

Child-Friendly Justice In Action

A TOOLKIT FOR MAINSTREAMING CHILD FRIENDLY PRINCIPLES
WHEN WORKING WITH CHILDREN INVOLVED IN ADMINISTRATIVE AND JUDICIAL PROCEDURES



The Child-Friendly Justice - European Network¹ and particularly, partners to the “Child-Friendly Justice In Action” (CFJ-IA) project, proudly present the “toolkit for mainstreaming the CFJ principles when working with children involved in administrative and judicial procedures”; a practical tool designed to support professionals in contact with children going through proceedings in the justice system. The CFJ-IA project is funded by the Erasmus+ programme of the European Union.



¹ www.cfjnetwork.eu

WHY WAS THE TOOLKIT DEVELOPED?

The tool is firstly an output of the CFJ-IA project, a 2-year research and learning project implemented in 7 European countries - Belgium, the Netherlands, Italy, Spain, Czech Republic and Greece - which evaluated, through desk-based research, interviews of professionals as well as consultations with children and young people, the knowledge and effective realisation of the Child-Friendly Justice principles² (CFJ principles) in administrative procedures children may go through, when in contact with the justice system. The projects' findings - also fully available in the European Report³ and in national reports - revealed important gaps in the implementation of the CFJ principles, often due to lack of training, knowledge, resources or other logistic, attitudinal or administrative barriers. Having collected professionals' feedback as well as children's voices on their experiences going through an administrative procedure, the research also pointed to a number of inspiring practices and ideas as well as innovations in national legislation or regulations, that support the CFJ principles.

With this in mind, the present toolkit seeks to respond to the challenges observed by providing professionals with a concrete resource, serving as a repository of best practices and ideas, including links to additional resources, as well as guiding questions, all in order to encourage adaptations and reflections among professionals, with a focus on actionable small changes in behaviours or resources available to improve the mainstreaming of CFJ principles in their day-to-day work.

WHO IS THE TOOLKIT FOR?

- ↳ Service providers and professionals in contact with children involved in a judicial or administrative procedure, **whether alone or with family members.**
- ↳ Both professionals in contact with children directly during and before/after the procedure, these may include: social workers, lawyers, judges, immigration officers, child protection officers, residential centres staff, guardians, interpreters, cultural mediators or volunteers.

N.B: The CFJ-IA project focused primarily on asylum-related procedures, in particular applications for international protection; for this reason the present content of the toolkit draws extensively from the experiences and feedbacks of professionals involved in migration-related procedures, and from unaccompanied children. However, the ambition of the toolkit is to continue compiling key resources that may be helpful for professionals in the administration of CFJ principles in various contexts and with different target groups (divorce related administrative procedures, children in conflict with the law,...).

² Committee of Ministers of the Council of Europe, 17 November 2010, Guidelines of the Committee of Ministers of the Council of Europe on child-friendly justice, available online: <https://www.coe.int/en/web/children/child-friendly-justice>

³ Available on the Child-Friendly Justice - European Network's website: <https://www.cfjnetwork.eu/child-friendly-justice-in-action>

METHODOLOGY

The methodology consists of:

1. Identifying success factors that are the determining strategic elements enabling professionals to comply with the principles of Child-friendly Justice (CFJ), and to integrate it more easily into their work. Some success factors may not be within the reach of professionals (e.g. the incorporation of the CFJ principles into national legislation), whilst others are within their reach (to a smaller or larger extent). The present toolkit focuses primarily on success factors within the reach of professionals, to encourage 'actionable' changes and courses of action.

The assumption being that the more success factors have been put in place, the more the professional responds to the CFJ principles.

2. For each key factor, the tool proposes guiding questions in order to prompt the professional's reflection on the adaptability of his/her way of working with children, and to help him/her identify possible obstacles to the implementation of CFJ, as well as solutions.
3. For each key factor, the tool includes examples illustrating the different ways in which professionals try to address the issues raised by the key factor. These examples are inspiring practices, which often take place in a specific national context.

To sum up, the tool encourages small changes of behaviour, adjustments that are within the professional's reach, while also highlighting relevant legislative or institutional elements found in certain national contexts.

PRINCIPLES OF CHILD-FRIENDLY JUSTICE



SUCCESS FACTORS

These are "enabling factors" making it more likely that professionals comply with the CFJ principles in their contact with children.

