

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
2.5.1	Critical Incidents – By-stander or First-responder?	Visuals, discussion	5 minutes
2.5.2	Standard Mandate Language	Brainstorm, group discussion	5 minutes
2.5.3	Vulnerability and Threats	Case study, group work	10 minutes
2.5.4	Four Phases of Response	Group work, discussion	10 minutes

Learning Activity

2.5.1

Critical Incidents – By-stander or First-responder?

METHOD

Visuals, discussion

PURPOSE

To emphasize the importance of taking action when threats to civilians are observed

TIME

5 minutes

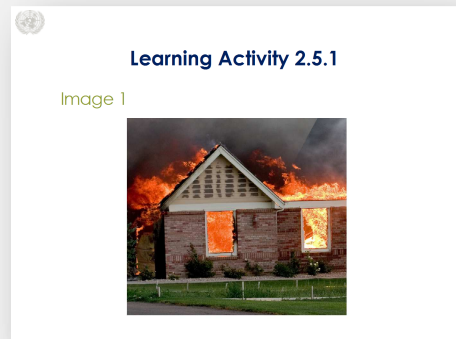
- Brainstorming: 3 minutes
- Discussion: 2 minutes

INSTRUCTIONS

- Consider the images of critical incidents
- What would you do?
- Compare with threats to civilians in armed conflict

RESOURCES

- Learning Activity instructions
- Photos



Preparation

- Decide on the groups. The timing for the activity is short. You may wish to deliver the learning activity to the group as a whole.
- Consider pictures that can be used to reflect accidents in peace-time (fires, car accidents, physical attack, natural disaster), and threats faced by civilians in violent conflict. Collect many examples of these. Examples for critical incidents in peace-time are included in these instructions.
- Decide on the order of the photos. Decide whether the images will be projected using slides or handed out on sheets of paper. Note that the examples included show the same images which are a) “close up”, and b) from a “wider view”. Consider using the “close up “ images for the participants to work with, and the “wider view” images for you to encourage further discussion.
- Prepare printed copies if you decide to use handouts.
- Prepare key points using the content in Lesson 2.5.
- Instructors may wish to read the Report of the Office of Internal Oversight Services (OIOS) on the “Evaluation of the Implementation and Results of Protection of Civilians Mandates in United Nations Peacekeeping operations”, 7 March 2014 (A/68/787)
https://oios.un.org/resources/ga_report/a-68-787-dpko.pdf

Instructions

1. Introduce the exercise. The purpose is to understand the importance of taking immediate action to protect civilians – for both existing and potential threats. Participants are encouraged to put themselves in the shoes of individuals – this is a difficult request.
2. Project the images, first for accidents in peace-time (fires, car accidents, physical attack, natural disaster), and then for threats faced by civilians in violent conflict. Use the “close up” images” in the examples for critical incidents in peace-time. Participants must first identify what is happening in each picture, and then answer the following question: What would you do in these situations? The focus is on how they would respond to the victims in these examples of critical incidents as the first person on the scene.
3. Encourage discussion from participants on action and inaction. Ask specific questions to encourage discussion. Questions should be asked first for the images of accidents in peace-time, and then for images of threats faced by civilians in violent conflict. Use the “wide view” images” in the examples for critical incidents in peace-time. Examples of specific questions include the following:
 - a) What is the responsibility of a person who is the first on the scene in a critical incident?
 - b) What are the implications of being a by-stander?
 - c) What are the implications of taking action and responding?
 - d) Should the first person on the scene be the one to respond? To what extent?
 - e) Are individual actions helpful?
 - f) Who is responsible for responding? In other words, who are the service providers? (For example, fire-fighters, paramedics, police, army)
 - g) What happens when the service providers are unable to respond?

