

# Module 6



## How to Monitor and Report Violations of Children's Rights

### Module at a Glance

#### Overview

Monitoring and reporting violations of children's rights inform the response to these violations. United Nations Police (UNPOL) personnel play a critical role in monitoring and reporting all violations of children's rights in the host country. In particular, the Security Council established a Monitoring and Reporting Mechanism on grave violations against children in situations of armed conflict (see resolution 1612 (2005)), aimed at systematically gathering information to be used to foster accountability and compliance with child protection norms and standards by parties to the conflict, and to inform effective advocacy and responses.

#### Learning Objectives

At the end of this module, learners will be able to:

- Demonstrate how to monitor violations of children's rights
- Demonstrate how to report violations of children's rights
- Demonstrate how to follow-up on violations of children's rights

## Module Map

**Duration: 315 minutes (5 hours and 15 minutes)**

**Assessment: 15 minutes**

<b>The Module</b>	
Introduction	Slides 0-3
How to monitor violations of children's rights	Slides 4-21
How to report violations of children's rights	Slides 22-46
How to follow-up on violations of children's rights	Slides 47-66
<b>Learning Activities</b>	
Learning Activity 6.1	Page 5
Learning Activity 6.2	Page 17
Learning Activity 6.3	Page 31
Additional information	Page 40 + Separate file
<b>Learning Evaluation</b>	
Learning evaluation	Page 41
Assessment	Separate file

## The Module



*Instructors must decide which activities to use and in what combination, which may influence the duration of the module from 3 to just over 5 hours.*

*It is important that the learning objectives of all three segments are covered as participants cannot succeed in this module if only some of the objectives have been covered. Monitoring, reporting and follow-up constitute a sequence, therefore instructors must cover the case studies, skills, learning objectives and key messages in each segment in order for participants to achieve the overall objective of this module.*


*In this module, it is suggested that instructors select as many case studies as are relevant to reinforcing the skills and understanding required to fulfil the mandates and obligations of UNPOL officers in terms of monitoring, reporting and following up on violations of children's rights.*

### Starting the Module

Introduce the following (show slides 0-3):

- Title page and lesson topic
- Aim
- Learning Objectives
- Lesson Overview

Slides 0-3: Introduction slides



RTP CP UNPOL Module **6**  
How to Monitor and Report Violations of  
Children's Rights

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**Aim**

United Nations Police officers play a critical role in monitoring and reporting all violations of children's rights in the host country

The United Nations Monitoring and Reporting Mechanism (MRM) on grave violations against children gathers information that is used to foster accountability and compliance with child protection norms and standards by parties to conflict and inform effective advocacy and responses

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**Learning Objectives**

At the end of the module, learners will be able to demonstrate how to:

- Monitor violations of children's rights
- Report violations of children's rights
- Follow-up on violations of children's rights

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**Module Overview**

<b>How to monitor violations of children's rights</b> Learning Activity 6.1 – Case studies
<b>How to report violations of children's rights</b> Learning Activity 6.2 – Case studies
<b>How to follow-up on violations of children's rights</b> Learning Activity 6.3 – Case studies and role-play

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## Learning Activity 6.1

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### Monitoring violations of children's rights



*As we have seen in Module 4: How to adapt justice for children to a United Nations peace operation, numerous violations are committed against children in times of armed conflict. Module 5: How to collaborate on and coordinate child protection in a United Nations peace operation also demonstrated how United Nations Police (UNPOL) personnel need to coordinate with various actors to effectively achieve their mandate. To address violations of children's rights, the United Nations and other actors need accurate and timely information.*

*In this segment of the module, instructors will help United Nations Police (UNPOL) personnel understand and apply monitoring approaches applicable to their work within UNPOL on matters relating to child protection.*

*The exercises in this segment are based on the premise that UNPOL is composed of experienced police officers who have worked with children in contact with the law. They combine the principles of child-friendly policing with the realities of armed conflict. Instructors are encouraged to divide the participants into groups without briefing them before they begin the exercises. The purpose of the activity is to allow participants to use their existing knowledge and experience to answer the questions on their own. Instructors should be well prepared for the debriefing exercise at the end of the activities, and should be able to explain the key messages, lead the discussion, ensure the alignment of key learning objectives and provide any additional information.*

*There are four case studies with four different focuses, in four different country contexts. Instructors are encouraged to use as many case studies as possible, as they all provide different insights into different monitoring and reporting realities in United Nations peace operations. Participants are not required to know the country context or the mission mandate to successfully execute the exercises. Depending on the availability of time, the number of participants and their baseline knowledge, it is possible to only use two or three case studies out of the four provided. This learning activity is designed to deepen the learning of participants in knowing how to monitor violations of children's rights. In case participants already have experience on the matter, or there isn't enough time to deliver this module in full, instructors can adapt the methodology used to conduct the exercise.*

*Instructors should make sure to reserve sufficient time for debriefing at the end of each exercise, as this is where the instructors can add value to the discussion, by verifying answers and complementing them with additional information provided in the manual. Achieving the objective of this segment depends on the quality of the discussion after the group exercises.*

**TIME:** 85 minutes


- Introduction of activity and instruction, and individual work: 5 minutes
- Group work: 15 minutes
- Plenary: 30 minutes
- Instruction and group work: 10 minutes
- Plenary: 20 minutes
- Questions and key messages: 5 minutes



*NOTE to instructors: This segment focuses on monitoring. In particular, the case studies are intended to develop the skills related to monitoring and interacting with informants and host-State police counterparts. Case studies 2 and 3 must be completed before proceeding with the other learning activities in this module. Instructors should make sure that, at a minimum, these two case studies are covered. Reporting within the United Nations system is as important as monitoring and will be covered in the second segment of this module.*

*Instructors should keep in mind that United Nations peace operations are usually mandated to monitor ALL violations of children's rights. Yet, in the context of the Monitoring and Reporting Mechanism (MRM), only the six grave violations against children in situations of armed conflict should be monitored – and reported as described in Learning Activity 6.2. At the end of this segment, participants must be clear that ALL violations of children's rights should be monitored, and that the six grave violations against children in situations of armed conflict will require special attention. Instructors are encouraged to refer to the sources listed at the end of this segment to refresh or increase their understanding of the MRM prior to facilitating these learning activities.*

#### **Slide 4: Learning Activity 6.1 – Instructions**



**Learning Activity 6.1**

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**Instructions**

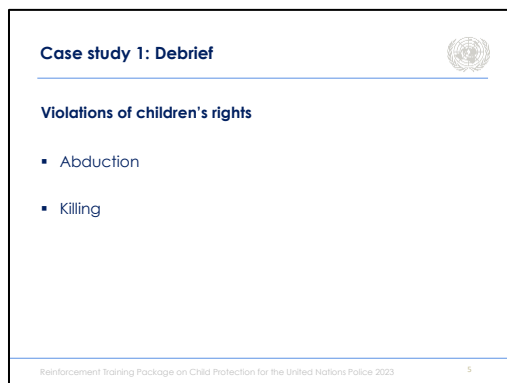
- Discuss the four case studies in groups
- Each group will answer the two questions in the handout (15 minutes)
- Each group will present the key elements of the case study and their answers to the plenary

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## INSTRUCTIONS:

- Divide the participants into groups and provide the groups with the materials and instructions for the learning activity.
- Ask the groups to respond to the two questions that accompany the assigned case study.
- Give the groups 15 minutes to complete the exercise (for larger groups, encourage participants to divide the tasks).
- After 15 minutes, ask the first group to briefly present its answers.
- Use slides 5 and 6 for the debriefing and guide the discussion of the presentation.

