

# Lesson 2.3



## Human Rights

### Lesson at a Glance

#### Aim

To explain the duties of UN peacekeeping personnel in promoting and protecting human rights.

#### Relevance

As peacekeeping personnel, you have the responsibility to protect and promote human rights through your work.

Human rights are a core pillar of the UN. Promotion and protection of human rights are part of UN peacekeeping mission mandates and structures.

This lesson explains the human rights responsibilities expected of you in the host country. You must be able to recognize human rights violations or abuses and respond appropriately.

#### Learning Outcomes

Learners will:

- Identify human rights violations/abuses
- Explain UN policies on human rights relevant to peacekeeping
- Identify human rights-related roles in a mission
- List actions to take when human rights abuses and violations are observed

## Lesson Map

**Recommended Lesson Duration: 45 minutes total**

1-2 minutes per slide

Use short option learning activity

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## The Lesson



## Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

This lesson on Human Rights is the first on **cross-cutting thematic tasks**. Other lessons on cross-cutting thematic tasks follow:

- Women, Peace and Security (WPS)
- Protection of civilians
- Conflict-related sexual violence
- Child protection

Under “themes”, these tasks respond to all acts of violence or abuses committed against civilians in situations of armed conflict. The tasks are “cross-cutting” because they are everyone’s work and everyone’s responsibility. Cross-cutting thematic tasks are assigned to UN peacekeeping missions on the basis of landmark Security Council resolutions. These resolutions are based on international law.

During each lesson be sure to highlight connections between each cross-cutting thematic tasks. This includes similarities in: international law, resolutions, activities, and roles of mission personnel and other partners. Human Rights is an over-arching theme.

At the end of Module 2 there is an integrated learning activity to review the connections between cross-cutting thematic tasks.

**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

The thumbnail shows a document titled 'Learning Activity' with the sub-title 'Trauma of War' and the identifier '2.3.1'. It contains the following text:

**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”

**Time:** 10-15 minutes

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

**Learning Activity****2.3.2****Human Rights – Violations and Abuse****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

The thumbnail shows a page titled "Learning Activity" with the sub-header "Human Rights – Violations and Abuse" and the identifier "2.3.2". It contains the following text:

**Instructions:**

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

**Time:** 10 minutes

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

## Definitions



Recap human rights, which were already defined and covered in Module 1, Lesson 1.4. A repetition of the key messages on human rights from that lesson would be one option to bridge into this lesson. Brainstorm with participants the differences between human rights violation and abuse. Note key points to bridge into the lesson.

### Slide 1

**1. Definitions**

Violations & Abuses

- **Human rights violation:** action/inaction of state official or agent – police, soldier, judge, local administrator, parliamentarian
- **Human rights abuse:** committed by non-state actors – rebel groups, corporations, individuals

**Key Message:** Abuses and violations of human rights are different.

### Violations

Human rights apply to every person. Human rights protection results when people are able to fully exercise them. Who protects those rights? States are supposed to.

International human rights laws define the state's responsibilities to its citizens. States have a duty to uphold people's human rights. Anyone in an official state capacity is a "duty-bearer" – police officers, soldiers, judges, local officials, government representatives.

When duty bearers ignore or act in ways that undermine people's human rights, they fail as duty-bearers. They violate human rights, or commit human rights violations.

So, the term "human rights violation" is a failure by the state – through action or no action – to perform its legally binding obligations to respect, protect and fulfil human rights.

**Deliberate actions that result in human rights violations:**

- Arrest or detention by a police officer without a warrant or reasonable cause
- Torture of a detainee in police or military custody
- Rape of women and girls by soldiers
- Opening fire on peaceful demonstrators without cause, by police or military

**Lack of action that results in human rights violations:**

- A government not providing basic services to a group of Internally Displaced Persons (IDPs), for example food, water, adequate shelter
- A local Ministry of Education representative not taking measures so that girls can attend school
- The state fails to ensure that in cases of rape by government agents:
  - Cases are effectively investigated
  - Where there is sufficient evidence for prosecution, perpetrators are prosecuted and punished in accordance with the gravity of the offence

**Abuses**

The term “human rights abuse” is broader than “human rights violation”. Human rights abuses are acts by non-state actors which prevent the enjoyment of human rights. Non-state actors include: rebel groups, militias, corporations or individuals.

## Importance of Human Rights Protection

### Slide 2

 **2. Importance of Human Rights Protection**

- Human rights – a core pillar of the UN
- “We will not enjoy development without security, we will not enjoy security without development and we will not enjoy either without respect for human rights”



**Key Message:** Human rights are at the core of the UN's work.

The UN has a collective responsibility to promote, protect and encourage respect for human rights. The UN Charter commits the UN to promoting universal respect for human rights.

**Human rights cut across all areas of UN work. They apply to peace and security, economic and social affairs, development cooperation and humanitarian assistance work.** They are also a part of the Security Council's five peace and security activities: conflict prevention, peacemaking, peacekeeping, peace enforcement and peacebuilding.

Abuse and violation of human rights link to conflict, as both a cause and a result. Respect for human rights is a foundation for lasting peace and security.

The UN protects and promotes human rights to:

- Prevent conflicts
- Achieve and keep peace
- Help a country and people recover after conflict with peacebuilding

Development, security and human rights depend on each other.

Human rights are a key part of promoting justice and reconciliation. The UN will not approve, support or recognize amnesties for war crimes, crimes against humanity or



grave violations of international human rights or humanitarian law. Such amnesties may be in a peace agreement negotiated between a government and rebel groups.

The success of UN peacekeeping depends on attention to human rights. The performance of UN peace operations is largely and ultimately measured by how they contribute to protect human rights, including in situations of imminent threat of physical violence, and prevent the occurrence of further violations.

The Security Council mandates most multidimensional UN peacekeeping operations (UNPKOs) to promote and protect human rights. Tasks help ensure respect for human rights, and accountability for violations and abuses. Tasks include:

- Monitoring, investigating and reporting on human rights violations and abuses
- Empowering the population to assert and claim their human rights
- Developing the capacity of the state and national actors and institutions to:
  - Implement their human rights obligations
  - Uphold rule of law

The Security Council includes “cross-cutting thematic tasks” in most mandates for UN peacekeeping operations on:

- Protection of civilians (POC)
- Addressing conflict-related sexual violence (CRSV)
- Protection of children
- Protection of women’s rights through the Women, Peace and Security (WPS) agenda

All link to human rights.

All peacekeeping personnel share responsibility to protect and promote human rights through their work.

## Legal Framework



Module 1 introduced international legal frameworks for human rights and humanitarian law. Recap with participants the main parts of the legal framework that obligate UN peacekeeping to promote and protect human rights. Brainstorm specifics.

### Slide 3



**Key Message:** The legal framework for promotion and protection of human rights in UNPKOs includes:

- UN Charter
- International Human Rights Law (IHRL)
- International Humanitarian Law (IHL)
- Security Council resolutions

The Security Council has increasingly mandated peace operations and special political missions (SPMs) **to protect and promote human rights (before, during and after conflict), and to protect civilians in armed conflict under imminent threat of physical violence.**

For example, Security Council resolution 1894 (2009) on protection of civilians in armed conflict stresses that “the deliberate targeting of civilians and the commission of systematic, flagrant and widespread violations of applicable international humanitarian and human rights law in situations of armed conflict may constitute a threat to international peace and security”.

Security Council resolution 1894 (2009) on protection of civilians (POC) in armed conflict:

- Affirms the priority of mandated protection activities
- Emphasizes the importance of comprehensive protection strategies which include accountability for human rights violations and abuses

Effective implementation of a POC mandate requires timely and well-resourced human rights monitoring, advocacy and reporting.



*Recap with participants key points about IHL and IHRL from Module 1.*

## UN Partners Leading in Human Rights

### Slide 4



**Key Message:** The Office of the UN High Commissioner for Human Rights (OHCHR) has lead responsibility in the UN system to promote and protect human rights. Its mandate comes from the UN General Assembly.

