

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
2.7.1	Film: <i>A Child's Fate – Child Protection and Peacekeeping</i>	Film, group discussion	15 minutes
2.7.2	Age and Vulnerability	Brainstorm, discussion	10 minutes
2.7.3	Risks to Children During Armed Conflict	Testimonies, brainstorm, discussion	10-25 minutes
2.7.4	Obligations when Interacting with Children	Visuals, scenarios, questions	5-25 minutes
2.7.5	Coordinating Child Protection	Role play, with scenario	50 minutes
2.7.6	Film: <i>Children in Armed Conflict in a Changing World</i>	Film, group discussion	15-25 minutes

Learning Activity

2.7.1

Film: *A Child's Fate – Child Protection and Peacekeeping*

METHOD

Film, group discussion

PURPOSE

To consider the impact of conflict on children and the importance of their special protection

TIME

15 minutes

- Film: 12:22 minutes
- Wrap-up: 2 minutes

INSTRUCTIONS

- How does armed conflict impact children?
- Why is it important to protect children?

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

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=gNFnRIGPzSM>
- 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) How does armed conflict impact children?
 - b) Why is it important to protect children?If time allows, you may ask specific questions about the film based on preparation.

Learning Activity

2.7.2

Age and Vulnerability

METHOD

Brainstorm, discussion

PURPOSE

To consider the specific vulnerability of children in general and in conflict situations

TIME

10 minutes

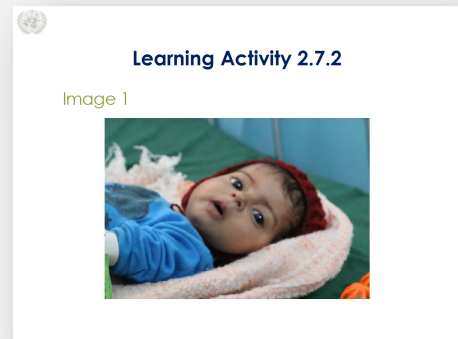
- Brainstorming: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Think about your childhood or your children's
- Identify needs and milestones in development at 0-3 years, 4-6 years, 7-12 years, 13-18 years
- Reflect on the vulnerability of children in armed conflict at these different ages

RESOURCES

- Learning Activity instructions
- Activity materials
- Photos



Preparation

- Decide on the groups. The timing for the activity is short, so table groups are good because they are formed and in place.
- Prepare flip-chart sheets or a board to record points from discussion. Prepare the flip-chart in the form of charts. See the Learning Activity Materials below.
- You may wish to use this as a worksheet also. If you decide to do so, make enough copies for participants.
- Prepare key points on the needs and milestones in a child's development at different ages: 0-3 years, 4-6 years, 7-12 years, 13-18 years.
- Review the content in Lesson 2.3. Prepare key points on the "vulnerability" of children, and the need for special protection.
- Consider pictures which can be used as visualization to prompt responses during the brainstorming. Examples 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.

Instructions

1. Assign groups.
2. Introduce the exercise. The purpose is to identify children's vulnerability drawing on the participants' own life experiences. Participants are encouraged to put themselves in the shoes of these children – both in peace and war times. Where participants consider the real challenges faced by children in situations of armed conflict, this becomes a difficult request.
3. Ask participants to think about their own childhood or their children's. Get participants to brainstorm some examples of the needs and milestones in a child's development at different ages. In their table groups, participants must use the chart in the Learning Activity Materials to record their responses. Participants may also use photos to prompt responses. Use the "close up" images.
4. Watch the time, and ask the groups to come together for a large group discussion. Summarise key points from the exercise. Emphasise the difference between a "child" and an "adult" – particularly as it relates to "vulnerability".
5. Explain that participants have drawn from their own experiences, which may be different from experiences in conflict and post-conflict situations. Identify those participants whose experiences do include difficult situations, including conflict. Note that this may be a sensitive area.
6. Ask participants to consider how conflict may affect the needs and development of children. Allow participants to consider whether this makes children even more vulnerable. Use the "wide view" images. Let them consider whether the sex of a child (girl or boy) makes a difference. Ask them to think about age-groups also.
7. Wrap up with the activity. Expand on the point on "vulnerability" and highlight peacekeeping personnel's "duty to protect". Make linkages to previous lessons in Module 2 – particularly content on human rights, gender, the protection of civilians (POC), and conflict related sexual violence (CRSV).
8. Close the exercise.

