Module 2 Integrated Learning Activity

Detailed instructions for this learning activity may be found below.

Number	Name	Methods	Time
N/A	Protecting Civilians – "A Shared Responsibility"	Case study, role play, group work	45-60 minutes

Module 2 Integrated Learning Activity

Protecting Civilians – "A Shared Responsibility"

METHOD

Case study, role play, group work

PURPOSE

To consolidate learning on protection issues from Module 2

> **Learning Outcomes**
>
> Learners will:
> - Explain "a shared responsibility"
> - Identify information for assessing vulnerabilities and threats, reporting and response planning
> - Identify actions for POC strategy
> - List specific actions for day-to-day work

TIME

45-60 minutes
- Introduction: 3 minutes
- 1st Film: 2:06 minutes
- 2nd Film: 1:39 minutes
- 3rd Film: 1:23 minutes
- Group work: 15 minutes
- Discussion/Presentations: 10-20 minutes
- Key messages/Close: 10-15 minutes

INSTRUCTIONS

- Consider the case study
- Identify threats and vulnerabilities
- Identify potential perpetrators and motives
- Identify actions for the mission

1st Film:
https://www.youtube.com/watch?v=Qn5d8-H_wK8
2nd Film:
https://www.youtube.com/watch?v=6kmo0B1n-_0
3rd Film:
https://www.youtube.com/watch?v=u46nQk3SqjI
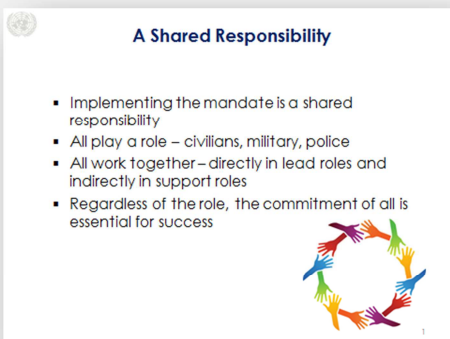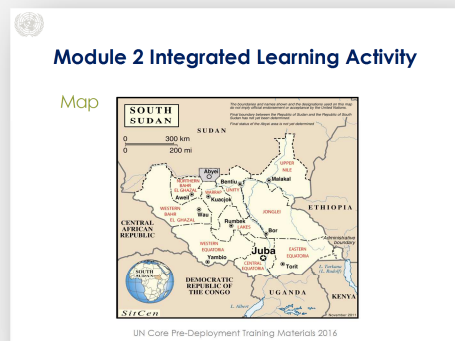
RESOURCES

- Learning Activity instructions
- Learning Activity steps for participants
- Case study
- Responses to discussion questions
- Information sheets (same as Learning Activities 2.5.3 and 2.5.4)
- Activity materials (same as Learning Activities 2.5.3 and 2.5.4)
- Map
- Key messages with slides

Note on use: This learning activity builds on the learning activities in Module 2 assessing the vulnerabilities of and threats to civilians – such as Learning Activity 2.5.3 on Vulnerability and Threats, Learning Activity 2.5.4 on Four Phases of Response, and Learning Activity 2.6.3 on Responding to CRSV.

Films are excellent visual supports. They help prepare peacekeeping personnel, showing them what to expect. Other related short films are also available on YouTube. Consider showing films at the beginning this learning activity to introduce the content in the case study.

Learning Outcomes

Learners will:
- Explain what "a shared responsibility" means in implementing mandated tasks
- Identify relevant information for assessing vulnerabilities and threats, as well as for reporting and response planning
- Identify actions that should be part of a mission's POC strategy
- List and describe specific actions individual peacekeeping personnel can take in day-to-day work that supports mandated tasks

