

# Lesson 2.5



## Protection of Civilians

### Lesson at a Glance

#### Aim

To explain the duties of UN peacekeeping personnel in the protection of civilians (POC).

#### Relevance

**POC is a mandated priority for most peacekeeping missions.** You may be deployed to a mission with a POC mandate to prevent or stop physical violence against civilians.

You are expected to prevent threats. You are also expected to respond when you see potential threats, and when these become real.

The Security Council asks missions with POC mandates to develop comprehensive strategies to protect civilians. POC should be a priority in decisions about the use of capacity and resources.

This lesson explains how **all peacekeeping personnel share responsibility in implementing the POC mandate and strategy.** Protecting civilians requires effort from the whole mission. Each part contributes specific expertise. The military component has a unique role in providing physical protection. This includes the use of force as a last resort.

#### Learning Outcomes

Learners will:

- Explain the POC mandate
- List examples of threats civilians face in armed conflict
- Describe the range of protection partners that operate alongside UN peacekeeping operations
- Explain the DPKO-DFS Operational Concept
- List actions to implement the POC mandate

## Lesson Map

**Recommended Lesson Duration: 60 minutes total**

1-2 minutes per slide

Use short option learning activity

<b>The Lesson</b>	Pages 3-33
Starting the Lesson	Intro Slides
<b>Learning Activity 2.5.1: Critical Incidents: Bystander or First-Responder?</b>	
Definitions	Slides 1-4
<b>Learning Activity 2.5.2: Standard Mandate Language</b>	
<b>Learning Activity 2.5.3: Vulnerability and Threats</b>	
Importance of Protecting Civilians	Slide 5
Legal Framework	Slide 6
Protection Partners	Slide 7
DPKO-DFS Policy on POC	Slide 8
DPKO-DFS Operational Concept on POC	Slides 9-10
Implementing the POC Mandate	Slides 11-13
<b>Learning Activity 2.5.4: Four Phases of Response</b>	
Roles and Responsibilities	Slides 14-17
What Individual Peacekeeping Personnel Can Do	Slide 18
Summary	Pages 34-35
<b>Learning Evaluation</b>	Pages 36-42

## The Lesson



### Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

**There are linkages between the lessons on cross-cutting thematic tasks** – in particular the lessons on:

- Protection of civilians
- Conflict-related sexual violence
- Child protection

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.

Linkages include 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

2.5.1

### 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

**Learning Activity** 2.5.1

Critical Incidents: Bystander or First-Responder?

**Instructions:**


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

**Time:** 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

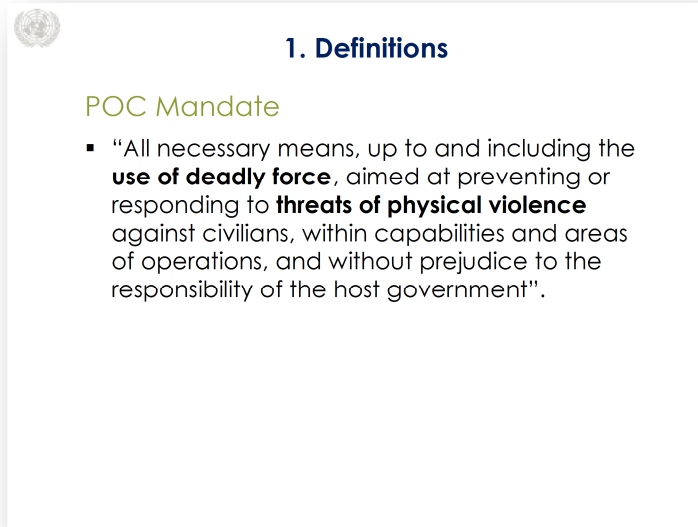
**Learning Activity 2.5.1**

Image 1



## Definitions

### Slide 1



**1. Definitions**

**POC Mandate**

- “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”.

**Key Message:** Protection is a broad idea. A dictionary definition is “being kept from harm, loss”. The POC mandate in UN peacekeeping focuses on addressing threats of physical violence against civilians.

Protection in armed conflict is defined differently by peace and security, humanitarian and human rights partners:

- **Rights-based approach:** Protection “...encompass(es) all activities aimed at obtaining full respect for the rights of the individual, in accordance with international humanitarian, human rights and refugee law” (The Inter-Agency Standing Committee (IASC)). This is a broad interpretation of protection.
- **Stabilization and peacebuilding as durable forms of protection:** The best way to protect civilians is by creating a secure, peaceful environment for civilians to live in. This is a long view of protection.
- **Physical protection from physical violence:** Covers attack and the threat of attack. This visible, immediate physical protection is unique to UN peacekeeping.

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”.**

**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:

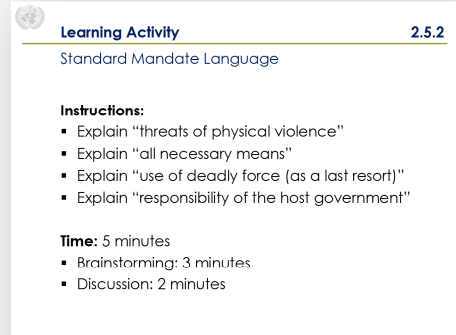
- Brainstorming: 5-7 minutes
- Discussion: 5-7 minutes

**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



**Learning Activity** 2.5.2

Standard Mandate Language

**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”

**Time:** 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

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 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 the minimum force necessary to protect civilians. Missions always have to 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.

Physical protection from harm is mainly a responsibility of military peacekeeping personnel, and includes Formed Police Units (FPUs).

However, effective physical protection involves anticipating and reducing harm where vulnerable people are at risk. This requires effective human rights monitoring and proactive political engagement. This involves military, police and civilian components.


Physical protection strengthens the “rights-based” approach and “end state” protection efforts. It reinforces perceived legitimacy of the mission and strengthens stabilization.

POC is not an end goal for UN peacekeeping missions. It is a means to achieve the objective of helping host governments establish security and political stability.




*Brainstorm with participants the meaning of “civilian”. Use key points noted to bridge into the rest of the lesson.*

Slide 2



Civilian

- Any person who is not or is no longer directly participating in hostilities or other acts of violence



**Key Message:** A “civilian” refers to any person not directly taking part in hostilities or other acts of violence.

**A civilian may be in possession of arms, without having the status of “combatant”.** Under International Humanitarian Law (IHL), civilians armed for self-defence or to protect property are entitled to protection if they are not part of hostilities. When civilian status is in doubt, a person is to be considered a civilian.

Missions strive to restore security for all civilians. Peacekeeping personnel pay special attention to protection needs of vulnerable people and groups. Those most likely to be targets of violence may include: **children, women, ethnic or religious minorities, refugees, internally displaced people, people with disabilities, the wounded and the elderly.**



## Slide 3



### Threats

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

**Key Message:** A “threat” is a person or thing that causes harm. POC threats are any impending or potential physical violence against civilians.

#### Threats to civilians include:

- Real or potential **violations to the right to life and physical integrity by any party to the conflict**. Examples are attempts to:
  - Kill, torture or maim
  - Forcibly displace
  - Starve or pillage
  - Commit acts of sexual violence
  - Abduct or arbitrarily detain
  - Recruit and use children as soldiers
- Real or potential physical harm to civilians associated with **lawful actions by state or international security forces** as defined in IHL
- Real or potential physical harm to civilians from **mines, unexploded ordnance (UXO) or Improvised Explosive Devices (IED)**

**Threats can come from state and non-state actors.** Perpetrators who pose a threat may include:

- Members of armed groups, e.g. militia, rebels, extremists
- Security or defence forces of the host state
- Security or defence forces of invading states
- Multinational forces

- Bandits
- Terrorists

Motives and intent include:

- Violence against civilians on the basis of **opportunity**. This is indiscriminate violence as a result of the lack of law and order that exists in conflict and early post conflict situations. Examples:
  - Looting
  - Illegal taxation
  - Sexual violence, including rape
  - Forced recruitment
  - Forced labour
- Violence against civilians to further the **strategic** aims of the perpetrators. This is violence targeted at specific individuals or communities. Ethnic, racial, sexual, religious or political groups, specific communities, or people from particular geographic regions may be targeted. The goal is to further political, economic, religious or military ends. Examples:
  - Genocide
  - Forced displacement for the purpose of controlling lands or populations
  - Violence for the purpose of humiliating or de-legitimizing rival political or military authorities
  - Conflict related sexual violence as a tactic of war

Peacekeeping personnel must try to prevent or mitigate any threats of violence to civilians, regardless of the perpetrator and motives.

**Challenging cases are where state security forces are a threat to civilians.** Peacekeeping personnel have to use “all necessary means” to prevent or stop this threat. Robust UN military or police response may result in political fallout or insecurity for peacekeeping personnel. Missions build the capacity of host state authorities to protect civilians. Only this results in a lasting protective environment. Partnerships with host state authorities must follow the UN Human Rights Due Diligence Policy.

**Slide 4**



**Key Message:** “Vulnerability” refers to a condition which makes someone open or susceptible to harm. The presence of protection strategies, as well as individual, community and environmental factors, affect the vulnerability of civilians.

Vulnerability factors include:

**Individual/Community Factors:** Age, gender, sex, ethnicity, religion, political affiliation and social status.

**Environmental Factors:** Geographic location, level of urbanization, proximity and capacity of state authority in the area, level of infrastructure and communication.

**Access to Assistance:** Ability to access services and interact.

**Self-Sufficiency:** Existence of self-protection strategies, including early-warning capacities, self-defence capacities or other strategies.

Peacekeeping personnel must adopt a gender perspective, and consider the particular vulnerabilities of women and children.

**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

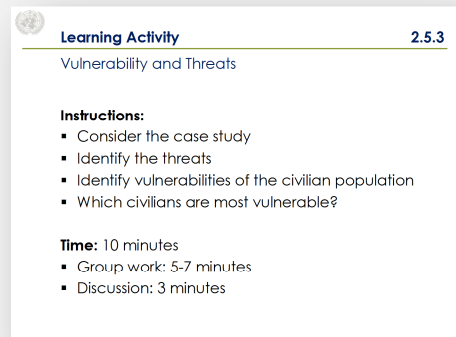
- Group work: 5-7 minutes
- Discussion: 3 minutes

**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



The thumbnail shows a document titled "Learning Activity" with the sub-heading "Vulnerability and Threats" and the reference "2.5.3". It contains the following text:

**Instructions:**


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

**Time:** 10 minutes

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


## Importance of the Protection of Civilians

### Slide 5



### 2. Importance of Protecting Civilians

- Harmed unintentionally
- Deliberate targets
- Women and children suffer disproportionately



**Key Message:** Increasingly, civilians are targeted deliberately during armed conflict. The Security Council has made POC a priority for UN peacekeeping missions.

People who participate in violent conflict increasingly target civilians on purpose. In response, the Security Council mandates most UN peacekeeping operations (UNPKOs) to protect civilians from physical violence.