KEY QUESTIONS

Offered as reflection 'clues' or prompts for professionals when they are in contact with a child. These key questions should help them detect existing problems in the realisation of the success factor.

INSPIRING PRACTICES

These include examples in the context of migration or other administrative procedures. We distinguish between 3 categories of 'practices':



Inspiring ideas suggested by professionals



Legal or institutional innovations/best practices that could be replicated



Resources on practical tools

APPLICABLE
TO **ALL PRINCIPLES** OF
CHILD-FRIENDLY JUSTICE



CFJ PRINCIPLES ARE EMBEDDED IN NATIONAL LEGISLATION

SUCCESS FACTOR: The guiding principles of CFJ are effectively incorporated in the national legislation and/or are legally binding.

- ↳ Are the principles of child-friendly justice explicitly referenced/adopted by national authorities? By my administration or professional body?
- ↳ Can the principles be called upon within my administration / before my manager?
- ↳ Are they promoted at national level in general and/or recognised in specific procedures (e.g. in children's applications for international protection)?



Italy: Law no. 47 of 7 April 2017 outlines specific Provisions on *Protective Measures for Unaccompanied Foreign Minors*, and recognises that “*Unaccompanied foreign minors are holders of the rights concerning children’s protection and enjoy equal treatment with minors of Italian or European citizenship*”. This text of law also indirectly promotes the use of child-friendly justice standards for example, when recommending that communication with unaccompanied minors should [take place] *with the help of a cultural mediator, and in a language that he can understand and in accordance with his degree of maturity and literacy*.



TRAINING AND INFORMATION FOR PROFESSIONALS

SUCCESS FACTOR: Professionals have completed training in CFJ and/or know where to find information and resources on CFJ (including a resource person, expert or focal point in their organisation).

- ↳ *Does my institution offer resources/ training/tools to develop my skills for the administration of child-friendly justice?*
- ↳ *Where can I learn about children's rights, child-friendly communication, child psychology?*
- ↳ *How can I encourage training in child-friendly justice principles in my administration/organisation?*



Belgium: Commissioner General for Refugees and Stateless Persons (CGRS) professionals benefit from systematic joint training offered by the CGRS, then monitored by hierarchical superiors. These professionals follow the module on «Interviewing Children» of the European Asylum Support Office as well as the internal guidelines of the CGRS on the rights of the child.



Webinar on the rights of the child in administrative and judicial procedures related to migration. This webinar is based on the results of the Child Friendly Justice – In Action project's field and desk research conducted in six countries (Spain, The Netherlands, Italy, Greece, France and Belgium) with a particular focus on the situations in Greece, Italy and Belgium. The CFJ-IA project aims at assessing the gaps and shortcomings of the judicial system applying to children in migration. It also gathers the voices of accompanied and unaccompanied children seeking asylum in those countries.

<https://childhub.org/en/child-protection-webinars/strengthening-rights-child-administrative-and-judicial-procedures-related>



Help online course on Child-friendly Justice and Children's Rights developed by the Council of Europe

<https://rm.coe.int/help-course-brief-child-friendly-justice/16808b4f27>



INSTITUTIONAL BUY-IN

SUCCESS FACTOR: Favourable support from my hierarchy/organisation towards treating children differently from adults and adapting the procedure to their specific needs.

- ↳ *What are the internal guidelines or common lines of conduct within my organisation/profession to realise child-friendly justice principles?*
- ↳ *Are there specific resources available within my department or administration to implement the guiding principles? Do other partner services or administrations refer to them?*
- ↳ *How can I persuade my hierarchical colleagues/superiors of the importance of treating children differently from adults?*
- ↳ *How can I persuade them of the importance of children's human rights in a complex and politicised migration context?*



France: In the absence of support from the departmental services, associations are taking it into their own hands to train social workers in the rights of young people. This enables social workers to provide legal support to young people and to assert their rights.



Belgium: similarly, training on the rights of young people is given to professionals by :

- DCI-Belgium
- Youth Law Services
- Jeunesse & Droit

PARTICIPATION



SUCCESS FACTOR: Preconceptions/societal norms in relation to the added value and relevance of children's voices: the principle of the right to participation is well understood and the right of children to express themselves on issues that affect them is respected.