- h) Is it better to be a by-stander or to respond (regardless of whether or not you are the first on the scene)?
- 4. Ask participants to compare actions and inactions to accidents in peace-time, with actions and inactions to threats faced by civilians in violent conflict. Ask the question: Should you respond in the same way or differently in peace-time and during violent conflict? Draw on other learning and experience. Consider the link with Lesson 2.3 on Human Rights, specifically content on addressing human rights violations and abuses.
- 5. Wrap up with the activity. Summarise and share key points. Highlight the following which is specific to taking action to protect civilians in violent conflict:
 - a) Importance of taking action (in other words, responding, intervening) to protect civilians
 - b) Need for an intervention by different actors with a “duty to protect”, including the UN peacekeeping mission
 - c) Immediate action for “imminent” or “immediate” danger or threats
 - d) Take action for both existing and potential threats
 - e) Host State as having primary responsibility in providing protection to civilians
 - f) Challenges of the absence or lack of host State capacity to protect its civilians – and the challenge of state actors as perpetrators of the threats
 - g) Civilian population’s lack of trust in the host State’s ability to provide protection – and implications for the UN peacekeeping mission
- 6. Close the exercise. Use the results of the brainstorming to introduce the Lesson 2.5 on Protection of Civilians (POC). Key message: All UN peacekeeping personnel must take all necessary action to protect civilians.

2.5.1 Photos: Critical Incidents – By-stander or First-responder?

Available as slides for the learning activity.

Photo Number	Description
<p>1.</p>  <p><small>Learning Activity 2.5.1 Image 1 © UN Core Pre-Deployment Training materials 2014</small></p>	<p>A house on fire – response by fire-fighters</p> <p>Source of photo: http://www.wendyweirrelocation.com/what-you-should-know-about-home-fire-insurance-coverage/</p>
<p>2.</p>  <p><small>Learning Activity 2.5.1 Image 2 © UN Core Pre-Deployment Training materials 2014</small></p>	
<p>3.</p>  <p><small>Learning Activity 2.5.1 Image 3 © UN Core Pre-Deployment Training materials 2014</small></p>	<p>A car accident – response by paramedics</p> <p>Source of photo: https://www.mcminnlaw.com/car-accident-fatality-claims-life-kassie-renee-mccright/</p>
<p>4.</p>  <p><small>Learning Activity 2.5.1 Image 4 © UN Core Pre-Deployment Training materials 2014</small></p>	

<p>5.</p> <p>Learning Activity 2.5.1</p> <p>Image 5</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>A physical attack – response by security personnel (police, army)</p> <p>Source of photo:</p> <p>http://www.veteranstoday.com/2011/09/06/israeli-dogs-of-war/israeli-border-police-protect-undercover-israeli-police-officers-dressed-as-palestinians-during-clashes-in-east-jerusalem-on-march-16-2010/</p>
<p>6.</p> <p>Learning Activity 2.5.1</p> <p>Image 6</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	
<p>7.</p> <p>Learning Activity 2.5.1</p> <p>Image 7</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>A car in a flood (natural disaster) – response by police</p> <p>Source of photo:</p> <p>http://www.huffingtonpost.com/2015/02/17/police-rescue-drowning-woman-from-car_n_6699980.html</p>
<p>8.</p> <p>Learning Activity 2.5.1</p> <p>Image 8</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	

Learning Activity

2.5.2

Standard Mandate Language

METHOD

Brainstorm, group discussion

PURPOSE

To deepen understanding of the POC mandate

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option:

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

INSTRUCTIONS

- Explain “threats of physical violence”
- Explain “all necessary means”
- Explain “use of deadly force (as a last resort)”
- Explain “responsibility of the host government”

RESOURCES

- Learning Activity instructions
- Responses to discussion questions

Note on use: This learning activity should be delivered as an integrated part of Lesson 2.5, as the correct responses to the group work are contained in the content of the lesson. Deliver the related slides and content for the lesson immediately after.

Preparation

- Decide whether you will deliver the short or long version of this learning activity.
- Decide on the groups. The timing for the activity is short. For the shorter option, deliver the learning activity to the group as a whole. For the longer option, decide on small groups. For small groups, table groups may work well as they are already in place.
- Review basic definitions of key terms. Prepare key points using the content in Lesson 2.5.
- Consider whether you want to prepare handouts of the correct responses. Print enough copies to distribute to participants.
- Prepare flip-chart sheets, one for each term being discussed. Put terms in the middle of sheets, to record points from discussion. Put flip-chart stands at the front. Alternatively, use whiteboard or blackboard.
- Remember that this learning activity is linked to the content in Lesson 2.5. Prepare to share your key points on the questions in stages as you deliver the lesson.

