



### Lesson 1.4 – The Civil Environment

#### Key UN-ET Actions in Engaging with Vulnerable Populations

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**Communicate and engage.** Be prepared to communicate and engage with vulnerable populations, and always be prepared to direct them to where they can safely receive aid or services

**Prioritize those in most need.** Prioritize unaccompanied and separated children, the sick and malnourished, and unaccompanied persons with disabilities. Also identify those whose needs require medium-term follow up.

**Involve the community.** Communities play a critical role in identifying and responding to the protection needs of persons with specific needs. This is especially so in areas that humanitarian workers cannot access.

**Work with active community structures.** Work with community self-protection mechanisms

**Identify and work with organizations of persons with disabilities.** And other structures of groups with specific needs. Ensure they are included in broader community leadership structures.

**Refer those in immediate need.** Ensure that persons with urgent medical needs and chronic medical conditions are referred to health care providers for immediate treatment.

**Take need into account in your messaging.** Remember to take into account specific needs when crafting messages and communicating with the population, many vulnerable groups will be unable to obtain information through normal channels.

**Give prompt protection.** Groups or individuals with specific needs should receive prompt protection and assistance: they should be prioritized at reception, registration, refugee status determination, and resettlement, and in other response mechanisms and processes.

**Report accurately.** Understand the different needs and classifications of vulnerable people and include as accurate and timely information as possible in reporting.



## **Lesson 1.6 – Employ Cross Cultural Communication**

### **Quick Guide to Enhance Cultural Competencies**

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1. There is no such thing as an impartial view
2. Focus on the intent of the message
3. Understand what the audience takes away
4. Seek knowledge, do not be limited by unknown
5. Be adaptive and flexible
6. Be empathetic, look at world through eyes of others
7. Apply critical thinking skills to identify root causes
8. Use creative thinking
9. For every action, there is a reaction
10. Mission Focused



## **Lesson 1.7 – Face to Face Communication**

### **Face to Face Planning Tool**

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Actor:
Aim :
Desired Effects:
Vulnerabilities:
Introduction:
Rapport Building:



Main Argument/Primary focus of Meeting:

Supporting Argument(s):

Counter Argument(s):



Exit Strategy-**Positive**

Exit Strategy-**Contingency**



## Lesson 1.7 – Face to Face Communication

### Face to Face Planning Tool - Guide

Actor(s) Involved Who are you meeting with? Who is the person you are engaging?		
Aim of Meeting/End State What is the purpose of this meeting? What is your end state?		
Desired Effect(s) What SPECIFIC EFFECTS do we want as a result of this meeting?		
Vulnerabilities <ul style="list-style-type: none"> <li>▪ <b>Need</b> (physical requirement to live)</li> <li>▪ <b>Want</b> (physical and sought after – Wealth, Comfort, Leisure)</li> <li>▪ <b>Desire</b> (metaphysical and sought after – Honour, Pride, status - Shame, Embarrassment, Dishonour)</li> <li>▪ to <i>HAVE</i> or <i>AVOID</i></li> </ul>		
<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ How will you introduce yourself and your team?</li> <li>▪ Have someone introduce you</li> <li>▪ Culturally appropriate greeting</li> <li>▪ <b>Who are you, why are you here statement</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Seating plan</li> <li>▪ Exploit previous relationships</li> <li>▪ Body language (Formal, Casual, Ingratiate)</li> <li>▪ <b>Plan to use person's NAME and Title</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Confirm assumptions</li> <li>▪ Confirm Subject's identity</li> <li>▪ Biographical data</li> </ul>



### Rapport Building

- What are the person's current vulnerabilities? Screen for cues in their speech
- Empathy as appropriate
- Discuss topics connected to person's vulnerabilities
- Introduce a topic that will bridge to your main argument
- Gestures – be mindful of them
- Body Language

### Main Argument/Primary focus of Meeting

- Present your “Line of Persuasion”
- Think of Lines of Questioning and Open vs Closed Questions
- Incorporate principles of persuasion

### Supporting Argument(s)

- Consider specific appeals and techniques prepared for known vulnerabilities
- Prepare both logical/direct AND emotional/peripheral supporting arguments for why they should WANT to perform the Desired Effect
- Prepare multiple Persuasion Techniques as contingencies for those that prove ineffective / they does not respond



### Counter Argument(s)

- List all arguments you assess may be used (based on analysis of vulnerabilities)
- Prepare points that will counter these arguments
- Rehearse and debate with your team or language assistant
- Identify counter arguments AND determine how your arguments might be perceived
- Link your counter arguments to their vulnerabilities