- ↳ *If a child is concerned by the procedure, is he/she automatically heard? Is he/she encouraged to speak?*
- ↳ *Is the child's participation adequate? Has the choice of direct or indirect participation been considered in light of the child's maturity, situation or experience?*
- ↳ *What is the distribution of speaking/attention time between children and adults in a family?*



Belgium: Practice of one of the judges of the Council of Alien Law and Litigation (Conseil du Contentieux des Etrangers) to take the child in consideration during the hearing: At the beginning of the hearing, depending on the child's degree of involvement in the case being dealt with, the child is placed by the judge in an appropriate manner so that he/she is a party to the proceedings. For example, when a child was relegated to the second row behind the adults, the judge asked people to move so that the child would be placed in the first row.



Some professionals stressed the importance of allowing sufficient and quality time (from 20-30 minutes before the start of the interview) to make children more comfortable and/or make necessary arrangements for any special needs as required.



Italy: law 47/2017, article 15 explicitly recognises unaccompanied foreign minors' right to be heard during proceedings. According to this article *"the emotional and psychological assistance of unaccompanied foreign minors is assured, in every state and degree of the procedure, by the presence of suitable persons indicated by the minor, as well as groups, foundations, associations or non-governmental organizations with proven experience in the assistance to foreign minors and registered, with the consent of the minor, and admitted by the judicial or administrative authority proceeding"*.



Spain: The Autonomous Community of Aragon has developed a Guideline Protocol to guarantee the listening and participation of children and adolescents in social services. During their first interview, children and adolescents are informed of the follow-up assessment and diagnosis process. Description : custom scale of justice sticker clipart Measuring Scales Justice.

The beginning of the intervention is the most appropriate time to inform them on their rights and the possibility of participating by giving their opinion in writing or through their representative or appropriate professional. The protocol can be found here:

https://www.aragon.es/documents/20127/674325/GUIA_ESCUCCHA_PARTICIPACION.pdf/438e4109-52f3-cf84-6be7-0d2798267ce4



SUCCESS FACTOR: Professionals having direct contact with children be trained in communicating with them at all ages and stages of development, and with children in situations of particular vulnerability. This might include particular efforts to use accessible language instead of legal jargon, using cultural sensitivity and judgement to ensure all is understood and appropriate to the age, maturity and vulnerability of the child.

- ↳ *Where can I find information and tools to ensure adequate participation of different age groups, especially young children?*
- ↳ *Where can I find information/tools on adapting communication for children with possible communication difficulties (disability, special needs, etc)?*
- ↳ *Am I aware of the realities of the child's country of origin, religion or living environment?*
- ↳ *Am I aware of the relationship the child has with different sexual orientations?*
- ↳ *Have I ensured that the child can express himself or herself in his or her mother tongue?*
- ↳ *If an interpreter is present, how do I ensure that the interpretation is done in a child-friendly language?*



The Netherlands: Some interviewers of the Immigration and Naturalisation Service enable the interpreter to connect with the child. Although this is not standing practice, since the interpreter is formally only permitted to translate the exact words used by the participants, it is a way to put children at ease, in particular because the child and interpreter often share the same culture.



Tool: "How to convey child friendly information to children in migration".



Italy: As a best legislative practice, article 15 of Law 47/2017 establishes: "The unaccompanied foreign minor has the right to participate, through a legal representative, in all judicial and administrative proceedings concerning him and to be heard on the merits. To this end, the presence of a cultural mediator is guaranteed".



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

- ↳ *How do I detect when a child is uncomfortable?*
- ↳ *Do I have the tools or training to help the child feel confident?*
- ↳ *Have I based the relationship on trust?*
- ↳ *How can I assess the child's maturity and understanding?*
- ↳ *Am I sufficiently aware of the child's particularities such as social context, emotional state?*
- ↳ *Have I sought multidisciplinary professional help preparing the contact with the child?*



The Netherlands: Some interviewers of the Immigration and Naturalisation Service try to comfort/reassure the child while walking from the waiting room to the interview room. For instance, by asking them casual questions about sports.



Czechia: Most of the professionals have informal interaction at the start of each conversation with the child to determine its maturity.



Greece: Professionals have stressed the importance for case workers to have sufficient time to prepare the interview, possibly with the needed multidisciplinary professional assistance, depending on the particularities of the child.

Even in an emergency setting, take the time to reassure the child regarding your duty of confidentiality and about your disclosure obligations. This will help the child feel safer speaking to you.



SUCCESS FACTOR: Children should be received and heard in non-intimidating and child-sensitive settings. Before proceedings begin, where possible, they should also be familiarised with the layout of the court or other facilities and the roles and identities of the different professionals involved.

