SPECIALISED TRAINING MATERIALS ON CHILD PROTECTION FOR UN PEACEKEEPERS

Trainers Guide

PREFACE

Background

- a. Deploying peacekeepers trained in child rights and child protection has become an increasingly crucial element for UN Peacekeeping Missions. They are mandated by the Security Council resolutions on children and armed conflict, which were established to protect children from the effects of conflict. Security Council resolutions 1261 (1999), 1379 (2001), 1460 (2003), 1612 (2005), and 2143 (2014) specifically call for training of peacekeepers on the protection and rights of children and pre-deployment awareness training on child protection. Accordingly, the training of peacekeepers on child rights and child protection is recognized as a key priority for the Department of Peacekeeping Operations (DPKO) in its child protection policy.
- b. In 2008, DPKO included a child protection-training module in its Core Pre deployment Training Materials (CPTM) as part of the mandatory curriculum.
- c. In 2012, the Special Committee on Peacekeeping Operations, C34, in its report A/66/19, "affirms the importance of continuing to ensure that all peacekeeping personnel receive adequate training on child protection and child rights in order to strengthen the protection of children in conflict and post-conflict situations. The Special Committee also notes with appreciation the efforts to update training programmes and materials, all of which are critical to ensuring that there is an effective and comprehensive response, including preventive measures, with respect to child protection. The Special Committee welcomes the development of standardized training modules on child protection for all categories of peacekeeping personnel and requests the Department of Peacekeeping Operations to make them available, and encourages troop- and police-contributing countries, as well as all regional and national peacekeeping training centres, to make full use of them."

In Resolution 2143 (2014), paragraph 20, the Security Council, "Recommends that Member States include child protection in military training and standard operating procedures, as well as in military guidance as appropriate; recommends further that United Nations entities and United Nations peacekeeping troop and police-contributing countries undertake targeted and operational trainings for the preparation of United Nations mission personnel including troop and police contingents on their contribution in preventing violations against children so as to give all mission personnel the ability to effectively recognize, report and respond to violations and abuses committed against children and to successfully support child protection activities for better implementation of their respective mandates;"

New Child Protection Training Standards

Following the request of the C34, DPKO surveyed six peacekeeping missions on their child protection training needs and received over 500 replies from actively serving peacekeepers.

With this critical input from the field, the materials were developed in close consultation with child protection actors, as well as all members of the C34. A total of 37 Member States participated in the workshops accompanying the development process.

The resulting materials include:

- 1. An update to the Module on Child Protection included in the Core Predeployment Training package
- 2. Specialised Training Materials on Child Protection
- 3. Training Film

They are designed for the Pre-deployment Training of UN Peacekeepers, both military personnel and Formed Police Units. These modules are available in the Peacekeeping Resource Hub web page:

http://www.peacekeepingbestpractices.unlb.org/PBPS/Pages/Public/Home.aspx

Purpose

- 5. Child protection is more than a subset of protection of civilians. While many of the concepts of POC and the basis information on the Rules of Engagement apply, the child protection mandate entails some very specific tasks the military needs to undertake in addition to the physical protection of children. These are mandated by the Security Council and usually include, but are not limited to, supporting the implementation of a Monitoring and Reporting Mechanism on grave violations against children, supporting the implementation of Action Plans to end these grave violations against children, and supporting DDR processes.
- 6. These training modules aim at introducing child protection concepts and providing child protection mission-specific tactical situations for discussion amongst military and police contingent leaders and staff. The materials intend to promote a better understanding of the missions' child protection mandate, actors in the mission and outside of the mission who contribute to the protection of children, and actors integral to the coordination of child protection.

Included in this training are exercises that encourage peacekeepers to consider their own behaviors towards children, and the differentiation between child protection activities and community outreach activities. Finally, the training focuses on the roles and responsibilities of every peacekeeper to successfully implement the child protection mandate. Two scenario-based exercises, set in UNOCI and MONUSCO, allow opportunity to apply the knowledge presented in these modules.

Structure of the Materials

The six modules in this *Specialised Training Material on Child Protection* can be delivered over the duration of two days and are organized as follows:

Module 1: Children in Armed Conflict

Examines the impact of armed conflict on children and identifies the six grave violations that guides UN peacekeeping mandates

Module 2: Frameworks for Child Protection

Examines the international laws, Security Council resolutions and Department of Peacekeeping Operations (DPKO)/Department of Field Support (DFS) policies on child protection that guide all mission mandates. Also included in this module are the effects of culture on peacekeepers attitudes towards children, and the Code of Conduct and Zero Tolerance Policy that peacekeepers must follow.

Module 3: Interacting with Children

Examines the difference between military child protection activities and civilian child protection activities.

Module 4: Roles and Responsibilities of Peacekeeping Mission Components and External Partners

Identifies the various actors within peacekeeping missions, the role of the civilian child protection advisers and the military child protection officers, and the internal and external child protection actors that coordinate with the military on issues related to child protection.

Module 5: Military Roles and Tasks on Child Protection Part I

Examines the roles and tasks of military personnel as it relates to child protection, situational awareness, and child protection considerations in military operations.

Module 6: Military Roles and Tasks on Child Protection Part II

Examines Rules of Engagement as it relates to child protection, reviews the grave violations peacekeepers are most likely to encounter in the mission field, responses and appropriate actions when encountering child soldiers, and scenario discussions.

Important Considerations for Peacekeeping Training Centre Commanders, Course Directors and Trainers

- 6. This training package is not a course. National trainers need to be prepared to design a course and adapt these materials to the needs of their audience. The scenarios contain critical situations that have occurred in the field, combined with mission information on child protection, protection actors and mechanisms.
- 7. No single training material can offer the entire complex and vast range of POC challenges and possibilities. Therefore, Troop or Police Contributing Countries TCC/PCC have to design courses according to the specificities of the particular area of operations in which battalions or FPUs will be deployed. The same rationale applies for the training of Force level staff officers, military observers (MILOBs), military liaison officers (MLOs) and individual police officers (IPOs). National training systems (military and police) are requested to analyse the package and tailor the modules to their own needs. Mission operational documents such as Mission Concept, Force and Police Concept of Operations (CONOPS), operation orders, directives, Rules of Engagement (ROE) and Directives on the Use of Force (DUF), amongst other documents deemed necessary like country maps, should be obtained by national trainers to supplement the scenarios and course design.
- 9. Concerning previous skill, behavior and knowledge, it is necessary that all military and police recipients of this training be proficient on basic operational tasks (individually and collectively). As such, it is expected that a battalion staff officer be fully capable to perform as a staff officer before receiving the training on child protection just as it is expected that a driver be fully capable to drive a vehicle under certain weather and terrain conditions.
- 10. It is also decisive that trainees must have already received the Core Predeployment Training Materials (CPTM) as a pre-requisite before undertaking this CP training. The CPTM contains fundamental UN principles, concepts and ideas related to field mission structure and functioning, which should be well grasped by trainees before taking the POC STM. Any course to be designed by Member States should encompass the CPTM followed by the Child Protection and POC STM.

The CPTM can be downloaded from:

http://www.peacekeepingbestpractices.unlb.org/PBPS/Pages/Public/Home.aspx

12. The training package places emphasis on understanding mission coordination amongst components (military, police and civilians). Therefore, it is highly desirable that the national peacekeeping institution in charge of the training invites civilian child protection actors to participate in the scenario discussions. These civilians can be brought from existing UN country teams, UN agencies such as UNICEF or INGOs such as Save the Children.

13. The materials, especially the scenarios, are mission-specific (MONUSCO, UNOCI). Due to the fact UN that training materials cannot be classified and there is a considerable amount of sensitive information in the situation depicted, the scenarios were developed on the grounds of a fictitious country named Mission X and Mission Y. Nevertheless, the contexts in each of these scenarios are realistic mission-specific situations.

Instructor Profile

16. This training package is best presented and applied by instructors who master the CPTM and have undertaken a TOT training on these materials. Specific knowledge on the particular mission where the unit is to be deployed is advisable, preferably if instructors participated in the targeted UN peacekeeping operations, so they are able to bring a practical understanding of a mission into class discussions. Finally, instructors should be familiar with facilitating scenario-based exercises.

Training Characteristics

- 17. Training for UN Infantry Battalion commanders and staff, FPU commanders and staff, and individually deployed personnel (Force staff officers, military observers, military liaison officers and individual police officers) may vary according to national peculiarities and resources. However, there are fundamental training characteristics that must be respected when preparing to deploy to a peacekeeping mission:
- a) Training should be realistic: all necessary efforts shall be fulfilled to replicate possible real situations that the battalion might face on the ground;
- b) Training should be mission-specific: it is necessary to bring the missions operational-reality to the training environment;
- c) Training methodology should be based on practice.

Acknowledgements

18. DPET would like to thank the numerous training personnel from national peacekeeping training institutions and field missions who provided feedback during the drafting process, including the participation in workshops and pilot courses. DPET would also like to thank the generous financial support of Member States, which enabled the broad consultations these materials are based on.

The content of these Specialised Training Materials was developed with the assistance of relevant substantive experts in the Department of Peacekeeping Operations and Department of Field Support, with special support from the DPKO Office of Military Affairs (OMA), the Office of the High Commissioner for Human Rights (OHCHR) and the Office of the Special Representative for Children and Armed Conflict (OSRSG CAAC), UNICEF, Save the Children and the Roméo Dallaire Child Soldier Initiative.

Symbols Legend

	Note to the Instructor
	Some background information to consider and mention
-	Speaking Points
	The main points to cover on the topic; ideally the speaking points are
	presented in the trainers own words
' Y'	Learning Activity/Discussion
l II	An activity or discussions that is strongly recommended for inclusion
	Questions
	Potential questions to pose to learners
	Handout
	Indicates a handout that is to be provided to learners
⊕	Film
	A film that is suggested as a core activity

REFERENCES AND RESOURCES

CONVENTIONS, PROTOCOLS & RESOLUTIONS

- UN. <u>Conventions on the Rights of the Child</u> and Optional Protocols, 1989. (see also: http://www.unicef.org/crc/index 30160.html)
- The Geneva Convention of 1949 and their Additional Protocols of 1977.
- The International Labour Organization (ILO) Convention 182 of 1999.
- The Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, 2000.
- The Rome Statute of the International Criminal Court (ICC), 1998.

Security Council Resolutions on Children and Armed Conflict: Resolutions 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1882 (2009) and 1998 (2011), 2068 (2012), 2143 (2014)

NON-UN SOURCES

- Amnesty International Report. Democratic Republic of Congo: Children at War, Creating Hope for the Future, October 2006.
- Roméo Dallaire <u>Child Soldiers Initiative</u>. Child Soldiers: A Handbook for Security Sector Actors, 2012 (Second Edition, 2013).
- International Committee of the Red Cross (ICRC). Legal Framework for the Protection of Children in Armed Conflict, 2011.

UN SOURCES

- Code of Conduct and UN Policy on Sexual Exploitation and Abuse.
 http://cdu.unlb.org/UNStandardsofConduct/CodeofConduct.aspx
 http://cdu.unlb.org/Policy/SexualExploitationandAbusePolicy.aspx
- DAW/UNICEF. The Girl Child and Armed Conflict: Recognizing and addressing grave violations of girls' human rights, September 2006.
- DPKO, Integrated Training Service. <u>Core Pre-Deployment Training Materials</u>, November 2009.
- DPKO, Integrated Training Service. Draft: Child Protection in Peacekeeping Training
 Modules, Core Pre-deployment Training Materials, September 2012.
- DPKO/DFS. Draft: Guidelines on Implementing Protection of Civilians Mandates by Military Components of United Nations Peacekeeping Operations.
- DPKO/DFS. <u>Policy on Mainstreaming the Protection, Rights and Well-Being of Children</u> Affected by Armed Conflict within UN Peacekeeping Operations, June 2009.
- DPKO/DFS. Policy on the Prohibition of Child Labour in UN Peacekeeping Operations, 2011.

- DPKO/UNICEF/OSRSG CAAC. <u>Field Manual</u>: Monitoring and Reporting Mechanism
 (MRM) on Grave Violations against Children in Situations of Armed Conflict, 2012.
- Infantry Battalion Manual, Volume II, August 2012.
- Infantry Battalion Manual: Volume I, August 2012.
- <u>Integrated Missions Planning Process</u> (IMPP): Guidelines Endorsed by the Secretary-General on 13 June 2006.
- Office of the Special Representative of the Secretary-General for Children and Armed Conflict (OSRSG CAAC). <u>The Six Grave Violations</u> Against Children During Armed Conflict: The Legal Foundation, 2009 (updated 2013).
- OSRSG CAAC. The Rights and Guarantees of Internally Displaced Children (Working Paper Number 2), 2011.
- Operational Guide to the Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS) — see chapters 5.20 on "Youth and DDR" and 5.30 "Children and DDR," 2010.
- Peacekeeping <u>Capstone Doctrine</u>, 2008.
- UNICEF. <u>Machel Study 10-Year Strategic Review</u>: Children and Conflict in a Changing World, 2009.

WEBSITES & APPLICATIONS

- Children and Armed Conflict. Application for iPhone and Android, developed by Watchlist and Mission of Lichtenstein.
- http://childrenandarmedconflict.un.org/
- http://www.icc-cpi.int/en_menus/icc/situations and cases/situations/situation icc
 0104/related cases/icc 0104 0106/Pages/democratic republic of the congo.aspx
- http://www.iccnow.org/?mod=drctimelinelubanga
- http://www.un.org/en/peacekeeping/issues/children/

Module 1: CHILDREN IN ARMED CONFLICT

OVERVIEW

By the end of the six modules, learners should be able to:

identify violation + understand framework = appropriate actions

Module 1 will focus on the specific impacts of armed conflict on children, reasons that conflicts disproportionately affects children and the violations and threats against children that peacekeepers are likely to encounter in mission areas. In addition, learners will identify the six grave violations against children.

LEARNING OUTCOMES

- Understand who a child is and why children are most at risk during armed conflict
- Understand the changing nature of conflict and its impact on children
- Know and understand the Six Grave Violations
- Be familiar with gender concerns and vulnerabilities that boys and girls face

ACTIVITIES

1. Film: Discussion

2. Case Study: Testimonies from a boy and girl

LEARNER HANDOUTS

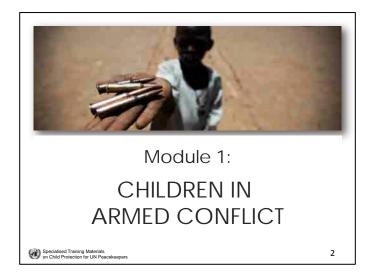
- 1. Six Grave Violations
- 2. Case Study: Testimonies from a boy and girl

SLIDE 1: INTRO



- Welcome to the training on Child Protection for UN Peacekeepers. In the following days, you will learn about the child protection mandate and what it means for you in your daily operations.
- The definition of Child Protection is the prevention of and response to abuse, neglect, exploitation, and violence against children. You as peacekeepers have a specific role to play in that. You also need to know how to deal with children when you come encounter them in your operations.
- The training is structured along the following modules:
 - 1. The impact of armed conflict on children
 - 2. Frameworks for child protection as they apply to military peacekeepers
 - 3. Interacting with children
 - 4. Coordination within the mission (CPAs) and with external child protection actors
 - 5. Military Roles and Tasks on Child Protection Part I
 - 6. Military Roles and Tasks on Child Protection Part II

SLIDE 2: CHILDREN IN ARMED CONFLICT



TRAINER NOTES

This module will focus on the specific impacts of armed conflict on children. We will explain why conflicts disproportionately affect children and familiarise you with the common violations and threats you, as peacekeepers, are likely to encounter in your mission areas. You may see children being misused as child soldiers, raped, torn from their families or killed. A firm understanding of the impact of conflict on children will help you to be more alert to the protection needs, threats and violations against children in armed conflict.

SLIDE 3: LEARNING OUTCOMES

Learning Outcomes

- Understand who a child is and why children are most at risk during armed conflict
- Understand the changing nature of conflict and its impact on children
- Know and understand the Six Grave Violations
- Be familiar with gender concerns and vulnerabilities that boys and girls face

Specialised Training Materials

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TRAINER NOTES

Module 1 has four main objectives. By the end of the module, learners will understand who a child is, as defined by the UN Conventions on the Rights of the Child. We will then look at what makes children especially vulnerable during conflict and war, along with their unique protection needs. We'll examine the changing nature of conflict and the impact current situations of conflict have on children. Defined by the Security Council, we will identify the Six Grave Violations and discuss your role in reporting on these violations. And finally, we'll look at the similar and unique concerns that exist for girls and boys during times of armed conflict.

SLIDE 4: WHO IS A CHILD



TRAINER NOTES

The UN Convention on the Rights of the Child, Article 1, states that a child:

"Means every human being below the age of 18 years, unless, under the law applicable to the child, majority is attained earlier."

- The simplified and common understanding of this is that a child is every human being below the age of 18. Therefore, for all UN (peacekeepers), a child is any person under the age of 18 years.
- In some cultures, and according to the laws of some host states in which we are deployed, a child enters adulthood once he/she gets married, becomes a parent or

earns his/her own income. Maturity is defined by the social role he/she assumes rather than by age. However, peacekeepers must adhere to the internationally accepted definition as stated above. When in doubt, we apply the highest standard of protection and assume that the person is a child.

SLIDE 5: FILM – Child Protection in Peacekeeping Missions



- This film is intended to engage learners on the issue of child protection. Learners will understand the gravity of the situation children face in conflict zones around the world, and that they, as peacekeepers, play a vital role in protecting them. The film will also help less-experienced peacekeepers to consider protection needs of children for the upcoming activity.
- You are about to watch a 12-minute film developed by DPKO entitled: "Child Protection in Peacekeeping Missions." The film describes the horrors that children are exposed to in conflict, includes a call to action and explains why peacekeepers have to take action. It also shows how every mission component has a role to play. Finally, it introduces us to child protection specialists who have been deployed to peacekeeping missions.
- Show the film.

SLIDE 6: CHILDREN ARE VULNERABLE

Children are Vulnerable What threats do children face during armed conflict? Why do you think children are more at risk than adults during armed conflict?

TRAINER NOTES

Y GROUP DISCUSSION

Ask the questions listed on the slide and facilitate discussion among the learners.

POSSIBLE RESPONSES

- While many children prove remarkably resilient when faced with extremely difficult circumstances, children are disproportionally affected by armed conflict due to the following three reasons:
 - Children can be more easily influenced and may not fully understand the consequences of their actions. For example, they may be lured into joining an armed force or armed group, thinking they will be gaining 'employment' or be protected from violence. Children have also innocently acted as 'suicide bombers,' carrying explosives hidden in their bags or clothing, without knowing it.
 - Children depend on family, community and government structures for protection and care. These structures are destroyed during conflict. This explains why displaced or unaccompanied children are at greater risk of exploitation or abuse.
 - 3. **Children are still in the process of growing up.** The violence from armed conflict poses risks to their healthy development. For example, the denial of access to basic services, including adequate nutrition, has a more serious long-term effect on children, particularly babies and younger children, than adults. Traumatic

experiences and other negative influences during this time (such as indoctrination) carry more consequences for children than adults.

SLIDE 7: THE NATURE OF ARMED CONFLICT IS CHANGING



- Now we are going to explore some of the characteristics and trends that define armed conflict.
 - There are few country-versus-country conflicts these days. Most are now internal conflicts — independence struggles, separation struggles, ethnic and/or religious struggles and civil wars within the borders of one country.
 - These conflicts often spill over into other countries causing influxes of refugees or IDPs or the spread of armed groups – and can in turn effect the immediate region.
 - One key dynamic of conflict that impacts children today is the deliberate action of armed groups. In order to achieve a strategic advantage, these groups will use grave measures such as committing attacks on villages and raping civilians and children. In addition, the frequency at which children are being abducted and/or recruited for the use of child soldiers is alarming.
 - War takes place in and around villages, with schools and hospitals serving as easy targets, making civilians and children especially vulnerable.

SLIDE 8: WAR HAS DEVASTATING IMPACTS ON CHILDREN



- We will now look more closely at the impacts that war and conflict have on children. The consequences of conflict on children can be placed into two groups:
 - 1. Peace and security impacts
 - 2. Humanitarian and development impacts
- Peace and security impacts include physical threats, exploitation and abuse. Examples of such impacts are killing of children in shelling and crossfire, injuries by landmines and explosive remnants of war, rape and sexual violence, detention of children, torture and acts that constitute war crimes and crimes against humanity. UN peacekeeping operations play a key role in addressing the peace and security concerns of children.
- Humanitarian and development concerns include food distribution, water points, refugee camps for shelter, temporary schools, medical facilities, etc. These concerns are normally addressed by international or government humanitarian and development agencies. Cooperative work and effort from all relevant actors, is needed in order to fully respond to the devastating effects of conflict on the lives of children. We will explore this in more detail in Modules 4-6.

SLIDE 9: SIX GRAVE VIOLATIONS

The Six Grave Violations

- · Killing and maiming
- Recruitment and use of child soldiers
- Abduction
- Rape and sexual violence
- Attacks against schools and hospitals
- Denial of humanitarian access



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TRAINER NOTES

The Six Grave Violations against children during armed conflict were selected due to their obvious nature and severe consequences on the lives of children, and their ability to be monitored and quantified. The Six Grave Violations against children in armed conflict are indeed heinous breaches of international law, and the legal basis for asserting actions in response to such breaches will be covered in the next module. Reports on the grave violations are sent to the Security Council and those who have been reported as perpetrators can be brought to justice and sanctioned. When you are in a mission you will be expected to contribute to reporting on these violations.

SLIDE 10: SIX GRAVE VIOLATIONS

The Six Grave Violations

- Security Council Resolution 1612
- Grave violations are against international law
- Reports of violations are sent to the UN Security Council
- UN Peacekeepers contribute to reporting on these violations

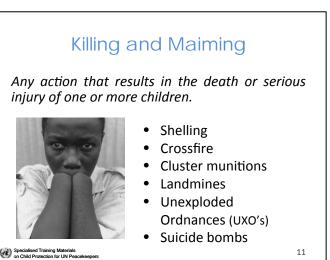


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TRAINER NOTES

After broad consultations within the UN, the UN Security Council identified six categories of violations that warrant priority attention. When conducted by armed forces or groups in an armed conflict, these six categories are known as the "Six Grave Violations." You will need to know these violations. We will now go through each of the violations in detail.

SLIDE 11: KILLING AND MAIMING



TRAINER NOTES

- Killing and maiming includes any action that results in the death or serious injury such as scarring, disfigurement or mutilation of one or more children.
- while often intentional, maiming can also result from wounds caused by bullets in a crossfire or detonation of anti-personnel landmines. In current warfare, hundreds and thousands of children are often killed and injured in the course of military operations, including in crossfire, aerial bombardment and shelling. A worrying trend is the rise in suicide attacks, and the use of children to carry them out, leading to death or serious injuries of children.
- More than 26,000 people are killed or injured by unexploded ordnances (UXOs) annually: the majority are children.

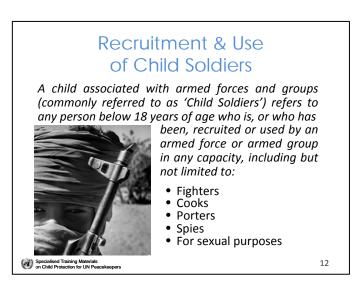
EXAMPLES

Sometimes children are maimed deliberately. In Sierra Leone, the rebels instituted a policy of cutting off the hands, legs and arms of captured soldiers and civilians, including children. Hundreds of children were amputated or used to conduct the

maiming. In Afghanistan alone, an estimated four children are killed every day from violence.

Provide other examples, or solicit examples, as time permits.

SLIDE 12: RECRUITMENT AND USE OF CHILD SOLDIERS



- Before presenting this slide, ask the learners: What does the term 'child soldier' bring to mind?
- An estimated 200,000 children are recruited and used by armed forces or groups around the world. As a military peacekeeper, you are likely to encounter children looking like *young soldiers:* carrying guns and wearing uniforms. However, it is important for you to realise that the definition of a *'child soldier'* is much broader, given children's wide-ranging functions in armed forces or armed groups. In fact, a child doesn't need to carry a weapon to be a *'child soldier.'*
- Definition: A child associated with armed forces and groups (commonly referred to as 'Child Soldiers') refers to any person below 18 years of age who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to . . . active fighters, cooks, porters, spies or for sexual purposes.
 - Source: Paris Principles on the Involvement of Children in Armed Conflict, 2007.
- It is important to understand that armed groups can employ children in a number of different ways. Some examples include:
 - Direct combat on the front lines
 - Intelligence operations as spies

- Scouts or reconnaissance (especially because children are seldom viewed with suspicion)
- Employed as decoys or saboteurs
- To man checkpoints
- Couriers or messengers to communicate
- Porters, cooks, cleaners, etc.
- Enslaved as sex objects or as "bush wives"
- "Children associated with armed forces or armed groups" or CAAFAG, is the term used for these children. The key point is: You don't have to have a weapon to be a child soldier. It must be stressed that CAAFAG is the technical and politically correct term, but the term that most are familiar with is 'child soldiers.' When using the term, 'Child Soldiers,' it must be used broadly, as defined here on the slide. Henceforth, during this training, we will use the term 'child soldiers.'
- Provide examples of situations or solicit examples from learners, as time permits.

SLIDE 13: ABDUCTIONS

Abductions The unlawful removal, seizure, capture, apprehension, taking or enforced disappearance of a child either temporarily or permanently for the purpose of any form of exploitation of the child. Recruitment Information gathering Forced labour Sexual exploitation and abuse Socialized Training Materials on Child Protection for UN Papackeepers

- This image shows liberated girls awaiting treatment for their injured feet at St. Joseph's Hospital in Kitgum. These girls were forced to work as porters and domestic slaves for the Lord's Resistance Army in northern Uganda.
- Abducting children is illegal under international law. It may constitute a grave breach
 of the Geneva Conventions and amount to crimes against humanity and war crimes.

- In times of conflict, children are abducted from their homes, schools and refugee camps. The abduction of children by force, either temporarily or permanently, can range in purpose from recruitment by armed forces or groups, forced labour, sexual slavery and recruitment. Many children also get trafficked across borders.
- EXAMPLE: One of the most notorious situations involving widespread abduction of children over the past 10 years took place in northern Uganda, where the number of abductions was estimated to have reached 25,000 or more. Tens of thousands of abducted children were made to serve the rebels. During the two-decade conflict, young girls and women were vulnerable to physical and sexual abuse, not only at the hands of the rebels, but by government soldiers as well.

SLIDE 14: RAPE AND SEXUAL VIOLENCE



TRAINER NOTES

- Rape and other forms of sexual violence during armed conflict are prohibited under the *Geneva Conventions* and their *Additional Protocols*. It constitutes war crimes, crimes against humanity, torture and genocide.
- Children who experience sexual violence suffer from psychological trauma and health consequences including transmitted infections such as HIV/AIDS and early pregnancies. Victims of rape, and their children, may experience rejection by their families.

GIRLS

The risk of sexual violence increases dramatically with the increase of fighting forces and a breakdown of law and order. Moreover, poverty and joblessness can create extremely perilous conditions for young girls, including trafficking for sexual exploitation. These girls and their children are particularly vulnerable to all forms of exploitation, including prostitution and trafficking, and need special protection.

BOYS

Boys are also victims of sexual violence in conflict. Boys may also face trauma as witnesses or perpetrators of sexual violence. They may be forced to commit rapes either directly by their commander, or indirectly through peer pressure.

EXAMPLES

- 1. Baccha Baazi (dancing boys) is a practice in Afghanistan. It is a form of sexual slavery and child prostitution in which boys are sold to wealthy or powerful men, including military and political leaders, for entertainment and sexual activities.
- 2. Democratic Republic of Congo: UN identified more than 10,000 victims of rape and sexual violence in 2006-07. *37% were children!*

SLIDE 15: ATTACKS AGAINST SCHOOL AND HOSPITALS

Attacks Against Schools and Hospitals

- Physical attacks and threat of attacks on buildings (targeted/indiscriminate attacks)
- · Attacks or threats against school children
- Attacks or threats on personnel, doctors, nurses or teachers (killing, maiming, harassment, coercion, abduction)
- Looting and wanton destruction of buildings
- Military use of schools and hospitals

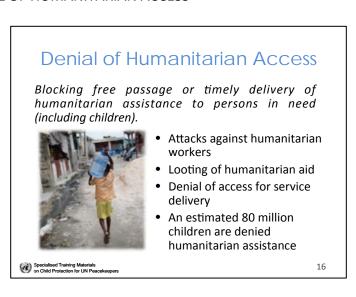


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- Under international humanitarian law, both schools and hospitals are protected civilian objects, and therefore benefit from the humanitarian principles of distinction and proportionality.
- In recent conflicts, schools and hospitals have come under increasing attack in efforts to discredit the government or to instill fear in the population. Armed groups, including government troops, also use schools as bases or storage areas, thus denying education to children. Teachers, nurses and doctors may also come under personal attack in order to make these institutions less effective. Lastly, as we have seen earlier, abductions can take place in schools.

- The effects of conflict are compounding. Short-term loss of education can lead to the loss of several key years of education, significantly affecting children's future employment prospects.
- EXAMPLE: In 2012, in Syria, the United Nations was informed that hospitals and makeshift hospitals had been bombed and, in some cases, specifically targeted by government forces.

