



Bosnia and Herzegovina
Ministry of Defence
Ministry of Security



Peace Support Operations Training Centre
Sarajevo

Prevention of Sexual Violence in Conflict
Generic Reference Curriculum for Training in Security Sector



Sarajevo, September 2014

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Published in English, and translated to Bosnian, Croatian and Serbian Language

Issues: 400

FORWARD

In today's wars, civilians are not only random and incidental victims of conflict, but also frequently the targets. Given the changing nature of warfare, peacekeeping missions are increasingly expected to protect civilians, fight impunity and strengthen national judicial systems. Contemporary conflict is characterized by an increased civilian-combatant interconnect; sexual violence should be thought of as a front-line consideration and not an incidental a side effect in these circumstances. Women are frequently the focus of armed violence –waged for the control of populations, as much as territory. In the last few decades, we have witnessed a rise in the strategic use of brutal forms of sexualised violence against civilian populations to serve specific objectives. When provided with a robust mandate, peacekeepers can play an important role in protecting civilians from sexual violence during armed conflict. Accordingly, peacekeepers must be armed with the knowledge and skills to help them operate effectively on the ground.

The Ministry of Defence and Ministry of Security for Bosnia and Herzegovina (BiH), in cooperation with the United Kingdom and the Kingdom of Norway are dedicated to the implementation of United Nations Security Council Resolution (UNSCR) 1325, 1820, 1888 and other related UNSCRs that recognize sexual violence as a security issue that demands a security response. We intend to utilise the Peace Support Operations Training Centre (PSOTC) of the Armed Forces of Bosnia and Herzegovina (Sarajevo) as a Regional platform to design and deliver a Prevention of Sexual Violence Regional Training Programme. In addition, we will introduce this doctrinal publication in order to enable other security agencies to incorporate training on prevention of sexual violence (PSV) in their professional training curriculums.

We commend the efforts of the PSOTC and its partners in developing this Generic Reference Curriculum (GRC) and its intention of being a dedicated to guide training providers on PSV in order to shape their training programs in the best possible way. This is the first step in the preparation of training personnel on the PSV in conflict. It will unquestionably assist peacekeeping personnel in the protection of vulnerable and marginalized groups, including women, children and men, from sexual violence in demanding conflict prone environments.

United in the prevention of sexual violence in conflict,

Minister of Defence of Bosnia and Herzegovina

Minister of Security of Bosnia and Herzegovina

H.E. Ambassador of the United Kingdom to Bosnia and Herzegovina

H.E. Ambassador of the Kingdom of Norway to Bosnia and Herzegovina

Sarajevo, September 2014

Peace Support Operations Training Centre (PSOTC) of the Armed Forces of Bosnia and Herzegovina, Sarajevo

Introduction

PSOTC was established in 2003 and until the end of 2012 was an international joint venture of 18 partner nations, led by the United Kingdom. The Centre was accredited as a NATO Partnership training Centre (PTEC) in 2007, a Regional Training Centre for peace support operations (PSO) in 2009 and an UN recognized training centre for UN police in 2011. Furthermore, it conducts various NATO, UN and postgraduate university accredited courses/modules. In January 2013, the Centre was handed over to the Ministry of Defence of Bosnia and Herzegovina.

Mission

PSOTC performs training and education in the field of PSO for the Armed Forces of BiH (AF BiH) and for members outside of the Ministry of Defence (MoD). Moreover, PSOTC acts as a NATO Partnership and Regional centre for the training and education in PSO, with the goal of reaching NATO and UN compatible standards whilst providing supporting the AFBiH and consequently BiH in its efforts to contribute to international peace and security.

Education and Training

PSOTC runs up to 25 courses annually (five NATO, two university and one UN accredited courses). These courses range from PSO related courses for officers and NCOs, to wider security courses focusing on: Security Sector Reform, Gender and PSV in PSO, Integrity Building, Civil-Military Cooperation, Information Operations, Counterinsurgency, Media Management in PSO, Euro Atlantic Security and Defence Attaché courses.

Besides residential courses, PSOTC has been deploying its Mobile Training Team to various countries (including the Western Balkan Region, AVG, DNK, KAZ, KGZ, and SWE). The Mobile Training Team is specialized in delivering Counterinsurgency, PSO Staff Orientation, Interagency Protection of Civilians in PSO and Gender and Integrity Building in PSO courses. Since its establishment PSOTC has trained more than 5000 students (military, police and civilian). The average annual output is 550 students, 25 per cent of which are national and 75 per cent national students.

