

Module 5



How to Collaborate on and Coordinate Child Protection in a United Nations Peace Operation

Module at a Glance

Overview

All United Nations peace operations personnel have an obligation to uphold and respect children's rights, and each component of the mission has child protection responsibilities and must mainstream and integrate child protection, children's rights and the relevant principles into its core activities. This module will help United Nations Police (UNPOL) personnel understand and promote practices for interacting with various actors involved in child protection within and outside the United Nations system, for coordination purposes.

Learning Objectives

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

- Demonstrate how to work within the United Nations Police (UNPOL) on child protection
- Demonstrate how to work within the mission on child protection
- Demonstrate how to work with other key United Nations actors on child protection
- Demonstrate how to work with local child protection actors

Module Map

Duration: 325 minutes (5 hours and 25 minutes)
Assessment: 15 minutes

The Module	
Introduction	Slides 0-3
How to work within UNPOL on child protection	Slides 4-11
How to work within the mission on child protection	Slides 12-22
How to work with other key United Nations actors on child protection	Slides 23-35
How to work with local child protection actors	Slides 36-43
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Learning Evaluation	
Learning evaluation	Page 40
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 4 to a little over 5 hours.

It is important that the learning objectives of all four segments are covered, as participants cannot succeed in this module if only some of the objectives have been covered. Instructors must therefore consider the sequence and coherence of the module, making sure to cover the case studies, skills, learning objectives and key messages from each segment. In order to effectively collaborate with all relevant actors and coordinate child protection in a peace operation, participants must cover all the learning objectives 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 in terms of collaboration and coordination in relation to child protection.


Starting the Module

Introduce the following (show slides 0-3):

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

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Slides 0-3: Introduction slides



RTP CP UNPOL Module **5**
How to Collaborate on and Coordinate
Child Protection in a United Nation Peace
Operation

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Aim

All UN peace operations personnel have an obligation to uphold and respect children's rights

Each component of the mission has child protection responsibilities and must mainstream and integrate child protection principles into its core activities

UNPOL staff must understand how they should interact and coordinate with various actors involved in child protection within and outside the UN system

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Learning Objectives

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

- Work within UNPOL on child protection
- Work within the mission on child protection
- Work with other key UN actors on child protection
- Work with local child protection actors

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Module Overview

How to work within UNPOL on child protection Learning Activity 5.1 – Group discussion
How to work within the Mission on child protection Learning Activity 5.2 – Role-play scenario
How to collaborate with other United Nations actors on child protection Learning Activity 5.3 – Case studies
How to work with local child protection actors Learning Activity 5.4 – Case studies

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Learning Activity 5.1

How to work within UNPOL on child protection



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


TIME: 30 minutes

- Introduction of activity and instruction, and individual work: 5 minutes
- Plenary: 5 minutes
- Exercise in pairs or in small groups: 5 minutes
- Plenary: 10 minutes
- Questions and key messages: 5 minutes



Instructors are encouraged to cover this activity rapidly, as it should be basic knowledge for any police officer. This activity is only useful in the sequence given; it is intended to build on knowledge during the module.

Slide 4: Learning Activity 5.1 – Instructions

Learning Activity 5.1 

Instructions

You have collected information regarding the abduction of children:

1. What would you do with this information in your police service in your home country?
2. What actions would you take and who would you engage with?

Discuss the questions in pairs or small groups (5 minutes)

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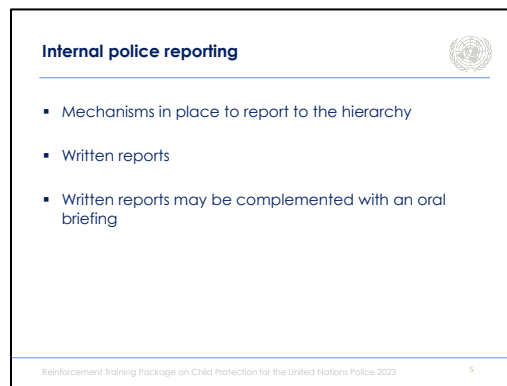
INSTRUCTIONS:

- Ask participants to reflect individually on the internal reporting mechanisms generally in place in any police service.
- Show slide 4 and present the situation.

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- Ask 3 or 4 participants, maximum, to share their answers.
- Then use slide 5 for the debriefing, making connections between the participants' responses and the content of the slide to rapidly focus on the main points.

Slide 5: Internal police reporting




- In general, police forces have a bottom-up reporting structure, whereby police officers report to their supervisors, who, in turn, report up the hierarchy.
- The information is usually compiled in writing.
- If the information is sensitive, an oral briefing may be provided prior to compiling the information in writing.



Show slide 6 and read the text out loud.

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Slide 6: Additional coordination on child protection within UNPOL

Additional coordination on child protection within UNPOL 


- The 2017 Policy on Child Protection in United Nations Peace Operations provides for the designation of a **UNPOL Child Protection Focal Point** at Mission headquarters, as well as Child Protection Focal Points in field offices, to facilitate **coordination** and **information sharing**.

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After presenting slide 6, use slide 7 to briefly introduce the Child Protection Focal Points system. Instructors are invited to refer to the DPKO, DFS and DPA Policy on Child Protection in United Nations Peace Operations, 2017, and to the DPO and DPPA Handbook for Child Protection Staff in United Nations Peace Operations, 2023, to familiarize themselves with the role and responsibilities of UNPOL Child Protection Focal Points before facilitating this segment of the module.¹

Slide 7: Responsibilities of UNPOL Child Protection Focal Points

Responsibilities of UNPOL Child Protection Focal Points 

- Mainstream and integrate child protection principles into the work of each UNPOL officer
- Supporting collaboration on and coordination of child protection within UNPOL
- UNPOL Child Protection Focal Points may also be UNPOL Gender and/or Human Rights Focal Points

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¹ Available at https://peacekeeping.un.org/sites/default/files/1._protection_-_3_child_protection_policy_0.pdf and [https://resourcehub01.blob.core.windows.net/\\$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf](https://resourcehub01.blob.core.windows.net/$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf).

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Instruct participants to work in pairs or in small groups, show slide 8 and read the text out loud. Give participants 5 minutes to think about the question and formulate their answers. Then ask 5 or 6 participants, maximum, to share their answers.

Slide 8: Learning Activity 5.1 (cont.) – Instructions

Learning Activity 5.1 (cont.)

