

Lesson 2.7



Child Protection

Lesson at a Glance

Aim

To explain the duties of peacekeeping personnel in child protection.

Relevance

As peacekeeping personnel, the UN expects you to protect and promote human rights, including children's rights.

Children are vulnerable, and have special protections under international law. You must protect children from the six grave violations against children in situations of armed conflict. This includes protection from violence such as illegal recruitment into armed forces and armed groups as "child soldiers".

This lesson explains your responsibilities to protect children and promote their rights. You must be familiar with the special vulnerabilities of girls and boys.

Learning Outcomes

Learners will:

- Define a "child" according to international law
- Explain why children need special protection, especially during armed conflict
- Describe the duties of peacekeeping personnel to protect children and promote their rights, as reflected in UN policies
- List actions to take to protect children

Lesson Map

Recommended Lesson Duration: 60 minutes total

1-2 minutes per slide

Use short option learning activity

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The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

The subject matter in this lesson can be disturbing. The content is not just technical information. Prepare participants, noting that they may find it hard to accept and understand the deliberate harm to children. Privately ask participants with peacekeeping experience if they have observations or insights they can share. They may have tips on coping with emotional reactions to the difficult realities of children in conflict. If willing, invite them to help introduce the lesson with you. Learning activities include an exercise on interviews with child soldiers. Use these to guide participants in absorbing this content through the eyes of children affected by armed conflict, as well as the eyes of peacekeeping personnel.

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

Learning Activity
2.7.1

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

Instructions:

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

Time: 15 minutes

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

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


Definitions

Slide 1



1. Definitions

- A **child** is every boy or girl under the age of 18
- The aim of **Child Protection** is to protect children from violence, abuse and neglect, and promote their rights



Key Message: International law treats individuals under 18 years as children, irrespective of the national legislation on the age of a child. All children under the age of 18 have special protections and care under international law.

What is a Child?

In some cultures, children enter adulthood once they marry, become partners or earn their own income. The social role they assume defines maturity, not age.

However, peacekeeping personnel should adhere to the internationally accepted definition.

The UN Convention on the Rights of the Child (CRC) is one of the international treaties that expand and detail specific human rights introduced in the Universal Declaration of Human Rights and key covenants. The CRC states that a child “*means every human being below the age of 18 years, unless, under the law applicable to the child, majority is attained earlier*” (CRC, Art. 1).

“Age of majority” is the age that law recognizes a person as an adult.

Common understanding is that a child is every girl or boy under 18 years. This means every child from birth until their 18th birthday. This definition guides actions of all peacekeeping personnel.

What is Child Protection?

The aim of Child Protection is to:

- Protect children from violence, abuse and neglect
- Promote their rights

Protection of child rights includes attention to the right to food, health and education. Children should have access to basic services such as health, food, sanitation, shelter and clean water.

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

Learning Activity **2.7.2**

Age and Vulnerability

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

Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes


Learning Activity 2.7.2

Image 1



Importance of Attention to Children and Armed Conflict (CAAC)


Slide 2



2. Importance of Attention to Children and Armed Conflict (CAAC)

Special Protection for Children

- Easily influenced
- Depend on structures for protection care
- Process of growing up



Key Message: When adults go to war, children bear the scars throughout their lives. Armed conflict disproportionately affects children.

Why are children most vulnerable during armed conflict? Why do children need special protection in conflict and post-conflict settings?

There are three reasons:

1. **Children can be more easily influenced and used than adults.** They may not fully understand consequences of actions. For example, an armed force or group may lure them to join with promises of employment or protection. Children have also innocently acted as 'suicide bombers', carrying explosives hidden in their bags or clothing without knowing it.
2. **Children depend on family, community and government structures for protection and care. Conflict destroys these structures.** Displaced and unaccompanied children are at greater risk of exploitation or abuse.
3. **Children are still growing up. The violence in armed conflict poses risks to their healthy development.** For example, the denial of access to basic services, including enough nutrition, has a more serious long-term effect on children than on adults. Babies and younger children are especially vulnerable. Similarly, traumatic experiences during this time or other negative influences to their development, such as indoctrination, carry more consequences for children than for adults.

Examples of differences between experiences of girls and boys affected by armed conflict:

While all children face increased risk during armed conflict, the needs of girls and boys may differ based on their gender roles during and after conflict.

Peacekeeping personnel need to consider these differences – especially those involved in planning, operations, protection, and all work with exposure to children.

Example 1: Darfur. In refugee and Internally Displaced Person (IDP) settings throughout the world, women and girls are more vulnerable to sexual violence because of an almost daily need to leave camps in search of firewood for cooking. For example, in Darfur women and girls often walk several kilometres away from camps to find a few branches to burn. This turns them into prime targets for militia groups, national military or police forces and other men who act in a climate of impunity.

Example 2: Afghanistan. In Afghanistan, most victims of mines and other explosive remnants of war are boys aged 8 to 15. Boys often assume roles in Afghan society that take them outside the house, for example, herding cattle. Boys tend to be targeted for alleged association with armed forces and groups more than girls. This puts boys at greater risk of physical attack, detention and torture.

Low-level, intra-state conflicts have replaced major wars between two sovereign states. These conflicts are less visible, with less humanitarian access. Lines between civilians and combatants are blurring. **Today's wars increasingly target children, women and other civilians. Schools and hospitals – which are life-sustaining and life-saving for children – are increasingly targeted. Children in conflict need protection more now than ever before.**

Examples of conflict-related abuse and violations of child rights:


The UN documents conflict-related abuses and violations of child rights. The Secretary-General's report on Children and Armed Conflict (2016) reported the scale of the issue within one year – from January to December 2015. The figures may be higher, as many cases are not reported. This is because of lack of access and the fears of survivors and witnesses.

- **Afghanistan:** 2, 829 children killed or injured
- **The Democratic Republic of the Congo (DRC):** 254 child victims of sexual violence
- **Nigeria:** 1. 8 million IDPs, including more than 1 million children
- **Somalia:** 523 children abducted
- **South Sudan:** 159 incidents of child recruitment and use, affecting 2, 596 children
- **Syria:** 6, 500 schools destroyed, partially damaged, used as IDP shelters, or inaccessible




Before you move on with the lesson, see if participants can name the six grave violations against children's rights in armed conflict. Explain that these six are part of policy, and that peacekeeping personnel need to identify and report on them. What do they think the six are? Note points made on a flip-chart sheet, using one colour of pen for the six, another colour of pen for others people name. Prompt with questions. Ask the group what human right is violated in each case to strengthen applied understanding of human rights.

Slide 3



Six Grave Violations against Children's Rights in Situations of Armed Conflict

1. Killing and maiming
2. Recruitment and use of children
3. Abduction
4. Sexual violence
5. Attacks against schools and hospitals
6. Denial of humanitarian access



Key Message: “War violates every right to a child”, Graca Machel concluded to the UN Secretary-General, following the 1996 landmark study, “The Impact of Armed Conflict on Children”. Six Grave Violations occur against children in conflict zones:

1. Killing and maiming
2. Recruitment and use of children by any armed force or armed group
3. Abduction
4. Sexual violence
5. Attacks against schools and hospitals
6. Denial of humanitarian access



The content below covers the definitions of the six grave violations. Definitions are from the UN Field Manual for Monitoring and Reporting Mechanism (MRM) on Grave Violations against Children in Situations of Armed Conflict (OSRSG-CAAC/UNICEF/DPKO, June 2014).

Knowing the definitions of each grave violation helps peacekeeping personnel identify and report violations.

Killing and maiming:

- **“Maiming”:** refers to permanent injury. Killing and injury of children results from direct targeting and indirect actions. For example: crossfire, landmines, cluster munitions, improvised explosive devices (IEDs). Death or injury can happen as part of military operations, armed group activities, house demolitions, search-and-arrest campaigns or suicide attacks. Torture is reported under this violation.

Example: Darfur

Children were killed and maimed in incidents involving explosive remnants of war (ERW), shooting, shelling and aerial bombings by different parties fighting each other, including government forces.

Recruitment and use of children:

- **“Recruitment”**: enlisting any person under the age of 18 years in any armed force or group - compulsory, forced or voluntary.
- **“Use of children”**: use of children by armed forces or groups in any capacity. For example: boys and girls as fighters, cooks, porters, messengers, sexual slaves, spies and collaborators. “Use of children” does not only refer to children taking part directly in hostilities. The term “child soldier” suggests a role limited to fighting. A different term avoids that misconception: “children associated with armed forces and armed groups” (CAAFAG).



Both the Geneva Conventions and the CRC state that children under the age of 15 years shall not be recruited into armed forces or used in hostilities. It is the Optional Protocol to the CRC on the involvement of children in armed conflict, which is the treaty that aims to raise the age of compulsory recruitment and participation in hostilities to 18 years. The legal framework for child protection is covered below, with more details on these aspects.

Example: Iraq

Armed groups recruited and used children to spy and scout, transport military supplies and equipment, videotape attacks for propaganda, plant improvised explosive devices (IEDs) and attack security forces and civilians.

Abduction:

- **“Abduction”:** unlawfully taking a child temporarily or permanently for exploitation. Abducted children may be removed, seized, captured, apprehended or forcibly disappeared. Exploitation includes:
 - Recruitment and use in armed forces or groups
 - Participation in hostilities
 - Sexual exploitation or abuse
 - Forced labour
 - Hostage-taking
 - Indoctrination

An armed force or group that recruits a child by force commits two separate violations, abduction and recruitment.

Example: Libya.

Opposition forces abducted children from camps for IDPs. They were interrogated in military bases.



Ask participants if they know what “enforced disappearance” is. “Enforced disappearance” or “forced disappearance” is when state officials (or those acting on their behalf) arrest, detain or abduct individuals against their will and refuse to acknowledge their whereabouts. This definition is taken from the Declaration on the Protection of Persons from Enforced Disappearance – proclaimed by the UN General Assembly in resolution 47/133 of 18 December 1992.

Sexual violence:

- This violation refers to any violent sexual act done to a child. Conflict related sexual violence (CRSV) includes rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, and other forms of sexual violence.

Example: DRC

All parties to the conflict committed sexual violence against children. Most child survivors were between 8 and 17 years. Some were under 6 years.

Attacks against schools and hospitals:

- Includes both indiscriminate and direct attacks on schools and hospitals – buildings which are civilian objects – as well as attacks on the people. In armed conflict, there are recurrent attacks or threats against:
 - Schools and hospitals – including physical attacks, looting, and destruction
 - School children, educators and medical personnel – including killing, injury, abduction, and use as human shields

There are other interferences to the normal operation of these facilities. These include occupation, shelling and targeting for propaganda by armed forces or groups.