Instructions

1. Introduce the activity. The purpose is understand the key terms in the mandate for the protection of civilians (POC).
2. Ask participants to brainstorm the definitions for the key terms in the mandate for the protection of civilians (POC). Specific questions are:
 - a) What does “threats of physical violence” mean?
 - b) What does “all necessary means” mean?
 - c) What does “use of deadly force (as a last resort)” mean?
 - d) What does “responsibility of the host government” mean?
3. Longer option: Divide participants into groups. Explain the method, that each group will brainstorm the definitions for the key terms in the mandate for the protection of civilians (POC). Hand out sets of concept words and definitions, one to each group. Monitor the time for the activity. Circulate, and keep an eye on the process. Help where needed.
4. Collect and summarise responses from participants. Use the flip-chart to take notes. As an integrated as part of the lesson, provide the correct responses for the definitions using the content from Lesson 2.5.
5. Allow time for questions or comments.
6. Close the exercise.

Variation

Mix and match: Ask each group to match the key terms with definitions, in 5-7 minutes. Prepare the mix and match sheets. Format sheets, with each key term and each definition on a separate piece of paper. Make copies of key term and definitions, with

enough sets for the number of groups. Use 5-7 minutes to provide the correct responses, clarifications, and answers to questions raised by participants.

2.5.2 Responses to discussion questions: Standard Mandate Language

Questions

What does “threats of physical violence” mean?

What does “all necessary means” mean?

What does “use of deadly force (as a last resort)” mean?

What does “responsibility of the host government” mean?

Responses

POC in UN Peacekeeping can be defined as:

“All necessary means, up to and including the use of deadly force, aimed at preventing or responding to threats of physical violence against civilians, within capabilities and areas of operations, and without prejudice to the responsibility of the host government.”

Each phrase in the POC definition has an important meaning.

“Threats of physical violence”: All hostile acts or situations likely to cause death or serious bodily injury, including all sexual violence, regardless of the source (including the host State).

“All necessary means”: Authorizes a mission to use ***“all necessary means”***, “necessary action” or “all necessary measures” to protect civilians “under imminent threat”. Prevention is the most effective form of POC.

“Up to and including the use of deadly force (as a last resort)”: Authorizes a mission to use of minimum force necessary to protect civilians. Missions always weigh the use of force carefully. Force can be a deterrent. Under Chapter VII of the UN Charter, the Security Council authorizes use of force.

“Within capabilities”: “Capability” refers to ability, power, or capacity. “Within capabilities” recognizes practical resource constraints and operational challenges. No UN peacekeeping mission can address all threats to civilians.

“Without prejudice to the responsibility of the host government”: Highlights the primary responsibility of sovereign governments to protect civilians inside their borders. The presence of a UN peacekeeping mission does not replace this responsibility.

Learning Activity**2.5.3**

Vulnerability and Threats**METHOD**

Case study, group work

PURPOSE

To apply and deepen understanding of the vulnerabilities and threats experienced by civilians in armed conflict

TIME

10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider the case study
- Identify the threats
- Identify vulnerabilities of the civilian population
- Which civilians are most vulnerable?

RESOURCES

- Learning Activity instructions
- Learning Activity steps for participants
- Case study
- Information sheets
- Activity material

Note on use: This learning activity links with other learning activities in Module 2 assessing the vulnerabilities of and threats to civilians – such as Learning Activity 2.5.4 on Four Phases of Response, Learning Activity 2.6.3 on Responding to CRSV, and Module 2 Integrated Learning Activity on Protecting Civilians.

Preparation.