Preparation
- Note the specified learning outcomes for this learning activity.
- Review relevant content covered in modules 1 and 2. This includes content on human rights and protection issues from lessons in Module 2; results from related learning activities in Module 2; content on DPKO Operational Concept in Lesson 2.5 on the Protection of Civilians (POC); and content in modules 1 and 2 on the different mission components.
- Read the case study and Steps for Participants. The case study is drawn from South Sudan. Research the real facts in detail, including actions by the United Nations Mission in the Republic of South Sudan (UNMISS). Note that changes in the country and mission have taken place since 2011-2012, including political and geographical changes in the country, crises, and subsequent mission mandates. If participants know their mission of deployment, you may wish to develop a case study for this activity based on their known mission of deployment to deepen knowledge of the mandate and country.
- Research the mandate for the case study. For the pre-selected case study, this is the original mandate: Security Council resolution 1996 (2011).
  Download mission mandates from:
  http://www.un.org/en/sc/documents/resolutions/
  You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links:
  http://www.un.org/en/peacekeeping/operations/current.shtml;
  http://www.un.org/en/peacekeeping/operations/past.shtml
- You may wish to familiarize yourself with key human rights issues in the host country of the case study. If the mission of deployment is known, you may wish to develop a case study using excerpts from relevant human rights reports. You can use human rights report from the UN Secretary-General and the UN High Commissioner for Human Rights. The Office of the High Commissioner for Human

Rights has reports on human rights in peacekeeping at: http://www.ohchr.org/EN/Countries/Pages/PeaceMissionsIndex.aspx.
This page also has a link to details on the work of individual human rights components of UN peace missions

- Read the Responses to the discussion question for the pre-selected case study, and the key messages for this learning activity. The key messages summarises content in Module 2 on specific actions individual peacekeeping personnel can take to support implementation of mandated tasks.
- Prepare key points on the responsibility of the UN peacekeeping mission, and "a shared responsibility" amongst peacekeeping personnel. Include points on "vulnerability", "duty to protect" and "trust".
- Prepare notes for the response plan, drawing on the capacity of the mission and partners. Use relevant content from Module 2.
- Decide on the groups. The timing for the activity is short. Consider seating people in their working groups from the beginning of the day, which will also save time.
- Make enough copies of the case study and Steps for Participants for all participants. Prepare handout packages with the copies. Put these in a folder on tables beforehand to save time. You may wish to distribute the packages the day before to also save time.
- Prepare flip-chart sheets or a board to record points from discussion.
- Make sure each group has a flip-chart stand or sheet with flip-chart pens, and an area of wall which is blank to post the results.
- Source the films from YouTube:
  1st Film: *UN investigates South Sudan tribal clashes* (2:06 minutes)
  https://www.youtube.com/watch?v=Qn5d8-H_wK8
  2nd Film: *South Sudan forces heading to flashpoint town* (1:39 minutes)
  https://www.youtube.com/watch?v=6kmo0B1n-_0
  3rd Film: *Situation tense in South Sudan* (1:23 minutes)
  https://www.youtube.com/watch?v=u46nQk3Sqjl
- Access the films and watch.
- 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 the slides and materials on the key messages. Prepare to integrate the Key Messages as part of the learning activity.

Instructions
1. Introduce the activity, the groups and timing. Be ready to quickly form the groups if they are not already in place, and refer participants to the handout packages on the tables. You may have already identified the groups and distributed the folders to be read the day before the exercise.
2. Introduce and show the films.
3. Ask participants to read the case study in their groups. The case study is a true example, and brings life to the real challenges faced by ordinary individuals. Participants will play the role of mission personnel working to protect these civilians. They must work through the discussion questions to develop a response plan. The discussion questions are contained in the Steps for Participants.

4. Ask participants to answer the discussion questions in their groups. They must prepare presentations to report-back. Ask each group to choose one person to take notes and report. Ask groups to post responses on the walls or a stand, for a smooth series of short presentations. Encourage participants to draw on other learning and experience. Get participants to recall their results from similar learning activities in Module 2.

5. Manage the time. Let groups know when they only have 2 minutes left, so they can finalize their presentations. During the role play, monitor, circulate and support the groups where needed. Only intervene where the discussions go off track. .

6. Invite teams to brief the full group on their response plan. To save tome, ask each group to present responses to one of the discussion questions. Use the flip-chart to record responses. After each group presents, ask if other groups have points to add which have not been covered.

7. When all groups have presented, summarize, add points to fill gaps, respond to questions. Add any actions not mentioned but covered in the materials below on Responses to the discussion questions.

8. Integrate the slides on the key messages at the end. When you present these key messages, refer to the responses shared in the exercise where relevant. Share key points on "a shared responsibility", "vulnerability", "duty to protect" and "trust".