### Slide 5: Case study 1 – Debrief




- **Abduction:** In the context of the Monitoring and Reporting Mechanism (MRM), abduction is defined as “the removal, seizure, capture, apprehension, taking or enforced disappearance of a child either temporarily or permanently, including for the purpose of any form of exploitation of the child”.<sup>1</sup> It includes, but is not limited to, recruitment and/or use by armed forces or armed groups, hostage-taking, enforced disappearance, sexual violence, forced labour or indoctrination. If a child is recruited by force by an armed force or armed group, this is considered as two separate violations – abduction and recruitment.
- **Killing:** In the context of the MRM, killing is defined as “any action in the context of an armed conflict that results in the death of one or more children”.<sup>2</sup>

<sup>1</sup> See OSRSG-CAAC, DPKO and UNICEF, Field Manual: Monitoring and Reporting Mechanism section D, June 2014, [https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM\\_Field\\_5\\_June\\_2014.pdf](https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM_Field_5_June_2014.pdf). See also OSRSG-CAAC and UNICEF, Guidance Note on Abduction, April 2022, [https://childrenandarmedconflict.un.org/wp-content/uploads/2022/05/22-00040\\_Abduction-Guidance-for-CAAC\\_FINAL\\_WEB-1.pdf](https://childrenandarmedconflict.un.org/wp-content/uploads/2022/05/22-00040_Abduction-Guidance-for-CAAC_FINAL_WEB-1.pdf).

<sup>2</sup> Ibid.

**Slide 6: Case study 1 – Advice**

**Case study 1: Advice** 

- Remember that you generally have a non-executive mandate
- Advise local residents not to investigate the case directly
- Advise local residents to report the information to the host-State police
- Take note of contact details and collect as much information as possible
- Share your own contact details
- Report to the appropriate United Nations channels

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- Remember that, as UNPOL officers, you generally have a non-executive mandate – i.e., no direct policing action is authorized nor must you investigate this case directly.
- Advise local residents not to investigate the case directly, nor to seek justice on their own.
- Advise local residents to report the information to the host-State police.
- For your part, you must report to the appropriate UN channels – i.e., (1) the UNPOL Child Protection Focal Point; (2) the Child Protection Adviser(s); and (3) your hierarchical supervisor (see segment 2 of this module for more information on reporting and internal UN response). Note: if there is no UNPOL Child Protection Focal Point in the mission, UNPOL officers should inform the UNPOL Gender Focal Point.
- Take note of contact details and as much information as possible to facilitate reporting, and ensure that the information on victims, witnesses, sources and other persons cooperating with the mission is handled in such a way that their life and/or security are not jeopardized.
- Share your own contact details to allow for follow-up by both sides.



*After closing this discussion, invite the second group to present its answers, and use slides 7 and 8 for the debriefing. Apply the same method for the other groups, alternating between group presentation and debriefing, using slides 9 to 14.*



**Slide 7: Case study 2 – Debrief**

**Case study 2: Debrief** 

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**Violations of children's rights**

- Recruitment and use of children
- Child labour
- Abduction

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- **Recruitment and use of children:** In the context of the MRM, recruitment refers to “compulsory, forced or voluntary conscription or enlistment of children into any kind of armed force or armed group(s) under the age stipulated in the international treaties applicable to the armed force or armed group in question”.<sup>3</sup>
- **Use of children** refers to “the use of children by armed forces or armed groups in any capacity”.<sup>4</sup> Girls and boys are used by armed forces and armed groups for various purposes, not just as fighters. Functions include cooks, porters, messengers, spies, sexual slaves, cleaners, etc. Any child who is or has been recruited and/or used by an armed force or armed group in any capacity is referred to as “child associated with an armed force or armed group” (CAAFAG).
- **Child labour:** The International Labour Organization Worst Forms of Child Labour Convention, 1999 (No.182) considers recruitment and use of children as one of the worst forms of child labour. Under the convention, forced or compulsory recruitment of children for use in armed conflict is considered a form of slavery.
- **Abduction:** See slide 5.

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<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

**Slide 8: Case study 2 – Advice**

**Case study 2: Advice** 


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- Remember that you generally have a non-executive mandate
- Advise the Chief not to investigate the case directly
- Advise the Chief that the information must be reported to the appropriate United Nations channels
- Take note of contact details and as much information as possible
- Share your own contact details
- Report to the appropriate United Nations channels

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- Remember that, as UNPOL officers, you generally have a non-executive mandate – i.e., no direct policing action is authorized, nor must you investigate this case directly.
- Advise the Chief not to investigate the case directly on his own.
- Advise the Chief that you will report to the appropriate UN channels – i.e., (1) the UNPOL Child Protection Focal Point; (2) the Child Protection Adviser(s) and (3) your hierarchical supervisor.
- Take note of contact details and as much information as possible to facilitate reporting, while ensuring that information on victims, witnesses, sources and other persons cooperating with the mission is handled in such a way that their life and/or security are not jeopardized.

**Slide 9: Case study 3 – Debrief**

**Case study 3: Debrief** 

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**Violations of children's rights**

- Rape and other forms of sexual violence
- Possible abduction

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- **Rape and other forms of sexual violence:** All cases of sexual violence must be monitored and reported by UNPOL officers, including sexual exploitation or abuse committed by UN personnel (military, police and/or civilian), foreigners, family members, other children, host-State police officers or online, etc. If the sexual violence is connected to the conflict, it will be handled differently by the United Nations, but your responsibility is to monitor and report all cases of sexual violence. For more information on UN response to sexual violence, see segment 2.
- In the context of the MRM, rape or other grave sexual violence is defined as “a violent act of a sexual nature to a child”.<sup>5</sup> It encompasses rape, other sexual violence, sexual slavery, enforced prostitution, forced marriage/pregnancy, or enforced sterilization.
- **Possible abduction:** See slide 5 on abduction.

### Slides 10 & 11: Case study 3 – Advice

**Case study 3: Advice**

- Remember that you have a non-executive mandate
- UNPOL officers should not attend to the child's needs directly
- UNPOL officers must call for immediate action by those with the proper responsibility
- Advise your national counterparts to first tend to the needs of the girls

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**Case study 3: Advice (cont.)**

- Advise your national counterparts to visit the village to see if there are other victims and initiate investigations
- Take note of contact details and as much information as possible
- Share your own contact details
- Report to the appropriate United Nations channels

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- Remember that, as UNPOL officers, you generally have a non-executive mandate – i.e., no direct policing action is authorized.
- UNPOL officers must not attend to the child's needs directly – their mandate does not cover direct intervention in host-State violations.
- UNPOL officers must contact those with the proper responsibility to deal with the issue, e.g., medical personnel, or provide for safe transfer to specialized child protection actors in the mission area.
- UNPOL officers should advise their national counterparts (host-State police) to tend to the girls' needs first (i.e., medical, psychosocial, family tracing, shelter, safety); legal advice should also be provided to the girls in due time.
- UNPOL officers should advise their national counterparts (host-State police) to visit the village to see if there are other victims and initiate investigations.

<sup>5</sup> Ibid.

- Take note of contact details and as much information as possible so as to facilitate reporting, and ensure that the information on victims, witnesses, sources and other persons cooperating with the mission is handled in such a way that their life and/or security are not jeopardized. You should also share your contact details.
- UNPOL officers must report to the appropriate UN channels – i.e., (1) the UNPOL Child Protection Focal Point; (2) the Child Protection Adviser(s); and (3) your hierarchical supervisor).

**Slide 12: Case study 4 – Debrief**

**Case study 4: Debrief**

**Violations of children's rights**

- Killing

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- Children have the rights to freedom of expression and freedom of assembly. They can express their views in peaceful protests.