- Review relevant content covered in modules 1 and 2. This includes content on human rights and protection issues from lessons in Module 2, and content on DPKO Operational Concept in Lesson 2.5 on the Protection of Civilians (POC)
- Read the case study and steps for Participants. If participants know their mission of deployment, you may wish to develop a case study for this activity using their known mission of deployment to deepen knowledge of the mandate and country.
- You may wish to familiarize yourself with key human rights issues in the host country of the case study. If the mission of deployment is known, you may wish to develop a case study using excerpts from relevant human rights reports. You can use human rights report from the UN Secretary-General and the UN High Commissioner for Human Rights. 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 key points on “vulnerability”, “duty to protect” and “trust”. Use relevant content from Module 2.
- Decide on the groups. The timing for the activity is short. Consider delivering the learning activity to the whole group. For small groups, use the table groups which are already in place to save time.
- Make enough copies of the case study and Steps for Participants for all participants. Prepare handout packages with the copies. Put these in a folder on tables beforehand to save time. You may wish to distribute the packages the day before to also save time.
- Prepare flip-chart sheets or a board to record points from discussion.

Instructions

1. Introduce the activity, the groups and timing. Be ready to quickly form the groups if they are not already in place, and refer participants to the handout packages on the tables. You may have already identified the groups and distributed the folders to be read the day before the exercise.
2. Ask participants to read the case study in their groups. The case study is a true example, and brings life to the real challenges faced by ordinary individuals. Participants must work through the discussion questions to assess the vulnerabilities faced by the civilian population. The discussion questions are contained in the Steps for Participants.
3. Ask participants to answer the discussion questions in their groups. They should draw on previous learning and experience on human rights abuses and violations.
4. Invite participants to share responses to the discussion question with the full group. Use the flip-chart to record responses.

5. When all groups have presented, summarize, add points to fill gaps, respond to questions.
6. Close the exercise, reinforcing the key messages on “vulnerability”, “duty to protect” and “trust”.

2.5.3 Learning Activity Steps for Participants: Vulnerability and Threats

Consider the case study.

The mission needs to identify threats (actual and potential) and assess the vulnerabilities of the civilian population. You are asked for advice.

STEP 1: Threats to civilians

- Identify the threats to civilians.
- Identify the threats which are specific to women, men, girls and boys.

STEP 2: Vulnerability assessment

- Identify vulnerabilities of the civilian population.
- Which civilians are most vulnerable?
- Fill in the sheet.

2.5.3 Case study: Vulnerability and Threats

Central African Republic (CAR)

Background

Fighting has raged in the Central African Republic (CAR) since December 2012, when the mostly Muslim Seleka rebels, claiming to represent the country's aggrieved Muslim minority in the northeast, moved southwest into more populous non-Muslim areas. Thousands of civilians were killed. In 2014, international forces pushed the Seleka out of the capital, Bangui. Ethnic divisions, rivalries, disagreements over resource control, and disputes over strategy quickly tore the Seleka apart. By late 2014, the Seleka split into several factions, each controlling its own area.

Minority Peuhl at Risk, November 2016

Serious fighting in the Central African Republic in late November 2016 between two Seleka groups left at least 14 civilians dead and 76 wounded.

Armed groups appear to have deliberately targeted five of the civilians killed during the main clashes in the central town of Bria between November 21 and 23, and nine others in the days that followed. Three other civilians are missing and presumed dead.

The civilian deaths, which occurred during the most serious violence between Seleka groups since the Seleka fractured in 2014.

About 485 Peuhl civilians are taking shelter in three residential compounds in Bria, many of them women and children, are terrified of revenge attacks because Peuhl comprise the majority of one of the fighting factions.

The Seleka factions that fought are: the Popular Front for the Renaissance in the Central African Republic (Front Populaire pour la Renaissance de la Centrafrique, FPRC), and the Union for Peace in the Central African Republic (l'Union pour la Paix en Centrafrique, UPC). The fighting left at least 115 combatants on both sides dead.

Tension between the two factions around Bria had been high before the violence. In early November, skirmishes erupted between the two groups over control of roads leading to diamond mines around Kalaga, a town 45 kilometers from Bria. Both factions collect "road taxes," especially in mining areas and on migration routes for Peuhl herders. The FPRC attacked the UPC in Gobolo on November 21, sparking major hostilities.