↳ *Have I ensured that I meet the child in an environment that is conducive to his/her comfort?*

↳ *Am I consciously adapting my posture or body language when speaking to a child?*



Belgium: Observation of a positive practice at the Council of Alien Law and Litigation which aims to adapt the procedure to the public of unaccompanied children and children in families who have lodged an application in their own name. The hearings of these children are held on the same time slots in order to avoid the presence of too many adults in the room. The purpose of this grouping is to create a serene and trusting atmosphere in which children can express themselves without being disturbed by the comings and goings and the presence of other applicants and their lawyers.



Belgium: The CGRS has hearing rooms specially designed for hearing children under 16 years of age. These rooms have colourful furniture that makes a more comfortable, welcoming and less formal climate for hearing children. They include a small lounge with armchair, chairs and coffee table as well as a set of educational tools adapted to help the child share his or her story and emotions. More information available here:

<https://www.cgrs.be/en/asylum/children-asylum-procedure>

INFORMATION

SUCCESS FACTOR: **Specific, child-friendly information materials have been developed and are available.**

- ↳ *Has my administration developed child-specific information tools in different languages that I can hand out?*
- ↳ *Have I informed or verified that the child is informed of the course of the procedure? of the consequences of the decision? of his or her rights in the procedure?*
- ↳ *Has the information already been given at another stage of the procedure?*



Belgium: The CGRS published the **Guide for the accompanied minor who applies for asylum in Belgium**, intended for accompanied children and written to make the procedure more understandable. It informs, among others, children who accompany their parents or guardian of their right to be heard during the asylum procedure in Belgium.

https://www.cgra.be/sites/default/files/brochures/asiel_asile_-_minors_-_guided-foreign-minors_-_eng.pdf

The CGRS also published the **Guide for unaccompanied minors who apply for asylum in Belgium**.

https://www.cgrs.be/sites/default/files/brochures/asiel_asile_-_nbmv_mena_-_unaccompanied-foreign-minor_-_eng_2.pdf

These guides are distributed by the Immigration Office at the beginning of the procedure and are available in Dutch, French, English, Arabic, Dari, Pashto, Russian and Albanian.

They represent a very relevant tool to explain to the child the procedure for international protection, even if it should be read with an adult competent to communicate in an adapted manner with a child, or even a competent interpreter if necessary.



Italy: many residential care facilities employ a legal worker/operator responsible for informing the child and his/her guardian about any legal matters concerning him or her and relevant to accompanying the child during administrative procedures.



Greece: Creation and distribution of child friendly materials in different languages to every child arriving at first reception centers. Planning of information sessions at the reception centers once the child arrived and before proceeding with the registration. Follow-ups with information sessions along the asylum/family reunification process.



Tool “Child-friendly information for children in migration” (Council of Europe, 2017).

<https://www.coe.int/en/web/children/projects>



UNDERSTANDING OF INFORMATION BY CHILDREN

SUCCESS FACTOR: All necessary measures and precautions should be taken to ensure information is not only communicated, but effectively understood by children. This may include communicating information to both children and their parents and/or legal representative, and, beyond the provision of information, ensuring processes or decisions are explained in a language appropriate to the age and maturity of the child.

- ↳ *How can I make sure that the information is not only passed on, but understood by the child?*
- ↳ *Are there any arrangements or guidelines in place to explain the different stages of the procedure and/or the final decision to children?*
- ↳ *Does the child demonstrate an active understanding of the information provided?*
- ↳ *Is an interpreter provided during my interaction with the child if his/her mother tongue is different from mine?*



Cultural mediation is organized in **Italy and Spain**. It is a transversal competence aimed at facilitating a mutual understanding, and therefore relations between people with a different cultural background which goes beyond a mere translation and interpreting.



Some judges make efforts in order to publish judgements that are adapted to children. Helen Stalford and Kathryn Hollingsworth published an article⁴ examining how and why the form and presentation of judicial decisions are important aspects of children's access to justice. It offers practical examples on how to provide child-friendly information which could help children to understand the reasons behind a decision taken by the justice system.