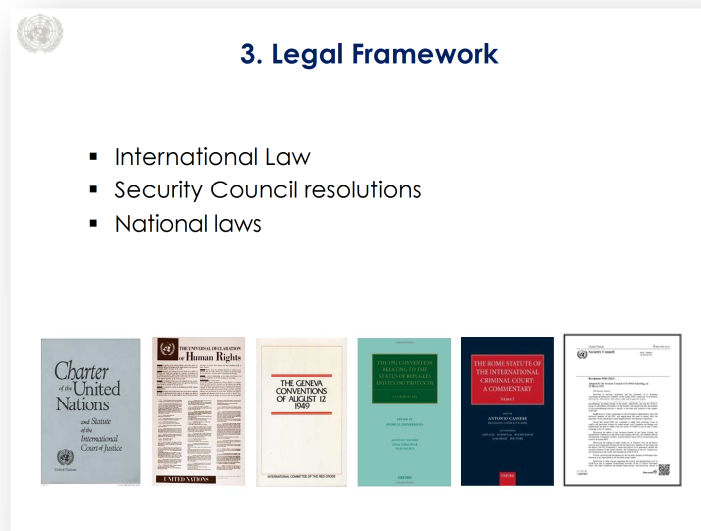
**Women and children suffer disproportionately from violence in conflict and post-conflict settings. They have particular protection needs.**

## Legal Framework



Module 1 introduced the legal framework for peacekeeping. Remind participants of that coverage. The same international laws apply to POC. Brainstorm as a recap.

### Slide 6



**Key Message:** International law obligates UN peacekeeping operations to protect civilians in conflict.

This includes:

- UN Charter
- International Humanitarian Law (IHL)
- International Human Rights Law (IHRL)
- International Refugee Law
- Rome Statute of the International Criminal Court

National laws of the host country can further guide implementation of POC mandates.

The Security Council has passed many resolutions that condemn the targeting of civilians in armed conflict.

The main Security Council resolutions (SCRs) that direct peacekeeping mandates to better address POC in armed conflict are:

- **SCRs 1674 and 1738 (2006)**
- **SCR 1820 (2008)**

- **SCR 1894 (2009)**
- **SCR 1998 (2011)**

POC has been an important item on the Security Council agenda since 1999. At this time the UN Assistance Mission in Sierra Leone (UNAMSIL) was the first UN peacekeeping mission given a specific POC mandate. This reflected growing concern about the negative impact of conflict on civilians.

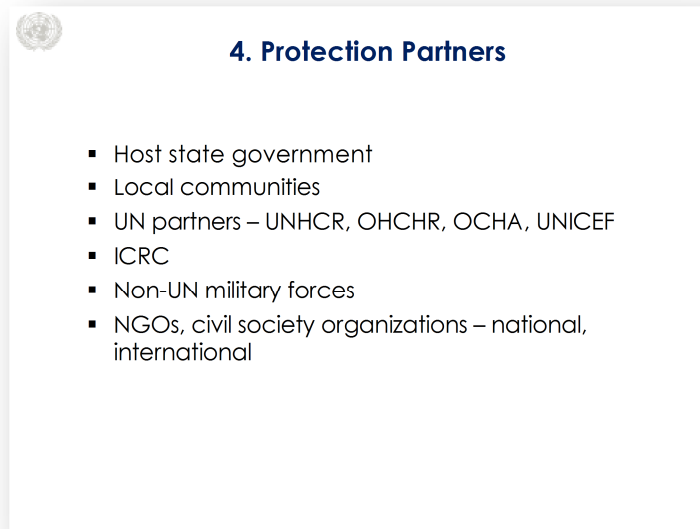
The POC mandate reinforces the mission's mandate to promote and protect human rights. It also complements and supports mandates on other cross-cutting thematic tasks, such as:

- Child protection
- Conflict-related sexual violence (CRSV)
- Women, Peace and Security

POC, Child Protection and CRSV mandates share some conceptual and legal foundations.

## Protection Partners

### Slide 7



The slide features a small UN emblem in the top left corner. The title "4. Protection Partners" is centered at the top. Below the title is a bulleted list of partners.

- Host state government
- Local communities
- UN partners – UNHCR, OHCHR, OCHA, UNICEF
- ICRC
- Non-UN military forces
- NGOs, civil society organizations – national, international

**Key Message:** POC is not solely a UN peacekeeping responsibility. The host state government always has primary responsibility to protect civilians inside its borders. The UN peacekeeping mission and other partners coordinate and support the host state in POC.

Partners include:

**Local communities:** Communities have self-protection strategies. Interventions by peacekeeping personnel need to strengthen local protection capacity.

**UNHCR (UN High Commissioner for Refugees):** UNHCR staff work in host communities and camps for refugees or internally displaced persons (IDPs). They help with legal, material and physical protection and minimize potential threats of violence to all displaced people. They also try to provide at least a minimum of shelter, food, water and medical care.

**OHCHR (Office for the High Commissioner for Human Rights):** OHCHR promotes and protects human rights. It integrates human rights into all UN engagement in the host country. OHCHR works with DPKO and DFS on human rights in peacekeeping operations. This includes setting up the Human Rights component in missions. It guides and supports implementation of human rights mandates.

**OCHA (Office for the Coordination of Humanitarian Affairs):** OCHA mobilizes funds and coordinates humanitarian action with national and external partners to:

- Alleviate human suffering in disasters and emergencies
- Advocate for the rights of people in need
- Promote readiness and prevention
- Facilitate lasting solutions

**UNICEF (UN Children’s Fund):** UNICEF engages in child protection, preventing and responding to violence, exploitation and abuse. UNICEF monitors and reports on IHL and human rights abuses and violations of children in conflict.

**ICRC (International Committee of the Red Cross):** ICRC is the guardian of IHL. ICRC mission is: “...*protect the lives and dignity of victims of armed conflict and other situations of violence, and to provide them with assistance.*” (ICRC Protection Policy, p. 1)


**Non-UN military forces:** The Security Council may approve deployment of parallel forces from a single government or regional organizations. Examples are the Central African Republic and Mali, where there were deployments of non-UN military forces from an individual Member State (France) and regional organization (African Union). Parallel forces can deploy more quickly than the UN, so are often able to end spiraling violence before a UN peacekeeping mission arrives.

**Non-governmental and civil society organizations:** These partners help protect civilians. They deliver humanitarian aid, monitor and report on human rights abuses and help reform judicial institutions. These organizations are both national and international.



## DPKO-DFS Policy on POC

### Slide 8



#### 5. DPKO-DFS Policy on POC

##### Guiding Principles

- Primary responsibility of host government
- Grounded in international law
- Whole of mission approach
- Priority mandate
- Cooperation with humanitarian actors
- Obligation of peacekeeping personnel
- Community-based approach
- Impartiality
- Gender perspective and child protection concerns

**Key Message:** DPKO-DFS provides guidance on implementing POC mandates.

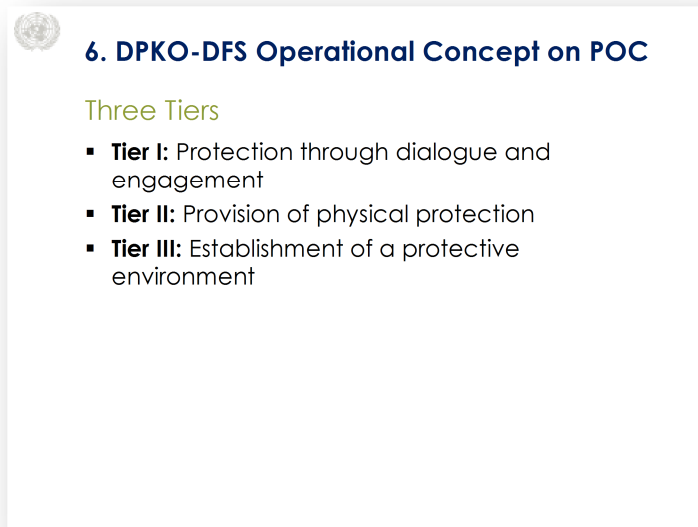
The DPKO-DFS Policy on POC (2015) sets out guiding principles:


1. **Primary responsibility of host governments:** The host state always has primary responsibility to protect civilians inside its borders. This responsibility does not change when a peacekeeping mission deploys with a POC mandate.
2. **Grounded in international law:** POC mandates show the global community's commitment to prevent violations of international law.
3. **Whole of mission approach:** The whole mission is to implement a POC mandate. This "whole of mission" approach needs coordination between military, police and civilians. The UN expects all peacekeeping personnel to protect civilians.
4. **Priority mandate:** A POC mandate means POC is a priority for resources and capacity. Decisions at strategic, operational and tactical levels must constantly assess priority threats and address them.
5. **Cooperation with humanitarian actors:** UN humanitarian agencies and NGOs support POC in many ways. Close and systematic coordination with these actors and full respect for humanitarian principles are essential for peacekeeping personnel.
6. **Obligation of peacekeeping personnel:** Sometimes states do not fulfil their responsibility to protect. Sometimes government forces are the threat. Peacekeeping personnel are authorized and obligated to act, within their capabilities and area of deployment.

7. **Community-based approach:** A mission should plan to protect civilians in consultation with the local community. With community contact, peacekeeping personnel need to be mindful of risk and avoid community exposure to any risk or harm.
8. **Impartiality:** All mission work is to be impartial. Key measures to take include:
  - Staying in touch with the community
  - Consulting with the community
  - Tracking community views
  - Sensitizing on mandate and activities
  - Managing public information
  - Being steadily unbiased, neutral and fair
9. **Gender perspective and child protection concerns:** A gender perspective means tailoring all actions to specific needs of women and girls, men and boys. It also means addressing the unequal impact of conflict and post-conflict, with girls and women suffering most.

## DPKO-DFS Operational Concept on POC

### Slide 9



 **6. DPKO-DFS Operational Concept on POC**

Three Tiers

- **Tier I:** Protection through dialogue and engagement
- **Tier II:** Provision of physical protection
- **Tier III:** Establishment of a protective environment

**Key Message:** The operational concept helps missions organize activities for POC. It creates a shared understanding among all peacekeeping personnel on how to implement the POC mandate. Three “tiers” categorize the range of POC activities.

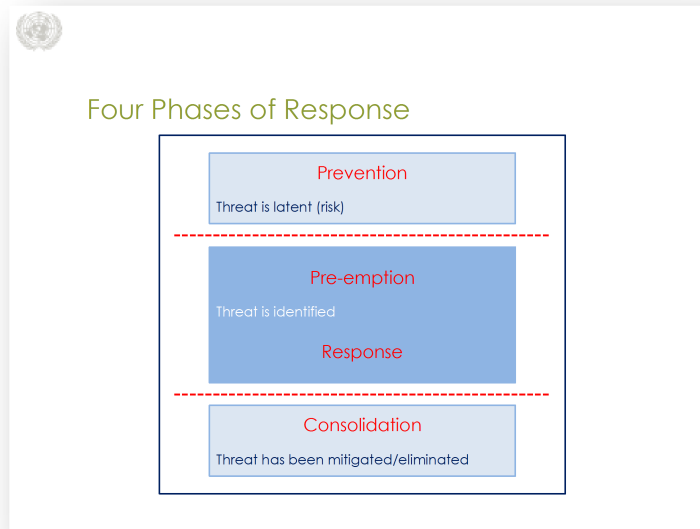
Missions work on three tiers at the same time. The tiers reinforce each other in addressing protection tasks in Security Council mandates.

**Tier I: Protection through dialogue and engagement:** Dialogue is with perpetrators or possible perpetrators. Conflict resolution and mediation between parties to a conflict. A mission may use “good offices” to persuade a government and others to intervene to protect civilians. Public information and reporting on POC also support the mandate.

**Tier II: Provision of physical protection:** Military and police activities which show or use force to prevent, deter, preempt and respond where physical violence threatens civilians. Civilian substantive units help guide objectives and conduct of military and police operations. All UN peacekeeping mission components work together in joint POC planning and coordination structures.

**Tier III: Establishment of a protective environment:** A broad range of activities with medium- and long-term peacebuilding objectives. The UNCT is a key partner with resources and programmes.