9. Close the exercise reinforcing the key messages. Highlight the following:
   a) It is your work as UN peacekeeping personnel to implement the mandate, and contribute to the success of the mission
   b) You must know how to contribute to all mandated tasks – whether this is your primary/core function, or you play a support role
   c) *All parts of a peacekeeping mission are essential – r*especting each other's work makes it possible to work together as one, instead of side-by-side but separately.
   d) Individual peacekeeping personnel support implementation of mandated tasks in day-to-day work.
   e) The mandate to protect civilians is a particularly important one.

Variations
- Hand out the Case Study and discussion questions as homework the evening before the lesson, and ask participants to come prepared to develop a response plan. This option focuses class time on what a "shared responsibility" means. Ask participants to deliver brief presentations on their homework. Use the class time for brainstorming what a "shared responsibility" means and why it is so crucial for effective peacekeeping. In particular, ask participants to focus on the specific actions individual peacekeeping personnel can take in day-to-day work that supports mandated tasks. Note the key messages cover five main actions peacekeeping personnel can take in daily work. You can give table groups five minutes to brainstorm specific details on these five actions. Combine responses. Use the responses to bridge into the key messages.
- As homework, and ask participants to come prepared with background information on the Case Study. Use the background information on the country

and missions to complete detailed assessments of vulnerabilities and threats, and create informed response plans. Encourage research using different media, including reports, maps, photos, and films. This is particularly useful where participants know the mission of deployment, and a case study has been developed for this activity based on this. Assign groups to carry out research on all or specific topics such as:

a) Country profile
b) The UN peacekeeping missions
c) Relevant mission mandate
d) key human rights issues
e) Perpetrators of human rights abuses and violations
f) Causes of the conflict in the country and the specific geographic location
g) Relevant peace agreements
h) Geographic location, terrain and weather conditions
i) Host state capacity
j) Country infrastructure
k) Background information on relevant communities
l) Vulnerable groups
m) Protection/ humanitarian actors
n) Local protection strategies

▪ Include the relevant mission mandate as part of the materials for the participants to use. This further allows participants to read and understand Security Council mandates. Time is limited. Consider giving copies of mandates the day before the session, as homework. If not possible, give extra time at the beginning of the session for participants to read the mandates and plan to use fewer questions. Prepare key points based on the mandate as part of the debrief. Guide participants to consider details in the mandate on cross-cutting thematic tasks which link to international law. Examples include:

a) Torture
b) Gender-based and sexual violence
c) Violence against children
d) The recruitment and use of child soldiers
e) The trafficking of human beings
f) The intentional denial of humanitarian assistance

▪ Hand out both the mission mandate and excerpts from relevant human rights reports as part of the homework before the exercise.

Module 2 Integrated Learning Activity Steps for Participants: Protecting Civilians

Consider the case study.

You are deployed to the mission in South Sudan. As part of UNMISS, you share the responsibility to protect civilians with all other peacekeeping personnel.

If you are to achieve the goal of protecting civilians you must all work as a team to eliminate the threats or mitigate the risks.

The mission needs a response plan. You are asked for advice.

STEP 1: Threats to civilians

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

STEP 2: Vulnerability assessment

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

STEP 3: Threat assessment

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

STEP 4: Action plan

- Identify actions for the mission at each phase.
- Identify roles of military, police and civilians (including for substantive and support components).
- Fill in the sheet.
- What specific actions should the mission take to protect women and children?
- How should the mission engage with the local community?
- What information should the mission continue to gather?
- Identify areas for coordination within the mission and with mission partners.

Nominate one person in your team to present your proposed response plan.

Module 2 Integrated Learning Activity Case study: Protecting Civilians

South Sudan

Background

Decades of civil war within Sudan between the north and south finally ended in 2005. The first civil war started in 1955 over the independence of southern Sudan, and the second civil war starting in 1983 between the Government of Sudan and the Sudan People's Liberation Movement (SPLM) was a continuation of the conflict.

The Comprehensive Peace Agreement (CPA) signed on 9 January 2005 between the Government of Sudan and SPLM ended Africa's longest running civil war. The CPA also called for a referendum to take place to determine the status of southern Sudan.

In January 2011, the referendum was held. The result was an overwhelming majority, 98.83% of participants, voting for independence. On 9 July 2011, the Republic of South Sudan became the newest country in the world.

However, independence did not bring an end to problems in southern Sudan. At the end of more than 20 years of civil war, at least 1.5 million people had been killed, and 4 million people were displaced. The newly born state of South Sudan continued to face humanitarian crises.