Instructions

Discuss and answer the following questions (5 minutes):

1. Why do you think UNPOL Child Protection Focal Point positions have been established?
2. What are the main tasks of UNPOL Child Protection Focal Points?

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Write the answers on a flipchart or board and use slides 9 and 10 for the debriefing, making connections between the participants' responses and the content of the slides, to rapidly focus on the main points.

Slides 9 & 10: UNPOL Child Protection Focal Points

UNPOL Child Protection Focal Points

- Serve as point of contact for UNPOL on matters related to child protection
- Ensure that child protection is integrated into the work of UNPOL personnel, including in their capacity-building support to the host-State police
- Support the adoption of mission-specific directives and standard operating procedures

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UNPOL Child Protection Focal Points (cont.)


- Provide guidance on adopting a child-sensitive approach to policing tasks
- Establish compliance with international norms and standards, including on apprehension and detention
- Provide support for the prevention of and response to violations and abuses against children
- Monitor and report on grave violations against children

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

Slide 11: Key messages for Learning Activity 5.1

Key messages for Learning Activity 5.1 

- In addition to usual reporting procedures within a police unit, UNPOL personnel must also report to and coordinate with the UNPOL Child Protection Focal Points
- Child Protection Focal Points play a critical role in coordinating information-sharing and mainstreaming child protection concerns within UNPOL, including Formed Police Units
- Upon arrival at the mission, UNPOL personnel should find out who the UNPOL Child Protection Focal Points are

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Reference Materials

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

- 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
- DPO and DPPA, Handbook for Child Protection Staff in United Nations Peace Operations, 2023, [https://resourcehub01.blob.core.windows.net/\\$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf](https://resourcehub01.blob.core.windows.net/$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf)
- Royal Canadian Mounted Police and International Bureau for Children's Rights, Brief Guide on Child Protection and International Law for Canadian Police Officers Deployed in Peacekeeping Operations, 2018, www.ibcr.org/wp-content/uploads/2019/03/Guide_GRC_Tome_1.pdf

Learning Activity 5.2

How to work within the mission on child protection



In this segment, instructors will help United Nations Police (UNPOL) personnel understand and apply coordination approaches related to child protection in their interaction with other mission components.

It is important that instructors discuss the structure of a United Nations mission. Instructors are encouraged to refer to Lesson 2: Police Command in a UN Context, in DPO, Specialized Training Materials for United Nations Police Officers, 2021, and Lesson 1.6: How Peacekeeping Operations work, in DPKO and DFS, Core Pre-deployment Training Materials for United Nations Peacekeeping Operations, CPTM 2017. Like in any police service, UNPOL has a bottom-up reporting mechanism, and UNPOL officers also have an obligation to share information and coordinate horizontally with other mission components to ensure coherence and efficiency. Since UNPOL has a non-executive mandate to act in an advisory capacity as necessary, it is important to rapidly share information with other mission components in order to facilitate effective responses beyond the specific mandate of UNPOL personnel.

TIME: 85 minutes (or less, if role-plays are conducted simultaneously)

- Introduction of activity and instructions: 5 minutes
- Role-play 1: 15 minutes
- Plenary: 15 minutes
- Role-play 2: 20 minutes
- Plenary: 15 minutes
- Plenary discussion: 10 minutes
- Questions and key messages: 5 minutes

Slides 12 & 13: Learning Activity 5.2 – Instructions and situation

Learning Activity 5.2

Instructions

- Four participants will role-play a meeting to determine the best strategy to respond to the situation (10 minutes):
 - One participant plays the role of UNPOL Team Leader
 - One participant plays the role of UNPOL Child Protection Focal Point
 - Two participants play the role of regular UNPOL officers
- Other participants observing the role-play provide comments focusing on coordination with host-State actors

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Role-play: Situation

Two UNPOL officers return from a joint patrol with the host-State police. They met with social workers who reported that earlier that day they had witnessed an attack on the children's ward at the city's main hospital.

Upon returning to the base, the two UNPOL officers meet with the UNPOL team leader and the UNPOL Child Protection Focal Point.

Task:

- Conduct a debriefing
- Suggest action to respond to this situation
- Consider other mission components that can play a role in responding to this incident

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INSTRUCTIONS:

- Select four volunteers for the role-play.
- If possible, it is recommended that instructors identify and brief the four volunteers at least one day before the role-play, to allow sufficient time for preparation. Consider finding a location in the middle of the room where all participants can clearly hear the conversation.
- 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.
- Ask one participant to play the role of UNPOL team leader; another participant to play the role of UNPOL Child Protection Focal Point; and the two others will be regular UNPOL officers.
- Show slide 13 and present the scenario.
- Ask the volunteers to act naturally. They should be open to listening, but pragmatic in questioning the feasibility of the recommendations formulated by their colleagues. The aim of the meeting is to identify actions that can be taken in response to the situation.
- Give the volunteers 5 minutes to prepare, and inform them that the role-play will last 10 minutes.
- Instructors should observe the role-play 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. Call for 2 to 3 comments from the other participants who observed the role-play to get their views on what worked well and what less well, with regard to the coordination and response strategy decided. Focus on the content and the approach, not on the acting skills of the

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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 can refresh their knowledge of the Monitoring and Reporting Mechanism on the six grave violations against children in situations of armed conflict by reviewing Module 6: How to Monitor and Report Violations of Children's Rights.

Instructors should use slides 14 and 15 for the debriefing exercise with the entire group.

Slides 14 & 15: Components of a UN peace operation

Components of a UN peace operation

- Special Representative of the Secretary-General or Head of Mission
- Military component
- Police component
- Civilian components, including Child Protection component

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Components of a UN peace operation (cont.)