Since 2012, PSOTC has been conducting UN accredited Police Officers Courses in which 148 students have successfully graduated (125 students were from different police agencies under the Ministry of Security of BiH and 23 were international students). Fifty per cent of the 125 BiH police officers have been deployed to global UN missions.

Administration

The Centre is located at NATO/EUFOR Camp Butmir in Sarajevo. It is a modern and well equipped training centre (IT/IV) with five syndicate rooms designed for eight people, three additional syndicate rooms for 12 people, lecture hall for 60-80 people, modern library, conference room and a student common room. Single room accommodation for students is provided at the Camp Butmir accommodation block. The PSOTC provides all students with a laptop with a local area network and 24 hour access to Internet. The working language at PSOTC is English.

More information on www.psotc.org

CHAPTER ONE

METHODOLOGY AND THE STRUCTURE OF THE DOCUMENT

The purpose of this document is to offer a guide to training designers, developers and instructors on a possible design and subject substance to train senior officials, civil servants, military personnel, police and MoI members on PSV in peace support operations.

This training curriculum is innovative in nature and is only one possible way to design and deliver PSV training. As such, it is a living document, opened to amendments and change. The GRC on PSV in Conflict is intended to serve as a training menu, where training designers and instructors would have an opportunity to pick and build PSV training modules based on a particular target audience.

The formulation of this document began in 2013 with a proposal from the UK Embassy in Sarajevo to the MoD and Ministry of Security of Bosnia and Herzegovina. The proposal requested the support of a global PSV initiative (PSVI) through making PSOTC available to conduct Training Needs Analyses (TNA) on PSV in Conflict. PSOTC would be utilised to deliver a doctrinal publication and PSV training, in cooperation with partner agencies and British experts. Subsequently, a number of activities were conducted in the first half of 2014.

In March 2013, the UK Embassy in Sarajevo in cooperation with BiH MoD and PSOTC organized a Regional Conference on PSV. The Conference was focused on the discussion of the role of military and police components in PSO PSV and the protection of vulnerable groups. The Conference also served to highlight planned work of PSOTC in developing PSV training modules for police and military.

As a part of the TNA process, PSOTC organized a PSV Trainers workshop in June 2014. Training experts from the military, police and justice sectors attended the workshop. These workshops included participants from: Albania, Bosnia and Herzegovina, Macedonia, Serbia, Turkey, United Kingdom, the Institution of Human Rights Ombudsperson of BiH, DCAF Geneva, EUFOR HQ Sarajevo, NATO HQ Sarajevo and PSOTC. The TNA was conducted based on operational reports and requirements in contemporary UN missions, notably in Africa. The UN *“Training: A Strategic Investment in UN Peacekeeping: Global Training Needs Analysis-Final Report 2012-2013* and as well as findings related to the training needs in countries of the Western Balkan were instrumental. The TNA report concluded that the PSV training module should be developed and delivered to a wide audience, this could include: military, police, deployed personnel, civil servants, senior officials and national decision makers are involved in sending troops and police on peacekeeping missions. In addition, the TNA identified a number of tailored learning objectives for each particular target audience. Furthermore, the TNA concluded PSV training should be an integral part of already existing course, rather than a standalone course. In turn, this would achieve greater inclusion of members from different military/police structures, as well as to retain the visibility of the subject at the highest level.

Initial results of the TNA were presented during the ‘London Summit on Prevention of Sexual Violence’ in June 2014.

The Curriculum consists of two parts. The first part (Chapter 2) offers five possible PSV Training Module (PSVTM) options.. They are dependent upon on target audience and the course in which PSVTM would be integrated. These five options of PSVTM are as follows:

- PSVTM Option1: Senior officials
- PSVTM Option 2: Military officers and NCO career training
- PSVTM Option 3: Staff PSO training
- PSVTM Option 4: Staff gender awareness training
- PSVTM Option 5: Individual soldiers and police officers

The second part (Chapter 3) of the document consists of a set of draft training sessions that could be utilised in the delivery of PSVTM. These sessions are generic in nature and thus depending on the instructor’s background, experience and preferences would be adjusted accordingly.