2.7.2 Learning Activity Material: Age and Vulnerability

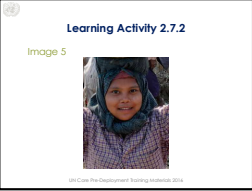
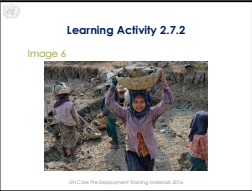

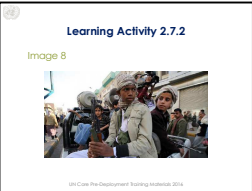
Identify the needs and milestones in a child's development at...

0-3 years	4-6 years
7-12 years	13-18 years

2.7.2 Photos: Age and Vulnerability

Available as slides for the learning activity.

Photo Number	Description
<p>1.</p>  <p>Learning Activity 2.7.2 Image 1</p> <p><small>UN Core File Department Training, September 2014</small></p>	<p>0-3 years: A health worker measures a child to assess malnutrition in Yemen.</p> <p>Source of photo: http://www.unocha.org/aggregator/categories/2</p>
<p>2.</p>  <p>Learning Activity 2.7.2 Image 2</p> <p><small>UN Core File Department Training, September 2014</small></p>	
<p>3.</p>  <p>Learning Activity 2.7.2 Image 3</p> <p><small>UN Core File Department Training, September 2014</small></p>	<p>4-6years: A child takes shelter under a cart in the Al Salam camp for displaced persons near Nyala, South Darfur, in March 2014. Women and children make up most of the thousands uprooted by violence in the Darfur region of Sudan.</p> <p>Source of photo: http://www.un.org/apps/news/infocus/UNdecoded/UNdecoded.asp?NewsID=1315&slID=48</p>
<p>4.</p>  <p>Learning Activity 2.7.2 Image 4</p> <p><small>UN Core File Department Training, September 2014</small></p>	

<p>5.</p>  <p>Learning Activity 2.7.2 Image 5 UN Case Pre-Deployment Training Materials 2014</p>	<p>7-12 years: Child labour in Myanmar.</p> <p>Source of photo:</p> <p>http://www.un.org/apps/news/story.asp?NewsID=51120#.WMIa86OZN-U</p>
<p>6.</p>  <p>Learning Activity 2.7.2 Image 6 UN Case Pre-Deployment Training Materials 2014</p>	
<p>7.</p>  <p>Learning Activity 2.7.2 Image 7 UN Case Pre-Deployment Training Materials 2014</p>	<p>13-18 years: Child soldiers with Houthi fighters hold weapons during a demonstration on March 13, 2015 in Sanaa, Yemen.</p> <p>Source of photo:</p> <p>https://www.hrw.org/news/2015/05/12/yemen-houthis-send-children-battle</p>
<p>8.</p>  <p>Learning Activity 2.7.2 Image 8 UN Case Pre-Deployment Training Materials 2014</p>	

Learning Activity**2.7.3****Risks to Children during Armed Conflict****METHOD**

Testimonies, brainstorm, discussion

PURPOSE

To increase understanding of and empathy with children in armed conflict, and to consider the differences in the experiences of girls and boys

TIME

Short option: 10 minutes

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

Longer option: 25 minutes

- Brainstorming: 5-7 minutes
- Discussion: 10 minutes
- Summary and close: 5-7 minutes

INSTRUCTIONS

- Consider the testimonies of children
- Why are they at risk?
- How does being a child increase their vulnerability?
- Does gender play a part?

RESOURCES

- Learning Activity instructions
- Testimonies
- Responses to discussion questions

Preparation

- Read the “Testimonies from Children Affected by Armed Conflict”.
- Make enough copies of the Learning Activity Material for all participants. Consider printing out the discussion questions as hand-outs also.
- Review the suggested Responses to the questions (see below), and select or adapt. Some suggested responses are in support, below.
- Prepare flip-chart sheets or a board to record points from discussion. Write “Jacques” and “Amina” at the top of separate sheets or columns.
- Select two participants to read the testimonies, preferably a woman and a man. Confirm with them.