⁴ "This is about you and your future": Towards Judgements for Children», Helen Stalford and Kathryn Hollingsworth, Modern Law Review, 14 May 2020, available online: <https://onlinelibrary.wiley.com/doi/full/10.1111/1468-2230.12536#.XUjsVNQadPU.linkedin>

BEST INTERESTS OF THE CHILD



TAKING INTO CONSIDERATION THE BEST INTERESTS OF THE CHILD

SUCCESS FACTOR: Assessing the best interests of children requires a comprehensive process whereby their views and opinions are given due weight; all their rights (such as the right to dignity, liberty and equal treatment) are respected at all times, and a comprehensive approach weights all interests at stake, including psychological and physical well-being and legal, social and economic interests of the child.

- ↳ *Have I properly identified and taken into account all the consequences of the decision on the child with due consideration for his/her specific situation?*
- ↳ *Have I properly analysed the child-specific risks that may exist in the country of origin? Do I have a sufficient and up-to-date knowledge of the national/local context and the specific risks that this includes in relation to children (Country of origin information)?*
- ↳ *Have I properly analysed the subjective element of fear/risk of the particular child. For instance, do I have sufficient evidence that the child will have a supportive network back to his country of origin, access to social rights,...?*
- ↳ *Have I properly taken into consideration the current state of the child in the host country? Meaningfully what is the level of integration to the host community; the social network and relations developed; language skills; attendance to school; health condition; future life plans; emotional state; cultural integration;...*



In the EU, the voluntary research group «ASYLOS» offers a freely accessible database with «Country-of-origin Information» reports detailing national situations in relation to a multitude of themes and specific audiences (LGBTI, ...)

<https://www.asylos.eu/what-we-do>



Practical guide on the best interests of the child in asylum procedures available in 16 languages:

https://www.easo.europa.eu/sites/default/files/Practical_Guide_on_the_Best_Interests_of_the_Child_EN.pdf



Greece: Suggested ideas by professionals

The determination of the Best Interest of the Child must be an ongoing procedure that starts inside the Reception Facilities along with the Pre - Registration procedure and will include every child. The appointed guardian with the cooperation of a psychologist and the lawyer should conduct a Best Interest Assessment aiming to bring up the best possible solution for the protection of each minor (i.e possible case - file separation from the parents if needed) To ensure, determine and guarantee child's Best Interest there is an urgent need of establishing an Observatory Committee on the Best Interest of the Child which will be responsible for ensuring that the principle of the Best Interest of the minors is implemented. The Committee will act as a safety valve and will be in direct cooperation with the Guardian and Juvenile's Prosecutor reporting any violation if needed.



Italy: Law 47/2017 contains specific provisions regarding the Best interests of the child, such as the role of reception facilities in compiling a "social file" outlining *elements useful to determining the best long-term solution in the best interests of the child*. The role of volunteer guardians is also crucial in acting as a 'guarantor' or 'protector' of the best interests of the child. (In 2019 EASO and the Italian Ombudsperson for Children and Adolescents trained more than 170 voluntary guardians for unaccompanied minors).



MULTI-DISCIPLINARY APPROACH

SUCCESS FACTOR: With full respect of the child's right to private and family life, close co-operation between different professionals should be encouraged in order to obtain a comprehensive understanding of the child, and an assessment of his or her legal, psychological, social, emotional, physical and cognitive situation.

A common assessment framework should be established for professionals working with or for children (such as lawyers, psychologists, physicians, police, immigration officials, social workers and mediators).

↳ *Are several different disciplinary professionals involved in the assessment and determination of the best interests of the child taking into account the concrete situation of the child concerned? Am I informed about each aspect (e.g. sociological, medical, legal)?*

↳ *Is there a system of coordination between the different professionals involved in the procedure?*



France: Some professionals highlighted that the consolidation of their professional network was important not only in order to strengthen their expertise, but also in order to follow up the cases of minors who had to move away to another location.



Spain: The Comillas University has elaborated a Guideline based on the General Comment 14 of the CRC on the evaluation and determination of the best interest of the child.

<https://repositorio.comillas.edu/xmlui/handle/11531/26167>



MANAGING EMOTIONAL BURDEN/STRESS

SUCCESS FACTOR: According to the WHO⁵: Mental health and well-being are influenced not only by individual attributes but also by the social circumstances and the environment in which people find themselves. These determinants interact dynamically and may threaten or protect an individual's mental state.

