

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
2.3.1	Trauma of War	Testimonies, brainstorm, group discussion	10-15 minutes
2.3.2	Human Rights – Violations and Abuses	Brainstorm, group discussion	10-20 minutes
2.3.3	Essential Information to Record	Testimonies, brainstorm	5 minutes
2.3.4	Human Rights – the Basics	Review – Brainstorm	10-15 minutes

Learning Activity

2.3.1

Trauma of War

METHOD

Testimonies, brainstorm, group discussion

PURPOSE

To identify human rights frequently at risk in conflict, ones that require urgent attention by peacekeeping personnel

TIME

10-15 minutes

- Group work: 5-7 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS

- Consider the testimonies of civilians
- Which human rights are at risk?
- What is your responsibility as the UN?
- Discuss “vulnerability”, “duty to protect” and “trust”

RESOURCES

- Learning Activity instructions
- Testimonies
- Responses to discussion questions

Note on use: The following learning activities use the same testimonies: 2.3.1, 2.3.3, and 2.4.2. The learning activities analyse the real-life experiences of ordinary civilians in different ways. They build on Learning Activity 1.1.2 on Consequences of Violent Conflict by looking at specific examples of the impact of violent conflict. Learning Activity 2.3.1 builds on the human rights content of Lesson 1.4 on Legal Framework for UN Peacekeeping. This learning activity allows participants to practically apply their knowledge of human rights to real-life situations.

Preparation

- Review brainstorming results from related learning activities in Module 1.
- Read the Testimonies. Make enough copies for all participants.
- Read the Responses to the discussion question for the testimonies.
- If the mission of deployment is known, you may wish to familiarize yourself with key human rights issues in the host country. You can also source testimonies from the country. Use the most recent human rights report from the UN Secretary-General and the UN High Commissioner for Human Rights to prepare. The Office of the High Commissioner for Human Rights has reports on human rights in peacekeeping at: <http://www.ohchr.org/EN/Countries/Pages/PeaceMissionsIndex.aspx>. This page also has a link to details on the work of individual human rights components of UN peace missions
- Prepare flip-chart sheets or a board to record points from discussion. Write the main question on a flip-chart sheet or board: Which human rights are at risk?
- Decide on the groups. The timing for the activity is short. You may wish to distribute the testimonies between the groups. There are ten testimonies.
- Prepare key points on the responsibility of the UN peacekeeping mission. Include points on “vulnerability”, “duty to protect” and “trust”.

Instructions

1. Assign groups.
2. Introduce the exercise as you hand out copies of the testimonies. The purpose is to identify human rights frequently at risk in conflict and post-conflict situations. It brings life to the real challenges faced by ordinary individuals. Participants are encouraged to put themselves in the shoes of these individuals – this is a difficult request.
3. Ask participants to read the testimonies aloud in their groups. They must work to answer the main question. Encourage participants to draw on other learning and experience. Get participants to brainstorm some examples of how conflict may affect human rights, using the posted results from brainstorming on the effects of violent conflict from Learning Activity 1.1.2 on Consequences of Violent Conflict.
4. Wrap up with the activity. Expand or explain definitions of key human rights. Each testimony highlights the need for an intervention by different actors with a “duty to protect”, including the UN peacekeeping mission.
5. Close the exercise.

Variations

Where participants know the mission of deployment, hand out excerpts from relevant human rights reports as homework before the exercise. Get table groups or the full group to brainstorm human rights issues which are a priority concern in the Host country.

2.3.1 Responses to Discussion Question: Trauma of War

Question

Which human rights are at risk?

Key human rights at risk in conflict or post-conflict contexts:

Note on Use: Selected examples, not complete lists of each type of human rights.