Other civilian components:

- Political Affairs
- Human Rights
- Justice and Corrections
- Disarmament, Demobilization and Reintegration (DDR)
- Civil Affairs
- Gender
- Protection of Civilians

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- The role-play offers an opportunity to discuss the roles and responsibility of different components in the mission, and reflect on child protection mainstreaming. Instructors are invited to use the nature of the interaction in the role-play to verify how much participants referred to other mission components and intended to involve and coordinate their actions with them. Below are key components of the missions and examples of roles and responsibilities that could justify engaging with them.
- The following are examples of child protection activities that may be undertaken by the various components of UN peace operations:

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- Special Representatives of the Secretary-General/Heads of Mission: Play a leadership role in child protection policy and advocacy; are responsible for, inter alia, placing the rights of children on the host country's political and peace agenda.
- Military components: Responsible for the physical protection of civilians, including children. Under the leadership of Force Commanders, they play an important role in ensuring that child protection is promoted in all aspects of the mission by implementing directives, guidelines, standard operating procedures and military actions. A military Child Protection Focal Point is usually active at mission headquarters to ensure the above-mentioned provisions are met in accordance with policy standards.
- Police components: Under the leadership of Police Commissioners, responsible for capacity-building, training and mentoring of the host-State police, including on child protection; can play a role in security sector reform (SSR).
- Child Protection components: Responsible for coordinating and mainstreaming child protection within the mission (more information on the role of the Child Protection components in the next exercise).
- Other civilian components:
 - Political Affairs: Responsible for ensuring that child-related issues are taken into account in peace negotiations/agreements and other political processes).
 - Human Rights: Responsible for ensuring the promotion and protection of all human rights, including children's rights, in the mission. In some missions, the child protection component is consolidated with the human rights component.
 - Justice and Corrections: Responsible for assisting the host-State in building capacity and reforming its legal and judicial systems, including the making of laws and rendering the judiciary more responsive to the rights and needs of children; supports reforms of the corrections and prison sector, e.g., by ensuring that detention facilities are in line with international standards, and that the rights of children in detention are upheld. This includes adequate physical structures for detention, but also fulfilling children's rights to medical care, education and recreation.
 - DDR: Responsible for ensuring that disarmament, demobilization and reintegration programmes take into account the rights of boys and girls associated with armed groups.

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- Civil Affairs: Implements community projects to support peacebuilding efforts; works with local authorities and civil society at the national and grass roots levels, and provides conflict-management support to ensure effective peace; works alongside the police to engage the population, including children and young people, in matters related to the mission and the peace process.
- Gender: Provides technical support with regard to the inclusion of gender perspectives in the development of policies and planning instruments, and in their implementation by all mission components; also works with mission components on capacity-building for national and local partners on topics including equality and non-discrimination against girls and boys.
- Protection of Civilians: Protection of civilians (POC) is a shared responsibility among all components of a peace mission, including civilian, military and police functions. It is carried out in cooperation with humanitarian actors through actions such as providing security, engaging with local authorities and governments on protection of children, persuading local groups/communities to combat sexual violence, including against children, preventing recruitment of, demobilizing and reintegrating children, etc. Some missions have Senior Protection of Civilians Advisors at headquarters and field levels to help coordinate the action of uniformed and civilian components.



The next role-play will focus on the mandate of the Child Protection component in particular. Instructors should emphasize that coordination is important in a United Nations mission because all components must work together efficiently to achieve the objective of the mandate.

INSTRUCTIONS:

- Ask the same four participants to reprise their roles for the second part of the role-play (i.e., two UNPOL officers, the UNPOL team leader and the UNPOL Child Protection Focal Point).
- Select four other volunteers, and assign the following roles:
 - Liaison Officer in the Military component of the mission
 - Representative of the Human Rights component
 - Representative of the Gender component
 - Representative of the Political Affairs component

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- Participants will have 10 minutes to conduct this role-play, simulating a working-level meeting with representatives of other mission components.
- Participants are not required to know the job description of the above-mentioned functions to successfully execute this exercise. They should try their best to engage in the activity with a general understanding of what each function may be responsible for.
- Show slide 17 and read the text out loud.

Slides 16 & 17: Learning Activity 5.2 (cont.) – Instructions and situation

Learning Activity 5.2 (cont.)

Instructions

- The same four participants will reprise their roles for the second part of the role-play (10 minutes)
- Four other volunteers will play the roles of:
 - Liaison Officer in the Military component of the mission
 - Representative of the Human Rights component
 - Representative of the Gender component
 - Representative of the Political Affairs component

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Role-play 2: Situation

The SRSG heard about the attack on the hospital in the media and is unhappy that the information did not reach him/her earlier.

The SRSG knows that an UNPOL patrol was in the sector earlier that day and is unclear as to why the information was not immediately relayed to him/her.

The SRSG will attend a press conference in 2 hours, and requests that the Police Commissioner briefs him/her on what actions the Mission can take to address the situation.

The Police Commissioner asks your group to formulate concrete recommendations on a plan of action for the Mission to act within the next 24 hours. The Police Commissioner wants to receive this plan in 90 minutes, so that he/she can consider it before the press conference.

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- If possible, it is recommended that instructors identify and brief the four additional volunteers at least one day before the role play, to allow sufficient time for preparation.
- Ask the participants to act naturally. They should be open to listening to others, but also pragmatic in questioning the feasibility of the recommendations formulated by their colleagues. The aim of the meeting is to identify actions that the various mission components can take within the next 24 hours in response to the situation.
- Give the participants 5 minutes to prepare their roles and inform them that the role-play will last 15 minutes.
- Instructors should observe the role-play and avoid intervening unless the role-play is derailing. Instructors should keep track of the time and stop the role-play after 15 minutes.
- Commend the volunteers for their performance. Call for 2 or 3 comments from the other participants who observe the role-play to get their views on what worked well and what less well, in terms of coordination and actions to be taken. Focus on the content and the approach, not on the acting skills of the participants.
- If time allows, instructors can invite participants who have been in similar situations to share their experiences.

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NOTE to instructors: This second role-play serves to introduce the role of Child Protection Advisers, illustrating in the scenario how there are significant risks that the best interests of the child and the specific obligations related to child protection are neglected if there is not an assigned lead on child protection within the mission. Instructors should hereby stress in the debriefing that Child Protection Advisers play a critical role in the entire mission. All civilian, military and police personnel have a duty to report to them to ensure coherence, leadership and adequate responses for all matters relating to child protection. The UNPOL Child Protection Focal Points also play a critical role in combining information from UNPOL personnel to facilitate ongoing collaboration and coordination on child protection with the Child Protection Advisers.

Instructors should use slides 18 to 20 for the debriefing exercise with the entire group. It is important to emphasize and discuss that, without a clear lead on child protection matters, there is a huge risk that the issue will not be properly addressed, and that each section will not be able to effectively adjust the response to the evolution of the situation.

Slides 18 and 19: Role of Child Protection Advisers

Role of Child Protection Advisers

- Point of contact for the UN peace operation
- Advise the SRSG/HoM and all mission components on child protection
- Monitor and report on the six grave violations against children
- Negotiate agreements for the release of children associated with armed forces and armed groups

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Role of Child Protection Advisers (cont.)