SLIDE 16: DENIAL OF HUMANITARIAN ACCESS



- Denial of humanitarian access to civilians, including children, and attacks against humanitarian workers assisting children are prohibited under the 4th Geneva Convention and its Additional Protocols and may amount to crimes against humanity and war crimes. Moreover, humanitarian access to civilians is a principle in customary international law.
- Humanitarian access is crucial in situations of armed conflict where civilians, including children, are in desperate need of assistance. Denial of humanitarian access entails blocking the free passage or timely delivery of humanitarian assistance to persons in need (including children) as well as deliberate attacks against humanitarian workers. Access can be denied or hampered by parties to conflict for security or political reasons. In many parts of the world, humanitarian assistance is sometimes interrupted because of ongoing fighting.
- It is estimated that in today's conflicts around the globe, 80 million children are denied humanitarian assistance.

Provide examples of situations or solicit examples from learners, as time permits.

SLIDE 17: GENDER ISSUES ON CHILD PROTECTION

Gender Issues in Child Protection

- The risks of girls and boys can differ based on their distinct gender roles within their societies
- Women and girls face a higher risk of rape and other forms of sexual violence during armed conflict
- The experiences of girls and boys in armed forces and groups differ related to recruitment, identification and reintegration



Specialised Training Materials on Child Protection for UN Peacekeepers 17

- Girls and boys are often more vulnerable to certain kinds of threats and violations based on their distinct gender roles within their societies.
- Violence against civilians, particularly sexual violence, is a prevalent feature of current conflicts. In situations of armed conflict, women and girls and often men and boys too, are tortured and sexually abused with impunity. Sexual violence is used to humiliate, terrify and intimidate the victims and their loved ones. It is used as a weapon of war. Often, without men to protect them, women and girls face increased risks of physical assaults and vulnerability to sexual and other forms of exploitation.
- Girls assume various roles within the armed group, including as fighters. They are also often sexually abused, and may be forced to be the "wives" of commanders and soldiers. In some cases, they even become pregnant and bear the soldiers' children. This role makes it particularly challenging to identify the girls in demobilization and reintegration efforts. Girls can easily be overlooked and mistaken to be soldiers' dependents, especially because many are too embarrassed or afraid to speak up. They may also have different needs in the reintegration process due to their different experiences. Peacekeepers should therefore pay special attention to the distinct needs of girls in DDR efforts.

As peacekeepers, you should be keenly aware of these gender differences.

Here are two other examples to illustrate this point:

- In many refugee and internally displaced persons (IDP) settings, women and girls
 are more vulnerable to sexual violence because of the almost daily need to leave
 camps in search of firewood for cooking.
- Boys tend to be more often targeted for their alleged association with armed forces or armed groups, which may put them at risk of physical attacks, as well as illegal detention and torture.

SLIDE 18: CASE STUDIES ON GENDER ISSUES

Case Studies: Gender Issues

- Testimonies from a girl and boy
- Consider some of the factors that can increase the risk of a child being recruited by armed forces or groups during armed conflict
- Reflect on the different experiences of girls and boys associated with armed forces or groups



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TRAINER NOTES



TIME

10 Minutes

ACTIVITY GUIDELINES

Hand out the testimonies and display slides 18/19. Have a male learner read the boys testimony aloud and a female learner read the girls testimony aloud. Facilitate a five-minute open-group discussion, seeking views/comments from about five to seven learners. If needed, note the responses on a flip chart. You can use the questions listed below to solicit responses.

ΔΙΜ

Learners will think about the specific vulnerabilities that boys and girls face in situations of armed conflict.

LEARNING OUTCOMES

- Understand factors and risks that contribute to children being recruited by armed forces or groups
- Understand that one child may be affected by multiple violations, thereby exacerbating their trauma
- Understand the different experiences of boys and girls associated with armed forces or groups

DISCUSSION QUESTIONS

Discuss the testimonies based on the following suggested discussion questions:

- 1. Which factors put Jacques and Jasime at risk during the conflict? How has the fact that they were children at the time of the conflict increased their vulnerability?
- 2. How do the experiences of Jacques and Jasime differ due to their different gender roles?
- Note to Instructor: The instructor can use the following suggested responses to highlight some of the factors that put the children at risk:

SUGGESTED RESPONSES

1. On vulnerability factors:

While Jacques appears to have joined the armed group 'voluntarily,' the loss of his parents and the ensuing lack of protection, food and housing put him in an extremely difficult and possibly life-threatening situation. Children like Jacques lack the maturity to make an informed decision as to whether to join an armed force or group and can be more easily influenced than adults. The recruitment of all children – whether they are forced to join or are driven to join by other factors, is prohibited by under international law.

Jasime got taken because she was a young girl who could be given to a soldier as wife, to reward him. Girls are especially chosen for this. Becoming pregnant then increases the dependency on the soldier. As you can see in this case, the girl has nowhere else to turn to. She is stigmatized and will not be able to go back to her community, or the community of her husband's family.

However, the traumatic experiences – like the ones experienced by Jacques and Jasime – can have more severe and long-term effects on children as they are still in the process of their physical and intellectual development.

2. On gender differences:

The threats and violations girls and boys face during and after conflict often

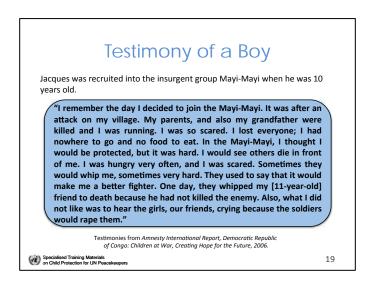
differ based on their distinct gender roles within their societies. Jacques, like many boys, was mainly used by the armed group for fighting and support tasks. Girls may assume various roles within an armed force or armed group, including the role of combatants, but they are often at greater risk of becoming sexually abused and used as sexual slaves, forced to be the "wives" of commanders and soldiers. Some of them become pregnant and bear the soldiers' children. Girls can easily be overlooked and mistaken as being the soldiers' dependents. This role makes it particularly challenging to identify the girl victims during formal disarmament, demobilization and reintegration (DDR) efforts. It is especially crucial that peacekeepers pay special attention to the distinct needs of girls during the DDR process.

The consequences for girls can be long-term. In some cases, communities shun rape victims and the children born of rape. Jasime refers to her abductor and soldier as her husband. This illustrates one of the factors that we discussed earlier about the difficulties of accessing girls during the DDR process. The stigma associated with sexual violence and the fear of rejection by the family and community is such that many are too embarrassed or afraid to speak up. At the age of 16, Jasime now has to take care of her baby on her own.

- why are children most vulnerable during armed conflict? Why is there a need for special protection of children in conflict and post-conflict settings? While many children prove remarkably resilient when faced with extremely difficult circumstances, children are disproportionally affected by armed conflict due to the following three reasons:
 - Children can be more easily influenced and may not fully understand the
 consequences of their actions. For example, they may be lured into joining an
 armed force or armed group, thinking they will be gaining 'employment' or
 protected from violence. Children have also innocently acted as 'suicide
 bombers,' carrying explosives hidden in their bags or clothing without knowing
 it.
 - Children depend on family, community and government structures for protection and care. These structures are destroyed during conflict. This explains why displaced or unaccompanied children are at greater risk of exploitation or abuse.
 - 3. Children are still in the process of growing up. The violence in armed conflict poses risk to their healthy development. For example, the denial of access to basic services, including adequate nutrition, has a more serious long-term effect on children, particularly babies and younger children. Similarly, trauma or other negative influences such as indoctrination experienced during this time carry more consequences for children than adults.

- Add the following example to illustrate gender differences unless gender differences have already been sufficiently discussed in the previous optional exercise.
- **Example of differences between the experiences of girls and boy affected by armed conflict:** In refugee and IDP settings throughout the world, women and girls
 are made more vulnerable to sexual violence because of the almost daily need to
 leave camps in search of firewood for cooking. For example, in Darfur women and
 girls often walk several kilometres away from the camps to find a few branches to
 burn. This turns them into prime targets for militia groups, national military or police
 forces and other men who act in a climate of impunity.
- In Afghanistan, most victims of mines and other explosive remnants of war are boys between the ages of 8 and 15. Boys often assume roles in Afghan society that require them to be outside the house like herding cattle. Boys also tend to be targeted more often for their alleged association with armed forces or armed groups, which may put them at risk of physical attacks as well as illegal detention and torture.

SLIDE 19: TESTIMONY OF A BOY



SLIDE 20: TESTIMONY OF A GIRL

Testimony of a Girl

Jasime was recruited by the insurgent group Mayi-Mayi in South-Kivu, when she was 12. She is now 16 and has a four-month-old baby.

"When the Mayi-Mayi attacked my village, we all ran away...the soldiers captured all the girls, even the very young. Once with the soldiers, you were forced to "marry" one of the soldiers...If you refused, they would kill you...They would slaughter people like chickens....Wherever we were fighting, along the way, they would take the women and girls working in the fields...They would take young girls, remove their clothes, and then would rape them...My "husband" did not beat me too often...But one day, he was killed in an attack. I felt I was in danger and I should leave. On the way, as I was pregnant, I had my baby. I was alone in the bush, without medication. I still have pain from this. Then I went to the village of my "husband," but his parents rejected me and my child, after taking all my belongings. They blamed me for his death. I wanted to go to my home, but it is so far away, I was afraid the Mayi-Mayi would find me and capture me again."

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SLIDE 21: TAKE AWAYS

Take Away

- A child is anyone under the age of 18 years
- Children face specific risks during armed conflict
- The nature of conflict has changed and severely affects children
- The Six Grave Violations against children
- Protection needs of boys and girls may differ

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SLIDE 22: REFERENCES

References

- Amnesty International Report. Democratic Republic of Congo: Children at War, Creating Hope for the Future, October 2006.
- United Nations, DAW/UNICEF. The Girl Child and Armed Conflict: Recognizing and addressing grave violations of girls' human rights, September 2006.
- United Nations, DPKO/DFS. Policy on mainstreaming the protection, rights and well-being of children affected by armed conflict within UN Peacekeeping Operations, June 2009
- United Nations, DPKO (Integrated Training Service). Core Pre-Deployment Training Materials, November 2009.



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SLIDE 23: REFERENCES

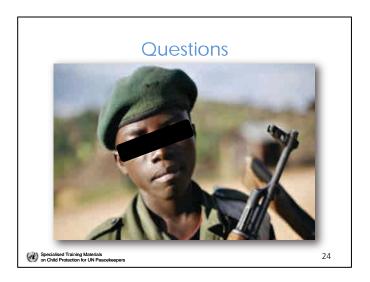
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- United Nations, OSRSC CAAC. The Rights and Guarantees of Internally Displaced Children (Working Paper Number 2), 2011.
 www.childrenandarmedconflict.un.org
- United Nations, OSRSG CAAC. The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation, 2009 (updated 2013).
- United Nations, UNICEF. Machel Study 10-Year Strategic Review: Children and Conflict in a Changing World, 2009.
 www.unicef.org/publications/index_49985.html
- United Nations. Operational Guide to the Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS), 2010. — see chapters 5.20 on "Youth and DDR" and 5.30 "Children and DDR."



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SLIDE 24: QUESTIONS



TRAINER NOTES

Sufficient time should be allowed for answering questions. The trainer should actively encourage questions from the learners.

Module 2: FRAMEWORK FOR PROTECTION

OVERVIEW

In this module, we will explore the framework for the protection of children that applies to all UN peacekeepers.

LEARNING OUTCOMES

Learners will develop a thorough understanding of the four main guiding frameworks for child protection and gain understanding on:

- International legal framework for the protection of children in armed conflict
- Security Council resolutions on children and armed conflict, and child protection provisions in peacekeeping
- DPKO/DFS policies on mainstreaming child protection and the prohibition of child labour in peacekeeping operations
- Legal obligations of peacekeepers to protect children

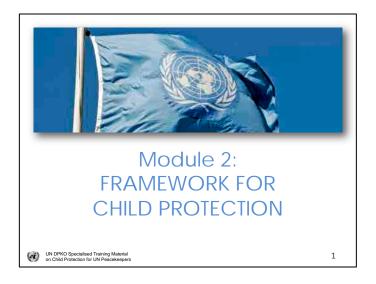
ACTIVITIES

Optional Group Discussions

LEARNER HANDOUTS

- 1. http://peacekeepingresourcehub.unlb.org (Slide 7)
- 2. Child Protection Language in Mission Mandates (SCR Most Relevant Paragraphs on Children and Armed Conflict) (Slide 17)
- MONUSCO and UNOCI Guidelines on Child Protection (also used in MODULE 6) (Slide 20)
- 4. Activity: Framework for Protection
- 5. Reference List (Slide 26)
 - References and Resources List
 - UN Convention on the Rights of the Child
 - ICRC: Legal Protection of Children in Armed Conflict
 - Summary of the Geneva Conventions of 1949 and Their Additional Protocols

SLIDE 1: FRAMEWORK FOR PROTECTION



TRAINER NOTES

■ In this module, we will explore the framework for the protection of children that applies to all UN peacekeepers. Children are entitled to special protection and care under international human rights and humanitarian law. In addition, specific Security Council resolutions and Department of Peacekeeping Operations (DPKO)/ Department of Field Support (DFS) policies outline the legal obligations of peacekeepers to protect children in UN peacekeeping operations.

SLIDE 2: LEARNING OUTCOMES

Learning Outcomes

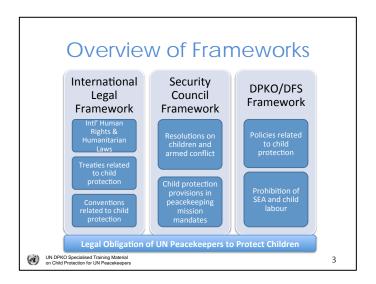
- Understand peacekeeper's legal obligations, mandate and authority to protect children
- Understand the guiding frameworks for child protection including
 - International legal framework and laws on children affected by armed conflict
 - Security Council resolutions and child protection provisions
 - DPKO/DFS policies on mainstreaming child protection

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- The legal framework surrounding children is vast. There is insufficient time to cover all legal issues in detail during this presentation. Therefore, the learners should be given a basic understanding and general overview of the legal provisions. While you are not expecting to make lawyers out of the learners, they need to be aware of the legal frameworks that guide child protection and the legal obligations placed on UN peacekeepers.
- For this module, you will develop a thorough understanding of the four main guiding frameworks for child protection and gain understanding on:
 - International Legal Framework for the protection of children in armed conflict.
 This includes international human rights laws, international laws, and treaties and conventions on child protection.
 - 2. **Security Council Framework** includes the SC resolutions on children and armed conflict and child protection provisions in peacekeeping.
 - 3. **DPKO/DFS Framework** encompasses DPKO/DFS policies on mainstreaming child protection, the prohibition of child labour in peacekeeping operations and mission specific mandates.
 - 4. **Peacekeepers Framework** includes the legal obligations of peacekeepers to protect children.

SLIDE 3: OVERVIEW OF FRAMEWORKS



TRAINER NOTES

Here is an overview of the child protection frameworks that we'll be working on. We will explore each of these specifically in this presentation.

SLIDE 4: INTERNATIONAL HUMAN RIGHTS LAW (IHRL)

International Human Rights Law

- It applies in both war and peace to all human beings
- Human rights are universal
- No one can take away a person's human rights
- Human rights are interdependent and equally important
- Human rights are legal and internationally guaranteed



4

- International human rights law applies both in war and in peace time, as well as to all human beings.
- The universality of human rights is highlighted in the UN Charter, which commits member states to promote and encourage respect for human rights and fundamental freedoms for all, without distinction as to race, colour, sex, language or religion. The UN Charter is a binding international treaty.
- No one can take away a person's human rights. A person's human rights can be violated and often they are but this doesn't mean that they are taken away from the person concerned.
- Human rights are interdependent and equally important. This means that the realization of one human right is linked to the realization of the others. For example, in order to be able to express a genuine political opinion through a vote, citizens must have access to adequate and relevant information.
- Over time, human rights have come to be protected by domestic laws, national constitutions and international law. Because human rights are established in international law, they are legal and internationally guaranteed.

SLIDE 5: PROTECTION OF CHILDREN UNDER IHRL

Protection Of Children Under IHRL

- Convention on the Rights of the Child (1989)
- Optional Protocol on Children and Armed Conflict (2000)
 - Children are entitled to special protection during war
 - Prohibits the compulsory recruitment of persons under the age of 18 into *national*
 - Prohibits voluntary or compulsory recruitment of persons under the age of 18 into armed groups

armed forces



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TRAINERS NOTES

- Children are entitled to special protection and care under IHRL.
- The Convention on the Rights of the Child (CRC) (1989) is IHRL that outlines the fundamental rights of children, including the right to be protected from economic exploitation and harmful work, from all forms of sexual exploitation and abuse, and from physical or mental violence, including the right to special protection in times of war. It is one of the most widely ratified IHRL.
- There are Two Optional Protocols that supplement the CRC. One prohibits the sale of children, child prostitution and child pornography, and the other prohibits the involvement of children in armed conflict.
- The Optional Protocol on Children in Armed Conflict (OPAC) of 2000 requests state parties to take all feasible measures to ensure that members of their armed forces who have not reached the age of 18 years not take direct part in hostilities (Article 1). It prohibits (non-state) armed groups from recruiting or using persons under the age of 18 years in combat under any circumstances and requests state parties to prohibit and criminalize such practices (Article 4).
- While the **Optional Protocol** doesn't prohibit the voluntary recruitment of persons between 15 and 18 years into national armed forces, the Protocol reminds states that children under 18 are entitled to special protection; therefore any voluntary recruitment under the age of 18 must include sufficient safeguards.

SLIDE 6: INTERNATIONAL HUMANITARIAN LAW

International Humanitarian Law

- It applies in times of armed conflict
- Aims to limit the negative impact of armed conflict, especially on civilians
- Protects persons who are not (or are no longer) participating in the hostilities
- Restricts the means and methods of warfare
- Geneva Conventions (1949) and Additional Protocols (1977)



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TRAINERS NOTES

- International humanitarian law (IHL) is also known as the law of war or the law of armed conflict.
 - 1. These are the laws that apply in times of armed conflict. This refers to both international and internal conflicts.
 - 2. IHL is a set of rules that seeks to limit the negative impact of armed conflict and reduce suffering during war. The parties to a conflict must, at all times, distinguish between the civilian population and combatants. Attacks may be made solely against military objectives. Torture is prohibited at all times and in all circumstances.
 - 3. IHL protects persons who are not (or are no longer) participating in the hostilities, such as civilians, wounded persons, prisoners, medical personnel and humanitarian workers.
 - 4. IHL also restricts the means and methods of warfare. The use of certain weapons is not permitted by IHL, such as incendiary weapons (meaning weapons that cause fire), because they cause undue suffering.
 - 5. The main rules of IHL are found in the **Geneva Conventions (1949)** and their **Additional Protocols (1977)**.

SLIDE 7: PROTECTION OF CHILDREN UNDER IHL

Protection Of Children Under IHL

- Children should not be the objects of attack
- Children are entitled to special protection, care and aid
- Children must be evacuated from besieged or encircled areas
- If detained or interned, children must be held in separate quarters from adults
- Prohibits child recruitment, child participation in hostilities and the death penalty on children under 18 years of age



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TRAINER NOTES

- Additional Protocol I to the Geneva Conventions lays down the principle of special protection for children: "Children shall be the object of special respect and shall be protected against any form of indecent assault. The parties to conflict shall provide them with the care and aid they require, whether because of their age or for any other reason." These provisions apply in both international and internal conflicts.
- Additional Protocol II (Article 4) stipulates that: "Children shall be provided with the care and aid they require" and lists special measures devoted exclusively to children.

SLIDE 8: WHO IS BOUND BY IHL?

Who Is Bound By IHL?

- States and organized groups
- UN peacekeeping forces
- UN military personnel who violate IHL are subject to prosecution in their national courts



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- All parties to a conflict are bound by the rules of IHL. The law applies once a conflict has begun, and then equally to all sides, regardless of who started the fighting. IHL is also applicable to United Nations forces.
- The obligations of UN peacekeeping personnel under IHL have been made explicit in the Secretary General's bulletin ST/SGB/1999/13, of 6 August 1999.
- Particularly, for courses with contingent commanders, trainers should consider providing learners with a copy of this Secretary General's bulletin, which can be downloaded from http://peacekeepingresourcehub.unlb.org

SLIDE 9: Statute Of International Criminal Court (ICC)



TRAINER NOTES

- Impunity is defined as the "exemption or freedom from punishment, harm, or loss."¹
 Therefore, perpetrators of crimes against children WILL BE punished.
- The **Statues of the International Criminal Court of 1998** make the *recruitment and involvement of children under the age of 15-years-old in hostilities a war crime.*

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¹ http://www.merriam-webster.com/dictionary/impunity

SLIDE 10: THE THOMAS LUBANGA DYILO CASE - ICC

The ICC Case of Thomas Lubanga Dyilo

Thomas Lubanga Dyilo was found **GUILTY** of forcibly enlisting and conscripting children under the age of 15. Lubanga was the first



war criminal convicted by the ICC and sentenced to fourteen years in prison on 10 July 2012.

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TRAINER NOTES

"On 26 January 2009, the ICC opened its first trial in the case against Congolese warlord *Thomas Lubanga Dyilo*. Lubanga was the first person charged in the Democratic Republic of Congo (DRC) situation as well as the Court's first detainee. The trial marks a turning point for the Rome Statue, the ICC's founding treaty, which entered into force only in 2002. The Lubanga proceedings [was] the first test of formal victim participation in an international criminal trial. The case also highlights the gravity of recruitment, enlistment and conscription of child soldiers. As the alleged leader of the Union of Congolese Patriots (UPC) and the commander-in-chief of its military wing, the Forces patriotiques pour la libération du Congo (FPLC), Lubanga is accused of enlisting and conscripting children under the age of fifteen and using them to participate actively in hostilities, from September 2002 to 13 August 2003."²

For more information, see the following websites:

- 1. http://www.iccnow.org/?mod=drctimelinelubanga
- 2. http://www.icc-cpi.int/en_menus/icc/situations and cases/situations/situation icc 0104/related cases/icc 0104 0106/Pages/democratic republic of the congo.aspx

² http://www.iccnow.org/?mod=drctimelinelubanga

SLIDE 11: OTHER RELEVANT CONVENTIONS

Other Relevant Conventions

- The International Labour Organization (ILO) Convention 182 of 1999
 - Prohibits and eliminates the worst forms of child labour including forced and compulsory recruitment for use in hostilities
- The Mine Ban Treaty of 1997 and Convention on Cluster Munitions of 2008
 - Bans the use of mines and cluster munitions
 - Offers specific provisions for risk education, and genderand age-appropriate victim/survivor assistance for affected individuals (children) and communities



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TRAINER NOTES

- Apart from IHL, IHRL and the Statute of the International Criminal Court, there are other relevant conventions.
- For example, the International Labour Convention No. 182 (1999) sets forced or compulsory recruitment of children for use in hostilities as one of the worst forms of child labour.
- Mines and explosive remnants of war pose a substantial threat to civilians and especially children in post-conflict areas, such as serious injuries and maiming. The Mine Ban Treaty of 1997 and Convention on Cluster Munitions of 2008 ban the use of these weapons, and have specific provisions for risk education, and gender- and age-appropriate victim/survivor assistance for individuals and communities affected by all explosive remnants of war.

SLIDE 12: INTERNATIONAL LAWS VS. NATIONAL LAWS

International Laws vs. National Laws

In some cases, national laws and traditional customs of the host state may not fully reflect or may even contradict international law. In such cases, *international laws and standards*

supersede national laws.

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TRAINER NOTES

- National laws differ from country to country. One point that often causes confusion, especially among military peacekeepers, is the relationship between national and international legislation, and how to respond if the two are in conflict. The slide shows the text taken from the DPKO's Core Pre-deployment Training Materials on Child Protection.
- ◆ Ask the learners: How old can you be to join your national army?
- Many of you will have been 17! Have we been child soldiers? Understand that, under national laws, an army may be able to recruit people under the age of 18. But under international law, you are not allowed to use these soldiers in combat until they are 18.

SLIDE 13: SECURITY COUNCIL ON CHILD PROTECTION



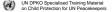
TRAINER NOTES

■ The UN Security Council (SC) adopted resolutions that spell out specific obligations for peacekeepers on child protection. SC resolutions (SCR) are legally binding documents, (i.e. all peacekeepers must abide by SCR).

SLIDE 14: SECURITY COUNCIL ON CHILD PROTECTION

Security Council on Child Protection

- The Graca Machel Report (1996) revealed the terrible impacts of war on children
- In 1999, the Security Council decided that the situation of children in armed conflict was an international peace and security concern
- Specific *child protection* language is now included in peacekeeping mandates
- Peacekeeping missions have specific responsibilities on child protection



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- In 1996, Graca Machel, an expert appointed by the Secretary-General, prepared a report on the impact of conflict on children. This report demonstrated the horrible impact of war on children and called upon the international community to act.
- In 1997, the Office of the Special Representative for Children and Armed Conflict was established to be the global advocate for children.
- In 1999, the Security Council decided that child protection was an international peace and security issue and included it in its agenda. Since then the Security Council started to include specific language on child protection in the mission mandates and also decided to deploy Child Protection Advisers to peacekeeping missions.
- Depending on their future roles in the mission, some learners may be interested in learning more about SC resolutions and the monitoring and reporting mechanism. You should refer them to their Child Protection Adviser or UNICEF Child Protection Section in the mission, the specialized in-mission trainings and the suggested reference list.

SLIDE 15: SECURITY COUNCIL RESOLUTIONS ON CHILD PROTECTION

Security Council Resolutions on Child Protection

SCR 1261 (1999): All peacekeepers must be trained on child protection

✓ Peacekeepers responsibility: Child protection should be a priority in peacekeeping planning and operations

SCR 1612 (2005): Peacekeeping missions will monitor and report on the six grave violations. Recruitment and use of children identified as listing criteria for armed groups and forces

✓ Peacekeepers responsibility: Advocate with armed groups to end violations against children

SCR 2143 (2014): Reaffirms the urgency of child protection and monitoring and reporting in peacekeeping missions, along with training for peacekeepers to effectively contribute to monitoring and reporting.

✓ Peacekeepers responsibility: Understand your responsibility and mandate in the protection of children and monitoring and reporting grave violations



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TRAINER NOTES

The newest Security Council resolution related to peacekeeping and child protection, SCR 2143 (2014) was adopted on 7 March 2014 at the Security Council's 7129th meeting.

20. Recommends that Member States include child protection in military training and standard operating procedures, as well as in military guidance as appropriate; recommends further that United Nations entities and United Nations peacekeeping troop and police-contributing countries undertake targeted and operational trainings for the preparation of United Nations mission personnel including troop and police contingents on their contribution in preventing violations against children so as to give all mission personnel the ability to effectively recognize, report and respond to violations and abuses committed against children and to successfully support child protection activities for better implementation of their respective mandates;

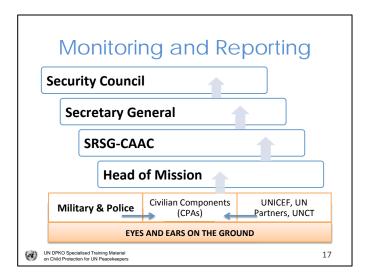
SLIDE 16: SECURITY COUNCIL RESOLUTIONS ON CHILD PROTECTION



TRAINER NOTES

The responsibility of peacekeepers is to monitor and report on these grave violations and support the work of the United Nations.

SLIDE 17: MONITORING AND REPORTING



TRAINER NOTES

- This diagram shows how the monitoring and reporting mechanism (MRM) works.
- Military peacekeepers are crucial in this reporting process. They play an important role as the eyes and ears of the mission on the ground. When they see any of the six grave violations or hear of them, they should alert the civilian Child Protection Advisers and Officers in the mission, who will investigate the information and include it in their reports to their Special Representative in the Mission.
- The Mission's reports on the violations are then sent to the Special Representative of Secretary General (SRSG) on Children and Armed Conflict (CAAC), for submission to the Secretary General's Annual Report. This is subsequently sent to the Security Council.
- Through these reports, the Security Council is able to determine which parties to conflict are committing the gravest violations and can take sanctions and other measures against the perpetrators.

SLIDE 18: UNDERSTANDING THE MANDATE

Understanding the Mandate

MALI: UN SCR 2100, April 25, 2013

- "Condemning strongly all abuses and violations of human rights... as well as killing, maiming, recruitment and use of children, attacks against schools and hospitals...."
- "(v) To assist the transitional authorities of Mali in developing and implementing programmes for DDR of former combatants...taking into account the specific needs of demobilized children"
- "(c) (ii) To provide specific protection for women and children
 affected by armed conflict, including through the
 deployment of Child Protection Advisors and Women
 Protection Advisors, and address the needs of victims of
 sexual and gender-based violence in armed conflict"



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TRAINER NOTES

F	This	is	an	exam	ple	of	а	child	protection	mandate	given	by	the	Security	Council
	reso	luti	ion	to the	PK	0 m	iiss	sion in	ı Mali.						

Handout on Child Protection Language in Mission Mandates.