**Slide 10**



**Key Message:** POC activities are carried out before, during and after a potential threat becomes real. The mission responds with specific POC activities during different “phases”. Four phases guide when specific activities should be carried out by the mission.

The four phases of response are:

- Prevention
- Pre-emption
- Response
- Consolidation

The phases are not necessarily sequential. A mission may initiate activities associated with different phases at the same time.

**Prevention phase:** Prevention is the main objective of POC. Prevention phase activities are carried out in areas where no clear threat to civilians has been identified. Tasks are mostly Tier III, building a protective environment. Examples:

- Human rights monitoring
- Conflict mitigation
- Ensuring a visible presence by UN military and police
- Community engagement
- Establishing early warning and alert mechanisms

The mission supports and coordinates with the host state authorities.

**Pre-emption phase:** To “pre-empt” means acting before something happens, to prevent it. Pre-emption activities are carried out when likely threats are identified and attacks against civilians are anticipated. These activities are proactive measures to reduce risks or eliminate threats before violence occurs. Prevention phase activities continue, especially in areas under threat. Additional pre-emption activities include these examples:

- Public information and advocacy campaigns
- Credible deterrence actions by the military and police

The mission supports and coordinates with the host state authorities.

**Response phase:** Response activities are carried out when physical violence against civilians is obvious – in other words, POC violation is occurring or has occurred. The aim is to stop aggressors from conducting hostile acts. This involves political, legal and security responses. The mission supports and coordinates with the host state authorities. Examples:

- Further political engagement with parties to the conflict
- Provision of direct physical protection

**Consolidation phase:** Consolidation activities are carried out when violence against civilians has occurred and subsided. Consolidation activities are frequently referred to as ‘stabilisation’ or ‘peacebuilding’ activities. The mission supports and coordinates with the host state authorities, UNCT, and other partners. Examples:

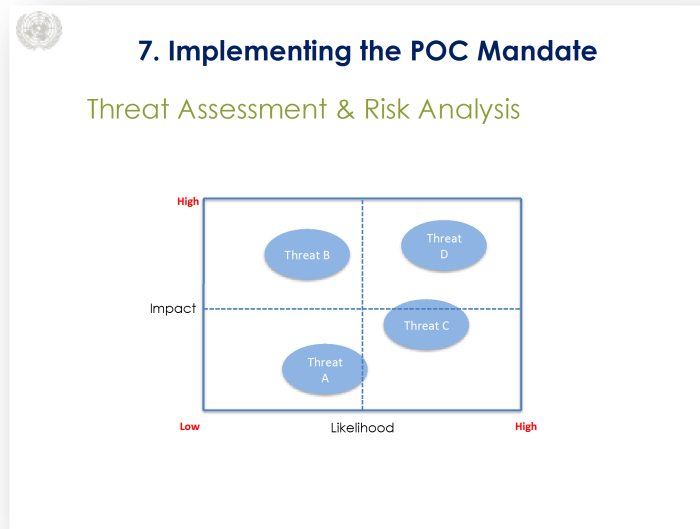
- Help implement peace agreements
- Help with reintegration of ex-combatants

## Implementing the POC Mandate



Recap on the following definitions. *Threat*: a person or thing which causes harm. *Vulnerability*: a weakness which makes one susceptible to harm. *Risk*: the likelihood of a threat occurring as a result of vulnerabilities.

### Slide 11



**Key Message:** Peacekeeping personnel need to eliminate threats or reduce risks to civilians. Missions conduct regular threat assessments and risk analysis to anticipate and prevent violence before it occurs, or at a minimum mitigate its impact on civilians. Thorough response planning follows.

Threat assessment and risk analysis needs to be in depth, forward-looking and gender-sensitive. Understanding the environment (politics, conflict drivers, local context) and being aware as situations on the ground change is key. This is called situational awareness.

### Threat Assessment

Regular threat assessments:

- Consider larger **political and security dynamics**
- Analyse **intent** and **capacity** for violence of possible perpetrators
- Assess the **opportunity** for a threat to happen – time, location, terrain and weather all influence opportunity for a perpetrator to inflict violence

A threat continues to be a threat until reliable intelligence and analysis confirm no more capacity or intent to act on threats.

### Risk Analysis

“Risk” is the likelihood of a threat occurring as a result of vulnerabilities.

Risk assessments consider:

- Likelihood of threat occurring
- Vulnerability of a civilian population – **an assessment of vulnerabilities helps to identify civilians and communities who are most at risk**
- Presence, capacity and intent of protection actors

**Risk levels can be high, medium or low.** This depends on:

- The probability or **likelihood** that violence will occur
- Real or potential **impact** of violence on civilians

**Also, the risk of physical violence increases the longer a threat is allowed to exist unaddressed.**

The UN peacekeeping mission has limited resources. Peacekeeping personnel **prioritize** threats that pose the highest level of risk to civilians. “Priority risks”:

- Are **most likely**
- Would have **greatest impact**

All missions must conduct joint analyses with all components to identify and set priorities on risks to civilians.

Prioritization is part of planning. The greatest and most likely risks to civilians get priority for action and resources.

POC complements and supports specialized protection mandates such as Child Protection and CRSV. When “putting into practice” or “operationalizing” POC, Child Protection and CRSV mandates, there is overlap in:

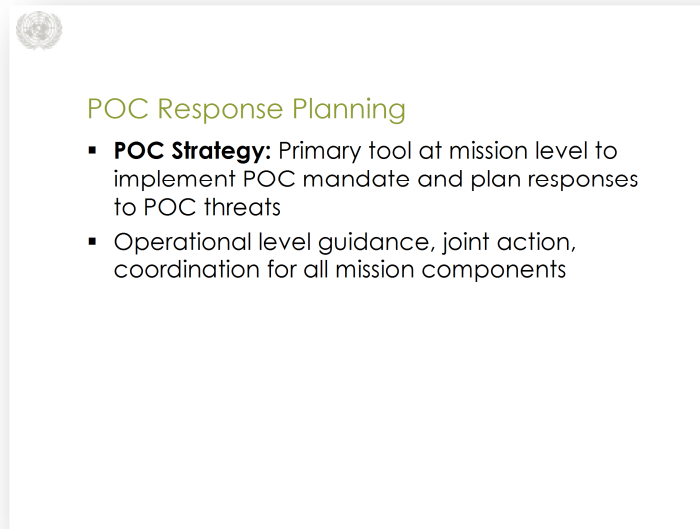
- Threat assessments
- Risk analysis
- Crisis response mechanisms

This means that implementation of the three mandates at the tactical level needs to be treated in an integrated manner.

However, POC, Child Protection and CRSV activities may be different. Child Protection and CRSV activities largely involve political advocacy and outreach activities – for

example, action plans with armed groups. These activities fall outside the immediate realm of POC work.

**Slide 12**



**Key Message:** Peacekeeping personnel need to be ready to respond on POC. A POC strategy is the main mission planning tool to:


- Carry out or “operationalize” the POC mandate
- Coordinate mission response to POC threats

A POC strategy details how a mission will fulfil its POC mandate. This includes POC roles and responsibilities. The POC strategy guides all mission units and components in drafting work plans and orders.

The mission-wide POC Strategy ensures joint and coordinated civilian-police-military action. It maps **coordination** between mission components and other partners.

**The host state has the primary responsibility to protect civilians. The mission’s protection efforts need to improve and support host government capacity.** The Human Rights Due Diligence Policy on United Nations support to non-United Nations security forces applies.

Slide 13



**Coordination with Protection Partners**

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

**Key Message:** Peacekeeping operations coordinate and cooperate with partners on POC.

**National authorities:** One aim of the mission is to strengthen national capacity in POC. A mission cooperates with national authorities across the three tiers of the Operational Concept. This includes:

- Political engagements
- Security sector reform (SSR)
- Targeted advocacy
- Joint operations or joint patrols – the Human Rights Due Diligence Policy applies

**Local communities:** Regular contact and communication with people from local communities is critical to effective POC. Threats are often local. The mission relies on community links to identify and understand threats and local protection ability. All mission components engage with communities. Community engagement with a protection focus can happen through:

- Joint Protection Teams (JPTs)
- Community Liaison Assistants (CLAs)
- Community Alert Networks
- Local protection strategies

**Humanitarian community:** “Clusters” or Working Groups include the UN, government, non-governmental organizations (NGO) and humanitarian agencies working in a sector (education, health, logistics, protection, shelter, telecommunications, water and sanitation). The **Protection Cluster** is used to coordinate the POC activities of the UN



peacekeeping mission and the humanitarian community. **Led globally by UNHCR**, the Protection Cluster members meet regularly to:

- Share information
- Discuss key POC issues and humanitarian protection strategies
- Plan protection activities

**Non-UN military forces:** Where peacekeeping missions deploy alongside parallel forces, coordination and cooperation are critical. Mandates and capacities differ. Minimum coordination is required in information sharing and operational planning. Coordination is case-by-case. It usually includes SRSG/HOM exchanges and working level cooperation through Force Headquarters, Joint Mission Analysis Centre (JMAC) and other uniformed and civilian components.

**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

The thumbnail shows a page titled 'Learning Activity' with the sub-title 'Four Phases of Response' and the reference '2.5.4'. It contains the following text:

**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

**Time:** 10 minutes

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

## Roles and Responsibilities

### Slide 14



**Key Message:** The Senior Protection of Civilians Adviser leads and coordinates mission-wide POC work.

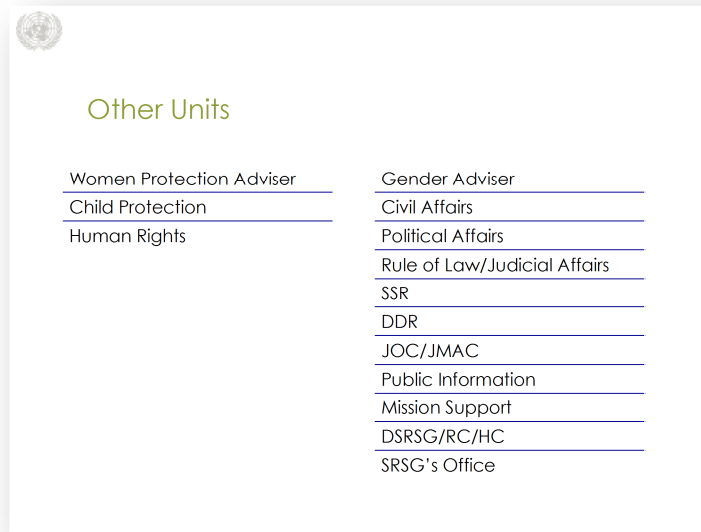
### Senior POC Adviser

- Supports and advises mission leadership on the POC mandate. This role involves advice, coordination, monitoring and reporting
- Responsible for internal coordination for effective protection response
- Coordinates POC analysis and response through the POC working group with all relevant units
- Leads the development and regular review of the POC strategy
- Ensures all mission units integrate POC into their work
- Documents POC-related best practices and lessons learned

In some missions, small **POC teams** support the Senior POC Adviser to:

- Set up POC reporting mechanisms
- Develop a POC training strategy for all mission personnel
- Coordinate POC operational planning with all components

Slide 15



**Key Message:** All parts of a mission contribute to POC in daily work. Some units have a particular protection focus.

Some units **focus on POC**.

**Women Protection Adviser (WPA):**

- Address conflict related sexual violence (CRSV).

**Child Protection Adviser (CPA):**

- Help fulfil the child protection mandate.