- Mainstream and promote child protection mechanisms, and build the capacity of national institutions, military, police forces, etc.
- Coordinate with UNICEF and other relevant actors on child protection
- Advocate and promote children's rights

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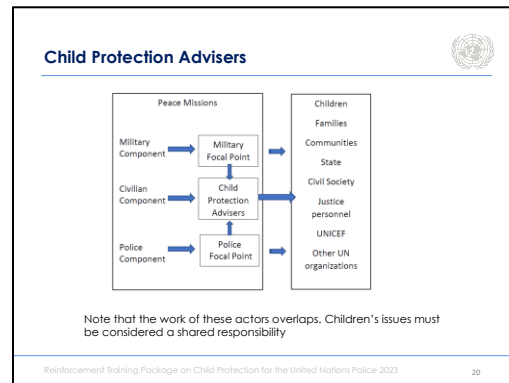
- United Nations peace operations that have specific provisions on child protection as part of their mandate have Child Protection Advisers (CPAs) deployed in the respective missions:
 - CPAs serve as interfaces between the mission and other child protection actors on the ground.
 - They fulfil the crucial role of advising the mission components and the Special Representative of the Secretary-General (SRSG)/Head of Mission (HoM), in particular, to ensure that relevant child protection issues are addressed in all stages of the peace process, and that all key actors and

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mechanisms within the mission adopt a child-conscious approach to their respective mandates.

- CPAs are experts on child protection and play a crucial role in implementing the child protection mandate in UN peace operations.
- They serve as focal points on all child protection matters.
- Some UN peace operations do not have a specific child protection mandate and therefore no Child Protection Advisers are deployed in those missions. In the absence of a Child Protection component, the Human Rights component has a general mandate on the promotion and protection of human rights and will therefore be responsible for child protection and children's rights.

Slide 20: Child Protection Advisers



Show slide 21 and read the text out loud.

Slide 21: Plenary discussion

The slide, titled "Plenary discussion", contains the following text: "How would you change the coordination strategy that you initially planned, based on the evidence collected from the patrol?". The slide footer includes "Reinforcement Training Package on Child Protection for the United Nations Police 2023" and the number "21".


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- Write their responses on a flipchart or board, and ask 7 or 8 participants, maximum, to also give their views, then lead the plenary discussion.



After the plenary discussion, 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.

Slide 22: Key messages for Learning Activity 5.2

Key messages for Learning Activity 5.2 

- UNPOL personnel must report to their hierarchy
- On matters relating to child protection, UNPOL personnel should also inform the UNPOL Child Protection Focal Point directly
- Child Protection Advisers are the lead in the entire mission for child protection
- UNPOL must always coordinate and collaborate with Child Protection Advisers in matters relating to child protection
- UNPOL officers should make sure to find out whether it is the UNPOL Child Protection Focal Point or the individual UNPOL officers who should inform the Child Protection Advisers about child protection matters

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Reference Materials

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

- DPO, DFS and DPA, Policy on Child Protection in United Nations Peace Operations, 2017, [https://resourcehub01.blob.core.windows.net/\\$web/Policy%20and%20Guidance/corepeacekeepingguidance/Foundational%20Principles%20and%20Key%20Objectives/Protection%20of%20Civilians/2017.11%20Child%20Protection%20Policy.pdf](https://resourcehub01.blob.core.windows.net/$web/Policy%20and%20Guidance/corepeacekeepingguidance/Foundational%20Principles%20and%20Key%20Objectives/Protection%20of%20Civilians/2017.11%20Child%20Protection%20Policy.pdf)
- DPO and DPPA, Handbook for Child Protection Staff in United Nations Peace Operations, 2023, [https://resourcehub01.blob.core.windows.net/\\$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf](https://resourcehub01.blob.core.windows.net/$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf)
- DPO, Child Protection Advisers, <https://peacekeeping.un.org/en/child-protection-advisers>

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- DPO, Specialized Training Materials for United Nations Police Officers, 2021, Lesson 2: Police Command in a UN Context, <https://resourcehub01.blob.core.windows.net/training-files/Training%20Materials/024%20STM-UNPOL/024-004%20UNPOL%20STM%20Lesson%202%20Police%20Command%20in%20a%20UN%20Context.pdf>
- DPKO and DFS, Core Pre-deployment Training Materials for United Nations Peacekeeping Operations, CPTM 2017, Lesson 1.6: How Peacekeeping Operations Work, <https://resourcehub01.blob.core.windows.net/training-files/Training%20Materials/003%20CPTM-EN/003-041%20FINAL%20Lesson%201.6%20160517.pdf>
- Royal Canadian Mounted Police and International Bureau for Children's Rights, Brief Guide on Coordination with Other Actors in the Child Protection System, 2019, https://www.ibcr.org/wp-content/uploads/2019/03/Guide_GRC_Tome_2.pdf

Learning Activity 5.3

How to work with other key United Nations actors on child protection



In this segment, instructors will help UNPOL personnel to understand and illustrate coordination approaches relating to child protection and applicable to their interaction with other key United Nations actors.

TIME: 100 minutes

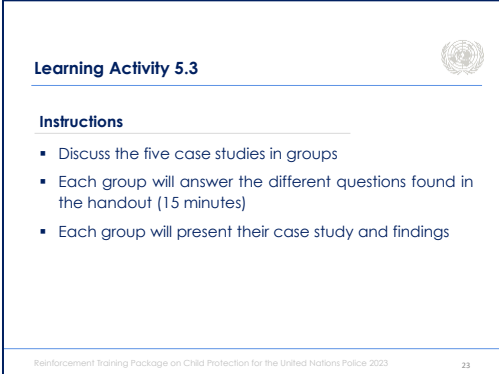
- Introduction of activity and instructions: 5 minutes
- Group work on case studies: 15 minutes
- Debriefing: 75 minutes
- Questions and key messages: 5 minutes



The exercises in this segment are based on the premise that UNPOL is composed of experienced police officers. 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 five case studies with five 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 coordination realities in United Nations peace operations. 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, rather than having participants do an exercise and quickly move on to another segment.