Example: Afghanistan

Attacks against schools, teachers, school staff and students going to and from school are examples of how conflict deprives children of their right to education.

Denial of humanitarian access:

- Intentional denial or obstruction to the passage of humanitarian assistance by parties to an armed conflict to people in need – in particular, children
- Obstruction to humanitarian actors to access and help children affected by armed conflict
- This denial violates international humanitarian law (IHL) – in other words, the Geneva Conventions

Example: Somalia

An army group issued an access ban against humanitarian organizations, affecting over 3.5 million people, half of them children.

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

 **Learning Activity** 2.7.3

Risks to Children during Armed Conflict

Instructions:

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

Time: 10 minutes

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

UN Partners Leading in Addressing CAAC

Slide 4



3. UN Partners Leading in CAAC

- Office of the Special Representative of the Secretary-General for Children and Armed Conflict (OSRSG-CAAC)
- The United Nations Children's Fund (UNICEF)



Key Message: The UN created the Office of the Special Representative of the Secretary-General on Children and Armed Conflict (OSRSG-CAAC), with a specific mandate to protect children from the impact of armed conflict. The United Nations Children's Fund (UNICEF) is the leading humanitarian and development agency working globally for the rights of every child.

The Office of the Special Representative of the Secretary-General on Children and Armed Conflict (OSRSG-CAAC):

- The leading UN advocate for protection and well-being of children affected by armed conflict is the Special Representative of the Secretary-General on Children and Armed Conflict (SRSG-CAAC).
- The General Assembly created this mandate (Resolution A/RES/51/77).
- The SRSG-CAAC:
 - Strengthens protection of children affected by armed conflict
 - Raises awareness
 - Promotes collection of information about the challenges of children affected by war
 - Fosters international cooperation to improve the protection of children
 - Reports yearly to the General Assembly and Human Rights Council

- The SRSG-CAAC raises awareness amongst political bodies, for example the Security Council and relevant governments of Member States. The purpose is to:
 - Maintain a sense of urgency amongst decision-makers
 - Engage political and diplomatic support
- The Security Council has provided tools for the SRSG-CAAC to respond to violations against children

The United Nations Children’s Fund (UNICEF):

- Works for the rights, survival, development and protection of children. This cuts across the life cycle of a child, from pre-natal to adolescence.
- Activities include safe shelter, nutrition, protection from disaster and conflict, pre-natal care for healthy births, clean water and sanitation, healthcare and education.
- Improves lives of children and families through its global presence in different countries.
- Lobbies and partners with leaders, thinkers and policy makers to advance children’s access to their rights, especially the most disadvantaged.

Legal Framework



Participants should be familiar with parts of the international legal framework. Name the topic and ask participants to brainstorm: What legal framework covers child protection in conflict? This also serves to check absorption of key content. Two have been named so far: (1) IHL or the Geneva Conventions and Additional Protocols and (2) the UN CRC. Participants may also be able to name Security Council resolutions that apply, or refer to the Rules of Engagement (ROE) and Directives on the Use of Force (DUF). Note all points and draw on them as you move through the lesson.

Slide 5



4. Legal Framework

- International Law
- Convention on the Rights of the Child (CRC, 1989)
- Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (OPAC, 2000)
- The International Labour Organization (ILO) Convention 182 (1999)
- Rome Statute of the International Criminal Court (ICC, 1998)
- Mine Ban Treaty of 1997 and Convention on Cluster Munitions (2008)




Key Message: The legal framework obligates UN peacekeeping operations to protect children in armed conflict. International human rights and humanitarian law entitle children to special protection and care.

The world community has steadily strengthened the legal framework for protecting children during conflict. Peacekeeping personnel need to be aware of important international treaties.

International Humanitarian Law – Geneva Conventions (1949) and its Additional Protocols (1977):

- Protects children as civilians in international and intra-state armed conflict
- Also entitles children to special protection and care due to their age

UN Convention on the Rights of the Child (CRC, 1989):

- Covers all basic rights of children, including to the right to education, health, survival and participation
- Member States obliged to CRC are to undertake the necessary actions and policies to further children's best interests
- This is the most ratified human rights treaty. At 31 December 2016, only one UN Member State has not ratified it – the United States

Optional Protocol to the Convention on the Rights of the Child (2000):

- Its adoption marked a key turning point in addressing the involvement of children in armed conflict
- Strengthens protection of children during armed conflicts
- Focuses on recruitment and use of children in hostilities
- Increases the age limits for direct involvement in hostilities to a minimum of 18 years

International Labour Organization (ILO) Convention 182 (1999):

- Calls for *“immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency”*
- Considers forced or compulsory recruitment for use in hostilities as one of the worst forms of child labour

Rome Statute of the International Criminal Court (ICC) (1998):

- Makes recruitment and involvement of children under 15 years in hostilities a war crime

The Mine Ban Treaty (1997) and Convention on Cluster Munitions (2008):

- Ban the use of these weapons
- Have specific provisions to a) teach communities about the risk of mines and b) offer assistance for survivors

Some national laws and traditional customs of host states may not reflect international law. They may even contradict it. For example:

- Female genital mutilation or circumcision (FGM/C): Although illegal under international law, is prevalent in some parts of the world.
- Rape: National laws may not consider rape a crime, particularly rape within marriage.

- Age of marriage: National laws may set the legal age for marriage below international norms.

In such cases, **international laws and standards supersede national laws.**



For more information on the special protection measures required under IHL, see article 77 of the first Additional Protocol to the Geneva Conventions and article 4 of the second Additional Protocol to the Geneva Conventions.

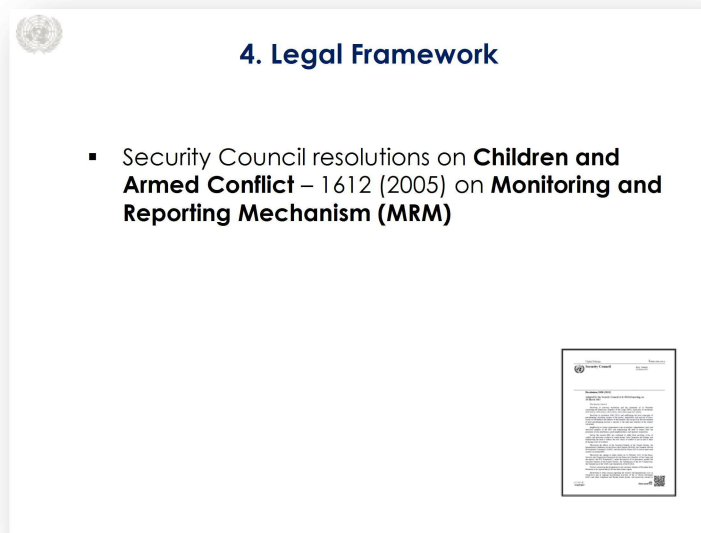


Both international law and UN attention to child protection have become stronger. To help learners see this trend, consider preparing a timeline that shows key developments in international law and UN Security Council resolutions covered below (as suggested for lessons on WPS and CRSV). A timeline prepared as a wall graphic is an effective way to help people see trends over time.

The legal framework also includes child protection mandate provisions in two key documents:

- Rules of Engagement (ROE)
- Directives on the Use of Force (DUF)

Slide 6



Key Message: In 1999, the Security Council formally acknowledged protection of children in armed conflict as an international peace and security concern when it passed Security Council resolution (SCR) 1261. This marked the beginning of the Security Council “children and armed conflict” agenda.

The Security Council has re-confirmed commitment to children in war zones through more resolutions:

- SCR 1314 (2000)
- SCR 1379 (2001)
- SCR 1460 (2003)
- SCR 1539 (2004)
- SCR 1612 (2005)
- SCR 1882 (2008)
- SCR 1998 (2011)
- SCR 2068 (2012)

The Security Council's "children and armed conflict" agenda makes the protection of children in armed conflict a high-level policy priority of UN peacekeeping operations (UNPKOs).

The Monitoring and Reporting Mechanism

The landmark Security Council resolution 1612 (2005) established the Monitoring and Reporting Mechanism (MRM).

The MRM is a global system to monitor and report grave violations of children's rights in armed conflict. The goal is to hold perpetrators accountable.

The MRM focuses on the six grave violations introduced above:

- Killing and maiming of children
- Recruitment and use of children
- Abduction
- Sexual violence
- Attacks against schools and hospitals
- Denial of humanitarian aid

UN-led country-based task forces – co-chaired by UNICEF and DPKO – gather information on these grave violations and engage in dialogue with parties to armed conflict about how to end them.

The Security Council receives this information through the Secretary-General's reports on children and armed conflict. Responses may be sanctions or other measures. By identifying the perpetrators and exposing the crimes ("naming and shaming"), the UN system works to increase political and public pressure on armed forces and groups to end violations.



The Monitoring Analysis and Reporting Arrangements (MARA) for CRSV and the Monitoring and Reporting Mechanism (MRM) for Child Protection are similar. Stress that MARA and MRM are on-the-ground support for peacekeeping personnel to report abuses/violations of the rights of children and women.

The **Group of Experts** is the *Security Council Working Group on Children and Armed Conflict*. It was established with the 15 Security Council members in 2005. The Working Group reviews, reports and recommends measures to promote protection of children affected by armed conflicts. The recommendations are made to the Security Council, governments, donors and the UN system. Recommended measures may include appropriate mandates for peacekeeping missions.

Most peacekeeping missions have full-fledged human rights mandates. Together with protection of civilians (POC) mandates, there is detail on special attention to the protection of boys and girls. Similarly, provisions on conflict-related sexual violence (CRSV) give special attention to women and men, girls and boys.

The Security Council has included child protection in mandates of several UN peacekeeping operations.

Peacekeeping personnel have legal and professional duties to protect children and promote their rights.

Example: Specific Provision for Protection of Children in MONUSCO Mandate, DRC

In Resolution 1952 (2010) on the situation in the DRC, the Security Council “encourages the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO) to continue to share all relevant information with the Group of Experts, especially information on the recruitment and use of children, and on the targeting of women and children in situations of armed conflicts” (Paragraph 13).

DPKO-DFS Policies on Child Protection

Slide 7

5. DPKO-DFS Policies on Child Protection

<p>DPKO-DFS Policy on Mainstreaming Child Protection (2009)</p> <p>"DPKO shall ensure that the concerns of protection, rights and well-being of children affected by armed conflict are specifically integrated into all aspects of UN peacekeeping".</p>	<p>DPKO Policy on the Prohibition of Child Labour in UN Peacekeeping Missions (2011)</p> <p>"The use of children under the age of 18 for the purpose of labour or rendering of services by UN peacekeeping operations is strictly prohibited".</p>
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Key Message: Peacekeeping missions have a critical role in carrying out Security Council resolutions on children and armed conflict. DPKO-DFS policies guide peacekeeping operations to promote, respect and protect children's rights.