**OHCHR** leads global human rights efforts, working in close collaboration with governments, UN entities and other inter-governmental organizations as well as civil society. OHCHR has offices and centres in many countries and regions.

OHCHR conducts **human rights monitoring** — the active collection, verification and use of information to address human rights concerns. OHCHR monitoring can serve as an

early warning tool to assist national authorities and other relevant actors in taking steps to prevent or reduce human rights violations.

The head of OHCHR is the High Commissioner for Human Rights. The High Commissioner regularly comments on human rights in the world. S/he has authority to investigate cases and issue reports.

Different parts of the UN monitor how states comply with international human rights treaties. OHCHR supports that work.

OHCHR also supports Human Rights components of UN peacekeeping missions in several countries.

Another important part of the UN's human rights mechanism is the **Human Rights Council**. The Council periodically reviews the human rights record of all countries through the Universal Periodic Review. It also discusses and takes action on human rights concerns in any part of the world. The Council is an inter-governmental body, with 47 UN Member States elected by the UN General Assembly. It meets at UN offices in Geneva.

## UN Policies on Human Rights

### Slide 5



#### 5. UN Policies on Human Rights

- “Human Rights up Front” (HRuF) Initiative (2013)
- UN Policy on Human Rights in UN Peace Operations and Political Missions (2011)
- UN Policy on Human Rights Screening of UN Personnel (2012)
- Human Rights Due Diligence Policy on UN Support to Non-UN Security Forces (2013)

**Key Message:** UN policies guide work on human rights.

### Human Rights Up Front (HRuF)

The UN Secretary-General introduced the “Human Rights Up Front” (HRuF) initiative in 2012. Its goal is for the UN to prevent and respond to large-scale violations of IHRL and IHL with early and effective action. HRuF builds on the UN Charter and UN resolutions. HRuF directs the UN system to work together to better address complex risks to people and Member States.

### UN Policy on Human Rights in United Nations Peace Operations and Political Missions

The 2011 policy also applies to UN peacekeeping. It was jointly signed by DPKO, DPA, DFS and OHCHR. The policy guides integration of human rights in UN peacekeeping and SPMs. The goal is to maximize UN actions to:

- Address the human rights dimensions of conflicts
- Build a foundation for lasting peace

The policy states:

- The responsibility to ensure human rights are promoted, protected and respected starts with the SRSG/HOM and senior mission leadership
- Mission Human Rights components or OHCHR help and advise SRSG/HOM
- OHCHR provides expert guidance and support to Human Rights components

- All peacekeeping personnel need to understand and follow IHRL and IHL
- All peacekeeping tasks must respect, promote and protect human rights
- There are specific roles for the various mission components on human rights

### **UN Policy on Human Rights Screening of UN Personnel**

The 2012 policy ensures only individuals with the highest integrity serve with the UN.

- Members States nominating or sending personnel to the UN are to screen them and certify that none have committed crimes or violated IHRL and IHL
- Individuals who seek to serve with the UN are asked to confirm they have not committed crimes or violated international law
- The UN Secretariat manages an information exchange to screen candidates and nominees on human rights conduct

### **The Human Rights Due Diligence Policy on United Nations Support to non-United Nations Security Forces**

“Due diligence” means acting with a certain standard of care. The 2013 policy states that all UN entities must ensure any support they provide to non-UN forces:

- Follows the UN Charter
- Meets UN responsibilities to respect, promote and encourage respect for IHRL, IHL and International Refugee Law

The Due Diligence Policy requires the UN to take these steps before supporting a non-UN entity:


- Assess the risks of the non-UN entity committing grave violations of IHL, IHRL or International Refugee Law
- Be transparent about the UN's legal obligations and principles
- Put in place a framework with procedures to monitor compliance
- Take action on grave violations

The policy states that UN support cannot be provided where:

- There are substantial grounds for believing there is a real risk of the non-UN entity committing grave violations of IHL, IHRL or International Refugee Law
- The relevant authorities fail to take the necessary corrective or mitigating measures


## Human Rights in UN Peacekeeping

### Slide 6



#### 6. Human Rights in UN Peacekeeping

- Integrate into every day work
- Support national capacity



**Key Message:** The UN's work supports the promotion, protection and respect of human rights in a country. This applies to the UNPKO as a whole and to individual peacekeeping personnel.

Protecting and promoting human rights is everyone's responsibility. This requires:

- Integrating human rights into everyday work
- Supporting lasting human rights capacity

**Leaders, managers and commanders are responsible for knowing UN policies on human rights in UN peacekeeping.** It is their job to make sure all peacekeeping personnel:

- Recognize human rights violations and abuses
- Respond correctly – at a minimum, report

The conduct of peacekeeping personnel must follow human rights standards.

## Roles and Responsibilities

### Slide 7



**Key Message:** The Human Rights component of a mission advises and coordinates on human rights. The Human Rights component is part of the mission's civilian component.

**OHCHR has integrated human rights components in UN peace operations and political missions.** This is instead of establishing separate OHCHR field offices in countries where the Security Council deploys such operations.

The Head of the Human Rights component represents the High Commissioner for Human Rights (the Head of OHCHR) in the mission area. S/he advises the SRSG/HOM. S/he has a dual reporting line to the SRSG/HOM and the High Commissioner. S/he receives support, technical advice and guidance from OHCHR.

Core tasks of the Human Rights component are to:

- Monitor and investigate human rights violations and abuses
- Produce internal and public reports on human rights issues and activities
  - Internal reports: for distribution and use only by the Human Rights component, the peacekeeping operation or OHCHR
  - Public reports: shared with the public – host society, international partners and the media
- Advocate and intervene on human rights issues – from quiet diplomacy to public condemnation
- Strengthen the capacity of the host government, civil society and national human rights institutions to protect human rights



- Coordinate human rights work and help integrate it into the core identity of the UN peacekeeping operation, UN Country Team (UNCT) and Humanitarian Country Team (HCT)

Human Rights officers carry out the mission's human rights mandate. They work with others to mainstream human rights.

Human rights teams on the ground work closely with other civilian and uniformed components. Priority partnerships are on:

- Protection of civilians (POC)
- Conflict-related sexual violence (CRSV)
- Violations against children, or child protection
- Legal and judicial reform
- Security sector reform (SSR)
- Prison system reform

## Slide 8



**Key Message:** All parts of a mission contribute to human rights protection through daily tasks.

Some units work closely with the Human Rights component and integrate human rights in specifics of their work.

#### **Rule of Law (ROL)/Justice:**

- ROL makes enjoyment of human rights possible. It prevents violations and discrimination in the justice system and combats impunity.
- ROL/Justice units help develop ROL strategies and reform the justice system. They ensure that international human rights standards are the fundamental reference for legal analysis, assessment, programming, and monitoring and evaluation.
- Judicial Affairs officers advise and train people in the national justice system and monitor justice developments.
- Human rights and ROL/Justice components often engage with the same institutions in the justice system. They have a strong partnership. Human Rights components often monitor trials jointly with Judicial Affairs officers, or share information on the handling of cases or judicial decisions.

#### **Corrections:**

- Corrections officers deal with the prison system. They advise on policy and procedures to make things work better. These must be in line with international human rights standards on detention.
- Tasks include:

- Rehabilitation of cells and prisons
- Supporting national authorities with the recruitment of prison personnel
- Coaching and mentoring national corrections officers, including on proper treatment for detainees
- Coordination with Human Rights components to monitor places of detention
- The independent monitoring of detention facilities, prison conditions and management practices to make sure they are in line with international human rights standards is the responsibility of the Human Rights component.

**Gender Adviser:**

- The Gender unit supports laws, policies, institutions and practices that safeguard equal rights of women and girls with men and boys.
- They work with national partners to implement human rights treaties, fight discrimination and strengthen women's participation in society.