**Slides 13 & 14: Case study 4 – Advice**

**Case study 4: Advice**

- Remember that you generally have a non-executive mandate
- Advise the host-State police to keep in mind that everyone, including children, has the right to express their views in a peaceful manner
- Advise the host-State police to exercise restraint

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**Case study 4: Advice (cont.)**

- Advise the host-State police to communicate clearly with protesters regarding the involvement of children
- Take note of contact details and as much information as possible
- Share your own contact details
- Report to the appropriate United Nations channels


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- Remember that, as UNPOL officers, you generally have a non-executive mandate – i.e., no direct policing action is authorized.
- Advise the host-State police to keep in mind that everyone, including children, have the right to express their views in a peaceful manner.
- Advise the host-State police to exercise restraint if the situation deteriorates, and to ensure that the safety of children is taken into account in strategic, operational and tactical tasks.
- Advise the host-State police to communicate clearly with protesters regarding relevant limitations in the movement of the protest and recommendations regarding the involvement of children.
- UNPOL officers must report to the appropriate UN channels – i.e., (1) the UNPOL Child Protection Focal Point; (2) the Child Protection Adviser(s); and (3) your hierarchical supervisor).



*Once you have finished debriefing the four case studies, proceed to the next exercise, as a wrap-up of what was learned.*

### Slide 15: Learning Activity 6.1 (cont.) – Instructions

**Learning Activity 6.1 (cont.)** 

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**Instructions**

- Discuss the following questions in two groups (10 minutes):
  - What violations are most likely to be encountered and should be monitored by UNPOL officers in UN peace operations?
  - What information should be collected when monitoring violations of children's rights?
- Present your findings to the plenary

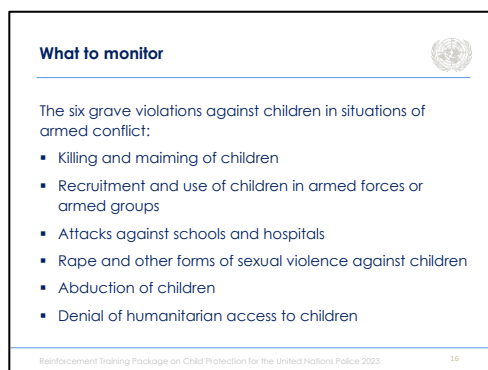
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### INSTRUCTIONS:

- Divide participants in two groups and present the two questions on slide 15.
- Assign a question to each group and give them 10 minutes to brainstorm to answer the assigned question.
- After 10 minutes, ask a few participants from each group to share their answers, and write them on a flipchart or board.

- Then use slides 16 to 20 for the debriefing exercise, making connections between what the participants' answers and the information on the slides in order to rapidly focus on the main points.

### Slide 16: What to monitor



- There are six grave violations against children in situations of armed conflict that the United Nations monitors through the Monitoring and Reporting Mechanism:
  - Killing or maiming
  - Recruitment or use of children in armed forces and armed groups
  - Attacks against schools or hospitals
  - Rape and other forms of sexual violence
  - Abduction
  - Denial of humanitarian access
- These categories do not represent a comprehensive list of violations against children, but they constitute especially egregious violations that should receive priority attention. The MRM has been established so that these grave violations can be monitored, reported and acted upon.
- You will see in the second segment of this module how reporting generates a different response for the six grave violations.

**Slide 17: What to monitor (cont.)**


**What to monitor (cont.)** 

Other violations of children's rights are equally important and should also be monitored:

- Trafficking and smuggling of children
- Depriving children of their liberty, including in police custody
- Treatment during detention
- Child labour
- Sexual violence and abuse not linked to the conflict
- Risks of exploitation of children separated or unaccompanied during displacement

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**Slide 18: What to monitor (cont.)**


**What to monitor (cont.)** 

UNPOL officers must also monitor processes and situations to document possible violations of children's rights:

- Judicial proceedings for cases involving children
- Conditions of detention in facilities where children are held
- Situation of children living on the street
- Specific situations arising from the laws and culture of the host-State, e.g., practices such as child marriage
- Denial of economic, social and cultural rights
- Violence against children in the family, at school, etc.


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**Slides 19 & 20: Information to be collected during monitoring**

**Information to be collected during monitoring** 

- When examining a situation, UNPOL officers should collect as much information as available (without conducting further investigation) following the **4 W's 1H technique**

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**Information to be collected (cont.)** 


- **Who** are the alleged victim(s), perpetrator(s), witness(es) and facilitator(s) (e.g., age, sex, physical description, etc.)?
- **Where** did the incident take place?
- **When** did the incident take place? For how long?
- **What** exactly happened? (e.g., recruitment, abduction, sexual violence, etc.)?
- **How** did the incident take place (e.g., children were abducted to carry stolen goods after the village was looted)?

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After completing this debriefing exercise, ask learners whether they have any questions on the content of this segment. It is important to allow sufficient time to answer all questions before moving on to the next segment.

### Slide 21: Key messages for Learning Activity 6.1

**Key messages for Learning Activity 6.1** 

- All violations of children's rights should be monitored and reported, including, but not limited to, the six grave violations against children in situations of armed conflict
- All parties to the conflict should be monitored
- UNPOL personnel must respect their non-executive mandate and shall not directly investigate allegations
- When monitoring, questions to be kept in mind are Who? Where? When? What and How? – 4W's 1H

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## Reference Materials

Additional resources and references for instructors to enrich their knowledge prior to facilitating this segment of the module:

- OSRSG-CAAC, DPKO and UNICEF, Guidelines: Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict, June 2014, [https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM\\_Guidelines - 5 June 20141.pdf#:~:text=The%20Guidelines%20on%20the%20Monitoring%20and%20Reporting%20Mechanism,non-governmental%20partners%20at%20headquarters%20and%20in%20the%20%E2%81eld](https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM_Guidelines_-_5_June_20141.pdf#:~:text=The%20Guidelines%20on%20the%20Monitoring%20and%20Reporting%20Mechanism,non-governmental%20partners%20at%20headquarters%20and%20in%20the%20%E2%81eld)
- OSRSG-CAAC, DPKO and UNICEF, Field Manual: Monitoring and Reporting Mechanism (MRM) on Grave Violations against Children in Situations of Armed Conflict, June 2014, [https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM\\_Field\\_5\\_June\\_2014.pdf](https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM_Field_5_June_2014.pdf)
- Office of the Special Representative of the Secretary-General for Children and Armed Conflict, website, <https://childrenandarmedconflict.un.org/>
- International Labour Organization, Worst Forms of Child Labour Convention, 1999 (No. 182), [www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C182](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182)



## Learning Activity 6.2

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### Reporting violations of children's rights



*In this segment, instructors will help United Nations Police (UNPOL) personnel understand and use the reporting mechanisms and tools relevant to their work on matters relating to child protection in United Nations peace operations.*

*The exercises in this segment are based on the premise that UNPOL is comprised of police officers who have used reporting mechanisms and tools in their home country. They combine the principles of child-friendly policing with the realities of armed conflict. Instructors are encouraged to divide participants into groups without briefing them before they begin the exercise. The purpose of the activity is to allow participants to use their existing knowledge and experience to answer the questions on their own. Instructors should be well prepared for the debriefing exercise at the end of the activities, and should be able to explain the key messages, lead the discussion, ensure the alignment of key learning objectives and provide any additional information.*

*There are four case studies with four different focuses, in different country contexts. Instructors are encouraged to use as many case studies as possible, as they all provide different insights into different reporting realities in UN peace operations. Participants are not required to know the country context or mission mandate to successfully execute this exercise.*

*Instructors should make sure to reserve sufficient time for debriefing at the end of each exercise, as this is where the instructor can add value to the discussion, by verifying answers and complementing them with additional information provided in the manual. Achieving the objective of this segment depends on the quality of the discussion after the group exercises.*

*NOTE to instructors: Case study 3 must be completed before proceeding with the other activities. Instructors should make sure, at a minimum, that this case study is covered.*


**TIME:** 135 minutes

- Introduction of activity and instructions, and individual work: 10 minutes
- Group work: 30 minutes
- Plenary: 90 minutes
- Questions and key messages: 5 minutes



Instructors should use slide 22 to briefly introduce the Monitoring and Reporting Mechanism.