The GRC is available in Bosnian, Croatian, Serbian and English language.

CHAPTER 2

POSSIBLE DESIGN OF PSV TRAINING MODULES

Introduction

On the basis of the analysis of contemporary operational contexts and training requirements identified internationally (by the UN) and within the Regional (Western Balkans) as well national (BiH) context, the PSVTM will support targeted training of senior officials, military, police and civil servants. The PSVTM comprises four core Learning Objectives (LO) and should be met through different training sessions (S). The sessions are presented in Chapter Three and are dependent upon the audience. The four LO are:

- A. LO1: Understand the nature of sexual violence in contemporary armed conflict**
- B. LO2: Understand the international legal framework to respond to sexual violence in conflict**
- C. LO3: Comprehend the responsibilities and roles peacekeeping components have in response to sexual violence in conflict**
- D. LO4: Understand key aspects of pre-deployment preparations for the effective response to sexual violence in conflict areas**

This chapter offers five possible PSVTM options. Each option is dependent upon the target audience and the specific course into which the PSVTM would be integrated. These five options, which are further elaborated in the rest of the chapter, are as follows:

- PSVTM Option1: Senior officials
- PSVTM Option 2: Military officers and NCO career training
- PSVTM Option 3: Staff PSO training
- PSVTM Option 4: Staff gender awareness training
- PSVTM Option 5: Individual soldiers and police officers

PSVTM – OPTION 1: SENIOR OFFICIALS

1. Description

This PSVTM option could be delivered in a form of one two-day seminar to senior officials from the ministries of defence, interior, justice and foreign affairs who are involved in the sending of peacekeepers to PSO.

2. Aim

The PSVTM aims to raise awareness on issues of sexual violence in conflict areas; the appropriate action peacekeepers can take to protect civilians from this kind of threat; and the importance of providing necessary preconditions (legal, organization, equipment) for peacekeepers to be effective in PSV on a mission.

3. Possible PSVTM design– OPTION 1

| # LO / S | Learning Objective (LO) / Sessions (S) | Duration in x 45' |
|----------------|--|-------------------|
| LO1 | Understand the nature of sexual violence in contemporary armed conflict | 1 |
| S1 | Sexual violence in contemporary armed conflicts as a warfighting strategy | 1 |
| LO2 | | |
| LO2 | Understand the international legal framework to respond to sexual violence in conflict | 3 |
| S3 | Legal base for gender perspectives in the security sector | 1 |
| S4 | Mandates to respond to sexual violence in armed conflict | 2 |
| LO3 | | |
| LO3 | Comprehend the responsibilities and roles peacekeeping components have in response to sexual violence in conflict | 5 |
| S5 | Protection of civilians in conflict areas | 1 |
| S6 | Comprehensive approach to PSV in conflict | 1 |
| S7 | Specifics on information collection and preservation of evidence on sexual violence in conflict | 1 |
| S8 | The role of military contingents in response to sexual violence in conflict | 1 |
| S9 | The role of UN police contingents in PSV in conflict | 1 |
| LO4 | | |
| LO4 | Understand key aspects of pre-deployment preparations for the effective response to sexual violence in conflict areas | 2 |
| S11 | Influence of Sexual Exploitation and Abuse by peacekeepers on the success of a mission | 1 |
| S12 | Organizational pre-deployment preparations for effective response to sexual violence | 1 |
| OVERALL | | 11 |

PSVTM – OPTION 2: MILITARY OFFICERS AND NCO CAREER TRAINING

1. Description

In order to strengthen the PSV training message, PSVTM could be incorporated into International Humanitarian Law or International Criminal Law training within military officers' and NCOs' career courses.

2. Aim

The PSVTM would aim at increasing understanding on the nature of sexual violence in armed conflict, international legal framework, its application and command responsibility in the context of PSV. As well as the role of military component have responding to sexual violence in conflict.