Instructions

1. Introduce the exercise as you hand out copies of the testimonies.
2. Ask the two participants to read the testimonies aloud.
3. Work through the following questions:
 - a) What factors put Jacques and Amina at risk during the conflict?
 - b) How did the fact they are children increase their vulnerability?
 - c) How was Amina's experience different from Jacques's?
 - d) Does gender play a part?
4. Use the flip-chart to record responses. Encourage participants to draw on other learning and experience.

Variations

Get two participants to read the testimonies aloud, without copying them as handouts. If participants are not able to respond with specific contributions, read the testimonies aloud again.

2.7.3 Testimonies: Risks to Children During Armed Conflict

Testimony of a Boy – Jacques

“I remember the day I decided to join the Mayi-Mayi [armed group]. It was after an attack on my village. My parents and also my grandfather were killed and I was running.

I was so scared. I lost everyone. I had nowhere to go and no food to eat. In the Mayi-Mayi, I thought I would be protected, but it was hard.

I would see others die in front of me. I was hungry very often, and I was scared. Sometimes they would whip me, sometimes very hard. They used to say that it would make me a better fighter. One day, they whipped my [11-year-old] friend to death because he had not killed the enemy.

Also, what I did not like is to hear the girls, our friends, crying because the soldiers would rape them.”

- Jacques, from the Democratic Republic of the Congo (DRC), was recruited into an insurgent group (Mayi Mayi) when he was 10 years old.

(Source: Amnesty International Report: Democratic Republic of Congo: Children at War, Creating Hope for the Future, October 2006)

Testimony of a Girl – Amina

“My younger sister and I were sent one night to go to the store to buy things. Then al-Shabaab appeared in front of us. There were very many. They caught us. They beat us but my sister managed to escape from them.

They told me, “You will be taken to the station. Why are you walking around at this hour? We will arrest you.” But they didn't take me to the station. They raped me. I got pregnant and have this small baby.

There were six but I went unconscious after two so I don't know if all six raped me. They used the butt of the gun to pierce my eye. Then they just left me.”

- Amina, a 17-year-old girl from Somalia, was raped by al-Shabaab fighters and became pregnant from the attack.

(Source: Human Rights Watch: No Place for Children: Child Recruitment, Forced Marriage, and Attacks on Schools in Somalia, February 2012)

2.7.3 Responses to Discussion Questions: Risks to Children During Armed Conflict

1. What factors put Jacques and Amina at risk during the conflict?

- Jacques joined the armed group as a volunteer. Was it really a choice? Loss of his parents and grandfather led to lack of protection, food and housing. He was in a difficult situation, possibly life-threatening. Children like Jacques lack the maturity to make informed decisions about joining an armed force or group. They can be more easily influenced than adults. International law prohibits all recruitment of children, whether they are forced or circumstances drive them to join.
- Amina and her sister were at risk by walking alone at night in an area where al-Shabaab was active. Their parents sending them to the store put them at risk. Al-Shabaab is an armed group known for use of girls and women, rape and forced marriage. Being older may not have saved Amina from rape.

2. How did the fact they were children increase their vulnerability?

- They could not protect themselves. They were out-numbered. Jacques had no parents to protect him, and Amina's parents did not protect her. Neither did the government protect them. Amina was not in a position to say No to her parents when they sent her to the store, even if she knew the risk. As children, both had less experience than adults. They could not anticipate and assess threats and risk.
- Such trauma can have severe and permanent effects on children who are still developing.

3. How was Amina's experience different from Jacques's?

- The armed group used Jacques for fighting and support tasks. Girls may become combatants, but they are at greater risk of sexual abuse and sexual slavery. They may be forced to be "bush wives" of commanders and soldiers. Some get pregnant and bear soldiers' children. This increases challenges of identifying and including girls in formal DDR programmes. Those with an active combat role may be overlooked or mistaken as soldiers' dependents.
- Amina was raped. Many girls are too ashamed and afraid to speak about sexual violence. Fear of stigma and rejection by family and community are powerful silencers. Not mentioned in her testimony is that Amina and her family were shunned and threatened by the community when they spoke about the rape. Amina had to drop out of school and flee to Kenya. At 17, she was sole care-giver for her baby.

