REFERENCE A - USING A LANGUAGE ASSISTANT CHECKLIST

- ☑ Brief your language assistant in advance, ensuring they understand the goal of the engagement.
- ☑ Ensure they understand how to answer questions about UN activities.
- ☑ Ask about their understanding of the local situation and if there is anything you should know about.
- ☑ Instruct your language assistant on the physical position you want them to take.
- ☑ Keep looking at the person to whom you are speaking, not the language assistant.
- ☑ Instruct the language assistant to repeat what is being said, not give you a summary or evaluation. If you are going to begin the conversation in the local language ensure you explain this and they understand when to begin translation.
- ☑ Brief the language assistant not to analyze, edit, purge or "value-judge" any of the statements.
- ☑ Conduct rehearsals before the engagement, including any signals you may use.
- ☑ Use short sentences and encourage others to do the same.
- ☑ Avoid technical terms and abbreviations.
- ☑ Avoid idioms and jokes.
- ☑ Afterward debrief the engagement with your language assistant to learn and improve.

REFERENCE B - CIVIL ENVIRONMENT CHECKLIST

- ☑ Know all belligerent parties in the conflict.
- ☑ Understand the local culture of the population.
- ☑ Treat all people with respect.
- ☑ Be prepared to adjust to local conditions.
- ☑ Understand organisations and structure in your AO.
- ☑ Understand what IOs and NGOs are working within your AO. Know your mission partners.
- ☑ Know vulnerable populations and the risks they face within the AO.
- ☑ Engage vulnerable population about their needs.
- ☑ Proactively identify those with needs (for example: persons with disabilities or LGBTIQ+).
- ☑ Remember vulnerability factors can overlap.
- ☑ Report accurately.
- ☒ DO NOT make assumptions!

REFERENCE C - COMMUNICATION AND ENGAGEMENT TECHNIQUES CHECKLIST

Personal qualities of the UN-ET

- ☑ Choose the most suitable member of the team to conduct the engagement.

Engagement techniques: Select the appropriate technique to conduct the engagement.

Directive engagement techniques

- ☑ UN-ET member frequently participates in the engagement.
- ☑ Emphasis on the influence of past actions on present behaviours.
- ☑ Seeking specific information.
- ☑ Making interpretations and judgments.
- ☑ Varying the pace of the engagement.
- ☑ The use of probing questions.

The non-directive engagement techniques

- ☑ Avoidance of "yes" and "no" questions.
- ☑ Use of questions calling for narrative type responses.
- ☑ Emphasis on the present rather than the past.
- ☑ Frequent use of the silent question.
- ☑ Reflection of the participants's comments.
- ☑ Viewing the meeting from participants' frame of reference instead of the UN-ETs.

The mixed technique

- ☑ The mixed or combined approach is one that borrows from all fields. UN-EP members are suggested to use the approach that is suited to the occasion and the audience.

What to do in an engagement

- ☑ Respect the integrity of each person.
- ☑ Speak in a well-modulated normal tone of voice.
- ☑ Get the participants to talk.
- ☑ Get the facts.
- ☑ Record and report the data accurately.

- ☑ Ask only one question at a time.
- ☑ Formulate easily understood questions.
- ☑ Summarize key points at the end of the engagement.

What not to do in an engagement?

- ☒ DO NOT underestimate your importance as a role model.
- ☒ DO NOT fidget. Pronounced and unnecessary body movements limit the ability of the participants to concentrate on the meeting.
- ☒ DO NOT hurry the participants.
- ☒ DO NOT imply answers to your questions.
- ☒ DO NOT speak in a patronizing way.
- ☒ DO NOT ask unnecessary personal questions.
- ☒ DO NOT antagonize or offend.
- ☒ DO NOT make a promise to a participant. The UN-ET should not be committed to a course of action after the meeting is over unless you have the authority to do so. Be careful what you say is not interpreted as a promise.

REFERENCE D - CRSV CHECKLIST

Considerations

- ☑ Ensure gender balance in the composition of the UN-ET.
- ☑ Ensure consultation with and inclusion of women and gender experts, as well as identified civilian protection advisors.
- ☑ Provide data to Human Rights focal points so they can conduct any interviews.
- ☑ Be a 'Role Model' (good conduct and discipline, representation of female military peacekeepers and respecting local women).
- ☑ Be approachable.
- ☑ Data that can prevent further human rights violations/CRSV must be reported immediately.
- ☑ Provide survivor with contact information for medical, psycho/social, and legal support available.
- ☑ Always assume sexual violence has taken place.
- ☑ **DO NO HARM**.