**Human Rights:**

- Have a critical role in the implementation of POC mandates. They monitor, advocate and report on human rights and strengthen accountability.

**Gender Adviser:**

- Play a particular role in strengthening the larger protective environment through the empowerment of women and girls.
- Promote gender-sensitive approaches to mandate implementation.

Other units **contribute to POC.**

**Civil Affairs:**

- Carry out most grassroots POC work.
- Collect valuable early warning information
- Support local POC capacities
- Address inter-communal violence through local mediation and conflict resolution
- May be assisted by Community Liaison Assistants (CLAs). CLAs speak the local language and communicate the concerns of the local people to the mission.

**Political Affairs**

- Contribute insights on peace processes and high-level developments that affect security on the ground.

**Rule of Law (ROL)/Justice, Security Sector Reform (SSR) and Disarmament, Demobilization and Reintegration (DDR):**

- Critical partners for POC because of their security work and capacity building of national partners.

**Joint Operations Centre (JOC) and Joint Mission Analysis Centre (JMAC):**

- Important partners because they provide and analyse information which informs core POC work.
- Help identify and analyse POC threats and violations.
- Such integrated mission analysis and reporting support timely mission responses. All substantive components contribute to the analysis of conflict drivers and POC threats.

**Public Information:**

- Supports POC work through outreach and spreading or dissemination of messages to the local population.

**Mission Support:**

- Necessary for successful POC work. They prioritize mission resources and capabilities for POC activities.

**The SRSG/HOM:**

- The UN Security Council directs HOMs to make POC a priority. (S/RES/1674, and S/RES/1894).

**The DSRSG/RC/HC:**

- As the Humanitarian Coordinator (HC), she/he is responsible for UN humanitarian operations in a country.

All substantive units contribute to analysis of conflict drivers and POC threats. They support mission leaders in public messaging, mediation, advocacy and political action. This support is at national and local levels.

All peacekeeping personnel implement the POC strategy.

**Slide 16**



**Key Message:** Armed personnel are crucial to POC. This includes UN military and police.

**Physical Protection:** The military has lead responsibility to provide physical protection. This is Tier II of the POC Operational Concept. Formed Police Units (FPUs) may help.

**Pro-active Approach:** A pro-active approach to POC is the most effective for police and military. This means actively controlling situations and addressing threats before they become critical, not just reacting. **Military and police can prevent and pre-empt harm to civilians through defensive and stabilizing operations. Examples:**

- **Deterrent positions and cordons**
- **Checkpoints**
- **Patrols**

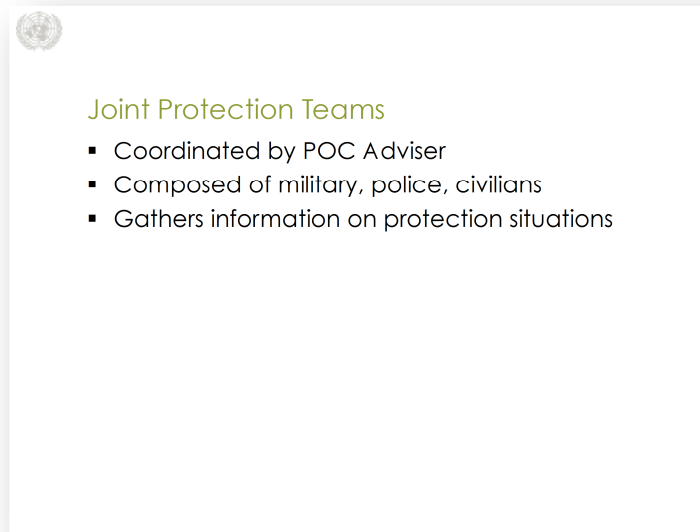
These build public confidence. A pro-active approach also considers special needs such as those of refugees, IDPs, women, children, the elderly and people with disabilities.

**Monitoring and reporting:** Military and police monitor and report POC threats and violations. They are a mission's "eyes and ears". Both share information with units that have a protection focus.

- Military peacekeeping personnel have a wide operational presence. They can watch and record actions of armed groups and civilians.
- UN Police usually work alongside national police throughout the host country and are on the ground in communities.
- Both military and police gather information for the JOC and JMAC, which use it for integrated mission reporting, analysis and response. Essential information includes:
  - **Locations of armed forces and groups**
  - **Demographics of armed forces and groups, reported by age and sex**
  - **Weapons stocks of armed forces and groups**
  - **Politics and conflict dynamics at national and local levels**

**Providing a secure and stable environment:** This supports the work of the mission and its partners.

Slide 17



Joint Protection Teams

- Coordinated by POC Adviser
- Composed of military, police, civilians
- Gathers information on protection situations

**Key Message:** Joint Protection Teams (JPTs) are an important mission-wide tool:

- Typically coordinated by the POC Adviser
- With personnel from military, police and civilian substantive units
- Part of mission effort to gather information on protection situations
- Missions deploy JPTs to priority locations identified as a result of the POC Threat Assessment


JPTs are multidisciplinary teams. JPTs are typically made up of:

- Human Rights
- Civil Affairs
- Child Protection
- Political Affairs
- JOC and JMAC
- Women Protection Advisers



## What Individual Peacekeeping Personnel Can Do

### Slide 18



#### 9. What Individual Peacekeeping Personnel Can Do

- Engage local communities
- Understand POC mandate, environment, threats
- Cooperate with mission components and partners
- Interpret the POC mandate pro-actively, try to prevent threats
- Respond, intervene

**Key Message:** All UN peacekeeping personnel have a duty to protect civilians. Peacekeeping personnel need to be ready to:

- Take action to prevent threats
- Respond when they see potential and real threats

**The actions of individual peacekeeping personnel can have a major impact on the protection of civilians.**

**The UN expects all peacekeeping personnel to:**

- Follow UN code of conduct and mission ROE/DUF
- Engage with local communities, respectfully and sensitively
- Understand the mission's POC mandate, environment and primary threats to civilians
- Interpret the POC mandate pro-actively, try to prevent threats
- Assess POC threats in one's area of work continuously and be alert to any signs of physical violence against civilians
- Understand how all work feeds into the mission's broader POC approach
- Cooperate with all mission components and partners on POC
- Adopt a gender perspective in your area of work and consider the particular vulnerabilities of women and children

## Summary

### The POC mandate: all necessary means to prevent and respond to threats of physical violence against civilians

- **“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 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 the 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.

### Threats to civilians include threats to life, physical integrity, freedom, and property from state/non-state actors

- **“Threats of physical violence”**: all hostile acts or situations likely to cause death or serious bodily injury; all sexual violence, regardless of the source, including the host government.
- Threats to civilians include:
  - Real or potential violations to the right to life and physical integrity by any party to the conflict
  - Real or potential physical harm to civilians associated with lawful actions by state or international security forces as defined in IHL
  - Real or potential physical harm to civilians from mines, unexploded ordinance (UXO) or improvised explosive devices (IED)

(Cont.)

**(Summary cont.)**

**Protection partners include the host state government, local communities, UN partners, ICRC, parallel forces, NGOs and CSOs**

- The host state government, which always has primary responsibility to protect civilians inside its borders
- Local communities
- UNHCR (UN High Commissioner for Refugees)
- OHCHR (Office for the High Commissioner for Human Rights)
- UNOCHA (UN Office for the Coordination of Humanitarian Affairs)
- UNICEF (UN Children's Fund)
- ICRC (International Committee of the Red Cross)
- Parallel forces
- Non-governmental and civil society organizations

**You must take action – engage local communities, follow POC strategy, coordinate, intervene**

- All UN peacekeeping personnel have a duty to protect civilians. Peacekeeping personnel need to be ready to:
  - Take action to prevent threats
  - Respond when they see potential and real threats
- All UN peacekeeping personnel implement the POC strategy.
- Individual peacekeeping personnel must:
  - Follow international and local laws
  - Behave professionally
  - Respect local culture and people
  - Engage local communities
  - Understand POC mandate, environment, threats
  - Cooperate with mission components and partners

## 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

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.

Evaluation Questions for Lesson 2.5	
Questions	Answers
<b>Narrative</b> <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Explain the specific meaning of each underlined phrase in the definition of POC for UN peacekeeping. <i>"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."</i>	<p><b>"Threats of physical violence"</b></p> <ul style="list-style-type: none"> <li>▪ all hostile acts or situations likely to cause death or serious bodily injury</li> <li>▪ all sexual violence, regardless of source, including host government</li> </ul> <p><b>"All necessary means"</b>. Different mandates authorize use of:</p> <ul style="list-style-type: none"> <li>▪ "all necessary means"</li> <li>▪ "necessary action" or</li> <li>▪ "all necessary measures"</li> </ul> to protect civilians "under imminent threat". <p><b>"Up to and including the use of deadly force (as a last resort)"</b></p> <ul style="list-style-type: none"> <li>▪ principle at work is use of minimum force necessary to achieve an objective</li> </ul>

	<ul style="list-style-type: none"> <li>▪ missions always weigh use of force carefully</li> <li>▪ authorization to use force can be a deterrent</li> <li>▪ reflects full commitment from the international community</li> </ul> <p><b>“Within capabilities”:</b></p> <ul style="list-style-type: none"> <li>▪ abilities, powers, capacities</li> <li>▪ no peacekeeping force can address all protection threats</li> <li>▪ recognizes practical resource constraints and operational challenges</li> </ul> <p><b>“Without prejudice to the responsibility of the host government”:</b></p> <ul style="list-style-type: none"> <li>▪ sovereign governments have primary responsibility to protect civilians inside their borders</li> <li>▪ presence of a peacekeeping mission does not reduce this responsibility</li> </ul>
<p>2. What vulnerable groups may be targets of violence and require special protection measures?</p>	<ul style="list-style-type: none"> <li>▪ Children</li> <li>▪ Women</li> <li>▪ Ethnic minorities</li> <li>▪ Religious minorities</li> <li>▪ Refugees</li> <li>▪ IDPs</li> <li>▪ People with disabilities</li> <li>▪ Wounded people</li> <li>▪ Elderly people</li> </ul>
<p>3. What are the three tiers in the DPKO-DFS operational concept on POC? Describe the work in each tier.</p>	<p><b>Tier I: Protection through dialogue and engagement</b></p> <ul style="list-style-type: none"> <li>▪ dialogue with perpetrators or possible perpetrators</li> <li>▪ conflict resolution and mediation between parties to a conflict</li> <li>▪ mission may use “good offices” to persuade a government and others to intervene to protect civilians</li> <li>▪ public information and reporting on POC also support the mandate</li> </ul> <p><b>Tier II: Provision of physical protection</b></p> <ul style="list-style-type: none"> <li>▪ military and police show or use force to prevent, deter, and respond to physical violence against civilians</li> </ul>