The UN has 12,870 peacekeepers deployed across the country, including 246 armed forces who were in Bria at the time of the fighting, but they were unable to protect civilians in the heavy fighting. The UN sent additional peacekeepers to the town after the clashes. National security forces, such as police and gendarmes, were not capable of stopping the fighting and sought protection from the UN.

The UPC largely consists of ethnic Peuhl, and the fighting led to violence against Peuhl civilians by both FPRC fighters and men in civilian clothes.

The fighting displaced up to 10,000 people from Bria, a town of approximately 43,000. At least 7,000 are in a makeshift camp around the UN peacekeeping base in town, with 2,000 to 3,000 others in homes and schools near the airstrip. At the makeshift camp, squalid conditions require an urgent humanitarian response.

The violence also spread to Bria's periphery. Peuhl fighters aligned with the UPC have targeted non-Peuhl civilians and, in revenge, armed non-Peuhl have attacked Peuhl civilians. On November 26, men with guns, machetes and knives attacked nine Peuhl, including three women and four children, outside of Golaga, 10 kilometers outside of Bria, killing five of them. Three of the others are missing and presumed dead.

The faction leaders have said that their fighters do not target civilians. However, both sides have used inflammatory language that could be perceived as support for violence against civilians.

The head of the FPRC military wing in Bria said he wanted the Peuhl out of Bria and his fighters planned to push the UPC out of its base in Bambari, 170 kilometers west, with help from the local population, including anti-balaka militia.

Between November 28 and 30, witnesses saw hundreds of heavily armed fighters from both factions, many in civilian clothes, moving freely around areas of the town under their respective control.

Tensions are high.

(Source: Human Rights Watch, "Central African Republic: Civilians Killed During Clashes," Minority Peuhl at Risk, Better UN Protection Needed, December 2016)
<https://www.hrw.org/news/2016/12/05/central-african-republic-civilians-killed-during-clashes>

2.5.3 Information sheet: Vulnerability and Threats**Threats**

To life...	<ul style="list-style-type: none"> ▪ Arbitrary, summary or extrajudicial executions ▪ Murder (from individual killings, to systematic violence and genocide)
To physical integrity...	<ul style="list-style-type: none"> ▪ Torture, cruel, inhuman or degrading treatment ▪ Rape and other forms of sexual violence (from opportunistic to widespread and systematic use) ▪ Abduction ▪ Deliberate deprivation (of food, water, other goods or services necessary for survival)
To freedom...	<ul style="list-style-type: none"> ▪ Forced disappearance ▪ Arbitrary/illegal arrest and detention ▪ Restrictions on freedom of movement (including forced displacement) ▪ Forced labor or recruitment
To property...	<ul style="list-style-type: none"> ▪ Theft, extortion (e.g. illegal taxation) ▪ Looting

2.5.3 Learning Activity Material: Vulnerability and Threats

Vulnerability

Vulnerability Factor	Community
<p>Individual/Community Factors (Age, gender, sex, ethnicity, religion, political affiliation, social status)</p>	
<p>Environmental Factors (Geographic location, level of urbanization, proximity and capacity of state authority in the area, level of infrastructure and communication)</p>	
<p>Access to Assistance (Ability to access services and interact)</p>	
<p>Self-Sufficiency (Existence of self-protection strategies, including early-warning capacities, self-defence capacities, or other strategies)</p>	

Learning Activity**2.5.4****Four Phases of Response****METHOD**

Group work, discussion

PURPOSE

To apply and deepen understanding of threat assessments and consider their importance in response planning

TIME

10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider the case study
- Assess the threat in more detail
- Identify actions for the mission at each phase
- Identify roles of military, police and civilians

RESOURCES

- Learning Activity instructions
- Learning Activity steps for participants
- Case study (same as Learning Activity 2.5.3)
- Information sheets (including the same from Learning Activity 2.5.3)
- Activity material

Note on use: This learning activity links with other learning activities in Module 2 assessing the vulnerabilities of and threats to civilians – such as Learning Activity 2.5.3 on Vulnerability and Threats, Learning Activity 2.6.3 on Responding to CRSV, and Module 2 Integrated Learning Activity on Protecting Civilians. It directly builds on Learning Activity 2.5.3, using the same case study.