## Slide 22: The Monitoring and Reporting Mechanism on grave violations against children

**The Monitoring and Reporting Mechanism** 

- The Security Council established the Monitoring and Reporting Mechanism on grave violations against children in situations of armed conflict (MRM) in 2005
- If the MRM is activated because one party to the conflict is listed for grave violations against children, all parties to the conflict should be monitored
- All six grave violations should be monitored

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- The Security Council established the Monitoring and Reporting Mechanism (MRM) on grave violations against children in situations of armed conflict in 2005, through resolution 1612.<sup>6</sup>
- If the MRM has been activated in a country situation (because one party to the conflict has been listed for grave violations against children), all parties to the conflict in that country situation (including host-State forces) should be monitored.<sup>7</sup>
- Similarly, all six grave violations should be monitored:
  - Killing and maiming of children
  - Recruitment and use of children in armed forces and armed groups
  - Attacks on schools or hospitals
  - Rape and other forms of sexual violence against children
  - Abduction of children
  - Denial of humanitarian access to children


<sup>6</sup> Available at <https://digitallibrary.un.org/record/554197>.

<sup>7</sup> The implementation of the MRM is automatically triggered in all of the situations covered in Annex I of the annual report of the Secretary-General on children and armed conflict (CAAC). Annex I contains a list of parties (State and non-State actors) that commit grave violations affecting children in situations of armed conflict on the agenda of the Security Council. In the situations covered in Annex II of the annual report of the Secretary-General on CAAC, the United Nations should consult with the national Government in order to implement a formal MRM process. Annex II lists parties (State and non-State actors) that commit grave violations affecting children in situations of armed conflict not on the agenda of the Security Council, or in other situations.



*Instructors can conclude their brief introduction by explaining that the following activities will be used to examine how the MRM should be used by UNPOL personnel.*

### Slide 23: Learning Activity 6.2 - Instructions



**Learning Activity 6.2**

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**Instructions**

- Discuss the four case studies in groups (30 minutes)
- Each group will select two volunteers who will role-play the phone call
- The observers will write a written report of the phone call
- Each group will present the written report and their answers to the two questions


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23

#### **INSTRUCTIONS:**

- Divide the participants into groups and provide them with the materials and instructions for this learning activity. Note that the exercise for each case study is slightly different.
- Ask the groups to carry out the exercise accompanying the assigned case study (for larger groups, encourage participants to divide the tasks).
- Give the groups 30 minutes to complete the exercise and tell them that they will have to present the written report on the case, as well as the answers to the two questions in plenary.
- Since this exercise is relatively long, it is strongly recommended that instructors circulate among the groups to monitor their progress and encourage participants to remain focused on the exercise. Instructors may intervene as necessary to guide the groups so that they produce the written report and compile answers to the two questions within the allotted time.
- After 30 minutes, ask the first group to briefly present its report and use slides 24 and 25 to discuss it.
- If time allows, instructors can invite participants who have been in similar situations to share their experiences.
- Then ask the group to present its answers to the two questions, and use slides 26 to 28 to discuss them and guide the discussion.

## Slides 24 & 25: Case study 1 – Reporting

**Case study 1: Reporting** 


**Who?**

- Suspect: Man, age unknown, nationality unknown, working for MINUSMA in Political Affairs; any other relevant information about the suspect
- Victim: boy, age unknown but estimated between 14 and 18 years, living in X neighbourhood in Bamako (add description)
- Witness: UNPOL officer

**Where?**

- In X neighbourhood, in the X residential building on X street in Bamako

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**Case study 1: Reporting (cont.)** 

**When?**

- At X a.m. on X day of X month of 20XX. It appears this is the first time this has happened

**What?**


- A probable case of child labour by UN personnel

**How?**

- UN civilian staff appears to give money to a boy who cleaned his car; a UNPOL officer witnessed the scene

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## Slide 26: Case study 1 – Next step in reporting


**Case study 1: Next steps in reporting** 

- In coordination with the UNPOL officer, the UNPOL Child Protection Focal Point reports to:
  - The civilian Child Protection Adviser
  - The hierarchical supervisor
  - The Office of Internal Oversight Services (OIOS) or Conduct and Discipline Team
- Information on victims, witnesses, sources, and other persons cooperating with the mission must be handled in a way that their life and security are not jeopardized

Reinforcement Training Package on Child Protection for the United Nations Police 2023 26

- Office of Internal Oversight Services or Conduct and Discipline Team – see case study 4 for information on this.

**Slide 27: Case study 1 – Prohibition of child labour**


**Case study 1: Prohibition of child labour** 

- The Policy on Child Protection in UN Peace Operations (2017) strictly prohibits the use of children for purposes of labour or other rendering of services
- The policy applies to all components of UN peace operations
- The policy applies to all children, regardless of the legal age for work under national legislation
- The policy concerns all types of work (washing cars, shining shoes, cooking, cleaning, etc.)

Reinforcement Training Package on Child Protection for the United Nations Police 2023 27

- The DPKO-DFS-DPA Policy on Child Protection in United Nations Peace Operations (2017) strictly prohibits the use of children by UN peace operations and their personnel for purposes of labour or other rendering of services.
- The policy applies to all components of UN peace operations (civilian, military and police), as well as contractors and their associates.
- The policy applies to all children (i.e., any person under the age of 18 years), regardless of the minimum legal age for work under national legislation.
- The policy concerns all types of work (washing cars, shining shoes, cooking, cleaning, using as messenger, etc.) irrespective of any form of compensation, including money, food, or other.

**Slide 28: Case study 1 – Prohibition of child labour (cont.)**

**Case study 1: Prohibition of child labour (cont.)** 

- Children are not allowed on UN premises to perform tasks
- Good intentions are not sufficient. The policy forbids ALL forms of child labour
- UNPOL personnel are not deployed to support economic or social development locally. Supporting child labour can have collateral consequences

Reinforcement Training Package on Child Protection for the United Nations Police 2023 28

- This means that children are not allowed on UN premises to perform any tasks. For example, in some contexts, girls and boys may set up stalls to sell milk or


vegetables, polish shoes or wash cars. These activities are not permitted inside UN premises and UNPOL officers must not support these activities when performed by children outside the premises either.

- Good intentions are not sufficient. The policy forbids ALL forms of child labour, even if the intention is aimed at supporting the child and his/her family.
- UNPOL personnel are not deployed to support local economic or social development. Supporting child labour has collateral consequences beyond the expertise of UNPOL and must not take place.