	<ul style="list-style-type: none"> <li>▪ substantive sections help guide objectives and conduct of military and police operations</li> <li>▪ mission units work together in joint POC planning and coordination structures.</li> </ul> <p><b>Tier III: Establishment of a protective environment</b></p> <ul style="list-style-type: none"> <li>▪ medium and long-term peacebuilding objectives drive work on Tier III</li> <li>▪ UN Country Team is a key partner, with resources and programmes</li> </ul>
<p>4. What four phases guide POC work? Name and explain, with examples.</p>	<p><b>Prevention:</b></p> <ul style="list-style-type: none"> <li>▪ main objective of POC</li> <li>▪ prevention phase work is in areas with no clear threat to civilians</li> <li>▪ tasks are mostly Tier III, building a protective environment             <ul style="list-style-type: none"> <li>- human rights monitoring</li> <li>- conflict mitigation</li> <li>- ensuring a visible presence by UN military and police</li> <li>- community engagement, early warning and alert</li> </ul> </li> </ul> <p><b>Pre-emption</b></p> <ul style="list-style-type: none"> <li>▪ mission knows likely threats and anticipates attacks against civilians</li> <li>▪ pre-emptive work continues, especially in areas under threat:             <ul style="list-style-type: none"> <li>- public information and advocacy campaigns,</li> <li>- credible deterrence actions by the military and police.</li> </ul> </li> </ul> <p><b>Response:</b></p> <ul style="list-style-type: none"> <li>▪ occurs when physical violence against civilians is obvious</li> <li>▪ mission aim is to stop aggressors from conducting hostile acts</li> <li>▪ political, legal and security responses apply</li> <li>▪ mission and host authorities coordinate response</li> </ul>

	<ul style="list-style-type: none"> <li>- further political engagement with parties to the conflict,</li> <li>- provision of direct physical protection to civilians.</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>▪ possible when violence against civilians has subsided</li> <li>▪ consolidation needs stabilization, peace-building</li> <li>▪ partners are active, UNCT and non-UN             <ul style="list-style-type: none"> <li>- help implement peace agreements,</li> <li>- help with re-integration of ex-combatants.</li> </ul> </li> </ul>
<p>5. Name three types of threats to civilians.</p>	<p>Real or potential:</p> <ol style="list-style-type: none"> <li>1. <b>violations of right to life and physical integrity</b>, by any party to the conflict</li> <li>2. physical harm to civilians associated with <b>lawful actions by state or international security forces</b> as defined in IHL</li> <li>3. harm to civilians from <b>mines, unexploded ordnance (UXO) or IEDs</b></li> </ol>
<p>6. Who are the main non-mission partners in POC? Name and give examples of contributions.</p>	<p><b>Host State Government</b></p> <ul style="list-style-type: none"> <li>▪ always has primary responsibility to protect civilians within its borders</li> </ul> <p><b>Local communities</b></p> <ul style="list-style-type: none"> <li>▪ interventions by peacekeepers need to strengthen existing survival strategies</li> </ul> <p><b>UNHCR</b></p> <ul style="list-style-type: none"> <li>▪ staff work in host communities, refugee and IDP camps</li> <li>▪ help with legal, material, physical protection</li> <li>▪ minimize potential threats of violence to displaced people</li> <li>▪ try to provide minimum of shelter, food, water and medical care to refugees</li> </ul> <p><b>OHCHR</b></p> <ul style="list-style-type: none"> <li>▪ promotes and protects human rights</li> <li>▪ integrates human rights into UN country engagement, including</li> </ul>

	<p>peace operations</p> <ul style="list-style-type: none"> <li>▪ works with DPKO and DFS on human rights in peacekeeping operations</li> <li>▪ guides and supports implementation of human rights mandates</li> </ul> <p><b>UNOCHA</b></p> <ul style="list-style-type: none"> <li>▪ leads on coordination of humanitarian affairs</li> <li>▪ mobilizes funds and coordinates humanitarian work with partners to             <ul style="list-style-type: none"> <li>- alleviate human suffering in disaster and emergency</li> <li>- advocate for rights of people in need</li> <li>- promote readiness and prevention</li> <li>- facilitate lasting solutions</li> </ul> </li> </ul> <p><b>UNICEF</b></p> <ul style="list-style-type: none"> <li>▪ leads on children, engages in child protection</li> <li>▪ prevents and responds to violence against children, exploitation and abuse</li> <li>▪ monitors and reports on IHL and human rights violations against children in conflict</li> </ul> <p><b>ICRC</b></p> <ul style="list-style-type: none"> <li>▪ guardian of IHL</li> <li>▪ mission to protect lives and dignity of victims of armed conflict, other violent situations, and provide them with help</li> </ul> <p><b>Parallel Forces</b></p> <ul style="list-style-type: none"> <li>▪ can deploy more quickly than the UN</li> <li>▪ able to quell spiraling violence before UN operation arrives</li> <li>▪ SC approves deployment of parallel force</li> </ul> <p><b>NGOs and Civil Society</b></p> <ul style="list-style-type: none"> <li>▪ help protect civilians</li> <li>▪ deliver humanitarian aid</li> <li>▪ monitor and report on human rights abuses</li> <li>▪ help reform judicial institutions</li> </ul>
<p>7. UN expectations of all peacekeepers on POC span 10</p>	<p>1. follow international and local laws 2. behave professionally</p>



<p>main points in the lesson. Name them all.</p>	<ol style="list-style-type: none"> <li>3. know and follow UN code of conduct and mission ROE/DUF</li> <li>4. respect local culture and people</li> <li>5. engage with local communities respectfully and sensitively</li> <li>6. understand the mission's POC mandate, environment and primary threats to civilians</li> <li>7. assess POC threats in one's area of work continuously, and be alert to any signs of physical violence against civilians</li> <li>8. understand how all work feeds into the mission's broader POC approach</li> <li>9. interpret the POC mandate pro-actively, try to prevent threats</li> <li>10. cooperate with all mission and non-mission partners on POC</li> </ol>
<b>Fill in the Blanks</b>	
<p>8. The UN expects all peacekeepers to protect civilians from _____.</p>	<p>Physical violence People may answer: violations of human rights.</p>
<p>9. Protecting civilians requires effort from a _____ mission.</p>	<p>Whole</p>
<p>10. It is the primary duty of the _____ to protect citizens.</p>	<p>State</p> <ul style="list-style-type: none"> <li>▪ protection is not solely a peacekeeping responsibility</li> <li>▪ a mission helps a state re-establish protection capacity</li> </ul>
<p>11. Most effective protection is _____.</p>	<p>Prevention</p>
<p>12. A civilian is _____.</p>	<ul style="list-style-type: none"> <li>▪ someone not in the military</li> <li>▪ any person not active in military, police or belligerent group in a conflict</li> <li>▪ in IHL, any person not directly taking part in hostilities or other acts of violence</li> </ul>
<b>True False</b>	
<p>13. All civilians have the same protection needs.</p>	<p><b>False</b> Women, children and other vulnerable groups have special protection needs – elderly, disabled.</p>

<p>14. Missions work on one tier of the POC operational concept at a time.</p>	<p><b>False</b> Missions work on all three tiers at the same time – they reinforce each other in addressing protection.</p> <ol style="list-style-type: none"><li>1. Dialogue and engagement</li><li>2. Provision of physical protection</li><li>3. Establishment of protection environment</li></ol>
--	---

**Commonly Asked Questions and Key Words**

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
<b>Civilian</b>	A <b>civilian</b> is someone not in the military. Expanded definition: any person not active in military or police, or in a belligerent group in a conflict. In international humanitarian law, 'civilian' refers to any person not directly taking part in hostilities or other acts of violence.

**Commonly asked questions from participants:**

Possible Questions	Possible Responses
What is the "Responsibility to protect"?	<p>In September 2005, the UN General Assembly held a high-level meeting or summit. Heads of states agreed that:</p> <ul style="list-style-type: none"> <li>• Each state has primary responsibility to prevent and protect its people from genocide, war crimes, crimes against humanity and ethnic cleansing;</li> <li>• The international community has responsibility to help states;</li> <li>• The international community should use diplomatic, humanitarian and other peaceful means to protect populations from these crimes. When a state fails to protect its people or does protect criminals, the international community must take stronger measures including collective use of force. Legal reference is Chapter VII of the UN Charter.</li> </ul> <p>"Responsibility to protect" is known as R2P, or RtoP. R2P goes beyond principles of peacekeeping to focus on extreme threats. The principle of consent of the host state, which applies in peacekeeping, does not apply to R2P.</p> <p>Protection of civilians (POC) and responsibility to protect (R2P) cover different priorities.</p>

## 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 of 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](#)
- [Secretary General's Bulletin Observance by United Nations forces of international humanitarian law \(ST/SGB/1999/13\)](#)
- [Convention relating to the Status of Refugees, 1951](#)
- [Guiding Principles on Internal Displacement, 1998](#)
- [Rome Statute of the International Criminal Court \(ICC\), 1998](#) (came into force in 2002)
- [Security Council resolution 1674 \(2006\) on the protection of civilians in armed conflict \(S/RES/1674\)](#)
- [Security Council resolution 1738 \(2006\) on the protection of civilians in armed conflict \(S/RES/1738\)](#)
- [Security Council resolution 1820 \(2008\) on Women Peace and Security \(S/RES/1820\)](#)
- [Security Council Resolution 1894 \(2009\) on the protection of civilians in armed conflict \(S/RES/1894\)](#)
- [Security Council resolution 1998 \(2011\) on children and armed conflict \(S/RES/1998\)](#)
- [Security Council Resolution 2150 \(2014\) on prevention and fight against genocide and other serious crimes under international law\(S/RES/2150\)](#)
- [DPKO-DFS Policy on the Protection of Civilians \(POC\) in UN Peacekeeping, 2015](#)
- [DPKO-DFS Guidelines on Use of Force by Military Components in UN Peacekeeping Operations, 2017](#)
- [DPKO-DFS Protection of Civilians: Implementing Guidelines for Military Components of UN Peacekeeping Missions, 2015](#)
- [UN Policy on Human Rights in United Nations Peace Operations and Political Missions, 2011](#)
- [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](#)

## 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 DPKO website for Protection of Civilians:

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

### 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>

[Mandated to Protect: Protection of Civilians in Peacekeeping Operations \(43:12 minutes\)](#)

[Shielding the innocent: UN seeks to boost protection of civilians in armed conflict \(1:54 minutes\)](#)

### **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 peacekeeping training materials can be found on the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community/Training>

UN peacekeeping Specialised Training Materials (STMs) include:

Protection of Civilians Operational Level (POC OL)

Protection of Civilians Operational Level (POC TL)

Integrated Protection of Civilians Training (IPOC) – for UN Military

UN mandatory training 'United Nations Human Rights Responsibilities' can be accessed on Inspira: <http://inspira.un.org>

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 2.5



---

## Protection of Civilians



# Relevance

Protection of Civilians (POC) is:

- A priority for the Security Council
- A responsibility for all peacekeeping personnel





# Learning Outcomes

Learners will:

- Explain the POC mandate
- List examples of threats civilians face in armed conflict
- Describe the range of protection partners that operate alongside UN peacekeeping operations
- Explain the DPKO-DFS Operational Concept
- List actions to implement the POC mandate



# Learning Overview

1. Definitions
2. Importance of POC
3. Legal Framework
4. Protection Partners
5. DPKO-DFS Policy on POC
6. DPKO-DFS Operational Concept on POC
7. Implementing the POC Mandate
8. Roles & Responsibilities
9. What Individual Peacekeeping Personnel Can Do



### Critical Incidents: Bystander or First-Responder?

---

#### **Instructions:**

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

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

- Brainstorming: 3 minutes
- Discussion: 2 minutes



# 1. Definitions

## POC Mandate

- “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”.