Also, independence did not bring an end to conflict in southern Sudan. Conflict continued between Sudan and South Sudan over oil and border demarcation - including of conflict over Southern Kordofan and Blue Nile States, as well as who was eligible to vote in the referendum to determine whether Abyei will remain part of the Sudan or join South Sudan.

Conflicts between rival tribes within South Sudan over cattle, land and grazing rights also escalated. During the civil war the tribes of southern Sudan were united in the common battle for independence. Now ethnically based militias kill and conduct cattle raids in the Warrap, Unity and Jonglei States.

In July 2011, the United Nations Mission in the Republic of South Sudan (UNMISS) was established to consolidate peace and security, and help support the development of South Sudan. The mandate of the United Nations Mission in Sudan (UNMIS) – which was established in March 2005 to support the implementation of the CPA – ended on the same date.

Ethnic Conflict between Lou Nuer and Murle Tribes in Jonglei State, 2011-2012

The troubled state of Jonglei has a long history of ethnic tensions, cattle raiding, kidnappings and sometimes violent competition for scarce resources. Conflicts such as these "cattle vendettas," as well as other clashes between rival groups, are common in South Sudan but have serious consequences on the civilian population and pose greater security risks to the displaced people.

For example, fighting between the rival Lou Nuer and Murle tribes is common. The Murle and Lou Nuer are both agro-pastoralist tribes that depend largely on subsistence farming and cattle-herding. Historically, ethnic clashes and cattle raids are a result of the demand for high bridal dowries.

In the past, such clashes were conducted with spears. Easy access to weapons led to a change. Following independence, ethnically based militias are now armed with machine guns and vehicles. The ethnic massacres in Jonglei State have taken on a genocidal character. Women and children are targeted for killings and abduction as a tactic in these conflicts.

During the start-up phase of the UNMISS, reportedly, the Murle tribes raided the cattle from the Lou Nuer in August 2011. They also caused injury to men and women, and kidnapped children from the neighbouring areas.

This triggered retaliatory action from the Lou Nuer tribe. After having organized the self-proclaimed Nuer White Army made up of Lou Nuer youths began to threaten revenge attacks against the Murle. They warned UNMISS to leave the area, and even threatened to fight both UNMISS and the South Sudanese army if necessary, as they fought the Murle tribe.

Efforts of negotiations to stop the fighting failed. In December 2011, without paying any heed to the international call to stop fighting, the Lou Nuer launched swift attacks on to Murle in different areas, killing approximately 600 people instantly. The attacks were led by the Nuer White Army, a group of as many as 6, 000 to 8,000 armed youth from the Lou Nuer ethnic group. The intention was to reclaim stolen cattle and the 180 kidnapped children that the Murle had allegedly taken from their communities.

The armed youth were largely from ethnic Lou Nuer villages in central Jonglei State, and attacked ethnic Murle villages in the eastern part of the state, including Murle civilians living in the remote areas of Pibor county. The attackers burned and looted homes; killed and injured people using machetes, sticks, knives, and guns; abducted women and children; seized hundreds of thousands of cattle; and forced tens of thousands of people to flee their homes to hide in the bush. A witness who was at the scene several days after the attack stated that he saw the dead bodies of civilians, including women who appeared to have been raped with blunt objects.

Retaliation attacks were then carried out by Murle in January and February 2012. During the period of 2011-2012 attacks and counter-attacks by Murle and Lou Nuer tribes

continued. Deaths included Murle, as well as Bor Dinka and Lou Nuer in revenge attacks by Murle during the same period.

The United Nations claim that about 350,000 people were displaced as a result of this kind of violence in 2011. At the beginning of 2012, South Sudan declared Jonglei State a disaster zone after as many as 100,000 people were forced to flee from fighting between the rival Lou Nuer and Murle tribes.

Many people from both Murle and Nuer communities were treated for machete and gunshot wounds at clinics in Pibor, Juba, and Malakal. International aid groups struggled to provide assistance to more than 140,000 people affected by the fighting.

The absence of South Sudanese police made communities especially vulnerable during these conflicts.

The government of South Sudan had no heavily equipped army to stop the raids. During the 2011-2012 attacks and counter-attacks, the South Sudanese army was too late to deploy adequate forces to protect communities, even though they were warned. Soldiers of the South Sudanese army also have a reputation of committing serious human rights violations against civilians.