Preparation.

- Review relevant content covered in modules 1 and 2. This includes content on human rights and protection issues from lessons in Module 2; results from Learning Activity 2.5.3; content on DPKO Operational Concept in Lesson 2.5 on the Protection of Civilians (POC); and content in modules 1 and 2 on the different mission components.
- Read the case study and Steps for Participants. It is the same case study from Learning Activity 2.5.3. If participants know their mission of deployment, you may wish to develop a case study for this activity based on their known mission of deployment to deepen knowledge of the mandate and country.
- Research the mandate for the case study.
Download mission mandates from:
<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>
- You may wish to familiarize yourself with key human rights issues in the host country of the case study. 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 key points in response to the discussion questions. Prepare notes for the response plan, drawing on the capacity of the mission and partners. Use relevant content from Module 2.
- Decide on the groups. The timing for the activity is short. Consider delivering the learning activity to the whole group. For small groups, use the table groups which are already in place to save time.
- Make enough copies of the case study and Steps for Participants for all participants. Prepare handout packages with the copies. Put these in a folder on tables beforehand to save time. You may wish to distribute the packages the day before to also save time.
- Prepare flip-chart sheets or a board to record points from discussion.

Instructions

1. Introduce the activity, the groups and timing. Be ready to quickly form the groups if they are not already in place, and refer participants to the handout packages on the tables. You may have already identified the groups and distributed the folders to be read the day before the exercise.
2. Ask participants to read the case study in their groups. It should be the same case study from Learning Activity 2.5.3. The case study is a true example, and brings life to the real challenges faced by ordinary individuals. Participants must work through the discussion questions to assess threats to civilians and develop a response plan to protect them. The discussion questions are contained in the Steps for Participants.
3. Ask participants to answer the discussion questions in their groups. Get participants to recall their results from Learning Activity 2.5.3. They should also draw on previous learning and experience on human rights abuses and violations.
4. Invite participants to share responses to the discussion question with the full group. Use the flip-chart to record responses.
5. When all groups have presented, summarize, add points to fill gaps, respond to questions.
6. Close the exercise, reinforcing the key messages on “a shared responsibility”, “vulnerability”, “duty to protect” and “trust”.

2.5.4 Learning Activity Steps for Participants: Four Phases of Response

Consider the case study.

The mission needs to conduct a threat assessment and develop a response plan. You are asked for advice.

STEP 1: Threat assessment

- Assess the threat in more detail.
- Identify the potential perpetrators and their motives.
- Fill in the sheet.

STEP 2: Action plan

- What would you have done to protect civilians?
- Identify actions for the mission at each phase.
- Identify roles of military, police and civilians.
- Fill in the sheet.
- What specific actions should the mission take to protect women and children?
- What support would survivors need?
- Identify areas for coordination within the mission and with mission partners.

2.5.4 Information sheet: Four Phases of Response

Coordination

National Authorities	Political engagements; security sector reform programmes; targeted advocacy; joint operations or joint patrolling
Local Communities	Dialogue with local population; mission-wide community engagement cooperation mechanisms such as Joint Protection Teams, Community Liaison Assistants, Community Alert Networks, localized protection strategies
Humanitarian Community	Protection Cluster led by UNHCR
Parallel Forces	Information sharing and operational planning on a case-by-case basis, including HOM exchanges and working-level cooperation

2.5.4 Learning Activity Material: Four Phases of Response

Threat Assessment

Threat	Perpetrator	Motive/Intent (opportunity/ strategic aim)	Capacity (number, weapons, experience)

2.5.4 Learning Activity Material: Four Phases of Response

Action Plan

Phase	Main Activities	Military Roles	Police Roles	Civilian Roles
Prevention				
Pre-emption				
Response				
Consolidation				