DO

- ☑ Ensure the survivor gives consent to speaking with you, but you are not to ask about the incident(s) of CRSV. This takes a trained specialist to avoid re-traumatizing the survivor.
- ☑ Respect and protect the dignity and confidentiality of the survivor, try to create an environment where they feel safe.
- ☑ Explain to the survivor who you are, what you are doing, and with their consent, what you will do with the information.
- ☑ DO accurate reporting

DO NOT

- ☒ DO NOT investigate the incident or ask about it directly (this will be done by the authorised officials; such as designated HROs, CPAs, WPAs etc.).
- ☒ DO NOT follow up (it is the responsibility of human rights officers, CPAs and the WPAs).
- ☒ DO NOT inform local authorities.

- ☒ DO NOT disclose personal information on the survivor in reports (maintain confidentiality and anonymity).

DO NOT COLLECT the following information:

- ☒ Name of the survivor(s).
- ☒ Address of the survivor(s).
- ☒ Photographs of the survivor(s).
- ☒ Documents of local health structures.
- ☒ Name of the aggressor.
- ☒ Name of your sources if informed consent was not granted.
- ☒ Data that may be linked back to an individual or group of individuals.

REFERENCE E - CHILDREN AND ARMED CONFLICT CHECKLIST

Assessing the Situation

- ☑ Is the engagement essential?
- ☑ Is there a Child Protection Unit available to conduct the engagement?
- ☑ Will the engagement cause the child/family unnecessary harm or risk?

Preparing the Engagement

- ☑ Have you obtained informed consent for the engagement?
- ☑ Have you considered the risks and **DO NO HARM** principle?
- ☑ What security precautions have you and others taken?
- ☑ Is the selected location safe and comfortable for the child, and does it respect confidentiality?
- ☑ Are you the best person to conduct the engagement? Or would other team members be preferable based on gender, cultural background, language skills, experience or other considerations?
- ☑ Do you need a language assistant? How will that, or the presence of other people, help/disturb the engagement? If a language assistant is needed, ensure you have adequately briefed the LA, for example, on confidentiality and security matters?

Conducting the Engagement

- ☑ Introduce yourself.
- ☑ Explain your mandate and the engagement's purpose in plain language so that a child can understand.
- ☑ Explain that the information will remain confidential and that only statistical data will be included in your report.
- ☑ Provide external contact information if it is available in that area to support the family/child, for example the Child Protection Advisor or an NGO working in this field?
- ☑ Are you explaining everything you are doing (e.g., taking notes)?

Asking Questions to a Child

- ☑ Only ask questions if absolute necessary. If waiting will not jeopardize the UN mission, then wait for appropriate personnel to speak to the child.
- ☑ Avoid asking anything that can re-traumatize the child; remember the **DO NO HARM** principle.

- ☑ Only ask questions about mission essential data?
- ☑ Are you allowing the child enough time to answer questions?
- ☑ Are you closely watching the child's body language for signs of distress, distraction or tiredness? What actions will you take if the child becomes distressed?

UN-EP Child Protection Do's

- ☑ Consider every person under the age of 18 a child. If their age is in question, consider them children and refer them to Child Protection or other child protection actors.
- ☑ Remind national military, police personnel, and other armed groups that using children, including as combatants, labour, and/or sex slaves, is a grave violation under national and international law.
- ☑ Intervene, seek the release of recruited children, and ensure their timely transfer to child protection actors, and deter child recruitment. Where possible, consulting with child protection mission partners.
- ☑ Consider the repercussions the intervention could have on other children who may still be with the group.
- ☑ Report all information immediately to the UNIBAT HQ so that they can inform Child Protection Advisors.
- ☑ Patrol in communities and locations (e.g., near schools and other children-centered facilities) that are vulnerable to threats against children.
- ☑ House children (or potential children) at mission military bases only as a temporary protection measure while awaiting Child Protection or DDR personnel to facilitate solutions.
- ☑ Remind all personnel of their obligation to observe the zero-tolerance policy for any form of sexual exploitation and abuse.

UN-EP child protection do not's

- ☒ DO NOT send children away.
- ☒ DO NOT underestimate your importance as a role model.
- ☒ DO NOT use schools as bases.
- ☒ DO NOT take photos of the children under any circumstances.
- ☒ DO NOT collect evidence.

- ☒ DO NOT attempt to verify the age of youth in the presence of other members of the armed group.
- ☒ DO NOT ask children about any violations they may have occured or are experiencing in the presence of the armed groups with which they were found.
- ☒ DO NOT ask children directly whether they have been physically or sexually abused. This violates their privacy. Allow Child Protection Advisers/Officers to handle such queries and follow-up investigations.
- ☒ DO NOT engage with a child unless absolutely necessary.
- ☒ DO NOT deny access to the UN base for children who are under threat.
- ☒ DO NOT hand children associated with armed actors over to authorities outside of the mission. In accordance with child protection standards, children that were associated with armed actors must be handed over to Child Protection, DDR representatives or to UNICEF for family reunification and reintegration.
- ☒ DO NOT further stigmatize children associated with or perceived to be associated with armed forces or groups.