*After closing this discussion, invite the second group to present its report and answers to the two questions, and use slides 29 to 33 for the debriefing. Apply the same method for the other groups, alternating between group presentation of answers and debriefing, using slides 34 to 44 as appropriate.*

### Slides 29 & 30: Case study 2 – Reporting

**Case study 2: Reporting** 


**Who?**

- Suspect: Women and men, ages, names (descriptions); affiliation, who led discussion preventing access to humanitarian assistance
- Victim: Population to whom access to humanitarian access denied
- Witnesses: UNPOL officer, military observers, WFP, OCHA

**Where?**

- On road X, X kilometers from X town/about X kilometers before reaching Aru

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**Case study 2: Reporting (cont.)** 

**When?**

- At X a.m. on X day of X month of 20XX. This is the X time this has happened

**What?**

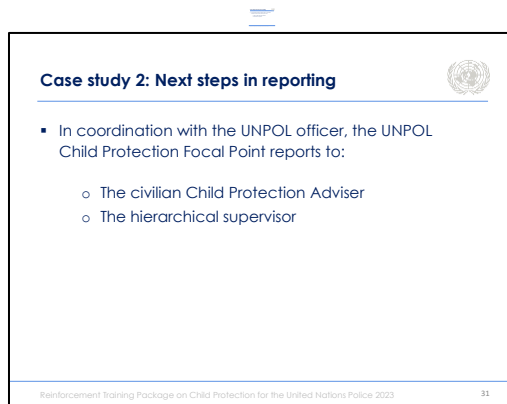
- Denial of humanitarian access

**How?**

- The convoy of humanitarian personnel and goods were prevented from accessing the population in X area, despite assurance from X that such entry was going to be granted

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**Slide 31: Case study 2 – Next step in reporting**

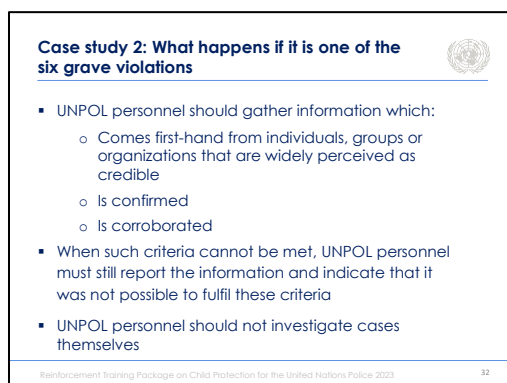


**Case study 2: Next steps in reporting**

- In coordination with the UNPOL officer, the UNPOL Child Protection Focal Point reports to:
  - The civilian Child Protection Adviser
  - The hierarchical supervisor

Reinforcement Training Package on Child Protection for the United Nations Police 2023 31

**Slide 32: Case study 2 – What happens when it IS one of the six grave violations**




**Case study 2: What happens if it is one of the six grave violations**

- UNPOL personnel should gather information which:
  - Comes first-hand from individuals, groups or organizations that are widely perceived as credible
  - Is confirmed
  - Is corroborated
- When such criteria cannot be met, UNPOL personnel must still report the information and indicate that it was not possible to fulfil these criteria
- UNPOL personnel should not investigate cases themselves

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- When UNPOL personnel gather information, it should, as much as possible and when relevant, meet the following criteria:
  - Come first-hand from individuals, groups or organizations that are widely perceived as credible,
  - Be confirmed or corroborated by at least one additional external source of evidence, individual or material, which must be independent and not aligned with or presented by a party to the conflict, and
  - Be corroborated with other mission-internal components in the same area.
- When such criteria cannot be met, UNPOL personnel must still report the information and indicate that it was not possible to fulfil these criteria.
- UNPOL personnel should not directly investigate cases in an effort to collect more data to meet these criteria.

**Slide 33: Case study 2 – What happens when it IS one of the six grave violations (cont.)**

**Case study 2: What happens if it is one of the six grave violations (cont.)** 

- UNPOL personnel are at the first level of information gathering
- The verification process under the MRM is completed by the civilian Child Protection component
- The Country Task Force on Monitoring and Reporting coordinates the information gathering
- Reports are shared with the Office of the SRSG for Children and Armed Conflict
- The Security Council reviews reports, assesses actions and can adopt measures to promote the protection of children

Reinforcement Training Package on Child Protection for the United Nations Police 2023 33


- UNPOL personnel are situated at the first level of information gathering through their support and mentoring activities.
- The verification process under the MRM is completed by Child Protection Advisers (CPAs) or by local child protection actors collaborating with the United Nations.
- The Country Task Force on Monitoring and Reporting (CTFMR) is the main MRM coordinating structure at the country level. The coordination role of the CTFMR involves information gathering in the field, analysis, verification, preparation of reports, and using information in advocacy and programmatic response.
- Relevant information is shared with the CTFMR and higher levels for validation, endorsement and clearance.
- Reports are shared with the Office of the Special Representative of the Secretary-General for Children and Armed Conflict in New York.
- Information gathered through the MRM may also be used to engage with other relevant actors (e.g., the special procedures of the Human Rights Council, human rights treaty bodies, etc.).
- The information gathered through the MRM, including information on action taken by parties to conflict to end and prevent grave violations against children, is presented to the Security Council (through its Working Group on Children and Armed Conflict) and may inform the Security Council's decisions on enhancing the protection of children affected by conflict.<sup>8</sup>

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<sup>8</sup> For more information on the Security Council Working Group on Children and Armed Conflict see <https://www.un.org/securitycouncil/subsidiary/wgcaac>.



**Slides 34 & 35: Case study 3 – Reporting**

**Case study 3: Reporting** 


**Who?**

- Suspect: host-State police colleagues: name, gender, rank, any other relevant information about their identity
- Victims: two boys: name, male, aged around 14 years, and any other available information about identity
- Witness: UNPOL officer, in the presence of those working at the local police station

**Where?**

- In locked closet (description) inside police station X located in X in Ndélé

Reinforcement Training Package on Child Protection for the United Nations Police 2023 34

**Case study 3: Reporting (cont.)** 

**When?**

- At X p.m. on X day of X month of 20XX. No information available as to whether this is a regular or exceptional occurrence

**What?**


- Deprivation of liberty of two boys aged approximately 14 years

**How?**

- Two 14-year-old boys were found handcuffed in a locked closet; no information is available on if their families have been contacted; not given access to legal representation; not treated with dignity; no access to hygiene and water; length of detention unclear
- A possible attempt by the host-State police to conceal the detention of the two boys from UNPOL

Reinforcement Training Package on Child Protection for the United Nations Police 2023 35


**Slide 36: Case study 3 – Next step in reporting**

**Case study 3: Next steps in reporting** 

- In coordination with the UNPOL officer, the UNPOL Child Protection Focal Point reports to:
  - The civilian Child Protection Adviser
  - The hierarchical supervisor

Reinforcement Training Package on Child Protection for the United Nations Police 2023 36

**Slide 37: Case study 3 – What happens when it is not one of the six grave violations**

**Case study 3: What happens if it is not one of the six grave violations** 

- All violations of children's rights should be monitored and reported by UNPOL personnel
- The reporting channels for all violations remain the same for UNPOL
- The case should generate action and follow-up
- The Child Protection Adviser, together with the UNPOL Child Protection Focal Point, will determine how to handle the case
- The only difference is that this case will not be recorded in the MRM because it is not within its scope

Reinforcement Training Package on Child Protection for the United Nations Police 2023 37

- All violations of children's rights should be monitored and reported by UNPOL personnel.
- The reporting channels for all violations of children's rights remain the same for UNPOL, whether the case involves a grave violation or not: (1) UNPOL Child Protection Focal Point; (2) Child Protection Adviser; and (3) your hierarchical supervisor.
- The case should generate action and follow-up.
- The Child Protection Adviser, together with the UNPOL Child Protection Focal Point, will determine how to handle the case.
- The only difference if the case is NOT a grave violation is that it will not be recorded in the Monitoring and Reporting Mechanism on grave violations against children because it is not within the scope of the MRM.

### Slides 38 & 39: Case study 4 – Reporting

**Case study 4: Reporting**

**Who?**

- Suspect: new UNPOL officer: name, gender, nationality; any other relevant information as to identity
- Victim: a girl who appeared to be aged between 16 and 18 years; resident in camp for internally displaced persons; seems to be a native of X (additional description of identity)
- Witness: Another UNPOL officer

**Where?**

At the X entrance of the refugee camp X, located on X street, next to (a kiosk, a tree, traffic sign at X street, etc.)