4. Were gender roles a factor?

- Yes. As a boy, Jacques was expected to fight, be strong and kill people. As a girl, Amina was expected to go the store for household supplies, even in a context of known risk. These reflect societal expectations and gender norms. Threats and violations boys and girls experience in and after conflict are often different because of distinct gender roles and expectations. Peacekeeping personnel need to pay special attention to different needs of girls, boys, women and men. This includes needs of young girls, and children born of sexual violence.

Learning Activity**2.7.4****Obligations when Interacting with Children****METHOD**

Visuals, scenarios, questions

PURPOSE

To clarify the obligations of peacekeeping personnel when interacting with children

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 15-20 minutes

- Brainstorming: 7-10 minutes
- Discussion: 7-15 minutes

INSTRUCTIONS


- Consider the scenarios
- What should you do?

RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Scenarios with photos

Learning Activity 2.7.4

Scenario 1
 You are newly deployed to a UN peacekeeping mission. As you are waiting at a traffic intersection, two little boys come and offer to clean your car for a small amount of money.



Preparation

- Prepare to project the three slides or handouts of the scenarios with photos.
- Read the Responses to the discussion question for the scenario.
- Write two questions on a flip-chart sheet or board:
 - What would you do?
 - What issues should you consider?
- Prepare another flip-chart sheet with “Do's and Don'ts” written at the top. There must be two columns, one for “Do's” and one for “Don'ts”.
- Prepare key points using the content from Lesson 2.7.
- Decide on whether you will deliver the short or longer version of this learning activity.
- Decide on the groups. For the short version, the timing for the activity is short. You may wish to distribute the scenarios between the groups, with one scenario for each group. There are three scenarios. Divide people into three teams. For the longer version you can ask groups to work through all the scenarios.

Instructions

1. Introduce the activity. Explain that peacekeeping personnel with good intentions may not always consider consequences when they interact with children. Consequences may be negative. Peacekeeping personnel need to be careful when dealing with children in mission areas. They always need to consider the best interest of a child, explored in this exercise.
2. Share the handouts or show the three slides with photos and scenarios. Each scenario represents common situations faced by peacekeeping personnel. Read the scenarios aloud. Refer participants to the posted questions on the first flip-chart sheet. Get several responses from the group before expanding with provided explanations in the Responses to discussion questions below.
3. When the group has discussed all three scenarios, move to the second prepared flipchart on “Do's and Don'ts”. As a group, reflect on the discussion and experience. Invite people to identify the “Do's” and the “Don'ts” when interacting with children. Expand with any more points.
4. Close the exercise. Always consider possible consequences of actions for children. Key message: To avoid potentially harmful consequences “Do no harm” is a reliable guide.

Variations

Print out as handouts the photos and scenarios, one per page. Make enough copies for working groups. Divide people into groups, and give each group one situation. Write the two questions on a flip-chart sheet or board:

1. What would you do?
2. What issues should you consider?

Give groups 5-10 minutes to answer the questions. Project the photos and descriptions as each group shares its answers. Clarify as needed.

2.7.4 Responses to Discussion Questions: Obligations when Interacting with Children

Scenario 1: Can we clean your car?

You are newly deployed to a UN peacekeeping mission. As you are waiting at a traffic intersection, two little boys come and offer to clean your car for a small amount of money.

Responses

- The UN does not allow peacekeepers to let children work for them. It strictly prohibits use of children under 18 years for labour or services. (DPKO-DFS, *Policy on the Prohibition of Child Labour in UN Peacekeeping Operations*, 2009). This applies no matter what the legal age is for child labour in the host country.
- Stop the boys from washing the window. If you speak the language, explain to them the UN does not allow use of children for labour.
- Don't give money or food to begging children in mission areas. They may beg from other strangers who could harm them.
- If you want to help, have information ready about organisations that provide food or other help to children and give it to them. Refer them to a local shelter or religious center. Donate to these organisations. They will make sure your money helps the most vulnerable and children are not at risk.

Scenario 2: Food for sex?

As you are walking around the mission compound, you notice that a UN Police officer is talking to two teenage girls after giving them boxes of food. After a while, you see them leaving together.