### Exit Strategy-Positive

- Restate the Main Argument to exploit the Primacy / Recency Effect
- Summarize meeting by repeating what has been agreed upon
- Confirm agreements in writing (if possible)
- Confirm observed Impact Indicators
- Reward the commitment to reinforce consistency – make suggestions that apply to vulnerabilities
- Confirm biographical and contact information
- Leave door OPEN – set the conditions for the next communication

### Exit Strategy-Contingency

- Remain composed – how you deal with this will impact the person?
- Acknowledge the EMOTION – de-escalate
- Express EMPATHY and SINCERITY
- Acknowledge this is temporary and secondary to the Importance of their Vulnerabilities / Desired Effect.
- Leave door OPEN – set the conditions for the next communication





## Lesson 1.7 – Face to Face Communication

### Face to Face Planning Tool - Example

<p><b>Actor(s) Involved:</b> Elder, MUSSAFAH TEEHERI, TERENI ethnicity, unknown age, Male.</p>
<p><b>Aim of Meeting/End State:</b> Have TEEHERI share his knowledge of the region and set conditions for future</p>
<p><b>Desired Effect(s):</b> <b>Commitment</b> to meeting with UN-ET members.</p>
<ul style="list-style-type: none"> <li>▪ Vulnerabilities: <b>Needs-</b> Needs to maintain his position as a trusted Elder amongst multiple groups within TERENI.</li> <li>▪ <b>Wants- Have</b> more information so he has more influence. <b>Avoid</b> Loss of influence as a trusted leader and nexus.</li> <li>▪ <b>Desires- Have</b> Greater influence throughout region, increase in respect from citizens, be seen as wise and intelligent, be seen as a strong leader and central point of all information. <b>Avoid</b> Embarrassment, shame, be seen as incompetent or untrustworthy</li> </ul>
<p><b>Introduction:</b> Have fellow UN-ET introduce in order to create perception of Authority. Confirm his Identity. Body language will be professional and friendly. Adopt similar body language and tone to the Elder as necessary. Comment towards previous meeting with previous UN-ET, and make a point to ingratiate his position. <b>“Hello, I am****, and I represent the commander of the Coalition Forces in this area”.</b> Explain why talking with UN-EP is important. <i>Seating will be myself and TEEHERI facing each other comfortably. Scribe will be to my right, and the Language Assistant slightly behind and to my left.</i></p>

**Rapport Building:**

Reciprocity- I have traveled a very long way just to talk to you, because I know you are an important man in this area.

Similarity- We both carry great responsibility. His region looks to him to as a trusted Elder who knows the people, the areas and plays an important role in moderating discussion and connecting people. My soldiers look to me to make the correct decisions and keep them alive. We have a lot in common.

Ask about family-> Asking about family. Ask about hobbies and his business.

**Main Argument/Primary focus of Meeting:**

"It is important for the leaders and person of influence in the region to work together to create safe and stable conditions for the people and TERINI to grow and prosper, wouldn't you agree?"

"Many in TERINI trust your opinions. As a person of great wisdom and influence, it is important to set a good example for your people, and demonstrate cooperation and working together, so the citizen can see how important it is. Correct?"

Improving conditions in TERINI and stabilizing the region are important to improving the economy and quality of life for your people. Wouldn't you agree that all parties that can contribute to that are important to TERINI?

**"This is why it is important that we sit down and talk, cooperation can be a benefit to everyone, especially the people of TERINI."**



### Supporting Argument(s)

Working together will benefit TERINI in many ways, including increased security and stability.

MPC and the people of TERINI working with UNAC to enforce the ceasefire and create conditions for free and fair elections will benefit many throughout this area, especially the children as they grow up and become young men and women in a safe TERINI. Security will increase opportunities, for everyone in the region, that otherwise will not be available.

Working together with UNAC will reinforce your position as an important Elder who remains a center point of dialogue and confidant of important



### Counter Argument(s)

**UNAC's presence is causing more insecurity and creating a crisis bigger than the challenges TERINI and CARANA faced**> UNAC is here to support CARANA. But, we cannot do this without the help of people, like you, who have the understanding and wisdom to create paths towards stability in TERINI. Building our understanding of the region and the people will allow UNAC to better support efforts to create conditions for long term solutions.

**We do not need to cooperate with UNAC. MPC is providing the leadership and stability we need to prosper**> Additional security support can benefit TERINI in many ways. Security will allow for a resumption of commerce, freedom of movement and a return to daily life without fear of conflict. Free and fair elections will ensure all elected official are recognized and will allow them to do the important work of leading TERINI and rebuilding CARANA. Your wisdom and position in the region mean you are critical to this rebuilding process.