Government officials may have been involved in organizing the violence, or at least inciting the violence.

(Sources: Human Rights Watch, "South Sudan: Justice Needed to Stem Violence," Prosecute Those Responsible, Seek International Investigation, February 2012; Human Rights Watch, "South Sudan: Army Making Ethnic Conflict Worse," Abusive Tactics, Lack of Protection, Send Civilians Fleeing, July 2013; Genocide Watch, "South Sudan," website accessed March 2017)
https://www.hrw.org/news/2012/02/10/south-sudan-justice-needed-stem-violence
https://www.hrw.org/news/2013/07/19/south-sudan-army-making-ethnic-conflict-worse
http://www.genocidewatch.org/southsudan.html

Module 2 Integrated Learning Activity Responses: Protecting Civilians

Threats to Civilians
- Threats to life – killing during Lou Nuer attack to Murle
- Threats to property – Theft of cattle during Murle attack on Lou Nuer
- Threats to physical integrity – Injury to men and women; kidnapping of children (Murle attack on Lou Nuer); rape of women
- Threats to freedom – Displacement of population

Action Plan
Phase 1: Prevention:
- Police/military patrols in volatile areas.
- Carry out human rights monitoring in volatile areas (deployment of Human Rights Officers).
- Engage community leader (paramount chiefs) in reconciliation and mediation efforts (deployment of Civilian Affairs Officers).
- Constant liaison and advocacy with government and other non-government armed actors.
- Set up of early warning systems.
- Disarmament of the affected Murle, Nuer, and Dinka communities.
- Security sector reform for the national police and army.

Phase 2: Pre-emption:
- Increase deployment of military/police and patrols to volatile areas.
- Increase human rights monitoring, reporting and advocacy
- Step up mediation efforts at the local and national levels.
- Launch public information campaign to sensitise the population of different groups.

Phase 3: Response:
- Deploy police/military personnel to create a "buffer zone" between vulnerable population and potential aggressors.
- Use of force in case vulnerable population is under imminent threat of physical violence.
- Step up mediation efforts to include regional and international actors – political and economic pressure on potential aggressors.

Phase 4: Consolidation:
- Liaison with the parties to the conflict
- Dialogue with civilians affected by conflict
- Investigation into human rights violations
- Liaise with the South Sudan Human Rights Commission for a thorough investigation identifying the perpetrators and politicians inciting violence, in order to bring them to justice.
- Launch of confidence building measures to re-establish trust between affected population and governance institutions that have been broken
- Disarmament of the affected Murle, Nuer, and Dinka communities.
- Security sector reform for the national police and army.

Gender-sensitive and child protection considerations for response planning
- Number of males/females according to age-groups
- Threats to women/girls, men/boys
- Consult on community scans to help understand the area (protection/security needs – especially for women and children)
- Take note of unaccompanied or separated children
- Note vulnerable groups: including children, women, ethnic or religious minorities, refugees, internally displaced people, people with disabilities, wounded and the elderly.

Engagement with local community
Innovative examples from UN peacekeeping:
- Joint Protection Teams (JPTs): A small mixed team drawn from the mission's military, police, human rights and other civilian units. The aim is to enhance the preventive and responsive action for civilians at risk. This includes improving early warning mechanisms and analysis of existing or potential threats to civilians, supporting the development of local protection plans in areas where UN military personnel are deployed, as well as establishing or reinforcing existing local coordination structures with local authorities, communities or humanitarian partners. The JPTs visit areas identified as "at risk", carry out assessments, and then write up reports.
- Community Liaison Assistants (CLAs): Deployed to support the protection activities of the mission's military component, at the company or platoon level. They are national UN staff members (in other words, nationals of the host country where the mission is deployed), although not drawn from a particular area in which they work. They are tasked with outreach activities to facilitate communication with the local authorities, communities, and humanitarian partners. CLAs also respond to the longer-term objective of building national capacity on POC, by encouraging communities to develop their own protection mechanisms.
- Community Alert Networks (CANs): Established by the mission around its military bases. By distributing mobile telephones to focal points in the villages surrounding the UN base, CANs aim to cover high priority areas benefitting from mobile network coverage. Selected in consultation with the local community, focal points are generally drawn from local leadership and then alert the CLAs or UN military commanders when there is a threat to the security of the local civilian population. A CAN Committee is in charge of adapting the model as required, reviewing and suggesting other technology based options, or liaising with partners on any potential extension of the telephone network in priority areas. Some UN military bases, not covered by telephone networks, have distributed high frequency radios to facilitate communication.