SLIDE 19: DPKO/DFS Policies on Child Protection

DPKO/DFS Policies on Child Protection

On Mainstreaming Child Protection Concerns in Field Missions:

- Monitoring and reporting grave violations committed against children
- Negotiating action plans for the release of children from armed groups
- Ensuring that all peacekeeping personnel are trained on child protection
- Advocacy on child protection issues
- Role and function of Child Protection Advisers

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- The child protection responsibilities of peacekeeping missions and all peacekeepers are outlined in the DPKO–DFS Policy on Mainstreaming Child Protection Concerns in the UN Peacekeeping Operation, which was adopted in 2009. This will be covered in more detail in Module 3.
- The purpose of this Policy is to consolidate, institutionalize and streamline DPKO's existing engagement on children and armed conflict, on the basis of specific provisions of Security Council resolutions on children and armed conflict.
- This Policy, which defines the scope of DPKO's engagement on the protection of children affected by armed conflict, and applies to all peacekeeping personnel.

SLIDE 20: MISSION SPECIFIC GUIDANCE



TRAINERS NOTES

- In addition to international legal instruments and mandates given by SCRs, there are mission-specific documents on child protection.
- The battalion commanders, their subordinate commanders and staff officers should refer to these documents when making decisions about their activities in the field.
- If peacekeepers have questions about the application of these instruments while undertaking their activities, these questions should be referred to their commanding officers and the mission's legal advisor. If necessary, they may have to refer their questions to UN HQ.

See more details on key operational documents such as CONOPS and ROE in CPTM Unit 2. Explain to learners that we will discuss ROE in more detail, including the application of the Use of Force, utilizing sample ROEs, during scenario discussions in Modules 5 and 6.

SLIDE 21: MONUSCO MILITARY GUIDELINES

MONUSCO Military Guidelines

- Establishing contact with child protection partners
- Knowing who a child is
- Child protection issues you may confront:
 - ✓ Unaccompanied children
 - ✓ Children associated with or armed groups
 - Child victims of sexual violence
 - ✓ Incarcerated children
 - ✓ Street children



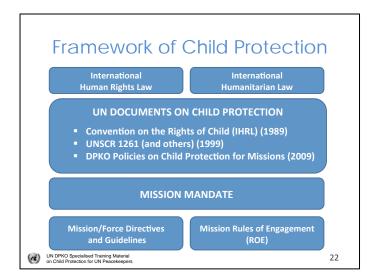
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TRAINERS NOTES

- Some missions also have specific guidelines on child protection. The example shown here is of MONUSCOs guidelines on child protection.
- Hand out the MONUSO Guidelines on Child Protection as an example, and mention that you will use them in the exercise in MODULE 5.

SLIDE 22: FRAMEWORK OF CHILD PROTECTION



TRAINERS NOTES

- To summarize Module 2, show this diagram to learners which outlines the framework that protects children's rights. This is composed of IHL and IHRL as the basis, specific UN documents on child protection (NOTE: CRC is part of IHRL), and PKO-specific documents. These are different types of documents, however, peacekeepers are bound by all of them.
- This comprehensive legal framework gives peacekeepers the authority and the responsibility to act and respond to child protection issues that they encounter on the ground.

SLIDE 23: TAKE AWAY

Take Away

- Know the legal instruments for child protection and the mandate of your mission
- Military peacekeepers have a legal obligation to protect children
- Officers and troops must be trained on child protection, the mission mandate related to child protection, and the mission context and common violations of children's rights in the mission
- Ensure all military operations are in full compliance with IHL and the mission ROE

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- Military peacekeepers have a legal obligation to protect human rights, with special attention to the most vulnerable groups of people - children.
- In order to effectively protect children, officers and troops must be trained on child protection and they must be fully aware of their mission mandate related to child protection, the mission context and common violations of children's rights in their area of responsibility.
- Mission-specific directives, guidelines and ROE and the use of force related to child protection must be a key aspect of pre-deployment and in-mission training. They should be correctly understood and applied by your officers and troops. International laws and other legal provisions covered during this presentation apply to all peacekeepers.

SLIDE 24: REFERENCES

References

- United Nations, DPKO/DFS. Policy on mainstreaming the protection, rights and well-being of children affected by armed conflict within UN Peacekeeping Operations, June 2009.
- United Nations, DPKO/DFS. Policy on the Prohibition of Child Labour in UN Peacekeeping Operations, 2011.
- United Nations, DPKO (Integrated Training Service). Core Pre-Deployment Training Materials, November 2009.
- United Nations. Conventions on the Rights of the Child and Optional Protocols, 1989. (see also: http://www.unicef.org/crc/index 30160.html)
- The Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, 2000



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SLIDE 25: REFERENCES

References

- The Geneva Convention of 1949 and their Additional Protocols of 1977.
- The International Labour (ILO) Convention 182 of 1999.
- The Statute of the International Criminal Court (ICC) of 1998
- Security Council Resolutions on Children and Armed Conflict: Resolutions 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1882 (2009) and 1998 (2011)
- International Committee of the Red Cross (ICRC). Legal Framework for the Protection of Children in Armed Conflict, 2011.
- United Nations, DPKO/UNICEF/OSRSG CAAC. Field Manual: Monitoring and Reporting Mechanism (MRM) on Grave Violations against Children in Situations of Armed Conflict, 2012.
- http://www.merriam-webster.com/dictionary/impunity
- http://www.iccnow.org/?mod=drctimelinelubanga



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SLIDE 26: QUESTIONS



TRAINER NOTES

- Sufficient time should be allowed for answering questions. The trainer should actively encourage questions from the learners.
- A reference list should be handed out at the end of the presentation, and learners should be encouraged to conduct additional personal research to gain a more detailed and in-depth understanding.

MODULE 3: Interacting with Children

OVERVIEW

The topics covered in this module are considered important in the context of child protection that troop-contributing countries (TCCs) focus on, as they prepare forces to deploy to UN Peacekeeping missions. Learners should gain insight as to why these topics are important and how they can affect their peacekeeping duties in the mission.

This session should be conducted in a group discussion format, to ensure the broadest possible participation by all learners. The trainer's role is to share knowledge, experiences, personal views and opinions on these topics, using an adult-education technique. This way, learners will be able to express views from their own cultural perspectives, understand that there may be different interpretations of these issues, and be aware of UN rules and regulations that apply to UN missions. *This presentation should be handed out to the learners after completing discussions.*

LEARNING OUTCOMES

By the end of this module, you will understand:

- How culture affects peacekeepers attitudes and behaviours towards children
- Code of Conduct from DPKO's policies and guidelines
- Zero Tolerance policy on sexual exploitation and abuse, no use of child labour and the consequences for failing to adhere to these policies
- Key guiding principles when dealing with children in the mission area
- Ethical obligations of peacekeepers in the protection of children

ACTIVITIES

Group Discussions

- 1. SEA Prevention and Response (Slide 10)
- 2. Interactions with Children: Child Protection or Community Outreach? (Slide 15)
- 3. Scenarios: Orphanages and What the Military Can Do (Slide 18)

Case Studies

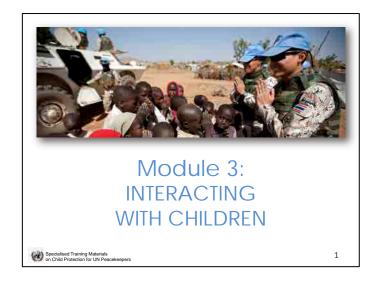
1. Four Case Studies: What are Appropriate Responses for Peacekeepers? (Slides 19-22)

After reviewing the basic tenets of these issues, learners will be presented with several scenarios (Slides 19-22). Divide the group into three or four smaller groups (depending on the class size). Allow 10 minutes for small group discussion, followed by plenary presentations and a large group discussion. The trainer must be familiar with the Policy on Sexual Exploitation and Abuse and the Child Labour Policy. For some questions there are clear answers, for others the underpinning logic is that it is important for the learners to express views/comments based on their own culture and experiences, and to learn from those of others. There are no right or wrong, or good or bad responses.

LEARNER HANDOUTS

- 1. DPKO policy on and child labour
- 2. Do's and Don'ts of Interacting with Children

SLIDE 1: INTERACTING WITH CHILDREN



TRAINER NOTES

The subtitle of this module is: Culture, Attitude, Code of Conduct, Sexual Exploitation and Abuse

SLIDE 2: LEARNING OUTCOMES

Learning Outcomes

- How culture affects peacekeepers attitudes and behaviour towards children
- Code of Conduct from DPKO's policies and guidelines
- Zero Tolerance policy on sexual exploitation and abuse, prohibition against child labour and the consequences for failing to adhere



Key guiding principles when dealing with children in the mission area Ethical obligations of peacekeepers in the protection of children

2

TRAINER NOTES

Peacekeepers have a very clear mandate and authority when it comes to child protection in the mission field. Ethical obligations and attitudes and behaviors can

- play a major role in how successful peacekeepers will be in carrying out the child protection mandate. Therefore, this module covers the basic tenets for peacekeepers in their interactions with children in the mission field.
- ➡ First peacekeepers will examine their own cultural backgrounds and attitudes towards children, and how these impact behaviours of peacekeepers towards children in the mission area.
- Next we will work at understanding the importance of training and preparing troops to deal with child protection issues as part of the pre-deployment training for UN missions. Key elements from DPKO/DFS policy, including the Code of Conduct and the UN's zero tolerance for sexual abuse and exploitation (one of the most sensitive and important topics in peacekeeping operations) and the prohibition on child labour.
- ➡ Finally, we will present some key aspects peacekeepers need to keep in mind while interacting with children in mission areas. This includes understanding the differences between child protection activities, outreach and community engagement and everyday interactions with children, and what is appropriate behaviour for peacekeepers in each of these situations.

SLIDE 3: CULTURE AND ATTITUDE

Culture and Attitude Cultural background and attitude play a major role in peacekeepers' interaction with children and other

- Behaviour that may be acceptable during peace time may lead to dangerous situations in times of conflict
- Peacekeepers should always consider the (potentially harmful) consequences of their own actions when interacting with children



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civilians

TRAINER NOTES

Cultural background — values and beliefs — can be a major influence on a peacekeeper's attitude and behaviour toward children and other civilians. Being aware of cultural differences between the peacekeepers and the local population in mission areas is important to ensure that peacekeepers always demonstrate respectful behaviour toward the populations they are asked to protect. In addition, behaviour that may be acceptable during peace time may lead to dangerous situations in conflict settings.

- Ask the participants to think of examples where cultural interactions differ. (EXAMPE: in some cultures, communication between different genders is regulated: communication between men and women, young and old, etc.)
- Peacekeepers may not always be aware of the (potentially harmful) consequences of their own actions when interacting with children. It is therefore important to adhere to the UN's Code of Conduct and the "Do's and Don'ts" outlined in this session.

SLIDE 4: UN CODE OF CONDUCT



TRAINER NOTES

- These guiding principles summarize the core values of the UN in its task of maintaining international peace and security. These are universal standards for civilian, military, police and local staff and must be borne in mind by every peacekeeper. These guiding principles are:
 - 1. Highest standards of efficiency, competency and integrity
 - 2. Zero tolerance policy on sexual exploitation and abuse and child labour
 - 3. Accountability of command: Loyalty is being fully supportive to someone or something, even when circumstances or others may challenge this support.

Different Situations – Different Expectations INTERACTIONS ZERO TOLERANCE WITH CHILDREN Sexual **Child Protection Exploitation and Activities** Outreach and **Child Labour** Community Engagement Everyday Interactions 5

SLIDE 5: DIFFERENT SITUATIONS - DIFFERENT EXPECTATIONS

■ In everything you do, in every interaction with children and communities, you must approach it with the UN Code of Conduct in mind. Now we will focus on the different nuances of your interactions with children in the mission.

Zero Tolerance

The activities marked in red are activities that the UN does not tolerate. Any peacekeeper that engages in these activities will face severe consequences. These activities include sexual exploitation and abuse of children, and the use of children for purposes of labour. We will go into more detail in a few minutes, but it must be reiterated: you cannot have any sexual interaction with anyone under the age of 18.

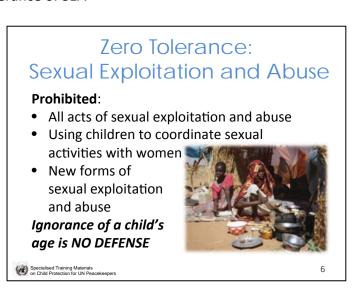
Positive Interactions with Children

- On the other end of the spectrum are activities that peacekeepers undertake to protect children from violence, exploitation and abuse. These are the core activities of the child protection mandate. This will be discussed more in the next module. Remember that you are in the field to help and protect children who may be in danger.
- We must differentiate between community outreach activities, which are meant to build confidence in the communities versus child protection activities, when we integrate child protection into our normal security activities.
 - **1. Child Protection Activities:** When we patrol, when we integrate child protection into our normal security activities, then we are undertaking child

protection. Other child protection activities include monitoring and reporting on grave violations, assisting with the DDR process, helping a child soldier who wants to leave the armed groups, and accompanying CPAs into the field to conduct visits in barracks, check on reported grave violations, etc.

- 2. Outreach Activities: There are many activities that peacekeepers undertake which might benefit children but are not considered child protection activities. One common example is organizing a soccer tournament for children in the local village. You also might be encouraged to work with the community to create acceptance of your presence. These are outreach activities that can be categorized into community outreach and engagement activities this has often been referred to as "winning the hearts and minds." In addition, quick impact projects (QIPs) are activities that are often planned by military components in coordination with other actors (UNICEF, etc.). Outreach activities differ greatly from your child protection role.
- **3. Everyday Interactions:** Finally there are the everyday interactions with children, and include the instances when you encounter children in the market, in the street, etc. In these situations, you need to be aware of local customs, the fact that you are wearing a uniform, and behave according to the UN Code of Conduct.

SLIDE 6: Zero Tolerance of SEA



- Ask the learners what they would expect acts of sexual exploitation and abuse to include.
- Prohibited: all acts of sexual exploitation and abuse. Kissing, touching, oral sex, penetrative sex, exposing your penis, groping, taking pornographic pictures of children, buying sex from prostitutes; forcing a young boy to engage in sexual acts; rape; human trafficking of people for prostitution; and procuring prostitutes for others. There is no grey area. Do not hug or touch a child.
- Prohibited: using children to coordinate sexual activities with women. In addition, peacekeepers are prohibited from using (exploiting) children for the purpose of coordinating sexual encounters with women. For example, some peacekeepers have given children food in exchange for finding them girlfriends. Other military peacekeepers have been known to send children to coordinate sexual activities with women. This activity is illegal and both activities are prohibited under any circumstance.
- Prohibited: new forms of sexual exploitation and abuse. Ask learners what other, new forms of SEA they can imagine. There are new forms of SEA, such as taking naked photos of children, exposing yourself to a child, sexting, sharing pornographic images with children over the phone, etc.
- Ignorance of a child's age is NO DEFENSE. The fact that you are not aware of the age of the child IS NOT a defense.

SLIDE 7: HOW TO REPORT SEA

How to Report SEA

- UN personnel have a duty to report suspected misconduct and to cooperate with UN investigations
- Good faith reports supported by evidence; reports made to UN officials, to OIOS or to others in special circumstances
- Protection from retaliation granted for reporting misconduct or cooperating in

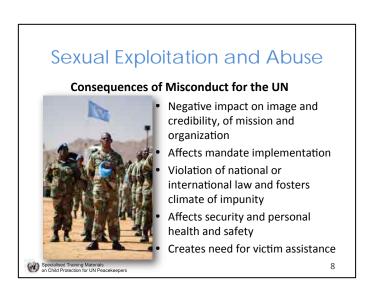


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Reporting Process

- As military personnel you report through the chain of command. But you can also report directly to the Conduct and Discipline Team (CDT).
- All complaints and information on possible misconduct (for all categories of personnel) is channeled to CDT.
- Possible direct reporting to Office of Internal Oversight. You can report in full confidentiality. Most missions have a structure with SEA focal points.
- Your reports are confidential and you are protected from retaliation.
- The CDT reviews and assesses information to determine if allegations of misconduct are credible.
- CDT recommends notification and investigation in accordance with applicable procedures.
- Informs HOM through COS (heads of components informed as appropriate).
- CDT is responsible for tracking and follow-up of allegations.

SLIDE 8: SEXUAL EXPLOITATION AND ABUSE



TRAINER NOTES

The consequences of cases or allegations of misconduct (including sexual exploitation and abuse and fraud) can be dramatic and risk impeding the implementation of the political and operational mandate of your mission. When such incidents occur, the reputation of the UN is at stake, both in the international arena, as well as in the host country. The duty of care of the peacekeepers appears to be a vain statement; people talk about impunity and the failure of the UN to take

responsibility for the suffering of victims of such acts. All of this may in fact, and very concretely, put the security of our own peacekeepers at risk; open the ground for false allegations of all types against the mission and the UN; and create an environment where the mission will face additional difficulties in implementing its mandate.

Peacekeepers have certain immunities and privileges on legal matters, which are accorded by various UN legal frameworks. These privileges and immunities are granted by the Secretary-General for the performance of your official duties and in the interest of the UN. Depending on your category (formal military contingent, United Nations Military Observer (UNMO)/Civilian Police or Civilian), the immunities and privileges apply in different ways. Whichever way they apply to peacekeepers, the peacekeepers are still liable to disciplinary action and, in serious cases, criminal proceedings for violations of the Code of Conduct. The UN can take only limited action against uniformed personnel (e.g. repatriation and barring from future service), and relies on Member States to take disciplinary and/or criminal action against such personnel. UN investigations are administrative in nature. If a peacekeeper is alleged to have committed a crime, such as rape, the matter is referred to the appropriate Member State for a criminal investigation, after a preliminary assessment of the matter by the UN.

SLIDE 9: SEXUAL EXPLOITATION AND ABUSE

Sexual Exploitation and Abuse Consequences of Misconduct for an Individual Disciplinary action Repatriation Termination of contract Criminal proceedings Financial liability

TRAINER NOTES

As mentioned before, SEA cases are considered a major violation of the UN Code of Conduct, and the UN has a zero-tolerance policy. This slide shows some of the possible consequences based on the severity of the misconduct.

- To give you an overview of the scope of the problem, some instances involving military and police personnel in 2012 include:
 - 24 allegations of sexual exploitation and abuse were referred to troop- and police-contributing countries.
 - 9 police and 8 military personnel were repatriated on disciplinary grounds and barred from participating in future field missions.
- In general, the consequences are as follows: UN investigations are administrative in nature. If a peacekeeper is alleged to have committed a crime, such as rape, the matter is referred to the appropriate Member State for a criminal investigation, after a preliminary assessment of the matter by the UN. The UN can take only limited action against uniformed personnel (e.g. repatriation and barring from future service), and relies on Member States to take disciplinary and/or criminal action against such personnel. Consequences are also determined by the privileges and immunities a peacekeeper enjoys. Uniformed personnel remain liable to disciplinary action and even criminal proceedings for violations of their national code of conduct that amount to criminal acts.
- The UN received the following information from Member States about follow-up to cases of SEA in 2012:
 - 3 personnel received jail terms ranging from six months to a year, accompanied by dismissal
 - 4 personnel received jail terms of 30 or 60 days
 - 3 personnel were dismissed from duty
 - 2 personnel received other disciplinary measures

SLIDE 10: DISCUSSION: SEA PREVENTION AND RESPONSE

Discussion: SEA Prevention and Response

- What makes children in conflict areas vulnerable to sexual exploitation and abuse?
- Explain measures you can take as Contingent Commander to ensure your peacekeepers do not commit sexual exploitation and abuse.
- What possible impact can sexual exploitation and abuse have on your contingent and the mission?

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" GROUP DISCUSSION

Divide the learners into three to four groups, and spend 15 minutes discussing the questions shown on the slide. Each group should develop a presentation on its responses. One group should make a presentation to the plenary, with the other groups adding only those points not covered by the presenting group.

Having understood the definition of SEA, how can UN contingent commanders prevent and respond to SEA?

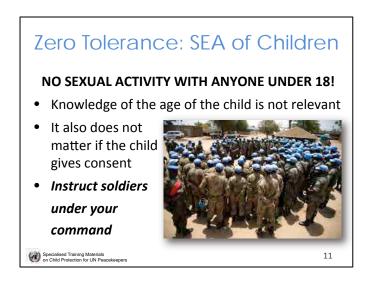
POSSIBLE RESPONSES

- Children in conflict areas are vulnerable to exploitation and abuse for a number of different reasons including, but not limited to: being impoverished, unaccompanied, orphaned, homeless (e.g. street children), living in an IDP or refugee camp without adult supervision, being illiterate or poorly educated, having no social networks, being addicted to drugs, etc.
- The Contingent Commander is accountable for the good order and discipline within his unit. The measures he can implement can be divided into preventive and enforcement measures and may include:
 - Preventive Actions: Ensure that conduct and discipline are properly addressed during pre-deployment training. Lead by example: all eyes are on you! If you are seen misbehaving, your troops are likely to follow suit. Follow up on allegations, rumours and complaints you need to ensure that these are looked into also for the purpose of clearing any of your troops from suspicion. Provide welfare and recreation facilities your country is being reimbursed for this purpose.

These funds should be allocated to that purpose. Deal with issues of conduct, stress and performance before they lead to instances of misconduct. Ensure that all personnel receive in-mission induction training upon deployment. Utilise the mission training structures (Integrated Mission Training Centre [IMTC] and MTC) to support you. Advocate for the upholding of standards of conduct. Stress, in your daily interaction with troops, that misconduct will not be tolerated, and emphasize the positive impact of upholding the UN standards of conduct.

2. Enforcement Actions: Related to enforcement of UN standards of conduct, you must ensure that personnel under your command are made aware of the various reporting mechanisms in your contingent and in the mission, and their duty to report cases of misconduct. You, as Commander, are required to support investigative bodies if misconduct has occurred. As a Commander and Officer you must communicate and enforce preventive measures, such as mission-wide curfews and off-limits locations.

SLIDE 11: ZERO TOLERANCE FOR SEXUAL EXPLOITATION AND ABUSE



Exchange of money, employment, goods, assistance or services for sex, is prohibited. Use of children or adults to procure sexual services for others is prohibited. The knowledge of the age of the child is not relevant. Ignorance is no excuse. It also does not matter if the child gives consent to the act. Instruct all soldiers under your command.

SLIDE 12: ZERO TOLERANCE FOR CHILD LABOUR



SLIDE 13: ZERO TOLERANCE FOR CHILD LABOUR

Zero Tolerance: Child Labour

DPKO/DFS Policy on the Prohibition of Child Labour in UN Peacekeeping Operations (2011)

- Use of children under the age of 18 for the purpose of labour or other rendering of services by UN peacekeepers is strictly prohibited
- Children are not allowed on the premises, camps or facilities of any UN peacekeeping operation for the purpose of labour or rendering of services

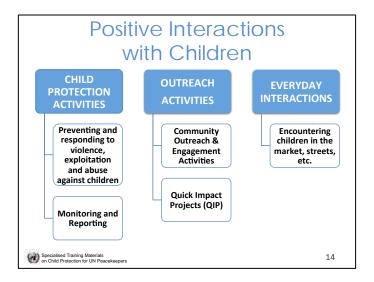


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TRAINER NOTES

- Most nations have laws that prohibit child labour. Yet throughout the world, children in large numbers can be seen toiling in sweatshops, hauling concrete, tilling fields, plucking garbage or peddling shoes. The International Labour Organization estimates there are at least 10 million working children in Africa alone.
- In 2011, DPKO and DFS adopted the DPKO-DFS policy on Prohibition of Child Labour in UN Peacekeeping Operations. According to the Policy, DPKO personnel are prohibited from using children for purposes of labour or rendering of services. This rule applies despite the minimum age of employment in the host country.
- Remember that a child means everyone below the age of 18 years. Thus, the UN strictly prohibits the use of any person under the age of 18 for labour purposes for peacekeepers. As a peacekeeper, you cannot have anyone under the age of 18 work for you as a cook, cleaner, driver, or to do your laundry. That is considered child labour. Additionally, children are not allowed on the UN premises to do any tasks. For example, in many cultures, it is extremely common for young girls and boys to set up stalls to sell milk or vegetables, brush shoes, wash cars or even cut hair. Therefore stalls inside the camp are prohibited, and peacekeepers must not support stalls outside the camp where children are workers.

SLIDE 14: POSITIVE INTERACTIONS WITH CHILDREN



■ It is important for you to distinguish between child protection activities the mission is mandated to do, and other activities that support the mission's presence on the ground, through "winning the hearts and minds" of the local population. We will first look at the mandated tasks, which are priority areas of work in child protection, and then discuss the different nuances of your interactions with children.

SLIDE 15: DISCUSSION QUESTIONS

Categorize the following activities as a Child Protection Activity or Outreach & Community Engagement Activity 1. Helping a child that escaped from an armed group 2. Building a school for local children 3. Providing security to a child protection adviser when he/she investigates a case of sexual violence against children 4. Informing the host government armed forces not to use schools 5. Organizing a soccer tournament for local children 6. Reconnaissance to identify threats to children

"GROUP DISCUSSION

Conduct this discussion in a large group or small groups, depending on time. If divided into smaller groups, allow 5 minutes for discussion and have groups take turns reporting their answers.

ANSWER KEY

1	Helping a child that escaped from an armed group	CHILD PROTECTION
2	Building a school for local children Securing a child protection adviser when he investigates a case of sexual violence against children	OUTREACH CHILD PROTECTION
4	Informing the host government armed forces not to use schools	CHILD PROTECTION
5	Organizing a soccer tournament for local children	OUTREACH
6	Reconnaissance to identify threats to children	CHILD PROTECTION

SLIDE 16: RESPONSES - KEY ISSUES



TRAINER NOTES

Review the answers to the questions, differentiating between child protection activities and outreach and community engagement.

Use your own examples and ask learners for examples of their own.

RESPONSES

Child Protection Activities

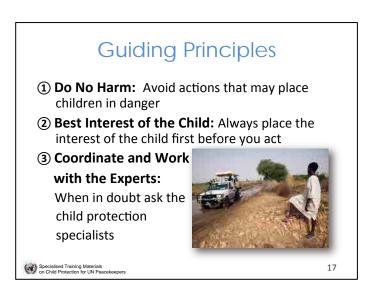
- When you help a child that escaped from an armed group, you are undertaking a key task as military personnel to provide security and respond to violations against children.
- 2. At times, CPAs may need accompaniment when investigating cases of sexual violence, or other grave violations. This is part of your role as a peacekeeper and an important child protection activity.
- 3. As you know, recruitment of children is a grave violation against children. Sexual violence is another grave violation against children. Responding to these violations is a key child protection activity. An attack on a school is another grave violation. According to IHL, use of a school by military groups makes it a legitimate target. It furthermore prevents the education of children. It is your responsibility to inform your counterparts in the national armed forces to vacate the school.
- 4. Mainstreaming child protection into your regular military activities is the most efficient way by which you can contribute to child protection. You will learn more about that in the next module.

Outreach and Community Engagement

On the other hand, building a school or organizing a soccer tournament are not child protection activities because they do not respond to or prevent violations, exploitation or abuses of children. Building a school contributes to development and is usually an activity done by development actors in coordination with relevant national authorities. It is not a core peacekeeping activity. However, it may be that a local community approaches you to ask for the building/repair of a school and that in order to build confidence with the community and increase their acceptance of the Mission you decide to submit a project proposal to the Quick Impact Project (QIP) Review Committee for this purpose. In this case, it is important to remember that the primary aim is not to protect children, but to develop an environment of acceptance that allows the Mission to implement its mandate. Choosing to support a local community should never be an isolated act and should be dually coordinated with relevant stakeholders, including competent local authorities and development partners to ensure that the school is a priority for that area, that it does not duplicate other efforts and will be suitably supported (in terms of teaching staff and equipment) by the state. While such a QIP has the potential to benefit the education of the children of that community, it does not constitute a child protection activity the mission is mandated to do.

- Examples of outreach and community engagement activities include organizing a soccer tournament, assisting other UN agencies in their outreach work, such as distributing food and in one case Christmas gifts to children in Haiti making repairs on buildings or schools, etc.
- Give other examples of when military might want to help: Imagine you are on a long-range patrol and come to a remote village with no medical facilities. A mother comes and asks you for help because your child is ill. If you can, it is your immediate responsibility to help the child. Often, you will not be able to do so. This can be frustrating. What you can do to help is to refer the case within the integrated mission country team to UNICEF. Or if possible, inform an NGO such as Doctors Without Borders, who might be present in the country, and can go and visit the village and provide medical services.
- In all of these situations, and in other situations that you will encounter, while you may have good intentions to help the children and their communities, it is imperative that you consider possible negative consequences as well.

SLIDE 17: GUIDING PRINCIPLES



TRAINER NOTES

- Close proximity and relationship with locals, in particular children, may put children at risk. If you as a military actor interact closely, even though you have good intentions, your interaction may make that child a target.
- Example: A military actor who allows a young boy to have access to the compound or car may make that boy a target for those who may want to use the child as a spy.

On the other hand, military assistance, such as supplying a local orphanage with surplus food and medical supplies, may in fact make the orphanage a target by rebel groups (who may lack medicine and food and, if you provide it to the children, may make them a target).