3. Possible design of PSVTM – OPTION 2

| # LO / S | Learning Objective (LO) / Session (S) | Duration in x 45' |
|----------------|--|-------------------|
| LO1 | Understand the nature of sexual violence in contemporary armed conflict | 2 |
| S1 | Sexual violence in contemporary armed conflicts as a warfighting strategy | 1 |
| S2 | Influence of culture on sexual violence | 1 |
| LO2 | Understand the international legal framework to respond to sexual violence in conflict | 2 |
| S3 | Legal base for gender perspectives in the security sector | 1 |
| S4 | Mandates to respond to sexual violence in armed conflict | 1 |
| LO3 | Comprehend the responsibilities and roles peacekeeping components have in response to sexual violence in conflict | 2 |
| S5 | Protection of civilians in conflict areas | 1 |
| S8 | The role of military contingents in response to sexual violence in conflict | 1 |
| LO4 | Understand key aspects of pre-deployment preparations for the effective response to sexual violence in conflict areas | 1 |
| S11 | Influence of Sexual Exploitation and Abuse by peacekeepers on the success of a mission | 1 |
| OVERALL | | 7 |

PSVTM – OPTION 3: STAFF PSO TRAINING

1. Description

PSV is considered as an integral part of protecting of civilians on PSO. As such, PSVTM could be an integral module for pre-deployment training.

2. Aim

This PSVTM would be aimed towards staff that are being deployed on PSO in order to increase their understanding of nature of sexual violence in armed conflict; international legal framework, its application, pre-deployment requirements and the role that military/police components have in responding to sexual violence in PSO, thus enabling them to incorporate PSV into specific civilian protection operations.

3. Possible design of PSVTM – OPTION 3

| # LO / S | Learning Objective (LO) / Session (S) | Duration in x 45' |
|----------------|--|-------------------|
| LO1 | Understand the nature of sexual violence in contemporary armed conflict | 2 |
| S1 | Sexual violence in contemporary armed conflicts as a warfighting strategy | 1 |
| S2 | Influence of culture on sexual violence | 1 |
| LO2 | Understand the international legal framework to respond to sexual violence in conflict | 2 |
| S3 | Legal base for gender perspectives in the security sector | 1 |
| S4 | Mandates to respond to sexual violence in armed conflict | 1 |
| LO3 | Comprehend the responsibilities and roles peacekeeping components have in response to sexual violence in conflict | 14 |
| S5 | Protection of civilians in conflict areas + EXERCISE “JOINT PROTECTION I” | 4 |
| S6 | Comprehensive approach to PSV in conflict | 1 |
| S7 | Specifics on information collection and preservation of evidence on sexual violence in conflict | 1 |
| S8 | The role of military contingents ¹ in response to sexual violence in conflict | 2 |
| S10 | Planning operations in response to sexual violence on PSO: EXERCISE “JOINT PROTECTION II” | 6 |
| LO4 | Understand key aspects of pre-deployment preparations for the effective response to sexual violence in conflict areas | 2 |
| S11 | Influence of Sexual Exploitation and Abuse by peacekeepers on the success of a mission | 1 |
| S12 | Organizational pre-deployment preparations for effective response to sexual violence | 1 |
| OVERALL | | 24 |

¹ In case when training is conducted for police staff only, then S9 is recommended instead.

PSVTM – OPTION 4: STAFF GENDER AWARENESS TRAINING

1. Description

Currently there are a number of standalone modules or courses on gender awareness.. They are generally conducted for staff working within security agencies that are to be deployed on PSO. It is recommended that PSVTM is integrated in those modules/courses, as these two subjects are conceptually inseparable.

2. Aim

The PSVTM would aim to increase awareness and provide a conceptual understanding of gender issues and the application of zero-tolerance for sexual exploitation and abuse on PSO. As well as increasing the understanding of PSV planning considerations to be incorporated into the protection of civilians’ specific operations.