Responses

- The UN has a zero tolerance policy on sexual exploitation and abuse. This strict prohibition also includes hiring prostitutes, adults or children.
- Sexual exploitation and abuse can have serious consequences for a peacekeeper, including criminal prosecution.
- Immediately report any observed, inappropriate behaviour to the Conduct and Discipline Unit (CDU).
- This scenario is based on real incidents where peacekeepers sexually exploited girls and women for food or money.
- Prompt participants – Would they try to stop the police officer as he left the compound with the two girls? What are their reasons?

Scenario 3: Can we play?

You are playing a soccer match with some other peacekeeping personnel during your off-duty hours. Some children are watching your game, and ask to join you.

Responses

- You need to explain to the children that they cannot join the game, but they are welcome to watch.
- Interactions of peacekeepers with children can put the children at risk of retaliation or interrogation by armed forces or groups. This applies to any activities, including games. Those involved in a conflict may not see peacekeepers as impartial.
- Children's experience may cause them to feel threatened by any person wearing a uniform or carrying a gun. Uniformed peacekeepers need to be sensitive to this possibility.
- Peacekeepers need to consider potentially negative effects of delivering humanitarian services for children. Find alternatives. This action seems benign. But it could jeopardize future humanitarian aid delivery and endanger aid workers, blurring lines between humanitarian and military mandates.

Do's and Don'ts for Interacting with Children

Based on exercise and own experience, the instructor can ask participants to come up with a list of “do's and don'ts” for interacting with children. You can create two columns on a flipchart or whiteboard to put down responses. Make sure to compare these responses with the “do's and don'ts” listed on the related slide for Lesson 2.7.

DO


- Inform yourself about organisations that provide services to children. Donate, and refer needy children to them.
- Report to Conduct and Discipline Unit any behaviour that seems inappropriate or is prohibited in peacekeeping.
- Interact in professional but open ways with the community, including children – for example, let people watch informal soccer games.

DON'T

- Let children work for you, in exchange for money, food or anything else.
- Play with children; it may put them at risk.
- Give begging children food or money.
- Deliver humanitarian aid unless you are a humanitarian worker.


2.7.4 Scenarios with Photos: Obligations when Interacting with Children

Available as slides for the learning activity.




Learning Activity 2.7.4

Scenario 1
You are newly deployed to a UN peacekeeping mission. As you are waiting at a traffic intersection, two little boys come and offer to clean your car for a small amount of money.




UN Core Pre-Deployment Training Materials 2016



Learning Activity 2.7.4

Scenario 2
As you are walking around the mission compound, you notice that a UN Police officer is talking to two teenage girls after giving them boxes of food. After a while, you see them leaving together.



UN Core Pre-Deployment Training Materials 2016



Learning Activity 2.7.4

Scenario 3
You are playing a soccer match with some other peacekeeping personnel during your off-duty hours. Some children are watching your game, and ask to join you.



UN Core Pre-Deployment Training Materials 2016

Learning Activity**2.7.5**

Coordinating Child Protection**METHOD**

Role play, with scenario

PURPOSE

To clarify roles of mission components and other partners in child protection, and to strengthen coordinated, timely and appropriate responses to complex child protection situations

TIME

50 minutes

- Introduction and preparation (reading): 5-7 minutes
- Group work: 25 minutes
- Presentations and debriefing: 15 minutes

INSTRUCTIONS

- Consider the scenario
- Take note of your role
- What actions should the UN peacekeeping mission take in response to the report?

RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Scenario
- Role descriptions

Preparation

- Read the scenario and role descriptions.
Decide on groups. There are seven different roles for the role play. Each group should have seven participants. Assign the seven roles to each participant in a group, with interests and experience in mind. If numbers do not work out:
 - Leave out the characters of Civil or Political Affairs Officers, or
 - Assign one group member to be an observer/reporter. Task this person to present the report and brief the group on key issues that surfaced in the coordination meeting.
- Prepare handout packages with copies of the scenario for all participants, and single copies of each role description. Write participants' names at the top of the role descriptions. Put these in a folder on tables beforehand to save time. Consider seating people in their working groups from the beginning of the day, which will also save time.
- Make a slide or prepare a flip-chart sheet with three guiding questions:
 1. What actions should the UN peacekeeping mission take in response to the report?
 2. Who leads each action?
 3. How can the response plan draw on the capacity of the mission and partners?
- Review the Responses to the discussion questions.
- Prepare notes on how the response plan draws on the capacity of the mission and partners. Use content in Lesson 2.7, and relevant content from Module 1 and Module 2.