- These are the key guiding principles that you should bear in mind when interacting with children in the mission area.
 - 1. **Do no harm:** You always have to consider whether your interaction could have adverse effects on the children you want to help
 - 2. **Best interest of the child:** You always have to ask yourself what consequences your action may have on a child/children, whenever you plan and conduct operations, but in particular when you conduct civil-military activities. If you have any doubts, you can ask the Child Protection Adviser.
 - 3. Coordinate and work with the experts: Every organization in the country has their expertise in a certain area. For peacekeeping, it is providing security, supporting government institutions, etc. Other organizations specialise in providing aid to local communities. It is natural that we want to do more and help. The way to do so is working in coordination with the UN structures on the ground.

SLIDE 18: ILLUSTRATIVE CASE



Y SCENARIO DISCUSSIONS

These examples are based on true events. Tell (or have learners read aloud) the first two examples and highlight the guiding principle that was breached. Read the Good Practices scenario and lead the learners in a discussion about **what the military can do.**

Example 1: Orphanage

In one mission, peacekeepers wanted to support local orphanages. A priest was running an orphanage and peacekeepers were eager to help. They organized a fundraiser, collected money from themselves and their families at home and gave the money to the priest and the orphanage. Unfortunately, the orphanage was not registered with the government. There was no accountability of where the money went. What is worse, the orphanage never conducted a proper family tracing of the children they accepted. The orphanage was later accused of being involved in the trafficking of children to the neighboring country. This is one example where, despite best intentions, harm was done.

Example 2: Orphanage in Lebanon

In another context, a Norwegian company supported a local orphanage. The orphanage took in children from all Lebanese ethnic groups. These were very poor children and the military thought they could help the orphanage by giving them gifts. However, not all factions in the area liked the Norwegians. So one night, someone attacked the orphanage and killed the owner and two nurses. *If you want to do these activities, there are specific mechanisms you can use.*

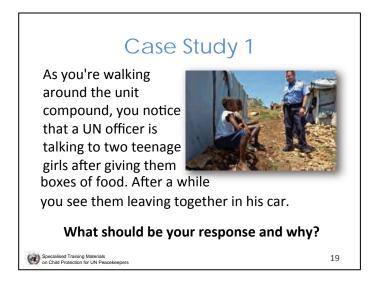
Good Practices: how the military can help

In South Sudan, the military wanted to help a remote village by providing grain to grow crops. (South Sudan is always effected by flooding and scarcity of food.) It is not the mandate of UNMISS to provide food bags. Other organisations are present and may not appreciate that the mission is trying to do their work: Work with local organizations and experts.

So what can the military do?

In this case, the mission partnered with a local organization (NGO). The bags of grain had the name of the NGO printed on them and the Mission arranged for the transportation of the grain and helped with the distribution of the grains. Again, although this is not a child protection activity, the assistance helped the community and benefited children. In all these activities you have to consider the principle to **do no harm.**

SLIDE 19: CASE STUDY 1



TRAINER NOTES

'Y' CASE STUDIES

Depending on time and preference, conduct these case studies with the entire group or divided into small groups. The following slides (19-22) present four different but not uncommon situations that peacekeepers are likely to encounter in the mission field.

■ Case Study 1: This scenario is based on actual incidents in the field, where peacekeepers sexually exploited girls and women in exchange for food or money. The UN has a zero tolerance policy on sexual exploitation and abuse.

An Appropriate Response for Peacekeepers

You are allowed to intervene. If you can, intervene and ask the officer what he is doing. If you see any type of inappropriate behaviour, you should report the incident to the appropriate person. You have an obligation to report, even if you are not sure what is happening. If the situation is not clear, as is this case, seek advice from the Conduct and Discipline Focal Point. Also, since children should not be on UN premises, you should also report that you saw children in the UN compound.

SLIDE 20: CASE STUDY 2

Case Study 2

You are deployed in a peacekeeping mission area. A young boy from the village offers to sweep the military base, take out the trash and clean the military's cars for a small amount of



money. He informs you that he will use the money to pay for his school fees.

What should be your response and why?

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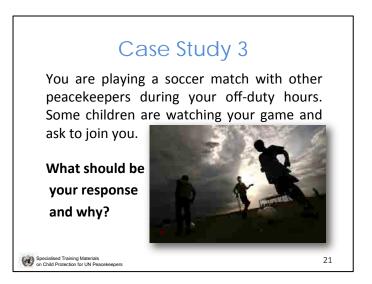
TRAINER NOTES

An Appropriate Response for Peacekeepers

Peacekeepers are prohibited from letting children work for them. According to DPKO/DFS, Policy on the Prohibition of Child Labour in UN Peacekeeping Operations, 2011: "The use of children under the age of 18 for purposes of labour or other rendering of services by UN peacekeeping operations is strictly prohibited, regardless of the minimum age of child labour stipulated under the national law in the mission's area of operation, and irrespective of the involvement of compensation (in the form of a salary, food or other benefits)."

If you allow the boy to wash your car, (or clean your shoes, do your laundry etc.), you are condoning child labour and exploiting the boys' vulnerable situation. Instead, you should explain to the boy that the UN is not allowed to use children for labour. It is also important to understand that giving small sums of money to children may create the expectation that peacekeepers could solve their economical problems and develop a dependency on them. If you want your car washed, then hire an adult to do the work. If you are interested in helping such children, then you should pass the information to the appropriate individuals or agencies. Sharing information or providing resources to UN funds, agencies or programmes, is a more appropriate way to assist.

SLIDE 21: CASE STUDY 3



TRAINER NOTES

An Appropriate Response for Peacekeepers

It very much depends on the situation. In some countries, peacekeepers are not perceived as impartial. A child that is seen as having access to you might become a target or be used as a spy. In some missions, peacekeepers are not perceived as neutral. There were examples of children who were seen with peacekeepers and were subsequently tortured by armed groups and forced to go back to peacekeepers to get intelligence from them. Since your interaction with children can put them at risk, your main consideration must be to "do no harm." For example, consider what impact it will have on the children if they are seen playing soccer with peacekeepers.

If you want to proceed with their invitation, work with a local NGO to organize a tournament. Seek guidance from the Child Protection Adviser in the mission, and keep in mind that different cultures may view and respond to a situation differently.

SLIDE 22: CASE STUDY 4

Case Study 4

You have recently deployed to MONUSCO as a company commander. You are new to the environment and want to familiarize yourself with your AOR. You are aware that an armed group has recently been terrorizing villages in the AOR but you are unsure of the exact location. While on a familiarization patrol, two young boys offer to take you to their location and serve as your guides and interpreters.

What should be your response and why?



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TRAINER NOTES

An Appropriate Response for Peacekeepers

There may be many good reasons for you to agree to the boys' offer. However, you must not. The provision of goods and services by children to UN peacekeepers is prohibited. Note that it is irrespective of whether you pay the boys or not. In this case, the use of children by the military has even bigger implications. You might endanger the boys if they are seen helping you. You might bring them into the line of fire if an attack takes place. More importantly, the definition of a child soldier includes children being used as porters, spies, and other assistants, so you would weaken the credibility of the UN if you use a child for purposes that the UN tries to prevent. The same holds true for using children as interpreters.

Thank the child and find an adult to show you the way.

SLIDE 23: DO's and DON'TS WHEN INTERACTING WITH CHILDREN

When Interactin	ig with Children
Do	Don't
Know your peacekeeping mission's mandate and role in protecting children. There are actors who can help, where the missions cannot (education, health, food, etc.)	Be discouraged if you cannot immediately help. If you report concerns, the responsible agencies can ensure that children are helped
Consider other options of community outreach aside from building schools and playing soccer	Engage in activities that may place children at risk
Work with NGOs and local communities if you want to engage in community outreach activities with children	Be discouraged if you think the mission should do more. Your contribution to security is critical

- Peacekeepers should respect children's rights at all times and strictly adhere to the UN's Code of Conduct. As you just learned, while some situations may not appear harmful at first, they may ultimately cause harm to the children or their families. Keeping these "do's and don'ts" of interacting with children in mind can help you, as a peacekeeper, make the right decision when confronted with these situations.
- Ensuring the safety and wellbeing of the children should be your priority. The "best interest of the child" should guide all your interactions with them.

SLIDE 24: DO'S AND DON'T'S WHEN INTERACTING WITH CHILDREN

	ng with Children
Do	Don't
Consider the possible consequences of your actions on the child. If you have doubts, ask the CPA	Casually spend time or interact with local children
Explain to a child who wants money or work that you are not allowed to give money to children	Give them money or food or use children for any services or labour (cooking, cleaning, washing cars, etc.)
Report through the chain of command and to CPA/CP focal points if you see incidents	Have any sexual contact with children

Report through the chain of command and to CPA/CP focal points if you see incidents.

 \square Issue the handout "Do's and Don'ts when Interacting with Children, Module 3"

SLIDE 25: TAKE AWAYS

Take Away

- Peacekeepers should be aware of the influence of their own cultural background when dealing with children and local communities in order to avoid disrespectful or harmful behaviour
- Peacekeepers need to abide by the Code of Conduct and other ethical standards when dealing with children in their mission areas
- Remember UN's Zero Tolerance Policy on sexual exploitation and abuse and the prohibition against child labour
- Always keep the guiding principle in mind when interacting with children: Do No Harm



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TRAINER NOTES

This slide summarizes the key messages that were presented in this session. Peacekeepers need to abide by the Code of Conduct and other ethical standards when dealing with children in their mission areas. Non-adherence to the Code of Conduct by the peacekeepers has serious consequences. Training and thorough preparation during pre-deployment training are very important to avoid misconduct. Cultural background can affect the behaviour and attitude of peacekeepers toward children in their mission areas.

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SLIDE 26: REFERENCES

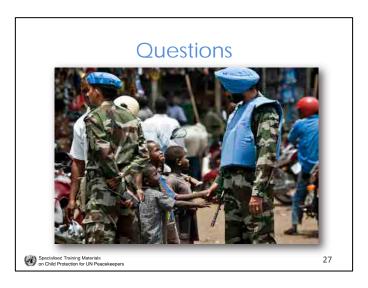
References

- United Nations, DPKO/DFS. Policy on mainstreaming the protection, rights and well-being of children affected by armed conflict within UN Peacekeeping Operations, June 2009
- United Nations, DPKO/DFS. Policy on the Prohibition of Child Labour in UN Peacekeeping Operations, 2011.
- United Nations, DPKO (Integrated Training Service). Core Pre-Deployment Training Materials, November 2009.
- United Nations. Code of Conduct and UN Policy on Sexual Exploitation and Abuse.



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SLIDE 27: QUESTIONS



TRAINER NOTES

Sufficient time should be allowed for answering questions. The trainer should actively encourage questions from the learners.

MODULE 4:

Roles and Responsibilities of Peacekeeping Mission Components and External Partners

OVERVIEW

Each component of the mission has responsibilities and needs to take into account child protection concerns within its respective core activities. All peacekeepers — military, police and civilians — must be aware of their responsibilities and receive training on child protection that enables them to fulfil their role in the mission.

LEARNING OUTCOMES

- Understand that protecting children in armed conflict is a shared responsibility
- Understand the mission components and your role in protecting children
- Understand the coordination mechanisms in a mission

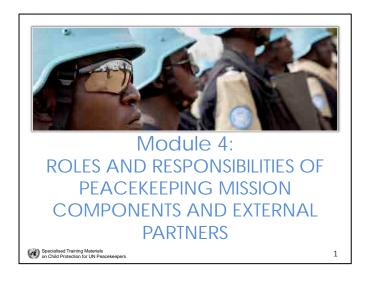
ACTIVITIES

 Group Discussion: Child Protection Coordination Example – Foreign Child Soldier (Slide 17)

LEARNER HANDOUTS

1. Terms of Reference for the Child Protection Focal Point/Officer, *United Nations Infantry Battalion Manual (UNIBAM)* (Slide 7)

SLIDE 1: ROLES AND RESPONSIBILITIES OF PEACEKEEPING MISSION COMPONENTS AND EXTERNAL PARTNERS



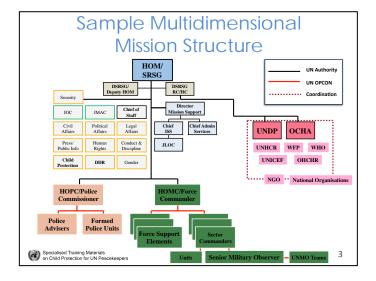
- As we have covered in previous modules, peacekeeping mandates have increasingly included child protection concerns. You should also be aware that most of the peacekeeping missions have full-fledged human rights mandates to protect civilians as well as child protection mandates.
- Each component of the mission has responsibilities and has to take into account child rights concerns within its respective core activities. All peacekeepers – military, police and civilians – must be aware of their responsibilities and receive training on child protection that enables them to fulfil their role in the mission.

SLIDE 2: LEARNING OUTCOMES



- Understand the general role of the various mission components in protecting children and peacekeepers responsibilities for protecting children. This includes the role played by key mission components and external actors.
- Understand the coordination mechanisms that exist in a mission, and how the military can coordinate with these actors to ensure the appropriate response to child protection issues.

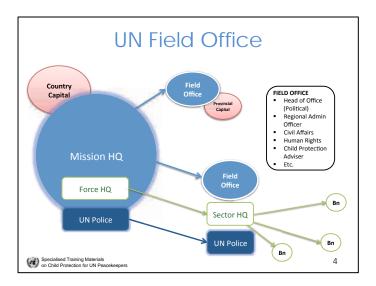
SLIDE 3: SAMPLE MULTIDIMENSIONAL MISSION STRUCTURE



- We will begin by showing you a general structure of a multidimensional UN peacekeeping operation and briefly explain the different components you will encounter in the mission. Thereafter, we will discuss the key functions of some of the various mission components, including external actors, and the specific role that they play in promoting child protection. We will also discuss the collective responsibility of all actors toward a comprehensive mission response on child protection activities. We will then discuss the importance of coordinating action on child protection.
- The key message of this slide is to demonstrate the complexities that exist in a multidimensional mission. There are a large number of mission actors that require substantial coordination, liaison and information sharing. Also, emphasize that this is just a sample structure. Depending on the specific requirements of different countries and operational environments, mission structures will vary. In the following slides we will take a closer look at the different components. We will discuss the role of the military in more detail in Module 5.
- Point out the main components: UN Country team, civilians, military and police. Abbreviations are as follows:

DDR	Disarmament, Demobilisation and Reintegration
DSRSG	Deputy SRSG
HC	Humanitarian Coordinator
НОМ	Head of Mission
НОМС	Head of Military Component
HOPC	Head of Police Component
JMAC	Joint Mission Analysis Cell
JOC	Joint Operations Centre
NGO	Non-governmental organizations
OCHA	Office for the Coordination of Humanitarian Affairs
OHCHR	Office of the High Commissioner for Human Rights
OPCON	Operational Control
RC	Resident Coordinator
SRSG	Special Representative of the Secretary-General
UNDP	United Nations Development Programme
UNHCR	UN High Commissioner for Refugees
UNICEF	International Children's Fund
WFP	World Food Programme
WHO	World Health Organization

SLIDE 4: UN FIELD OFFICE



- In addition to Mission HQ, normally located in the capital city, the Mission will deploy Field Offices to other parts of the Mission, such as provincial capitals. The Field Office will have representatives from the key functions within Mission HQ, such as Political, Civil Affairs and a Regional Administrative Officer representing DMS and logistics.
- The Mission may deploy a number of Field Offices. The Military Component, having its Force HQ co-located with the Mission HQ, will likely have its Sector/ Brigade HQ co-located with a Field Office, enabling the Mission components to work closely together.
- In the same way, the Police Component will have representation, not only at Mission HQ, but also at the provincial level. It is key that the Field Office, Military and Police work together to achieve the mission objectives, and later we will see how this works for child protection.

SLIDE 5: CHILD PROTECTION ADVISERS

Child Protection Advisers

- Point of contact for peacekeeping mission
- Advise all mission components on child protection
- Monitor and report on six grave violations
- Negotiate agreements of release of children
- Conduct trainings on child protection
- Coordinate with UNICEF and other relevant actors
- Advocate for child protection needs
- Note: In the absence of a child protection component, the human rights component works on child protection and child rights



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- It's very important that the trainer is familiar with the distinct roles of civilian Child Protection Adviser, military Child Protection Officer and military Child Protection Focal Point, and their lines of communication and coordination.
- While all peacekeepers have a responsibility to protect children, many peacekeeping missions have Child Protection Advisers, who act as experts on this issue and advise the mission on the needs of children. Child Protection Advisers are civilians, advising all mission components, particularly the head of the mission. They work closely with the military component as well.
- They are your point of contact. In your sector, you work with your Child Protection Adviser.
- The CPA advises all mission components on issues pertaining to the protection of children. He or she can ensure that every mission component plays their role.
- They monitor and report on the six grave violations against children, negotiate agreements for the release of child soldiers, train peacekeeping personnel in the protection of children and advocate for the rights of children in the country.
- Child Protection Advisers work closely with UNICEF Child Protection Specialists on these activities and other relevant UN agencies, NGO's and government offices.
- The Department of Peacekeeping Operations (DPKO)-Department of Field Support (DFS) Policy on Child Protection, 2009, specifically requires that the Child Protection

Adviser be responsible for ensuring mission reporting on child protection issues and the related activities undertaken by the peacekeeping operation in the mission area. Also, the CPA collates all information and reports on grave violations committed against children to the Security Council.

- In the absence of a child protection component, the human rights component has a general mandate on human rights promotion and protection, and works on child protection and child rights.
- Note: Verify the peacekeeping missions that have CPAs (on DPKO website) and share relevant information with learners. http://www.un.org/en/peacekeeping/

SLIDE 6: (MILITARY) CHILD PROTECTION OFFICER

(Military) Child Protection Officer

- Advise the Battalion Commander on all issues related to the protection of children
- Liaise between child protection actors and the battalion
- Establish an alert system to transmit information received on any of the six grave violations through command channel and also to the child protection unit/section
- Coordinate with Military Child Protection Focal Point at Force/Mission HQ



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- With the increasing demands on the military for child protection, it became clear that some structures and processes needed to be put in place in the military component to be able to address these protection concerns. The UN Infantry Battalion Manual requires that the military appoint child protection focal points at the infantry battalion level and at the Force HQ.
- The CP Officer handles all issues related to child protection violations, including establishment of an alert system to transmit through command channel and also to the child protection unit/section, pertaining to information received on any of the six grave violations especially the recruitment or use of children by armed forces or armed groups, the killing or maiming of children, sexual violence, attacks on schools and hospitals, abductions of children, and the denial of humanitarian access.

HANDOUT: United Nations Infantry Battalion Manual: Terms of Reference for the Child Protection Focal Point/Officer

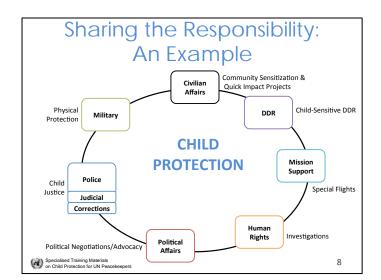
SLIDE 7: (MILITARY) CHILD PROTECTION OFFICER

(Military) Child Protection Officer

- SOPs on the hand-over of child soldiers
- Guidelines for the battalion on children's issues including
 - Detention
 - Conduct during interaction with children
 - Prevention of all forms of exploitation of children including child labour and sexual exploitation
- Note: The CP Officer acts under the supervision of the XO/2IC

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- Refer to the handout, United Nations Infantry Battalion Manual: Terms of Reference for the Child Protection Focal Point/Officer.
- Developing and overseeing the implementation of specific SOPs on the hand-over of child soldiers captured in operations or those who have surrendered to the peacekeeping force.
- Developing guidelines for the battalion on children's issues including detention, conduct during interaction with children and prevention of all forms of exploitation against children including child labour and sexual exploitation.
- Note that at the UN Infantry Battalion level, a single officer under the supervision of the XO/2IC will perform the responsibility of "Gender and Child Protection"
- The focal points within the military should liaise closely with the CPA in the mission. Some missions have already established such focal points. A good example is the child protection focal point in the military in UNOCI.

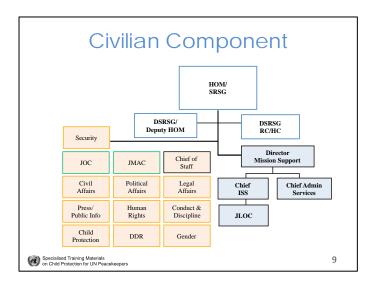


SLIDE 8: SHARING THE RESPOSIBILITY - AN EXAMPLE

- Here are examples of the activities that some peacekeeping components can take to protect children and promote their rights in armed conflict. The following descriptions are not exhaustive. Define various components listed on slides as needed.
 - 1. Special Representatives of the Secretary-General (SRSGs)/Heads of Mission (HOMs): Provides leadership role in political advocacy. They are responsible for placing the concerns of children onto the political and peace agenda in the country.
 - 2. Political Affairs: The political issues in post-conflict scenarios are typically very difficult to resolve. No conflict is ever really resolved without effectively addressing the political/diplomatic dynamic, which is therefore a key mission task. A key support on child protection issues is usually in the form of adopting a child-conscious approach for all political processes for example, by engaging in dialogue with parties to the conflict to end grave violations of child rights. In ceasefire arrangements and peace agreements, it's preferable that a female specialist on the mediation team address children's issues.
 - 3. *Human Rights:* A few of the key roles that human rights components play in support of child issues are to monitor, report and investigate crimes committed against children in the context of armed conflict, and to monitor the illegal arrest of children.
 - 4. Women Protection Advisors: Advises on sexual violence issues

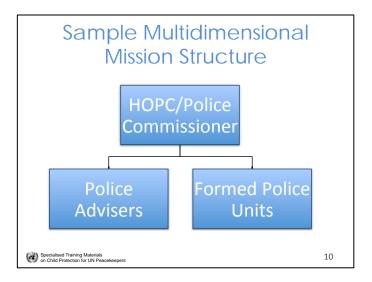
- 5. POC Adviser: Coordinates mission-response on POC. Works closely with CPA.
- 6. Security Sector Reform (SSR): Helps ensure the protection of children and young people in the context of weapons collection programmes.
- 7. *Mission Support:* Provides all types of field support to mission entities and components including logistics support to ensure safe transport of children and facilitate materials for the refurbishment of child care facilities.
- While child protection is a shared responsibility, CPA usually coordinates more often with Human Rights, Political Affairs, Rule of Law or Judicial or UN Police, DDR, SSR and Military Observers.

SLIDE 9: CIVILIAN COMPONENT



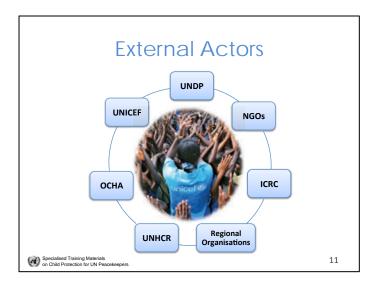
Define various components listed on slides as needed.

SLIDE 10: SAMPLE MULTI-DIMENSIONAL MISSION STRUCTURE



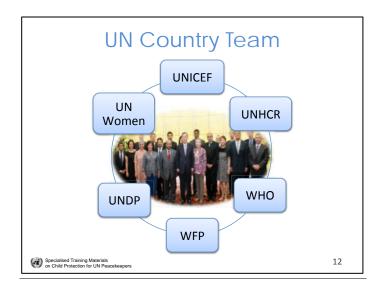
- The core business of UN Police is to build institutional capacity in post-conflict environments. On child protection issues, police can assist in the following ways:
 - 1. Advocacy and awareness amongst local police
 - 2. Advise, mentor, guide and train local police on child protection issues, including dealing with victims, witnesses and perpetrators

SLIDE 11: EXTERNAL ACTORS



- While you have specific and very important roles to play in child protection which we will discuss in more detail in the next two modules it is important to understand that your role in child protection is limited. You will encounter children who have no access to schools or clean drinking water. You will want to help them, but it is important to understand that you cannot do it all, and that there are other actors who specialise in providing certain services.
- Consequently, this coordination is essential in order to share information on child protection needs and ensure adequate response. For example, while peacekeeping missions may report on a case of sexual violence against a girl, humanitarian child protection actors are equipped and able to provide the girl with timely and lifesaving services, including medical, psychosocial and legal assistance.
- External actors include members of the UN Country team such as UNICEF and UNHCR.
- Contacts and follow-up with external actors over child protection issues should go through or be done in close consultation with Child Protection or Human Rights Officers whenever possible. The Child Protection Section or the Human Rights Unit can help identify and facilitate contact with the most relevant actors. It is essential that the specialists with this particular knowledge and expertise provide follow up on the delicate cases and situations (e.g. risks of traumatization, witness protection, etc.).
- We will now see these external actors in a little more detail.

SLIDE 12: UN COUNTRY TEAM



- It is important to be familiar with UNICEF and other UN Agencies, Funds and Programmes that exist in UNCTs with child-specific roles. It is not necessary to mention in detail the roles and responsibilities of each of these organizations, though a quick overview (time permitting) is helpful. UNICEF is one particular organisation that peacekeepers will coordinate with.
- **UNICEF** is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF leads coordination on child protection on the ground, the so-called child protection sub-cluster. UNICEF has a very different mandate, but the goals of protecting children are the same, even though the approach is very different. It is the complementarity that is important. Peacekeeping missions have the advantage when it comes to negotiating with armed groups. UNICEF then takes over to do family tracing and reunification of the child with the family. Therefore, it is essential that UNICEF receive relevant information from you as soon as possible. In addition, the mission needs to make sure it is at the coordination cluster meetings in order to be informed about what is happening.
- Each of these organizations plays a unique role, which is important for you to understand. It is important to remember that many of these actors have been in the field long before you came and they will be there long after you go. They are also a good source of information about the local context.

SLIDE 13: NONGOVERNMENTAL ORGANIZATIONS (NGOs)



- You will also encounter non-UN and non-governmental child protection actors in your area of deployment. This slide shows a few of them.
- Civil society groups, local charities and clinics are often an important asset in areas where national or local government institutions lack capacities. Military units are often deployed in areas where state authority is weak or non-existent and should work with these entities to ensure children affected by conflict are provided with medical care and assistance where local capabilities exist.
- They play significant roles in protecting and promoting child rights and human rights in the mission area. "Save the Children," and other NGOs have specific capacities to protect children, sometimes targeted to respond to violations which have occurred. (Provide other relevant examples.)
- Close coordination with these entities is also important. As mentioned earlier, contacts and follow-up with these actors over child protection issues should go through or be done in close consultation with CPAs or Human Rights Officers whenever possible.
- Some peacekeepers have started cooperating with NGOs and helping them with their programs. This will be addressed in Module 4. It is important to not indiscriminately support any NGO, but to work with legitimate NGOs.

SLIDE 14: NATIONAL AUTHORITIES AND ORGANIZATIONS

National Authorities and Organisations

 Protection of civilians, including children, is the primary responsibility of the host government



Close coordination with government and local authorities Long-term

Long-term sustainability and local ownership

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- The protection of civilians, including children, is primarily the responsibility of the host government; however, in armed conflict or post-conflict areas, due to weak or unwilling government authority, or in worst-case scenarios absence of any governance, it may not be so. In such cases, as in Somalia, Liberia, the Democratic Republic of the Congo (DRC), etc., the UN and the international community, armed with the Security Council (SC) mandate, have to step in and assume the responsibilities of protection.
- Close coordination with government (mission HQ level), local authorities (provincial level and Head of Office level) and other governmental organizations is needed. The local police needs to be involved. The local authorities have the most relevant information, especially with regards to local culture and customs. It is also true that their voices are most heard in such scenarios. Therefore, for raising awareness amongst the local population, advocacy, monitoring, ensuring adequate legislative amendments from child protection perspectives, and ensuring protection and promotion of child rights ─ close coordination with local authorities is very important.
- Long-term sustainability and local ownership are related and important. The UN and the international community cannot assume responsibility forever, and the host nation has to assume responsibilities. The mission will close one day, and the mission responsibilities will then have to be taken over by the local authorities. Therefore, close association with local governmental agencies from the beginning, is an important factor.