**Women Protection Adviser (WPA):**

- The WPA is the dedicated capacity in missions to address conflict related sexual violence (CRSV). In doing so, WPAs are guided by international human rights standards.

**Child Protection Adviser (CPA):**

- The CPA identifies protection needs of children. It focuses on human rights violations and abuses of children affected by armed conflict, including sexual abuse, abduction, trafficking and child labour.
- The CPA monitors and reports on the Convention on the Rights of the Child, an international human rights instrument.
- There is partnership, coordination and regular exchange of information with the Human Rights component on human rights violations against children.

**Protection of Civilians (POC) Adviser:**

- The POC office supports efforts to integrate POC across the work of the mission and national counterparts.
- The Human Rights component contributes to POC through:
  - Monitoring and reporting on human rights violations and abuses
  - Analysis and sharing of relevant information with other componentsThis leads to interventions which prevent and respond to such violations and abuses.

Other units that contribute to human rights protection in peacekeeping:

**Security Sector Reform (SSR):**

- Mission components which support SSR ensure that reforms reflect human rights standards.
- Human rights are to be part of core training for new military forces and police services.
- Human rights are also part of SSR strategies that vet new forces and make security institutions accountable.
- SSR must be conducted in line with the Human Rights Due Diligence Policy on UN Support to non-UN Security Forces (2013).

**Civil Affairs:**

- Civil Affairs officers work with civilian officials and public administrators of the host state.
- All advising and training of civilian officials must cover human rights principles and how these apply to running a state.
- Civil Affairs officers play a useful role in:
  - Gathering human rights-related information
  - Informing civil society actors and the population at large of their rights
  - Referring to the Human Rights component: victims of human rights violations/abuses, and situations requiring intervention

**Electoral Assistance:**

- “The right to vote and to be elected” is one of the basic political rights.
- Electoral Assistance units ensure that electoral legislation and processes are fair and participatory. They ensure that people understand the electoral process and can register and vote without interference or discrimination. Special measures may help illiterate people claim electoral rights.
- During an electoral period, the Human Rights component intensifies its monitoring, advocacy and reporting work.

**Disarmament, Demobilization and Reintegration (DDR):**

- The DDR unit is required to provide advice and support to national authorities to ensure that the design and implementation of DDR programmes are based on international human rights law.
- The DDR unit ensures that children and women get special protection during demobilization of military forces and armed groups.

- Children and women associated with armed forces and groups, and female ex-combatants, get specific support in DDR programmes.

**Political Affairs:**

- Political Affairs officers watch political developments in a country and advise mission leadership.
- Political Affairs officers work with human rights partners to prevent violations, using the information they gather on potential disputes and conflicts.
- Political Affairs officers negotiate peace agreements between parties in conflict. In that critical role, they support inclusion of human rights.
- International human rights standards are applied in all interactions with the host government and parties to a conflict. This includes:
  - Representation and participation of minority groups in legislative and executive bodies
  - Non-acceptance of blanket amnesties for human rights violators in peace agreements

**The SRSG/HOM:**

- The SRSG's/HOM's responsibilities include:
  - Upholding human rights in mandate implementation
  - Giving prominence to human rights in discussions and policy
  - Being a role model on human rights
  - Consistently showing the UN's and the mission's commitment to human rights
  - Promoting human rights, protecting people from violations/abuses, and ensuring a timely mission response when they occur

**The DSRSG/RC/HC:**

- A DSRSG may be "triple-hatted". This means that the UN Resident Coordinator (RC) and Humanitarian Coordinator (HC) roles are added to the DSRSG role (DSRSG/RC/HC).
- The HC is responsible for managing UN humanitarian operations in a country.
- Humanitarian work is carried out in coordination with the Human Rights component. Human rights must be integrated into humanitarian activities and programmes. This includes:
  - The development of humanitarian needs assessments
  - Information-gathering processes
  - Existing protection and early recovery strategies

## Slide 9



**Key Message:** Ensuring respect for human rights is central to UN Police work in peacekeeping.

The mandate of UN Police (UNPOL) is different for each mission.

- In some missions, UNPOL mentors the host country police services
- In more complex missions, mandates for UN Police cover training, advising and helping to establish and enhance national police services
- Rarely, UN Police are responsible for law enforcement and policing

Across all areas of work, in all aspects of their work, the police must ensure compliance with international human rights standards:

- **Mentoring:** The Security Council often mandates UNPOL to mentor national police. In their daily contact, UNPOL strengthens capacity to:
  - Arrest and detain: make sure arrests are legal, rights of arrested people are respected and detainees are registered and treated humanely
  - Ensure conditions of detention in police holding cells comply with UN minimum standards
  - Investigate and interrogate following legitimate purposes and respecting standard procedures
- **Vetting, training and advising:** This important role is part of SSR. UNPOL may help with vetting, training and advising a new or restructured local police service. These are perfect opportunities to make sure core training covers human rights, and all members of a new police force understand and can apply human rights principles. Human Rights officers often work with UNPOL to train local police services on human rights and advise on vetting procedures.

- **Investigating:** The Human Rights component may call on UNPOL expertise when investigating serious human rights violations. In some missions, UNPOL officers have been seconded to staff investigative teams in the Human Rights component. UNPOL officers with specific skills, such as forensic expertise, have been seconded to support human rights investigations.
- **Reporting:** UNPOL usually works beside national police throughout the host country. The UN expects them and military peacekeeping personnel to be the mission's “eyes and ears” on human rights. Peacekeeping personnel need to document all suspected human rights violations. Then they need to report to the Human Rights component and other relevant units (such as Child Protection and Gender units) for analysis and follow-up.
- **Intervention:** When confronted with a violation, UN Police must also be prepared to intervene.

Slide 10



**Key Message:** Military peacekeeping personnel contribute in key ways to a mission's human rights mandate.

- **Safe environment:** Military peacekeeping personnel provide a safe and secure environment, which is important to deter human rights violations and/or abuses. They patrol, control borders, set up checkpoints and cordons close to refugee and/or IDP (Internal Displaced Persons) camps. They do this in alongside UNPOL.
- **Physical protection:** In most peacekeeping missions military personnel are mandated to provide physical protection to civilians under threat of physical violence by using armed force. Military personnel must be **prepared to intervene when confronted with human rights violations and abuses** – in line with the


mandate and the Rules of Engagement (ROE). The Force Commander, the Head of the Human Rights component and other heads of components are expected to closely cooperate **to plan for possible crises, escalation of violence and upsurges in violations.**

- **Human rights monitoring and reporting:** Often larger than other components, with a wide operational presence, military peacekeeping personnel can observe and monitor armed groups and civilians. They can gather important information about human rights, and note activity that can lead to violations. Human Rights components analyse and respond to reports they receive from the military.
- **Supporting the Human Rights component and partners:** Military peacekeeping personnel provide escorts to human rights mobile teams and humanitarian convoys. They also share information with the Human Rights component and partners. Support to the work of the Human Rights component includes:
  - Discussing challenges specific to an area
  - Joint patrolling or field visits
  - Exchanging relevant information on the conduct of activities and movements of armed forces and armed groups
  - Providing advice on technical military issues
  - Arranging meetings between Human Rights officers and armed forces/groups
- **Reach and influence:** Military peacekeeping personnel are in contact with different regular and irregular armed groups. They can take up human rights issues with their counterparts, including local senior military personnel and leaders of armed groups. In some cases, they may have a direct role in training and reforming local armed forces. They can be role models for local armed forces, showing how law-abiding military personnel respect the human rights of people they protect.
- **Reinforcement of mission credibility:** Military peacekeeping personnel help maintain credibility of a peacekeeping operation with local people and the international community. This contribution is enhanced when they protect human rights, prevent violations and set a standard for military conduct.