Instructions

1. Introduce the exercise, the groups and timing. Refer participants to the handout packages on the tables, and give them 5-7 minutes to read the scenario and their individual role descriptions. Ask each group to choose one person to take notes and report.
2. In the scenario, a meeting of key mission components is called to develop a response plan. Ask participants to work through the discussion questions. The three guiding questions will help each group to make a response plan to the scenario. Participants should make contributions from the perspective of the role they have been assigned to play. Give groups 25 minutes to complete the activity. Alert them 5 minutes from the end, so they can finalize the report together.
3. Circulate during the role play. Only intervene if the “meeting” goes seriously off track.
4. Invite teams to brief the full group on their response plan. Add any actions not mentioned but covered in the materials below on Responses to the discussion questions.
5. Summarise and close the activity. Highlight the following:
 - a) No single “ideal solution” exists.
 - b) A coordination meeting can go different ways.
 - c) Actions need to match a situation and context.
 - d) Different mission components (and mission partners) take different actions.

- e) The different actions make coordination amongst the mission components (and mission partners) critical.

Variations

- Deliver this learning activity as a “fishbowl” exercise. Select seven participants for the roles. Place the role play in the center of the room, with other participants in a circle. At the end of the role play, get the role play team to summarize the elements of the response plan. Use the other participants as observers to comment on the response plan, and contribute to the debriefing.
- Hand out the scenario and role descriptions as homework the evening before the lesson, and ask participants to come prepared to develop a coordinated response plan. This option focuses class time on coordination. In particular, it will help participants develop their coordination skills.

2.7.5 Scenario: Coordinating Child Protection

Scenario: Attack on School in Kabama

The Military Observer Team in the small village of Kabama, 50 km south of UN mission headquarters, reports an unidentified armed group has occupied a primary school. About 20 students between 10 and 15 years old are hostages.

Some students escaped and sought protection at the local police station. The children reportedly told police the armed group plans to recruit the boys and take the girls as wives. One boy has been shot in the leg and needs immediate medical care. According to the Milob report, local authorities have not yet responded to the incident.

The Head of Mission calls an urgent meeting with representatives of key mission components including: Child Protection Adviser, Civil Affairs Officer, Head of UNPOL, Force/Battalion Commander, Regional Administrative Coordinator, Political Affairs Officer.

Questions

1. What actions should the UN peacekeeping mission take in response to the report?
2. Who leads each action?
3. How can the response plan draw on the capacity of the mission and partners?

2.7.5 Role Descriptions: Coordinating Child Protection

Role 1: Head of Office

- You are a Sector Head of Office.
- You chair the meeting.
- Welcome all present and explain the purpose of meeting.
- Emphasize this is a serious matter that affects mission credibility. Child Protection is a mandated task for the mission. The SRSG has expressed concern. She wants the mission to develop a robust response.
- First give the floor to the Child Protection Adviser to set out the agenda.
- Get views and suggestions from everyone.
- Control the flow of the meeting. Keep a fast pace, and an eye on the time.

2.7.5 Role Descriptions: Coordinating Child Protection

Role 2: Child Protection Adviser

- You have primary responsibility to guide all mission components on child protection issues.
- Set the agenda for the meeting. The main goal is to develop a response plan together, drawing on full mission capacity and resources. Ask for comments and proposals on what to do from everyone at the meeting.
- Stress the high-level priority of the issue and urgent need for all peacekeepers to share responsibility in protecting these children.
- Share your deep concern about the reported grave violations and risks for the children. Key issues are:
 - the attack against a school,
 - occupation of a school building,
 - hostage taking of the children,
 - serious injury of at least one child, and
 - threats of recruitment and sexual violence, more injury or death.
- The report from the Milob team lacks critical information. You need more, including the time, location, background on the alleged perpetrators, victims and circumstances. Knowing the ages and sex of the children is important for final response plans. Also, more information on the local authorities will help explain why they have not acted.
- You are also concerned about safety and well-being of children who reportedly escaped. They are being held in “protective custody” by the local police. You don’t know if anyone has informed the families, or if they are being held in conditions appropriate for children.
- UNICEF, the co-chair of the MRM, needs to be informed and involved in planning a response. You also want to coordinate with partners in the Child Protection Working Group and inform relevant local authorities, including the Social Ministry, which covers child protection issues.