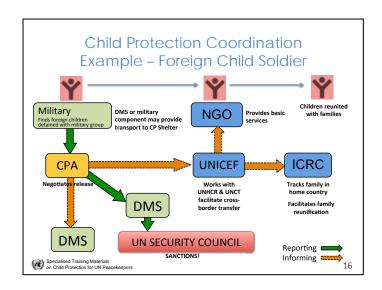
Child Protection Coordination Peacekeeping Mission External Actors HOM/SRSG CHILD PROTECTION ADVISER CHILD PROTECTION FOCAL POINT NGOS CHILD PROTECTION OFFICER

SLIDE 15: CHILD PROTECTION COORDINATION

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- Trainer should review PowerPoint slide carefully before presenting. The arrows in the graph denote the flow of reporting.
- As we heard earlier, each component of the mission has a role to play in protecting children and promoting their rights. Child Protection Advisers (CPA), serving as experts, are responsible for collecting information on violations against children and securing a response by the mission, an NGO or the UN Country team in referring a case to them.
- The flow of information needs to be secured between the Military Child Protection Officer and the civilian Child Protection Advisers.
- When observing a violation against children, the unit needs to report it in the chain of command. The chain of command needs to channel the information to the Child Protection Officer, who should report it to the nearest Child Protection Adviser. The Military Child Protection Officer must also inform the Military Child Protection Focal Point.
- When the CPA is informed of a child protection incident, he/she liaises with the approved counterpart. This could be advocacy with the government or the armed forces for the release of a child in prison or a child that is with the armed forces. He/she can also inform UNICEF to provide assistance to the child or the family.
- EXAMPLE: In UNMISS in Jonglei state, different tribes had abducted many children during the inter-community conflict. UN military liaison officers would find children

with the SPLA (in a different village/town) because the SPLA soldiers and the children were from the same tribe. The SPLA soldiers were taking care of these children. But it was not a good situation for the children – they needed to be at home with their families. So the UN military liaison officers informed the child protection team of these incidents. Child protection informed UNICEF, who started the family tracing process. Together, child protection and UNICEF spoke with the government to inform them that the children needed to be brought back to their families. (The government was happy to cooperate, because these family reunifications were part of the peace agreement). UNMISS child protection also arranged the transport for these children. UNMISS helicopters flew to the village, together with an expert from child protection and UNICEF. The children were identified and brought back to Bor, where UNICEF placed them in an interim care center. This was necessary because their families had not yet been identified. It was better for the children to be in the care center, than to live with SPLA soldiers in their barracks. After one week, the children were returned to their families.



SLIDE 16: CHILD PROTECTION COORDINATIONAN EXAMPLE – FOREIGN CHILD SOLDIER

TRAINER NOTES

"I" GROUP DISCUSSION

- This is an interactive build-up scenario, which should help learners understand the coordination of child protection. The trainer should present the question (ASK), and ask for answers. **EXPLAIN and INFORM** are possible answers to these questions. This should be presented in dialogue with the learners. The most important lessons to learn from this exercise are:
 - 1. Child protection is a team effort

- 2. Responsibilities differ and are complementary
- 3. Coordination is essential
- 4. Reporting is crucial to trigger the chain of command

QUESTION 1

- → Ask: You are with the military in Congo and find out that the
 FARDC has captured and detained two children from the M23,
 which the FARDC claims are from Rwanda. What would you do?
- Explain: As soon as possible, report this incident. The Child Protection Officer in the military will then inform the (civilian) Child Protection Adviser and the Military Child Protection Focal Point. Depending on your relationship with the FARDC, you can request that the children are handed over to a Child Protection actor.
- Inform: Some missions, such as MONUSCO, have SOPs for the handover and detention of children. This will be dealt with in the subsequent module.

QUESTION 2

- **⇒** Ask: Assume that the children stay with the FARDC. What happens next?
- Explain: The CPA will immediately inform UNICEF and find an interim care centre for the children. The CPA will also inform DMS, and the military component and organize the hand-over of children to the social workers and the transport of the children to the interim care centre. You might be asked to assist in the process with the FARDC.

QUESTION 3

- → Ask: Assume that the children stay with the FARDC. What happens next?
- Explain: The CPA will immediately inform UNICEF and find an interim care centre for the children. The CPA will also inform DMS, and the military component and organize the hand-over of children to the social workers and the transport of the children to the interim care centre. You might be asked to assist in the process with the FARDC.

QUESTION 4

→ Ask: Now the children are in the interim care centre. What happens next?

■ Explain: The children need to be reunited with their families. To this end UNICEF informs the ICRC. The ICRC will track the family of the children in the country they came from, in this case, Rwanda. Once the children have been identified, the mission might be requested to transport the children back to Rwanda. While the CPA is facilitating this process for the mission, the military might be required to provide protection and security along the way. Lastly, the Mission has the responsibility to monitor and report grave violations against children. If these children had been recruited by the M23, the mission needs to report on this. Together with UNICEF, the CPA will draft a report, which the SRSG as the head of mission, sends to New York. This information will eventually be reported to the Security Council, which can take action against the perpetrator (sanctions, refer case to ICC, etc.).

SLIDE 17: TAKE AWAYS

Take Away

- Child protection is a team effort and everyone has a role to play
- Responsibilities differ and are complimentary
- Coordination is essential
- Reporting is crucial to trigger the chain of action
- Military should establish CP focal points at Force, Sector, Battalion and Company levels
- Establish CP information requirements and mechanisms for information sharing with CPA



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- Each component of the mission has a role to play in protecting children and promoting their rights. While most peacekeeping missions have Child Protection Advisers serving as experts, child protection is a shared responsibility.
- Roles between the military and civilian mission staff differ. Also UNICEF has a role that is complementary to the role of the mission.
- If all actors coordinate, the appropriate response can happen.

- It all starts with your reporting of an action.
- This is why the military should also establish CP focal points at all levels (all the way down to company levels). This will facilitate coordination and information sharing between the military and child protection actors. The military, with the support of and in consultation with CPA, should establish CP information requirements. This will enable military units at the tactical level to collect and share information with mission and external actors and facilitate a cohesive approach within the force in regards to CP information collection.
- External child protection actors include UNICEF, other UN agencies such as the UNHCR, relevant international and national NGOs, national ministries (e.g., social, health, education and youth) and institutions.

SLIDE 18: REFERENCES

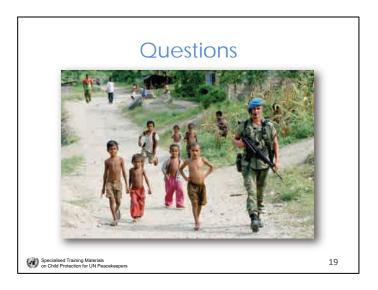
References

- United Nations, DPKO/DFS. Policy on Mainstreaming the Protection, Rights and Well-Being of Children Affected by Armed Conflict within UN Peacekeeping Operations, June 2009.
- United Nations, DPKO ITS. Draft: Child Protection in Peacekeeping Training Modules, Core Pre-deployment Training Materials, September 2012.
- United Nations. Integrated Missions Planning Process (IMPP): Guidelines Endorsed by the Secretary-General on 13 June 2006.
- United Nations. Peacekeeping Capstone Doctrine, 2008.



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SLIDE 19: QUESTIONS



TRAINER NOTES

Sufficient time should be allowed for answering questions. The instructor should actively encourage questions from the learners.

MODULE 5: Child Protection Military Roles and Tasks, Part I

OVERVIEW

In Module 5 we will see how the child protection frameworks discussed in Module 2 translates into both the doctrine and the actions of the military component in the field.

LEARNING OUTCOMES

- Understand the basis for guidance on child protection at the operational and tactical levels
- Review military peacekeepers roles and tasks in relation to child protection
- Understand the need to develop situational awareness
- Understand the Do's and Don'ts of Monitoring and Reporting for Military Peacekeepers

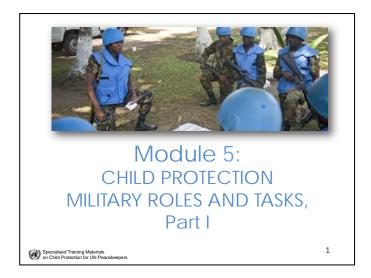
ACTIVITIES

Group Discussion: Situational Awareness (Slide 15-16)

LEARNER HANDOUTS

Do's and Don'ts of Monitoring and Reporting

SLIDE 1: CHILD PROTECTION MILITARY ROLES AND TASKS, Part 1



TRAINER NOTES

In Module 5 we will see how the child protection frameworks discussed in Module 2 translates into both the doctrine and the actions of the military component in the field.

SLIDE 2: LEARNING OUTCOMES

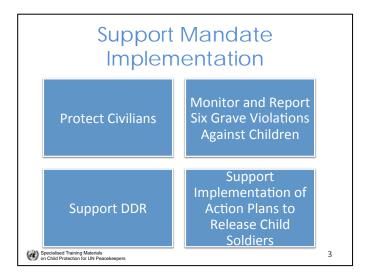
Learning Outcomes

- Understand the basis for guidance on child protection at the operational and tactical levels
- Review military peacekeepers roles and tasks in relation to child protection
- Understand the need to develop situational awareness
- Understand Do's and Don'ts of military peacekeepers for monitoring and reporting

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In Module 2 we discussed the legal framework for the mission's engagement on child protection. In this module we will see how this framework translates into both the doctrine and the actions of the military component in the field. Let us first look more specifically into mandated tasks that relate to the protection of children.

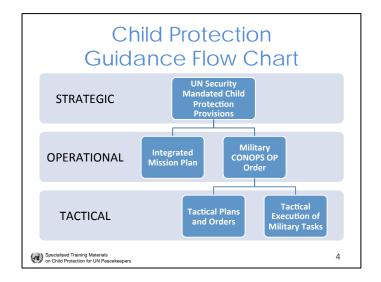
SLIDE 3: SUPPORT MANDATE IMPLEMENTATION



- This slide outlines the different forms in which child protection appears in mission mandates. The mandated tasks shown on this slide all occur in the MONUSCO mandate, but can be found in a similar form in other mandates.
 - 1. Protection of Civilians. 95% of peacekeepers deployed in missions that are mandated to "ensure the effective protection of civilians." As civilians, children are covered by that mandate and their specific vulnerabilities need to be taken into consideration, such as the recruitment of children as well as specific threats to children.
 - 2. Mandates for missions in MONUSCO, UNMISS, UNOCI, MINUSMA, etc. include a requirement to monitor and report on six grave violations against children (explained in Module 2).
 - 3. Where missions are mandated to support the DDR process, concerns of children are also included.
- Another example is that some governments or armed groups have signed action plans with the United Nations to end violations such as the recruitment and use of children, or sexual violence against children. In these contexts, it is the role of the mission to work closely with the government to ensure the implementation of this

action plan. For the military component, this often means accompanying Child Protection Advisers when they visit armed forces' military barracks to screen troops.

SLIDE 4: CHILD PROTECTION - GUIDANCE FLOW CHART



TRAINER NOTES

Strategic, Operational and Tactical Level flow chart includes the following:

1. STRATEGIC

- a. UN SECURITY COUNCIL CHILD PROTECTION PROVISIONS
 - DPKO Policies on Child Protection
 - Rules of Engagement
 - UNIBAM
 - General Force HQ SOP

2. OPERATIONAL

- a. INTEGRATED MISSION PLAN
 - Mission CP Directive / Guidelines
- b. MILITARY CONOPS OP ORDER
 - HOMC CP Guidelines for Military
 - FC Directives
 - Force HQ SOP

3. TACTICAL

- a. TACTICAL PLANS AND ORDERS
- b. TACTICAL EXECUTION OF MILITARY TASKS
 - Situational awareness
 - Application of ROE
 - Tactical Aide Memoire

- Mainstream CP
- Unit SOP
- CoC
- The language which mandates the mission to act will only be effective when it is translated into the mission plan, the CONOPS, the orders, and the directives of the military component right up to the tactical execution of the task. This is what we mean by mainstreaming child protection into the work of the military. It means applying a child protection lens and incorporating child protection concerns at all levels of military engagement: strategic, operational and tactical level. This is how the military contributes to the protection of children on the ground.
- It also means understanding the other mandated tasks, such as protection of civilians, support to DDR, and all other enabling tasks, in light of child protection. For example, in protecting civilians, the military must consider the protection concerns of children.
- If the military is providing support to DDR, the military must take into account the separation of children from armed groups. Also when the military is conducting situational awareness, the military must report on specific violations committed against children.

SLIDE 5: PROTECTION MANDATE

Protection Mandate

Security Council Resolution 1925 (2010) on DRC

11. Emphasizes that the protection of civilians must be given priority in decisions about the use of available capacity and resources and authorizes MONUSCO to use all necessary means, within the limits of its capacity and in the areas where its units are deployed, to carry out its protection mandate [...]

Protection of civilians

Ensure the effective protection of civilians, including humanitarian personnel and human rights defenders, under imminent threat of physical violence, in particular violence emanating from any of the parties engaged in the conflict;

http://www.un.org/News/Press/docs/2010/sc9939.doc.htm

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SLIDE 6: PROTECTION MANDATE

Protection Mandate Security Council Resolution 2100 (2013) on Mali Condemning strongly all abuses and violations of human rights.....as well as killing, maiming, recruitment and use of children, attacks against schools and hospitals.... (c) (ii) To provide specific protection for women and children affected by armed conflict, including through the deployment of Child Protection Advisors and Women Protection Advisors, and address the needs of victims of sexual and gender-based violence in armed conflict;

TRAINER NOTES

These two slides provides examples of mandate language on protection of civilians and children.

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- The Secruity Council emphasizes that a protection mandate is to be carried out without prejudice to the responsibilities of the host nation, and may include actions against host state bodies or authorities if they are the perpetrators.
- In the resolution on Mali, the Security Council adds specific language requesting the mission to provide specific protection for women and children affected by armed conflict. This language and similar language all indicate a clear requirement by the Security Council for the peacekeeping mission to use its resources for protection purposes, including the protection of children. We will discuss the implications of this language in the application of the Rules of Engagement in the next module.



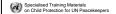
SLIDE 7: AUTHORITY, COMMAND AND CONTROL IN UN PEACEKEEPING OPERATIONS

- Now we will look at how these mandates are operationalised. Here is a review of the three levels (Strategic, Operational and Tactical) that you encountered in the Core Pre-Deployment Training materials (CPTMs).
 - 1. Strategic Level: the Security Council authorises a mandate for the mission that includes child protection.
 - 2. Operational Level: will be operationalised in an Integrated Mission Plan by the SRSG and his/her Integrated Mission Planning Team that will include the Head of Military Component. For child protection this means that all elements of the mission are working under one directive. More detail of the planning process is in the STM for Military Staff Officers which also covers the Military Component Planning Process. The Head of the Military Component / Force Commander will conduct his own planning and produce plans, directives and SOPs including reporting mechanisms for the military units.
 - 3. Tactical Level: includes all subordinate command levels established within military command frameworks. Tactical level commanders report to their respective operational commanders. Military and police components shall coordinate police/military/joint operations at the tactical level operations with the civilial Head of Office or another designated regional coordinator to ensure proovision of security for all elements, prevention of duplication of effort, coherence of effort in achievmeent of the mission plan at the local level, joint handling of local crisis situations, including evacuation of UN civilians when necessitated by the security situation.

SLIDE 8: FORCE HEADQUARTERS CHILD PROTECTION RESPONSIBILITIES

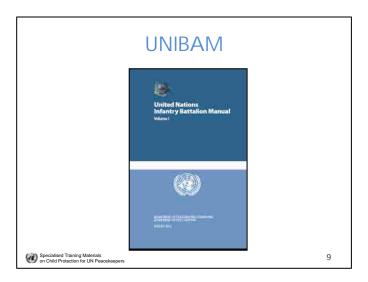
Force Headquarter **CP** Responsibilities

- Child protection mainstreaming
 - Planning
 - Information collection
- Operational guidance on child protection
 - Directives, Tactical Aide Memoire and SOPs
 - Responses, reporting, handover of children
- Training on child protection
- Enforce zero tolerance on SEA and child labour



- Force HQ needs to mainstream child protection. This means that child protection will be a factor in all planning and operations. The HQ will also establish information collection priorities on children.
- Force HQ will cover child protection through Directives, Tactical Aide Memoires (TAM) and SOPs. A good example is the MONUSCO TAM that provides guidance on action to be taken when, for example, you spot child soldiers with government forces. The Force HQ will also provide direction on how to report child abuse as part of the mission monitoring and reporting mechanism and it will establish and maintain a CP network through the CP focal points.
- There will also be direction on CP training that must continue in the mission and be supported by the mission CPAs, and look at responses to current threats to children in the mission area.
- Lastly the Force HQ will be enforcing the SEA policy.



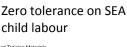


- In case learners do NOT have previous UN peacekeeping operations experience, it would be advisable to cover tasks in more detail since traditional military tasks in war-fighting or peace-enforcement operations are very different from peacekeeping operations, with the military often in the lead. Inadequate understanding of the military component's roles and tasks in UN peacekeeping operations, may cause confusion and misapprehensions.
- Now we will look at the Battalion Commander. Typical tasks are identified in the two volumes of UNIBAM. In general terms, the Battalion will provide a sufficiently safe and secure environment to enable other mission staff, UNCT and other agencies to execute their tasks. But how does child protection fit in?

SLIDE 10: BATTALION COMMANDERS CHILD PROTECTION RESPONSIBILITIES

Battalion Commander CP Responsibilities

- Establish and maintain links to CP actors
- Establish and maintain situational awareness on CP threats
- Implement CP policies
- · Mainstream CP in own operations and contingency planning
- Threat-related CP training
- · Zero tolerance on SEA and



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- The order to encourage learner participation, rather than stating examples of child protection mainstreaming, you may wish to ask the learners for examples.
- The tasks listed here are not sequential but should all happen concurrently.
 - 1. It is important to reach out and establish communication with the CP actors in your area, including the UN CPA nearest to you, UNICEF and local NGOs with whom you can exchange information and build up a level of trust. You do not want the first time that you contact them to be in an emergency.
 - 2. Identify all the CP policies issued down the military chain of command.
 - 3. Child Protection Mainstreaming: Just as Force HQ views CP as a factor in all its plans and operations, you need to do so as well. Every patrol is likely to encounter children, when you consider actions against an armed group, remind yourself that the group might include children. Don't look at IDPs as a mass of people but see them as an entity which contains children, as well as adults, and therefore requires specific and relevant responses in your plan.
 - 4. Having identified what the situational child-specific threats are in the area, you then need to train your troops in their response to them. As mentioned in Module 1, threats include physical harm against children (maiming/killing), child abduction, attacks on schools and hospitals, etc.
 - 5. Battalions need zero tolerance on SEA and the use of child labour.



SLIDE 11: TASKS THAT MAY INVOLVE CHILD PROTECTION ACTIVITIES

TRAINERS NOTES

- We have talked about mainstreaming child protection. Can you suggest some activities where child protection should be a consideration in the planning and execution of your peacekeeping activity?
- These are a selection of activities that are likely to involve aspects of child protection. Throughout these tasks you are constantly observing and reporting on the grave violations.

SLIDE 12: MILITARY OBSERVER CHILD PROTECTION RESPONSIBILITIES

Military Observer **CP** Responsibilities

- Establish and maintain links to CP actors
- Establish and maintain Situational Awareness on CP threats
- Implement Force (and Sector/Bde) CP policies, particularly reporting on the six grave violations
- Mainstream child protection in own operations
- Zero tolerance on SEA and child labour

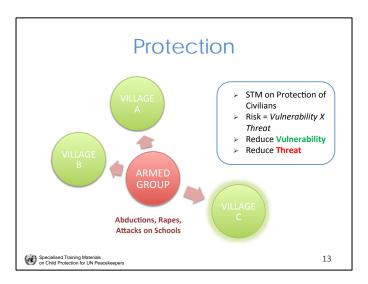
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TRAINER NOTES

- F Note: Depending on the number of military observers in the audience, you may wish to spend more time on this slide.
- The the responsibilities of Military Observers much different from the Child Protection Officer? (Allow time for responses)
- It will be no surprise that the responsibilities for a military observer are much the same. But there is an emphasis on reporting grave violations against children. Observers will be patrolling every day, living in the community and will potentially see more activity. Also, note that the observer still has the same SEA and child labour responsibilities.

SLIDE 13: PROTECTION



- It will now be useful to look briefly at the DPKO Concept for the Protection of Civilians. The concept is captured in two STMs, one operational and one tactical.
- Protection risks are a combination of the VULNERABILITY of the target, for example children in a village, and the extent of the THREAT posed by an armed group. To be successful, you need to reduce both VULNERABILITY and THREAT.
- Villages A and B on the left are being threatened by the armed group, on the right. If you only focus on reducing the VULNERABILITY of the villages (i.e. protecting them) what will happen? Allow time for answers.

- The armed group will chose Village C, which is not protected, and you will be tying up a lot of resources, particularly patrol bases, trying to protect every village.
- It is only by reducing the THREAT that you will deal with the overall risk. Until the armed group becomes ineffective, which means the group is disarmed, those who have committed war crimes (such as rape) are arrested and others are processed through DDR. So when looking at the child protection risks in your area, look at the tasks in terms of reducing the VULNERABILITY of the children in the villages and dealing with the source of the THREAT – the armed group.

SLIDE 14: UNDERSTANDING THE OPERATIONAL ENVIRONMENT / SITUATIONAL **AWARENESS**

Understanding the Operational Environment/Situational Awareness

- 1. What are the threats to children in my Area of Operation? (Who, What, Why, When, Where)
- 2. What are the government and community doing about it?
- 3. What are other parts of the mission, UN agencies, IOs/NGOs and local NGOs doing about it and how can we work together?

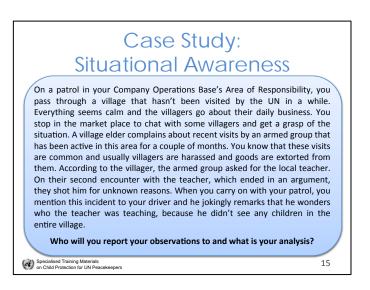


- To increase training audience interaction you may wish (for question #1) to ask the learners what they think they need to know about a threat from an armed group.
- Determining who is vulnerable and what threats exist is all about understanding the operational environment. We mentioned earlier that Situational Awareness is a key part of child protection. The planning process of understanding the operational environment is explained within the STM for Military Staff Officers, but we will quickly run through a few important things to consider:
 - 1. What are the threats against children in your Area of Operations? Each AOO will be different, but you need to identify the threats specific to your area. Specifically, who is threatening the children, what are their tactics, why are they

doing it, when they are doing it (day or night, on market days, etc.), where are their bases and where are they most likely to strike?

- 2. What are the government and the community doing about it? It may be that action is already in hand and you need to know about it. Particularly given that the government has primary responsibility for protection. Equally the villagers may have already developed a protection plan.
- 3. What are other parts of the Mission, UN Agencies, IOs / NGOs and local NGOs doing about it and how can we work together? Other CP actors are likely to already be aware of the situation and are either supporting or preparing to provide support to the children.
- 4. It is only when you have answers to these questions that you can begin to plan and identify your actions to reduce vulnerability and reduce threat. And then of course you need to keep updating your Situational Awareness and adjusting accordingly.

SLIDE 15: CASE STUDY - SITUATIONAL AWARENESS



- Give students time to read the scenario and, depending on time, ask them to answer the question or put them together in groups to discuss the question.
- 'Y' OPTIONAL REPORTING ACTIVITY: If there is sufficient time, ask the learners to write down the information they would need in order to draft a report. Items to be included: name of the village, location with GPS, name of the armed group, where

they came from/left to, number of perpetrators, number and gender of child victims, date of killing, time of killing, weapons carried, number of visits, ethnic/religious affiliation of armed group, ethnic/religious composition of village, focal point in village for further contact, etc.

There are several key takeaways:

- 1. Report any violations or concerns through the chain of command (Military Child Protection Officer and Civilian Child Protection Adviser).
- 2. Killing a teacher might be a grave violation and should always be reported as such, if possible to a child protection actor.
- 3. Targeted killing of teachers, especially several incidents, can be an early warning for child recruitment.
- 4. Child recruitment, especially on a large scale, may be an early warning indicator for security incident/military activity by this group.
- 5. Children not going to school/schools closed/children kept at home are strong indicators of perceived insecurity in a community and crucial to note for situational awareness analysis.
- 6. The Child Protection Adviser can further elaborate on context-specific child protection concerns that can help you in your military situational awareness analysis.
- 7. When assessing the situation, consider if only boys or only girls are missing. If one gender is missing, that could be an indication that they are being specifically targeted.

SLIDE 16: CASE STUDY – SITUATIONAL AWARENESS

Case Study: Situational Awareness

Security Council Resolution 1998 (2011)

"[The Security Council] (...) requests the Secretary General to also include in the annexes to his reports on children and armed conflict those parties to armed conflict that engage (...) in recurrent attacks on schools and/or hospitals in recurrent attacks or threats of attacks against protected persons in relation to schools and/or hospitals in situations of armed conflict."



- Recurrent attacks on teachers, on grounds of their profession, is a grave violation of children's rights as spelled out by Security Council in resolution 1998 (2011) (an attack on school personnel is considered an grave violation). This will be covered in more detail in Module 6.
- In addition to mentioning the murder of the teacher in your patrol report to your own hierarchy, make sure to inform your own Child Protection Officer or child protection actors in your AOR. Ideally, at Force Head Quarters (Military Child Protection Focal Point), the J2 or J3 branch will also alert their respective civilian colleagues in the Child Protection Section when they read your report.
- What you have just observed will also be crucial in your military analysis of the situation.

SIDE 17: PROCEDURES IN USE

Mission Procedures in Use Joint Protection Teams Must/Should/ Could Matrix Community Liaison Assistant Community Alert **Networks** 17

- Note: Learners may have their own experiences of measures in missions which they can share with the class.
- Missions are being innovative in their efforts to understand the operational environment and then prioritise their tasks. Here are some examples of procedures that missions have employed.
 - 1. Joint Protection Teams may comprise several elements of the mission, for example Civil Affairs, HR, CPA, Police and Military. They visit an area and interact with locals to determine the protection needs and responses. It is quite likely that Battalions not only form part of the team but also provide protection for it.
 - 2. A Must / Should / Could Matrix may be one of the outputs of these visits along with other sources of information, including liaisoning with local authorities. This is a priority list of which villages, and thus children Must be protected, Should be protected and Could be protected, which should inform your allocation of resources.
 - 3. Community Liaison Assistant (CLA): The days of patrolling without an interpreter and being unable to communicate with those you should protect are gone. For example, MONUSCO directs at least one CLA for each Patrol Base. The CLA is a national of the country and understands the customs but is not from the immediate local area (and is thus impartial). They can assist you in communicating with the villagers in a culturally sensitive way and listening to their views regarding threats to children.

4. Community Alert Network (CAN): This key innovation is a system where a village is provided with a mobile phone and UN numbers to call in the event of an emergency. MONUSCO has built phone masts specifically to extend coverage to villages at risk. This then enables the mission to respond more rapidly. During your mission specific pre-deployment training you are likely to be informed of the measures used in your mission with further details in Mission SOPs and TAMs.

SLIDE 18: Do's and Don'ts of Monitoring and Reporting

When Monitoring & Reporting	
Do	Don't
Consider best interests of child	Put child in danger
Know and coordinate with the CP actors in your AOR	Neglect to share information with the CP actors
Analyse protection threats and risks for children	Forget the child specific threats
Discretely take notes of details and keep information confidential (location, armed group or unit, number of children, sex of child, violation)	Interview, interrogate or take photos of the child
Be aware of your impact (as a uniformed person) on the child if they have been violated by a soldier rebel	Casually spend time with children
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- When conducting military operations, peacekeepers should always consider the possible impact on children. Peacekeepers should make the child's safety and wellbeing the priority. The best interest of the child should guide all your interactions with them. Here are some do's and don'ts when monitoring and reporting on child protection issues which may help you act correctly in different situations.
- Handout *Do's and Don'ts of Monitoring and Reporting* to the learners.

SLIDE 19: TAKE AWAYS

Take Away

- Know your roles and how you can contribute to child protection:
 - Direct roles prevention of violations
 - Support roles gather information, support child protection section, provide security to **CPAs**
- Create orders and SOPs to address information requirements, hand-over of children, etc.
- In all your actions and



orders, consider the best interest of the child

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SLIDE 20: TAKE AWAY

Take Away

- Military components have directives/SOPs on child protection - use them
- Child protection is part of almost every patrol activity
- Protection is a combination of actions to reduce vulnerability and reduce
- threat • Make an assessment of
- the child-specific indicators in your operational environment





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SLIDE 21: REFERENCES

References

- United Nations, DPKO/DFS. Policy on Mainstreaming the Protection, Rights and Well-Being of Children Affected by Armed Conflict within UN Peacekeeping Operations, June 2009.
- United Nations. Infantry Battalion Manual: Volume I, August 2012.
- United Nations. Infantry Battalion Manual: Volume II, August 2012.
- DPKO/DFS. Draft: Guidelines on Implementing Protection of Civilians Mandates by Military Components of United Nations Peacekeeping Operations.



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SLIDE 22: REFERENCES

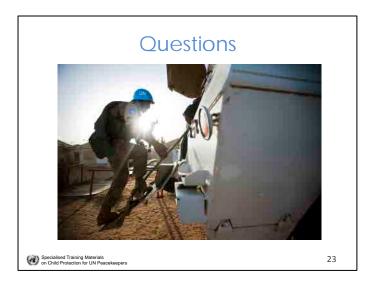
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- DPKO, Integrated Training Service. Draft: Child Protection in Peacekeeping Training Modules, Core Pre-deployment Training Materials, September 2012.
- http://childrenandarmedconflict.un.org/
- Child Solider Initiative. Child Soldiers: A Handbook for Security Sector Actors, 2012 (Second Edition, 2013).
- Operational Guide to the Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS), 2010. (See chapters 5.20 on "Youth and DDR" and 5.30 "Children and DDR.")

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SLIDE 23: QUESTIONS



TRAINER NOTES

Sufficient time should be allowed for answering questions. The trainer should actively encourage questions from the learners.

Module 6: CHILD PROTECTION MILITARY ROLES AND TASKS, Part II

OVERVIEW

Module 6 builds on Part I of Military Roles and Tasks, and will further prepare learners for the scenario discussions presented in this module. Based on the learners' experience and previous peacekeeping training, this presentation also provides an opportunity for learners to discuss — in plenary and/or smaller groups — a number of "snap-shot" scenarios to develop a basic understanding of the challenges, dilemmas and principles of child protection as it relates to the military at the tactical level.