## What Individual Peacekeeping Personnel Can Do

### Slide 11



**8. What Individual Peacekeeping Personnel Can Do**

- Take note of facts
- Immediately report
- Protect sensitive information
- Consult Human Rights component
- Promote understanding – translators
- Avoid false expectations – victims, witnesses
- Appropriate intervention
- Follow the situation

**Key Message:** If peacekeeping personnel see a human rights violation or abuse, they are to take action within their capabilities and limitations

Individual peacekeeping personnel can:

- **At a minimum, take note of the facts.** If appropriate, take a picture, being sensitive to risks this may cause to civilians. Take note of:
  - The date, time and place of the incident
  - Who is involved – those committing the act, those affected, and those witnessing it
  - What happened – state how, when and where it happened in the order you observed them
  - Name and position of the perpetrator
  - Names and addresses of the victims and any witnesses
  - Other important details

List the specific articles of the Universal Declaration of Human Rights that have been violated/abused. Prepare a report following mission procedures.

- **Immediately report through the chain of command or management structure and to the Human Rights component.** Always keep the Human Rights component and other relevant components informed about human rights issues.

- **Make an appropriate intervention to stop violations or abuses, where the situation and mission mandate allow.** The type of intervention depends on your role and mission mandate. Military personnel may take direct military action to protect lives of civilians. UNPOL may intervene through police authorities.
- **Consult with the Human Rights component on human rights issues.** Always report, share information and coordinate with the Human Rights component. Seek advice and consult on what actions to take. Always coordinate action with the Human Rights component because human rights work is complex and sensitive. Maximum care is essential so that peacekeeping personnel help instead of harm the victims of human rights violations/abuses.
- **Protect sensitive information.** Make sure that sensitive information on the identity of victims, witnesses or sources is not unduly disclosed. This applies to gathering information and reporting. Revealing sensitive information can endanger safety and compromise confidentiality. Be careful when speaking to individuals in a group or in front of others.
- **Refrain from conducting a detailed interview.** If you do not have the specialised training and if it is not part of your role, you must not prompt or ask questions and conduct detailed interviews – particularly with children and victims of sexual violence. Make sure that you only note basic information. When approached by someone who wants to give information on an incident, you should simply listen and record what people were told or saw.
- **If working with local translators, ensure their integrity and understanding about human rights.** Also make sure they have basic skills in interviewing on difficult topics.
- **Avoid raising false expectations with victims and witnesses.** Be frank and consistent when explaining the mandate and limits.
- **Continue to follow the situation.** Examples include:
  - Repeat patrolling and observation
  - Visits to police stations
  - Engagement with local counterparts

**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

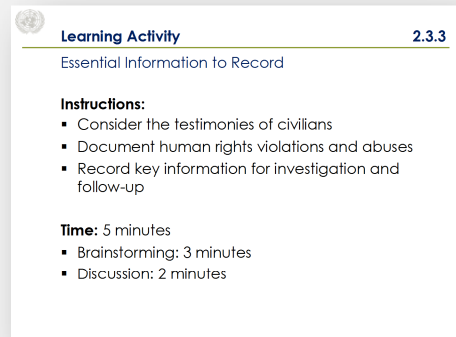
- Brainstorming: 3 minutes
- Discussion: 2 minutes

**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



**Learning Activity** 2.3.3

Essential Information to Record

**Instructions:**

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

**Time:** 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

### **Human rights violations are committed by state actors; human rights abuses are committed by non-state actors**

- When duty bearers ignore or act in ways that undermine people's human rights, they fail as duty-bearers. They violate human rights, or commit human rights violations. Anyone in an official state capacity is a "duty-bearer" – police officers, soldiers, judges, local officials, government representatives.
- The term "human rights abuse" is broader than "human rights violation". Human rights abuses are infringements of rights by non-state actors: rebel groups, militias, corporations or individuals against each other.

### **There are UN policies on human rights to integrate into activities, screen UN personnel and ensure compliance of non-UN security forces**

- UN Policy on Human Rights in United Nations Peace Operations and Political Missions (2011) provides guidance on how human rights shall be integrated into the activities of UN peace operations.
- UN Policy on Human Rights Screening of UN Personnel (2012) ensures that only individuals with the highest integrity serve with the UN, including respect for and commitment to human rights.
- The Due Diligence policy on United Nations support to non-United Nations security forces (2013) sets out measures that all UN entities must take in order to ensure that any support that they may provide to non-UN forces is consistent with the purposes and principles set out in the Charter of the UN.

### **All UN peacekeeping personnel play a role; the human rights component has a coordination role**

- Some units that work most closely with the human rights component in a mission are: rule of law or judicial affairs, corrections, gender, child protection, protection of civilians and women protection advisers.
- The Human Rights component of the mission leads and coordinates the human rights work of the mission. Some of the core functions of the human rights component are:
  - Active monitoring and investigating of human rights violations and abuses
  - Producing internal and public reports on human rights issues and activities
  - Advocacy and intervention on human rights issues, which can range from quiet diplomacy to public condemnation
  - Strengthening the capacity of local actors (government, civil society, national human rights institutions, etc.) to protect human rights

**(Cont.)**

**(Summary cont.)**

**You must take action: report, coordinate, intervene**

- At a minimum, take note of the facts
- Immediately report through the chain of command or management structure and to the Human Rights component
- If the situation and mandate allow, decide on and make an appropriate intervention to stop violations or abuses
- Consult with the Human Rights component
- Continue to follow the situation

## Evaluation

**Notes on Use:** An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). Types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank/sentence completion
- 3) True-False
- 4) Multiple-choice

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 2.3	
Questions	Answers
<b>Narrative</b> <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Duty-bearers can fail to uphold people’s rights in two ways. Explain and give examples of each.	Duty-bearers can <i>act</i> in ways that violate rights, or they can <i>neglect or ignore</i> rights. <b>Deliberate actions that result in violations</b> <ul style="list-style-type: none"> <li>▪ Arrest or detention by a police officer without a warrant or reasonable cause</li> <li>▪ Torture of a detainee in police or military custody</li> <li>▪ Rape of women and girls by soldiers</li> <li>▪ Bribe-taking by judges, jailing villagers until they pay debts</li> <li>▪ Opening fire on peaceful demonstrators without cause, by police or military</li> </ul>

	<p><b>Lack of action that results in violations</b></p> <ul style="list-style-type: none"> <li>▪ A Government failing to provide basic services to Internally Displaced Persons (IDPs): food, water, adequate shelter</li> <li>▪ A local Ministry of Education representative not taking measures so girls attend school</li> </ul>
<p>2. Name UN policies which guide human rights work in peacekeeping.</p>	<ul style="list-style-type: none"> <li>▪ <i>UN Policy on Human Rights in United Nations Peace Operations and Political Missions 2011</i></li> <li>▪ <i>UN Policy on Human Rights Screening of UN Personnel 2012</i></li> <li>▪ <i>Human Rights Due Diligence Policy on United Nations Support to non-United Nations Security Forces 2013</i></li> </ul> <p>Policy names do not have to be fully accurate, but they should capture key words.</p>
<p>3. What are the guidelines to peacekeepers on actions if they see a human rights violation?</p>	<ol style="list-style-type: none"> <li>1. <b>Note the facts.</b> Take a picture in urgent situations, being sensitive to risks. Prepare a report.</li> <li>2. <b>Report immediately, up the chain of command.</b> Always keep Human Rights officers and other relevant components informed.</li> <li>3. <b>Protect sensitive information</b> on identity of victims, sources, witnesses. Maintain confidentiality.</li> <li>4. <b>Consult with human rights unit,</b> always.</li> <li>5. <b>Ensure that local translators understand human rights and act professionally.</b></li> <li>6. <b>Avoid raising false expectations</b> with victims and witnesses. Be frank, explain mandate and limits.</li> <li>7. <b>Intervene appropriately to stop abuse, where situation and mission mandate allow.</b> <ul style="list-style-type: none"> <li>▪ Military personnel may take direct military action to protect lives of civilians.</li> <li>▪ UNPOL may intervene through</li> </ul> </li> </ol>