CIVIL AND POLITICAL RIGHTS

- Right to life
- Right to be free from torture and cruel, inhuman or degrading treatment
- Right not to be enslaved
- Right to be protected from arbitrary arrest and detention
- Right to a fair trial – due process of law
- Right not to be trafficked
- Right to freedom of thought, conscience and religion
- Right to freedom of expression
- Right to freedom of peaceful assembly and association

ECONOMIC, SOCIAL AND CULTURAL RIGHTS

- Right to food
- Right to water
- Right to housing
- Right to education
- Right to health

The following facts have implications for human rights that are at risk:

Testimony 1

- Abduction; sexual violence; vulnerability as a child

Testimony 2

- Threat to life; threat to livelihood; vulnerability as a child

Testimony 3

- Threat to life; vulnerability as a child

Testimony 4

- Abduction; recruitment into armed group; threat to life; vulnerability as a child

Testimony 5

- Sexual violence

Testimony 6

- Threat to life

Testimony 7

- Lack of food and supplies; no freedom of movement

Testimony 8

- Threat to life; looting

Testimony 9

- Threat to life; vulnerability as a child; civilian object (school) attacked

Testimony 10

- Civilian object (school) used for military purposes

2.3.1 Testimonies: Trauma of War

Testimony 1

“Sometimes, fighters come to the school to find girl students.

We [teachers] can't refuse. They [the girl students] go with [the fighters].

Often, students arrive late to school, because they get caught en route....

Soldiers don't come into the classroom, but when a fighter knocks on the door, you have to answer.

This happened in May. I said, 'Hello.' He asked for a girl. I can't refuse. So I called the girl, the one that he named, and she went with him. He didn't have a gun, but his escorts were behind him, and they had guns, three of them.

[The fighters] know [the students] names from encountering them on the road. It would happen three to four times a month [at my school]. It would be lots of girls, maybe 10 a month or so. I can't really say.

We can't say anything; if we do, we could be killed.”

—A female teacher from Rutshuru territory in the Democratic Republic of Congo (DRC), whose school was under the control of the M23.

(Source: Human Rights Watch, “Our School Became the Battlefield”: Using Schools for Child Recruitment and Military Purposes in Eastern Democratic Republic of Congo, October 2015)

<https://www.hrw.org/report/2015/10/27/our-school-became-battlefield/using-schools-child-recruitment-and-military>

Sometimes, soldiers and fighters target girls from schools for abduction and sexual violence.

2.3.1 Testimonies: Trauma of War

Testimony 2

"We fled with cattle to the river [but] we had to leave the cows behind because they were shooting right up to us.

We were in the river for three days because you can't come out because of the shooting.

There was random shooting into the reeds to get [us] hiding people. We ate water lily and roots [in the river]."

—A 13-year-old boy, originally from Bauw, Koch county in South Sudan, was left to tend the cattle after adult men ran from the camp before the Bul carried out raids to take cattle.

(Source: Human Rights Watch, "They Burned it All", Destruction of Villages, Killings, and Sexual Violence in Unity State South Sudan, July 2015)

<https://www.hrw.org/report/2015/07/22/they-burned-it-all/destruction-villages-killings-and-sexual-violence-unity-state>

Children, who are often cattle herders, have been killed or shot and killed by armed groups stealing cattle.

Bul fighters are from the Bul Nuer ethnic group.

2.3.1 Testimonies: Trauma of War

Testimony 3

"I was with my neighbor when they asked her whether her baby was a boy or a girl.

When she said 'boy' they told her that they were going to kill the baby because 'when he grows up he will fight with us so I have to kill him before that happens.'

They shot the boy in front of the mother."

—A woman from Koch town, Koch county in South Sudan.

(Source: Human Rights Watch, "They Burned it All", Destruction of Villages, Killings, and Sexual Violence in Unity State South Sudan, July 2015)

<https://www.hrw.org/report/2015/07/22/they-burned-it-all/destruction-villages-killings-and-sexual-violence-unity-state>

2.3.1 Testimonies: Trauma of War

Testimony 4

“They took us by force.

(Then) they took us in a boat to Diteng. We got training in Diteng, how to use weapons, how to stand to attention, we were also in parades.

I was (then) taken to Bakang, there was fighting there. There was one battle, it was two days long, I was shooting. There were many children fighting there.

... Yes we saw Olony, he used to come to us in Diteng. He said we need to be strong.”

—A 17 year old boy from South Sudan, was captured by Olony's forces outside the UN base.

(Source: Human Rights Watch, “We Can Die Too”: Recruitment and Use of Child Soldiers in South Sudan, December 2015)

<https://www.hrw.org/report/2015/12/14/we-can-die-too/recruitment-and-use-child-soldiers-south-sudan>

Johnson Olony is a South Sudanese leader of a rebel group.