Slide 23: Learning Activity 5.3 – Instructions



Learning Activity 5.3

Instructions

- Discuss the five case studies in groups
- Each group will answer the different questions found in the handout (15 minutes)
- Each group will present their case study and findings

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INSTRUCTIONS:

- Provide participants with the materials and instructions for Learning Activity 5.3.
- Divide the participants into groups and ask them to respond to the two questions in the case study assigned.
- 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 24 and 25 to discuss the presentation and guide the discussion. Each case study offers an opportunity to examine a specific issue (part 1) and to introduce one or more actor(s) in the child protection system (part 2). The debriefing sequence goes as follows:
 - Case study 1 focuses on the non-executive mandate on UNPOL, and the cluster approach
 - Case study 2 focuses on harmful practices, and on the United Nations Population Fund (UNFPA) and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)
 - Case study 3 focuses on mental health, and the United Nations Office on Drugs and Crime (UNODC)
 - Case study 4 focuses on the “do no harm” principle, and on the United Nations Children’s Fund (UNICEF) and the Office of the High Commissioner for Human Rights (OHCHR)
 - Case study 5 focuses on gender dimension, and the Office of the High Commissioner for Refugees (UNHCR) and the International Organization for Migration (IOM)
- During the debriefing, instructors should focus the discussion on the diversity and complementarity of actors in the child protection system. References at the end of this chapter can serve as resources for instructors who might be less familiar with

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key actors playing a role in child protection. While each case study is associated with one or more actor(s), there might be other relevant ones to be involved in the case-study. Instructors should be flexible in the sequence of the slides below, using the information provided for the debriefing as they are named by the participants. If time is limited, the substantive part of the debriefing can be skipped to focus only on key child protection actors.

Slide 24: Case study 1 – A non-executive mandate


Case study 1: A non-executive mandate 

- UNPOL is not mandated to conduct regular direct policing activities in the host country
- UNPOL should not investigate cases directly
- Coordination with the UNPOL Child Protection Focal Point and with Child Protection Advisers can help
- UNPOL should focus on collaborating with the host-State police

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- UNPOL officers are generally not mandated to conduct regular direct policing activities in the host country; only the host-State police can do that.
- For this reason, UNPOL officers should not investigate case directly.
- Coordination with the UNPOL Child Protection Focal Point and with Child Protection Advisers can help to ensure that action is taken by those who are mandated to act on such issues.
- UNPOL officers should concentrate on collaborating with the host-State police, including the Chief of Police, to support and provide guidance on the responsibility of the host-State police in relation to prevention of violations against children and child protection.

Slide 25: Case study 1 – The cluster approach

Case study 1: The cluster approach 

- Provides a coordination platform bringing together the UN and non-UN humanitarian organizations in the area
- Focus is on enhancing child protection coordination and response in humanitarian contexts
- UNPOL should seek to participate in meetings and activities organized by the child protection sub-cluster

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Many actors could be involved in child protection,² including:

- Child Protection subcluster:
 - A cluster is a coordination platform bringing together both United Nations and non-United Nations humanitarian organizations around one particular aspect of the humanitarian response.
 - In most humanitarian contexts, there is a Child Protection subcluster focusing specifically on enhancing child protection coordination and response in humanitarian contexts.
 - The purpose of the Child Protection subcluster is to ensure that child protection efforts made by national and international actors are properly coordinated and achieve maximum quality and impact.
 - UNPOL should seek to participate in meetings and activities organized by this subcluster so as to better coordinate its interventions in the area of child protection.



After the debriefing, invite the second group to present their answers, and use slides 26 and 28 for the debriefing. Apply the same method for the remaining groups, alternating between presentation of answers and debriefing, using slides 29 to 34. Instructors should establish linkages between the case studies and the points presented during the debriefing.

² For more information, see DPKO and DFS, Core Pre-deployment Training Materials for United Nations Peacekeeping Operations CPTM, 2017, Lessons 1.6 to 1.8. (<https://peacekeepingresourcehub.un.org/en/training/pre-deployment/cptm/module1>).

Slides 26 & 27: Case study 2 – Harmful practices

Case study 2: Harmful practices

- Harmful practices are forms of violence that occur as cultural or traditional practices
- They may have existed for so long that they are considered as accepted cultural practices
- They include child marriage, “honour”-based violence, female genital mutilation or cutting (FGM)

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Case study 2: Harmful practices (cont.)


- The host-State police should enforce the law that criminalizes harmful practices
- UNPOL’s role is to promote international law in a way that is not judgmental
- A coordinated approach with local actors is essential

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- Harmful practices are forms of violence that occur as part of the cultural or traditional practices in various countries and contexts.
- Children (predominantly girls, but also boys) are among those affected by these practices.
- Such practices have existed for so long that they are considered or presented by perpetrators as accepted cultural practices.
- Such practices include child marriage, “honour”-based violence, female genital mutilation or cutting (FGM).
- These harmful practices are often embedded in the culture of the host-State because social norms accept/tolerate them.
- Police forces are law enforcement agencies and should therefore enforce the law that generally criminalizes harmful practices (such as child marriage).
- UNPOL’s role is to promote international law in a way that is not judgmental.³
- A coordinated approach with local actors should help to identify and collaborate with local advocates who are capable of leading discussions about such practices so as to build ownership towards change and context-specific alternatives.
- Each country has its own legal and social system. UNPOL must learn about the specificity of each context in order to better adapt the response strategy on how international norms and standards can be implemented.

³ See DPO, Specialized Training Materials for UN Police 2021, Lesson 8: Monitoring, Mentoring and Advising (<https://resourcehub01.blob.core.windows.net/training-files/Training%20Materials/024%20STM-UNPOL/024-016%20UNPOL%20STM%20Lesson%208%20UNPOL%20Monitoring,%20Mentoring%20and%20Advising.pdf>), for guidance.

Slide 28: Case study 2 – UNFPA and UN Women

Case study 2: UNFPA and UN Women 

- The United Nations Population Fund (UNFPA) is the UN entity leading on sexual and reproductive rights
- UNFPA leads initiatives aimed at addressing sexual violence, and it often collaborates with host-State police in carrying out these initiatives
- UN-Women provides technical and financial support, while promoting and monitoring work on gender equality across the UN system
- UN-Women provides technical and financial support, while promoting and monitoring work on gender equality across the UN system


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Many actors could be involved in combating harmful practices, including:

- The United Nations Population Fund (UNFPA) is the main United Nations agency working on sexual and reproductive rights:
 - UNFPA oversees matters related to sexual and reproductive health. Its work involves providing health care to women and youth, as well as developing national strategies, protocols and campaigns.
 - UNFPA leads a number of initiatives aimed at addressing sexual violence, and it often collaborates with host-State police in carrying out these initiatives.
- The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) is the main United Nations entity working on gender equality:
 - UN Women leads, promotes and coordinates efforts to advance the full realization of women's rights and opportunities.
 - UN Women provides technical and financial support, while promoting and monitoring work on gender equality across the United Nations system.
 - UN Women is responsible for matters related to the rights of girls.