	<p>police authorities.</p> <p>8. <b>Follow the situation.</b> For military, repeat patrols and observation.</p>
<b>Fill in the Blanks</b>	
<p>4. _____ has lead responsibility in the UN System for promoting and protecting human rights.</p>	<p>Office of the High Commissioner for Human Rights (OHCHR)                  People may say the Secretary-General – only in the sense that he has over-all responsibility: on human rights, the General Assembly has assigned lead responsibility to OHCHR.</p>
<b>True False</b>	
<p>5. Human rights violations are the same as abuses.</p>	<p><b>False</b>                  Those who have an official duty to protect people's human rights commit human rights <u>violations</u> – duty-bearers: police officers, soldiers, judges, local officials, government representatives.</p> <p>Human rights <u>abuses</u> are broader than violations. They are infringements of rights by non-state actors: rebel groups, militias, corporations, or individuals against each other.</p>
<p>6. Member States who nominate or send personnel to the UN are to screen them, and certify that none have committed crimes or violated international law.</p>	<p><b>True</b>  <i>UN Policy on Human Rights Screening of UN Personnel, 2012</i></p>
<p>7. The head of a mission's human rights unit represents the High Commissioner for Human Rights in the mission area.</p>	<p><b>True</b>                  The person in that post reports to both:                  a) the HOM                  b) the High Commissioner.                  Main role is to advise the HOM.</p>
<p>8. Human rights unit in missions work mainly with other civilian components.</p>	<p><b>False</b>                  The Human Rights unit works with all civilian and uniformed components. Missions are to mainstream human rights, integrate it into everyone's work.</p>



## Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
<b>Human rights violation</b>	International human rights law and UN policies define state responsibilities to citizens. States have a duty to uphold people's human rights. Anyone in an official state capacity is a "duty-bearer" – police officers, soldiers, judges, local officials, government representatives. When duty bearers ignore or act in ways that undermine people's human rights, they fail as duty-bearers. They violate human rights, or commit human rights violations.
<b>Human rights abuse</b>	The term "human rights abuse" is broader than "human rights violation". Human rights abuses are infringements of rights by non-state actors: rebel groups, militias, corporations, or individuals against each other.
<b>Human rights</b>	"Human rights" are rights inherent to all human beings, whatever our nationality, residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination.

Commonly asked questions from participants:

Possible Questions	Possible Responses
What is the difference between a human rights officer and a humanitarian affairs officer?	A UN human rights officer works to promote and protect human rights in accordance with international human rights law outlined in Module 1. She or he will therefore deal with the human rights of all persons. A humanitarian affairs officer, when part of a UN peacekeeping operation, generally works to support the Humanitarian Coordinator and acts as a liaison between the humanitarian community and the peacekeeping operation to ensure that humanitarian assistance is provided in accordance with international humanitarian law and humanitarian principles. Humanitarian affairs officers work to ensure the rights of civilians, non-combatants, prisoners of war and all categories of persons protected by international humanitarian law.

## Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- [Charter of the United Nations, 1945](#)
- [United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008](#)
- Review peacekeeping mission mandates (See 'Additional Resources')
- [The Geneva Conventions and their Additional Protocols, 1949](#)
- [International Bill of Human Rights](#)
- [Universal Declaration of Human Rights, 1948](#)
- [International Covenant for Civil and Political Rights \(ICCPR\), 1966](#)
- [International Covenant on Economic, Social and Cultural Rights \(ICESCR\), 1966](#)
- [Secretary General's Bulletin Observance by United Nations forces of international humanitarian law \(ST/SGB/1999/13\)](#)
- [Security Council Resolution 2150 \(2014\) on prevention and fight against genocide and other serious crimes under international law\(S/RES/2150\)](#)
- [Security Council Resolution 2086 \(2013\) on the importance of a 'multidimensional' approach to peacekeeping aimed at facilitating peacebuilding, preventing relapse into conflict \(S/RES/2086\)](#)
- [Security Council Resolution 1894 \(2009\) on the protection of civilians in armed conflict \(S/RES/1894\)](#)
- [UN Policy on Human Rights in United Nations Peace Operations and Political Missions, 2011](#)
- [UN Policy on Human Rights Screening of UN Personnel, 2012](#)
- [UN Human Rights Due Diligence Policy \(HRDDP\) on UN Support to non-UN Security Forces, 2013 \(S/2013/110\)](#)
- [DPKO-DFS HRDDP Guidance Note on UN Support to non-UN Security Forces, 2015](#)
- [DPKO-DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010](#)
- [DPKO-DFS Policy on Operational Readiness Assurance and Performance Improvement, 2016](#)
- [DPKO-DFS Guidelines on Operational Readiness Preparation for Troop Contributing Countries in Peacekeeping Missions, 2017](#)
- [DPKO-DFS Standard Operating Procedure for the Assessment of Operational Capability of Formed Police Units for Service in UN Peacekeeping Operations and Special Political Missions, 2017](#)

## Additional Resources

### UN Information

The website for UN peacekeeping: <http://www.un.org/en/peacekeeping/>

Original Security Council Resolutions on peacekeeping mission mandates:

<http://www.un.org/en/sc/documents/resolutions/>

(You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links: <http://www.un.org/en/peacekeeping/operations/current.shtml>; <http://www.un.org/en/peacekeeping/operations/past.shtml> )

The website for United Nations Commission on Human Rights:

<http://www.ohchr.org/EN/HRBodies/CHR/Pages/CommissionOnHumanRights.aspx=4>

The DPKO website for Human Rights:

<http://www.un.org/en/peacekeeping/issues/humanrights.shtml>

Human Rights Up Front (HRuF) Initiative: <https://www.un.org/sg/en/content/ban-ki-moon/human-rights-front-initiative>

### UN Documents

UN documents can be found on: <http://www.un.org/en/documents/index.html> (Search by document symbol, e.g. A/63/100)

### DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database: <http://ppdb.un.org> (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>  
Instructors are encouraged to check for the latest guidance.

### UN Films

UN films can be found on YouTube: <https://www.youtube.com/user/unitednations>

[2011: An extraordinary year for human rights \(4:00 minutes\)](#)

[Syria: Torture and Punishment \(4:54 minutes\)](#)

### **Additional Information**

Human rights information on the situation in a country from the website of the Office of the High Commissioner for Human Rights (OHCHR):

<http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx>

Latest human rights reports issued by the UN Secretary-General, the UN High Commissioner for Human Rights and to identify key human rights violations:

<http://www.ohchr.org/EN/Countries/Pages/PeaceMissionsIndex.aspx>

(Click on the appropriate link for countries with peace operations).

Country-specific information on the international humanitarian response:

<http://www.reliefweb.int>

OHCHR, The Core International Human Rights Treaties:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx>

OHCHR, New Core International Human Rights Treaties:

<http://www.ohchr.org/Documents/Publications/newCoreTreatiesen.pdf>

Trainers should let participants know that in addition to the Mission-specific information received during this training, participants should also familiarize themselves with the Pre-deployment Information Package (PIP). The PIP provides information on the mission and the local context.