## Standard Mandate Language

---

### 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”

### Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



## Civilian

- Any person who is not or is no longer directly participating in hostilities or other acts of violence





# Threats

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



## Vulnerability Factors

- Individual, community factors
- Environmental factors
- Access to assistance
- Self-sufficiency





## Vulnerability and Threats

---

### **Instructions:**

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

### **Time:** 10 minutes

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



## 2. Importance of Protecting Civilians

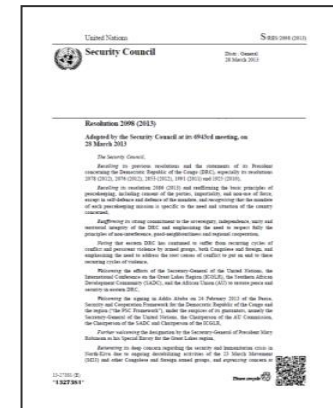
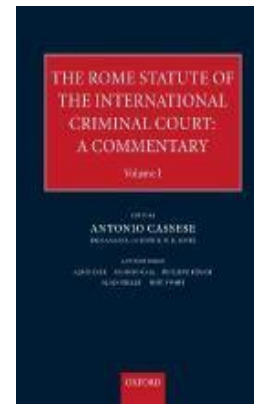
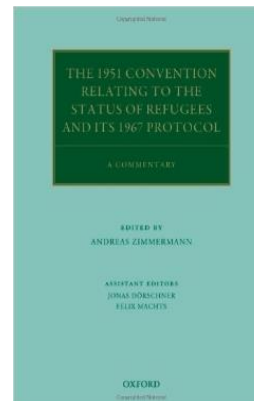
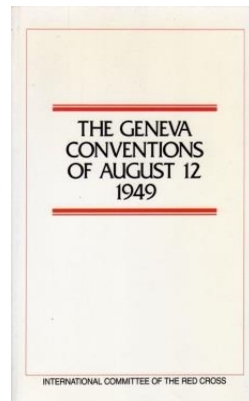
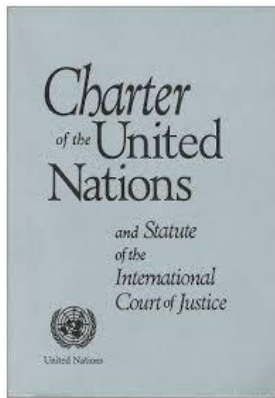
- Harmed unintentionally
- Deliberate targets
- Women and children suffer disproportionately





# 3. Legal Framework

- International Law
- Security Council resolutions
- National laws





## 4. Protection Partners

- Host state government
- Local communities
- UN partners – UNHCR, OHCHR, OCHA, UNICEF
- ICRC
- Non-UN military forces
- NGOs, civil society organizations – national, international



## 5. DPKO-DFS Policy on POC

### Guiding Principles

- Primary responsibility of host government
- Grounded in international law
- Whole of mission approach
- Priority mandate
- Cooperation with humanitarian actors
- Obligation of peacekeeping personnel
- Community-based approach
- Impartiality
- Gender perspective and child protection concerns



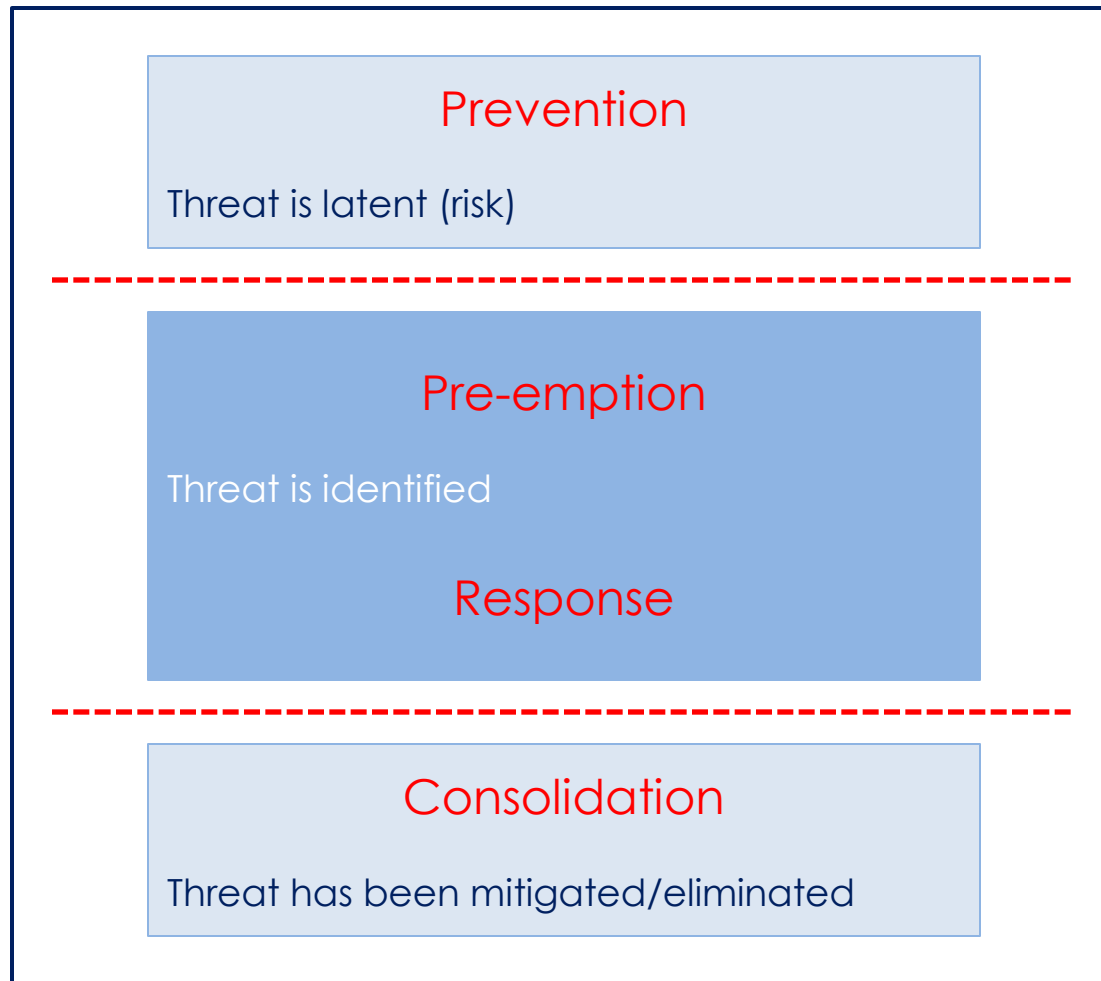
## 6. DPKO-DFS Operational Concept on POC

### Three Tiers

- **Tier I:** Protection through dialogue and engagement
- **Tier II:** Provision of physical protection
- **Tier III:** Establishment of a protective environment



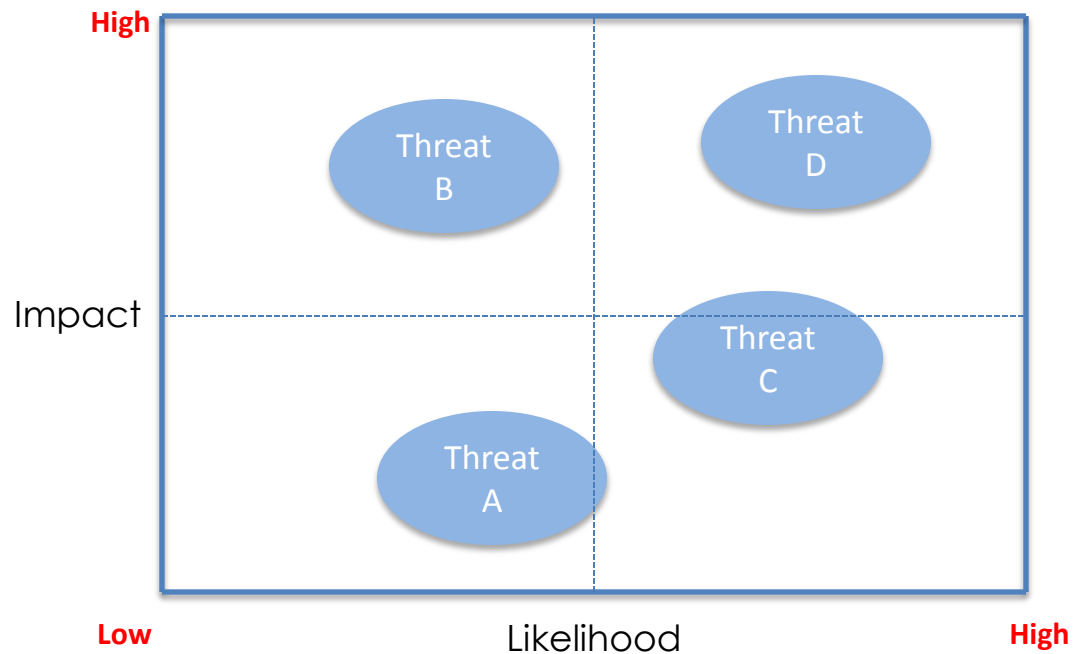
# Four Phases of Response





# 7. Implementing the POC Mandate

## Threat Assessment & Risk Analysis







## POC Response Planning

- **POC Strategy:** Primary tool at mission level to implement POC mandate and plan responses to POC threats
- Operational level guidance, joint action, coordination for all mission components



## Coordination with Protection Partners

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



### Four Phases of Response

#### **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

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

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



## 8. Roles & Responsibilities

### Protection Adviser

- Supports and advises mission leadership
- Development and regular review of mission-wide POC strategy
- Advisory, coordination, monitoring & reporting role
- Integrates POC concerns across the mission

Goal

Protection of  
Civilians



## Other Units

Women Protection Adviser

---

Child Protection

---

Human Rights

Gender Adviser

---

Civil Affairs

---

Political Affairs

---

Rule of Law/Judicial Affairs

---

SSR

---

DDR

---

JOC/JMAC

---

Public Information

---

Mission Support

---

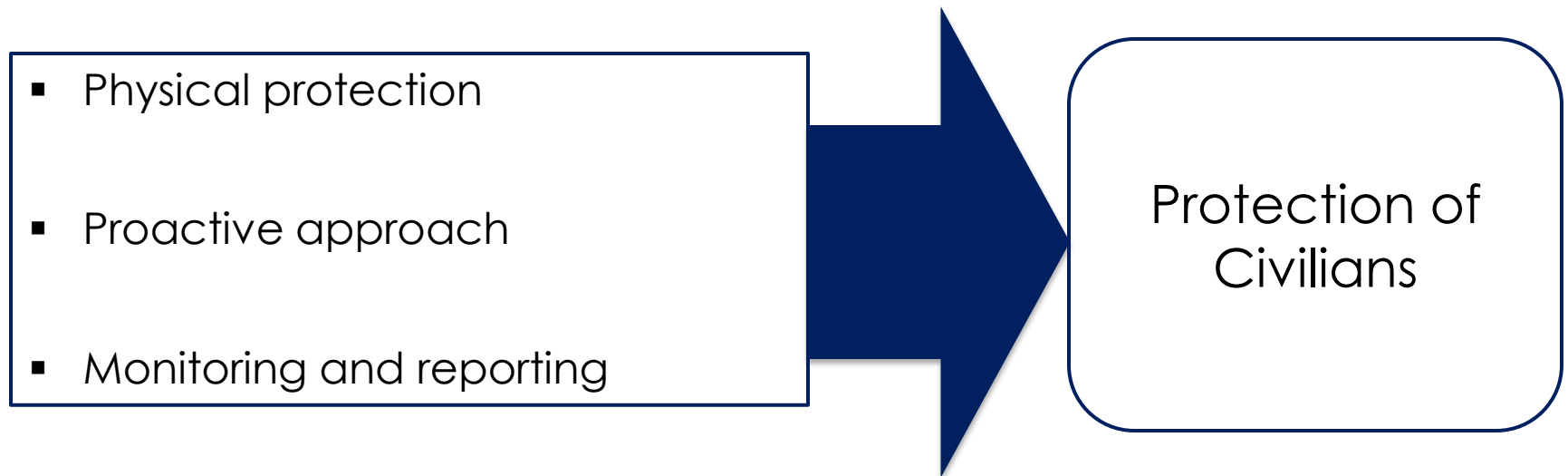
DSRSG/RC/HC

---

SRSG's Office



# Special Roles of Military & Police





## Joint Protection Teams

- Coordinated by POC Adviser
- Composed of military, police, civilians
- Gathers information on protection situations



