

# Module 1: Conceptual Framework

## Lesson 1.4

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## The Civil Environment



## Learning Outcomes

Identify the characteristics of, and be prepared to engage with:

- Non-combatant populations
- Refugees and internally displaced persons (IDPs)
- Civil populations and
- Vulnerable populations



## Lesson Content

- Intro to Human Terrain
- Refugees, and IDPs
- Vulnerable Populations



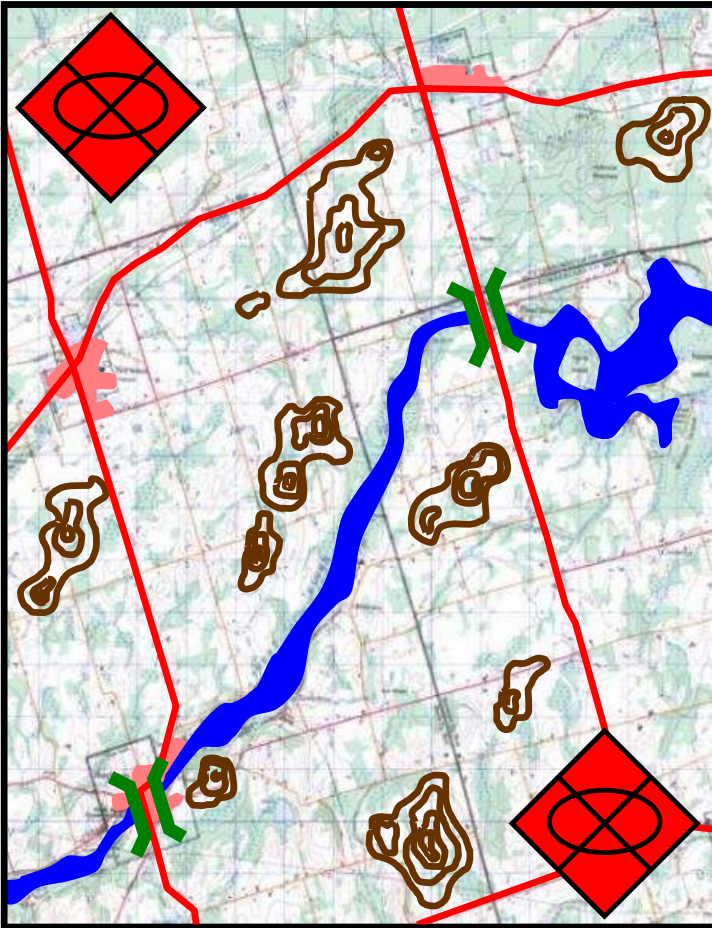
## Human Terrain

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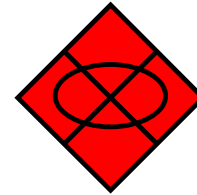
- Understanding Human Terrain is understanding the population in the Area of Operations (AO)
- Human Terrain is the
  - demographics
  - social and cultural aspects
  - Refugee and IDPs
  - Mission Stakeholders