### **Additional Training Resources**

UN mandatory training 'United Nations Human Rights Responsibilities' can be accessed on Inspira:

<http://inspira.un.org>

Resources can be found on the OHCHR website:

<http://www.ohchr.org/EN/Issues/Education/Training/Pages/HREducationTrainingIndex.aspx>

For additional information or support on human rights aspects of this lesson, instructors can contact the Methodology, Education and Training Unit of the Office of the High Commissioner of Human Rights (OHCHR) in Geneva at [Metu@ohchr.org](mailto:Metu@ohchr.org)

# Module 2: Mandated Tasks of United Nations Peacekeeping Operations

## Lesson 2.3



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## Protection of Human Rights



# Relevance

Peacekeeping personnel must:

- Recognize and respond to human rights violations/abuses
- Protect and promote human rights



# Learning Outcomes

Learners will:

- Identify human rights violations/abuses
- Explain UN policies on human rights
- Identify human rights-related roles in mission
- Describe coordination role of human rights unit
- List actions to take when human rights violations/abuses are observed



# Lesson Overview

1. Definitions
2. Importance of Human Rights Protection
3. Legal Framework
4. UN Partners Leading in Human Rights
5. UN Policies on Human Rights
6. Human Rights in UN Peacekeeping
7. Roles & Responsibilities
8. What Individual Peacekeeping Personnel Can Do





# Learning Activity

2.3.1

## Trauma of War

### 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”

**Time:** 10-15 minutes

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



## Learning Activity

2.3.2

### Human Rights – Violations and Abuse

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#### **Instructions:**

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

#### **Time:** 10 minutes

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



# 1. Definitions

## Violations & Abuses

- **Human rights violation:** action/inaction of state official or agent – police, soldier, judge, local administrator, parliamentarian
- **Human rights abuse:** committed by non-state actors – rebel groups, corporations, individuals



## 2. Importance of Human Rights Protection

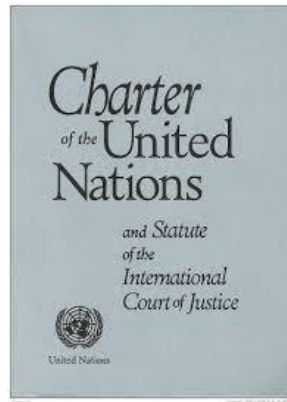
- Human rights – a core pillar of the UN
- “We will not enjoy development without security, we will not enjoy security without development and we will not enjoy either without respect for human rights”





# 3. Legal Framework

- UN Charter
- International Human Rights Law
- Security Council resolutions





## 4. UN Partners Leading in Human Rights

- Office of the High Commissioner for Human Rights (OHCHR)





## 5. UN Policies on Human Rights

- “Human Rights up Front” (HRuF) Initiative (2013)
- UN Policy on Human Rights in UN Peace Operations and Political Missions (2011)
- UN Policy on Human Rights Screening of UN Personnel (2012)
- Human Rights Due Diligence Policy on UN Support to Non-UN Security Forces (2013)



## 6. Human Rights in UN Peacekeeping

- Integrate into every day work
- Support national capacity







# 7. Roles & Responsibilities

## Human Rights Unit

- Monitor and investigate human rights violations/abuses
- Produce internal and public reports
- Advocacy and intervention
- Strengthen national/local capacity
- Coordination and mainstreaming in PKO, UNCT and Humanitarian Country Team

Goal

Protection  
Empowerment



## Other Units

Rule of Law/Justice

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Corrections

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Gender Adviser

---

Women Protection Adviser

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Child Protection

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Protection of Civilians

SSR

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Civil Affairs

---

Electoral

---

DDR

---

Political Affairs

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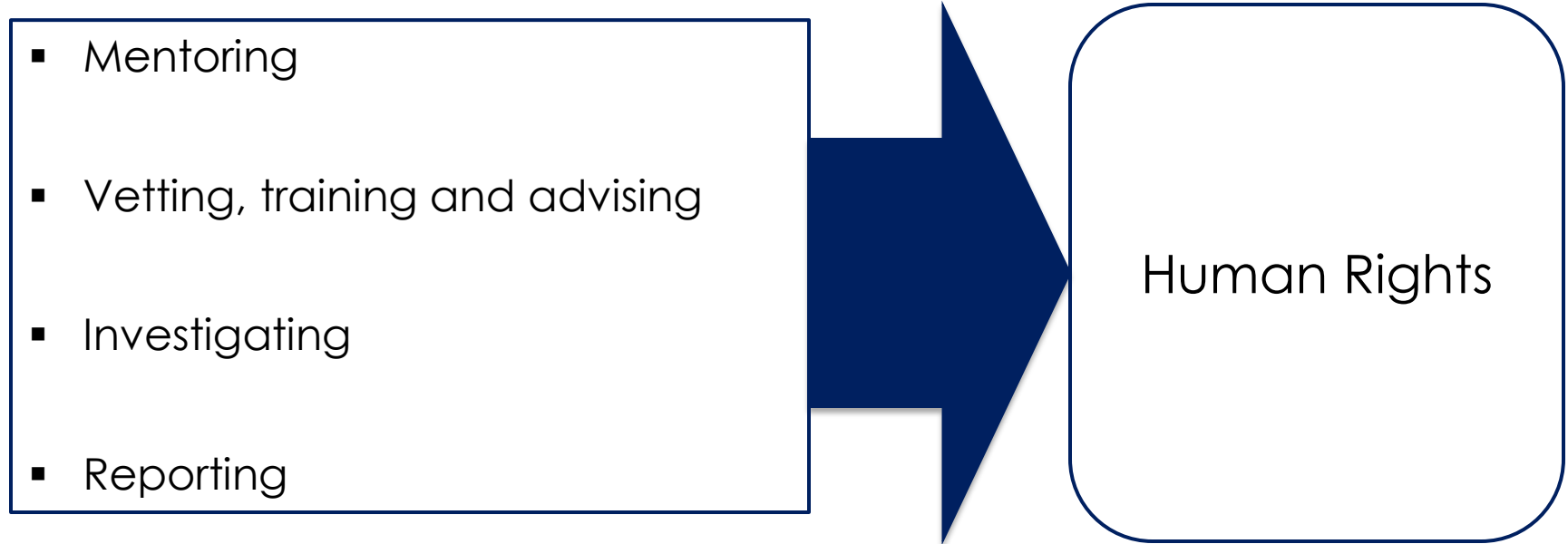
DSRSG/RC/HC

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SRSO's Office



# Special Roles of Police





# Special Roles of Military





## 8. What Individual Peacekeeping Personnel Can Do

- Take note of facts
- Immediately report
- Protect sensitive information
- Consult Human Rights component
- Promote understanding – translators
- Avoid false expectations – victims, witnesses
- Appropriate intervention
- Follow the situation



### Essential Information to Record

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#### **Instructions:**

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

#### **Time:** 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



# Summary of Key Messages

- Violations/abuses – state/non-state actors
- UN policies on human rights – integrate into activities, screen UN personnel, compliance of non-UN security forces
- All personnel play a role – coordination role of Human Rights component
- Take action – report, coordinate, intervene



# Questions





# **Learning Activity**

## **Learning Evaluation**

## 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](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**

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**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**

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**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

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### 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.

## Evaluation

**Notes on Use:** Types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank/sentence completion
- 3) True-False
- 4) Multiple-choice

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 2.3	
Questions	Answers
<b>Narrative</b> <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. What connections exist between development, security and human rights?	<ul style="list-style-type: none"> <li>▪ they depend on each other</li> <li>▪ one can't exist without the others</li> <li>▪ human rights underpins security and development</li> </ul>
2. Promoting and protecting human rights involves a relationship between two parties: use human rights language to name the two parts of that relationship.	<ul style="list-style-type: none"> <li>▪ rights-holders</li> <li>▪ duty-bearers</li> </ul> <p>People are rights-holders. Representatives of the state are duty-bearers.</p>
3. Explain and give examples of a "duty-bearer" on human rights.	<p>A duty-bearer is anyone in an official state capacity, embodying the state duty to uphold all citizens' human rights. Examples are: soldiers, police officers, judges, local officials, government representatives.</p>
4. Duty-bearers can fail to uphold people's rights in two ways. Explain and give examples of each.	<p>Duty-bearers can <i>act</i> in ways that violate rights, or they can <i>neglect</i> or <i>ignore</i> rights.</p> <p><b>Deliberate actions that result in violations</b></p> <ul style="list-style-type: none"> <li>▪ Arrest or detention by a police officer without a warrant or reasonable</li> </ul>