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**Case study 4: Reporting (cont.)**

**When?**

- At X p.m. on X day of X month of 20XX. No information available as to whether this is a repeat occurrence

**What?**

- Intimate relationship between a UNPOL officer and a local girl

**How?**

- A UNPOL officer was seen kissing a local girl who appears to be a child (under 18 years)

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### Slide 40: Case study 4 – Next step in reporting

**Case study 4: Next steps in reporting**

- In coordination with the UNPOL officer, the UNPOL Child Protection Focal Point reports to:
  - The civilian Child Protection Adviser
  - The hierarchical supervisor
  - The Office of Internal Oversight Services or Conduct and Discipline Team

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**Slide 41: Case study 4 – Consequences**




**Case study 4: Consequences**

- The UN Standards of Conduct apply to all UN peace operations personnel: military, police and civilian
- Specific mention of children is made in rule 4 of the Ten Rules: Code of Personal Conduct for Blue Helmets:  
  
*“Do not indulge in immoral acts of sexual, physical or psychological abuse or exploitation of the local population or United Nations staff, especially women and children”*

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- The United Nations Standards of Conduct apply to all personnel (military, police and civilian) deployed to United Nations peace operations.
- The Standards are based on three key principles:
  - Highest standards of efficiency, competence, and integrity
  - Zero-tolerance policy on sexual exploitation and abuse
  - Accountability of those in command and/or leadership who fail to enforce the Standards of Conduct.
- Specific mention of children is made in rule 4 of the “Ten Rules: Code of Personal Conduct for Blue Helmets”:
  - “Do not indulge in immoral acts of sexual, physical or psychological abuse or exploitation of the local population or United Nations staff, especially women and children.”

**Slide 42: Case study 4 – Consequences (cont.)**



**Case study 4: Consequences (cont.)**

- If UN personnel violate the Standards of Conduct, it is important that they face the consequences, both internally and externally
- It is important to raise awareness that friendly behaviour towards children could lead to allegations of child abuse by colleagues within and outside the UN community (e.g., admitting an unaccompanied child into a UN compound, holding a child's hand, hugging a child, etc.)


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- If United Nations personnel violate the Standards of Conduct, it is important that they face the consequences, both internally within the United Nations system and externally through legal proceedings if crimes have been committed.
- The Global Standard Operating Procedures of Inter-Agency Protection from Sexual Exploitation and Abuse Community-Based Complaint Mechanisms state that “sexual activity with children (any person under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence”.<sup>9</sup>
- It is important to raise awareness that friendly behaviour towards children could lead to allegations of child abuse by colleagues within and outside the UN community (e.g., admitting an unaccompanied child into a UN compound, holding a child's hand, hugging a child, etc.).

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<sup>9</sup> IASC, Protection against Sexual Exploitation and Abuse (PSEA): Inter-agency cooperation in community-based complaint mechanisms – Global Standard Operating Procedures, May 2016, <https://reliefweb.int/report/world/protection-sexual-exploitation-and-abuse-psea-inter-agency-cooperation-community-based>.


**Slide 43: Case study 4 – Consequences (cont.)**

**Case study 4: Consequences (cont.)** 

- All UN personnel are duty bound to:
  - Know the UN System Code of Conduct
  - Report suspected misconduct through the available channels
  - Report misconduct in good faith, supported by evidence
  - Cooperate with UN investigations
  - Report misconduct directly to OIOS without need for supervisory approval
- Failure to report misconduct will be considered a breach of UN regulations and may lead to disciplinary measures

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**Slide 44: Case study 4 – Consequences (cont.)**

**Case study 4: Consequences (cont.)** 


- Consequences of misconduct vary depending on the gravity of the offence. For the perpetrator, they may include:
  - Disciplinary measures
  - Redeployment
  - Repatriation, termination of contract
  - Dismissal from command positions
  - Criminal proceedings
  - Financial liability

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*After the debriefing exercises for this learning activity, ask learners if they have any questions on the content of this segment. It is important to allow sufficient time to answer all questions before moving on to the next segment.*

**Slides 45 & 46: Key messages for Learning Activity 6.2**

**Key messages for Learning Activity 6.2** 

- Violations committed by all parties to a conflict must be reported, including those committed by the host-State police
- Violations committed by all UN personnel, including UNPOL officers, must be reported
- UNPOL personnel must respect their non-executive mandate by not directly investigating allegations
- When the report deals with one of the six grave violations against children, the information will be recorded in the Monitoring and Reporting Mechanism

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**Key messages for Learning Activity 6.2 (cont.)** 

- When reporting violations against children, UNPOL officers must answer 4 W's and 1H
- Reporting can be done orally or in writing
- UNPOL officers should report to their hierarchical supervisor, the UNPOL Child Protection Focal Point and the civilian Child Protection Adviser
- The use of children for purposes of labour or rendering of services by UN peace operations or their personnel is strictly prohibited
- Any type of misconduct by UN personnel must be reported and will lead to consequences

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## Reference Materials

Additional resources and references for instructors to enrich their knowledge prior to facilitating this segment of the module:

- Conduct in UN field missions and documents relating to UN standards of conduct, <https://cdu.unlb.org/FAQ2.aspx>
- Secretary-General's bulletin, Special measures for protection from sexual exploitation and sexual abuse (ST/SGB/2003/13), 9 October 2003, <https://cdu.unlb.org/Portals/0/Documents/KeyDoc4.pdf>
- DPKO, DFS and DPA, Policy on Child Protection in United Nations Peace Operations, 2017, [https://peacekeeping.un.org/sites/default/files/1.\\_protection\\_-\\_3\\_child\\_protection\\_policy\\_0.pdf](https://peacekeeping.un.org/sites/default/files/1._protection_-_3_child_protection_policy_0.pdf)
- IASC, Protection from Sexual Exploitation and Abuse (PSEA), Inter-agency cooperation in community-based complaint mechanisms, Global Standard Operating Procedures (May 2016), <https://reliefweb.int/report/world/protection-sexual-exploitation-and-abuse-psea-inter-agency-cooperation-community-based>
- OSRSG-CAAC, DPKO and UNICEF, Guidelines: Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict, June 2014, [https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM\\_Guidelines\\_-\\_5\\_June\\_20141.pdf](https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM_Guidelines_-_5_June_20141.pdf)

## Learning Activity 6.3

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### Following-up on violations of children's rights




*In this segment, instructors will help United Nations Police (UNPOL) personnel understand and assume the follow-up responsibilities applicable to their work on matters relating to child protection within UNPOL.*

*The case studies and the role-play in this segment are based on the premise that UNPOL is composed of experienced police officers who have followed up cases reported to the chain of command in their home countries. The exercises combine the principles of child-friendly policing with the realities of armed conflict. Instructors are encouraged to guide participants without briefing them before on key concepts. The purpose of the activity is to allow participants to use their existing knowledge and experience to answer the questions on their own. Instructors should be well prepared for the debriefing exercise at the end of the activities, and should be able to explain the key messages, lead the discussion, ensure the alignment of key learning objectives and provide any additional information.*

**TIME:** 95 minutes

- Introduction of activity and instructions: 5 minutes
- Group work on case studies: 20 minutes
- Plenary: 30 minutes
- Instructions for role-play: 5 minutes
- Individual preparation and role-play: 20 minutes
- Debriefing role-play: 10 minutes
- Questions and key messages: 5 minutes

### Slide 47: Learning Activity 6.3 - Instructions



#### Learning Activity 6.3

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**Instructions**


- Discuss the two case studies in groups (20 minutes)
- Present your findings to the questions in the case studies

Reinforcement Training Package on Child Protection for the United Nations Police 2023 47

#### INSTRUCTIONS:

- Present slides 47 to 49 to introduce the exercise.
- Provide participants with the materials and instructions for Learning Activity 6.3.
- Divide the participants into groups and assign them with one of the two case studies.
- Ask each group to respond to the two questions. Depending on the number of participants, you can have more than one group working simultaneously on the same case study.
- Give the groups 20 minutes to complete the exercise (for larger groups, encourage participants to divide the tasks).
- After 20 minutes, ask the first group to briefly present its answers.
- Then use slides 50 to 59 for the debriefing.