**The people in TERINI do not trust the UN and have no desire to work with them**-> UNAC is here to provide a safe and stable environment. We are working to build trust in TERINI through meeting with important people like you. Our meetings ensure we understand the people and challenges they are facing as we work in support of TERINI.

### Exit Strategy-Positive

It is wonderful that you can see the benefits to working together with UNAC. I can see that you are an important man who has a lot of regional wisdom to share so we can work towards a safe and stable environment. Thank you for agreeing to meet with us today and in the future. I will look to set up follow on meeting, and I will call you (or come see you again) when we are ready to have our next meeting.

### Exit Strategy-Contingency

I can see that you are upset. I am sorry that we did not agree on some topics today. But I am confident that we can reach an understanding and share common ground in the future. I will go now, but I am looking forward to discussing how UNACs presence can benefit TERINI when we see each other again. I will see you soon.



## Lesson 3.2 - Plan UN-EP Activities

### Effects Table

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ENGAGEMENT OBJECTIVES (EO) EO1.	ENGAGEMENT EFFECTS (EE) EE1.	INFORMATION REQUIREMENTS(IR) IR1.	MISSION STAKEHOLDER (MS) MS1.	THEMES (T) T1.



## Lesson 3.2 – Plan UN-EP Activities

### Engagement Effects Table – United Nations Assistance in Carana

ENGAGEMENT EFFECTS (EE)	ENGAGEMENT OBJECTIVES (EO)	INFORMATION REQUIREMENTS (IR)	MISSION STAKEHOLDER (MS)	KEY MESSAGES (KM)
EE1. Inform internal and external mission stakeholders of UNACs purpose and objectives	EO2. Increase Local National cooperation with UNIBAT	IR2. Pattern of Life changes	MS2. General CARANA Population	T2. UNAC is here under the invitation of the CARANA Government and acting under a legitimate mandate of the United Nations
EE2. Increase open communication with Mission Stakeholders	EO3. Increase sharing of information between Local National and UNIBAT	IR3. Predominance of an ethnic group	MS3. Local community leaders, and political institutions	T3. UNAC resolve is strong and committed to the establishment of peace
EE3. Support the legitimacy of rule of law and human rights	EO4. IDPs feel safe to return to their homes	IR4. Presence of religious groups	MS4. Local ethnic groups	T4. UNAC is here to set the conditions for Mission Stakeholders to deliver humanitarian assistance
EE4. Support freedom of movement in the AO	EO5. Increase reporting of Human Rights violations particularly against vulnerable populations (women, children, IDPs, elders, LGBTIQ+, and people with disabilities)	IR5. Presence of political groups	MS5. Local community groups	T5. Compliance with the Kalari Treaty and rule of law is the best interest for all Caran's
EE5. Local Nationals feel safe to remain, or return to their homes	EO6. Local Nationals trust UNAC	IR6. Presence of belligerent groups	MS6. Local religious leaders	T6. Peace, prosperity and the rule of law are cornerstones of good governance
EE6. Increase communication with vulnerable populations particularly women in the AO, (children, IDPs, elders, LGBTIQ+, and people with disabilities)	EO7. Mission Stakeholders have freedom of movement	IR7. Changes of leadership in local areas	MS7. Local level IO/NGO staff	T7. Acts of violence, threats and other lawlessness in CARANA committed by any parties will be investigated and brought to justice
EE7. Do no harm - Engagements cause no reprisals or intimidation		IR8. Changes to local security posture	MS8. Local businesses	T8. Children are our future and need to be protected from violence and conflict
		IR9. Local levels of intoxication	MS9. Local media	T9. Violence by illegal groups or any other groups impedes the path to peace
		IR10. Predominance of a particular gender	MS10. Police	
		IR11. Changes to local access to health care	MS11. IDPs	<b>THEMES TO AVOID</b>
		IR12. Child numbers in schools (girls and boys)	MS12. Vulnerable populations (women, children, elders, LGBTIQ+, and people with disabilities).	T10. UNIBAT implying that the mission is the primary provider of security
		IR13. CRSV indicators	MS13. Local Belligerent forces	T11. Topics that dispute the impartiality of the mission
		IR14. Child Protection indicators: six grave violations against children	<b>RESTRICTED STAKEHOLDER. On UNIBAT Comd AUTH</b>	T12. Blaming one group for threats to/attacks on civilians when there is more than one entity perpetrating violence against civilians
			MS14. National or International level IO/NGO staffs	T13. Speculation on the outcome of human rights or other investigations
			MS15. International Media (PIO to Coordinate)	T14. Comments on the national policy of other UN troop contributing countries
			MS16. National or International level UN Mission Stakeholder staffs	
			MS17. Provincial and National politicians, and staff	



### Lesson 3.2 – Plan UN-EP Activities

#### LEARNING ACTIVITY – Engagement Effects

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The UN-ET has been tasked to engage the communities in the area of NAHERI to secure local freedom of movement. Based on the EET provided, and the scenario on the next slide, determine which you will use to construct your engagement plan. Be prepared to explain and justify your rationale.