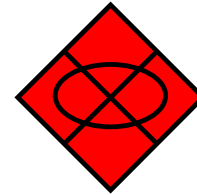
## Complex Environment



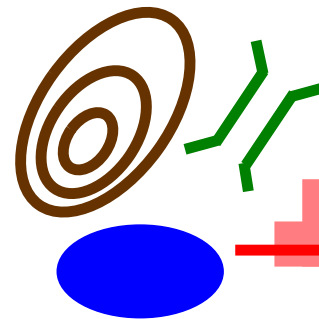
## SIMPLE VIEW OF THE BATTLEFIELD



Belligerent A



Belligerent B



KEY TERRAIN



# Complex Environment



## LOCAL POPULATIONS



**URBAN**



**RURAL**





# Complex Environment



## ORGANIZATIONS AND STRUCTURES



POLITICAL



TRIBAL



RELIGIOUS



HOUSEHOLD



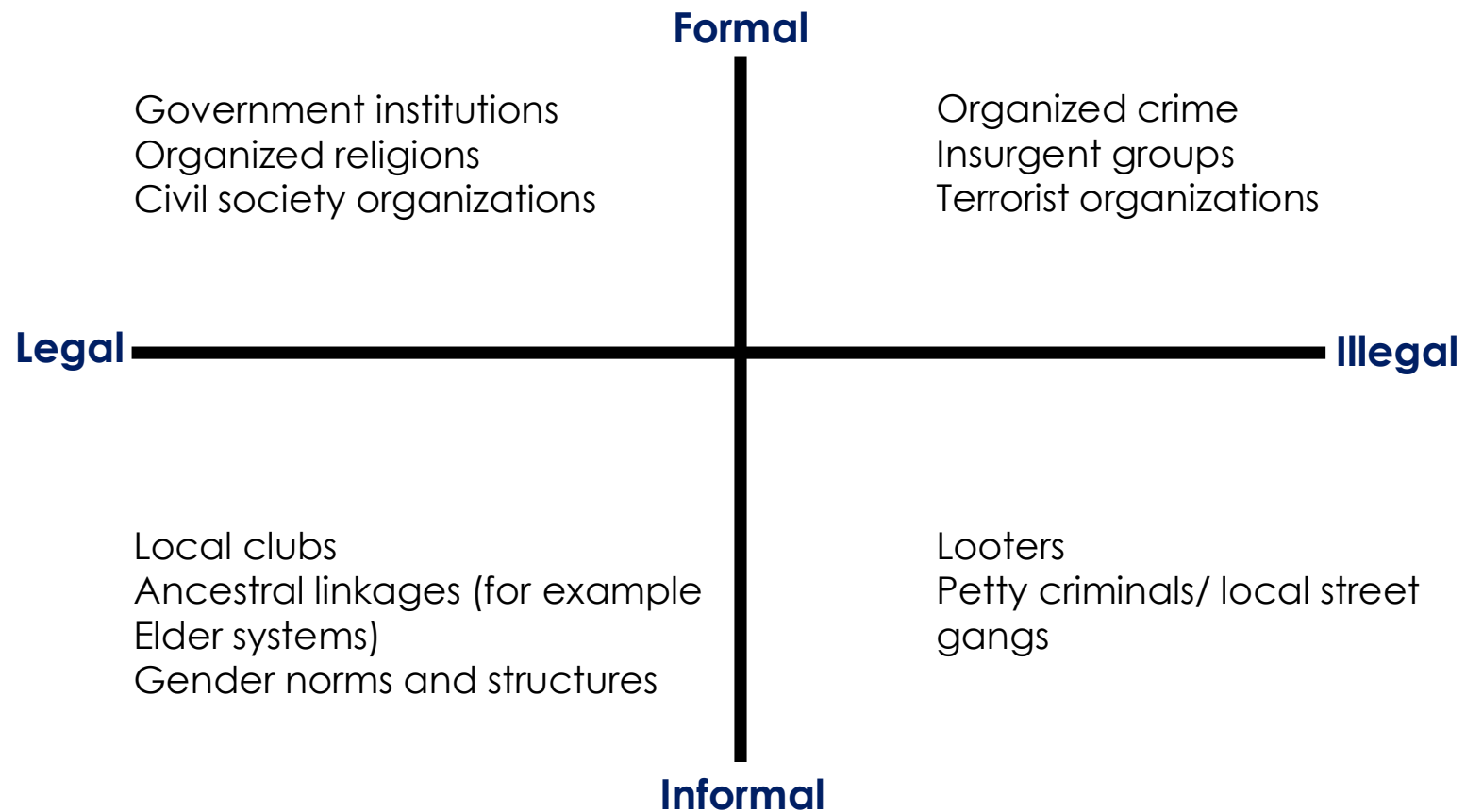
POLICE



CRIMINAL



## Complex Environment: Organizations and Structures







## Complex Environment



### DISPLACED PERSONS



### INTERNALLY DISPLACED PERSONS



### REFUGEES



**INTERNATIONAL COMMITTEE OF THE RED CROSS**



## UN HIGH COMMISSIONER FOR REFUGEES



UN WORLD FOOD PROGRAMME









## Refugees and IDPs

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UN High Commissioner for Refugees is the United Nations agency that deals with people who have been forced to flee their homes, not just refugees.

**Question:** what are the five different types of people who may have been forced to flee their homes and who may require UNHCR assistance?







## Refugees and IDPs

The five different categories of persons UNHCR takes responsibility for are:

- Refugees
- Asylum Seekers
- IDPs
- Stateless People
- Returnees





## Refugees and IDPs

UN High Commissioner for Refugees is the United Nations agency that deals with people who have been forced to flee their homes, not just refugees.

