committee:**

- A CPN could send a complaint to the African Children's Committee.
- The complaint could be based on the violation of Article 21 of the African Charter on the Rights and Welfare of the Child.
- There is no requirement to exhaust domestic remedies before submitting the complaint.
- There is no requirement that the complaint is not being dealt with by another dispute resolution mechanism.
- The complaint should include the name and address of the author.
- The address to which the complaint should be sent is provided in Part II of the manual on child rights monitoring and documentation.

◆ **ECOWAS Community Court:**

- A CPN could file an application against Nigeria before the ECOWAS Community Court.
- Individuals benefit from direct access to the ECOWAS Community Court without the need to exhaust domestic remedies.
- The application should not be anonymous and the same claim should not be being adjudicated before another international court.
- The complaint may invoke the provision(s) of the African Charter on Human and Peoples' Rights that have allegedly been violated, for example, the right to respect for life and personal dignity (Article 4) and the right to respect for the inherent dignity of a human being (Article 5).
- The application should indicate:
 - ▶ The name of the applicant;
 - ▶ The party against whom the proceedings are being instituted;
 - ▶ A brief statement of the facts of the case;
 - ▶ The orders being sought by the complainant.

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- The address to which the application should be sent is provided in Part II of the manual on child rights monitoring and documentation.

Review of the drafts

If possible you should review each participant's draft complaint and give feedback on their work. Here are some suggestions on how to review the drafts:

- Collect the training materials from all participants, review the drafts and write your comments. You should return the training material to the participants as soon as possible, preferably before their departure.
- Choose one of the drafts and analyse it together with the other participants in open discussion. During the discussion you should remind them of the issues that should be addressed in the complaint.
- Ask the participants to exchange drafts with their neighbours. Each should then review the other person's draft and make relevant comments.
- If the group is small you can review all the drafts in open session with the other participants. Each participant should read the draft complaint aloud. You, together with the other participants, should intervene and give relevant comments on the draft.

Sections of the manual on child rights monitoring and documentation that should be considered for Seminar 4:

Part II: The Protection of Child Rights in Africa

Part III: International Protection of Child Rights

Seminar 5: Recourse to National Monitoring Mechanisms

The time allowed for this seminar should be one hour

This exercise involves practicing writing a complaint to the National Human Rights Commission and the Special Rapporteur on Child Rights.

This seminar should be organised as a mock trial.

Each seminar group should be divided into three sub-groups. The first sub-group will play the role of a group of CPN members who file a complaint on violations of the rights of a child to the National Human Rights Commission. The second sub-group will act as representatives of the Nigerian Government and the third sub-group will play the role of the National Human Rights Commission (NHRC). The third sub-group should appoint amongst themselves a Special Rapporteur on Child Rights. The other two groups will appoint one or two representatives who will make oral presentations to the NHRC.

The mock trial will be organised like a hearing before the NHRC. The hearing will be presided over by the Special Rapporteur on Child Rights. The Rapporteur will open the hearing, explain the rules of procedure and give the floor to the representatives of the parties. It would be useful if the group acting as the NHRC is given a copy of the National Human Rights Commission Act (1995) and its Amendment Bill (2010). The trainer should play any additional roles. For example, if the NHRC decides that it wishes to interview the victim then the trainer may take this role.

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For the purpose of this exercise one of the case studies should be chosen either by the trainer or by the participants.

The tasks of the three sub-groups are as follows:

◆ **The CPN members:**

The CPN members will report violations of the rights of a child to the NHRC. They will have to prepare a complaint on behalf of the child whose rights were violated and present it before the NHRC orally. They have to provide all the relevant factual information and the legal basis for bringing their complaint, in particular, which rights of the child have been violated and under what legislation. They have to consider what remedies they wish to seek from the NHRC. The oral presentation before the NHRC should be done by the chosen representative(s).

◆ **The Government's representatives**

The representatives of the Government will have to prepare a response to the complaint. They have to consider in advance all the arguments that the CPN members might make and prepare a response to these arguments in order to defend the Government's interests. They might wish to argue, for example, that the Government is not responsible for any violations because it has adopted and implemented legislation providing for adequate protection of the rights of a child or that the acts of the authorities do not violate the rights of a child.

◆ **The National Human Rights Commission**

The role of the NHRC is to consider the CPNs complaint and the Government's response and make a decision on whether the rights of the child were violated and whether the Nigerian Government is responsible for the violations. The NHRC should then consider the steps that need to be taken to remedy the violations. The NHRC should consider all its powers when conducting its investigation as listed in section 6 of the NHRC Act and section 7 of the Amendment Bill. These powers include the power to visit the places of detention and summon and interrogate any persons. The NHRC should prepare questions for both sides on the basis of the case study.