1. Engagement Effects
2. Engagement Objectives
3. Information Requirements
4. Mission Stakeholders, and
5. Key Messages and Themes

1. The UN peacekeeping mission has all along faced the problem of dealing with non-state actors or belligerents operating outside the bounds of the Kalari Agreement. These belligerents oppose the presence of UN forces in their areas. This problem is particularly acute in the unstable LEPPKO province. Reliable source has confirmed that a rebel ex-combatant, has established an independent force consisting of approximately 20 soldiers and partisans. ZED has just proclaimed authority near the village of NAHERI, which he intends to control and defend. He has forbidden the UN from entering this area, impacting travel and has forced the displacement of villagers in the area. He has stated publicly that he will not guarantee the safety of any UN or international staff.

2. CARANA has stated that the Government will wait and see, but they are supportive of UN action and engagement with ZED and his followers. For their part, the MPC announced that it expected all parties to abide by the Kalari Treaty and participate in the DDR process.

3. This is affecting the freedom of movement of the local populations in the area.



## Lesson 3.3 – Collect Data

### Gender Inclusive Village Assessment (GIVA)

**Section One:** Basic information, include your name (Assessor) and the DTG of the report. Coordinates should be map grid.

Sector: 1	Village: LORA Village	Coordinates: UU 1234 5678
Coy/Pl: A Coy, 1 Pl	Name of Assessor: Sgt RANA	DTG: XX 0840 MM YY

**Section Two:** Road access in summer/dry season and winter/rainy season. Can vehicles access the area or do people need to travel on foot?

Road access: Summer/Dry	Car: Y/N Yes	4WD: Y/N Yes	Heavy Truck: Y/N Yes		Road access: Winter/Rainy	Car: Y/N Yes	4WD: Y/N Yes	Heavy Truck: Y/N No
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**Section Three:** Who makes up the population? How many people are local, returnees, IDPs or refugees? If they are IDPs or refugees, why are they unable to return home?

Current Population		Work age Men (19-60)	Work age Women (19-60)	Girls (0-18)	Boys (0-18)	Elderly Women (60+)	Elderly Men (60+)
	Local	40	30	16	23	17	9
	Returnee	6	14	3	5	2	1
	IDPs	15	21	7	8	5	7
	Refugee	12	18	5	7	3	6
# of IDPs/Refugee		Sector	Village	What is preventing their return?			
66 IDPs		1	Eres	Conflict, killing of civilians, CRSV			
51 Refugees		N/A	Rimosa	Ethnic violence in RIMOSA			
<b>Constraints to Return:</b> transport; house damaged; house occupied; village empty; general insecurity; sexual and gender-based violence; kidnap of boys, girls, women or men; violence and killing of men, women, boys or girls; fear of other ethnic groups; assess to food and basic needs; healthcare; education; water; electricity; other (please state)							

**Section Four:** Who are the community leaders? This section can be customised as appropriate.

Community leaders present:		CLA	Mayor/Elder	Women's Org
	Name:	No CLA	Elder MOHAMMED	None
	Tele:		###	
	Imam/Priest	Teacher	Health Worker	NGO
Name:		Elvie Okoye		Ms. Chang (UNHCR)
Tele:		###		###
	Other	Other	Other	Other
Name:				
Tele:				





**Section Five:** Is the village/area a distribution or supply hub for humanitarian aid? What villages do they support?

Hum. Aid Storage/Dist. (Y/N) No	Who is responsible for distribution?				Local warehouse/storage facility?		
	NGO	Mayor	Mosque/Church	Host Nation	Y/N?	Type:	Size:
Distribution hub?	Does the village store Hum. Aid for other locations? Y/N				If yes, which villages receive assistance:		

**Section Six:** Infrastructure examines electricity, communication, water/sanitation, health, education, and damages to homes/buildings