DPKO-DFS Policy on Mainstreaming Child Protection (2009)

The policy states: *"DPKO shall ensure that the concerns of protection, rights and well-being of children affected by armed conflict are specifically integrated into all aspects of UN peacekeeping"*.

Core actions are:

- **Monitoring and reporting grave violations against children:** Peacekeeping missions monitor and report grave violations committed against children. There is a Country-based Task Force on Monitoring and Reporting (CTFMR).
 - The Child Protection unit is a member of the CTFMR. Other units are also included. For example: Human Rights, Political Affairs and Civil Affairs. They support information collection from relevant parts of a mission. UN military and police are particularly relevant as the eyes and ears of the mission.
 - The CTFMR is co-chaired by:
 - The Special Representative of the Secretary-General/Head of Mission (SRSG/HOM) or the Deputy Special Representative of the Secretary-General (DSRSG)
 - The UNICEF representative

- **Dialogue with perpetrators:** The SRSG/HOM is responsible for dialogue with perpetrators. Dialogue is needed to develop action plans to end violations of children's rights including recruitment and use. The SRSG/HOM consults with the CTFMR and OSRSG-CAAC.
- **Training on child protection:** UNPKOs are responsible for ensuring all peacekeeping personnel are trained on child protection. Child Protection Advisers (CPAs) are deployed to help implement child protection provisions of mandates. Where deployed, CPAs ensure continuous training and guidance on child rights.

DPKO-DFS Policy on Prohibition of Child Labour in UN Peacekeeping Operations (2011)

The policy states: “the use of children under the age of 18 for the purpose of labour or rendering of services by UN peacekeeping operations is strictly prohibited, regardless of the minimum age of child labour stipulated under the national law in the mission's area of operation, and irrespective of the involvement of compensation (in the form of a salary, food or other benefits)”.

- **The UN prohibits peacekeeping personnel from using anyone under 18 years for labour.**
- Peacekeeping personnel cannot have a cook, cleaner, driver or house help who is under the age of 18 years. This is child labour.
- Children are not allowed on UN premises to do any tasks. In some cultures, young girls set up stalls to sell milk or vegetables or cut hair. Since they are conducted by children, these services are not allowed and peacekeeping personnel must not support them.



This position may seem harsh. Peacekeeping personnel may want to support local people in their livelihoods. Families are fractured and children may be the only income source. The policy is strong for a reason. Supporting child labour is a kind of abuse and violation of child rights. Let learners know that they can consult the Child Protection unit in the mission on issues relating to children. More details on the Child Protection unit are given later in the lesson.

Instructors should note that the new DPKO-DFS Policy on Mainstreaming Child Protection due in 2017 replaces the 2009 policy.

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

Obligations when interacting with Children

Instructions:

- Consider the scenarios
- What should you do?


Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

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.




Child Protection in UN Peacekeeping

Slide 8



6. Child Protection in UN Peacekeeping

- Alert for six grave violations
- Alert to other violations:
 - Illegal arrest, detention
 - Forced displacement
 - Trafficking for sexual exploitation, domestic labour
- Record and refer to child protection, human rights experts



Key Message: As peacekeeping personnel, you need to be alert and able to identify violations against children.

Be Alert for the Six Grave Violations

To “**be alert**” is to be “**vigilant**” or “**watchful**”. All peacekeeping personnel are responsible for fully understanding the violations which the UN expects them to report on. **The primary focus should be on the six grave violations committed by armed forces or groups in armed conflict.** Mandates and resources are limited. While children suffer a range of violations in conflict zones, the Security Council selected these six because of a) their gravity and b) the UN’s ability to monitor and report on them.

Keep in mind that these violations only refer to violations:

- Committed as a direct result of armed conflict
- Usually perpetrated by parties to the conflict

Sexual violence and exploitation by peacekeeping personnel is not listed as one of the six grave violations and not covered by SCR 1612. Neither is child participation in a criminal gang.

Be Alert for Other Violations

Peacekeeping personnel may also be alert to other violations in a mission area.

Examples:

- **Arrest and detention of children:** The arrest and detention of children is a serious concern in conflict settings. It may result from alleged association with armed forces or groups. Children may be seen as 'enemies' or 'deserters' – rather than a victim of child rights violations.
- **Forced displacement:** Forced displacement may be of concern when it relates to fear of child recruitment, sexual violence or any other grave violation.
- **Child trafficking:** Armed groups or criminals have also taken advantage of the desperate situation of children and insecure borders. Children are “traded” or “trafficked” for sexual exploitation or domestic labour.

Recording and Referral

Peacekeeping personnel report basic information to Child Protection, Human Rights or Disarmament, Demobilization and Reintegration (DDR) units competent on these issues for verification and follow-up. Child Protection and Human Rights units must investigate.

Reported information is also essential to:

- Refer survivors of violations to appropriate services
- Provide them with medical, legal or psycho-social help

The Child Protection unit, CPA or Child Protection focal point leads in referrals involving children, based on information from peacekeeping personnel. There are referral systems set up by UNICEF, humanitarian actors and other child protection partners. This is for timely and adequate responses.

Slide 9



Coordination with Child Protection Partners

- UNICEF
- Other UN agencies – UNHCR, ILO, UNESCO, UNFPA
- International and national NGOs
- National ministries – social, health, education, youth and inter-agency groups

The slide also includes a grid of logos for various organizations: UN DPKO, UNICEF, United Nations Human Rights, UNHCR (The UN Refugee Agency), UN Women (United Nations Entity for Gender Equality and the Empowerment of Women), ILO, UNESCO, UNFPA, and THE WORLD BANK.

Key Message: Peacekeeping missions coordinate with children's rights and child protection partners. Coordination and information sharing are essential for adequate response.

UN, national and external partners include:

- UNICEF
- Other UN agencies – for example, UN High Commissioner for Refugees (UNHCR), International Labour Organization (ILO), UN Educational, Scientific and Cultural Organization (UNESCO), UN Population Fund (UNFPA)
- Relevant international and national NGOs
- National ministries – for example, social, health, education, youth and inter-agency groups

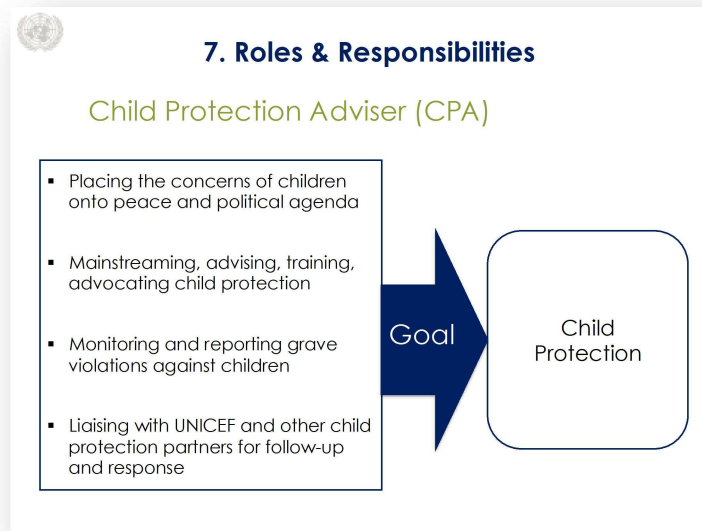
Peacekeeping missions report on cases of sexual violence against a child. They do not provide survivor support. Humanitarian actors and other child protection partners are equipped and able to give the child survivor timely and life-saving services. Services include medical, psycho-social and legal assistance.

The Child Protection unit of the mission helps to identify and facilitate contact with relevant partners. Specialist knowledge and expertise are essential in the follow-up of delicate cases, for example, risks of traumatization and witness protection.

Contacts and follow up with mission partners on child protection should go through or happen in close consultation with CPAs or Focal Points, whenever possible.

Roles and Responsibilities

Slide 10



Key Message: The Child Protection unit of the mission leads and coordinates the child protection work of the mission.

Child Protection Advisers (CPAs) are specialist personnel sent to missions to help fulfil child protection mandates. In the absence of a Child Protection unit, the mission may designate the Human Rights component or another mission component as focal point on child protection.

The focus of their work is to:

- Place the concerns of children on the peace and political agenda.
- Ensure child protection becomes an integral part of the mission's engagement, through advising mission leadership on mainstreaming or integrating child protection concerns.
- Coordinate the child protection work of the mission. Child protection is a shared responsibility. Peacekeeping personnel coordinate with the CPA or the Child Protection focal point on child protection and actions relating to children.
- Train newly-deployed peacekeeping personnel on child protection. This adds to child protection training every peacekeeping personnel must receive before deployment. In-mission briefings are also given on the specifics of children affected by armed conflict in the peacekeeping area, and how personnel are to share information.
- Advocate child protection issues with mission leadership and partners.
- Monitor and report on the six grave violations against children.

- Liaise with UNICEF and other child protection partners for follow-up and response to individual cases.
- Help establish dialogue with perpetrators to end the gravest violations against children – including the recruitment and use of children associated with armed forces and armed groups (CAAFAG). This dialogue has led to signing of action plans by military and armed groups and the release of thousands of CAAFAG.

Slide 11



Key Message: All components in a mission contribute to child protection in their daily tasks.

Some units **work closely** with the Child Protection unit.

Disarmament, Demobilization and Reintegration (DDR):

- Work with CPAs to identify children associated with armed forces and groups.
- Ensure children get special protection during the DDR process.

Human Rights:

- Assist with investigations of human rights violations committed against children in armed conflict.
- Feed into information collection on grave violations.
- Monitor illegal arrest of children.

Political Affairs:

- Ensure child rights and child protection concerns are part of political negotiations.

Gender Adviser and Women Protection Adviser:

- Help identify and address gender-specific protection needs of girls and boys in conflict and post-conflict settings.



Get participants to brainstorm what roles other units have in child protection. Use lists of units from earlier lessons or ask people to name a unit and its role. List points on a flip-chart sheet and build on them. Prompt with the question: What about...?. After the brainstorm, cover content below as a summary review, reinforcing the group's growing knowledge base.

Other units **contribute** to child protection.

Civil Affairs:

- Sensitize local community on child protection concerns.

Rule of Law (ROL)/Justice:

- Advise local counterparts on juvenile justice reform.
- Ensure children's rights are secured in national legislation.