Below are examples of questions and issues that the participants should consider when they are preparing the mock trial. These questions are not exhaustive, they are simply examples. The case study used in this example is the case study on terrorism offences. For the purpose of this exercise it will be assumed that the detainees were arrested five months ago and at the time of the trial they were still detained in prison without charge.

CPN members representing the victim:

- The **prolonged detention without charge** constitutes unlawful and arbitrary detention in violation of Article 37 of the CRC, Article 35 of the Constitution and section 212 of the CRA.
- The **threshold of reasonable suspicion** of being involved in terrorism under the Prevention of Terrorism Act 2009 as amended by the Prevention of Terrorism Act 2011 has not been met.

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- The authorities **failed to notify immediately** the apprehension of the detainees in violation of section 211 of the CRA.
- The authorities **failed to inform the detainees of their right to be examined by a medical officer** in violation of the Prevention of Terrorism Act 2009 as amended by the Prevention of Terrorism Act 2011.
- The **detention conditions** in which the detainees were held, namely in a prison with adult convicted persons, violated sections 212(2), 218 and 222 of the CRA.
- The authorities failed to make due **inquiry as to the age of the detainees.**
- During the arrest the authorities failed to avoid harming the detainees, including using **physical violence**, in violation of section 211 of the CRA.
- The authorities **failed to bring the detainees before a Family Court** within reasonable time in violation of Article 35 of the Constitution.
- The detainees should be released immediately.
- The detainees are entitled to compensation and a public apology for their unlawful arrest and detention in accordance with Article 35 of the Constitution.

Representatives of Nigerian Government:

- The detainees allegedly committed terrorism offences and therefore pose a terrorist threat that justifies their prolonged detention.
- Due to the seriousness and complexity of the terrorism offences, considerable time is required for investigation.
- The restriction of the detainees' rights is necessary and justified by the need to prevent acts of terrorism and protect the public from the threat of terrorism.
- The limitation of the detainees' rights is proportionate to the aim pursued by these measures, which is the prevention of terrorism.
- The detainees were placed in the prison because this is the only available detention facility in the area.
- The detainees were separated from adult convicted persons as soon as it was practically possible.
- The detainees did not say they were underage and they all looked above 18 years so there was no need for the authorities to ask them their age.
- The boys vigorously resisted arrest and for that reason the police had to use special measures to subdue them.
- The boys did not appear to be injured so no medical examination seemed necessary.
- The Nigerian Government did not commit any violation of the rights of the detainees and should not be required to pay any compensation or issue an apology.

National Human Rights Commission:

- Listen to the arguments presented by the parties and ask any additional questions;
- Allow each party to respond to the allegations of the opposite party;
- Consider the arguments presented by both sides;
- Consider the facts of the case and the law that applies to these facts;
- Establish whether any rights of the child have been violated;
- During the consideration of the case, remember that the NHRC may use any of its powers, for example, to visit the prison where the detainees are held, to interview one or more of the detainees, to interview the police officers involved in the case or to request the copies of the birth certificates.

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Another way of organising this seminar would be to ask the participants to prepare their own complaint to the NHRC:

- The participants should first consider the criteria for sending a complaint of a violation of the rights of the child to the NHRC;
- The participants should then consider which rights of the child have been violated and on the basis of what legislation;
- The participants should be then instructed to write the text of the complaint in the box provided in the training material;
- The trainer should remind the participants to include all relevant information as well as the address to which the complaint is to be sent.

The trainer should remind the participants to refer to the section of the manual on child rights monitoring and documentation that provides information on the NHRC complaints procedure.

If possible the trainer should review each participant's draft complaint and offer feedback. For suggestions on how to review the drafts see seminar 4 above.

Sections of the manual on child rights monitoring and documentation that should be considered for Seminar 5:

Part I, Chapter D: Enforcing Child Rights Domestically

Sources:

- Juvenile Justice Training Manual for Law Enforcers, Child Rights Training, Volume One, UNICEF and UNHCR, 2002.
 - Train the Trainer: Basic Training Guidelines, Alameda County Public Health Department (www.acphd.org), available at <http://www.acphd.org/healthequity/training/documents/TraintheTrainerFacilitationGuide.pdf>
 - Stephanie Delaney & Theo Noten: Training the Trainer, ECPAT Netherlands and ECPAT International Amsterdam, Bangkok, 2008, available at http://www.ecpat.net/ei/Publications/Care_Protection/TT_Guide_ENG.pdf
 - Naomi Richman: Communicating with Children, Helping Children in Distress, Development Manual 2, Save the Children, London 1993.
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