## 9. What Individual Peacekeeping Personnel Can Do

- Engage local communities
- Understand POC mandate, environment, threats
- Cooperate with mission components and partners
- Interpret the POC mandate pro-actively, try to prevent threats
- Respond, intervene





# Summary of Key Messages

- POC mandate – all necessary means to prevent and respond to threats of physical violence against civilians
- Threats to civilians – life, physical integrity, freedom, property from state/non-state actors
- Protection partners – host state government, local communities, UNHCR, OHCHR, OCHA, UNICEF, ICRC, parallel forces, NGOs, CSOs
- Take action – engage local communities, follow POC strategy, 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
2.5.1	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](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>Learning Activity 2.5.1 Image 1</p>	<p>A house on fire – response by fire-fighters</p> <p>Source of photo: <a href="http://www.wendyweirrelocation.com/what-you-should-know-about-home-fire-insurance-coverage/">http://www.wendyweirrelocation.com/what-you-should-know-about-home-fire-insurance-coverage/</a></p>
<p>2.</p>  <p>Learning Activity 2.5.1 Image 2</p>	
<p>3.</p>  <p>Learning Activity 2.5.1 Image 3</p>	<p>A car accident – response by paramedics</p> <p>Source of photo: <a href="https://www.mcminnlaw.com/car-accident-fatality-claims-life-kassie-renee-mccright/">https://www.mcminnlaw.com/car-accident-fatality-claims-life-kassie-renee-mccright/</a></p>
<p>4.</p>  <p>Learning Activity 2.5.1 Image 4</p>	



<p>5.</p> <p>Learning Activity 2.5.1</p> <p>Image 5</p>  <p>UN Case Pre-Deployment Training Materials 2014</p>	<p>A physical attack – response by security personnel (police, army)</p> <p>Source of photo:</p> <p><a href="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/">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/</a></p>
<p>6.</p> <p>Learning Activity 2.5.1</p> <p>Image 6</p>  <p>UN Case Pre-Deployment Training Materials 2014</p>	
<p>7.</p> <p>Learning Activity 2.5.1</p> <p>Image 7</p>  <p>UN Case Pre-Deployment Training Materials 2014</p>	<p>A car in a flood (natural disaster) – response by police</p> <p>Source of photo:</p> <p><a href="http://www.huffingtonpost.com/2015/02/17/police-rescue-drowning-woman-from-car_n_6699980.html">http://www.huffingtonpost.com/2015/02/17/police-rescue-drowning-woman-from-car_n_6699980.html</a></p>
<p>8.</p> <p>Learning Activity 2.5.1</p> <p>Image 8</p>  <p>UN Case Pre-Deployment Training Materials 2014</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**

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

**2.5.3 Learning Activity Material: Vulnerability and Threats**

**Vulnerability**

<b>Vulnerability Factor</b>	<b>Community</b>
<p><b>Individual/Community Factors</b> (Age, gender, sex, ethnicity, religion, political affiliation, social status)</p>	
<p><b>Environmental Factors</b> (Geographic location, level of urbanization, proximity and capacity of state authority in the area, level of infrastructure and communication)</p>	
<p><b>Access to Assistance</b> (Ability to access services and interact)</p>	
<p><b>Self-Sufficiency</b>  (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

<b>National Authorities</b>	Political engagements; security sector reform programmes; targeted advocacy; joint operations or joint patrolling
<b>Local Communities</b>	Dialogue with local population; mission-wide community engagement cooperation mechanisms such as Joint Protection Teams, Community Liaison Assistants, Community Alert Networks, localized protection strategies
<b>Humanitarian Community</b>	Protection Cluster led by UNHCR
<b>Parallel Forces</b>	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**

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

**2.5.4 Learning Activity Material: Four Phases of Response**

**Action Plan**

<b>Phase</b>	<b>Main Activities</b>	<b>Military Roles</b>	<b>Police Roles</b>	<b>Civilian Roles</b>
Prevention				
Pre-emption				
Response				
Consolidation				



# Learning Activity 2.5.1

Image 1





# Learning Activity 2.5.1

## Image 2





## Learning Activity 2.5.1

### Image 3





## Learning Activity 2.5.1

Image 4







## Learning Activity 2.5.1

### Image 5





## Learning Activity 2.5.1

Image 6





## Learning Activity 2.5.1

### Image 7





## Learning Activity 2.5.1

### Image 8



## Evaluation

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

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

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.

Evaluation Questions for Lesson 2.5	
Questions	Answers
<p><b>Narrative</b></p> <p><i>Note: Frame narrative evaluations as questions, requests or directions</i></p>	
<p>1. Explain the specific meaning of each underlined phrase in the definition of POC for UN peacekeeping.  <i>“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.”</i></p>	<p><b>“Threats of physical violence”</b></p> <ul style="list-style-type: none"> <li>▪ all hostile acts or situations likely to cause death or serious bodily injury</li> <li>▪ all sexual violence, regardless of source, including host government</li> </ul> <p><b>“All necessary means”.</b> Different mandates authorize use of:</p> <ul style="list-style-type: none"> <li>▪ “all necessary means”</li> <li>▪ “necessary action” or</li> <li>▪ “all necessary measures”</li> </ul> <p>to protect civilians “under imminent threat”.</p> <p><b>“Up to and including the use of deadly force (as a last resort)”</b></p> <ul style="list-style-type: none"> <li>▪ principle at work is use of minimum force necessary to achieve an objective</li> <li>▪ missions always weigh use of force carefully</li> <li>▪ authorization to use force can be a deterrent</li> <li>▪ reflects full commitment from the international community</li> </ul>

	<p><b>“Within capabilities”:</b></p> <ul style="list-style-type: none"> <li>▪ abilities, powers, capacities</li> <li>▪ no peacekeeping force can address all protection threats</li> <li>▪ recognizes practical resource constraints and operational challenges</li> </ul> <p><b>“Without prejudice to the responsibility of the host government”:</b></p> <ul style="list-style-type: none"> <li>▪ sovereign governments have primary responsibility to protect civilians inside their borders</li> <li>▪ presence of a peacekeeping mission does not reduce this responsibility</li> </ul>
<p>2. What vulnerable groups may be targets of violence and require special protection measures?</p>	<ul style="list-style-type: none"> <li>▪ Children</li> <li>▪ Women</li> <li>▪ Ethnic minorities</li> <li>▪ Religious minorities</li> <li>▪ Refugees</li> <li>▪ IDPs</li> <li>▪ People with disabilities</li> <li>▪ Wounded people</li> <li>▪ Elderly people</li> </ul>
<p>3. What principles in DPKO-DFS policy guide POC in peacekeeping?</p>	<ul style="list-style-type: none"> <li>▪ primary responsibility of host governments</li> <li>▪ grounded in international law</li> <li>▪ whole of mission</li> <li>▪ priority mandate</li> <li>▪ cooperation with humanitarian actors</li> <li>▪ obligation of peacekeepers</li> <li>▪ community-based approach</li> <li>▪ impartiality</li> <li>▪ gender perspective – tailoring actions to specific needs of males and females</li> <li>▪ child protection concerns</li> </ul>
<p>4. What are the three tiers in the DPKO-DFS operational concept on POC? Describe the work in each tier.</p>	<p><b>Tier I: Protection through dialogue and engagement</b></p> <ul style="list-style-type: none"> <li>▪ dialogue with perpetrators or possible perpetrators</li> <li>▪ conflict resolution and mediation between parties to a conflict</li> <li>▪ mission may use “good offices” to persuade a government and others to intervene to protect civilians</li> <li>▪ public information and reporting on POC also support the mandate</li> </ul>

	<p><b>Tier II: Provision of physical protection</b></p> <ul style="list-style-type: none"> <li>▪ military and police show or use force to prevent, deter, and respond to physical violence against civilians</li> <li>▪ substantive sections help guide objectives and conduct of military and police operations</li> <li>▪ mission units work together in joint POC planning and coordination structures.</li> </ul> <p><b>Tier III: Establishment of a protective environment</b></p> <ul style="list-style-type: none"> <li>▪ medium and long-term peacebuilding objectives drive work on Tier III</li> <li>▪ UN Country Team is a key partner, with resources and programmes</li> </ul>
<p>5. What four phases guide POC work? Name and explain, with examples.</p>	<p><b>Prevention:</b></p> <ul style="list-style-type: none"> <li>▪ main objective of POC</li> <li>▪ prevention phase work is in areas with no clear threat to civilians</li> <li>▪ tasks are mostly Tier III, building a protective environment             <ul style="list-style-type: none"> <li>- human rights monitoring</li> <li>- conflict mitigation</li> <li>- ensuring a visible presence by UN military and police</li> <li>- community engagement, early warning and alert</li> </ul> </li> </ul> <p><b>Pre-emption</b></p> <ul style="list-style-type: none"> <li>▪ mission knows likely threats and anticipates attacks against civilians</li> <li>▪ pre-emptive work continues, especially in areas under threat:             <ul style="list-style-type: none"> <li>- public information and advocacy campaigns,</li> <li>- credible deterrence actions by the military and police.</li> </ul> </li> </ul> <p><b>Response:</b></p> <ul style="list-style-type: none"> <li>▪ occurs when physical violence against civilians is obvious</li> <li>▪ mission aim is to stop aggressors from conducting hostile acts</li> <li>▪ political, legal and security responses apply</li> <li>▪ mission and host authorities coordinate response</li> </ul>

	<ul style="list-style-type: none"> <li>- further political engagement with parties to the conflict,</li> <li>- provision of direct physical protection to civilians.</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>▪ possible when violence against civilians has subsided</li> <li>▪ consolidation needs stabilization, peace-building</li> <li>▪ partners are active, UNCT and non-UN             <ul style="list-style-type: none"> <li>- help implement peace agreements,</li> <li>- help with re-integration of ex-combatants.</li> </ul> </li> </ul>
<p>6. Name three types of threats to civilians.</p>	<p>Real or potential:</p> <ol style="list-style-type: none"> <li>1. <b>violations of right to life and physical integrity</b>, by any party to the conflict</li> <li>2. physical harm to civilians associated with <b>lawful actions by state or international security forces</b> as defined in IHL</li> <li>3. harm to civilians from <b>mines, unexploded ordinance (UXO) or IEDs</b></li> </ol>
<p>7. What do threat assessments consider?</p>	<ul style="list-style-type: none"> <li>▪ larger political and security dynamics</li> <li>▪ intent and capacity for violence of possible perpetrators</li> <li>▪ opportunity for a threat to happen             <ul style="list-style-type: none"> <li>- time, location, terrain, weather</li> <li>- all influence opportunity for a perpetrator to inflict violence</li> </ul> </li> </ul>
<p>8. What are five long-lasting consequences of social violence and violent conflict?</p>	<ul style="list-style-type: none"> <li>▪ family separation</li> <li>▪ community fracture</li> <li>▪ displacement</li> <li>▪ reduced access to services and care</li> <li>▪ absence of health, education, water, sanitation services</li> </ul>
<p>9. Describe what a vulnerability assessment considers.</p>	<ul style="list-style-type: none"> <li>▪ communities at risk</li> <li>▪ individual, community and environmental factors             <ul style="list-style-type: none"> <li>- <b>Individual and community:</b> age, gender, sex, ethnicity, religion, political affiliation, social status</li> <li>- <b>Environmental:</b> location, presence of state authority in area, levels of urbanization, roads, wells, communication</li> </ul> </li> <li>▪ presence and capacity of different forms of protection</li> </ul>