Corrections:

- Monitor the presence of children in prisons and refer to CPA.

Security Sector Reform (SSR):

- Help ensure protection of children and young people in weapons collection programmes.
- Follow *International Small Arms Control Standards (2012)*, for example:
 - Children and adolescents get priority at weapons collection point
 - A staff member experienced at interacting appropriately with children helps with handover and follow up, as necessary

Electoral Assistance:

- Help avoid exploitation of children for political purposes in election campaigns.
- Ensure safety of pregnant women and young children accompanying adults during voting.

Mission Support:

- Movement Control (MovCon) supports the availability of transport to respond to child protection concerns.

The SRSG/HOM:

- Ensures child protection concerns are a priority in a peace process.

All Mission Personnel:

- Effective child protection depends on commitment of mission staff in all components.
- The UN expects peacekeeping personnel to protect children and promote their rights:
 - In each specific function
 - According to mission mandate
 - Guided by the CPA or Child Protection focal point

Slide 12

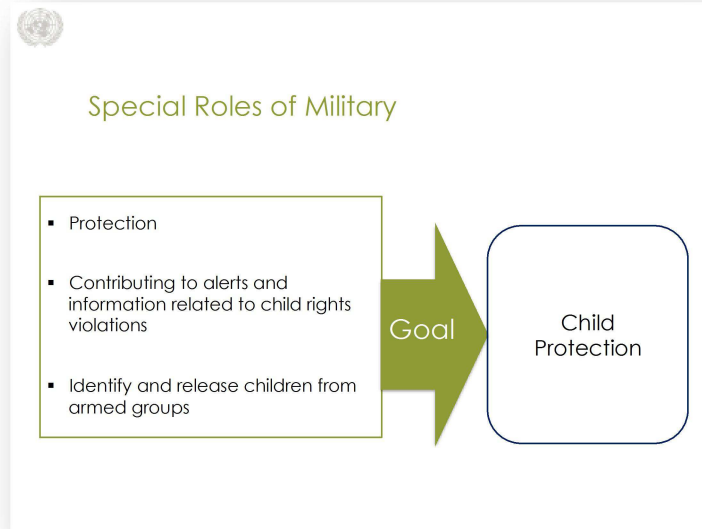


Key Message: The police component can take action in support of child protection.

UN Police:

- Advise national police force in dealing with children in contact with the law to ensure the rights of children, including victims and witnesses, as well as perpetrators
- Train members of the new or restructured national police service on human rights, including child protection
- Report to Child Protection or Human Rights units when children are arrested by national police, so they can follow up

Slide 13




Key Message: In daily tasks, military peacekeeping personnel contribute to a mission’s child protection mandate.

Military:

- Provide physical protection to children facing imminent threats
- Monitor and report on the six grave violations against children
- Provide alerts and information to CPAs on child rights violations faced during regular work
- Help identify and support the implementation of action plans to release children from armed groups
- Support DDR


What Individual Peacekeeping Personnel Can Do

Slide 14



8. What Individual Peacekeeping Personnel Can Do

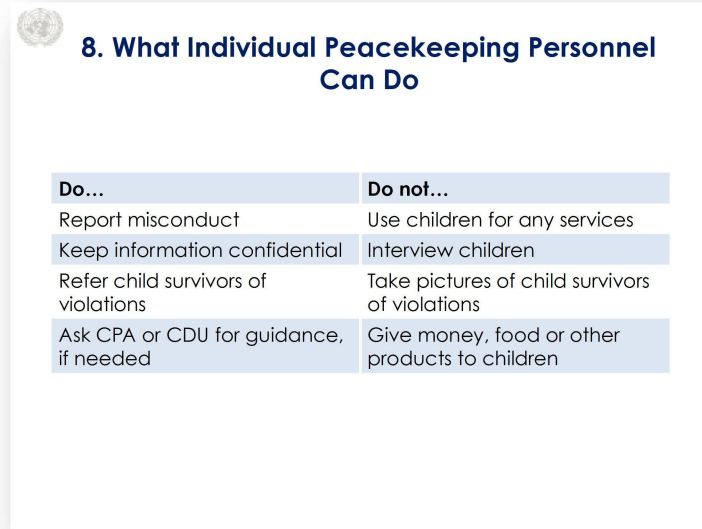
- Identify and be alert – Six Grave Violations
- Record essential information
- Do not interview
- Report to CPA or other experts



Key Message: All UN peacekeeping personnel have a duty to protect children in their official functions and personal conduct. Peacekeeping personnel must be ready to take action if they see violations against children.

- **Identify and be alert** to protection threats and violations against children, including the **Six Grave Violations**.
- **Record essential information** about observed violations or threats: time, location, alleged perpetrator, victim and circumstances.
- **Do not interview.** Take note of the age and sex of the child. Gather information on his/her parents or caretakers, including if it concerns an unaccompanied or separated child.
- **Report to CPA** or other relevant units (for example, Human Rights, DDR) for verification and follow up, including referral of survivors to services.

Slide 15



8. What Individual Peacekeeping Personnel Can Do

Do...	Do not...
Report misconduct	Use children for any services
Keep information confidential	Interview children
Refer child survivors of violations	Take pictures of child survivors of violations
Ask CPA or CDU for guidance, if needed	Give money, food or other products to children

Key Message: Peacekeeping personnel should make the child's safety and well-being the priority. The best interest of the child should guide all contact with them.

While some situations may not appear harmful at first, they may cause harm to children or their families.

Here are some “dos” and “don’ts” to help peacekeeping personnel make the right decisions:

DOs

- Do report suspected misconduct or sexual exploitation and abuse (SEA) by peacekeeping personnel to the Conduct and Discipline unit (CDU).
- Do keep information on child protection confidential, as this information is often sensitive (e.g. names, locations, images).
- Do refer survivors of violence to appropriate services through the CPA.
- Do ask the CPA or CDU for guidance if you are uncertain about how to respond to certain situations.

DON'Ts

- Do not use children for sexual services, labour or any other services.
- Do not interview children. Note down the basic information and share this with units trained to work with children, e.g. Child Protection or Human Rights units.
- Do not take pictures of child victims of human rights violations, or use these pictures in reports. This includes children in custody or children associated with armed forces or armed groups.

- Do not give money, food or other products to children. It may encourage children to beg from other strangers who could harm them.

Summary

A “child” is an individual under 18 years

- International law treats individuals under 18 years as children, irrespective of the national legislation on the age of a child

Children need special protection, especially in conflict

- Children need special protection in conflict and post-conflict settings because:
 - Children can be more easily influenced and used than adults.
 - Children depend on family, community and government structures for protection and care. Conflict destroys these structures.
 - Children are still growing up. The violence in armed conflict poses risk to their healthy development.

The duties of UN peacekeeping personnel: protect children and do not use children for labour or services

- **DPKO-DFS Policy on Mainstreaming Child Protection (2009)** states: *“DPKO shall ensure that the concerns of protection, rights and well-being of children affected by armed conflict are specifically integrated into all aspects of UN peacekeeping.”* Core actions are:
 - Monitoring and reporting on the six grave violations against children
 - Dialogue with perpetrators to end violations
 - Training on child protection for all peacekeeping personnel
- **DPKO-DFS Policy on Prohibition of Child Labour in UN Peacekeeping Missions (2012)** states: *“the use of children under the age of 18 for the purpose of labour or rendering of services by UN peacekeeping operations is strictly prohibited”*. Peacekeeping personnel cannot have a cook, cleaner, driver or house help under age 18. This is child labour. Children are not allowed on UN premises to do any tasks.

You must take action – be alert to violations, record essential information, coordinate, intervene

- Peacekeeping personnel must be ready to take action if they see violations against children:
 - Identify and be alert to protection threats and violations against children
 - Record essential information about observed violations or threats
 - Gather information on the child
 - Report to the CPA for verification and follow up

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 2.7	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Give three reasons why children need special protection in conflict and post-conflict.	<p>Children can be more easily influenced than adults.</p> <ul style="list-style-type: none"> ▪ may not fully understand consequences of actions - an armed force or group may lure them to join with promises of employment or protection - may innocently act as 'suicide bombers,' carrying explosives hidden in bags or clothing without knowing <p>Children depend on family, community and government for protection and care. Conflict destroys these supports.</p> <ul style="list-style-type: none"> ▪ displaced and unaccompanied children are at greater risk of

	<p>exploitation or abuse</p> <p>Children are still growing up. The violence in armed conflict poses risks to their healthy development.</p> <ul style="list-style-type: none"> ▪ denial of access to basic services, including enough nutrition, has a more serious long-term effect on children than on adults ▪ babies and younger children are especially vulnerable ▪ traumatic experiences during this time or other negative influences such as indoctrination carry more consequences for children than for adults
<p>2. What DPKO/DFS policy guides peacekeeping operations in their critical role carrying out Security Council resolutions on children and armed conflict? Describe 3 core actions in the policy.</p>	<p><i>DPKO/DFS Policy on Mainstreaming Child Protection (2009)</i></p> <p>Monitoring and reporting grave violations against children</p> <ul style="list-style-type: none"> ▪ Peacekeeping missions monitor and report grave violations committed against children. <p>Dialogue with Perpetrators</p> <ul style="list-style-type: none"> ▪ SRSG/Head of Mission (HOM) is responsible for dialogue with perpetrators. Goal is to develop action plans to end violations of children's rights, including recruitment and use. <p>Training on Child Protection</p> <ul style="list-style-type: none"> ▪ Peacekeeping operations are responsible for ensuring all peacekeeping personnel are trained on child protection.
<p>3. Name four “dos” and four “don’ts” for individual peacekeepers on child protection.</p>	<p>DO</p> <ul style="list-style-type: none"> ▪ Do report suspected misconduct or sexual exploitation and abuse (SEA) to the Code and Discipline Unit (CDU). ▪ Do keep information on child protection confidential as this

