

## 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
2.6.1	Film: <i>Democratic Republic of Congo – The Survivors</i>	Film, group discussion	10 minutes
2.6.2	CRSV or Not?	Scenarios, questions	5-45 minutes
2.6.3	Responding to CRSV	Case study, group work	10 minutes

## Learning Activity

## 2.6.1

---

Film: *Democratic Republic of the Congo – The Survivors*

### METHOD

Film, group discussion

### PURPOSE

To understand the importance of special attention to CRSV

### TIME

10 minutes

- Film: 3:03 minutes
- Discussion: 5-7 minutes

### INSTRUCTIONS

- What is CRSV?
- What is the impact on the victims?

<https://www.youtube.com/watch?v=8GNqB50MGdw>

### RESOURCES

- Learning Activity instructions

*Note on Use: Films are excellent visual supports. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.*

### **Preparation**

- Source: YouTube site: <https://www.youtube.com/watch?v=8GNgB50MGdw>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

### **Instructions**

1. Introduce the film.
  2. Show the film.
  3. Ask general questions about the film.
    - a) What is conflict related sexual violence (CRSV)?
    - b) What is the impact on the victims?
- If time allows, you may ask specific questions about the film based on preparation.

## Learning Activity

2.6.2

---

### CRSV or Not?

#### METHOD

Scenarios, questions

#### PURPOSE

To apply and deepen understanding of CRSV, and distinguish it from other related issues

#### TIME

Short option: 5 minutes

- Group work: 3 minutes
- Discussion: 2 minutes

Longer option: 45 minutes

- Introduction: 5 minutes
- Small groups: 15 minutes
- Reports: 20 minutes (may vary depending on number of groups)
- Summary and close: 5 minutes

#### INSTRUCTIONS

- Consider the scenarios
- Is this a case of CRSV or not?
- Give reasons

#### RESOURCES

- Learning Activity instructions
- Scenarios
- Responses to discussion questions

### **Preparation**

- Read the scenarios, guiding questions and responses.
- Decide on groups, up to 8 people. Select at least 2 scenarios for each group. Make enough copies of the scenarios for each group. Put these in a folder for quick distribution. Consider copying responses to hand out at the end.
- Plan how you want to handle report-backs. Shorten report time by getting groups covering the same scenario to report together. For large classes, get each group to answer one question.
- Schedule a break after this exercise.

### **Instructions**

1. Introduce the exercise.
2. Short option: People will have 3 minutes to read the scenarios and answer the question. You will share the correct responses with the whole group.
3. Long option: People will have 3-5 minutes to read the scenarios and questions, and 10-12 minutes to discuss. Encourage them to prepare the report-back together.
4. Summarize key messages and close the exercise.

**2.6.2 Scenarios: CRSV or Not?**

SCENARIOS	ANSWERS
<p>1. Sandra is a 23 year old woman from a remote village in the countryside. Her village was attacked by armed rebel fighters. Her husband and newborn baby were killed, and she was abducted. She is treated like a slave. She is forced to cook, clean, carry supplies for the fighters, and sometimes fight. Anyone of the fighters can rape her at any time. She belongs to no one, and to everyone.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>2. Ajola is a 32 year old woman. During the war in her country, her husband was a combatant fighting against the national army. When her husband was away, Ajola struggled to look after the family, but managed to find the food they needed to survive. Now that the war is over, her husband is back at home. There is no work, and Ajola continues to be the main provider for the family. Her husband is frustrated and also traumatized by the war. He beats Ajola daily, and threatens to kill her if she leaves him.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>3. Gina is an 18 year old girl from a small village. Two years ago, an armed group raided her village. They stole all the goats and cows, and burned down the huts. Gina was kidnapped and taken to a camp along with other girls and women. She became the wife of one of the commanders. She takes care of him. She now has a baby girl, and is pregnant with another child. Her husband feeds and shelters them. They all travel together from camp to camp.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