Essential information for investigation and follow-up

Note: You must protect sensitive information.

Information on human rights violations and abuses:
- Date, time, location of incident
- Details of victims(s) (name, age, sex, address)
- Note information on child(ren)(with parents, or unaccompanied/separated)
- Details of witness(es) (name, age, sex, address)
- Details of perpetrator(s) (name, age, sex, address – physical features for identification)
- Details on what happened (how, when, where)
- Note human rights violations/abuses

Information on armed groups/forces:
- Where armed forces and groups are (location)
- Demographics of their members, grouped by sex and age
- Their weapons stocks

Information gathered through community scans:
- Gather perspectives on the status of the community, needs, threats, impact of the conflict and highest priorities of each group
- Ensure no group is left out, especially the marginalized as part of community scans to help understand the area

Information on situational awareness:
- Up-to-date information on current situations on the ground change is key.
- Political and conflict dynamics, nationally and locally (politics, conflict drivers, local context)
- Emerging security threats
- Identify security gaps

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

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

Module 2 Integrated Learning Activity Information sheet: Protecting Civilians

Threats

To life…	- Arbitrary, summary or extrajudicial executions - Murder (from individual killings, to systematic violence and genocide)
To physical integrity…	- Torture, cruel, inhuman or degrading treatment - Rape and other forms of sexual violence (from opportunistic to widespread and systematic use) - Abduction - Deliberate deprivation (of food, water, other goods or services necessary for survival)
To freedom…	- Forced disappearance - Arbitrary/illegal arrest and detention - Restrictions on freedom of movement (including forced displacement) - Forced labor or recruitment
To property…	- Theft, extortion (e.g. illegal taxation) - Looting