<b>Electricity:</b>		Working?	Y/N or Intermittent Intermittent			If intermittent, how many hours per day? 6-7 hrs		
<b>Communication:</b>		Fixed phone	Mobile	Radio	TV	Public address	Printed	Posters
Yes or no:		Y	Y	Y	N	Y	N	N
How many homes		2	N/A	10	N/A	N/A	N/A	N/A
Access for men		Y	Y	Y	N/A	Y	N/A	N/A
Access for women		Y	Y	Y	N/A	Y	N/A	N/A
Water & Sanitation		% of houses using	Distance to	Current Status	Perceived Water:			
					Quality		Quantity	
				Working/Damage d	Good/Bad		Enough/not	
Wells		80	3 KM	Damaged		Bad		Enough
Springs		20	5 KM	Working		Good		Enough
Piped								
Other								
<b>Health</b>	Daily Consults	Working?	Number of personnel?			Distance to:	Drugs/ Equip.	Water/ Hygiene
			Doctors	Nurses	Medics			
Hospital	No	Yes	3	5	0	30 KM	Y	Y
Clinic	Yes	Yes	1	3	1	15 KM	N	N
Transport	Yes	Yes						
<b>Edu- cation</b>	School functioning:		Y/N	Distance to:	Number of:			
	Equipped:		Y/N	IGOTU (4km)	Class rooms	Teacher	Boys	Girls
					4	3	45	20
<b>Damage to houses</b>		Total number of houses: 75		Cat 1	Cat 2	Cat 3	Cat 4	Cat 5
				40%	60%	0%	0%	0%



**Section Seven:** Incidences of Human Rights Violations and Abuses. Types of incidents can include: CRSV, kidnap, attack on village, attack on individual in or out of village. Please provide additional details if available

Date:	XX	XX	XX	XX				
Location of incident:	LORA Kidnap/CRSV	IGOTU hamlet (4km from LORA) Kidnap/CRSV	LORA Attack	IGOTU Kidnap/CRSV				
# of civilians involved	2	1	1	4				
Sex/Age of victim	2 Female, 14 and 15	Female, 9	Male 18	3 Female (8-15, 1 Male, 13				
# of aggressors	3	Unknown	2	Unknown				
Sex/age of aggressors	Male, 18-25	Unknown	Male, 18-22	Unknown				
Aggressor ID	Suspect CISC	Suspect CISC	Suspect CISC	Suspect CISC				
Aggressor Location	Unknown	Unknown	Unknown	Unknown				



## Lesson 3.3: Collect Data

### Information Management Handout

#### The Phases of the UN-EP Information Management Cycle:

1. **Plan:** In the planning phase, the UN-EP Comd is responsible for planning engagement activities in coordination with the UNIBAT staff (S2, S3, S9). This plan will guide the collection of data by the UN-ET as the UN-EP IM Cycle repeats.
2. **Collect:** In the collect phase, the UN-ET is responsible for collecting data through the observation of and engagement with the human terrain and physical environment. Data can be collected via primary and secondary collection methods.
3. **Process:** In the process phase, the UN-ET will generate reports based on the data they have collected in the previous phase. Once completed, these reports will be submitted to the UN-EP 2IC. The 2IC is responsible for collating and prioritising these reports, which turns the data collected into information.
4. **Inform:** In the inform phase, the UN-EP 2IC must disseminate the information they have collated to the UNIBAT staff (information flow out of the UN-EP). The UNIBAT in turn must feed information flow back into the UN-EP. The UN-EP Comd is responsible for briefing the UNIBAT Comd on UN-EP activities. The UNIBAT Comd will provide feedback in the form of direction and guidance which will shape the upcoming Plan phase.

#### Information Management Basics

- Label IM Products Correctly
  - All products should have a unique file reference and date. Make sure this is applied to all reports, photography, imagery, video, and other media in addition to text documents. This will allow for easier storage, reference and recovery and greatly assists with version control.
- UN Standards
  - All staff must adhere to agreed UN standards and SOPs regarding IM such as file naming conventions and the protection of information. All data is to be gender- and age-disaggregated.



- Save Emails
  - Save important emails that have been sent and received rather than deleting them or leaving them in inboxes.
- Maintain distribution lists
  - Make sure that all distribution lists for all IM products are up-to-date and accurate.
- Standardize Names, Including File Naming
  - A standardized list of agreed names and naming conventions for places and people is essential for effective IM and databasing.
- Archive and Back-up
  - Archiving files that are not used frequently on a regular basis is good practice. In addition, the backing-up of files mitigates the effect of lost files.

### UN Rules of Information

- Observation results in the collection data by the UN-ET and dissemination of information by the UN-EP 2IC. It is a constant process. The four rules of information are:
  - Information must be timely
    - Information will benefit and support higher levels of decision making in the chain of command, including the mission/UN HQ. To be useful, the information must be passed to the correct agency with a sense of urgency and in a timely manner. Information delayed is information denied.
  - Information must be accurate
    - Information must be factual and substantiated (which means it must have evidence of being correct). If you are unsure if the information you have is accurate, you must clarify that in your reporting.
  - Information must be relevant
    - Information must provide details relative to a particular situation or issue or answer specific requirements stated in a formal request.
  - Protection and consideration of people/groups providing data
    - Always consider why the information is being brought to your attention in the first place, and who is bringing that information. The individual bringing you the information must be protected against compromise or retaliation to ensure their safety.