<p>4. Nasir is a 9 year old boy from a small town. His parents have been killed in the conflict between the warring groups. As an orphan and only child, there is no one to protect him and look after him. When the local warlord came through the small town, Nasir was taken away to live with him. Nasir is now the companion of the warlord. Nasir entertains the warlord with singing, dancing and sexual favours. As a “boy for pleasure,” Nasir is also given to other older men for sex.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>5. Mariam is a 16 year old with two small children. At the age of 12 years she got married to a man in his 60s. She became pregnant and gave birth to her first child at age 13. Her husband was abusive. He got tired of her, and even more violent. When she became pregnant with her second child, Mariam decided to run away. She never wanted to get married at a young age, but it was the tradition in her culture for girls to be married young. Her mother was also married when she was young.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>6. Victoria is mother of four children, living in an over-crowded refugee camp. Her family fled from their country for fear of losing their lives in the violent conflict. In the refugee camp, food is scarce. Victoria needs to support her family. There are few jobs. Sometimes Victoria is able to find work for a few hours in sweatshops and farms. When she is desperate, she performs sexual favours in exchange for money. She decides when she sells sex. Victoria would not have to sell sex if she had regular work which pays well.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>7. Tobias is a young man who was detained by the army. He and his brother were suspected of being members of the rebel group who has been fighting the government for power. Tobias and his brother were held in a prison for five days. They were beaten by the soldiers as they were questioned. When they failed to confess that they were members of the rebel group, the soldiers continued with other acts of torture. The soldiers used sexual violence also. After a few days, Tobias was released. His brother died from his injuries.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

**2.6.2 Responses to Discussion Questions: CRSV or Not?**

SCENARIOS	ANSWERS
<p>1. Sandra is a 23 year old woman from a remote village in the countryside. Her village was attacked by armed rebel fighters. Her husband and newborn baby were killed, and she was abducted. She is treated like a slave. She is forced to cook, clean, carry supplies for the fighters, and sometimes fight. Anyone of the fighters can rape her at any time. She belongs to no one, and to everyone.</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>2. Ajola is a 32 year old woman. During the war in her country, her husband was a combatant fighting against the national army. When her husband was away, Ajola struggled to look after the family, but managed to find the food they needed to survive. Now that the war is over, her husband is back at home. There is no work, and Ajola continues to be the main provider for the family. Her husband is frustrated and also traumatized by the war. He beats Ajola daily, and threatens to kill her if she leaves him.</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>3. Gina is an 18 year old girl from a small village. Two years ago, an armed group raided her village. They stole all the goats and cows, and burned down the huts. Gina was kidnapped and taken to a camp along with other girls and women. She became the wife of one of the commanders. She takes care of him. She now has a baby girl, and is pregnant with another child. Her husband feeds and shelters them. They all travel together from camp to camp.</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>



<p>4. Nasir is a 9 year old boy from a small town. His parents have been killed in the conflict between the warring groups. As an orphan and only child, there is no one to protect him and look after him. When the local warlord came through the small town, Nasir was taken away to live with him. Nasir is now the companion of the warlord. Nasir entertains the warlord with singing, dancing and sexual favours. As a “boy for pleasure,” Nasir is also given to other older men for sex.</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>5. Mariam is a 16 year old with two small children. At the age of 12 years she got married to a man in his 60s. She became pregnant and gave birth to her first child at age 13. Her husband was abusive. He got tired of her, and even more violent. When she became pregnant with her second child, Mariam decided to run away. She never wanted to get married at a young age, but it was the tradition in her culture for girls to be married young. Her mother was also married when she was young.</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>6. Victoria is mother of four children, living in an over-crowded refugee camp. Her family fled from their country for fear of losing their lives in the violent conflict. In the refugee camp, food is scarce. Victoria needs to support her family. There are few jobs. Sometimes Victoria is able to find work for a few hours in sweatshops and farms. When she is desperate, she performs sexual favours in exchange for money. She decides when she sells sex. Victoria would not have to sell sex if she had regular work which pays well.</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>7. Tobias is a young man who was detained by the army. He and his brother were suspected of being members of the rebel group who has been fighting the government for power. Tobias and his brother were held in a prison for five days. They were beaten by the soldiers as they were questioned. When they failed to confess that they were members of the rebel group, the soldiers continued with other acts of torture. The soldiers used sexual violence also. After a few days, Tobias was released. His brother died from his injuries.</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

## Learning Activity

2.6.3

### Responding to CRSV

#### METHOD

Case study, group work

#### PURPOSE

To consider the impact of CRSV on victims and understand the importance of prevention and response planning

#### TIME

10 minutes

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

#### INSTRUCTIONS

- Consider the case study
- Identify the perpetrators and their motives
- What would you have done to protect the victims?
- What support to the survivors need?