2.3.1 Testimonies: Trauma of War

Testimony 5

“One of the men came in and raped me while the second and third men stood outside [the hut] and guarded it. They took turns.

The men didn't hurry because mostly women live in the camp and are no threat to them. During the attack, one of them told me, “You can tell anyone that we did this, we're not scared.”

—Shamso, a 34-year-old woman was raped, in the presence of her three young children, by three men who broke into her home in a camp in the Dharkenley district, Mogadishu, Somalia.

(Source: Human Rights Watch, “Here, Rape is Normal”: A Five-Point Plan to Curtail Sexual Violence in Somalia, February 2014)

https://www.hrw.org/sites/default/files/reports/somalia0214_ForUpload.pdf

2.3.1 Testimonies: Trauma of War

Testimony 6

“In the last week of May 2008, government fighter planes and helicopters bombed the nearby mountain for seven hours, so we fled our village, Bait al-Aghrabi, and came to San'a.

We went back two weeks later and we found our house totally destroyed.

Some villagers had stayed after we left and were killed when the government bombed the village.

We then went to the village of al-Shari' to stay with family there.

After three weeks there the government attacked the village with tanks. We were inside our house. The tanks destroyed the top three floors and we hid for one day and night on the ground floor.

It was not safe so we fled again the next day and came back to San'a.”

—A woman from Yemen who was displaced as a result of fighting.

(Source: Human Rights Watch, Invisible Civilians: The Challenge of Humanitarian Access to Yemen's Forgotten War, November 2008)

<https://www.hrw.org/report/2008/11/19/invisible-civilians/challenge-humanitarian-access-yemens-forgotten-war>

2.3.1 Testimonies: Trauma of War

Testimony 7

“Government forces sometimes allowed some people to leave and bring back food and other supplies through a checkpoint in Yarmouk as long as they did not use their cars.

Several months ago, however, the soldiers sealed off the checkpoint completely, preventing people from bringing anything in. Since then we have had no bread at all.”

—A member of the local council in Eastern Ghouta in Syria, experienced the siege by the Syrian government.

(Source: Human Rights Watch, Syria: Aid to Besieged Areas Being Blocked, December 2013)

<https://www.hrw.org/news/2013/12/03/syria-aid-besieged-areas-being-blocked>

2.3.1 Testimonies: Trauma of War

Testimony 8

“The Presidential Guards came to attack on February 11.

They killed two people here: Luc Mouabé, 48, an active police officer, and Dominique Diyafara, who worked at the customs office. When the Presidential Guard arrived at about 1 p.m., the people started fleeing and they just shot at them. But Mouabé, the policeman, went towards them [as a police official] and they shot him.

They looted the hospital, took bicycles and many other things; they also looted the houses, but they didn't burn them.

Since then, we have been staying in the bush, all 1,800 people of Bémal.

Ngalkossé was with them, as was his deputy Abdoulayé.”

—The mayor of Bémal from a village in the Central African Republic (CAR).

(Source: Human Rights Watch, State of Anarchy: Rebellion and Abuses against Civilians, September 2007)

<https://www.hrw.org/reports/2007/car0907/car0907web.pdf>

2.3.1 Testimonies: Trauma of War

Testimony 9

"I saw people coming with weapons and we started to flee.

In the schoolyard, one of the fighters hit me with his gun and I fell.

When I came to and got up to leave, no one was left in the schoolyard. They had hit me in the back of my head and there was blood everywhere.

I went to my house, but I couldn't find my mother or father. I then went to the place where we usually hide near our farm and I found my aunt there. She used plant leaves to treat the wound."

—A 6-year-old girl from the Democratic Republic of Congo (DRC) was wounded by Sheka fighters.

(Source: Human Rights Watch, "Our School Became the Battlefield": Using Schools for Child Recruitment and Military Purposes in Eastern Democratic Republic of Congo, October 2015)

<https://www.hrw.org/report/2015/10/27/our-school-became-battlefield/using-schools-child-recruitment-and-military>

Sheka fighters are also known as Mai Mai – a rebel militia group in the DRC. The Mai Mai militia leader is Ntabo Ntaberi Sheka.

2.3.1 Testimonies: Trauma of War

Testimony 10

“On May 10, 2013, we stopped school activities as the school was occupied by [Congolese army] soldiers who were in combat with the M23....