The goal of the UNHCR is to provide:

- Protection
- Health
- Shelter
- Education



# Refugees and IDPs Risk Analysis



	1. SCENARIO IDENTIFICATION	2. RISK RANKING	3. RISK MONITORING AND EARLY WARNING
WHY?	To identify potential refugee scenarios.	To take stock of the likelihood and impact of different scenarios and to decide which scenario to use for planning.	To track the evolution of risks in case these require additional preparedness actions.
WHO?	UNHCR staff, together with government, key partners, refugees already in country, and host communities.		Establish an interagency team as appropriate.
WHEN?	Annually as part of planning processes (or when an existing crisis deteriorates, or a major change occurs).		Once a month, or quarterly, depending on the context and indicators.
WHERE?	At country level with coordinated inputs from field, country, regional and HQ levels.		Monitored at field and country levels. Information is coordinated with country of origin, regional offices and HQ.
HOW?	<p>Involve partners who can contribute expertise and knowledge.</p> <p>Document potential refugee scenarios (see examples below).</p> <p>Organize or facilitate a workshop to share findings, validate scenarios, and jointly rank risks.</p> <p>Use risk ranking to decide which scenario to use when drafting the preparedness action plan.</p>		<p>Select indicators.</p> <p>Determine thresholds and linked actions.</p> <p>Hold periodic consultations with the network to track indicators.</p> <p>Implement actions when thresholds are reached.</p>

Table 1 - Risk analysis



LIKELIHOOD	5. Very high	LOW	MEDIUM	HIGH	HIGH	HIGH
	4. High	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	3. Medium	LOW	LOW	MEDIUM	MEDIUM	HIGH
	2. Low	LOW	LOW	LOW	MEDIUM	MEDIUM
	1. Very low	LOW	LOW	LOW	LOW	MEDIUM
		1. Insignificant	2. Minor	3. Moderate	4. Major	5. Disastrous
IMPACT						



# Vulnerable Populations

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## The Five Ws and Reporting Vulnerable Populations

**Who** is the vulnerable population you have identified?

**What** is the nature of the human rights violation against them?

**Where** has this taken place?

**When** did it happen?

**Why** did it take place?



## Who Are Vulnerable Populations?

### Who may be considered members of vulnerable populations?

- Children, particularly separated or unaccompanied children
- Single women and women-headed households
- Persons with serious health conditions or disabilities
- Persons with special legal or physical protection needs
- The elderly; and,
- LGBTIQ+ people



## Definition: Discrimination

Any measure or attitude intended to give unfair treatment (positive or negative) to individuals or groups of individuals in similar circumstances and offer an advantage or a disadvantage to some over others. Discrimination can be based on gender, race, ethnic origin, religion, socioeconomic status or other factors. In the context of the electoral process, it may involve depriving certain people or groups of their right to vote or run for office.

**UN-EP members must ensure that they do not allow their cultural biases to cloud their work.**



## Children

- A protected category unto themselves
- Often suffer the worst during conflict
- At high risk of abuse and exploitation
- Violations need to be reported accurately and quickly





## Single Women and Women Headed Households



- Single women and women headed households are more vulnerable
- Susceptible to sexual violence and exploitation
- Children of women headed households are also more vulnerable





## Persons with Health Conditions or Disabilities

- Serious health conditions and disabilities often go hand in hand
- The barriers they face include:
  - Environmental
  - Attitudinal
  - Policy
  - Communication
- Greater risk of violence, sexual abuse, and exploitation





## Special Protection Needs

**This includes minorities such as:**

- Ethnic minorities
- Religious minorities
- Linguistic minorities
- Indigenous peoples





# The Elderly

## People become increasingly vulnerable due to ageing

- Elderly are often:
  - Less mobile
  - Poor sight/hearing
  - Diminished strength and stamina
- Elderly people often have medical conditions
- Unaccompanied elderly face particular risk
- The elderly may be the main caretakers of children





## LGBTIQ+ Community

LGBTIQ+ persons are not a single group, each type face distinct challenges.

- Public locations often present high risks



**YOU ARE SAFE HERE**





## **Engaging with Vulnerable Populations**

1. Know your mission partners
2. Do not make assumptions
3. Consult those with needs
4. Contribute to ensuring access
5. Proactively seek out information on those with needs
6. Remember vulnerability factors can overlap





## **Key UN-EP Actions in Engaging with Vulnerable Populations**

While different mission partners will have different roles to play in protecting vulnerable persons, the UN-EP leadership and members must be aware of what they can do both in their interactions with vulnerable persons and populations as well as in planning.

UNHCR best practice is that when engaging with persons with disabilities, do not refer to them as disabled people, rather they are people with specific disabilities.



## Learning Activity

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### Vulnerable Populations

Are all forms of human rights violations and discrimination intentional?

What groups are at heightened risk and are classified as vulnerable populations?

Are vulnerable people easy to identify?



## Take Away

- The purpose of this lesson was to take the theoretical knowledge you will have had from prior training and translate it into clearly identifiable actions and perspectives to support human rights in the AO.
- The AO is a complex and vibrant environment, you must be familiar with the different actors that make up the varied Human Terrain of the modern operating environment.



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# QUESTIONS?