LEARNING OUTCOMES

- Understand that Rules of Engagement and Directives on Use of Force provide the military with the authority and tools to effectively protect children
- Understand the needs and challenges related to child soldiers
- Examine guiding principles and military actions that are required in response to grave violations against children

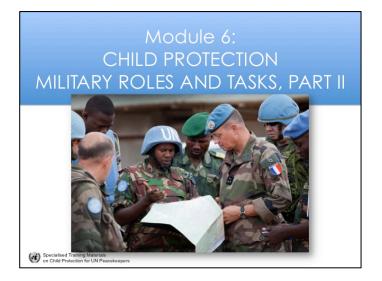
ACTIVITIES

- Scenario Discussions (Slides 16-24) Note: If time permits, refer to the Situational Awareness case study from Module 5, Slides 14-15, and use during the SCENARIOS section of this
- ROE on Mission X and Y (Slide 31)

LEARNER HANDOUTS

- 1. Guidelines for Dealing with Child Soldiers (MONUSCO) (Slide 14)
- 2. Do's and Don'ts of Military Operations (Slide 29)
- 3. Take Aways from Modules 1-6 (Slide 30)
- 4. ROE's on Mission X and Y (Slide 31)
- 5. UNOCI Guidance TOR for Military TCCs CP Focal Point (Slide 31)
- 6. Guidelines for MONUC (MONUSCO) Military on CP Issues (Slide 31)
- 7. MONUSCO and UNOCI Guidelines on Child Protection (handed out in Module 2) (Slide 31)

SLIDE 1: MODULE 6: CHILD PROTECTION MILITARY ROLES AND TASKS, PART II



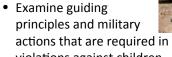
TRAINER NOTES

This module builds on Module 5 – Military Roles and Tasks Part I, and will further prepare learners for the scenario discussions presented in this module. Based on the learners' experience and previous peacekeeping training, this presentation also provides an opportunity for learners to discuss – in plenary and/or smaller groups – a number of "snap-shot" scenarios to develop a basic understanding of the challenges, dilemmas and principles of child protection as it relates to the military at the tactical level.

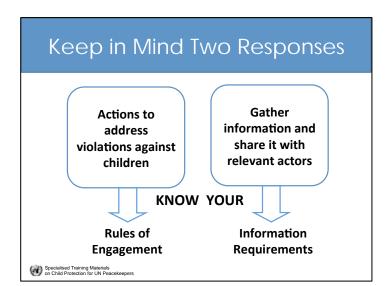
SLIDE 2: LEARNING OUTCOMES

Learning Outcomes

- Understand that Rules of Engagement (RoE) and Use of Force provide the military with the authority and tools to effectively protect children
- Understand the needs and challenges related to child soldiers
- principles and military actions that are required in response to grave violations against children



Specialised Training Materials on Child Protection for UN Peacekeepers

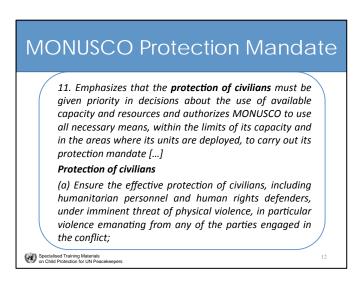


SLIDE 3: KEEP IN MIND TWO RESPONSES

- As mentioned in the previous module, your role is to support the mission mandate implementation, including the CP provision of the mandate. When you encounter any of the grave violations, you have to immediately think of how you can prevent or stop the violation from occurring.
- Actions you can take may be grouped into 1) prevention, 2) pre-emption, 3) response and 4) consolidation.
 - a. Preventing violations from happening demands a thorough understanding of your operational environment in order to identify the specific risks and vulnerabilities to children in your area of operation. You can work with your CP partners to reduce risks. One example is to work with local communities, local authorities, mission civil affairs and CPA personnel to implement an early warning mechanism. Preventive responses to reduce vulnerabilities and mitigate possible threats to children need to include local communities, child protection actors, and other mission components such as civil affairs, human rights and UN Police.
 - b. **Pre-empting violations**: demands a thorough understanding of the environment in order to identify threats and develop tactical plans to deter or mitigate threats. An example is increased patrols at specific times and places where violations have historically taken place.

- c. Response: when the threat of physical violence to civilians is apparent, more active measures aimed at deterring potential aggressors from conducting hostile acts may be necessary. At this stage, the violent behavior is already underway and steps must be taken to compel the aggressor to comply. Direct military action should be considered as an option.
- d. **Consolidation:** describes actions taken after prevention, pre-emption or reaction in order to fully complete the actions. Examples would be reporting and investigation. A thorough understanding of these violations by each soldier and officer is critical to ensure accurate and timely reporting and information sharing with mission CPA and other CP actors.
- In addition to POC mandates, when it involves children, the mission needs to report incidents to the Security Council. You are required to inform the Child Protection Adviser of any violations you encounter. This will enable the CPA to choose adequate long-term responses on engaging with the armed forces, bringing the problem to the attention of authorities, or referring individual cases to child protection agencies. You need to know the 6 grave violations that you need to report on.
- Have the learners review the six grave violations covered in Module 1.

SLIDE 4: MONUSCO PROTECTION MANDATE



- This slide is an example of specific protection language commonly used by the Security Council in mandate formulation. The text on this slide is taken from the current mandate for the UN mission in the DRC (MONUSCO).
- The mandate language clearly specifies that protection of civilians must be a mission priority, and that the mission can use all "necessary means" to protect civilians under "imminent threat of physical violence". This also means the use of force, up to and including deadly force, to protect civilians. Emphasize that protection mandates are to be carried out without prejudice to the responsibilities of the host nation, and may include actions against host state bodies or authorities, if they are the perpetrators. The Security Council understands that the military cannot be present everywhere at any given time, but where deployed, they have an obligation to protect civilians.

SLIDE 5: RULES OF ENGAGEMENT (ROE)

Rules of Engagement (ROE)

- · ROEs are developed by the Department of Peacekeeping Operations (DPKO)
- Provide parameters within which peacekeepers may use different levels of force
- Ensure that use of force is undertaken in accordance with mandate purpose and principles of international humanitarian law
- Missions with a protection mandate have robust ROE which allows military peacekeepers to use force, up to and including deadly force, to protect civilians from physical violence

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- Rules of Engagement for a UN peacekeeping mission are developed and approved within the DPKO. They are developed in consultation with Troop Contributing Countries (TCC) and revised by the Office of Legal Affairs (OLA).
- When the ROE are developed DPKO ensures consistency with the UN mission mandate, the military situation, as well as political considerations of the host country and the troop-contributing countries.
- As ROE are legally recognized, their application must be consistent with International Humanitarian Law and Human Rights Law. ROE lend legitimacy to the

peacekeepers on the ground. It is critical that the rules and procedures for implementation are consistently applied by all military peacekeepers at all levels in the operations.

The Directive on the Use of Force (DUF) in UN peacekeeping missions with a protection mandate allows peacekeepers to use force, up and including deadly force, to protect civilians, including children, from physical violence. ROE allows peacekeepers to use force to defend the mission mandate, fellow peacekeepers and UN's freedom of movement. It is critical that military personnel understand the peacekeeping principle of impartiality in the context of using force to defend the mandate and the obligation to act, no matter who the perpetrators are. We will discuss the application of the use of force, utilizing sample ROEs during scenario discussions later on in this module.

SLIDE 6: RULES OF ENGAGEMENT (ROE)

Rules of Engagement (ROE)

Duty to Use Minimum and Proportional Force

- This does not prevent the immediate use of deadly force if the threat to life is imminent and there is no alternative to remove that threat
- The use of force should be commensurate with the level of the threat
- However, the level of response may have to be higher in order to minimise UN and civilian casualties



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TRAINER NOTES

Under international law, the use of force in self-defence has two elements: necessity and proportionality. Use of force must be necessary for self-protection, and the amount of force used must be proportionate to the threat. In UN peacekeeping operations, we also have the principle of using minimum force necessary to deter or defeat a threat. Proportionality does not mean in kind. If someone shoots at you with a bow and arrow, you don't have to shoot back with one. You use whatever is the quickest and most effective means at hand to protect yourself. However, you wouldn't blow up an entire building to get one sniper. Reasonableness is the key. Necessity relates to imminent danger, which may demand use of force.

- These principles do not prevent the immediate use of deadly force if the threat to life is imminent and there is no alternative to remove that threat. The soldier on the ground may not have the time, or opportunity to fire a warning shot, and direct fire is authorized to protect civilians.
- The use of force should be commensurate with the level of the threat. This means that you cannot automatically use attack helicopters to take out a sniper. Sometimes you need to respond with more force than the force being applied by an attacker. If you have a group of rebels attacking civilians with machetes, you are allowed to use your firearms to neutralize this threat to civilians.
- EXAMPLE: A man approaches a sentry post with a round object in his hand is it a grenade? He continues approaching despite warnings to halt, and makes a motion like someone pulling a pin from a grenade. Can the object be clearly identified? Has their been a history of attacks? When does this become hostile intent? These are difficult judgmental situations — every soldier should undergo practical scenariobased training in these kinds of situations before arriving in the mission area.
- Today's missions authorized under Chapter VII of the charter allow peacekeeping forces to USE FORCE BEYOND SELF-DEFENCE. The Rules of Engagement we will review after this session authorise the use of force beyond self-defence in a number of settings including but not limited to:
 - 1. Ensuring the security and freedom of movement of UN personnel;
 - 2. Ensuring the protection of UN personnel, facilities, installations and equipment;
 - 3. Ensuring the protection of civilians, including children, under imminent threat.

SLIDE 7: UNDERSTANDING THE TERMINOLOGY

Understanding the Terminology "Under Imminent Threat" "Imminent" is not bound by time or geographic location • A threat of violence against civilians is imminent from the time it is identified until such time that the mission can determine that the threat no longer exists Specialised Training Materials on Child Protection for UN Peacekeepers

TRAINER NOTES

- "Imminent" does not imply that violence is 100% guaranteed to happen in the immediate future. A threat to civilians may exist if a potential aggressor is believed to have the intent to inflict physical violence.
- If the threat exists, then it is imminent, and the mission needs to take action. These actions are not only by the military, but police and civilians as well.

SLIDE 8: RULES OF ENGAGEMENT



TRAINER NOTES

Even if only one of above factors is determined by the on-scene commander to constitute an imminent threat, the use of force, including deadly force, is authorized in order to protect civilians, including children.

SLIDE 9: INTEGRATED RESPONSE



TRAINER NOTES

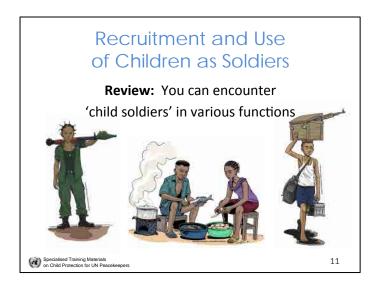
 Once the immediate threat against children is mitigated or addressed, the military unit should always inform their chain of command and the missions Child Protection Adviser. Only this can ensure that the required monitoring and reporting takes place and that support to children and their families by child protection actors. Accurate and timely information sharing, coordination between mission actors and between mission entities and external actors is critical to ensure viable, effective measures to protect children.

SLIDE 10: YOU ARE MOST LIKELY TO ENCOUNTER THE FOLLOWING GRAVE VIOLATIONS

You are most likely to Encounter the Following Grave Violations 1. Recruitment or use of child soldiers 2. Killing or maiming of children 3. Rape and other forms of sexual violence against children 4. Attacks against schools or hospitals

- Refer to the learner's handout on the Six Grave Violations from Module 1.
- The six grave violations were introduced during Module 1. The four violations listed on this slide are ones that you are most likely to encounter as a military peacekeeper. What we will discuss in this module is the obligation for military peacekeepers to respond to these violations when these are observed and possible actions that can be taken. These violations are real, take place on a global scale, and unfortunately they are a feature of many of the conflicts that peacekeepers deploy to today.
- Some examples of these grave violations:
 - 1. More than 200,000 child soldiers are being employed in today's conflicts.
 - 2. Tens of thousands of children have been killed or maimed in the Syrian conflict and more than one million children have fled their homes.
 - 3. Rape and other forms of sexual violence against children are being committed on a large scale in some conflicts like in the Democratic Republic of the Congo (DRC).
 - 4. Attacks against schools and hospitals are prevailing anywhere from Mali to Afghanistan, Yemen and the DRC.
- This module will provide you with an opportunity to demonstrate an understanding of required military response to the most common grave violations that you as a military commander may face at the tactical level. You will further be required to demonstrate an understanding of the critical coordination, communication and information sharing with other CP actors, through scenario-based discussions following the plenary presentation.

SLIDE 11 and 12: RECRUITMENT OR USE OF CHILDREN





- Ask learners what functions child soldiers serve, and provide review as necessary.
- This is a review from Module 1 on child soldiers.
- An estimated 200,000 children are recruited, and used by armed forces or groups around the world. As a military peacekeeper, you are likely to encounter children looking like "young soldiers," carrying guns and wearing uniforms. However, it is important for you to realise that the definition of a so-called "child soldier" is much broader, given children's wide-ranging functions in the armed force or armed group.

- Children can be employed by armed groups in a number of different ways including in direct combat roles; in intelligence operations as spies, scouts or reconnaissance (especially because children are seldom viewed with suspicion); be used as decoys or saboteurs, man checkpoints; or used as couriers or messenger. They can also be used as porters, cooks, cleaners, and in many cases girls have been used as sex slaves and as "bush wives". These children are therefore referred to as "children associated with armed forces or armed groups."
- "A child associated with armed forces and groups refers to any person below 18 years of age who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to . . . fighters, cooks, porters, spies or for sexual purposes."
- It must be stressed that CAAFAG is the technical and politically correct term, but the term that most are familiar with is "Child Soldiers." When using the term, "Child Soldiers," it must be used broadly — not just kids with guns, but also other categories as shown in the slide. Henceforth, during this training, we will use the term, "Child Soldiers."

SLIDE 13: RECRUITMENT OR USE OF CHILDREN



TRAINER NOTES

There are many reasons why children are recruited. Children are often viewed as being obedient and easily manipulated, and are seen as posing a smaller political threat to commanders. Children are effective at pillaging and looting villages for money, food and supplies. Their small size makes them agile and disposes them to

certain tasks that are too challenging for adults (e.g. working in tight crevasses of mines, etc.).

- Children are often brave and willing to take risks without contemplating the consequences. They may be considered cheap, expendable and can be found in large numbers.
- Local commanders may want to increase the size of their fighting force, in order to increase their rank and status or improve their control over a given territory. The forced recruitment of children into these groups is quick and easy way to increase a force's numbers.

SLIDE 14: DEALING WITH CHILD SOLDIERS



TRAINER NOTES

Military peacekeepers need to be prepared to deal with such situations. Basic principles on Directives of Use of Force in peacekeeping operations and Rules of Engagement must be thoroughly understood by everyone.

'Y' discussion

- Seek views from learners on these issues based on the fundamental principles of hostile act, hostile intent or the demonstrated hostile intent. Emphasize the critical need and responsibilities of commanders at all levels to train their subordinates on these important issues.
- The following principles must be known, understood and applied in all situations:
 - 1. Use of Force as a last resort

- 2. Minimum use of force
- 3. The peacekeeping principle of Non-Use of Force except for Self-Defence and in Defence of Mandate only
- Responses from the learners may vary depending upon the different military cultures they may represent. As long as they follow the principles of ROE — namely, the hostile act/intent, principle of self-defence, use of minimum force and only as a last resort, etc. — their responses may be considered acceptable.
- Remind learners of the applicability of the "SG's Bulletin on Implementation of IHL by Peacekeeping forces (1999)" and International Humanitarian Law (IHL) to peacekeeping forces when engaged in active operations.
- It also must be stressed that when dealing with children and child soldiers, it must be understood that aggressive or hostile posture by children may not necessarily constitute a threat. The "aggressive" attitude of a child approaching with a weapon is not necessarily a hostile act or intent. It could be a scenario where a child with a gun is simply approaching the UN vehicle and wants the peacekeeper to withdraw. The current UN operation in the DRC (MONUSCO) has specific guidelines on this.

HANDOUT: Guidelines on Dealing with Child Soldiers (MONUSCO)

SLIDE 15: DEALING WITH CHILD SOLDIERS

Dealing with Child Soldiers

- In a scenario where there is an imminent threat of violence from child combatants, where you may have to use force to protect yourself, your unit, other components or civilians, understand that this situation:
 - Causes a moral dilemma
 - You might experience posttraumatic stress
- Prepare for the situation in advance. Training and awareness is essential!



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TRAINER NOTES

Peacekeepers who encounter child soldiers, should be aware that he/she is still very much a child – someone who is vulnerable, impressionable, frequently irrational and worthy of protection. However, he/she is still a soldier - and to deny this fact could be detrimental to the safety of the peacekeeper and would not be in keeping with the child's own experience. This may cause a moral dilemma.

- A peacekeeper should know that they have to balance the vulnerabilities of a child with the operational necessities. Sometimes, there is no time to take prolonged considerations. Under such extreme circumstances as described above, if grievous bodily harm is feared, your ROEs will likely authorise the use of lethal force. Not all situations in which peacekeepers encounter child soldiers are equally unexpected or dangerous. When, for example, a peacekeeper is able to plan for the likelihood of encountering a child soldier, he or she will be far better equipped to juggle the two moral imperatives of protecting innocents and defeating one's enemy. In such cases, when afforded a comparably longer response time, peacekeepers have a responsibility to fight with restraint (and ideally, to pursue the objective of capturing child soldiers alive).
- There are various strategies that can be employed to limit the number of child soldier casualties in the field and to prevent the hazardous second-guessing associated with moral dilemmas. These include:
 - 1. Conducting Psychological Operations in advance of any operation, so as to convince child soldiers to abandon their units
 - 2. Focusing upon the centre of gravity by targeting the adult commanders of child soldiers during a fire fight
 - 3. Attempting to create a buffer between the child soldier and his or her adult commander (children who are not ideologically attached to their armed groups' cause are more likely to surrender if they have been separated from their commanders)
 - 4. Revisiting the ROEs concerning child soldiers and role-playing these situations can help ensure better preparation for interactions with child soldiers.

SLIDE 16: DEALING WITH CHILD SOLDIERS



- All children associated with armed groups are victims. They suffer from torture and other cruel treatment during their time with the armed forces. But even the recruitment in itself is a crime. So while children may be combatants or excombatants and perpetrators of horrible acts, we need to bear in mind that they are also victims for being recruited in the first place.
- If you see a child with the host nation armed forces or an armed group, you may want to raise that issue with the commander. However, there have been cases in which the commanders have let the children disappear before they could be formally released. You always need to keep the best of interest of the child in mind and ensure that actions you take do not do more harm than good.
- A better approach may be to discretely take good notes of the situation and immediately report the case to the Child Protection Adviser in the mission to decide what action to take. The CPA may then ask you to assist in the transfer of the child.

SLIDE 17: DEALING WITH CHILD SOLDIERS

Dealing with Child Soldiers

SCENARIO 1

On patrol you encounter four child soldiers from a known faction guarding a check point utilizing an improvised roadblock. They refuse you freedom of movement and demand that all "living things" need to pay "road tax." They seem intoxicated.

What should be your response and why?



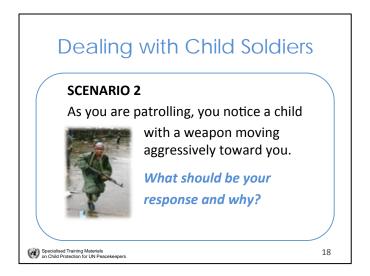
TRAINER NOTES

Use the following slides to allow for group plenary discussion. Use the learners experience and training to generate discussion and appropriate responses to these scenarios.

SCENARIO 1

- This is just one example of a flow of actions and considerations that need to be taken when encountering a child with a weapon at a checkpoint.
 - 1. Remain calm
 - 2. Try to reason
 - 3. Treat the child with respect as though he or she was under military discipline
 - 4. You may want to extract yourself and locate the children's local commander to ensure a dismantling of the checkpoint and the release of the children
 - 5. Report the situation to the Child Protection Adviser
 - 6. Disarming the children using force may not be the best option; consider the principle of keeping the best interest of the child in mind

SLIDE 18: DEALING WITH CHILD SOLDIERS

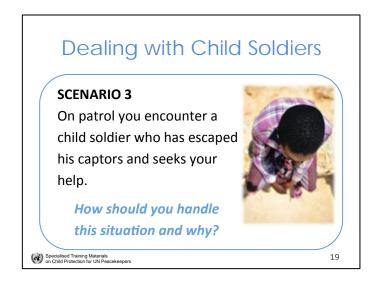


TRAINER NOTES

SCENARIO 2

- How would learners react in this situation? What issues should they consider?
- Allow discussions to take place for 5-10 minutes. In case of international participation, you may elicit responses from different cultures to compare responses, should there be differences.
- Highlight the issue and definition of hostile intent/hostile acts and that the commander on the ground will make this determination. This child may be afraid and running towards UN for help, or he may have a hostile intent. This is why realistic scenario training in handling these situations is critical.
- The peacekeepers dilemma is whether or not to use force. If this is determined to be an imminent threat or a hostile act, force can be used in self-defence, or to protect civilians under protection. The context of the situation will guide the commander on the ground in making this determination, (i.e. have child soldiers committed hostile acts against the UN recently? Have child soldiers voluntarily disarmed recently in this area? Etc.). If force is to be used, only the minimum level of force should be applied to mitigate the hostile act/imminent threat.

SLIDE 19: DEALING WITH CHILD SOLDIERS



TRAINER NOTES

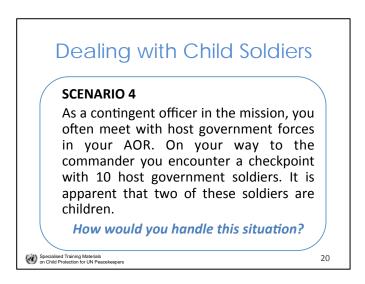
- The following will usually be the appropriate responses and included in the mission guidance:
 - 1. Disarm the child and secure the child
 - 2. Immediately alert the closest Child Protection Adviser or Child Protection Focal Point
 - 3. Refer to SOPs or mission guidelines developed for the hand-over of children

' ▼ SCENARIO 3

- Ask learners if their response would be different if they were on an un-escorted UNMO patrol. Responses should be the same!
- Fit is important for peacekeepers to be aware of the ways in which a child might attempt to escape an armed group, as well as of the strategies employed by armed groups to prevent such attrition. Peacekeepers should be particularly observant with respect to girl soldiers who are attempting to demobilize, as it is especially difficult for them to escape armed groups. This is partly because of the power that commanders exert over them and partly because of the perceived invisibility of girls' roles.
- Children who leave armed groups have to be helped. Children leave armed groups because of the following reasons:
 - 1. Formal demobilization processes following a peace agreement
 - 2. Release during conflict due to advocacy campaigns or direct negotiations

- 3. Escape from the armed group
- 4. Capture by an opposing armed force or group
- 5. Abandonment by the armed group (e.g. because of injury, disability, sickness, pregnancy, infant care-giving, etc.)
- 6. Cessation of hostilities

SLIDE 20: DEALING WITH CHILD SOLDIERS



TRAINER NOTES

Y SCENARIO 4

- Use the slides to allow for a group plenary discussion. Use the learners experience and training to generate appropriate responses to this situation.
- Your action will depend on several factors including your relationship with the local commander. The discussion should generate the following points:
 - 1. Discretely note details of the situation
 - 2. Do not bring the child into danger
 - 3. Raise the issue with the commander
 - 4. Remind the commander that there are policies that prohibit the use of soldiers under 18 years of age. Some militaries have signed action plans with the UN to release all child soldiers. This is the case in DRC and South Sudan. Commanders can be reminded of their obligations under the action plan.

- 5. Do not try to extract the child. Particularly if you are concerned about your work relationship with the national commander, the Child Protection Adviser is well suited to negotiate the release of the child.
- 6. Immediately inform the Child Protection Adviser of the cases. Include the location, number of children and name of the unit encountered. (It might be difficult for you to assess the age of the child. When in doubt, take note of a potential child combatant and report to incident to the CPA.)

SLIDE 21: NEGOTIATING THE RELEASE OF CHILD SOLDIERS

Negotiating the Release of Child Soldiers

- If possible, ensure that the negotiation is being conducted by a Child Protection Adviser
- If a child soldier seeks spontaneous demobilization in the field, they must always be accommodated, regardless of whether child protection personnel are present
- Child Protection Advisers must be informed immediately
- Children should be handed over to Child Protection Advisers as soon as possible

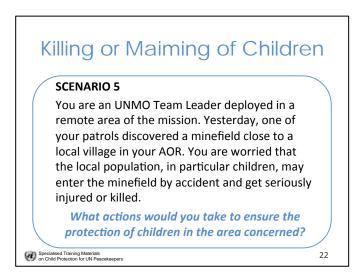


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- Unless a child soldier surrenders and seeks demobilization during a patrol or in the heat of battle, civilian child protection staff should always be responsible for conducting negotiated extractions. It is the role of peacekeepers to secure the negotiation being conducted.
- If a child soldier seeks spontaneous demobilization in the field, they must always be accommodated, regardless of whether Child Protection Advisers are present. However, CPAs must always be informed immediately after the fact (see "Interaction #4: Self-Demobilizing Child Soldiers").
- Mission or Force SOP will determine what to do with children being released to the UN military. If female child soldiers are being handed over to the military, make sure they are provided with separate quarters, and if possible have a female officer

be their interim care provider until they can be handed over to a child protection actor as soon as possible.

SLIDE 22: KILLING OR MAIMING OF CHILDREN



TRAINER NOTES

In some missions, like Lebanon (UNIFIL), mines and cluster ammunition are a serious threat to children.

SCENARIO 5

- Responses, using common sense and military knowledge, should include the following points:
 - 1. Mark the minefield, and if needed request UN troops to place guards to ensure that no civilians are exposed to this threat.
 - 2. Sensitize the local population. Work through local child protection actors to sensitize children to the danger of entering the minefield.
 - 3. Inform the chain of command about the minefield. If there is a UN Mine Action Centre in the mission area, report and see if there are any options available to clear the minefield.

SLIDE 23: ATTACKS AGAINST SCHOOLS OR HOSPITALS

Military Use of Schools or Hospitals

SCENARIO 6

You are informed that an armed faction, who is opposed to the peace process and is hostile to the United Nations, has committed attacks in a remote part of your AOR near the border. You decide to deploy a mobile operation base (MOB) in the area. When the company arrives in the village, the chief identifies a prime location in a primary school and offers the premises as the MOB/TOB. (continued on next slide)

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TRAINER NOTES

Y SCENARIO 6

- This scenario should generate the following discussion points:
 - 1. Schools and hospitals must be zones of peace, where children are granted protection even in times of conflict. Despite this, there is an increasing trend in armed conflict that schools and hospitals are being attacked with detrimental effects and impact on children.
 - 2. Apart from the direct and physical damage to schools and hospitals, conflict can result in the forced closure or the disrupted functioning of these institutions. Children, teachers, doctors and nurses are also subject to threats by parties to conflict if suspected, for example, to support the other party to the conflict. Also of great concern is the use of schools for military purposes, as recruitment grounds and polling stations.

SLIDE 24: ATTACKS AGAINST SCHOOLS OR HOSPITALS

Military Use of Schools or Hospitals

- What instructions do you give the company commander and why?
- What difference would it make if they offered a hospital as the base for the MOB?
- What if the host nations forces fighting with the faction are based in the school and invite the company to join them in a joint operation?

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- The trainer should study the "Lucens Guidelines." These guidelines have not yet been adopted by member-states, but can enrich the trainer's knowledge and can found http://www.protectingeducation.org/draft-lucens-guidelinesprotecting-schools-and-universities-military-use-during-armed-conflict.
- Note that this scenario does not constitute an attack on a school, but rather use of a school. Use of schools by UN peacekeepers is strictly prohibited. There is a caveat that national armed forces are allowed to use schools if there are no other options, but this should be seen as a last resort in a dire situation. peacekeepers should thus advocate for all armed forces to vacate schools and find another base.
- The discussion around the three questions should generate the following responses:
 - 1. What instructions do you give the company commander and why? UN peacekeepers are prohibited to use any schools for military purposes. The UN Infantry Battalion Manuals strictly prohibits the use of schools by military forces (Volume 1, 2.13 - child protection).
 - 2. What difference would it make if they offered a hospital as the base for the MOB? Hospitals are protected installations according to International Humanitarian Law (IHL) and **cannot** be used for military purposes.

- 3. What if the host nation's forces fighting with the faction are based in the school and invite the company to join them in a joint operation? The UN company commander should inform CPA and provide all relevant facts:
 - Name/location of school
 - Name of village
 - Unit of host nation forces occupying the school
 - Number of soldiers
 - Number and types of weapons
 - Name and rank of local commander, etc.
 - 4. The UN company commander should advocate for the unit to immediately vacate the school premises. The presence of host nation forces at the school increases the risk of the school being a target and the school being destroyed due to fighting.