[Congolese army] soldiers stayed for a month in the classrooms.... The school was transformed into a military camp....

[Then] the M23 ... managed to chase away the [Congolese army] from the area. They fled, leaving behind some military equipment in our school that the M23 recovered upon their arrival. The M23 then, in turn, also used our school for a period.

And when, during the months of October and November 2013, the fighting resumed between the [Congolese army] and the M23, the [Congolese] military chased away the M23 and reoccupied the classrooms of our primary school.”

—The director of a school that was used for military purposes by the Congolese army and the M23.

(Source: Human Rights Watch, “Our School Became the Battlefield”: Using Schools for Child Recruitment and Military Purposes in Eastern Democratic Republic of Congo, October 2015)

<https://www.hrw.org/report/2015/10/27/our-school-became-battlefield/using-schools-child-recruitment-and-military>

Sometimes schools have been used multiple times by different armed groups, and by the Congolese army.

Learning Activity**2.3.2**

Human Rights – Violations and Abuses**METHOD**

Brainstorm, group discussion

PURPOSE

To explore the difference between human rights violations and human rights abuses, with examples

TIME

Short option: 10 minutes

- Brainstorming: 5-7 minutes
- Discussion: 3 minutes

Longer option: 15-20 minutes

- Introduce activity: 2 minutes
- Table groups: 8 minutes
- Reports: 4-6 minutes
- Close: 2 minutes

INSTRUCTIONS

- What is the difference between human rights violations and human rights abuses?
- Give examples of human rights violations

RESOURCES

- Learning Activity instructions
- Responses to discussion question
- Activity material

Note on use: This learning activity builds on the brainstorming on human rights in Learning Activity 1.4.2.

Preparation

- Post results from all brainstorming on human rights that has taken place so far, including from Learning Activity 1.4.2. Make sure they are visible to all. Consider preparing:
 - A slide with brainstorming results so you can project to participants
 - A handout with results of brainstorming to hand out to table groups
- Prepare a flip-chart to record responses, in the form of two charts. See the Learning Activity Materials below. You may wish to use this as a worksheet also. If you decide to do so, make enough copies for participants.
- Prepare key points using content in Lesson 2.3.
- Decide on whether you will deliver the short or longer version of the learning activity.
- Decide on the groups.

Instructions

- 1 Introduce the activity. Draw attention to the posted or projected work from the first brainstorming (Learning Activity 1.4.2). Officials, state institutions, members of a rebel group, or corporations may be responsible for preventing people from enjoying their human rights. The purpose of this exercise is to further understand how human rights are undermined, using the examples brainstormed so far.
- 2 Divide participants into groups.
- 3 The activity begins with testing the knowledge of participants on the difference between a human rights abuse and a human rights violation. Participants must answer the question: What is the difference between human rights violations and human rights abuses? Using the Chart 1 in the Learning Activity Materials (see below), task table groups to identify the examples brainstormed so far as either:
 - a) human rights abuses
 - b) human rights violations
4. Explain the following:
 - a) **Human rights abuse:** committed by non-state actors – rebel groups, corporations, individuals
 - b) **Human rights violation:** action/inaction of state official or agent – police, soldier, judge, local administrator, parliamentarian
 - c) Human rights violations happen in two main ways: deliberate violations, and not doing enough to avoid violations (lack of action or “omission”).
5. Using the Chart 2 in the Learning Activity Materials (see below), task table groups to give examples of human rights violations as a result of:
 - deliberate actions
 - lack of action
6. Short option: Ask participants to complete Charts 1 and 2 in the Learning Activity, one after the other. Share your comments and clarifications at the end of the exercise.
7. Long option: Allow groups to work on reports which they will present. Groups will most likely have similar answers. For report-back, invite a group to identify one example only, and then move to the next group. Use the flipchart to note the

points made, in the correct column. Continue with rounds of report-back until all groups have given all their points. Prompt the full group to add more examples – see below the Responses to the discussion question.

Variations

- Do the exercise with the full group.
- With a small training group, get participants to write examples on post-it notes and place them in the correct column.

2.3.2 Responses to Discussion Question: Human Rights – Violations and Abuses

Question

What is an example of a human rights violation?