Module 2 Integrated Learning Activity Information sheet: Protecting Civilians

Coordination

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

Module 2 Integrated Learning Activity Material: Protecting Civilians

Vulnerability

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

Module 2 Integrated Learning Activity Material: Protecting Civilians

Threat Assessment

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

Module 2 Integrated Learning Activity Material: Protecting Civilians

Action Plan

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

Module 2 Integrated Learning Activity Map: Protecting Civilians

Available as an individual slide for the learning activity.
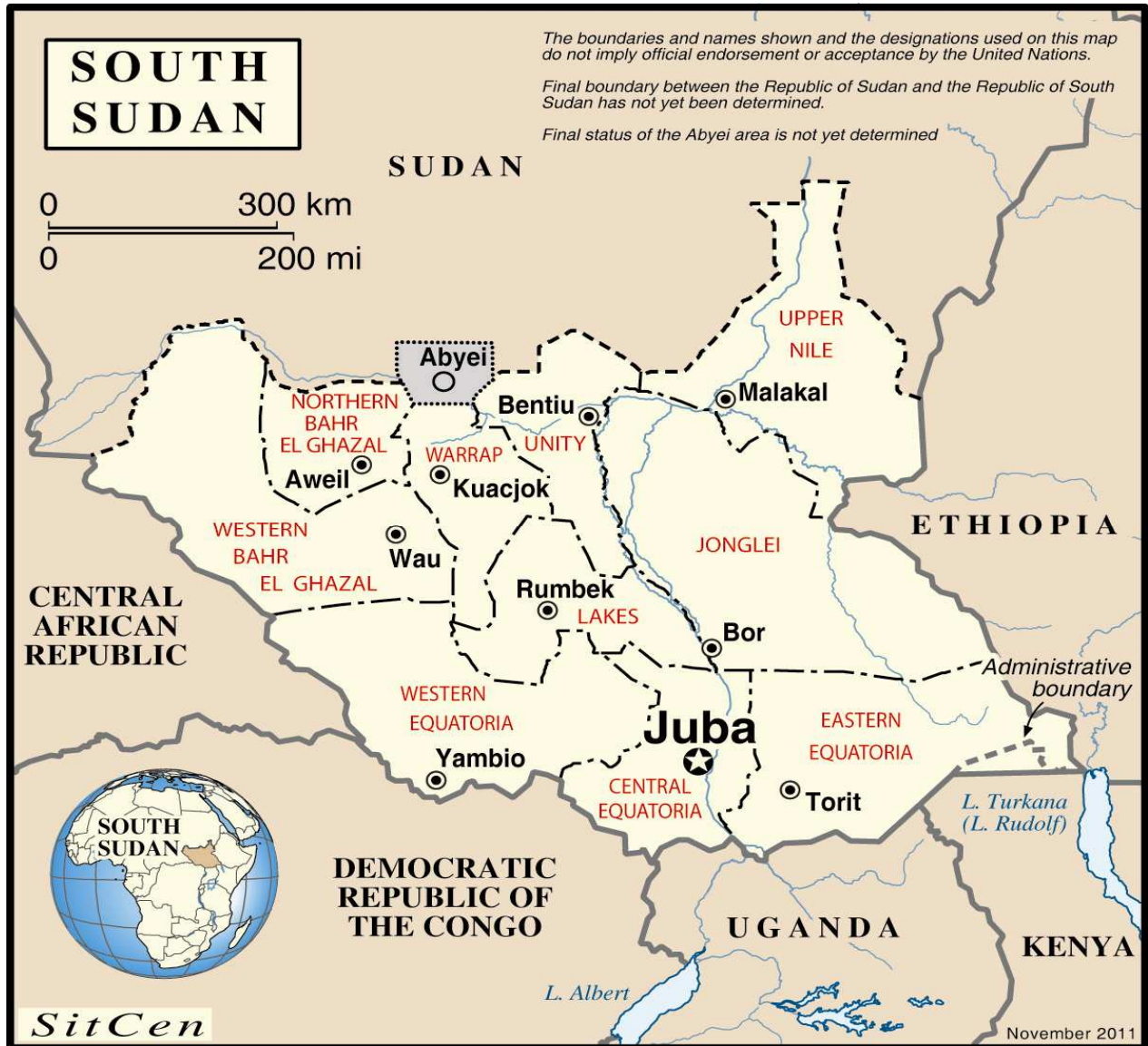
Module 2 Integrated Learning Activity Key Messages: Protecting Civilians

A Shared Responsibility

Slide 1

Key Message: Implementing the mandate is a shared responsibility. Everybody in a peacekeeping operation, including civilians, the military and the police plays a role.

Peacekeeping personnel work together to implement cross-cutting mandates:
- Human rights
- Protection of civilians (POC)
- Child protection
- Women peace and security (WPS)
- Conflict related sexual violence (CRSV)

Peacekeeping personnel also work together on other mandated tasks.

Peacekeeping personnel work directly in lead roles and indirectly in support roles to implement all mandated tasks.

Regardless of role, commitment of **all mission staff is essential for success.** This means all military, police and civilians in substantive and support posts.

What Individual Peacekeeping Personnel Can Do

Slide 2

Key Message: Individual peacekeeping personnel take specific actions in daily work to support implementation of mandated tasks.

They include:
- Situational awareness
- Gathering and sharing information
- *Coordination and referral*
- Engaging the local community

Situational Awareness

Slide 3

Key Message: All peacekeeping personnel need to be aware of their surroundings and the latest situation on the ground.

As a situation changes, peacekeeping personnel share insights through reports. This guides mission responses and increases safety and security of people and equipment.

Whatever your role, you are responsible for understanding the environment and contributing to integrated mission reporting.

Peacekeeping personnel are monitors. The UN encourages all to be alert and report on changes in a situation, following communication and reporting lines.

Developing the ability to "read" situations on the ground comes with time, and by learning about local customs and culture. Peacekeeping personnel in the field are responsible for learning about and respecting local cultural sensibilities. Regular contact with local people and context will develop an individual's understanding and ability to interpret what they see.

Gathering and Sharing Information

Slide 4

Key Message: In peacekeeping, information can mean life or death. This is especially true as volatile and dangerous situations unfold.

Gathering information is a collective task. **All personnel have a role in gathering information and feeding it into mission channels for reporting, analysis and response.** Senior officers and managers are accountable for ensuring reports are completed.

Personnel should be able to distinguish information relevant to Joint Operations Centres (JOCs) and Joint Mission Analysis Centres (JMACs). Information will come from mission and non-mission sources. For example, rumours about political developments picked up by support staff from locals at a bar.