#### RESOURCES

- Learning Activity instructions
- Learning Activity steps for participants (same as Learning Activities 2.5.3 and 2.5.4)
- Case study
- Information sheets (same as Learning Activities 2.5.3 and 2.5.4)
- Activity materials (same as Learning Activities 2.5.3 and 2.5.4)

*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 2.5.4 on Four Phases of Response, 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; results from related learning activities in Module 2; content on DPKO Operational Concept in Lesson 2.5 on the Protection of Civilians (POC); content in modules 1 and 2 on the different mission components; as well as content from Lesson 2.6.
- 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 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. 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 the importance of preventing and responding to threats of CRSV. Include points on coordination with mission partners. Prepare key points in response to the discussion questions. This should include notes for the response plan. Use relevant content from Lesson 2.6.
- 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 of the civilian population, assess in detail the threats they face, and develop a response plan protecting civilians. 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 activities 2.5.3 and 2.5.4. 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 the importance of preventing and responding to threats of CRSV.

### 2.6.3 Learning Activity Steps for Participants: Responding to CRSV

Consider the case study.

The mission needs a response plan. 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.

#### **STEP 3: Threat assessment**

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

#### **STEP 4: 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.

### 2.6.3 Case study: Responding to CRSV

#### Democratic Republic of Congo (DRC)

##### Background

Horrific levels of rape and other forms of sexual violence have plagued eastern Democratic Republic of Congo (DRC) for almost two decades. Tens of thousands of women, girls, men, and boys have been raped and otherwise sexually abused. Some of the worst cases of mass rape and other forms of sexual violence committed in recent years by the Congolese army and the dozens of non-state armed groups that operate in eastern Congo. Sexual violence is used as a weapon of war to “punish” civilians belonging to a particular ethnic group, or those they accused of supporting the “enemy.” Efforts to hold those responsible to account for crimes of sexual violence in Congo have been inadequate.

##### **Abduction, Rape, and Mutilation by Army Soldiers Around Shalio, April 2009**

From April 27 to 30, 2009, Congolese army soldiers deliberately attacked refugees and other civilians in the hills of Shalio, Marok, and Bunyarwanda in Walikale territory, North Kivu, during military operations against the Democratic Forces for the Liberation of Rwanda (*Forces démocratiques de libération du Rwanda*, FDLR).

The FDLR is a largely Rwandan Hutu armed group, some of whose members participated in the genocide in Rwanda in 1994.

The soldiers killed at least 129 Rwandan Hutu refugees, mostly women and children. Many women and girls were raped during the attacks, and some of them were later killed.

A group of soldiers took 40 women and girls from Shalio to the nearby military position at Busurungi, where they kept them as sex slaves, and gang-raped and otherwise abused them.

A week later, 10 of the women escaped. One of the women had been mutilated – her attackers had cut chunks from her breasts and stomach. Information about the remaining 30 women was unknown.

It was unclear if any judicial investigation into the abuses in and around Shalio had taken place. These abuses amount to crimes against humanity and war crimes under international law.

A former officer from the armed group, the National Congress for the Defense of the People (*Congrès national pour la défense du peuple*, CNDP), was integrated into the army in 2009. He played an important role in the Shalio attack. According to witnesses, he directly ordered the killing of all persons taken by their forces, including refugees.

*(Source: Human Rights Watch, "Democratic Republic of Congo: Ending Impunity for Sexual Violence," New Judicial Mechanism Needed to Bring Perpetrators to Justice, June 2014)*

<https://www.hrw.org/news/2014/06/10/democratic-republic-congo-ending-impunity-sexual-violence>

**2.6.3 Information sheet: Responding to CRSV**

**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>



**2.6.3 Information sheet: Responding to CRSV**

**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

**2.6.3 Learning Activity Material: Responding to CRSV**

**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>	

**2.6.3 Learning Activity Material: Responding to CRSV**

**Threat Assessment**

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

**2.6.3 Learning Activity Material: Responding to CRSV**

**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				