	<p>cause</p> <ul style="list-style-type: none"> <li>▪ Torture of a detainee in police or military custody</li> <li>▪ Rape of women and girls by soldiers</li> <li>▪ Bribe-taking by judges, jailing villagers until they pay debts</li> <li>▪ Opening fire on peaceful demonstrators without cause, by police or military</li> </ul> <p><b>Lack of action that results in violations</b></p> <ul style="list-style-type: none"> <li>▪ A Government failing to provide basic services to Internally Displaced Persons (IDPs): food, water, adequate shelter</li> <li>▪ A local Ministry of Education representative not taking measures so girls attend school</li> </ul>
<p>5. What are the four other cross-cutting thematic tasks linked to human rights?</p>	<p>Protection of civilians (POC)          Addressing conflict-related sexual violence (CRSV)          Protection of children          Protection of women's rights through the women peace and security agenda (WPS)</p>
<p>6. Security Council mandates direct UN peacekeeping operations in three specific areas on human rights. Name them.</p>	<ol style="list-style-type: none"> <li>1. take immediate and long-term action to protect and promote human rights</li> <li>2. help people know, assert and claim their human rights</li> <li>3. help State institutions and personnel do their duty on human rights</li> </ol>
<p>7. Four UN policies guide human rights work in peacekeeping. Name and note year approved.</p>	<ul style="list-style-type: none"> <li>• <i>Human Rights Up Front</i> 2012</li> <li>• <i>UN Policy on Human Rights in United Nations Peace Operations and Political Missions</i> 2011</li> <li>• <i>UN Policy on Human Rights Screening of UN Personnel</i> 2012</li> <li>• <i>Human Rights Due Diligence Policy on United Nations Support to non-United Nations Security Forces</i> 2013</li> </ul> <p>Policy names don't have to be fully accurate, but they should capture key words.</p>
<p>8. The <i>UN Policy on Human Rights in UN Peace Operations and Political Missions (2011)</i> assigns two key responsibilities to all peacekeepers. Name them.</p>	<ol style="list-style-type: none"> <li>1. understand and follow international law, especially on human rights</li> <li>2. respect, promote and protect human rights</li> </ol> <p>This extended and integrated</p>

	<p>responsibility means the work is not just the job of senior leadership or a human rights unit – all peacekeepers share it.</p>
<p>9. What three specifics does the <i>UN Policy on Human Rights Screening of UN Personnel</i> cover?</p>	<ol style="list-style-type: none"> <li>1. Member States nominating or sending personnel to the UN are to screen them and certify none have committed crimes or violated international law</li> <li>2. Individuals who seek to serve with the UN are asked to confirm they have not committed crimes or violated international law</li> <li>3. The UN Secretariat manages an information exchange to screen candidates and nominees on human rights conduct</li> </ol>
<p>10. Detail core tasks of the human rights unit in a peacekeeping operation.</p>	<p><b>General:</b> Carry out the mission's human rights mandate, advising the HOM</p> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>▪ Monitor and investigate human rights violations and abuses</li> <li>▪ Produce internal and public reports on human rights issues and activities             <ul style="list-style-type: none"> <li>- Internal reports: for distribution and use only by the Human Rights unit, the peacekeeping operation or OHCHR</li> <li>- Public reports: shared with the public – host society, international partners, and the media</li> </ul> </li> <li>▪ Advocate and intervene on human rights issues – from quiet diplomacy to public condemnation</li> <li>▪ Strengthen capacity of Government, civil society and national human rights institutions to protect human rights</li> <li>▪ Coordinate human rights work</li> <li>▪ Help integrate human rights work into the core identity of the operation, UNCT and HCT</li> </ul>
<p>11. The following civilian offices work closely with the human rights unit, and integrate human rights into their work. Give examples for each.</p> <ul style="list-style-type: none"> <li>▪ Rule of Law / Judicial Affairs</li> <li>▪ Corrections</li> <li>▪ Gender</li> <li>▪ Women Protection</li> <li>▪ Child Protection</li> <li>▪ Protection of Civilians</li> </ul>	<p><b>Rule of Law/Judicial Affairs</b></p> <ul style="list-style-type: none"> <li>▪ help develop rule of law strategies and reform the justice system</li> <li>▪ advise and train people in the national justice system and monitor justice developments</li> <li>▪ rule of law:             <ul style="list-style-type: none"> <li>- makes enjoyment of human rights possible</li> <li>- prevents violations and</li> </ul> </li> </ul>

	<p>discrimination in the justice system</p> <ul style="list-style-type: none"> <li>- combats impunity</li> </ul> <p><b>Corrections</b></p> <ul style="list-style-type: none"> <li>▪ deal with the prison system</li> <li>▪ advise on policy and procedures to make things work better</li> <li>▪ must be in line with international human rights standards on detention</li> <li>▪ tasks include:             <ul style="list-style-type: none"> <li>- rehabilitation of cells and prisons</li> <li>- coaching and mentoring national corrections officers, including on proper treatment for detainees</li> <li>- coordination with Human Rights units to monitor places of detention</li> </ul> </li> </ul> <p><b>Gender Advisor</b></p> <ul style="list-style-type: none"> <li>▪ supports laws, policies, institutions and practices that safeguard equal rights of women and girls</li> <li>▪ works with national partners to:             <ul style="list-style-type: none"> <li>- implement human rights treaties</li> <li>- fight discrimination</li> <li>- strengthen women's participation in society</li> </ul> </li> </ul> <p><b>Women Protection Advisor</b></p> <ul style="list-style-type: none"> <li>▪ dedicates capacity in peace missions to address conflict-related sexual violence (CRSV), serious human rights violation</li> </ul> <p><b>Child Protection</b></p> <ul style="list-style-type: none"> <li>▪ identifies protection needs of children</li> <li>▪ focuses on human rights challenges including children affected by:             <ul style="list-style-type: none"> <li>- armed conflict</li> <li>- sexual abuse</li> <li>- abductions</li> <li>- trafficking</li> <li>- child labour</li> </ul> </li> <li>▪ monitors and reports on Convention on the Rights of the Child, international human rights instrument</li> </ul> <p><b>Protection of Civilians</b></p> <ul style="list-style-type: none"> <li>▪ supports efforts to integrate</li> </ul>
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	<p>protection of civilians across the work of mission and national counterparts</p>
<p>12. What four areas of UN Police work require specific attention to compliance with international human rights standards? Name and give examples.</p>	<p><b>Mentoring:</b> The Security Council often mandates UN Police to mentor national police. Daily contact strengthens capacity to:</p> <ul style="list-style-type: none"> <li>▪ arrest and detain: make sure arrests are legal, rights of arrested people are respected, detainees are registered and treated humanely</li> <li>▪ ensure conditions of detention in police holding cells comply with UN minimum standards</li> <li>▪ investigate and interrogate, following legitimate purposes and respecting standard procedures</li> </ul> <p><b>Vetting, training and advising:</b> This important role is part of security sector reform.</p> <ul style="list-style-type: none"> <li>▪ UN Police may help with vetting, training and advising a new or restructured local police service</li> <li>▪ perfect opportunities to make sure core training covers human rights, and all members of a new police force understand and can apply human rights principles</li> <li>▪ human rights officers often work with UN Police to train local police services on human rights and advise on vetting procedures</li> </ul> <p><b>Investigating:</b> Human rights teams may call on UN Police expertise when investigating serious human rights violations.</p> <ul style="list-style-type: none"> <li>▪ in some missions, UNPOL officers have been seconded to staff investigative teams in Human Rights units</li> </ul> <p><b>Reporting:</b> UN Police usually work beside national police through the host country.</p> <ul style="list-style-type: none"> <li>▪ UN expects UNPOL and military peacekeepers to be mission “eyes and ears” on human rights</li> <li>▪ Peacekeepers need to document all suspected human rights violations</li> <li>▪ Then they need to report to the</li> </ul>