#### Slides 48 & 49: Case study scenarios



#### Case study 1: Scenario

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During a visit to a local police station, a UNPOL officer discovered two boys handcuffed on the floor in a locked closet. The UNPOL officer reported the case to his/her supervisor, the UNPOL Child Protection Focal Point and the Child Protection Adviser.

The UNPOL officer and the Child Protection Adviser meet with the new chief of the police station where the incident occurred, who was not in charge at the time and wishes to collaborate with UNPOL to improve the situation.

Questions:

1. Now that the case has been reported, what should the UNPOL officer advise the new police chief to do?
2. What follow-up actions the UNPOL officer can take at his/her level?

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#### Case study 2: Scenario

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Two UNPOL officers witnessed two host-State police colleagues tend to the needs of a girl assaulted and raped by two men in uniform. One UNPOL officer reported the case to his/her hierarchical supervisor, the UNPOL Child Protection Focal Point and the Child Protection Adviser.

The UNPOL officer and the Child Protection Adviser meet with the two host-State police officers who took care of the girl, who seek advice from UNPOL to review their approach on this type of incidents involving children. They specifically ask for advice on core principles that should guide their approach.


Questions:

1. Which core principles would you advise the host-State police to consider in such incidents involving children?
2. Why do you think it is important for the host-State police to consider these core principles?

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**Slides 50 & 51: Case study 1 – After monitoring and reporting**

**Case study 1: After monitoring and reporting** 

**Monitoring and reporting activities serve to:**

- Inform situational awareness and analysis
- Inform the planning of child protection activities and interventions
- Inform and sensitize other components of UN peace operations, agencies, funds and programmes, host-State authorities and civil society organizations to better integrate child protection in their own programmes and to better plan and implement child protection interventions

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**Case study 1: After monitoring and reporting (cont.)** 

**Monitoring and reporting activities serve to:**

- Create the foundation for accountability for violations of children's rights
- Support advocacy efforts at the national and international levels
- UN peace operations can provide advice on enhancing the capacity of the host-State police and the judicial system in following up on violations against children and in combating impunity

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**Slides 52 & 53: Case study 1 – Follow-up actions**

**Case study 1: Follow-up actions** 

**Examples of follow-up actions include:**

- Support training of host-State police on apprehension, arrest and detention of children
- Review standard operating procedures dealing with children in contact with the law
- Increase monitoring visits to host-State police cells and promote greater transparency with regard to managing deprivation of liberty

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**Case study 1: Follow-up actions (cont.)** 

**Examples of follow-up actions include:**

- Support juridical and deontological actions for those responsible for the violations of the rights of children deprived of their liberty
- Increase awareness of and promote a proactive attitude by the host-State police regarding the population to ensure that those in police custody know their rights
- Review recent cases to provide feedback on whether the procedures applied followed international norms

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**Slide 54: Case study 2 – The best interests of the child**


**Case study 2: The best interests of the child** 

- Always assess the best interests of the child. That means evaluating and balancing all elements necessary to make a decision in a specific situation for an individual child or group of children
- This principle means that when police officers are dealing with a child, they should consider the child's best interests as a priority

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- The principle of the best interests of the child emphasizes that the most important factor in actions and decisions affecting the child should be taken with the best interests of the child as a primary consideration. Assessing the best interests of the child means evaluating and balancing all the elements necessary to make a decision in a specific situation for the individual child or group of children.
- This principle means that when police officers are dealing with a child, they should consider the child's best interests as a priority.
- To do that, the police officer must consider and analyse all aspects of the child's situation and also consider the child's views/opinion.
- In this particular case, there is an immediate risk to the girl (and to her sister); therefore, the priority is to attend to the children's needs. The provision of medical care to the girl should be the first priority.
- Decisions regarding disclosure of what happened to the family and community; pressing charges; taking part in judicial proceedings; accessing psychosocial support; involvement, as a survivor, in awareness raising will all need to be considered in light of the child's views/opinion, as well as the various factors that impact the well-being of the particular child.

### Slide 55: Case study 2 – Do no harm

**Case study 2: Do no harm** 

- In all actions and decisions concerning children, all efforts shall be made to minimize possible negative effects on, and maximize possible benefits for the child
- It is the responsibility of those engaged with children to protect them from harm, as well as to ensure that the children experience the greatest possible benefits from such involvement


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- The “do no harm” principle emphasizes that in all actions and decisions concerning children, every effort shall be made to minimize any possible negative effects [on the child], and maximize all possible benefits [for the child]. It is the responsibility of those engaged with children to protect them from harm, as well as to ensure that they experience the greatest possible benefits from such involvement.
- The principle places the onus on the actors involved in humanitarian response to take additional precautions to ensure that their actions do not jeopardize the

security of the people they are trying to help nor expose them to further violence and abuse or other violations of their rights.

- To avoid further trauma and revictimization, it is important that the officers did not proceed with a detailed interview of the child on the site of the incident. First, the girl needs medical attention, then it would be important to coordinate with social workers and justice personnel before conducting an interview, so that the child does not have to repeat what happened several times.

### Slide 56: Case study 2 – Security and confidentiality


**Case study 2: Security and confidentiality** 

- Due consideration must be given to the security of children who have suffered violations, as well as their families, witnesses, sources and other persons cooperating with the mission and the monitoring staff
- The identity of victims, witnesses, sources and other persons cooperating with the Mission should be protected in public reports and strict confidentiality should be upheld in the entire justice process

Reinforcement Training Package on Child Protection for the United Nations Police 2023 56

- Due consideration must be given to the security of children whose rights have been violated, as well as that of their families, witnesses, sources and other persons cooperating with the mission as well as monitoring staff.
- The identity of victims, witnesses, sources and other persons cooperating with the mission should be protected in public reports, and strict confidentiality should be upheld in the entire justice process.
- Protocols to secure information should be established. Officers must not take any action that might put victims, witnesses, sources and other persons cooperating with the mission at risk.

**Slide 57: Case study 2 – Gender perspective**


**Case study 2: Gender perspective** 

- Girls and boys experience violence, abuse and violations of their rights differently, have different coping mechanisms and different needs

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- Gender-sensitive responses are important when dealing with children.
- Police officers should be sensitive to the specific needs and coping mechanisms of girls and boys, when addressing all violations against children, but particularly those that relate to a child's sexuality or self-image.
- Girls and boys experience violence, abuse and violations of their rights differently, have different coping mechanisms and different needs.
- When interviewing children, due consideration should be given to the sex of the interviewer and the victim.

**Slides 58 & 59: Case study 2 – Participation of the child**

**Case study 2: Participation of the child** 

- All efforts must be made to ensure the protection of children participating in investigations or judicial processes
- The police must actively seek out the meaningful participation of children in processes that concern them

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**Case study 2: Participation of the child (cont.)** 

- Children should be fully informed of what is happening when they are being interviewed by the police
- In certain situations, and under the supervision of responsible adults, children can be involved in advocacy, awareness raising and protection alert activities in their communities and in schools

Reinforcement Training Package on Child Protection for the United Nations Police 2023 59

- All efforts must be made to ensure that the participation of children in police investigations or judicial processes or other police interventions does not increase the risks of threats, attacks or other violence against them, their families or their communities.
- The police must actively seek out the meaningful participation of children in processes that concern them, both as victims and as agents of protection themselves.
- Children should be fully informed of what is happening, in a language that they understand, when they are being interviewed by the police. This means that they and their families are informed of the purpose of the process and the options available to them, including any follow-up on activities or services that may be offered.
- In certain situations, and under the supervision of responsible adults, children can be involved in advocacy, awareness raising and protection alert activities in their communities and in schools. For example, children may be involved in community-based awareness-raising activities in conflict-affected areas aimed at informing parents and children of where and to whom they can report in the event of recruitment and use of children by armed groups or other grave violations against children.
- Children may also be consulted and their opinions may be sought on the effectiveness of protection efforts and the accessibility of protection programmes for children in affected communities.