Deliberate actions that result in a human rights violation

- Arrest or detention by a police officer without an arrest warrant or reasonable cause
- Torture of a detainee while in police or military custody
- Rape and sexual violence by soldiers
- Bribe-taking by a judge
- Keeping villagers in jail until they pay their debts
- Open fire against peaceful demonstrators without cause, by police or military

Human rights violations that occur because of a lack of action or omission

- Not taking immediate action to provide basic rights and services such as food, water, and adequate shelter to a group of IDPs – a failure by State or Government
- Not taking measures to enable girls to attend the same schools as boys – a failure by a Ministry of Education

2.3.2 Learning Activity Material: Human Rights – Violations and Abuses

Chart 1

The difference between:

- human rights abuse
- human rights violation

Human rights abuse	Human rights violation

2.3.2 Learning Activity Material: Human Rights – Violations and Abuses

Chart 2

Examples of human rights violations as a result of:

- deliberate actions
- lack of action

Human rights violations as a result of deliberate actions	Human rights violations as a result of a lack of action

Learning Activity**2.3.3**

Essential Information to Record**METHOD**

Testimonies, brainstorm

PURPOSE

To engage learners in capturing basic information when following a situation or observing human rights violations/abuses

TIME

5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

INSTRUCTIONS

- Consider the testimonies of civilians
- Document human rights violations and abuses
- Record key information for investigation and follow-up

RESOURCES

- Learning Activity instructions
- Testimonies (same as Learning Activity 2.3.1)
- Responses to discussion questions

Note on use: The following learning activities use the same testimonies: 2.3.1, 2.3.3, and 2.4.2. The learning activities analyse the real-life experiences of ordinary civilians in different ways. They build on Learning Activity 1.1.2 on Consequences of Violent Conflict by looking at specific examples of the impact of violent conflict. Learning Activity 2.3.3 builds on Learning Activity 2.3.1.

Preparation

- Read the Testimonies (the same ones from Learning Activity 2.3.1). Make enough copies for all participants.
- Read the Responses to the discussion question for the testimonies.
- Prepare flip-chart sheets or a board to record points from discussion. Write the main question on a flip-chart sheet or board: Has a human rights violation or human rights abuse taken place?
- Decide on the groups. The timing for the activity is short. You may wish to distribute the testimonies between the groups. There are ten testimonies.
- Prepare key points on the definition of human rights violation and abuse. Also prepare points on the key information peacekeeping personnel must record for investigation and follow-up. The content in Lesson 2.3 provides details.

Instructions

1. Assign groups.
2. Introduce the exercise as you hand out copies of the testimonies. The purpose is to identify human rights frequently at risk in conflict and post-conflict situations. It brings life to the real challenges faced by ordinary individuals. Participants are encouraged to put themselves in the shoes of these individuals – this is a difficult request.
3. Ask participants to read the testimonies aloud in their groups. They are the same testimonies used in 2.3.1. They must work to answer the following questions:
 - a) Has a human rights violation or human rights abuse taken place?
 - b) What information is important for investigation and follow-up?
4. Encourage participants to draw on other learning and experience. Get participants to brainstorm some examples of how conflict may affect human rights, using the posted results from brainstorming on the effects of violent conflict from Learning Activity 1.1.2 on Consequences of Violent Conflict.
5. Wrap up with the activity. Expand or explain definitions of human rights violation and abuse. Each testimony highlights the need for an intervention by different actors with a “duty to protect”, including the UN peacekeeping mission.
6. Close the exercise. Key messages:
 - a) Promotion and protection of human rights includes addressing human rights violations and abuses
 - b) Essential information is important for investigation and follow-up when human rights abuses and violations take place
 - c) It is important to fight impunity, including when human rights are undermined by the State

2.3.3 Responses to Discussion Questions: Essential Information Record

Questions

Has a human rights violation or human rights abuse taken place?

What information is important for investigation and follow-up?

Definitions:

Human rights abuse: committed by non-state actors – rebel groups, corporations, individuals

Human rights violation: action/inaction of state official or agent – police, soldier, judge, local administrator, parliamentarian

Human rights violations happen in two main ways: deliberate violations, and not doing enough to avoid violations (lack of action or “omission”).