UNPOL should seek to find out what programmes UNFPA and UN-Women run in the host country/area of deployment so as to explore avenues for collaboration as part of their capacity-building mandate in support of the host-State police.

Slide 29: Case study 3 – Engaging in our work

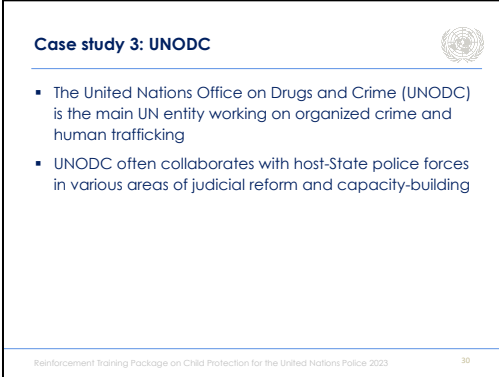
Case study 3: Engaging in our work 

- Child protection work can often impact us personally in many ways
- Seeking assistance or debriefing after a particularly emotional experience is important
- Overstepping the non-executive boundary could have consequences for the entire mission
- Working in coordination with other mission components is the best way to ensure that issues are addressed

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- In countries where United Nations peace operations are deployed, issues relating to child protection can often impact us in many ways and affect our mental and physical health.
- It is important to be aware that this often occurs, and that it is important to seek assistance or debriefing after a particularly emotional experience, and not to allow the impacts to accumulate. Our mental health is very important, and actions that promote mental well-being in peace operations are encouraged.
- UNPOL's mandate is generally non-executive, which means that officers may act in an advisory or mentoring capacity vis-à-vis the host-State. Overstepping this boundary could have consequences for the entire mission, including causing disruptions to the mission's relationship with the host-country authorities.
- Working in coordination with other mission components is usually the best way to ensure that issues, including those related to child protection, are properly addressed, rather than taking individual action beyond the mandate to redress situations.

Slide 30: Case study 3 – UNODC



Case study 3: UNODC

- The United Nations Office on Drugs and Crime (UNODC) is the main UN entity working on organized crime and human trafficking
- UNODC often collaborates with host-State police forces in various areas of judicial reform and capacity-building


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Many actors could be involved in combating organized crime and human trafficking, including:

- The United Nations Office on Drugs and Crime (UNODC) is the main United Nations entity working on organized crime and human trafficking:
 - UNODC seeks to achieve security and justice for all by helping States and their population guard against the serious threats posed by drugs, crime, corruption and terrorism.
 - UNODC provides a coordinated, comprehensive response to the interrelated issues of illicit drug trafficking and drug abuse, crime prevention and criminal justice, international terrorism and political corruption.
 - UNODC often collaborates with host-State police forces in various areas of judicial reform and capacity-building in those areas.

UNPOL officers should seek to find out what programmes UNODC runs in the host country/area of deployment in order to explore avenues for collaboration as part of their capacity-building mandate in support of the host-State police.

Slide 31: Case study 4 – “Do no harm” principle


Case study 4: “Do no harm” principle 

- Avoid exposing people, including children, to additional risks through our actions
- The police must mitigate potential negative effects on everyone, including children
- The police should anticipate the risks and unintended consequences of their actions
- Promotes accountability towards all community stakeholders, including children

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- The “Do no harm” principle means avoiding exposing people, including children, to additional risks through our actions.
- It requires one to take a step back before taking action to consider the broader context and find ways to mitigate potential negative effects on everyone, including children.
- Security forces should always anticipate the risks and unintended consequences of their actions, especially when it comes to children.
- This case study provides an opportunity to highlight this accountability towards all, including children, in UNPOL’s advisory role vis-à-vis the host-State police. The host-State police is responsible for anticipating and mitigating the impact of any operation in which children are likely to be affected.

Slide 32: Case study 4 – UNICEF and OHCHR

Case study 4: UNICEF and OHCHR 

- The United Nations Children’s Fund (UNICEF) is the main UN entity working on all matters related to children
- UNICEF leads various areas of activity, including demining, vaccination, education, child protection and justice for children
- The Office of the United Nations High Commissioner for Human Rights (OHCHR) is the main UN entity working on human rights
- OHCHR facilitates policy dialogue on children’s rights and promotes children’s engagement and participation in United Nations processes

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Many actors could be involved in upholding children's rights, including:

- The United Nations Children's Fund (UNICEF) is the main United Nations entity working on all matters related to children:
 - UNICEF promotes, monitors and reports on children's rights and well-being and seeks to expand child protection services.
 - UNICEF leads various areas of activity, including demining operations, vaccination programmes, education, child protection and justice for children.
- The Office of the United Nations High Commissioner for Human Rights (OHCHR) is the main United Nations entity working on human rights:
 - OHCHR's mandate is to support work on children's rights in the United Nations system.
 - OHCHR develops policies on children's rights and mainstreams children's rights in the United Nations system.
 - OHCHR facilitates policy dialogue on children's rights within intergovernmental bodies, promotes children's engagement with and participation in United Nations processes, in partnership with civil society.

UNPOL officers should seek to find out what programmes UNICEF and OHCHR run in the host country/area of deployment in order to explore avenues for collaboration as part of their capacity-building mandate in support of the host-State police.

Slide 33: Case study 5 – Gender dimension

Case study 5: Gender dimension 

- Girls and boys experience the impact of armed conflict differently
- Girls and boys are entitled to services tailored to their characteristics
- It is important not to reinforce stereotypes
- The police should offer children the choice between a male and a female interlocutor in their interactions with the police

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- Girls and boys experience the impact of armed conflict differently, and it is important to adopt a gender-sensitive approach to be able to better address their distinct experiences.
- Girls and boys are entitled to services tailored to their characteristics and trajectories, including access to justice and police services.
- It is important not to reinforce stereotypes about girls and boys, such as equating girls to sexual violence, and boys to recruitment and use by armed forces or armed groups. Both girls and boys may be victims of sexual violence during conflict, and both may be recruited and used by armed forces or armed groups.
- It is recommended to offer children the choice between a male and a female interlocutor in their interactions with the police, bearing in mind the best interests of the child. Children should be allowed to decide what suits them best.