### **Gender Specific Data**

Possible areas to be assessed:

- Gender division of labour and patterns of decision-making.
- Access to and control over of assets and benefits.
- Women's/girls' and men's/boys' different needs, priorities and strengths.
- Complexity of gender relations, different norms and beliefs about gender
- Barriers and constraints in women and men participation, etc.
- Further indicators can be found in the UN military Peacekeeping Intelligence Handbook Annex C to Chapter 5



## Lesson 3.4: Process and Inform UN-ET Essentials of Reporting

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**Confidentiality:** Information relating to incidents that can be used to identify an individual or group must be treated as confidential. This is for the protection of victims/survivors, their families, and witnesses.

**Informed Consent:** Consent should be sought from victims/survivors, witnesses and other cooperating persons on the use of the information they provide to UN-EP personnel, including for follow-up action, reporting, and information sharing with other United Nations agencies and external partners. For consent to be “informed consent”, victims/survivors and other cooperating persons must understand fully the purpose of the information gathering process, the procedures that are going to be followed, the intended use of the information shared, and how sensitive information is going to be protected. In emergency situations when a victim/survivor requires immediate assistance, getting informed consent may not be possible.

**Gender Sensitivity:** All Mission personnel should use respectful non-discriminatory language and be conscious not to reinforce gender stereotypes. Personnel should consider the different experiences, situations, needs, and attributes of women, men, girls, boys, and persons of diverse sexual orientation and/or gender identity in all interactions. A victim/survivor should be able to choose whether they prefer interacting with female or male personnel.

**The Survivor Centred Approach:** The rights, needs, and choices of victims/survivors, as identified by themselves, should be up front and at centre of all reporting taken by UN-EP personnel. Implementing a survivor-centred approach requires personnel to, among others:

- Protect victims/survivors' human rights
- Respect victims/survivors' individual choices
- Promote victims/survivors' empowerment by placing their informed choices at the centre of how the UN-EP reports and responds.
- Treat all victims/survivors with respect, dignity, and equally, without discrimination

**The Best Interests of the Child:** In all actions concerning children (that is, any person under the age of 18), the best interests of the child shall be the primary consideration. Children, especially younger ones, should be interviewed only in exceptional circumstances by authorized personnel (not the UN-ET) and only after a careful assessment. While children may not be able to give legal consent, they should still be asked permission before speaking to them about their experiences. Assessing the best interests of a child requires Mission personnel to evaluate and balance relevant information regarding a specific situation involving an individual child or a group of children to take a decision. Based on the evolving capacities of the child, children should participate in decisions that affect them, such as reopening a school after a conflict.



**VERY IMPORTANT:** These guidelines must be followed when filling out any report that involves violence against a civilian. We have a duty to report violence against civilians, but it must not infringe upon the rights of survivors. They alone can decide what information they want to share with us.

### Essentials of Report Writing

- Accurate
  - Reports and returns must reflect as much correct information as you can. This will require you to gather facts, report from reliable sources, and check that your information is complete before submitting a report or return.
- Timely
  - Reports and returns should be written and submitted as soon as you are able to – information is a valuable resource and the information you have collected may be important to others. Keep in mind your commanders CCIR's as those should be a priority to submit.
- Relevant
  - When you are completing a report or return, keep in mind what information is relevant to you and the mandate you are operating within. Make sure you bring the reader's attention to what is going to be important to them. Be detailed in your submissions.
- Consistent
  - Reports and returns should follow the same format and standard every time. By using the proper report or return format, you ensure that the proper information is included every time which builds consistency in reporting and information.
- Continuous
  - The civil environment is not a static entity – you need to return to areas and meet with people again to keep your information up to date. The reporting process does not end with the submission of one report – rather they build on each other and help create a better understanding of the operating environment.

### Essentials of Military Writing

- Accuracy
  - Your work should represent only essential and accurate facts free of bias or distortion. Assumptions must be identified as such.



- Brief and Complete
  - You must keep to essentials. Your writing should be brief and to the point. To cover a subject completely, while keeping the length of the report to the absolute minimum requires careful and considerate writing. On the other hand, never sacrifice clarity to make a shorter report.
- Clarity
  - You must make a special effort to keep your writing clear and fully understandable. Your readers must be certain of your intent. Select words and phrases that express your exact meaning and can only have one interpretation. Using familiar, precise words contributes to clarity in writing.
- Coherence
  - The logical development and arrangement of a subject. You can achieve coherence by first thinking the subject through and seeing it as a whole, then arranging the various parts logically and in a way that makes sense.