	<p>information is often sensitive (e.g. names, locations, images).</p> <ul style="list-style-type: none"> ▪ Do refer survivors of violence to appropriate service, if possible through the CPA. ▪ Do ask the CPA or CDU for guidance if you're uncertain about how to respond to certain situations. <p>DON'T</p> <ul style="list-style-type: none"> ▪ Don't use children for sexual services, labour or any other services. ▪ Don't interview children. Just note down the basic information and share this with units trained to work with children, e.g. Child Protection or Human Rights. ▪ Don't take pictures of child victims of human rights violations, including children in custody or children associated with armed forces or armed groups, or use these pictures in reports. ▪ Don't give money, food or other products to children. It may encourage them to beg from other strangers who could harm them.
<p>4. Peacekeepers must be alert and ready to take action if they see violations against children. What actions are basic?</p>	<ul style="list-style-type: none"> ▪ Identify and be alert to protection threats and violations against children – this means know main protection threats including six grave violations. ▪ Record essential information about observed violations or threats: <ul style="list-style-type: none"> - time - location - alleged perpetrator - victim - circumstances ▪ Take note of the age and sex of the child and gather information on his or her parents or caretakers, including if it concerns an unaccompanied or separated child. ▪ Report to CPA or other competent colleagues (HR, DDR) for verification

	and follow up, including referral of survivors to services.
Fill in the blanks	
5. Under international law, a child is every boy or girl under ____ years.	18
6. What policy states: <i>“DPKO shall ensure that the concerns of protection, rights and well-being of children affected by armed conflict are specifically integrated into all aspects of UN peacekeeping.”</i>	<i>DPKO-DFS Policy on Mainstreaming Child Protection (2009)</i>
7. All contact with external actors and follow-up on child protection goes through or happens in close consultation with _____.	<ul style="list-style-type: none"> ▪ Child Protection Advisers or ▪ Child Protection focal points
True-False	
8. Peacekeeping missions monitor and report grave violations committed against children.	<p>True</p> <ul style="list-style-type: none"> ▪ one of 3 core tasks in DPKO-DFS policy on mainstreaming child protection (2009) ▪ country-based Task Force on Monitoring and Reporting (CTFMR) leads ▪ co-chaired by SRSG or DSRSG and UNICEF representative, with Child Protection and other substantive sections: human rights, political and civil affairs
9. The UN does not permit peacekeepers to pay children for work, but they can give them food or other benefits.	<p>False</p> <p>The UN prohibits all use of children under 18 for labour.</p> <ul style="list-style-type: none"> ▪ UN prohibits all child labour ▪ regardless of age permitted in national law ▪ regardless of whether exchange is for money or other benefits

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
Child	<p>The UN Convention on the Rights of the Child (CRC) states that a child “means every human being below the age of 18 years, unless, under the law applicable to the child, majority is attained earlier.” (CRC, Art. 1)</p> <p>“Age of majority” is the age that law recognizes a person as an adult.</p>
Child protection	<p>The aim of child protection is to</p> <ul style="list-style-type: none"> a) protect children from violence, abuse and neglect, and b) promote their rights. <p>Protection of child rights includes attention to the right to food, health, and education.</p> <p>Child protection is protection of children from violence, abuse and exploitation.</p>
Six Grave Violations	<p>Six Grave Violations occur against children in conflict zones:</p> <ul style="list-style-type: none"> (1) killing and maiming; (2) recruitment and use of children by any armed force or armed group; (3) abduction; (4) sexual violence; (5) attacks against schools and hospitals; and (6) denial of humanitarian access. <p>Definitions are in the UN Monitoring and Reporting Mechanism (MRM) Field Guide on Grave Violations against Children’s Rights in Situations of Armed Conflict (OSRSG-CAAC/UNICEF/DPKO, April 2010).</p> <p>While children suffer a range of violations in conflict zones: the Security Council selected these six because of a) their gravity and b) the UN’s ability to monitor and report on them.</p>

<p>Monitoring and Reporting Mechanism (MRM)</p>	<p>The landmark Security Council resolution 1612 in 2005, established the Monitoring and Reporting Mechanism (MRM).</p> <p>The MRM is a global system to monitor and report on the six grave violations of children's rights in armed conflict. The goal is to hold perpetrators accountable.</p> <p>Peacekeeping missions monitor and report grave violations committed against children. There is a Country-based Task Force on Monitoring and Reporting (CTFMR). The Child Protection unit is a member of the CTFMR. Other units are also included. For example: Human Rights, Political Affairs, and Civil Affairs.</p> <p>UN-led country-based task forces gather information on the six grave violations and engage in dialogue with parties to armed conflict about how to end them.</p> <p>The Security Council receives this information through the Secretary-General's reports on children and armed conflict. Responses may be sanctions and other measures. By identifying the perpetrators and exposing their crimes ("naming and shaming"), the UN system works to increase political and public pressure on armed forces and groups to end violations.</p> <p>The MRM is put in place where parties to conflict are listed in annexes of the Secretary-General's annual report on children and armed conflict.</p> <p>Before 2009, only parties recruiting and using children were named in report annexes. Through Resolution 1882 (2009) and Resolution 1998 (2011), the Security Council decided to also list those armed forces and groups who kill and maim children, commit sexual violence against children, and attack schools and hospitals. By expanding early focus on child recruitment and use, the Security Council took an important step toward addressing all six grave violations.</p>
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Commonly asked questions from participants:

Possible Questions	Possible Responses
<p>Is the recruitment of anyone under 18 into armed forces a human rights violation or a war crime?</p>	<p>According to both IHL and international human rights law, the forced recruitment of anyone under 18 and their participation in hostilities is strictly forbidden. This has been prosecuted as a war crime. Under human rights law, countries are permitted to allow children between the ages of 15 and 18 to voluntarily join the armed forces of a State. If 15-18 year-olds are forced to join armed forces or other armed groups that are separate from the State's armed forces, then this may be considered a violation of their human rights.</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 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](#)
- [Rome Statute of the International Criminal Court \(ICC\), 1998](#) (came into force in 2002)
- [UN Convention on the Rights of the Child \(CRC\), 1989](#)
- [Optional Protocol to the Convention on the Rights of the Child, 2000](#)
- [International Labour Organization \(ILO\) Convention 182, 1999](#)
- [The Mine Ban Treaty \(also known as the Ottawa Convention\), 1997](#)
- [Convention on Cluster Munitions, 2008](#)
- [Report of the Expert of the Secretary-General \(Graça Machel\) on the Impact of Armed Conflict on Children, 1996 \(A/51/306\)](#)
- [General Assembly resolution on Promotion and Protection of the Rights of Children, 20 February 1997 \(A/RES/51/77\) \(Establishment of the Office of the Special Representative of the Secretary General on Children and Armed Conflict \(OSRSG-CAAC\)\)](#)
- [Report of the Secretary General: Children and armed conflict \(S/2016/360\)](#)
- [Security Council resolution 1261 \(1999\) on Children and Armed Conflict \(S/RES/1261\)](#)
- [Security Council resolution 1314 \(2000\) on Children and Armed Conflict \(S/RES/1314\)](#)
- [Security Council resolution 1379 \(2001\) on Children and Armed Conflict \(S/RES/1379\)](#)
- [Security Council resolution 1460 \(2003\) on Children and Armed Conflict \(S/RES/1460\)](#)
- [Security Council resolution 1539 \(2004\) on Children and Armed Conflict \(S/RES/1539\)](#)
- [Security Council resolution 1612 \(2005\) on Children and Armed Conflict \(S/RES/1612\)](#)
- [Security Council resolution 1882 \(2009\) on Children and Armed Conflict \(S/RES/1882\)](#)
- [Security Council resolution 1998 \(2011\) on Children and Armed Conflict \(S/RES/1998\)](#)

- [Security Council resolution 2068 \(2012\) on Children and Armed Conflict \(S/RES/2068\)](#)
- [Security Council resolution 2143 \(2014\) on Children and Armed Conflict \(S/RES/2143\)](#)
- [Security Council resolution 1674 \(2006\) on the protection of civilians in armed conflict \(S/RES/1674\)](#)
- [DPKO-DFS Policy on Mainstreaming the Protection, Rights and Well-being of Children Affected by Armed Conflict within United Nations Peacekeeping Operations, 2009](#)
- [DPKO-DFS Policy on Prohibition of Child Labour in United Nations Peacekeeping Operations, 2011](#)
- [DPKO-DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010](#)
- [OSRSG-CAAC/UNICEF/DPKO, Field Manual for Monitoring and Reporting Mechanism \(MRM\) on Grave Violations against Children in Situations of Armed Conflict, 2014](#)

Additional Resources

UN Information

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

UNICEF: <https://www.unicef.org/>

UN Office of the SRSG for Children and Armed Conflict (CAAC):
<https://childrenandarmedconflict.un.org/>

Monitoring and Reporting Mechanism (MRM) tools: <http://www.mrmtools.org/mrm/>

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>)

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>

[A Child's Fate - Child Protection and Peacekeeping \(12:22 minutes\)](#)

[Children in armed conflicts: Ishmael Beah speaks of the devastation of war \(6:13 minutes\)](#)

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

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
Child Protection (CP) – for UN Military
Child Protection (CP) – for UNPOL

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

Module 2: Mandated Tasks of United Nations Peacekeeping Operations

Lesson 2.7



Child Protection



Relevance

Peacekeeping personnel:

- Protect children's human rights
- Protect children from violence



Learning Outcomes

Learners will:

- Define a “child”
- Explain why children need special protection, especially in armed conflict
- Describe duties of peacekeeping personnel as reflected in UN policies
- List actions to take to protect children



Lesson Overview

1. Definitions
2. Importance of Attention to Children & Armed Conflict (CAAC)
3. UN Partners Leading in Addressing CAAC
4. Legal Framework
5. DPKO-DFS Policies on Child Protection
6. Child Protection in UN Peacekeeping
7. Roles & Responsibilities
8. What Individual Peacekeeping Personnel Can Do



Learning Activity

2.7.1

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

Instructions:

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

Time: 15 minutes

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

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



1. Definitions

- A **child** is every boy or girl under the age of 18
- The aim of **Child Protection** is to protect children from violence, abuse and neglect, and promote their rights





Age and Vulnerability

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

Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



2. Importance of Attention to Children and Armed Conflict (CAAC)

Special Protection for Children

- Easily influenced
- Depend on structures for protection care
- Process of growing up





Six Grave Violations against Children's Rights in Situations of Armed Conflict

1. Killing and maiming
2. Recruitment and use of children
3. Abduction
4. Sexual violence
5. Attacks against schools and hospitals
6. Denial of humanitarian access





Risks to Children during Armed Conflict

Instructions:

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

Time: 10 minutes

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



3. UN Partners Leading in CAAC

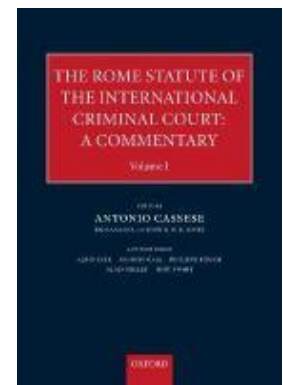
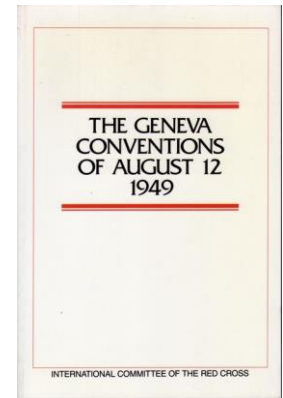
- Office of the Special Representative of the Secretary-General for Children and Armed Conflict (OSRSG-CAAC)
- The United Nations Children's Fund (UNICEF)