Personnel need to be able to establish, maintain and use networks across components to gather information. Peacekeeping personnel are **encouraged to build networks between components and share information through them.**

Personnel also need to be familiar with specific reporting requirements. Personal communication skills are critical. The UN expects peacekeeping personnel to use language precisely and expect precision from others.

When an incident occurs, all peacekeeping personnel should *record essential information:*
- Time
- Location
- Alleged perpetrator

- Victim
- Circumstances of an observed threat or violation

Report this basic *information to the relevant lead component or focal point in the mission area.*

Leads on cross-cutting thematic tasks will share protocols for reporting through in-mission briefings. Protocols will detail who to contact and how.

Information gathering and sharing carries potential risks. Information is sensitive. All staff are responsible for protecting records and information and maintaining confidentiality.

Personnel are to be careful and sensitive to unexpected consequences of mishandled information gathering or sharing.

Coordination and Referral

Slide 5

Key Message: Good coordination and communication are essential to ensure actions are effective.

All peacekeeping components share responsibility to implement the mission mandate. Coordination is important.

Coordination can be challenging. One component may want to lead. Others may be unwilling or unable to deliver as part of a team.

Peacekeeping personnel must coordinate with relevant lead components or focal points on cross-cutting thematic tasks and substantive issues. Leads are mission experts on all related matters and concerns. They liaise with relevant UN Country Team (UNCT) and other mission partners (national and external).

For any incident, peacekeeping personnel must refer survivors of violations to appropriate services for medical, legal or psycho-social help.

In many mission areas, humanitarian referral systems support timely and adequate responses. For better coordination, the relevant unit or focal point in the mission leads in referral, based on information provided by peacekeeping personnel.

Engaging the Local Community

Slide 6

Key Message: Peacekeeping personnel must engage with the local community. This builds trust and reinforces both consent of the mandate and cooperation in carrying it out.

Peacekeeping personnel must consult with the local community. This helps to gather and understand information on protection threats and security needs for better response planning. Consultations should be carried out respectfully and sensitively. They should also involve vulnerable and marginalized groups – such as children, women, ethnic or religious minorities, refugees and the internally displaced. Civil Affairs Officers (CAOs), supported by Community Liaison Assistants (CLAs) who speak the local language, work with the local community collecting valuable information for early warning.

Peacekeeping personnel must also make sure the local community is engaged in the activities of the mission which implement the mandate. This includes supporting the development and ownership of local protection strategies by the local community. Such strategies should be coordinated with the missions plans to protect civilians.

Peacekeeping personnel need to communicate to explain their role. Proper messaging can manage expectations and steer crisis situations. It is also important in the event of threats to civilians becoming real. Briefings are to be early, timely and regular. They should not oversell information.

Public information plays a key role. It explains clearly and concisely the mandate and actions of the UN peacekeeping mission. Different tools include print and radio. Public information helps peacekeeping personnel:

- Know what to say in contact with local people
- Get and keep local support for a mission
- Manage expectations
- Promptly counter misinformation
- Alert mission contacts about misinformation

The mission's **Public Information Office** (PIO) is as a source of reliable and timely information for different audiences, in country and internationally. The PIO works closely with the mission's leadership and core mission units including JOC, JMAC and uniformed personnel. Military and police components may have their own Public Information representatives who liaise closely with the mission PIO.

For effective communication, peacekeeping personnel should:
- Always speak within your area of responsibility and competence
- Give facts and not opinions
- Do not discuss sensitive issues unless otherwise directed by mission leadership
- Always refer media related queries to PIO

Take Action – Prevent, Respond, Intervene!

Slide 7

Key Message: All peacekeeping personnel must take action – they must prevent and respond to threats to civilians.

Peacekeeping personnel must:
- Be alert to potential/actual threats in the first place
- Be proactive to prevent threats from becoming real
- Follow the situation where threats have been identified
- Respond, intervene in situations when threats become real

Gender-sensitive and child protection considerations for response planning include taking note of:

- Number of males and females according to age-groups
- Threats to women and girls, men and boys
- Protection and security needs, especially for women and children
- Vulnerable groups – including children (especially unaccompanied or separated children), women, ethnic or religious minorities, refugees, internally displaced people, people with disabilities, wounded and the elderly