SLIDE 25: OTHER INCIDENTS TO BE MONITORED AND REPORTED



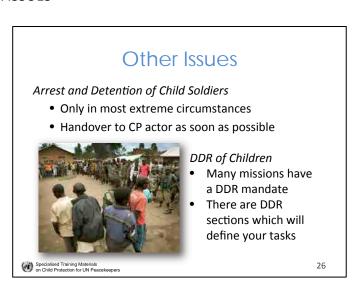
TRAINER NOTES

ͳ SCENARIO 7

This situation is similar in nature to abduction, however the detention is being carried out by local law enforcement agencies. As previously mentioned, abducting or seizing children against their will and/or the will of their adult guardians, either temporarily or permanently without due cause, is illegal under international law. This question should generate the following responses from the learners:

- 1. From a UN mission perspective, this situation is better handled by UN police who will have more information and knowledge related to local law and international law. The UN police will also have a better network and relationship with local law enforcement agencies and are better situated to influence the behaviour of local police.
- The military in this situation should monitor, gather facts and report up the chain of command and also to mission CPA or other CP actors in the area.
- 3. That situation was drawn from Mali. The children were not released right away. In fact, it took a very long time to have the children released. But the mission intervened at the highest level and the initial information was critical to trigger this chain of actions.

SLIDE 26: OTHER ISSUES



- In some situations and in order to protect other civilians, or to protect the child, you have to detain a child combatant. Detention of child soldiers by UN military units should only be done in extreme circumstances to ensure the safety and well being of the child.
- Child soldiers being detained should be released and handed over to a child protection actor immediately.
- Most missions today have a mandate to support DDR processes. The military role and tasks of formed units or military observers will vary from mission to mission.

- Units will have the primary role to provide a safe and secure environment, while military observers may play a role in information collection and registration of child combatants.
- If you are playing a role in DDR in a mission, always make sure that child combatants are separated from adult combatants and handed over to specialized agencies tasked with DDR of child soldiers.

SLIDE 27: ALERTING TO OTHER VIOLATIONS

Alerting to Other Violations

- Alert to other violations relevant to a particular context (e.g., illegal detention, forced displacement and trafficking)
- Ask CPA for a briefing on the situation of children affected by armed in your context
- Make sure you fully understand the violations you are expected to report

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- In today's peacekeeping environment, peacekeepers are also expected to alert to other violations relevant in your mission area. For example, the illegal arrest and detention of children has emerged as a serious concern in conflict settings, often as a result of their alleged association with armed forces or armed groups. They may be considered 'enemies' or 'deserters.' Forced displacement may also be an issue of concern when it has been related to fear of child recruitment, sexual violence or any of the other grave violations. Armed groups or criminal elements have in some cases taken advantage of the desperate situation of children and the insecure borders by trafficking children for sexual exploitation or domestic labour.
- Upon deployment, ask the CPA (or dedicated CP focal point) for a briefing on the situation of children affected by armed conflict in your context as situations may differ considerably by country or region. Make sure you fully understand the violations you are expected to alert to.

SLIDE 28: ADDITIONAL CONSIDERATIONS FOR MILITARY FORMATIONS

Additional Considerations for Military Formations

- Ensure that education institutions and schools are not used or impacted when planning and conducting military operations
- Ensure that Standard Operating Procedures (SOP) for handling of children in custody are known by all personnel
- All possible efforts should be taken to avoid civilian casualties





- In addition to the Do's and Don'ts discussed in the previous presentation (Module 5), there are three key issues that the military component needs to address in support of child protection issues in mission areas.
- It must always be ensured that educational institutions like schools are not used during conduct of military operations. Also, HQ at all levels should ensure that SOPs on issues related to children (e.g. handling children in custody, reducing civilian casualties and collateral damage) are also developed and disseminated to the lowest level of all military peacekeepers. Training of units and individual soldiers on this topic should be a key pre-deployment and in-mission training requirement.

When Conducting **Military Operations** Do Don't Send child away and tell them they Assist child soldiers when they have to come back the next day because you need to inform child surrender or get captured protection first Inform CPA and hand over to nearest Hand them over to the host state child protection actor as soon as army without consulting child possible protection Transmit your knowledge on child Underestimate your role as a positive protection issues to national military role model counterparts Encourage host nation army not to Use schools as bases use schools as bases in their operations

SLIDE 29: DO'S AND DON'TS OF MILITARY OPERATIONS

Specialised Training Materials on Child Protection for UN Pear

SLIDE 30: TAKE AWAY

Take Away

- Protection of children is an integral part of the overall mandate
- The Rules of Engagement provides you with the authority to use force to protect children
- The handling of child soldiers is complex and requires training
- · Remember two key considerations
 - Take action to address child protection threats
 - Inform child protection actors
- Hand over child soldiers to CP actors as soon as possible



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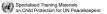
- Highlight the key messages from this presentation, which are:
- You have a mandate to protect children. The protection of the most vulnerable populations must be a focus when developing plans and orders to implement protection tasks.
- The Rules of Engagement provide you with the authority to use force to protect children. Know what constitutes an imminent threat and a hostile act.

- Protection of children is an integral part of the overall mandate. This is a mission effort and the military component plays a critical part in providing physical protection, minimizing threats and reducing children's vulnerabilities in hostile environments. Whatever your response is, don't forget to inform the CPA.
- Coordination and information sharing on child protection issues are a key aspect of your role as a peacekeeper.
- The handling of child soldiers is complex and requires training. Remember that a child with a gun is also a victim of the conflict.
- Always keep the best interest of the child in mind. A sound understanding of your operational environment is essential to ensure that children are not exposed to further violations due to military responses. If in doubt, always discuss these issues with a Child Protection Adviser or a specialist in your area.

SLIDE 31: REFERENCES

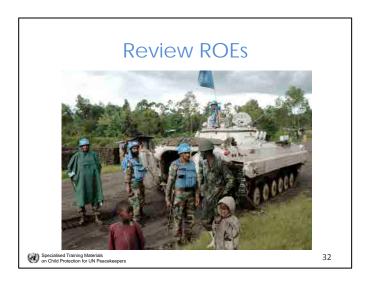
References

- http://childrenandarmedconflict.un.org/
- Roméo Dallaire Child Solider Initiative. Child Soldiers: A Handbook for Security Sector Actors, 2012 (Second Edition, 2013).
- Department of Peacekeeping Operations/Department of Field Support. Policy on Mainstreaming the Protection, Rights and Well-being of Children Affected by Armed Conflict within UN Peacekeeping Operations, June 2009.
- DPKO, Integrated Training Service. Draft: Child Protection in Peacekeeping Training Modules, Core Pre-deployment Training Materials, September 2012.
- Infantry Battalion Manual, Volume I, August 2012.
- Infantry Battalion Manual, Volume II, August 2012.



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SLIDE 32: REVIEW RULES OF ENGAGEMENT (ROE)



TRAINER NOTES

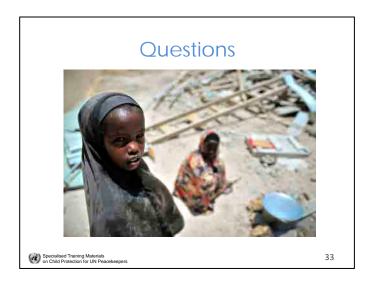
DISCUSSION

- See Module 6 Trainer Guide ROE Mission X and Y Activity for details on this exercise.
- Spend 10-15 minutes reviewing the key provision in the ONUCI ROE, or the ROE for the mission the training audience is deploying to. It is critical to allow for a discussion to center around the use of force beyond self-defense to implement the mandate, in particular to protect civilians under imminent threat of physical violence. The handouts of the ROEs are called Mission X and Mission Y ROEs, but are based on the ROEs in UNOCI and MONUSCO respectively. ROE terminology and definitions on hostile intent and hostile acts should be discussed. The obligation of peacekeepers to respond to hostile acts and hostile intent related to child protection should be the focus of this discussion.

Handouts:

- Mission X and Mission Y ROEs
- ROE's on Mission X and Y (Slide 31)
- UNOCI Guidance TOR for Military TCCs CP Focal Point (Slide 31)
- Guidelines for MONUC (MONUSCO) Military on CP Issues (Slide 31)
- MONUSCO and UNOCI Guidelines on Child Protection (handed out in Module 2) (Slide 31)

SLIDE 33: QUESTIONS



TRAINER NOTES

Sufficient time should be allowed for answering questions. The trainer should actively encourage questions from the learners.

ANNEX 1

MODULE 2 TRAINERS ACTIVITY GUIDE Framework of Protection

AIM

Improve the understanding of the legal framework and its applicability in the context of child protection issues in UN peacekeeping operations.

LEARNING OUTCOMES

- Understand and identify legal frameworks that provide protection to children.
- Understand and identify how to apply these protection frameworks for children to situations in the mission area.
- Develop an appropriate military component response at the contingent level to include coordination with other relevant mission components.

REQUIREMENTS

- Learners, working in assigned groups, are required to review the above scenarios in the context of the specific legal framework(s) that applies to each of the situations. Groups need to be prepared to discuss their solutions during the plenary session.
- Groups are to prepare a 10-minute briefing for presentation that answers the following questions:
 - 1. List the types of violations that take place in each scenario.
 - 2. Specify situations where children are entitled to legal protection, and explain how international law and Security Council resolutions apply to each of the scenarios.

CONDUCT OF THE EXERCISE

- Course learners will be divided into syndicate teams for this exercise.
- This exercise will be divided into three periods.
 - 1. Groups will be given a briefing on the issue(s) to be addressed. Groups will be moved to separate areas to discuss the issues at hand.
 - 2. Groups will continue to discuss the issues and prepare their responses/presentation. Groups are to prepare a 10-minute PowerPoint presentation, highlighting the key issues of the problem.

- 3. A representative from each group will be given an opportunity to make a presentation based on their discussions.
- Following all group presentations, a short, concluding discussion will take place.

- These notes are designed to serve as a guideline to the trainers to facilitate and mentor the groups so that the learning objectives are met. These notes are not meant to provide "solutions" for the trainers.
- The trainers must be fully aware of the legal frameworks that affect children in armed conflict. It is strongly recommended that trainers thoroughly review the presentation and study the reference materials provided.
- This exercise is designed to provide the learners with an idea of the kind of situations involving children that they (as military contingent commanders) may encounter in peacekeeping mission areas. Based on the knowledge provided to them in the first two sessions and the presentation on the legal frameworks, they will be expected to identify the situation and relevant legal frameworks that apply in the scenarios presented below.
- This exercise will require discussion groups to be closely mentored. The learners must be encouraged, based on adult-education techniques, to find solutions based on discussion amongst themselves and by referring to relevant materials. The trainers should refrain from providing answers, unless they absolutely must in order to attain the learning objectives. There may be a tendency for the learners to focus on actions they would take in response to the scenarios, however, remind them of the aim of the exercise and encourage their discussion to focus on understanding the legal frameworks affecting children in armed conflict.
- Based on the presentation in Module 2 specifically based on the applicability of the Convention on the Rights of the Child (CRC) and Optional Protocol to the Convention on the Rights of the Child on protection for children in armed conflict (OPAC), international human rights law (IHRL) and international humanitarian law (IHL), Security Council Resolutions 1261 and 1612 (the six grave violations), ILO Convention 182, the Department of Peacekeeping Operations (DPKO)-Department of Field Support (DFS) Policy on Child Protection, etc. groups should be able to identify types of child violations/abuses that take place in each scenario, specify situations where children are entitled to legal protection and explain how international law applies to each of these scenarios.

SCENARIO A

The village elder of a village located close to your battalion HQ and in your battalion area of responsibility visits you. He informs you that his village has only one school where about 60 children study. It was built last year with assistance from UN agencies, and has good infrastructure and facilities.

The local leader then explains that last week, a local rebel commander, with about 15-20 fighters, came to his village and told him that they need accommodations and a place to live for a few months, and wanted the school premises. The rebel commander also stated that he thinks the children are wasting time studying, and would be more useful if they would work in farms or join his group to fight the government forces. If the school premises were not given to him, the commander would destroy the school building and facilities, and also warned the village of dire consequences.

The village elder has now heard that the rebel commander intends to visit the village tomorrow and forcibly occupy the school premises. He also thinks that the rebels plan to take away some young boys and girls with them to fight and support their cause. He knows that some children already think of the rebel commander as a hero and would join the group quite willingly.

SCENARIO B

At a refugee camp in a UN peacekeeping mission area, a dispute broke out between local camp authorities and refugee leaders over the fate of Maria, a 13-year-old refugee girl. As a separated child, she had been placed in the care of a foster family from her province of origin. When a refugee worker learned that the girl had been promised (against her will) as a second wife to an older refugee man, the worker went to the camp authorities in protest.

Camp authorities stated that this would be against the law of the host country and would also change the current status of the girl as a separated child searching for her family. On the other hand, the camp's refugee leaders noted that the girl carried adult responsibilities in her foster home and was considered an adult, and it was a customary practice for a girl of her age and status to marry in her home district. They felt that the camp authorities were intruding on their culture and traditions, and undermining their leadership in the community.

The situation was finally resolved when a local, traditional religious person intervened, and the marriage was cancelled. The girl was placed with a different foster family, and a woman's association in the camp monitored her situation. It was noted that although the girl's wishes were known, she was not asked to say what she believed should happen to her.

SCENARIO C

During the civil war in the country in the late 1990s, hundreds of orphanages sprang up in the mission areas. Humanitarian agencies in the country are working hard to get the children home to their families and assist families to care for them. One contingent group raised money to purchase clothes and mattresses for children in one particular orphanage. During the ceremony, the children at the orphanage were gathered to receive the donations from the contingent officers, and thanked them with songs and food.

Within a week, all of the donated items had been sold in the local market, and once again, children were sleeping on the floor and wearing ragged clothes, with fresh appeals to donors for help. Soon after, it was reported that the orphanage owner opened a second orphanage. Fundraising and publicity documents cited that the orphanage had received donations totalling more than a half-million US dollars from two church groups, In addition to UN missions' support. Later, rumours broke out that the orphanages in the area were both a clearing-house for male children, who were sent on to fight for one of the warring factions, and a clearing-house for illegal adoptions.

SCENARIO D

In the southern part of the mission, about 75 kilometres (km) north of the border and just outside the provincial capital city, a UN patrol, consisting of two jeeps, comes across a heavily armed convoy of two trucks and four sport utility vehicles (SUVs). The trucks are full of very young women — some even look like children. One young girl is being pushed up into the truck by two armed men, and across the field, another armed man is pulling another young girl along. Both girls seem terrified, and one is bleeding from a scalp wound.

SCENARIO E

Last year, rumours come to the notice of the Head of a UN Mission that local women seeking jobs with the civilian administration — such as cleaners or receptionists — must have sex with international staff in the Administration division, including senior staff, to get hired. The Head of Mission sends the allegation to the Office of Internal Oversight Services (OIOS). The allegation is investigated and turns out to be true. The Head of Administration, as well as several other persons in the civilian administration section, including senior staff, are dismissed.

Following the sex-for-jobs scandal in the mission, yesterday you saw young girls and boys hanging around the Force HQ premises, and around the force deployment sites. You have also heard from several of your military and civilian colleagues, and the civilian police that they are often accosted by aggressive locals, both women and men, proffering young women and children for sex in exchange for money, food or other supplies. You ask for some basic fact-checking of the situation from relevant mission personnel and offices: the Conduct and Discipline Team, Child Protection, the Gender Adviser, the Security Section, Human Rights, Force Provost Marshall, etc. The fact-checking team identifies a possible serious problem. The team confirms that there are a number of rumours of peacekeeping personnel having bought sex, not only from adult prostitutes, but also from children.

SCENARIO F

Your battalion is deployed close to the International Border, and has seen a number of conflicts and skirmishes between the opposing armies in the past 30-40 years. Both sides used anti-personnel mines extensively during the conflict, most of which have still not been removed or cleared. You are aware that in the past few years, a number of civilian casualties have occurred in your area of responsibility due to landmines and explosive remnants of war. A number of children have been maimed and killed. One of your patrols has just reported that a landmine exploded in fields near a village, where some children were playing. One little girl has lost both her legs, and one boy is seriously injured. The patrol has requested medical evacuation for the injured children.

SCENARIO RESPONSES

SCENARIO A

This relates attacks against schools and possible recruitment of children by armed factions, which is a clear violation based on the CRC of 1989 (which covers all the basic rights of children, including the right to education, health, survival, participation, etc.), and Security Council resolution 1612 (the six grave violations). The learners should also discuss the issue of human rights violations.

1. Types of child violations

- IHL: Recruitment and use of child soldiers
- Attacks against schools
- Abduction
- Possibility of denial of humanitarian access
- Human Rights: Denial of access to education

2. Legal instruments that protect children

- UNSCR 1612: Six grave violations attacks against schools and recruitment of children would be reported to the UN Security Council. The Council can put the armed group on the list of shame and possibly refer it to the ICC.
- International Humanitarian Law
- International Human Rights Law

UN Convention on the Rights of Child

Article 4: Protection of Rights

Article 6: Survival and Identity

Article 9: Separation from parents

Article 19: Protection from all Forms of Abuse

Article 28: Right to Education

Article 32: Child Labour

Optional Protocol on Children in Armed Conflict (2000)

Article 4: Recruitment of child soldiers

International Labour Organisation Convention 182 of 1999

SCENARIO B

This is complicated. The possible issues could be: the age of the girl and coercion into marriage against her will (CRC and HR issues). Security Council Resolution 1261 obviously does not apply here (since no armed groups/forces are involved).

1. Types of child violations

- Promised for marriage (13 year old girl)
- Forced to perform adult duties (child labour, possible sexual exploitation)
- Denial of education
- Denial of being able to express her views
- Denial of family reunification

2. Legal instruments that protect children

- International Human Rights Law
- UN Convention on the Rights of Child

Article 4: Protection of Rights

Article 6: Survival and Identity

Article 9: Separation from parents

Article 10: Family Reunification

Article 13: Freedom of Expression

Article 19: Protection from all Forms of Abuse

Article 22: Refugee

Article 28: Right to Education

Article 31: Leisure, Play, and Culture

Article 32: Child Labour

- International Labour Organisation Convention 182 of 1999
- National Law against marriage to a child

SCENARIO C

This deals with possible recruitment, trafficking and exploitation issues. Learners should be able to identify the provisions of the CRC, HR and SCRs that apply here.

1. Types of child violations

- Possible illegal abductions
- Trafficking of children
- Recruitment as child soldiers

2. Legal instruments that protect children

- International Humanitarian Law
- International Human Rights Law
- UN Convention on the Rights of Child
 - Article 4: Protection of rights
 - Article 6: Survival and identity
 - Article 10: Family reunification
 - Article 19: Protection from all forms of abuse
 - Article 20: Deprived of a family
 - Article 28: Right to education
 - Article 31: Leisure, play, and culture
 - Article 32: Child labour
- UNSCR 1612: Six grave violations
- Optional Protocol on the CRC

Article 4: Recruitment of child soldiers

SCENARIO D

This is a clear case of physical violence and beating, recruitment, possible sexual violence and involves an armed faction.

1. Types of child violations

- Illegal abductions/kidnapping
- Trafficking of children
- Possible sexual exploitation, rape and abuse
- Recruitment
- Denial of education
- Denial of medical help (humanitarian access)
- Physical abuse

2. Legal instruments that protect children

- International Humanitarian Law
- International Human Rights Law
- UN Convention on the Rights of Child
 - Article 4: Protection of Rights
 - Article 6: Survival and Identity
 - Article 19: Protection from all Forms of Abuse
 - Article 28: Right to Education
 - Article 32: Child Labour
- UNSCR 1612: Six grave violations

SCENARIO E

This has implications from CRC, HR and sexual exploitation perspectives. This scenario also involves the peacekeepers' Code of Conduct, however, this will be covered in Session 4. Make sure learners stay focused on legal issues. This is not a case for SCR 1612, because the rape was not committed by an armed force or armed group who is party to the conflict.

1. Types of child violations

Sexual exploitation and abuse

2. Legal instruments that protect children

- International Humanitarian Law
- International Human Rights Law
- UN Convention on the Rights of Child

Article 4: Protection of Rights

Article 6: Survival and Identity

Article 19: Protection from all Forms of Abuse

- UNDPKO/DFS Policy on Child Protection
- Mission mandate
- Mission Guidelines ON CP
- FC Directive
- UNSCR 1261

SCENARIO F

This is a case of killing and maiming of children due to landmines. The SCR 1261 and the Mine Ban Treaty are at play in this scenario.

1. Types of child violations

Maiming and killing

2. Legal instruments that protect children

- International Humanitarian Law
- International Human Rights Law
 - UN Convention on the Rights of Child

Article 4: Protection of Rights

Article 6: Survival and Identity

Article 19: Protection from all Forms of Abuse

Article 31: Leisure, Play, and Culture

- UNSCR 1612: Six grave violations
- The Mine Ban Treaty of 1997

REFERENCES

- Presentation on "Legal Framework in Child Protection."
- DPKO. Sexual Exploitation and Abuse (SEA) Training Modules, 2007.
- UN Office of the High Commissioner for Human Rights (OHCHR). Draft: Training Manual on Human Rights for Military Personnel of Peace Operations.
- **UN Convention on the Rights of Child** referenced in this training module:

Article 6: Survival and Identity
 Article 22: Refugee

Article 9: Separation from parents
 Article 28: Right to Education

Article 10: Family Reunification
 Article 31: Leisure, Play, and

Article 13: Freedom of Expression

 Article 19: Protection from all Forms of Abuse

Article 4: Protection of Rights
 Article 20: Deprived of a Family

Culture

Article 32: Child Labour

MODULE 6

TRAINERS ACTIVITY GUIDE Mission X and Y ROE Activity Role of Military Component

AIM

The aim of this exercise is to review Modules 1-4, improve understanding of how military contingents may respond to situations at the tactical level to protect children's rights and promote an integrated and comprehensive response in the mission area.

LEARNING OUTCOMES

The outcomes of this exercise are to:

- · Understand the role of the military component at the tactical level in support of child protection in the UN mission area
- · Explore appropriate military responses to realistic tactical level scenarios and identify legal authority to take action
- Understand the roles and function of other mission components and external mission partners in dealing with child protection issues
- Understand the processes and issues concerning coordination amongst mission actors.
- Identify preventive military tasks, as part of an integrated mission response, to mitigate threats to children and reduce their vulnerabilities

SCENARIOS

Below are four scenarios representing incidents that have actually occurred in the peacekeeping mission area.

For the Democratic Republic of the Congo (DRC) scenarios use the MONUSCO Guidelines for the Military Component on Child Protection (Mission Y) ROE. The UN is not allowed to distribute ROEs for current operations, so for this purpose any reference to MONUSCO has been deleted on the hand out.

For the Ivory Coast scenarios, use the UNOCI Guidance Terms of Reference for Military/TCC Child Protection Focal Points and Mission X ROE.

SCENARIO A (DRC)

Wula in South Kivu is a hilly area that consists of bush, open agricultural land and small villages — most of them secluded. Legal and illegal mining is carried out in several places, many of them highly disputed. Local teachers, village elders, female groups, and priests play an important role in the communities. Infrastructure is very poor, and the area is easily infiltrated. Negative forces, such as the Democratic Forces for the Liberation of Rwanda (FDLR) Interahamwe, Rasta, Mayi Mayi, dissident splinter groups and nonaligned bandits (henceforth referred to as "rebel groups"), are harassing the local population. South Kivu remains an area where the UN has insufficient troops to cover the whole province and there are certain areas where rebel groups can move relatively freely and harass the local population. Elements of the government's armed forces (FARDC) have been conducting joint operations with MONUSCO, but while incidents of their indiscipline and human rights violations have been gradually reducing, they are still not uncommon.

You are a platoon commander on a four-vehicle patrol. About halfway through your patrol your lead vehicle comes to a halt as it spots a girl stumbling into the middle of the road. She is bleeding badly and her clothes are ripped. Your female platoon medic applies immediate first aid but will need more assistance. Once the girl, who looks about 14, has calmed down, she volunteers the information that about an hour ago she was assaulted and raped by four men in uniform. The armed men had suddenly arrived in her village, started shouting at everyone and demanded food. She is very worried about her younger sister and is not sure if she was able to escape. The village is about a kilometre away.

The Force Commander of the UN mission has directed that, in order to accelerate decision-making, rules 1 to 5 of the Rules of Engagement, apply and are authorized by him.

SCENARIO B (DRC)

You are a UN Battalion Commander in MONUSCO and based in the Kivus. Late one night, you receive an urgent phone call from one of your company commanders asking for your advice. You are aware that there have been a number of raids by armed groups on villages in the southern part of his area. According to your company commander, an armed group attacked the Village of Toku yesterday, within his company area of responsibility. In addition to food being stolen, some buildings, including the village school, were burned down and three young girls and a boy were abducted.

The Company Commander informs you that the medical assistance and support that the company and other components of the mission have provided to villages in the area after recent raids has established a level of trust with the village leader in Toku. As a result, the village leader has informed the Company that a 15-year-old girl from Toku knows where the armed group has their camp. She believes that they are from the FDLR and that she can show the UN the route. The village leader has asked your company commander to rescue the children from the FDLR as soon as possible.

The company commander is uncertain about what action to take and is seeking your guidance. Before issuing guidance you recall that although there is a government military battalion (FARDC) nearby who should be taking the lead, they are suspected of being sympathetic to the FDLR.

SCENARIO C (COTE D'IVOIRE)

In the aftermath of the 2010 elections, the Western part of the country has seen an increase in attacks on the Guere ethnic group, whose members largely supported ousted President Gbagbo. While many of these attacks have been attributed to pro-Ouattara rebel fighters, the UN has received a number of alarming reports that Republican Forces of Cote d'Ivoire (FRCI) has been targeting the civilian population as well. Some of the atrocities committed include torture, extrajudicial killings and the abduction of children. A number of confrontations between Republican Forces of Cote d'Ivoire (FRCI) elements and local populations are highlighting persisting tensions between FRCI and parts of the population in the west. United Nations Operation in Cote d'Ivoire (ONUCI) troops have increased their patrolling in the western part of country.

A vehicle patrol of four vehicles, with 20 UN soldiers, is alerted by the local population that some elements of FRCI are harassing Guere inhabitants in the village of Guitrozon. On arrival in the village, the patrol observes three young children, one girl and two boys, being dragged by two uniformed soldiers to a small group of seven soldiers. One of the boys, terrified, manages to escape and runs towards the UN peacekeepers. The UN peacekeepers are about to put him in their vehicle when a FRCI soldier opens fire and hits the child.

SCENARIO D (COTE D'IVOIRE)

The situation in western Côte d'Ivoire along the border with Liberia is volatile due to political tensions, cross-border criminality and actions by armed elements against the local population. Abductions and violence against women and children are frequent. Military Observers have obtained information that armed elements are threatening school teachers, parents and children in Ahziabre, a small village in an area where the UN is not deployed. They have abducted minors in the past. They said they would come back to the school to collect the children to work for the militias. The UNMOs passed the information to the UN Company Commander of the unit based 20 kilometres (km) away.

REQUIREMENTS

Working in assigned breakout groups, learners are required to discuss and analyse each of the scenarios, and prepare a plenary presentation that should answer the following questions for scenario:

Requirements for Syndicate Discussion 1

- 1. What are the possible Child Rights / Human Rights / International Humanitarian Law violations in this situation?
- 2. Explain the legal basis and any policy guidelines on child protection that should dictate the commander's decision.
- 3. Is this an imminent threat? What actions should the military tactical commander facing the situation on ground (patrol commander/company commander) take considering the mandate and the ROE? Do you think that the military response should be different if the alleged perpetrators represent government forces or the rebel/faction forces?
- 4. What specific action should be taken with respect to the victim(s)?

Requirement for Syndicate Discussion 2

- 1. What are the key observations of the events that you would include in your report?
- 2. Which mission components and external actors need to be informed of this event, and why? Also, explain how you would share information with the concerned stakeholders.
- 3. Recommend actions you would take to decrease threats to children and prevent similar violations against children in the future. Identify other CP actors and stakeholders that need to be involved and explain why.

CONDUCT OF THE EXERCISE

Course learners will divided into syndicate groups for this exercise. This exercise will be conducted over six periods consisting of two syndicate discussions. Each syndicate discussion will start with a short plenary introduction to the requirements, followed by syndicate discussion and plenary presentations by syndicates on the requirements.

180 minutes is allocated for the first syndicate discussion and 160 minutes is allocated for the second syndicate discussion (inclusive of introductions to the requirements and syndicate plenary presentations). For each requirement, syndicates are to prepare a 10minute PowerPoint presentation highlighting the key issues on the problem. Emphasize the need to be brief and concise in the presentations.

TIMING

- First and second periods:
 - Exercise brief and group discussion and preparation of responses on Exercise 1
- Third period:
 - Group presentations on Exercise 1, discussion of group presentations. A maximum of 10 minutes is allocated for each group presentation.
- Fourth and fifth period:
 - Exercise brief and group discussions, preparation of responses on Exercise 2
- Sixth period:
 - Group presentations of Exercise 2, discussion of group presentations. A maximum of 10 minutes is allocated for each group presentation.
- Following each presentation, a maximum of five minutes will be allocated for questions/clarification on the presentation made.
- Following all group presentations, a five-minute, concluding discussion will take place.