4. Legal Framework

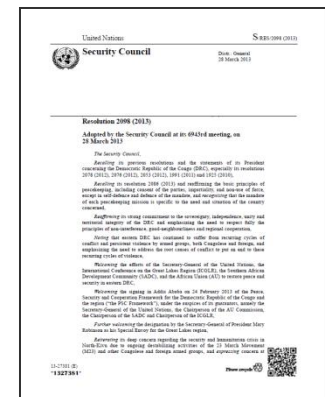
- International Law
- Convention on the Rights of the Child (CRC, 1989)
- Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (OPAC, 2000)
- The International Labour Organization (ILO) Convention 182 (1999)
- Rome Statute of the International Criminal Court (ICC, 1998)
- Mine Ban Treaty of 1997 and Convention on Cluster Munitions (2008)





4. Legal Framework

- Security Council resolutions on **Children and Armed Conflict** – 1612 (2005) on **Monitoring and Reporting Mechanism (MRM)**





5. DPKO-DFS Policies on Child Protection

DPKO-DFS Policy on Mainstreaming Child Protection (2009)

“DPKO shall ensure that the concerns of protection, rights and well-being of children affected by armed conflict are specifically integrated into all aspects of UN peacekeeping”.

DPKO Policy on the Prohibition of Child Labour in UN Peacekeeping Missions (2011)

“The use of children under the age of 18 for the purpose of labour or rendering of services by UN peacekeeping operations is strictly prohibited”.



Obligations when Interacting with Children

Instructions:

- Consider the scenarios
- What should you do?

Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



6. Child Protection in UN Peacekeeping

- Alert for six grave violations
- Alert to other violations:
 - Illegal arrest, detention
 - Forced displacement
 - Trafficking for sexual exploitation, domestic labour
- Record and refer to child protection, human rights experts





Coordination with Child Protection Partners

- UNICEF
- Other UN agencies – UNHCR, ILO, UNESCO, UNFPA
- International and national NGOs
- National ministries – social, health, education, youth and inter-agency groups





7. Roles & Responsibilities

Child Protection Adviser (CPA)

- Placing the concerns of children onto peace and political agenda
- Mainstreaming, advising, training, advocating child protection
- Monitoring and reporting grave violations against children
- Liaising with UNICEF and other child protection partners for follow-up and response

Goal

Child
Protection



Other Units

DDR

Human Rights

Political Affairs

Gender Adviser

Women Protection Adviser

Civil Affairs

Rule of Law

Judicial Affairs

Corrections

SSR

Electoral

Mission Support

SRSO's Office



Special Roles of Police

- Mentoring and advising
- Vetting, training and advising
- Investigating
- Reporting

Goal

Child
Protection



Special Roles of Military

- Protection
- Contributing to alerts and information related to child rights violations
- Identify and release children from armed groups

Goal

Child
Protection



8. What Individual Peacekeeping Personnel Can Do

- Identify and be alert – Six Grave Violations
- Record essential information
- Do not interview
- Report to CPA or other experts





8. What Individual Peacekeeping Personnel Can Do

Do...

Report misconduct

Keep information confidential

Refer child survivors of violations

Ask CPA or CDU for guidance, if needed

Do not...

Use children for any services

Interview children

Take pictures of child survivors of violations

Give money, food or other products to children



Summary of Key Messages

- A “child” is an individual under 18 years
- Children need special protection, especially in conflict
- Duties of peacekeeping personnel – protect children, do not use children for labour or services
- Take action – be alert to violations, record essential information, 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
2.7.1	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

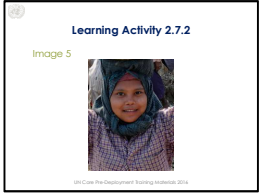
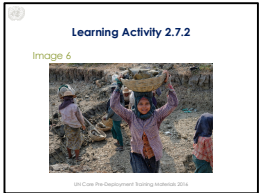
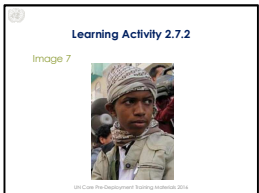
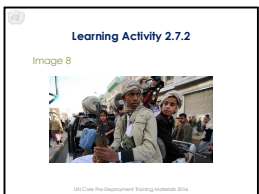
Identify the needs and milestones in a child's development at...

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</p> <p>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</p> <p>UN Case Pre-Deployment Training Materials 2014</p>	
<p>7.</p>  <p>Learning Activity 2.7.2 Image 7</p> <p>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</p> <p>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.




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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.



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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.



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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=JI90uFIKyRw>
- 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?



Learning Activity 2.7.2

Image 1





Learning Activity 2.7.2

Image 2





Learning Activity 2.7.2

Image 3





Learning Activity 2.7.2

Image 4





Learning Activity 2.7.2

Image 5





Learning Activity 2.7.2

Image 6





Learning Activity 2.7.2

Image 7





Learning Activity 2.7.2

Image 8





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.





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.





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.



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 2.7	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. What are peacekeepers' responsibilities to children?	<ul style="list-style-type: none"> ▪ protect children's human rights ▪ protect children from violence, including illegal recruitment into armed forces as child soldiers
2. What is the goal of Child Protection in peacekeeping missions?	<ul style="list-style-type: none"> ▪ protect children from violence, abuse, neglect ▪ promote children's rights
3. Explain the difference between <i>protection of child rights</i> and <i>child protection</i> .	<ul style="list-style-type: none"> ▪ <i>Protection of child rights</i> is attention to basic rights – to food, health, education. ▪ <i>Child protection</i> is protection of children from violence, abuse and exploitation. <p>Child protection as practiced in peacekeeping covers both.</p>
4. Give three reasons why children need special protection in conflict and post-conflict.	<p>Children can be more easily influenced than adults.</p> <ul style="list-style-type: none"> ▪ may not fully understand consequences of actions <ul style="list-style-type: none"> - an armed force or group may lure them to join with promises of employment or protection - may innocently act as 'suicide bombers,' carrying explosives hidden in bags or clothing

	<p>without knowing</p> <p>Children depend on family, community and government for protection and care. Conflict destroys these supports.</p> <ul style="list-style-type: none"> ▪ displaced and unaccompanied children are at greater risk of exploitation or abuse <p>Children are still growing up. The violence in armed conflict poses risks to their healthy development.</p> <ul style="list-style-type: none"> ▪ denial of access to basic services, including enough nutrition, has a more serious long-term effect on children than on adults ▪ babies and younger children are especially vulnerable ▪ traumatic experiences during this time or other negative influences such as indoctrination carry more consequences for children than for adults
<p>5. Give examples of how gender roles of boys and girls influence their specific risks in armed conflict. What are implications for peacekeepers?</p>	<p>Girls</p> <ul style="list-style-type: none"> ▪ gender roles usually include reproductive or domestic tasks ▪ girls may have to leave protected camps daily to search for water and firewood (e.g. Darfur) ▪ this makes them prime targets for sexual assault and kidnapping by predatory men in state and non-state forces <p>Boys</p> <ul style="list-style-type: none"> ▪ gender roles usually include agricultural or productive tasks outside the household, e.g. herding cattle ▪ in some conflicts, most victims of mines and ERW are boys of 8-15 years (Afghanistan) ▪ boys are at greater risk of physical attack, illegal detention and torture – targeted for alleged association with armed forces and group <p>Implications</p> <ul style="list-style-type: none"> ▪ peacekeepers cannot make blanket assumptions about “children” ▪ they need to observe and analyze reality for boys and girls separately –

	<ul style="list-style-type: none"> ▪ include age and sex in reports ▪ they may need to include separate measures for girls and boys in programmes and activities
<p>6. What are six grave violations of children's rights that occur in conflict zones.</p>	<ol style="list-style-type: none"> 1. killing and maiming <ul style="list-style-type: none"> ▪ direct targeting and indirect actions such as cross-fire, cluster munitions, landmines, IEDS ▪ torture is reported under this violation 2. recruitment and use of children by any armed force or armed group <ul style="list-style-type: none"> ▪ enlisting children in any armed force or group – compulsory, forced or voluntary – when under 18 years ▪ “use of children” in any capacity – fighters, cooks, porters, messengers and not only as fighters 3. abduction <ul style="list-style-type: none"> ▪ unlawfully taking a child to exploit, permanently or temporarily ▪ purposes vary: recruitment in armed forces or groups, forced labour, sexual exploitation and abuse, indoctrination, hostage-taking 4. sexual violence <ul style="list-style-type: none"> ▪ any violent sexual act done to a child – rape or other sexual violence, sexual slavery, any enforced act – marriage, pregnancy, sterilization 5. attacks against schools and hospitals <ul style="list-style-type: none"> ▪ recurrent threats or attacks on buildings and people ▪ targets may be schools and hospitals in armed conflict areas, and on school-children, educators and medical personnel ▪ occupation, shelling, targeting for propaganda also interfere 6. denial of humanitarian access <ul style="list-style-type: none"> ▪ denial of children's access to help ▪ restricted ability of humanitarian agencies to access vulnerable people, including children

<p>7. What responsibilities does the Special Representative of the Secretary-General on Children and Armed Conflict (SRSG-CAAC) carry?</p>	<p>General</p> <ul style="list-style-type: none"> ▪ general responsibility is to protect children from the impact of armed conflict ▪ SRSG-CAAC is the leading UN advocate for protection and well-being of children affected by armed conflict ▪ mandate set by the UN General Assembly in 1997 <p>Specific</p> <ul style="list-style-type: none"> ▪ strengthens protection of children affected by armed conflict ▪ raises awareness ▪ promotes collection of information about the plight of children affected by war ▪ fosters international cooperation to improve their protection ▪ reports yearly to the UN General Assembly and Human Rights Council ▪ raises challenges children face in war to political bodies, e.g. the UN Security Council and relevant governments. Purpose is to: <ol style="list-style-type: none"> 1. maintain urgency of decision-makers, and 2. engage political and diplomatic support.
<p>8. Describe UNICEF's work, including in peacekeeping.</p>	<p>General</p> <ul style="list-style-type: none"> ▪ leading UN entity on children ▪ works to improve lives of children and families through global presence ▪ lobbies and partners with leaders, thinkers and policy makers to advance children's access to their rights, especially the most disadvantages <p>In Peacekeeping</p> <ul style="list-style-type: none"> ▪ a key partner, member of UNCT ▪ works with SRSG-CAAC and Child Protection, Human Rights units in peacekeeping missions to protect and promote children and their rights, and address violations
<p>9. What six international legal treaties protect children? Note the important contribution of each to steadily stronger international</p>	<p>Geneva Conventions of 1949 and its Additional Protocols, 1977</p> <ul style="list-style-type: none"> ▪ protects children as civilians in international and intra-state armed