	<p>human rights components and others with an interest (child protection, gender advisory team) for analysis and follow up.</p>
<p>13. Describe key ways in which military peacekeepers contribute to a mission's human rights mandate.</p>	<p><b>Physical protection</b></p> <ul style="list-style-type: none"> <li>▪ military peacekeepers provide protection, often armed protection</li> <li>▪ they patrol, control borders, set up checkpoints and cordons close to refugee/IDP camps and in conflict areas</li> <li>▪ peacekeepers' armed presence can be an important deterrent to human rights violations</li> </ul> <p><b>Human rights monitoring and reporting</b></p> <ul style="list-style-type: none"> <li>▪ large components with wide presence, military peacekeepers can observe and monitor armed groups and civilians</li> <li>▪ they can gather important information about human rights and note activity that can lead to violations</li> <li>▪ Human rights units analyse and respond to reports they receive from the military.</li> </ul> <p><b>Supporting partners</b></p> <ul style="list-style-type: none"> <li>▪ military peacekeepers provide escorts, e.g. to humanitarian convoys, and share information with partners including human rights officers</li> <li>▪ they discuss challenges specific to an area, plan and make joint visits</li> </ul> <p><b>Reach and influence</b></p> <ul style="list-style-type: none"> <li>▪ military peacekeepers are in contact with different regular and irregular armed groups</li> <li>▪ they can take up human rights issues with their counterparts, including local senior military personnel and leaders of armed groups</li> <li>▪ they may have a direct role in training and reforming local armed forces</li> <li>▪ they can be role models for local armed forces, showing how a law-abiding military respects human</li> </ul>

	<p>rights of people they protect</p> <p><b>Reinforcement of mission credibility</b></p> <ul style="list-style-type: none"> <li>▪ military peacekeepers help maintain credibility of a peacekeeping operation with local people and the international community</li> <li>▪ this contribution is enhanced when they:             <ul style="list-style-type: none"> <li>- protect human rights</li> <li>- prevent violations</li> <li>- set standards for military conduct</li> </ul> </li> </ul>
<p>14. What are the guidelines to peacekeepers on actions if they see a human rights violation?</p>	<ol style="list-style-type: none"> <li>1. <b>Note the facts.</b> Take a picture in urgent situations, being sensitive to risks. Prepare a report.</li> <li>2. <b>Report immediately, up the chain of command.</b> Always keep Human Rights officers and other relevant components informed.</li> <li>3. <b>Protect sensitive information</b> on identity of victims, sources, witnesses. Maintain confidentiality.</li> <li>4. <b>Consult with human rights unit,</b> always.</li> <li>5. <b>Ensure that local translators understand human rights and act professionally.</b></li> <li>6. <b>Avoid raising false expectations</b> with victims and witnesses. Be frank, explain mandate and limits.</li> <li>7. <b>Intervene appropriately to stop abuse, where situation and mission mandate allow.</b> <ul style="list-style-type: none"> <li>▪ Military personnel may take direct military action to protect lives of civilians.</li> <li>▪ UNPOL may intervene through police authorities.</li> </ul> </li> <li>8. <b>Follow the situation.</b> For military, repeat patrols and observation.</li> </ol>
<p><b>Fill in the Blanks</b></p>	
<p>1. Human rights violations occur as a result of _____, and _____.</p>	<ul style="list-style-type: none"> <li>▪ Deliberate Action</li> <li>▪ Failure to act</li> </ul>
<p>2. Human rights _____ are broader than human rights _____.</p>	<p>Abuses are broader than violations</p>
<p>3. ___ has lead responsibility in the UN System for promoting and protecting human rights.</p>	<p>Office of the High Commissioner for Human Rights (OHCHR)          People may say the Secretary-General – only in the sense that he has over-all</p>

	responsibility: on human rights, the General Assembly has assigned lead responsibility to OHCHR.
4. OHCHR provides _____ to the HOM and human rights units in missions.	<ul style="list-style-type: none"> <li>▪ expert guidance</li> <li>▪ technical advice</li> <li>▪ support</li> </ul> <p>OHCHR leads on human rights in the UN and globally.</p>
5. Before the UN supports a non-UN entity, the Due Diligence Policy requires the UN to ____, ____, ____ and ____.	<ul style="list-style-type: none"> <li>▪ assess risks of the entity receiving support committing grave violations of IHL, IHRL or refugee law</li> <li>▪ be transparent about the UN's legal obligations and principles</li> <li>▪ put in place a framework with procedures to monitor compliance</li> <li>▪ take action on grave violations.</li> </ul> <p>The Due Diligence Policy is <i>Human Rights Due Diligence Policy on United Nations Support to non-United Nations Security Forces</i>.</p>
6. Peacekeeping personnel are to include these points in any report on human rights violation.	<p>The facts, in the order observed</p> <ul style="list-style-type: none"> <li>▪ date</li> <li>▪ time</li> <li>▪ place</li> <li>▪ incident</li> <li>▪ name of perpetrator</li> <li>▪ position of perpetrator</li> <li>▪ names and addresses of any witnesses</li> <li>▪ any other important details</li> <li>▪ specific articles of Universal Declaration of Human Rights that have been violated</li> </ul>
<b>True False</b>	
1. Human rights violations are the same as abuses.	<p><b>False</b></p> <p>Those who have an official duty to protect people's human rights commit human rights <u>violations</u> – duty-bearers: police officers, soldiers, judges, local officials, government representatives.</p> <p>Human rights <u>abuses</u> are broader than violations. They are infringements of rights by non-state actors: rebel groups, militias, corporations, or individuals against each other.</p>
2. All peacekeepers are obliged to protect and promote human rights, including for vulnerable groups.	<p><b>True</b></p>

<p>3. Member States who nominate or send personnel to the UN are to screen them, and certify that none have committed crimes or violated international law.</p>	<p><b>True</b> <i>UN Policy on Human Rights Screening of UN Personnel, 2012</i></p>
<p>4. The human rights mandate of a mission is mainly the responsibility of the human rights unit and the HOM.</p>	<p><b>False</b> All peacekeeping personnel need to know mission mandate including on human rights, and help implement it. All UN policies stress this.</p>
<p>5. The head of a mission's human rights unit represents the High Commissioner for Human Rights in the mission area.</p>	<p><b>True</b> The person in that post reports to both:</p> <ul style="list-style-type: none"> <li>▪ the HOM</li> <li>▪ the High Commissioner.</li> </ul> <p>Main role is to advise the HOM.</p>
<p>6. Human rights unit in missions work mainly with other civilian components.</p>	<p><b>False</b> The Human Rights unit works with all civilian and uniformed components. Missions are to mainstream human rights, integrate it into everyone's work.</p>
<p>7. Each peacekeeping mission sets its own guidelines on how peacekeepers are to respond if they see a human rights violation.</p>	<p><b>False</b> Guidelines are in the lesson. They apply to all peacekeeping operations.</p> <ul style="list-style-type: none"> <li>▪ take note of facts</li> <li>▪ report</li> <li>▪ protect sensitive information</li> <li>▪ consult with human rights unit</li> <li>▪ ensure professionalism of translators</li> <li>▪ avoid raising false expectations</li> <li>▪ intervene to stop abuse, where conditions permit (situation, mission mandate)</li> <li>▪ follow the situation</li> </ul> <p>Each mission will have specific <i>procedures</i> for peacekeepers to follow, but the <i>guidelines</i> apply broadly.</p>
<p>7. All peacekeeping personnel have a duty to follow international law in official conduct only.</p>	<p><b>False</b> Official and personal conduct Work and private life</p>

**More ways to evaluate learning**

- **Evaluation Using Real Examples.** Consider finding and using real examples for evaluating learning of this lesson.