2.7.5 Role Descriptions: Coordinating Child Protection

Role 3: Civil Affairs Officer

- As Senior Civil Affairs Officer in the Sector, you help local civilian authorities and communities in peace consolidation efforts.
- You recently travelled to Kabama, and met with local authorities and humanitarian actors to discuss a quick impact project (QIP) at the local hospital. As a result, you have key information.
- Brief the meeting on the lack of medical equipment at the local hospital. You doubt the hospital can help the injured boy.
- Tell the group that the Protection Cluster is planning a joint assessment of the tenuous security situation in and around Kabama. You believe it is critical and mutually helpful to closely coordinate all actions with the Protection and other Clusters, including the Health and Education Clusters.
- Highlight the need to work with local authorities and the affected community. Offer to facilitate contact.
- Suggest alerting the community about the incident and encouraging preventive measures, through the UN radio or public radio.

2.7.5 Role Descriptions: Coordinating Child Protection

Role 4: Political Affairs Officer

- You are the Political Affairs Officer in the Sector. Your major concern is for the mission to implement its mandate which includes protecting civilians from imminent threats.
- Stress the need for more information on the nature, motivation and resources of the armed group, as well as apparent lack of response by local authorities.
- Confirm that information from Milob matches information you received from various sources about increasing lack of security for civilians in the area and lack of services.
- Remind others that primary responsibility for protecting civilians lies with the local authorities and offer to arrange a meeting with them.
- Emphasize that use of force is mandated “to protect civilians under imminent threat of physical violence.” A threat of violence against civilian is “imminent” from the time it is identified until the mission determines the threat no longer exists. It is the peacekeepers' duty to use minimal and proportional force when force is required.
- Advise the meeting to explore options “to protect civilians under imminent threat of physical violence” short of using military force. Agree that the mission needs more information to identify feasibility of use of force and identify alternatives.

2.7.5 Role Descriptions: Coordinating Child Protection

Role 5: Battalion Commander (Military Component)

- You are the battalion commander, responsible for Kabama and area.
- Remind people your unit is not operational around Kabama. Any operations would require substantial logistical preparations. However, the government's state armed forces have their regional headquarters nearby and do have technical and resource capacities to intervene.
- Offer to make military peacekeepers available to accompany civilian peacekeepers and others on missions to Kabama for protection if needed.
- Offer to contact Milob for more information. Remind your colleagues to be specific about the information they require. Ask the CPA what kind of information he/she expects from the military component.
- Mention that you have reliable information that armed group may be supported by armed forces from neighbouring country Lobogar.

2.7.5 Role Descriptions: Coordinating Child Protection

Role 6: UN Police Representative (UNPOL)

- You are the senior UN Police representative in the sector.
- Offer to contact local police, to learn more about the incident and the situation of children at the local police station.
- Remind colleagues that this sector is well-known for criminal gangs who kidnap children for ransom. You know the local police in Kabama are corrupt. You would not be surprised if the police lied to Milobs about the children's claim that kidnappers wanted to recruit and abduct them. The mission needs to verify the account. The incident may be a case of criminal gang violence, not connected to the armed conflict.
- Based on experience with the local police, you are very concerned about the children at the police station. Conditions are substandard and risk exists of abuse by police officers. You want to explore alternatives with the CPA.

2.7.5 Role Descriptions: Coordinating Child Protection

Role 7: Regional Administrative Officer

- You are the Regional Administrative Officer (RAO) of the sector, in charge of logistics including budget. You represent the Director of Mission Support.
- Remind the meeting to keep the RAO in the loop to ensure logistics support is included in plans, especially for any major military or police operation.
- Note you will consider any additional budgetary needs required by agreed actions.
- Be equally positive about the possibility of logistical requirements for mission response – transport, infrastructure, equipment, supplies.
- Ask others at the meeting what help they expect from your office.