<p>protection of children in conflict.</p>	<p>conflict</p> <ul style="list-style-type: none"> ▪ also entitle them to special protection and care because of their age. <p>Convention on the Rights of the Child (CRC), 1989</p> <ul style="list-style-type: none"> ▪ covers all basic rights of children, including to education, health, survival, participation ▪ obliges States parties to the Convention to undertake all actions and policies to further children's best interests ▪ the most ratified human rights treaty; as of December 31, 2012, only three UN member states have not ratified it - Somalia, South Sudan, and the United States <p>Optional Protocol to the Convention on the Rights of the Child, 2000</p> <ul style="list-style-type: none"> ▪ key turning point in addressing involvement of children in armed conflict ▪ strengthens protection of children during armed conflicts ▪ focuses on recruitment and use of children ▪ increases the age limits for direct involvement in hostilities to a minimum of 18 years. <p>International Labour Organization (ILO) Convention 182, 1999:</p> <ul style="list-style-type: none"> ▪ calls for "<i>immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.</i>" ▪ considers forced or compulsory recruitment for use in hostilities as one of the worst forms of child labour <p>Statute of the International Criminal Court (ICC), 1998:</p> <ul style="list-style-type: none"> ▪ makes recruitment and involvement of children under 15 years in hostilities a war crime. <p>The Mine Ban Treaty, 1997 and Convention on Cluster Munitions, 2008:</p> <ul style="list-style-type: none"> ▪ ban the use of these weapons ▪ have specific provisions to
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	<ol style="list-style-type: none"> 1. teach communities about the risk of mines and 2. offer assistance for survivors
<p>10. Explain the Security Council's "children and armed conflict" agenda, with specifics.</p>	<ul style="list-style-type: none"> ▪ The "children and armed conflict" agenda makes protection of children in armed conflict a high-level policy priority of UN peacekeeping. ▪ 1999 – Security Council formally acknowledged protection of children in armed conflict as an international peace and security concern – SCR 1261. ▪ Reconfirmed commitments to children in war zones are in: <ul style="list-style-type: none"> - SCR 1314 (2000) - SCR 1379 (2001) - SCR 1460 (2003) - SCR 1612 (2005) - SCR 1882 (2008) - SCR 1998 (2011) - SCR 2068 (2012) ▪ Of these, SCR 1612 in 2005 is ground-breaking. It established the Monitoring and Reporting Mechanism, MRM, focusing on six grave violations against children <ul style="list-style-type: none"> - killing and maiming of children - recruitment and use of children - abduction - sexual violence - attacks against schools, hospitals - denial of humanitarian aid
<p>11. Explain the MRM and its use in peacekeeping and the UN system.</p>	<ul style="list-style-type: none"> ▪ Monitoring and Reporting Mechanism on children and armed conflict ▪ Security Council passed Resolution 1612 in 2005, introducing the MRM ▪ global system monitors and reports grave violations of children's rights in armed conflict ▪ goal – to hold perpetrators accountable. ▪ focus: six grave violations: <ul style="list-style-type: none"> - killing and maiming of children - recruitment and use of children - abduction - sexual violence - attacks against schools and hospitals - denial of humanitarian aid

	<ul style="list-style-type: none"> ▪ UN-led country-based task forces gather information on grave violations and dialogue with parties to armed conflict about how to end them ▪ Security Council receives information through annual reports from the Secretary-General reports on children and armed conflict ▪ responses may be sanctions, other measures ▪ by identifying perpetrators and exposing their crimes (“naming and shaming”), the UN system works to increase political and public pressure on armed forces and groups to end violations ▪ MRM is put in place where parties to conflict are listed in annexes of the S-G’s annual report on children and armed conflict. ▪ before 2009, only parties recruiting and using children were named in report annexes. Through Resolution 1882 (2009) and Resolution 1998 (2011), the Security Council decided to also list those armed forces and groups who kill and maim children, commit sexual violence against children, and attack schools and hospitals. ▪ by expanding early focus on child recruitment and use, the Security Council took an important step toward addressing all six grave violations.
<p>12. Name the DPKO/DFS policies that guide peacekeeping missions about children.</p>	<ul style="list-style-type: none"> ▪ <i>Policy on Mainstreaming Child Protection (2009)</i> ▪ <i>Policy on the Prohibition of Child Labour UN Peacekeeping Missions (2012)</i>
<p>13. What DPKO/DFS policy guides peacekeeping operations in their critical role carrying out Security Council resolutions on children and armed conflict? Describe 3 core actions in the policy.</p>	<p><i>DPKO/DFS Policy on Mainstreaming Child Protection (2009)</i></p> <p>Monitoring and reporting grave violations against children</p> <ul style="list-style-type: none"> ▪ Peacekeeping missions monitor and report grave violations committed against children.

	<p>Dialogue with Perpetrators</p> <ul style="list-style-type: none"> ▪ SRSG/Head of Mission (HOM) is responsible for dialogue with perpetrators. Goal is to develop action plans to end violations of children's rights, including recruitment and use. <p>Training on Child Protection</p> <ul style="list-style-type: none"> ▪ Peacekeeping operations are responsible for ensuring all peacekeeping personnel are trained on child protection.
<p>14. Explain who chairs and sits on the country-based Task Force on Monitoring and Reporting (CTFMR).</p>	<ul style="list-style-type: none"> ▪ Usual chair of the country-based Task Force on Monitoring and Reporting (CTFMR) is: <ul style="list-style-type: none"> - Special Representative of the Secretary-General (SRSG) or - Deputy Special Representative of the Secretary-General (DSRSG) and - UNICEF representative. ▪ Child Protection and other substantive sections are members of the Task Force: e.g.: Human Rights, Political Affairs, Civil Affairs, others. ▪ They support information collection from relevant parts of a mission.
<p>15. What does the <i>Policy on the Prohibition of Child Labour in UN Peacekeeping Missions</i> (2012) specifically prohibit?</p>	<ul style="list-style-type: none"> ▪ Peacekeeper's use of anyone under 18 for labour ▪ no cooks, cleaners, drivers or house help under age 18 – child labour ▪ no children allowed on UN premises to do any tasks <p><i>"The use of children under the age of 18 for the purpose of labour or rendering of services by UN peacekeeping operations is strictly prohibited, regardless of the minimum age of child labour stipulated under the national law in the mission's area of operation, and irrespective of the involvement of compensation (in the form of a salary, food or other benefits)."</i></p>
<p>16. Explain responsibilities of peacekeepers on child protection.</p>	<p>Peacekeepers must:</p> <ul style="list-style-type: none"> ▪ be alert ▪ be able to identify protection threats and violations against children <p>This means knowing what they are,</p>

	<p>paying attention in a mission area.</p> <p>Specific responsibilities:</p> <ol style="list-style-type: none"> 1. Alert to six grave violations 2. Alert to other violations <ul style="list-style-type: none"> - illegal arrest and detention of children - forced displacement - child trafficking 2. Record and refer <ul style="list-style-type: none"> - must report basic information to the CPA, human rights or DDR colleagues <p>Only child protection and human rights experts investigate.</p>
<p>17. Explain the work of Child Protection Advisers in peacekeeping missions.</p>	<p>Specialist staff sent to missions to help them fulfil child protection mandates:</p> <ul style="list-style-type: none"> ▪ mission expert and focal point on all Child Protection concerns ▪ Place concerns of children on peace and political agendas ▪ Ensure child protection becomes an integral part of mission engagement – advising mission leadership and mainstreaming ▪ Train newly-deployed peacekeepers on child protection ▪ Advocate for child protection issues, with mission leadership and partners ▪ Monitor and report the most serious violations against children. ▪ Liaise with UNICEF and other child protection actors for follow-up and response to individual cases ▪ Help dialogue with perpetrators to end gravest violations against children, supporting HOM
<p>18. Name units that work closely on Child Protection and give examples of tasks.</p>	<p>The Child Protection unit coordinates mission work on child protection with other units, usually closely with:</p> <ul style="list-style-type: none"> ▪ Human Rights ▪ Gender and Women Protection Advisers ▪ Political Affairs ▪ Civil Affairs ▪ Rule of Law or Judicial Section ▪ DDR

	<ul style="list-style-type: none"> ▪ SSR ▪ UN Police ▪ Military and Military Observers <p>Units support child protection in different ways.</p> <p>Disarmament, Demobilisation and Reintegration (DDR)</p> <ul style="list-style-type: none"> ▪ work with Child Protection Advisers to identify children associated with armed forces and groups ▪ ensure children get special protection during DDR <p>Human Rights</p> <ul style="list-style-type: none"> ▪ assist with investigations of human rights violations committed against children in armed conflict ▪ feed into information collection on grave violations ▪ monitor illegal arrest of children <p>Political Affairs</p> <ul style="list-style-type: none"> ▪ ensure child rights and protection concerns are part of political negotiations <p>Movement Control (MovCon):</p> <ul style="list-style-type: none"> ▪ support availability of transport to respond to child protection concerns <p>Civil Affairs</p> <ul style="list-style-type: none"> ▪ sensitize local community on child protection concerns <p>Judicial Affairs</p> <ul style="list-style-type: none"> ▪ advise local counterparts on juvenile justice reform ▪ ensure children's rights are secured in national legislation <p>Corrections</p> <ul style="list-style-type: none"> ▪ monitor presence of children in prisons and refer to CPA <p>Gender or Women Protection Advisers</p> <ul style="list-style-type: none"> ▪ help identify and address protection needs of girls and boys in conflict and post- conflict situations <p>Security Sector Reform (SSR)</p> <ul style="list-style-type: none"> ▪ help ensure protection of children and young people in weapons collection programmes ▪ follow <i>International Small Arms Control Standards 2012</i>, e.g.: <ul style="list-style-type: none"> - children and adolescents get priority at weapons collection point
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	<ul style="list-style-type: none"> - member of staff experienced at interacting appropriately with children helps with handover and follow up, as necessary <p>Electoral Division:</p> <ul style="list-style-type: none"> ▪ Help avoid exploitation of children for political purposes in election campaigns ▪ Ensure safety of pregnant women and younger adolescents during voting <p>UN Police:</p> <ul style="list-style-type: none"> ▪ tell Child Protection or Human Rights when children are arrested by national police, so they can follow up ▪ advise national police in dealing with children in contact with the law, including victims, witnesses, perpetrators <p>Military</p> <ul style="list-style-type: none"> ▪ provide physical protection to children facing imminent threats ▪ provide alerts and information to CPAs on child rights violations faced during regular work ▪ help identify and release children from armed groups
<p>19. Name four “dos” and four “don’ts” for individual peacekeepers on child protection.</p>	<p>DO</p> <ul style="list-style-type: none"> ▪ Do report suspected misconduct or sexual exploitation and abuse (SEA) to the Code and Discipline Unit (CDU). ▪ Do keep information on child protection confidential as this information is often sensitive (e.g. names, locations, images). ▪ Do refer survivors of violence to appropriate service, if possible through the CPA. ▪ Do ask the CPA or CDU for guidance if you're uncertain about how to respond to certain situations. <p>DON'T</p> <ul style="list-style-type: none"> ▪ Don't use children for sexual services, labour or any other services. ▪ Don't interview children. Just note down the basic information and share this with units trained to work with children, e.g. Child Protection or