Slide 34: Case study 5 – UNHCR and IOM

Case study 5: UNHCR and IOM

- UNHCR serves boys and girls who are displaced, stateless, asylum-seekers or refugees in and outside camps
- IOM focuses on four broad areas: migration and development, facilitating migration, regulating migration, and addressing forced migrations

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Many actors could be involved, including:

- The Office of the United Nations High Commissioner for Refugees (UNHCR) is the main United Nations entity providing services to internally displaced persons, asylum-seekers and refugees:
 - UNHCR is dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities and stateless people.
 - UNHCR works to ensure that all persons are afforded the right to seek asylum in another country and to secure lasting solutions to crises.
 - UNHCR serves boys and girls who are displaced, stateless, asylum-seekers or refugees in and outside camps.
- The International Organization for Migration (IOM) is– the main intergovernmental organization working in the field of migration:

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- IOM works in four broad areas of migration management: migration and development; facilitating migration; regulating migration; and addressing forced migrations.
- IOM's activities include promotion of international migration law, policy debate and guidance; protection of migrants' rights, migrant health and gender issues related to migration.
- IOM often conducts capacity-building activities for host-State police on issues related to migration and trafficking.

UNPOL officers should seek to find out what programmes UNHCR and IOM run in the host country/area of deployment in order to explore avenues for collaboration as part of their capacity-building mandate in support of the host-State police.



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.

Slide 35: Key messages for Learning Activity 5.3

Key messages for Learning Activity 5.3 

- Coordination with other UN entities enhances the impact of the peace operation
- UNPOL's non-executive mandate is often complementary to the programming and operational capacities of other UN agencies
- Coordination with UNPOL Child Protection Focal Points and Child Protection Advisers is critical to ensuring that UN peace operation actions are coherent

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Reference Materials

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

- 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
- DPO and DPPA, Handbook for Child Protection Staff in United Nations Peace Operations, 2023, [https://resourcehub01.blob.core.windows.net/\\$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf](https://resourcehub01.blob.core.windows.net/$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf)
- Royal Canadian Mounted Police and International Bureau for Children's Rights, Brief Guide on Coordination with Other Actors in the Child Protection System, 2019, www.ibcr.org/wp-content/uploads/2019/03/Guide_GRC_Tome_2.pdf
- DPO, Child Protection Advisers, <https://peacekeeping.un.org/en/child-protection-advisers>
- United Nations Children's Fund (UNICEF): www.unicef.org
- Office of the Special Representative of the Secretary-General for Children and Armed Conflict: <https://childrenandarmedconflict.un.org/>
- UN-Women: www.unwomen.org
- Office for the Coordination of Humanitarian Affairs (OCHA): www.unocha.org
- Office of the United Nations High Commissioner for Refugees (UNHCR): www.unhcr.org
- United Nations Office on Drugs and Crime (UNODC): www.unodc.org
- United Nations Population Fund (UNFPA): www.unfpa.org
- International Organization for Migration (IOM): www.iom.int
- Office of the United Nations High Commissioner for Human Rights (OHCHR): www.ohchr.org

Learning Activity 5.4

How to work with local child protection actors



In this segment, instructors will help United Nations Police (UNPOL) personnel to understand and illustrate coordination approaches related to child protection and applicable to their interaction with local child protection actors in the host country.

TIME: 110 minutes

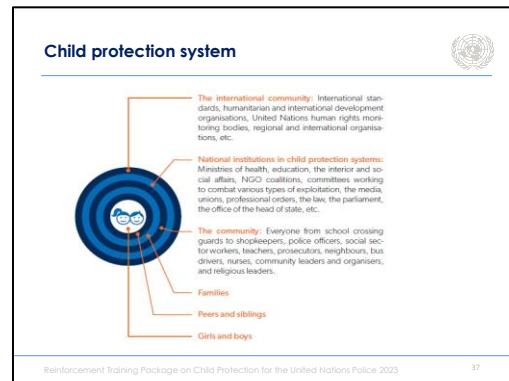
- Introduction of activity and instructions: 5 minutes
- Group discussion: 10 minutes
- Group work on case studies: 25 minutes
- Group rotation and additional ideas on colleagues' responses: 35 minutes
- Debriefing: 30 minutes
- Questions and key messages: 5 minutes

Slide 36: Learning Activity 5.4 – Instructions

The slide is titled "Learning Activity 5.4" and features the United Nations logo in the top right corner. Below the title, the word "Instructions" is followed by a horizontal line. The text reads: "Discuss and answer the following question (10 minutes):". A bulleted list contains one item: "Who are the key players in a child protection system?". At the bottom of the slide, there is a small footer: "Reinforcement Training Package on Child Protection for the United Nations Police, 2023" and the number "36".

- Present slide 36 and read text out loud.
- Ask 7 to 10 participants, maximum, to provide their answers.
- Note the answers on a flipchart or board and show slide 37.
- Open a discussion and make connections between the participants responses and the diagram on the slide, to rapidly focus on the main aspects.

Slide 37: Child protection system




- A child protection system is made of formal and informal structures, individuals, organizations and institutions; each one plays a role in creating a protective environment for children.
- The child is at the heart of the child protection system, which takes into account the child's developmental capabilities, points of view, potential, strengths and challenges.
- The concentric circles closest to the children in the centre represent the people who are typically closest to the child, particularly those who the child trusts and who have the greatest influence on the child's development.
- The further we move away from the centre, the more the level of action becomes multilateral. Responsibility for protecting the child does not decrease as we move away from the centre, but rather increases.



Proceed with the group exercise. There are four case studies with four different focuses, in four different countries. Participants are not required to know the country context or mission mandate to successfully execute this exercise. Instructors are encouraged to use as many case studies as possible, as they all provide different insights into different realities requiring coordination with the national child protection system. 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 group exercises. This is important before moving on to another segment.

Slide 38: Learning Activity 5.4 (cont.) – Instructions



Learning Activity 5.4 (cont.)

Instructions

- Discuss the four case studies in groups
- Each group will answer the different questions found in the handout (25 minutes)
- Groups will review and correct the responses of other groups (10 minutes)
- A response template is available to help you structure your answers

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INSTRUCTIONS:

- Provide participants with the materials and instructions for Learning Activity 5.4.
- Ask the groups to prepare answers to the two questions in the case study.
- Give the groups 25 minutes to complete the exercise (for larger groups, encourage participants to divide the tasks).
- After 25 minutes, ask each group to leave the sheet with their answers on their table, and to go the next table. There, they should read the answers on the sheet that was left and use a different colour pen to add their ideas to those listed by their colleagues.
- Give the groups 10 minutes to add to the other set of answers.
- Have the participants repeat the rotation a few times, depending on the time available.
- Thank the participants for their answers, and use slides 39 to 42 for the debriefing.