- ↳ *How do I carefully assess and mitigate the emotional impact and stress of an asylum procedure?*
- ↳ *Are there guidelines for assessing the best interests of the child within my jurisdiction?*
- ↳ *What resources are available to assess the emotional needs of children I am attending to?*
- ↳ *Have I taken into consideration the impact of the child's emotional stress/trauma in his/her 'performance' during official interviews with the authorities?*
- ↳ *Have I assessed how/whether the continuous effect of the harm experienced by the child in the country of origin and/or through their journey, still influences his/her current emotional state?*



Greece: The NGO “METAdrasi” - Action for migration and development facilitates the reception and integration of refugees and migrants in Greece. Since 2011, METAdrasi has been conducting the identification and certification of torture victims. The programme is operated by an interdisciplinary team. For more information on the “Certification of Torture Victims”, please click on the following link:

<https://metadrasi.org/en/campaigns/certification-of-torture-victims/>



Spain: Upon arrival at the first reception center, the physical and mental state of the child and adolescent is assessed. If they have psychological or substance use problems, they are referred to the SAMU^[1], which is a center for minors who have mental health issues, or to Prisma^[2] which is a therapeutic mental health center. In other cases, they are referred to a public Mental Health Center.

In Andalusia, a Guide was prepared for the initial health examination of the children and adolescents migrants non accompanied:

https://www.juntadeandalucia.es/export/drupaljda/Gu%C3%ADa_MENA2019_DEF_0.pdf

[1] <https://www.samu.es/minors/>

[2] <http://hospitalprisma.com/>

⁵ World Health Organisation (WHO), Regional office for Europe, “Mental health: factsheet”, 2019, available online: https://www.euro.who.int/__data/assets/pdf_file/0004/404851/MNH_FactSheet_ENG.pdf?ua=1

PRINCIPLE OF NON-DISCRIMINATION



SUCCESS FACTOR: Professionals may consciously or unconsciously relay judgement or distrust in children’s testimonies, ultimately doubting their credibility. Professionals are aware of the influencing factors and their internal biases influencing their behaviour and possibly their decisions in the procedural stages.

↳ *Am I aware of the cognitive / preconceived biases I tend to apply in my work due to my individual cultural, societal, etc. normative framework?*

↳ *How can I be more aware of these cognitive biases and try to work around them in my work?*



Tool “Everyday bias detector : start using behavioural insights in your work”

https://apolitical.co/en/solution_article/everyday-bias-detector-start-using-behavioural-insights-in-your-work



Tool “The heart of the matter - assessing credibility when children apply for asylum in the European Union”, developed by the UNHCG, provides a child-rights based framework to guide professionals in assessing facts whilst interviewing children

<https://www.refworld.org/docid/55014f434.html>



ATTENTION TO VULNERABLE GROUPS

SUCCESS FACTOR: The CFJ Guidelines stress that specific protection and assistance may need to be granted to more vulnerable children, such as migrant children, refugee and asylum-seeking children, unaccompanied children, children with disabilities, homeless and street children, Roma children, and children in residential institutions.

- ↳ *Have I identified whether the child belongs to a vulnerable group (e.g. girls, migrant, children with physical/psychological disabilities, victims of trafficking and exploitation, etc.)?*
- ↳ *Have I identified the specific risks and protection grounds for children in the country of origin (child labour, child exploitation, the denial of the right to education and child rights violations in general)? Is the child affected by any of these reasons?*
- ↳ *Have I ensured from a procedural perspective that the ‘vulnerable’ child will receive the required support in order to have equal access to the procedure?*



Tool for identification of persons with special needs, EASO

<https://ipnsn.easo.europa.eu/>



Tool “Primer for Juvenile Court Judges: A Trauma-Informed Approach to Judicial Decision-Making for Newcomer Immigrant Youth in Juvenile Justice Proceedings”, published in 2019: Introduces success factors that juvenile court judges should consider in order to take a trauma-informed approach when newcomer immigrant youth come before them in juvenile justice cases. This primer discusses the definition of newcomer immigrant youth, case studies to provide clarity, the role of trauma in newcomer immigrant youth’s lives, pathways from trauma exposure to the juvenile justice system, traumatic stress within the juvenile justice system, legal implications of involvement in the justice system on immigration status, cultural considerations, how to strengthen protective factors, and what judges can do. The primer also includes a number of helpful appendices on the unique experiences of unaccompanied minors, Supreme Court jurisprudence, adolescent brain development, as well as glossaries.

<https://www.nctsn.org/resources/primer-juvenile-court-judges-trauma-informed-approach-judicial-decision-making-newcomer>

English edition

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