2.7.5 Responses to Discussion Questions: Coordinating Child Protection

1. What actions should the UN peacekeeping mission take in response to the report?
2. Who leads each action?
3. How can the response plan draw on the capacity of the mission and partners?

Responsive Actions and Leads

- a) Gather more information on incident circumstances and responses.
 - **CPA:** share information with MRM Country Task Force and identify partners working in the affected region to gather more information on the case.
 - **Civil Affairs:** communicate with humanitarians to inform, get more information and learn if other actions have been taken.
 - **Military Observers:** get information about the case from the Milob team stationed in Kabama.
 - **Police:** get information from national police regarding the incident and responses taken.
 - **All:** share new information immediately with others at the meeting.
- b) Inform local authorities in Kabama about the situation. Advocate with them to act to protect the children and help survivors.
 - **Head of Office/Political Affairs:** support advocacy of CPA with authorities to take actions in response to the report.
- c) Provide logistical support for medical evacuation of the injured child, as needed.
 - **Child Protection:** work with the Child Protection Working Group or Protection Cluster to ensure service provision for affected children, including psychosocial and medical support.
 - **Administration:** explore logistics required to access the location, the possibility of a special flight. Check if humanitarian actors could benefit from logistical support.
- d) Explore further responses, including investigations, rescuing the children, public awareness.
 - **Human Rights:** in coordination with the Child Protection Section, send an investigation team to gather more information on the case.
 - **Public Information:** consider relaying mission findings through UN radio to alert the community about the incident and encourage them to take preventive measures.
 - **Military:** explore with national military the planned actions and steps the military could take, including rescue of the children.
 - **Police:** Advise the national police on minimum standards and safety for children kept in protective custody.
 - **Gender/WPS Adviser:** Explore with the GBV sub-cluster/working group any prevention activities that can prevent incidents of sexual violence

Learning Activity**2.7.6****Film: *Children in Armed Conflict in a Changing World*****METHOD**

Film, group discussion

PURPOSE

To reinforce learning about the specific impact of violent conflict on children and the importance of this to the work of peacekeeping personnel

TIME

Short option: 15 minutes

- 1st Film: 7 minutes
- Discussion: 5-7 minutes

Longer option: 25 minutes

- Introduction: 3 minutes
- 1st Film: 7 minutes
- Discussion: 12 minutes
- 2nd Film: 7 minutes
- Close: 3 minutes

INSTRUCTIONS

- How does armed conflict impact children?
- Why is it important to protect children?

1st Film:

<https://www.youtube.com/watch?v=JI90uFIKyRw>

2nd Film:

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

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. Consider showing the film(s) at the beginning or end of Lesson 2.7 on Child Protection. They can introduce the content, or help review and summarize.

This learning activity also builds on learning activities which analyse the real-life experiences of ordinary civilians in different ways – such as Learning Activity 1.1.2 on Consequences of Violent Conflict and Learning Activity 2.4.2 on Impact of Conflict on Women and Girls.

Preparation

- Source of main film, *Children in Armed Conflict in a Changing World* (7 minutes): <https://www.youtube.com/watch?v=Jl90uFIKyRw>
- If time allows, consider showing the update interview from 2014, on how war has changed and effects on children (7 minutes): <https://www.youtube.com/watch?v=pebKuRQyqac>
- Access the film(s) and watch. 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.
- Review brainstorming results from related learning activities in Module 1 and Module 2.

Instructions

1. Introduce the film.
2. Show the film.
3. Short option: Ask general questions about the film.
 - a) How does armed conflict impact children?
 - b) Why is it important to protect children?
4. Long option: If time allows, you may ask specific questions about the film based on preparation. You may also show the film on the update interview. Suggestions for specific questions:
 - a) What main points does the film *Children in Armed Conflict in a Changing World* make?
 - b) How did you respond to the film? How did it make you feel?
 - c) In what specific ways does the update interview note war has changed? In what ways are the effects of war the same?
 - d) What are specific impacts of conflict on children?
 - e) Which impacts suffered by children are different from those suffered by adults? What reasons explain these differences?
 - f) How are the film and the update interview relevant for peacekeepers?
 - g) What specific advice does the update interview give?