Note: **Remember as well, not everyone speaks a common language on a UN mission – try not to use slang, jargon, or terms that are specific to your language or military – it may be lost in the translation.** Always ask for help if you need it! You should aim to have well written reports with clear language – if you are not sure of a word, ask a native speaker of the language, or try to find it online. Online translators have vastly improved over the years (google translate).

### UN-ET Reporting

#### Considerations for Gender Inclusive Village Assessment (GIVA)

1. What differential roles do women, men, girls, and boys play in the community? Have these changed because of the conflict?
2. What are the predominant gender norms? Have norms and expectations been affected by conflict? If so, how?
3. How do people's actual behaviours compare to gender norms?
4. What new or additional roles are women and girls playing, including as participants to conflict as well as participants to bringing about a peaceful resolution to conflict?
5. How do these gender norms and behaviours shape how violence is used, by whom against whom?





6. What resources of data can be collected? Do the resources go beyond 'traditional' resources of data? For example, pursue resources in addition to male community leaders, such as women's organisations and gender experts with diverse backgrounds.
7. Who will be engaged from the local population? Will there be women, girls, and women's organisations? If so, how representative of and inclusive are these organisations and those they claim to represent? Have possible sensitivities as well as obstacles or even risks of participation of specific groups been identified? How will harm be minimised?
8. Who will be conducting data collection? Are there gender perspectives that need to be considered?



## Lesson 3.4 – Process and Inform CHILDREN Report

Reporting details: \_\_\_\_\_  
Name, Rank, Team, Date of Report, Contact Information

Line	Description	Report
<b>C</b>	<b>Child numbers and identification</b>	<i>Age(s), Gender, Family/fathers name, tribe, group, affiliation etc.</i>
<b>H</b>	<b>Hour</b>	<i>Date-Time-Group of Incident</i>
<b>I</b>	<b>Indicator</b>	<i>Indicator based upon Six Grave Violations against Children – format on page 2</i>
<b>L</b>	<b>Location (MGRS)</b>	<i>Provide grid of location</i>
<b>D</b>	<b>Decision (own)</b>	<i>Appropriate course of action (COA) for the patrol i.e. We will engage verbally; maintain close watch</i>
<b>R</b>	<b>Risk level*</b>	<i>Potential, Impending or Ongoing Risk (see below)</i>
<b>E</b>	<b>Effect Desired</b>	<i>What would you like to have happen, or what needs to occur?</i>
<b>N</b>	<b>Need</b>	<i>Do you need additional support to achieve your desired effect?</i>



<i>*Risk level</i>	Potential	indicates a possible risk of recruitment, use of children for nefarious means in the medium to long-term.
	Impending	indicates that use of children for nefarious means imminent/ likely to take place in the near future.
	Ongoing	indicates that use of children for nefarious means is currently taking place/ likely to escalate.

#### Indicators

##### 1. Killing and maiming:

- a. direct targeting
- b. crossfire
- c. landmines
- d. cluster munitions
- e. improvised explosive devices (IEDs).
- f. suicide attacks
- g. torture

##### 2. Use of children:

- a. Fighters
- b. Cooks
- c. Porters
- d. Messengers
- e. Spies
- f. Collaborators
- g. Drivers
- h. Translators

##### 3. Abduction:

- a. recruitment in armed forces or groups
- b. participation in hostilities
- c. sexual exploitation or abuse (SEA)
- d. forced labour
- e. hostage-taking
- f. indoctrination

##### 4. Rape and sexual violence:

- a. rape
- b. other sexual violence
- c. sexual slavery
- d. enforced prostitution
- e. forced marriage
- f. pregnancy
- g. enforced sterilization.

##### 5. Attacks against schools and hospitals:

- a. schools and hospitals in armed conflict
- b. schoolchildren, educators and medical personnel

##### 6. Denial of humanitarian access:

- a. intentional denial or obstruction to the passage of humanitarian assistance by parties to an armed conflict
- b. obstruction to humanitarian actors to access and help children affected by armed conflict