REFERENCE F - NEGOTIATON CHECKLIST

Advanced preparations/considerations

- ☑ What is the conflict/dispute about?
- ☑ Who are the people involved?
- ☑ Has the conflict/dispute been addressed before?
- ☑ Why has it come up this time?
- ☑ What is the background/history?
- ☑ Read previous reports on the matter; what was the UN conclusion and how does it relate to previous/future arrangements?
- ☑ What are your options, limitations, frame, mandate, etc.?
- ☑ When and where will the negotiation take place (get confirmation)?
- ☑ Establish an agenda for the engagement.
- ☑ What do you hope to achieve, what is the minimum desired result?
- ☑ What are the objectives/interests of the people involved?
- ☑ Identify common ground.

Internal preparations

- ☑ Who is going to do the talking?
- ☑ Who is taking notes and writing minutes (can notes be taken – can a tape recorder be used)?
- ☑ Decide on the role of the language assistant.
- ☑ Are you all going to attend the engagement (driver, extra team)?

Final preparations

- ☑ Be at the engagement location on time.
- ☑ Prepare the space for seating, security, parking and communication.
- ☑ Consider coffee, drinks, food.
- ☑ Place agenda, pencils and writing pads on the table.

CONDUCT OF NEGOTIATIONS

The opening talks

- ☑ Take your time and be patient.
- ☑ Remember the customary salutations and exchanges of courtesies (in accordance with the local culture).
- ☑ Introduce yourself and your team.
- ☑ Introduce the agenda of the engagement.
- ☑ Find agreement on the agenda.
- ☑ It is advised to avoid using cellphones and keep them turned off.

The main talks

- ☑ If possible, let your counterpart start, and listen to them; do not interrupt, be patient
- ☑ If incorrect information is given, share your view of the facts supported by evidence but do not be argumentative.
- ☑ State the UN point of view (facts only).
- ☑ Find common ground and find points of resolution.
- ☑ **Make no promises or admissions**, unless the situation or your mandate clearly states you can do so.
- ☑ Always be restrained if one of the parties expresses a negative view about the UN, the opposing party's morale, politics or methods. Encourage everyone to accept the UN mandate and the solution it promotes. Make careful reminders about agreements, actual arrangements and past practices.

Summary

- ☑ Summarize the engagement.
- ☑ Complete the engagement by repeating what has been agreed upon, have it confirmed in writing if required.
- ☑ Agree upon a time and place for further negotiations if required.
- ☑ End the negotiation politely.

The follow up

- ☑ Conduct the post engagement debrief.
- ☑ Prepare a short verbal briefing for your chain of command (involve all UN members present at the engagement).
- ☑ Prepare a detailed written follow-up on the negotiation.

REFERENCE G - DE-ESCALATION CHECKLIST

- ☑ Remain calm. Listen and do not overreact. Try to respond in a way that does not escalate the situation, but helps the person think about the potential consequences of their behaviour and actions.
- ☑ Validate feelings. Validating is not the same as agreeing. You might say "I understand that you're angry, but is there another way we can work this out?"
- ☑ Be respectful. Use respectful and culturally appropriate language and gestures. Being disrespectful will only escalate the situation.
- ☑ Be alert to non-verbal signals. They may indicate intention better than words.
- ☑ Understand escalating cultural signals like refusing to speak, change in pause times, change in how a person refers to another member of the discussion.
- ☑ Control your voice. The tone of your voice can impact the situation. For example, lowering your voice may signal aggression, while raising your voice may give a false sense of excitement or uneasiness. Try speaking in a slow, calm, soothing but firm manner. This will help you achieve a more controlled voice quality that indicates confidence.
- ☑ Use de-escalation techniques to manage participants' stress and find compromise.
- ☑ Your posture is how you position your body and it can signal your emotions and intentions. An open but confident posture is one that may be perceived as assertive, but not overly aggressive.

DOs

- ☑ Use an open posture.
- ☑ Stand straight.
- ☑ Stand face-to-face with the person.
- ☑ Maintain appropriate personal distance.
- ☑ Arms down to the side of your body.

DO NOT

- ☒ DO NOT Crouch (Unless culturally appropriate).
- ☒ DO NOT Stand too close to the person.
- ☒ DO NOT Point a finger at the person.

- ☒ DO NOT Touch the person.
- ☒ DO NOT Place your hands on your hips.
- ☒ DO NOT Cross your arms.