

FRONTEX Common Core Curriculum

Subject	Protection of children
Knowledge	<p>BG is able to list specific protection needs of children as well as key rights, such as the protection of the family and specifically from separation from parents, the best interest of the child and the presumption against detention of children.</p> <p>BG knows where to refer children in need of protection and assistance and the procedure to follow.</p> <p>BG is aware about the role and legal responsibilities of guardians.</p>
Skills	<p>BG is able to identify the following groups of children in need of protection and to take appropriate measures, including referral to appropriate structures for:</p> <ul style="list-style-type: none"> • Unaccompanied and separated children • Asylum-seeking children • Potential child victims of trafficking and other forms of abuse(including when travelling with extended family ?) • Missing children and children abducted by a family member <p>BG uses child-sensitive interviewing techniques, appropriately informing and listening to the child.</p>
Training method	<p>Pre- and post-training questionnaires, lectures, small working groups, case studies, role playing exercises with different scenarios and in the context of different border management activities.</p>
Evaluation method	<p>Written and/or oral test:</p> <p>BG receives a case study and answers questions relating to:</p> <ul style="list-style-type: none"> • Specific protection needs of children and applicable key rights • Best interests of the child as a primary consideration in actions to be taken by the BG • Identification of children in need of protection and assistance • Appropriate ways to interview children • Procedure for referrals • Relevant specialized child protection services <p>Practical test: BG performs a role playing exercise on a particular scenario.</p>
Remark	<p>Suggest use of the following manuals:</p> <ul style="list-style-type: none"> • UNICEF, Reference guide on protecting the rights of child victims of trafficking in Europe, in particular checklist at pages 115-116; http://www.unicef.at/fileadmin/medien/pdf/UNICEF_Child_Trafficking_low.pdf • UNICEF, Developing effective communication with child victims of abuse and human trafficking (2004); http://www.childtrafficking.org/pdf/user/handbook_lets_talk_a5_eng.pdf • ILPA, Working with children and young people subject to immigration control. Guidelines for best practice (2004) http://www.ilpa.org.uk/publications/ilpa_working_with_children.pdf

	<ul style="list-style-type: none"> • Save the Children, UNHCR and UNICEF. Statement of Good Practice (2010) http://www.separated-children-europe-programme.org/separated_children/good_practice/index.html • IOM, Human Rights of Migrant Children, International Migration Law Series No. 15, 2008 http://www.globalmigrationgroup.org/pdf/UNICEF/1.C_Int_Migration_Law_N_15_Human_Rights_IOM.pdf • IOM, Guidelines on the Protection of Unaccompanied Migrant Children, 2010

EU Border Guard (BG) Basic Training

Related to 2.2.6