	<p>Human Rights.</p> <ul style="list-style-type: none"> ▪ Don't take pictures of child victims of human rights violations, including children in custody or children associated with armed forces or armed groups, or use these pictures in reports. ▪ Don't give money, food or other products to children. It may encourage them to beg from other strangers who could harm them.
<p>20. Peacekeepers must be alert and ready to take action if they see violations against children. What four actions are basic?</p>	<ul style="list-style-type: none"> ▪ Identify and be alert to protection threats and violations against children – this means know main protection threats including six grave violations. ▪ Record essential information about observed violations or threats: <ul style="list-style-type: none"> - time - location - alleged perpetrator - victim - circumstances ▪ Take note of the age and sex of the child and gather information on his or her parents or caretakers, including if it concerns an unaccompanied or separated child. ▪ Report to CPA or other competent colleagues (HR, DDR) for verification and follow up, including referral of survivors to services.
Fill in the blanks	
<p>1. The Security Council has directed UN peacekeeping operations to do _____ protecting children from effects of conflict, including recruitment as child soldiers.</p>	A better job
<p>2. Under international law, a child is every boy or girl under _____ years.</p>	18
<p>3. _____ gives children special protection and care.</p>	International law
<p>4. The _____ is the international treaty that details human rights of children introduced in the Universal Declaration of Human Rights and key covenants.</p>	Convention on the Rights of the Child (CRC)
<p>5. _____ is the age that law recognises a person as an adult.</p>	Age of majority

<p>6. CAAFAG stands for _____.</p>	<p>Children associated with armed forces and armed groups</p> <ul style="list-style-type: none"> ▪ a replacement term for “child soldier” ▪ covers use of children as cooks, porters, messengers, spies, and collaborators, as well as fighters
<p>7. An armed group or force that recruits a child by force commits two separate violations, _____ and _____.</p>	<p>Abduction Recruitment</p> <p>These are two of the six grave violations against children’s human rights that all peacekeepers need to know.</p>
<p>8. The Geneva Conventions cover two crimes that deny humanitarian access to children, _____ and _____.</p>	<ul style="list-style-type: none"> ▪ denial of children’s access to humanitarian aid ▪ denial of access by humanitarian agencies to vulnerable people, including children
<p>9. _____ is the leading UN humanitarian and development agency working globally for the rights of the child.</p>	<p>UNICEF</p> <ul style="list-style-type: none"> ▪ United Nations Children’s Fund
<p>10. Three examples of national laws and traditional practices that may not meet international laws and standards and can involve children are: _____, _____ and _____.</p>	<ul style="list-style-type: none"> ▪ rape, including rape within marriage ▪ permitted marriage below 18 years ▪ female genital mutilation or cutting <p>Illegal under international law, these may not be under some national laws. International laws and standards supersede national laws.</p>
<p>11. _____ is a global system to monitor and report grave violations of children’s rights in armed conflict.</p>	<p>Monitoring and Reporting Mechanism (MRM)</p> <ul style="list-style-type: none"> ▪ Established in 2005 ▪ Security Council Resolution 1612 ▪ Part of the Security Council’s agenda on children and armed conflict
<p>12. The UN Secretary General reports to the Security Council _____ on children and armed conflict.</p>	<p>Annually, as part of the broader SC agenda on children and armed conflict</p> <ul style="list-style-type: none"> ▪ the MRM is put in place where parties to conflict are listed in annexes of the S-G’s annual report (naming and shaming)
<p>13. Through resolutions in _____ and _____ the Security Council expanded reporting and use of the MRM to cover all six grave violations.</p>	<p>2009</p> <ul style="list-style-type: none"> ▪ SCR 1882 <p>2011</p> <ul style="list-style-type: none"> ▪ SCR 1998 <p>Before 2009, only parties recruiting and using children were named in report annexes. The two resolutions expand that early focus.</p>

<p>14. The Security Council has included _____ in mandates of several UN peacekeeping operations. It has also deployed _____ to missions.</p>	<p>Child protection – e.g. in mandate for MONUSCO, DRC Child Protection Advisers (CPAs)</p>
<p>15. The legal framework for child protection in peacekeeping includes: a) international law; b) Security Council resolutions; and (c) mission-specific legal documents such as _____ and _____.</p>	<p>Rule of Engagement – ROE Directives on the Use of Force – DUF</p>
<p>16. What policy states: “DPKO shall ensure that the concerns of protection, rights and well-being of children affected by armed conflict are specifically integrated into all aspects of UN peacekeeping.”</p>	<p><i>DPKO/DFS Policy on Mainstreaming Child Protection (2009)</i></p>
<p>17. _____ are responsible for ensuring all peacekeeping personnel are trained on child protection.</p>	<p>Peacekeeping operations</p> <ul style="list-style-type: none"> ▪ Member States are responsible for covering Child Protection as a topic in compulsory pre-deployment training
<p>18. Any use of children under 18 years to do any tasks is _____.</p>	<p>Child labour Prohibited</p>
<p>19. Peacekeepers who observe violations against children must report information so experts can _____ and _____.</p>	<ul style="list-style-type: none"> ▪ refer survivors of violations to appropriate services ▪ provide them with help – medical, legal, psycho-social ▪ prepare cases against perpetrators ▪ address reported cases through the MRM (report up the chain)
<p>20. The _____ leads on referrals involving children, based on information from peacekeepers.</p>	<ul style="list-style-type: none"> ▪ Child Protection Office or ▪ Child Protection focal point.
<p>21. Forced displacement of children in armed conflict is of serious concern for two reasons: a) as a violation on its own b) possible links with _____ or _____.</p>	<ul style="list-style-type: none"> ▪ child recruitment ▪ sexual violence ▪ other grave violations
<p>22. All peacekeepers are responsible for fully understanding the violations on which the UN expects them _____.</p>	<p>To report</p> <ul style="list-style-type: none"> ▪ They need to know the violations and the reporting mechanisms so they can contribute to mission efforts on ending violations against children in armed conflict.
<p>23. Important partners leading in child protection are _____, _____, _____, and _____.</p>	<ul style="list-style-type: none"> ▪ UNICEF ▪ other UN agencies – UNHCR, ILO, UNESCO, UNFPA ▪ relevant international and national NGOs ▪ national ministries: social, health,

	<p>education, youth</p> <ul style="list-style-type: none"> ▪ inter-agency groups
24. All contact with external actors and follow-up on child protection goes through or happens in close consultation with _____.	<ul style="list-style-type: none"> ▪ Child Protection Advisers or ▪ Child Protection focal points
True-False	
1. Peacekeeping missions use national legislation of a Host country for reference on the age of a child in that context.	<p>False</p> <p>The UN follows international law which sets the age of a child as anyone under 18 years.</p>
2. Today's wars and violent conflict increasingly target children, women and other civilians.	<p>True</p>
3. International humanitarian law (IHL) covers denial of access to humanitarian assistance for children.	<p>True</p> <p>Geneva Conventions</p> <ul style="list-style-type: none"> - denial of children's access to help - denial of access of humanitarian agencies who deliver help to children
4. National laws supersede international laws, where they are not the same.	<p>False</p> <p>International law supersedes national laws.</p> <p>Examples of where national laws and traditional practice that apply to children may not be consistent with international law:</p> <ul style="list-style-type: none"> ▪ female genital mutilation of circumcision, still prevalent in parts of the world as a traditional practice but illegal under international law ▪ rape, including within marriage ▪ age of marriage
5. Peacekeeping missions monitor and report grave violations committed against children.	<p>True</p> <ul style="list-style-type: none"> ▪ one of 3 core tasks in DPKO/DFS policy on mainstreaming child protection (2009) ▪ country-based Task Force on Monitoring and Reporting (CTFMR) leads ▪ co-chaired by SRSG or DSRSG and UNICEF representative, with Child Protection and other substantive sections: human rights, political and civil affairs

<p>6. The country-based Task Force on Monitoring and Reporting (CTFMR) is responsible for dialogue with perpetrators to end violations against children.</p>	<p>False The SRSG/HOM is responsible for:</p> <ul style="list-style-type: none"> ▪ dialogue with perpetrators and ▪ development of action plans. ▪ consults with CTFMR and OSRSG-CAAC. ▪ one of 3 tasks in DPKO/DFS policy on mainstreaming child protection (2009)
<p>7. The UN does not permit peacekeepers to pay children for work, but they can give them food or other benefits.</p>	<p>False The UN prohibits all use of children under 18 for labour.</p> <ul style="list-style-type: none"> ▪ UN prohibits all child labour ▪ regardless of age permitted in national law ▪ regardless of whether exchange is for money or other benefits
<p>8. Illegal arrest and detention of children is a serious concern in conflict settings.</p>	<p>True</p> <ul style="list-style-type: none"> ▪ armed forces or groups may see children as enemies, or deserters
<p>9. All components in a mission contribute to child protection in daily tasks.</p>	<p>True The UN expects peacekeepers to protect children and promote their rights</p> <ul style="list-style-type: none"> ▪ in each specific function ▪ according to mission mandate ▪ guided by the CPA or Child Protection focal point.
<p>10. Peacekeeping missions report on cases of sexual violence against girls, and provide support.</p>	<p>False</p> <ul style="list-style-type: none"> ▪ Peacekeeping missions <u>report</u> such violations; they <u>do not</u> provide support – not equipped for this specialist work ▪ humanitarian child protection actors provide support – medical, psycho-social and legal.