The following facts have implications for whether the incidents involve human rights violations or abuses:

Testimony 1

- Unclear whether perpetrators are State army or armed rebel group

Testimony 2

- Unclear whether perpetrators are State army or armed rebel group

Testimony 3

- Unclear whether perpetrators are State army or armed rebel group

Testimony 4

- Abuse by armed rebel group

Testimony 5

- Abuse by armed rebel group

Testimony 6

- Violation by State

Testimony 7

- Violation by State

Testimony 8

- Violation by State army

Testimony 9

- Unclear whether perpetrators are State army or armed rebel group

Testimony 10

- Both violation by State army and abuse by armed rebel group

Essential information for investigation and follow-up:

- Date, time, location of incident
- Details of victims(s) (name, age, sex, address)
- Note information on child(ren) (with parents, or unaccompanied/separated)
- Details of witness(es) (name, age, sex, address)
- Details of perpetrator(s) (name, age, sex, address – physical features for identification)
- Details on what happened (how, when, where)
- Note human rights violations/abuses

Note: You must protect sensitive information

Learning Activity

2.3.4

Human Rights – the Basics

METHOD

Review – brainstorm

PURPOSE

To refresh recent learning and reinforce basics on human rights before covering details on human rights and peacekeeping

TIME

10-15 minutes

INSTRUCTIONS

- Consider what has been covered so far in the training
- What important points about human rights do you remember?

RESOURCES

- Learning Activity instructions
- Responses to discussion questions

Note on use: This learning activity is best delivered at the beginning of Lesson 2.3.

Preparation

- Prepare a flip-chart with the key words relevant to human rights which have been covered so far in Module 1 and Module 2 to be a wall graphic through coverage of Modules 2 and 3. For example: references in the UN Charter and Universal Declaration of Human Rights. These will be used to prompt the brainstorming.
- Prepare a flip-chart sheet, whiteboard or blackboard to note the key points which will be brainstormed by the group.
- Reflect on Module 1 and specific content which covered human rights. Do the same with Lesson 2.1 and Lesson 2.2. See the Responses to the discussion question below. Highlight the points you want to reinforce with the group.

Instructions

1. Introduce the activity. Remind participants that human rights is an important theme which cuts across all UN peacekeeping work. A review or recap will be useful before going into details of the mandated task “promotion and protection of human rights” in Lesson 2.3.
2. Ask participants to consider the content covered in Module 1, and brainstorm answers to the following question: What important points about human rights do you remember?
3. Note the points shared by participants on the flip-chart. You can do this in an organized way, by matching the points shared by the group with key points you have prepared. With little time, do the exercise with the whole group. With more time, consider getting table groups to brainstorm before sharing.
4. Close the activity. Note that the concepts introduced up to this point are building blocks for the rest of the training. Encourage participants to continue to review them – and add to them as they move through Module 2 and Module 3.
5. Post the results from the brainstorming, and the flip-chart with key points on human rights, for reference in the next activity.

Variations

- Assign lessons from Module 1, as well as lesson 2.1 and 2.2, to different groups. Consider dividing the lessons with many related points between two groups. Assign the review of the lessons as homework. Get each group to identify basic points about human rights and brief the rest of the group.
- With experienced groups, base the brainstorm on the following question: *What new information did you learn about human rights so far?* Use the prepared list of key points to recap important information (see below Responses to Discussion Question).

2.3.4 Responses to Discussion Question: Human Rights – the Basics

Question

Consider what has been covered so far in the training. What important points about human rights do you remember?

References to human rights in Module 1:

United Nations Peacekeeping

- Human rights abuses are one consequence of violent conflict (brainstorm).
- Part of the UN purpose as in the UN Charter is to promote and courage respect for human rights and fundamental freedoms. The Charter commits all Member States to promote, respect and follow human rights and fundamental freedoms for all.
- Specialised agencies, funds and programmes in the UN cover development, humanitarian and human rights.
- Security Council resolutions address human rights of women and children, groups usually most affected by conflict.

Peace and Security Activities

- Peacekeeping links to the UN's other security, development, humanitarian and human rights work.
- Examples of conflict prevention measures (Maldives) refers to coordinated messaging of the High Commissioner for Human Rights in good offices work by Department of Political Affairs.
- Examples of peacebuilding activities include supporting national human rights institutions.
- Human rights monitoring is a task assigned to a multidimensional peacekeeping operation by the Security Council.
- All components play important roles in early peacebuilding efforts. This includes security sector reform strengthening state ability to provide security with full respect for human rights.