INSTRUCTOR NOTES

Since the course is for military personnel – to include battalion and company commanders, UNMOs and staff officers - this exercise is designed to provide the learners with situations involving child protection issues they may encounter in the peacekeeping mission area at the tactical level. These scenarios are based on actual events in missions mentioned and reflect typical events that may be frequently encountered by military patrols in multidimensional missions.

For the most part, the scenarios are Protection of Civilians (POC) problems containing a CP strand and should be treated as such. Stress connectivity at the start of the exercise and that we are just focusing on the CP part of a complex problem requiring a comprehensive approach with DPKOs POC Concept and the Mission guidance.

Based on the knowledge gained during the course, learners would be expected to develop a well-considered, immediate military response at the tactical level, identify the key mission and external actors who have a role in the situation, and identify mechanisms for information sharing and coordination with all involved. Knowledge of Mission Rules of Engagement (ROE), policies and guidelines on Use of Force, a thorough understanding of Principles of Peacekeeping, legal and ethical obligations and SC mandates — is critical to ensure that the tactical-level military response to situations is robust and appropriate. The learners may be advised to quickly review some of these key concepts covered as they develop their solutions.

This exercise requires close mentoring, and trainers may need to conduct a short group discussion in the respective groups to ensure that the learners understand the problem and stay focused on issues being addressed. The important issue from an adult-learning

perspective is that learners think, discuss and arrive at a solution based on experience and the knowledge they have acquired from the course. It should be emphasized that there are no template answers but answers that do not go beyond 'observe and report' are clearly missing the point that the Mission has a protection mandate and must take action; it is the quality of discussions that is more important. The learners should be encouraged not to restrict themselves to think only of military solutions as "soldiers," but rather, think of mission responses as "peacekeepers."

In general, below are the key issues related to the scenarios:

- In all the above scenarios, the alleged perpetrators of the violations are armed groups or even armed government troops. In all the scenarios there is an imminent threat. The Mission ROEs allow the UN military to take necessary action, including detention of the perpetrators. However, the principles of peacekeeping (Non-Use of force, except for self-defence and defence of the mandate; the principles of use of force as a last resort; minimum and appropriate force; etc.) apply at all times. Taking "no action" or ignoring the situation (wrongly interpreting impartiality) is not acceptable — the UN is not and cannot be neutral. Learners should analyse the ROEs in detail and specify their applicability in each scenario.
- The principle of impartiality dictates that the UN takes action against any side that violates the provisions of the mandate. Therefore, if violations occur, then, irrespective of whether the perpetrators were rebel groups or the government forces, UN response at the tactical level should remain the same. The difference would be the details of the manner in which the mission deals with the issue.
- Military contingents and patrols need to take care and precautions, as they interact with young children in each of the cases. The "Do's and Don'ts" covered in Module 5 and 6 need to be followed diligently. Remind the learners that in most of these situations, a Child Protection Adviser (CPA) may not be in close vicinity or even be available (due to the geographic extent of the missions).

Based on mission experiences, learners may have differing views and experiences, and, in fact, may have faced or heard of a similar situation in a real-life peacekeeping operation. Encourage learners to share experiences.

EXPECTED OUTCOMES

This exercise is expected to increase learners' understanding of the specific role they, and other mission components, play in addressing child protection concerns within the peacekeeping operation and the wider child protection community. Learners are expected to understand that their role as a military component is to do more than just "observe and report." A key child protection role is to reduce vulnerabilities and threats in their area of operation by utilizing proactive means such as preventive deployments, night patrols where violations occur, etc. The second key obligation of military

peacekeepers is to take action, which may include the use of force beyond self-defence to protect children under imminent threat of physical violence.

This exercise is also expected to enhance learners' understanding of coordination mechanisms that exist in missions, the key child protection stakeholders they need to coordinate with and the importance of working with local communities.

REFERENCES

- Presentation on "Mission Response to Child Protection Issues"
- Presentation on "Child Protection Concerns and Military Response"
- Guidelines for MONUC military on Child Protection issues, February 2010.
- ONUCI Terms of Reference for Military/TCC Child Protection Focal Points
- MONUCO Rules of Engagement
- UNOCI Rules of Engagement

Scenario A

Democratic Republic of the Congo (DRC)

The area of Wula in South Kivu is hilly with bush, open agricultural land and small villages most of them secluded. Legal and illegal mining is carried out in several places, many of them highly disputed. Local teachers, village elders, female groups, and priests play an important role in the communities. Infrastructure is very poor, and the area is easily infiltrated. Negative forces, such as the Democratic Forces for the Liberation of Rwanda (FDLR) Interahamwe, Rasta, Mayi Mayi, dissident splinter groups and nonaligned bandits (henceforth referred to as "rebel groups"), are harassing the local population. South Kivu remains an area where the UN has insufficient troops to cover the whole province and there are certain areas where rebel groups can move relatively freely and harass the local population. Elements of the government's armed forces (FARDC) have been conducting joint operations with MONUSCO, but while incidents of their indiscipline and human rights violations have been gradually reducing, they are still not uncommon.

You are a platoon commander on a four-vehicle patrol. About halfway through your patrol your lead vehicle comes to a halt as it spots a girl stumbling into the middle of the road. She is bleeding badly and her clothes are ripped. Your female platoon medic applies immediate first aid but will need more assistance. Once the girl, who looks about 14, has calmed down, she volunteers the information that about an hour ago she was assaulted and raped by four men in uniform. The armed men had suddenly arrived in her village, started shouting at everyone and demanded food. She is very worried about her younger sister and is not sure if she was able to escape. The village is about a kilometre away.

The Force Commander of the UN mission has directed that, in order to accelerate decisionmaking, all the rules 1 to 5 of the Rules of Engagement, do apply and are authorized by him.

Requirement 1

- 1. What are the possible Child Rights / Human Rights / International **Humanitarian Law** violations in this situation?
- A number of SC resolutions are relevant here, in particular 1882 on sexual violence and 1612, obligations to monitor and report on violations against children.
- Convention on the Rights of the Child: A number of the rights of the child are being violated including the right to life (Article 6), separated from family against their will (article 9), arbitrary or unlawful interference with his/her privacy, home family etc. (art. 16). Geneva Convention are also breached in this case: Civilians re to be protected from murder, torture or brutality (arts. 13, 32), special protection granted to persons not taking part in hostilities (Protocol 2, art. 4), Children are to be evacuated to safe areas when possible and reunited with families (Protocol 2, art. 4). UDHR are

- 2. Explain the legal basis and any policy guidelines on child protection that should dictate the commander's decision.
- also breached: Everyone has the right to life, liberty and security of person (art.3), No one shall be held in slavery or servitude (art. 4).
- Imminent Threat: If the patrol does nothing then more women are likely to be assaulted
- The mandate and ROE, as well as Guidelines for MONUC's military on child protection should guide the commander's response to this situation. The Mission ROEs allow the UN military to take necessary action, including detention of the perpetrators.
- However, the principles of peacekeeping (Non-Use of force, except for self-defence and defence of the mandate; the principles of use of force as a last resort; minimum and appropriate force; etc.) apply at all times.
- Taking "no action" or ignoring the situation (wrongly interpreting impartiality) is not acceptable — the UN is not and cannot be neutral. Learners should analyse the ROEs in detail and specify their applicability to this situation.
- 3. What actions should the military tactical commander facing the situation on ground (patrol commander / company commander) take considering the mandate and the ROE? Do you think that the military response should be different if the alleged perpetrators represent government forces or the rebel/faction

forces?

- The patrol should report back to his Coy HQ. He guickly discusses the situation and indicates his intent to proceed to the village and disarm the accused perpetrators if need be by force and detain them. He confirms he can use force according to ROE no 1.7 in Annex A. He should investigate the area and confront the four persons, who meet the girl's description, at the checkpoint and confirm the report. The patrol should disarm the four uniformed persons, if needed by force, and detain them for follow-up action. Preserve scene of crime for subsequent investigation.
- All rules are authorised by the FC, who provides accelerated decision-making. The following ROEs apply in particular in this case:
 - a. Imminent Threat
 - b. Definitions of hostile act and hostile intent apply.
 - c. ROE 8 J (1) of main document use of force beyond selfdefence
 - d. Rule no 1.7 in Annex A applies. If possible, he should confirm with his Coy Cmdr.; if not possible, he should act based on rule no 1.7.
 - e. Rule no 1.13 applies
 - f. Rules no 4.1 and 4.3 apply
- Irrespective if the accused are rebels or FARDC soldiers, they should be detained and disarmed. In case the soldiers at the village FARDC soldiers, the patrol commander should try to get in contact (via his own HQ) with the local FARDC commander. If that is not possible, he should take action to detain them in order to hand them over as soon as possible to the local authorities (i.e., the "auditeur-militair") for legal prosecution.

4. What specific	 In case they are rebels, they should be handed over to the local authorities for further prosecution. That may take longer than the rules dictate. However, that may be "force majeur" and should never be a reason to free perpetrators of grave human rights abuse. The female patrol medic takes care of the girl, who should be
actions should be taken with respect to the victim(s)?	transferred to a medical clinic and receive post-exposure prophylaxis (PEP) to prevent human immunodeficiency virus (HIV) infection as soon as possible. This can be a UN hospital, or a local clinic if available in the area. • Inform child protection in your mission immediately. • All should be aware of the extremely delicate and sensitive situation. Under no circumstances should any photographs be taken of the victim of sexual violence. Immediate evacuation to ensure the girl is provided with medical treatment is the most appropriate solution. • The girl's parents or next of kin should be informed of where the girl has been taken for medical assistance. Do not tell the parents that the girl has been raped. That is the decision of the girl. In many cultural contexts, victims of sexual violence will experience great stigma and communities may in some cases reject these victims and blame them for what happened. • The victim should be handed over to Mission CPA or other CP as soon as her medical condition allows.
Requirement 2	
1. What are the key	Complete details, as far as the situation allows, must be ascertained.
observations of the events that you	This is a critical part of support (acting as the "eyes and ears" of the mission) that the military can provide to the CP Adviser and other
would include in	relevant actors. The patrol report should be able to answer the
your report?	following questions:
	a. What, when and where did the event take place?
	b. Who were involved and their details – the victim, the
	perpetrator(s) and/or witnesses, if any? c. How or under what circumstances did it happen?
	d. What action was taken by the patrol?
	e. Who was informed – local police/authorities, UN Police, Head of
	Office (Sector), Human Rights (HR)/CP Advisor, any external
	actors (United Nations Children's Fund [UNICEF], non-
	governmental organizations [NGOs] or any other agencies), etc.? Report along the mission chain of reporting.
	f. What means were used to communicate the above information
	(if considered necessary and relevant)?
2. Which mission components and	Mission CPA needs to be informed without delay. Other components that should be informed are:

external actors
need to be
informed of this
event, and why?
Also, explain how
this information will
be shared with all
concerned.

- a. UN Police
- b. Head of Office (Sector)
- c. Human Rights Adviser in the area,
- d. If there is no child protection adviser in the mission, any external child protection actors such as UNICEF and CP NGOs operating in the area should also be informed.
- 3. Recommend actions you would take to decrease threats to children and prevent similar violations against children in the future. Identify other CP actors and stakeholders that need to be involved and why.
- The company commander should discuss with the local military and police authorities what can be done to strengthen security in this area and consider establishing a temporary UN military presence in the village.
- He should report the incident to his higher formation and recommend Sector Commander to report this incident to the highest FARDC authorities to take action and sensitize FARDC soldiers on sexual violence. It might be possible to decide with the local authorities to call the province a weapon-free zone. FARDC soldiers should only carry weapons during duties and not after duties.
- The battalion/sector commander further should consider maximising the use of night and helicopter patrols, quick reaction units, staying overnight in the area, etc. He should also warn the FARDC region commander to take charge of his units since he is responsible for their discipline and their (mis)behaviour.
- Battalion Commander should discuss with local leaders, CPA and child protection actors, UN Police, Civil Affairs and other stakeholders in the area ways and means to strengthen early warning mechanisms between locals and the UN.
- For discussion: How to manage the (sometimes) contradictory mandate to support FARDC but also protect civilians?

Scenario B

Democratic Republic of the Congo (DRC)

You are a UN Battalion Commander in MONUSCO and based in the Kivus. Late one night, you receive an urgent phone call from one of your company commanders asking for your advice. You are aware that there have been a number of raids by armed groups on villages in the southern part of his area. According to your company commander, an armed group attacked the Village of Toku yesterday, within his company area of responsibility. In addition to food being stolen, some buildings, including the village school, were burned down and three young girls and a boy were abducted.

The Company Commander informs you that the medical assistance and support that the company and other components of the mission have provided to villages in the area after recent raids has established a level of trust with the village leader in Toku. As a result, the village leader has informed the Company that a 15-year-old girl from Toku knows where the armed group has their camp. She believes that they are from the FDLR and that she can show the UN the route. The village leader has asked your company commander to rescue the children from the FDLR as soon as possible.

The company commander is uncertain about what action to take and is seeking your guidance. Before issuing guidance you recall that although there is a government military battalion (FARDC) nearby who should be taking the lead, they are suspected of being sympathetic to the FDLR.

Requirement 1

- 1. What are the possible Child Rights / Human Rights / International **Humanitarian Law** violations in this situation?
- Most important answers: The abduction of children is a grave violation against children under SCR 1612.
- The burning and destruction of the local school is also a grave violation and against IHL.
- Possible other answers: Convention on the Rights of the Child: A number of the rights of child are being violated including the right to life (Article 6), separated from family against their will (article 9), arbitrary or unlawful interference with his/her privacy, home family etc. (art. 16). Geneva Convention are also breached in this case: Civilians re to be protected from murder, torture or brutality (arts. 13, 32), special protection granted to persons not taking part in hostilities (Protocol 2, art. 4), Children are to be evacuated to safe areas when possible and reunited with families (Protocol 2, art. 4). UDHR are also breached: Everyone has the right to life, liberty and security of person (art.3), No one shall be held in slavery or servitude

2. Explain the legal		
basis and any policy		
guidelines on child		
protection that		
should dictate the		
commander's		
decision.		

(art. 4).

- There is an imminent threat; not only are those abducted in danger but the illegal armed group are likely to continue abducting villagers and placing them in danger
- The protection mandate, including sexual violence, is clear. Consideration must be given on the hostile intent and the historical precedent within the Mission's area of responsibility. This is a reoccurring violation and the Company and Battalion Commander should have a reasonable belief that they will do it again if they are not stopped. Even if there is no apparent evidence of sexual violence, these kids have been abducted.
- Also the principle of the use of force beyond self-defence applies. These are the basis for his actions to try to find the perpetrators and to free the abducted girls. Rule no 1.7; See also previous situation.
- Annex B, paragraph 7 says: The relevant provisions of Security Council resolutions are contained in Annex A - Authorized ROE for MONUSCO.
- Security Council Resolutions (SCR) on Child Protection and other legal obligations covered during Session 2 also apply.
- MONUC Guidelines, February 2010 also applies.
- 3. What actions should the military tactical commander facing the situation on ground (patrol commander/compa ny commander) take considering the mandate and the ROE? Do you think that the military response should be different if the alleged perpetrators represent government forces or the rebel/faction forces?
- The local population has high expectations of the protection that the deployed UN unit might provide. The UN's credibility is at stake. The company commander (Coy Cmdr.) should discuss first with the FARDC Commander what action he intents to take. He discusses the situation with his battalion commander and explains to him his intentions to take action.
- In case the local security forces are unable or unwilling to take action, the company commander should try to locate the abducted girls with the help of the village elder and disarm the perpetrators. They should further be detained and handed over to the Congolese National Police (CNP). Under no circumstances should the UN unit use the 15-year-old girl as a scout. This will place the girl in both immediate danger as well as expose her (and the village) to longerterm repercussion by rebels.
- For discussion: How to tackle situations in which the local population expects the UN Mission to play a law enforcement role in the absence of (strong) authorities?
- The local population expects the UN to protect them. The mandate provides guidance on this issue: "To protect civilians...without prejudice to the responsibility of the host government": Governments hold the primary responsibility for ensuring the security of civilians on their territories. However, in conflict and post-conflict situations, the capacity of governments to live up to

4. What specific action should be taken with respect to the victim(s)?	this responsibility may be limited. At times, the very government that is responsible for protecting the civilian population, including displaced people, may have caused the people to flee in the first place. In other cases, it has shown itself incapable of protecting its citizens from marauding rebel groups or sexual violence and persecution. In practical terms, this phrase stipulates that the military component should allow the authorities to take appropriate action whenever they demonstrate the intent and/or are capable of doing so. • If in need of medical assistance upon rescue, the girls and the boy should be brought to hospital as soon as possible to receive treatment. Inform their next of kin. How to assist the victims is something the company commander should discuss with the village elder, local medical clinic and other applicable local dignitaries,	
	such as religious leaders, teachers, etc.	
Requirement 2		
1. What are the key observations of the events that you would include in your report?	Same bullets as above (scenario A) as they pertain to this situation.	
2. Which mission components and external actors need to be informed of this event, and why? Also, explain how this information will be shared with all concerned.	• Always inform the CPA in the area. The battalion/sector commander should also discuss the security situation with the Head of Office and his/her team. They should consider ways to enhance safety around market places, including patrolling during trade hours, making it a "weapons-free zone," accompanying women to and from the market, rehabilitating transportation, etc. UN force should appear at market places unannounced and at irregular hours, move at night and secure the area. The battalion/sector commander should discuss possible measures with the Mission's human rights section; Child Protection; (local) NGO, such as OXFAM, IRC, CARE, Save the Children, etc.; and national civil society authorities in the province capital. He also should discuss the situation about the FARDC commander openly doing business with FDLR with the FARDC regional commander. This should also be brought to the attention of the Mission in Kinshasa to discuss with Government.	
Recommend actions you would take to decrease threats to children	 The company commander should discuss with the local military and police authorities what can be done to strengthen security in this area and consider establishing a temporary UN military presence in the village. 	

and prevent similar violations against children in the future. Identify other CP actors and stakeholders that needs to be involved and why.

- In situations like this, the best durable solution is to reduce the threat by permanently disarming the rebel groups. This may take a long time, so the UN military commander in this area should analyse the most effective means to reduce the vulnerability and existing threat until a more permanent DDR process can be implemented.
- He should report the incident to his higher formation and recommend and discuss what can be done with regards to FARDC collaborating with rebel groups. Sector commander may also discuss with Force Commander to put pressure on regional FARDC commander to ensure perpetrators are held accountable, and the unit be removed from the area.
- The battalion/sector commander further should consider maximising the use of night and helicopter patrols, quick reaction units, staying overnight in the area, etc. He should also warn the FARDC region commander to take charge of his units since he is responsible for their discipline and their (mis) behaviour.
- Battalion Commander should discuss with local leaders, CPA and child protection actors, UN Police, Civil Affairs and other stakeholders in the area ways and means to strengthen early warning mechanisms between locals and the UN.
- UN Human Rights and maybe United Nations Children's Fund (UNICEF) can provide further assistance. Important, in this respect, is to find ways to prevent this violence from happening again.

Scenario C (COTE D'IVOIRE)

In the aftermath of the 2010 elections, the Western part of the country has seen an increase in attacks on the Guere ethnic group, whose members largely supported ousted President Gbagbo. While many of these attacks have been attributed to pro-Ouattara rebel fighters, the UN has received a number of alarming reports that Republican Forces of Cote d'Ivoire (FRCI) has been targeting the civilian population as well. Some of the atrocities committed include torture, extrajudicial killings and the abduction of children.

A number of confrontations between Republican Forces of Cote d'Ivoire (FRCI) elements and local populations are highlighting persisting tensions between FRCI and parts of the population in the west. United Nations Operation in Cote d'Ivoire (ONUCI) troops have increased their patrolling in the western part of country.

A vehicle patrol of four vehicles, with 20 UN soldiers, is alerted by the local population that some elements of FRCI are harassing Guere inhabitants in the village of Guitrozon. On arrival in the village, the patrol observes three young children, one girl and two boys, being dragged by two uniformed soldiers to a small group of seven soldiers. One of the boys, terrified, manages to escape and runs towards the UN peacekeepers. The UN peacekeepers are about to put him in their vehicle when a FRCI soldier opens fire and hits the child.

Requirement 1

- What are the possible Child Rights / Human Rights / International Humanitarian Law violations in this situation?
- Most critical answer: You observe a series of the six grave violations here: 1) the recruitment of children, 2) maining of children.
- Other possible answers include: Convention on the Rights of the Child: A number of the rights of child are being violated including the right to life (Article 6), separated from family against their will (article 9), arbitrary or unlawful interference with his/her privacy, home family etc. Optional protocol prohibits the forced recruitment of children under 18 (art 4). Geneva Convention are also breached in this case: Civilians re to be protected from murder, torture or brutality (arts. 13, 32), civilians can not be forced to do military work (Art. 40), recruitment of children under age 15 into the armed forces is forbidden (Protocol I, art.77), special protection granted to persons not taking part in hostilities (Protocol 2, art. 4), Children are to be evacuated to safe areas when possible and reunited with families (Protocol 2, art. 4). UDHR are also breached: Everyone has the right to life, liberty and security of person (art.3), No one shall be held in slavery or servitude (art. 4). The statues of the International Criminal Court of 1998 make the recruitment and involvement of children under the age of 15-years-old in hostilities a war crime.

- 2. Explain the legal basis and any policy guidelines on child protection that should dictate the commander's decision.
- The protection mandate is clear. Consideration must be given on the hostile intent and the historical precedent within the Mission's area of responsibility. The perpetrators are harassing the local population and abducting by force children to serve with the Republican Forces of Cote d'Ivoire (FRCI). Historical presentence will also impact the Company Commander's assessment of the situation.
- The principle of the use of force beyond self-defence applies. Rule no 1.7 is the basis for his actions to intervene and stop the abduction of the two children.
- The use of force in self-defence also applies as the FRCI is firing at the UN in this situation.
- Rule no 1.1, the use of force in self-defence is also applicable to this situation. Rule no 4.4 is also applicable – the authority to detain, search and disarm individuals or groups who commit a hostile act or demonstrate a hostile intent against any civilian.
- Security Council Resolutions (SCR) on Child Protection and other legal obligations covered during Session 2 also apply.
- 3. What actions should the military tactical commander facing the situation on ground (patrol commander/compa ny commander) take considering the mandate and the ROE? Do you think that the military response should be different if the alleged perpetrators represent government forces or the rebel/faction
- The patrol commander, keeping the best interest of the children in mind, should intervene and disarm the FRCI and free the two remaining kids. Negotiations should be the first avenue of action. If fired upon, or if the children's lives are in immediate danger (as in this case), he can engage the FRCI with force, using up to as well as deadly force. The patrol commander should report back to higher HQ as soon as he can.
- Preserve scene of crime for subsequent investigation.
- The credibility of the UN is also at stake here. If no action is taken, and the FRCI are allowed to take the children into the bush, it can be expected that the girl will be raped and the boy be forced to join the military.

4. What specific action should be taken with respect to the victim(s)?

forces?

• The injured boy should be given first aid by the patrol medic and transported as soon as possible to nearest medical facilities to get proper medical treatment. The two uninjured children (if freed successfully) should be handed over to their parents in the village.

Requirement 2	
What are the key observations of the events that you would include in your report?	Same bullets as above (scenario A) as they pertain to this situation.
2. Which mission components and external actors need to be informed of this event, and why? Also, explain how this information will be shared with all concerned.	 Always inform the CPA in the area. The battalion/sector commander should also discuss the situation with FRCI commander and demand that FRCI immediately stop the abduction of children in the area. Civil Affairs needs to be HR and Rule of Law
3. Recommend actions you would take to decrease threats to children and prevent similar violations against children in the future. Identify other CP actors and stakeholders that needs to be involved and why.	 In consultation with mission entities, including the Head of Office and his/her team the sector/battalion commander should consider ways to enhance the security of the village and discuss means and methods for the local population to alert UN forces of potential threats. The contingent commander should also consider increasing military presence in / around the village to ensure that the village is protected from any forms of reprisal attacks. UN force should increase patrolling and presence in areas of tension unannounced and at irregular hours. The battalion/sector commander should also discuss possible measures with the Mission's CP section, human rights section, and other CP actors in the area to develop to strengthen the mission response to such cases of abduction.

Scenario D (COTE D'IVOIRE)

The situation in western Côte d'Ivoire along the border with Liberia is volatile due to political tensions, cross-border criminality and actions by armed elements against the local population. Abductions and violence against women and children are frequent. Military Observers have obtained information that armed elements are threatening school teachers, parents and children in a small village, Ahziabre, in an area where the UN is not deployed. They have abducted minors in the past. They said they would come back to the school to collect the children to work for the militias. The UNMOs passed the information to the UN Company Commander of the unit based 20 kilometres (km) away.

Requirement 1

- 1. What are the possible Child Rights / Human Rights / International Humanitarian Law violations in this situation?
- Violations in this scenario has not yet taken place, through there are historical examples of these armed groups having abducted children to serve with the militia in the past. These violations are monitored under the Monitoring and Reporting Mechanism (MRM) established under SCR 1612. They are abductions of children, recruitment of children. The threats against school teachers are also monitored as attacks on schools and hospitals under the MRM. Relevant SCRs are 1612 (recruitment of children), 1882 (Sexual violence), 1998 (attacks on schools),
- There is a potential for a number of violations in this scenario: Convention on the Rights of the Child: A number of the rights of child are being violated including the right to life (Article 6), separated from family against their will (article 9), arbitrary or unlawful interference with his/her privacy, home family etc. Optional protocol prohibits the forced recruitment of children under 18 (art 4). Geneva Convention are also breached in this case: Civilians re to be protected from murder, torture or brutality (arts. 13, 32), civilians can not be forced to do military work (Art. 40), recruitment of children under age 15 into the armed forces is forbidden (Protocol I, art.77), special protection granted to persons not taking part in hostilities (Protocol 2, art. 4). UDHR are also breached: Everyone has the right to life, liberty and security of person (art.3), No one shall be held in slavery or servitude (art. 4). The statues of the International Criminal Court of 1998 make the recruitment and involvement of children under the age of 15-yearsold in hostilities a war crime.
- 2. Explain the legal basis and any policy
- An imminent threat exists in this situation. The militia has demonstrated intent, capability and opportunity to attach this

guidelines on child protection that should dictate the commander's decision.	 village. Historical precedence also applies as the militia has abducted minors in the past. The protection mandate is clear. Consideration must be given to the hostile intent and the historical precedent within the Mission's area of responsibility. The militia is harassing the local population and abducting by force children to serve with armed group. The principle of the use of force beyond self-defence applies. Rule no 1.7 is the basis for his actions to intervene and stop the abduction of children. Rule no 1.1, the use of force in self-defence is also applicable to this situation. Rule no 4.4 is also applicable – the authority to detain, search and disarm individuals or groups who commit a hostile act or demonstrate a hostile intent against any civilian. Security Council Resolutions (SCR) on Child Protection and other 	
	legal obligations covered during Session 2 also apply.	
3. What actions should the military tactical commander facing the situation on ground (patrol commander/company commander) take considering the mandate and the ROE? Do you think that the military response should be different if the alleged perpetrators represent government forces or the rebel/faction forces?	 This is situation were the UN commander can take preventive actions to protect children. Possible courses of action can range from increased presence in the area with patrols, temporary Ops and checkpoints to reduce the vulnerability of the villagers and the children in particular. The local UN commander should also consider deployment to the village of Ahziabre, as deterrence to the local militia. He can also help the village come up with its own protection plan e.g. reduce movement and have an evacuation plan. However the situation of imminent threat will continue unless action is taken to reduce the threat i.e. disarm, detain the local militia, and hand them over to local authorities. 	
4. What specific	No victims in this scenario. Key point is that the local village see that	
action should be	the UN forces are being proactive and are increasing their presence	
taken with respect	to ensure their safety, reduce their vulnerability and threat against	
to the victim(s)?	the village.	
Requirement 2		
1. What are the key observations of the events that you	Same bullets as above (scenario A) as they pertain to this situation.	

would include in	
your report?	
2. Which mission components and external actors need to be informed of this event, and why? Also, explain how this information will be shared with all concerned.	 Always inform the CPA in the area. If CPA is not deployed in the area, see if any local CP actors can be identified to ensure timely, preemptive information sharing mechanism. In consultation with mission entities, including the Head of Office and his/her team, the CPA, the sector/battalion commander should consider ways to enhance the security of the village and discuss means and methods for the local population to alert UN forces of potential threats. CA HR
3. Recommend actions you would take to decrease threats to children and prevent similar violations against children in the future. Identify other CP actors and stakeholders that needs to be involved and why.	 The battalion/sector commander should also discuss the situation with the sector commander and develop a military plan to enhance security in the area. One option is to establish a Mobile Operating Base in the area to deter / prevent future violations. This scenario may also demand an effort not only by ONUCI, but also the neighbouring mission in Liberia, UNMIL. Sharing of information on militia groups, coordinated plans for patrolling border area; liaison with host nation authorities is also key actions, which needs to be considered. Another option is to work with UN police, enter into dialogue with local police, to strengthen law enforcement in the area. Civil affairs will have the pulse on the political environment, and may put pressure or strengthen dialogue and decrease political tension among parties in the area.