## Lesson 3.4 – Process and Inform CHILDREN Report – Example

Reporting details: Name, Rank, Team, Date of Report, Contact Information

Line	Description	Report
C	<b>Child numbers and identification</b>	<i>Age(s), Gender, Family/fathers name, tribe, group, affiliation etc.</i>  2 x Female (14), Family name: Murekezi (twin siblings) 1 x Male (10), Family name: Ntazinda
H	<b>Hour</b>	<i>Date-Time-Group of Incident</i>  DD 0630 MM YY (two weeks before SBE)
I	<b>Indicator</b>	<i>Indicator based upon Six Grave Violations against Children – format on page 2</i>  3A (Male Victim) and 4E (Female Victims)
L	<b>Location (MGRS)</b>	<i>Provide grid of location</i>  Village of ALUR – Grid UU 1234 5678
D	<b>Decision (own)</b>	<i>Appropriate course of action (COA) for the patrol i.e. We will engage verbally; maintain close watch</i>       UN-ET collected reporting data from parents of both victims, passed info to CPA, will notify CoC of incident
R	<b>Risk level*</b>	<i>Potential, Impending or Ongoing Risk (see below)</i>  Impending risk – families state that 3A has occurred before.
E	<b>Effect Desired</b>	<i>What would you like to have happen, or what needs to occur?</i>    CPA should engage with families, UNIBAT increase patrolling in area.
N	<b>Need</b>	<i>Do you need additional support to achieve your desired effect?</i>    No further requirements



<i>*Risk level</i>	Potential	indicates a possible risk of recruitment, use of children for nefarious means in the medium to long-term.
	Impending	indicates that use of children for nefarious means imminent/ likely to take place in the near future.
	Ongoing	indicates that use of children for nefarious means is currently taking place/ likely to escalate.

## Indicators

### 1. Killing and maiming:

- h. direct targeting
- i. crossfire
- j. landmines
- k. cluster munitions
- l. improvised explosive devices (IEDs).
- m. suicide attacks
- n. torture

### 2. Use of children:

- i. Fighters
- j. Cooks
- k. Porters
- l. Messengers
- m. Spies
- n. Collaborators
- o. Drivers
- p. Translators

### 3. Abduction:

- g. recruitment in armed forces or groups
- h. participation in hostilities
- i. sexual exploitation or abuse (SEA)
- j. forced labour
- k. hostage-taking
- l. indoctrination

### 4. Rape and sexual violence:

- h. rape
- i. other sexual violence
- j. sexual slavery
- k. enforced prostitution
- l. forced marriage
- m. pregnancy
- n. enforced sterilization.

### 5. Attacks against schools and hospitals:

- c. schools and hospitals in armed conflict
- d. schoolchildren, educators and medical personnel

### 6. Denial of humanitarian access:

- c. intentional denial or obstruction to the passage of humanitarian assistance by parties to an armed conflict
- d. obstruction to humanitarian actors to access and help children affected by armed conflict



## Lesson 3.6 – UN-EP Negotiation and De-Escalation

### Learning Activity – Buyers Versus Sellers

SELLER 1. You are a sales Assistant selling electrical appliances. One washing machine is on special offer and includes many special features, including cold wash cycle. You are able to sell it upfront, or take monthly payments from a buyer. The lowest price you are willing to accept from a buyer is \$600 USD, or \$50 USD a month.

SELLER 2. You are a landlord meeting a prospective tenant for your flat. The flat is very small and at the top of four flights of stairs, there is no elevator. It has a living room/kitchen and one bedroom, plus a shower room and toilet. You have been trying to get \$600USD. But now you are prepared to reduce to \$500 for a reliable tenant. The electricity bill is very low as the flat is well-insulated so be prepared to include the cost of electricity in the rent if in the negotiation.

SELLER 3. You are selling your old bicycle. You paid \$200USD eight years ago and it is well-used. The minimum price you would like to accept is \$50USD.



SELLER 4. You are selling fruit and vegetables at the Farmer's Market. The market will close in 15 minutes and you have 20 melons left that are ripe and will not last until the next market day. You paid \$40 for them and are keen to sell them but do not want to let them go for less than that.

BUYER 1. You want to buy a new washing machine – visit the electrical appliance shop and see if the sales assistant will offer you a discount. You don't have a lot of money to spend but respond positively if monthly payments are offered. You can afford up to \$70 USD per month on payments.

BUYER 2. You are meeting the landlord of a flat you are interested in renting. It is on a top floor without an elevator but the situation is perfect for you and you are very keen. The asking price is \$600 per month and you try to negotiate down to \$450. You can eventually agree to \$500 if the electricity is included.



BUYER 3. You have seen an interesting bicycle for sale. Negotiate a price with the seller; it looks like it would be worth at least \$100, but obviously you would be happier to get it for cheaper than that.

BUYER 4. You visit the farmer's market just before they close. You are looking for 20 melons to prepare for a party you are hosting. Negotiate the price with the seller, bearing in mind that melons of this quality cost at least \$60 USD.