NOTE to instructors: The case studies invite participants to reflect on the challenges they anticipate witnessing in the collaboration between the host-State police and the social workforce with regard to child protection. During the debriefing, instructors should establish linkages between the challenges identified by participants during the exercise and the points made in slides 39 to 42, and help participants reflect on how these challenges can be mitigated.

Slide 39: Ready to learn

Ready to learn 

- UNPOL personnel must learn about the way each category of actors operates in the host country
- The legal system differs from one country to another
- Obligations to report violations of children's rights differ
- The division of responsibility among civil society organizations, traditional and religious leaders, prosecutors, social workers and the host-State police may be very different

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- UNPOL personnel must learn about the way each category of actors operates in the host country.
- Differences can include level of training and recognition of each actor, number of staff in each category, geographic presence on the national territory, variations in administrative structures, mandates, resources and tools, etc.
- The legal system differs from one country to another, and may be common law, civil law, Islamic law, customary law or mixed legal systems. This greatly affects the role of the host-State police, their mandate to investigate and divert cases, and their ability to make decisions.
- Obligations to report violations of children's rights may differ from one country to another.
- The division of responsibility among civil society organizations, traditional and religious leaders, prosecutors, social workers and the host-State police may be very different from what you are used to.

Slide 40: Practice and institutional culture

Practice and institutional culture 


- Important to understand existing coordination mechanisms and resources
- There may be resistance to collaboration
- Civil society organizations, traditional leaders and religious figures may play a different role than expected
- Coordination will sometimes be systematic and sometimes ad hoc

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- UNPOL officers should carefully examine existing coordination mechanisms and resources within the host country, including the police and child protection actors, and be attentive to duplications, overlaps and levels/absence of collaboration.
- There may be resistance to collaboration for a number of reasons, including for example, lack of trust, misunderstanding about capacities, roles and responsibilities, and institutional culture.
- Civil society organizations, traditional and religious leaders may play a significant role in the local child justice system; informal procedures may be the norm or State services might be lacking, while ties with communities may mean that children can access services primarily through these non-formal actors.
- All these actors likely interact with each other and the UN peace operation and other UN entities should be able to interact with them on matters relating to child protection. Bear in mind that coordination will sometimes be orderly, following established protocols, and sometimes ad hoc.

Slide 41: Specialized police service

Specialized police service 

- Protocols and specialized police units may already be in place
- Specialized units may include police officers who are child protection experts
- National specialized units may handle cases of child victims or child witnesses of a crime
- UNPOL may be asked to support those units

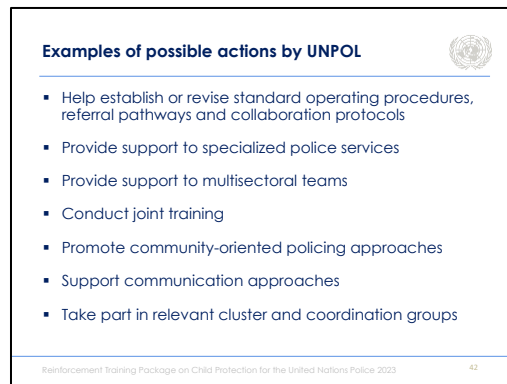
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- It is important that UNPOL officers identify protocols and specialized police units that are already in place in the mission area to be able to advise and support the referral of cases involving children.
- Specialized units may include police officers who are child protection experts and who know the national child protection system well and are therefore better equipped to handle cases involving children.
- Depending on the specific police service, one or more specialized units may handle cases of child victims or child witnesses of a crime, children in conflict with the law or sexual and gender-based violence.
- Sometimes, specialized units have been established by a law or a directive of the host-State police's management, but have not yet become operational or are not yet functioning properly.

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- UNPOL may be asked to support the operationalization or the capacity-building of such units.
- If no such unit exists, it is possible that advocacy is underway for the creation of a specialized child protection unit. Many such units have been created further to advise provided to host countries by United Nations peace operations.

Slide 42: Examples of possible actions



- Help support the establishment, revision and application of standard operating procedures, referral pathways and collaboration protocols between the host-State police and each of these services.
- Support the creation, strengthening, expansion or decentralization of specialized police services.
- Advocate for multisectoral teams to work as part of the specialized units, for example police together with social workers, prosecutors, lawyers, civil society organizations, etc.
- Conduct joint training and awareness-raising for all actors.
- Support community-oriented policing approaches that promote building trust and ties between the host-State police and other actors in the child protection system, including traditional leaders.
- Provide advice on communication approaches between the host-State police and other actors, demonstrating positive results and encouraging the relevant actors to reach out to the host-State police.
- Take part in relevant cluster and coordination group meetings for the purposes of information-sharing and collaboration.
- Promote multisectoral approaches to interviewing children in contact with the law.


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After that 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 before moving on.

Slide 43 contains key messages/take aways that summarize the objectives of the entire module. Ask learners what the key messages are before showing the slide. It would help them to synthesize and integrate the key concepts taught in the module, as well as help instructors in assessing learning so as to concentrate on complementing gaps or inaccuracies.

Slide 43: Key messages for Learning Activity 5.4



Key messages for Learning Activity 5.4

- UNPOL officers must be aware of UNPOL's roles and responsibilities as well as those of other mission components
- UNPOL officers must understand the coordination mechanisms in place, both inside the UN family and outside
- The host-State police might put procedures in place on how government and non-government actors should handle cases involving children
- UNPOL personnel should seek to understand these procedures

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Reference Materials

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

- 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
- DPO and DPPA Handbook for Child Protection Staff in United Nations Peace Operations, 2023, [https://resourcehub01.blob.core.windows.net/\\$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf](https://resourcehub01.blob.core.windows.net/$web/Policy%20and%20Guidance/corepeacekeepingguidance/Thematic%20Operational%20Activities/Child%20Protection/2023.03%20Handbook%20for%20Child%20Protection%20Staff%20in%20United%20Nations%20Peace%20Operations.pdf)

Learning Activities

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

Number	Name	Methods	Time
5.3	How to work with other key UN actors on child protection	Case studies	100 min
5.4	How to work with local child protection actors	Case studies	110 min

Learning Evaluation

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

TIME: 15 minutes