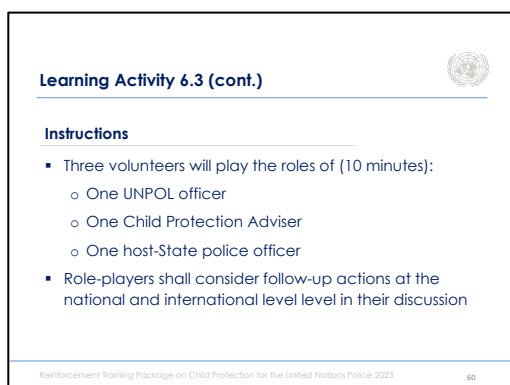
*After the debriefing for these case studies, ask learners if they have any questions on the content of this segment. It is important to allow sufficient time to answer all questions, before moving on to the next segment. Then proceed with the next segment of this learning activity.*

#### **INSTRUCTIONS:**

- Select three volunteers for the role-play.
- If possible, it is recommended that instructors identify and brief the volunteers at least one day before the role-play, to allow sufficient time for preparation.
- Ask one participant to play the role of the UNPOL officer, another one to play the role of the Child Protection Adviser, and the third one to play the role of a host-State police officer.
- Show slides 60 and 61 and present the scenario.

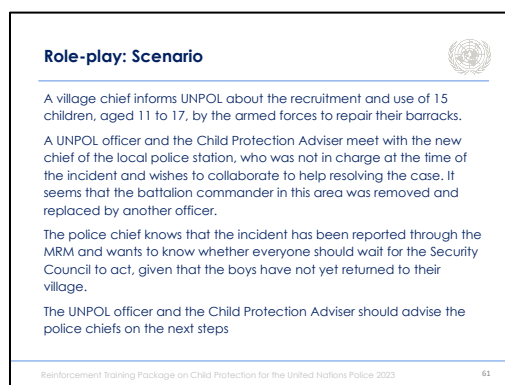
- Ask the volunteers to act naturally. They should be open to listening to others, but pragmatic in questioning the feasibility of the recommendations formulated. The aim of the meeting is to identify appropriate actions to take, in line with applicable principles.
- Consider finding a location in the middle of the room where all participants can clearly hear the conversation.
- Give the volunteers 10 minutes to prepare individually and inform them that the role-play will last 10 minutes.
- If time is limited, consider dividing participants into groups and conducting more role-plays simultaneously with a smaller group of observers who can more easily hear the interaction.

### Slides 60 & 61: Learning Activity 6.3 (cont.) – Instructions and scenario



Slide 60 content: **Learning Activity 6.3 (cont.)**  
**Instructions**

- Three volunteers will play the roles of (10 minutes):
  - One UNPOL officer
  - One Child Protection Adviser
  - One host-State police officer
- Role-players shall consider follow-up actions at the national and international level level in their discussion



Slide 61 content: **Role-play: Scenario**  
A village chief informs UNPOL about the recruitment and use of 15 children, aged 11 to 17, by the armed forces to repair their barracks.  
A UNPOL officer and the Child Protection Adviser meet with the new chief of the local police station, who was not in charge at the time of the incident and wishes to collaborate to help resolving the case. It seems that the battalion commander in this area was removed and replaced by another officer.  
The police chief knows that the incident has been reported through the MRM and wants to know whether everyone should wait for the Security Council to act, given that the boys have not yet returned to their village.  
The UNPOL officer and the Child Protection Adviser should advise the police chiefs on the next steps

### INSTRUCTIONS (continued):

- Instructors should observe the performance and avoid intervening unless the role-play is derailing. Instructors should keep track of the time and stop the role-play after 10 minutes.
- Commend the volunteers on their performance. Then, call for 2 or 3 comments from the other participants who observed the scene to get their views on what worked well and what less well in terms of follow-up by UNPOL and recommendations about actions to be taken. Focus on the content and the approach, not on the acting skills of participants.
- Suggested questions to open the discussion with participants who observed the scene include:
  - What did UNPOL propose?
  - What were the key points that were agreed upon?
  - What was the conclusion?

- If time allows, instructors can invite participants who have been in similar situations to share their experiences.



*Instructors should then use slides 62 to 66 for the debriefing exercise with the entire group.*

### Slide 62: Role-play – The Security Council

**Role-play: The Security Council**

- The Security Council has the special responsibility to ensure the protection and well-being of children affected by armed conflict
- The Security Council examines consolidated reports of grave violations on a periodic basis and considers what actions to take
- The Security Council will not intervene directly in following up individual cases. Follow-up responsibilities must be embedded in the national response

Reinforcement Training Package on Child Protection for the United Nations Police 2023 62

### Slides 63 & 64: Role-play – National responses

**Role-play: National responses**

- The monitoring and reporting of grave violations should trigger appropriate responses on the part of national governments that make a real difference in children's lives
- Such responses include:
  - Addressing the immediate needs of affected children (e.g., referral mechanisms, service provision, advocacy, etc.)
  - Taking action to enhance the protection and situation of children (e.g., DDR, awareness raising, psychosocial support, mediation, etc.)

Reinforcement Training Package on Child Protection for the United Nations Police 2023 63

**Role-play: National responses (cont.)**

- Such responses include:
  - Preventing further violations (e.g., birth registration, combating root causes of violations)
  - Enhancing the accountability of perpetrators of violations against children (e.g., judicial assistance, etc.)

Reinforcement Training Package on Child Protection for the United Nations Police 2023 64



*After the debriefing, ask learners if they have any questions on the content of this segment. It is important to allow sufficient time to answer all questions.*

**Slides 65 & 66: Key messages for Learning Activity 6.3**

**Key messages for Learning Activity 6.3**

- Monitoring and reporting violations against children offer countless occasions for UNPOL officers to fulfil their mandate to build the capacities of the host-State police and to protect children
- Principles that should guide all actions for child-sensitive policing include:
  - The best interests of the child
  - Do no harm
  - Security and confidentiality
  - Gender sensitivity
  - Child participation

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**Key messages for Learning Activity 6.3**

- It is important to consider the monitoring and reporting mandate as:
  - A process that provides information to stakeholders to enable them to make informed decisions
  - A tool for facilitating follow-up of cases with a joint response and prevention

Reinforcement Training Package on Child Protection for the United Nations Police 2023 66

**Reference Materials**

Additional resources and references for instructors to enrich their knowledge prior to facilitating this segment of the module:

- OSRSG-CAAC, DPKO and UNICEF, Guidelines: Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict, June 2014, [https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM\\_Guidelines\\_-\\_5\\_June\\_20141.pdf](https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM_Guidelines_-_5_June_20141.pdf)
- OSRSG-CAAC, DPKO and UNICEF, Field Manual: Monitoring and Reporting Mechanism (MRM) on Grave Violations Against Children in Situations of Armed Conflict, June 2014, [www.mrmtools.org/files/MRM\\_Field\\_5\\_June\\_2014.pdf](http://www.mrmtools.org/files/MRM_Field_5_June_2014.pdf)

**Learning Activities**

Additional information for the learning activities is in a separate file. It includes:

Number	Name	Methods	Time
6.1	Monitoring violations of children's rights	Case studies	85 min.
6.2	Reporting violations of children's rights	Case studies	135 min.



## Learning Evaluation

Learning evaluation options for this module are in a separate file.

**TIME:** 15 minutes