Legal Framework for UN Peacekeeping

- Peacekeepers must not violate human rights or international humanitarian law.
- International human rights law protects human rights, one part of the rules and laws that govern UN peacekeeping operations.
- IHRL explicitly covers human rights of vulnerable groups. Vulnerable groups include women, children, refugees, internally displaced persons, detainees, persons with disabilities, migrant workers, and the elderly.
- Mandates of UN peacekeeping operations include “to promote and protect human rights.”
- Respecting and following international laws including on human rights has positive effects on peace.
- Human rights are universal and indivisible. No-one can take them away.

- The cornerstone of IHRL is the International Bill of Human Rights, with three parts: 1) the Universal Declaration of Human Rights, 2) Covenant on Economic, Social and Cultural Rights; 3. Covenant on Civil and Political Rights.
- Examples of civil and political rights are rights to: life, freedom from torture, protection from discrimination, freedom of expression, a fair trial, not be enslaved.
- Examples of economic, social and cultural rights are rights to: join a trade union, education, food, housing and medical care, social security and work, equal pay for equal work.
- Other human rights treaties supplement the International Bill of Human Rights. They focus on specialized areas such as prevention of genocide, torture, protection of vulnerable groups, elimination of discrimination.

Security Council Mandates in Practice

- Strategic Assessment brings together UN political, security, development, humanitarian and human rights entities.
- Technical Assessment Mission analyses and assesses circumstances on the ground – overall security, political, humanitarian, human rights and military.
- Rules of Engagement (ROE) and Directive on the Use of Force (DUF) must comply with international humanitarian and human rights law.
- Key benchmarks or indicators of peacekeeping success include
 - absence of violent conflict and large-scale abuses of human rights;
 - ability of national armed forces and police to provide security and maintain public order with civilian oversight and respect for human rights.
- The Liberian example of benchmarks for withdrawal included progress on the rule of law including protection and promotion of human rights.

How Peacekeeping Operations Work

- The Senior Management Group exists in multidimensional missions. It usually includes the Mission Leadership Team and heads of civilian components: political affairs, human rights and public information.

Working as One in the Mission

- Military component has two main responsibilities, second being to strengthen the State's ability to provide security with full respect for rule of law and human rights.
- The military enables implementation of peace agreements, including human rights monitoring.
- Joint Protection Teams (JPTs) include staff from the Human Rights office as well as Civil Affairs, military and police, and several civilian units (DDR, Political affairs, JMAC, Gender units).
- Police collaborates closely with other components including human rights, and contributes support to mission mandates of protecting and promoting human rights.
- The Human Rights unit is a substantive civilian component. It protects human rights, empowers people to claim their human rights, and enables state institutions to fulfil related responsibilities.

- The Corrections unit builds capacity of national staff to manage a prison system following international standards which include free of human rights violations.

Working with Mission Partners

- War occurs because of failure to attend to human needs, and lack of respect for human rights.

2.1 Mandated Tasks + 2.2 Peacebuilding Activities

Note: Points made above from Module 1 that appear in these lessons are not repeated.

- Critical peacebuilding tasks mandated by the Security Council include protection and promotion of human rights.
- Grave human rights violations that occur during a conflict complicate efforts to achieve national reconciliation.
- Security Sector Reform is critical to addressing impunity for violations and abuses of human rights.
- The Office of High Commissioner for Human Rights (OHCHR) is an important part of the UN system.
- Rule of law promotes governance that is consistent with international human rights laws and standards. The host country is responsible for strong human rights institutions.
- Member States provide development assistance to recipient countries including on human rights.
- Human rights specialists in the Human Rights unit provide: a) information on human rights conditions in a country, and b) inputs on human rights principles and standards for police training curricula.
- Military and UNPOL help ensure that basic human rights are protected. During elections, particularly important ones are freedom of expression, and the right of association for peaceful demonstration.
- Poverty undermines human rights. Impact spans:
 - economic - the right to work and have an adequate income,
 - social - access to health care and education,
 - political - freedom of thought, expression and association,
 - cultural - to maintain one's cultural identity and be involved in a community's cultural life.