	<ul style="list-style-type: none"> <li>- <b>access to assistance</b></li> <li>- <b>self-sufficiency</b> – community's own self-protection strategies, early warning, self-defence, flight</li> </ul>
10. What are the two main parts of a <u>POC risk</u> ?	<ul style="list-style-type: none"> <li>▪ probability or likelihood violence will occur</li> <li>▪ real or potential impact of violence on civilians</li> </ul>
11. What are the two main parts of a <u>POC risk assessment</u> ?	<ul style="list-style-type: none"> <li>▪ threats because of a civilian group's vulnerability</li> <li>▪ presence, capacity and intent of protection actors</li> </ul>
12. POC mandates challenge missions and peacekeepers. Name seven specific challenges.	<ul style="list-style-type: none"> <li>▪ Limited equipment and capacity, shortages</li> <li>▪ Vast territories, difficult terrains</li> <li>▪ Expectations management</li> <li>▪ Language, culture</li> <li>▪ Unconventional threats – mines, suicide attacks</li> <li>▪ Being a target</li> <li>▪ Consent of host government</li> </ul>
13. How are priority POC risks determined?	Priority risks: <ul style="list-style-type: none"> <li>▪ most <i>likely</i></li> <li>▪ would have <i>greatest impact</i></li> </ul>
14. Explain a POC strategy and its importance to a mission.	POC strategy: <ul style="list-style-type: none"> <li>▪ prepares a peacekeeping mission to respond to POC</li> <li>▪ main mission tool to                             <ul style="list-style-type: none"> <li>- carry out POC mandate</li> <li>- plan mission response to POC threats</li> </ul> </li> <li>▪ details specific steps and guides all mission units in drafting work plans and orders</li> <li>▪ ensures joint and coordinated civilian-police-military action</li> <li>▪ maps coordination a) between mission units, b) between mission and other partners</li> </ul>
15. Describe role and responsibilities of Senior POC Advisor, POC teams, and POC Working Group.	<p><b>Senior POC Advisor</b></p> <ul style="list-style-type: none"> <li>▪ responsible for internal coordination on effective protection</li> <li>▪ ensure a single POC response across all parts of a mission</li> <li>▪ supports and advises mission leadership on POC mandate</li> <li>▪ advice, coordination, monitoring and reporting</li> </ul> <p><b>POC Teams</b></p> <p>In some missions, small teams support</p>

	<p>the Senior POC Advisor:</p> <ul style="list-style-type: none"> <li>▪ lead development and regular review of a POC strategy</li> <li>▪ set up POC reporting</li> <li>▪ develop a training strategy, based on assessed needs</li> <li>▪ coordinate POC planning</li> <li>▪ ensure all mission units integrate POC work</li> </ul> <p><b>POC Working Group</b></p> <ul style="list-style-type: none"> <li>▪ missions typically set up a POC Working Group, to coordinate POC analysis and response</li> <li>▪ senior POC Advisor chairs the POC Working Group</li> <li>▪ all relevant units attend</li> </ul>
<p>16. What are Joint Protection Teams and how do they work?</p>	<ul style="list-style-type: none"> <li>▪ an important mission-wide tool</li> <li>▪ part of mission effort to manage information on protection situations</li> <li>▪ missions deploy JPTs to priority locations – POC Threat Matrix identifies</li> <li>▪ typically coordinated by POC Adviser</li> <li>▪ with staff from military, police, civilian substantive units             <ul style="list-style-type: none"> <li>- Human Rights</li> <li>- Civil Affairs</li> <li>- Child Protection</li> <li>- Political Affairs</li> <li>- JOC and JMAC</li> <li>- Women Protection Advisers</li> </ul> </li> </ul>
<p>17. Who are the main non-mission partners in POC? Name and give examples of contributions.</p>	<p><b>Host State Government</b></p> <ul style="list-style-type: none"> <li>▪ always has primary responsibility to protect civilians within its borders</li> </ul> <p><b>Local communities</b></p> <ul style="list-style-type: none"> <li>▪ interventions by peacekeepers need to strengthen existing survival strategies</li> </ul> <p><b>UNHCR</b></p> <ul style="list-style-type: none"> <li>▪ staff work in host communities, refugee and IDP camps</li> <li>▪ help with legal, material, physical protection</li> <li>▪ minimize potential threats of violence to displaced people</li> <li>▪ try to provide minimum of shelter, food, water and medical care to refugees</li> </ul>

	<p><b>OHCHR</b></p> <ul style="list-style-type: none"> <li>▪ promotes and protects human rights</li> <li>▪ integrates human rights into UN country engagement, including peace operations</li> <li>▪ works with DPKO and DFS on human rights in peacekeeping operations</li> <li>▪ guides and supports implementation of human rights mandates</li> </ul> <p><b>UNOCHA</b></p> <ul style="list-style-type: none"> <li>▪ leads on coordination of humanitarian affairs</li> <li>▪ mobilizes funds and coordinates humanitarian work with partners to             <ul style="list-style-type: none"> <li>- alleviate human suffering in disaster and emergency</li> <li>- advocate for rights of people in need</li> <li>- promote readiness and prevention</li> <li>- facilitate lasting solutions</li> </ul> </li> </ul> <p><b>UNICEF</b></p> <ul style="list-style-type: none"> <li>▪ leads on children, engages in child protection</li> <li>▪ prevents and responds to violence against children, exploitation and abuse</li> <li>▪ monitors and reports on IHL and human rights violations against children in conflict</li> </ul> <p><b>ICRC</b></p> <ul style="list-style-type: none"> <li>▪ guardian of IHL</li> <li>▪ mission to protect lives and dignity of victims of armed conflict, other violent situations, and provide them with help</li> </ul> <p><b>Parallel Forces</b></p> <ul style="list-style-type: none"> <li>▪ can deploy more quickly than the UN</li> <li>▪ able to quell spiraling violence before UN operation arrives</li> <li>▪ SC approves deployment of parallel force</li> </ul> <p><b>NGOs and Civil Society</b></p> <ul style="list-style-type: none"> <li>▪ help protect civilians</li> <li>▪ deliver humanitarian aid</li> <li>▪ monitor and report on human rights abuses</li> <li>▪ help reform judicial institutions</li> </ul>
--	--

<p>18. UN expectations of all peacekeepers on POC span 10 main points in the lesson. Name them all.</p>	<ol style="list-style-type: none"> <li>1. follow international and local laws</li> <li>2. behave professionally</li> <li>3. know and follow UN code of conduct and mission ROE/DUF</li> <li>4. respect local culture and people</li> <li>5. engage with local communities respectfully and sensitively</li> <li>6. understand the mission's POC mandate, environment and primary threats to civilians</li> <li>7. assess POC threats in one's area of work continuously, and be alert to any signs of physical violence against civilians</li> <li>8. understand how all work feeds into the mission's broader POC approach</li> <li>9. interpret the POC mandate pro-actively, try to prevent threats</li> <li>10. cooperate with all mission and non-mission partners on POC</li> </ol>
<b>Fill in the Blanks</b>	
<p>1. The UN expects all peacekeepers to protect civilians from _____.</p>	<p>Physical violence People may answer: violations of human rights.</p>
<p>2. Protecting civilians requires effort from a _____ mission.</p>	<p>Whole</p>
<p>3. ____ and ____ suffer disproportionately from violence in conflict and post-conflict settings.</p>	<p>Women and children</p>
<p>4. A _____ duty is to protect citizens.</p>	<p>State</p> <ul style="list-style-type: none"> <li>▪ protection is not solely a peacekeeping responsibility</li> <li>▪ a mission helps a state re-establish protection capacity</li> </ul>
<p>5. Most effective protection is _____.</p>	<p>Prevention</p>
<p>6. A civilian is _____.</p>	<ul style="list-style-type: none"> <li>▪ someone not in the military</li> <li>▪ any person not active in military, police or belligerent group in a conflict</li> <li>▪ in IHL, any person not directly taking part in hostilities or other acts of violence</li> </ul>
<p>7. When civilian status is in doubt, a person is to be considered _____.</p>	<p>Civilian – not a combatant.</p>
<p>8. All UN peacekeepers have the right to _____ from imminent threat of physical violence.</p>	<p>Defend themselves – including with deadly force</p>

9. Thorough _____ follows threat and risk assessment.	Response planning
10. _____ to civilians can come from state or non-state actors.	Threats
11. Partnerships with national authorities follow UN Human Rights _____ Policy.	Due Diligence
12. Conflict-related sexual violence (CRSV) as a tactic of war may be for these purposes: _____, _____, _____ or _____.	<ul style="list-style-type: none"> <li>▪ punish opponents</li> <li>▪ control territory</li> <li>▪ humiliate opposite forces</li> <li>▪ impregnate women of a particular ethnic or racial group with children of their enemies</li> </ul>
13. _____ makes a person susceptible to hurt or harm.	Vulnerability
14. POC risk levels are _____, _____ and _____.	High, medium and low
15. POC roles and responsibilities are detailed in a mission's _____.	Comprehensive POC strategy
<b>True False</b>	
1. All civilians have the same protection needs.	<b>False</b> Women, children and other vulnerable groups have special protection needs – elderly, disabled.
2. Physical protection from harm is mainly a responsibility of military peacekeepers and police, especially FPU's.	<b>True</b>
3. The POC mandate in peacekeeping focuses on all threats of physical violence against civilians.	<b>False</b> The POC mandate focuses on the <b>gravest</b> threats. No mission has the resources to address all threats.
4. POC is narrower than human rights, humanitarian protection, and responsibility to protect (R2P).	<b>True</b>
5. The UN expects peacekeeping missions without an explicit POC mandate to still protect civilians.	<b>True</b>
6. Special authorization is needed for all use of deadly force by peacekeepers.	<b>False</b> All UN peacekeepers have the right to defend themselves from imminent threats of physical violence.  Right to use force in self-defence, including deadly force <ul style="list-style-type: none"> <li>▪ applies to civilians, military, police</li> <li>▪ requires no special authorization</li> </ul>
7. Missions work on one tier of the POC operational concept at a time.	<b>False</b> Missions work on all three tiers at the

	<p>same time – they reinforce each other in addressing protection.</p> <ol style="list-style-type: none"> <li>1. Dialogue and engagement</li> <li>2. Provision of physical protection</li> <li>3. Establishment of protection environment</li> </ol>
8. Through four POC phases, support and close coordination with host authorities is consistent.	<b>True</b>
9. Missions conduct regular threat and risk assessments to anticipate and prevent violence before it occurs, or at least to mitigate impact on civilians.	<p><b>True</b></p> <ul style="list-style-type: none"> <li>▪ consider political and security dynamics</li> <li>▪ analyse intent and capacity for violence of potential perpetrators</li> <li>▪ assess opportunity for threat to happen</li> </ul>
10. A threat identified through regular assessment is analysed as a threat for the life of a mission.	<p><b>False</b></p> <ul style="list-style-type: none"> <li>▪ a threat continues to be a threat until reliable intelligence and analysis confirms no more capacity or intent to act on it</li> </ul>
11. The risk of physical violence increases the longer a threat exists unaddressed.	<b>True</b>