3. Possible design of PSVTM – OPTION 4

| # LO / S | Learning Objective (LO) / Session (S) | Duration in x 45’ |
|----------------|--|-------------------|
| LO1 | Understand the nature of sexual violence in contemporary armed conflict | 2 |
| S1 | Sexual violence in contemporary armed conflicts as a warfighting strategy | 1 |
| S2 | Influence of culture on sexual violence | 1 |
| LO2 | Understand the international legal framework to respond to sexual violence in conflict | 3 |
| S3 | Legal base for gender perspectives in the security sector | 1 |
| S4 | Mandates to respond to sexual violence in armed conflict | 2 |
| LO3 | Comprehend the responsibilities and roles peacekeeping components have in response to sexual violence in conflict | 16 |
| S5 | Protection of civilians in conflict areas + EXERCISE “JOINT PROTECTION I” | 4 |
| S6 | Comprehensive approach to PSV in conflict | 1 |
| S7 | Specifics on information collection and preservation of evidence on sexual violence in conflict | 2 |
| S8 | The role of military contingents in response to sexual violence in conflict | 2 |
| S9 | The role of UN police contingents in PSV in conflict | 1 |
| S10 | Planning operations in response to sexual violence on operations: EXERCISE “JOINT PROTECTION II” | 6 |
| LO4 | Understand key aspects of pre-deployment preparations for the effective response to sexual violence in conflict areas | 2 |
| S11 | Influence of Sexual Exploitation and Abuse by peacekeepers on the success of a mission | 1 |
| S12 | Organizational pre-deployment preparations for effective response to sexual violence | 1 |
| OVERALL | | 23 |

PSVTM – OPTION 5: INDIVIDUAL SOLDIERS AND POLICE OFFICERS

1. Description

In order to strengthen the PSV training message, PSVTM could be incorporated into International Humanitarian Law training within basic training of individual soldiers and police officers. While at this stage PSVTM would focus on raising basics PSV knowledge amongst individual soldiers and police officers, there is a need for more group-oriented exercises, so to provide soldiers and police officers with practical skill applicable to PSV on PSO.

2. Aim

The PSVTM would aim at increasing understanding on the nature of sexual violence in armed conflict, international legal framework, its application, individual responsibility for sexual abuse and the role of military/police component in response to sexual violence in conflict

4. Possible design of PSVTM – OPTION 5

| # LO / L | Learning Objective (LO) / Session (S) | Duration in x 45' |
|-----------------|--|--------------------------|
| LO1 | Understand the nature of sexual violence in contemporary armed conflict | 1 |
| S1 | Sexual violence in contemporary armed conflicts as a warfighting strategy | 1 |
| LO2 | Understand the international legal framework to respond to sexual violence in conflict | 2 |
| S3 | Legal base for gender perspectives in the security sector | 1 |
| S4 | Mandates to respond to sexual violence in armed conflict | 1 |
| LO3 | Comprehend the responsibilities and roles peacekeeping components have in response to sexual violence in conflict | 1 |
| S8 | The role of military/police contingents in response to sexual violence in conflict | 1 |
| LO4 | Understand key aspects of pre-deployment preparations for the effective response to sexual violence in conflict areas | 1 |
| S11 | Influence of Sexual Exploitation and Abuse by peacekeepers on the success of a mission | 1 |
| OVERALL | | 5 |

Chapter 3

POSSIBLE TRAINING SESSIONS FOR PSV TRAINING IN THE SECURITY SECTOR

Session 1 (S1)

SEXUAL VIOLENCE IN CONTEMPORARY ARMED CONFLICTS AS A WARFIGHTING STRATEGY

a. Aim

- Describe the terms used when discussing sexual violence and sexual exploitation/abuse in the context of a PSO
- Relate prevention of sexual violence to the protection of civilians, and to the standards and values of peacekeeping personnel.
- Understand how courses of action to prevent and respond to sexual violence are formulated with reference to a mission's mandate and rules of engagement.

b. Learning Outcomes

On completion of this section, participants will be able to:

- Understand the terminology used when discussing sexual violence and sexual exploitation/abuse
- Understand how courses of action to prevent and respond to sexual violence are formulated with reference to a mission's mandate and rules of engagement

c. Training Sequence

The material contained in this module could be delivered in one training unit. The instructor can modify the duration to suit other training requirements and reflect the comprehension level of the participants/learners.

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time | Lecture/Presentation | Questions/Discussion | Exercises |
|---------------|----------------------|----------------------|----------------------|-----------|
| | 45 minutes | | | |
| ALL | 1 | 40min | 5min | |

e. Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages in this unit. If time permits, students may formulate questions after each presentation. *Presentation is to be undertaken in conjunction with the provided PowerPoint slides, video and informal question and answer periods (as determined by instructor).*

The exercise presents simple group discussions.

Structure of the presentation

- WHAT IS SEXUAL VIOLENCE? - SEXUAL VIOLENCE IS A CRIME
- SEXUAL EXPLOITATION AND ABUSE

f. Instructor Profile

This module is best presented by an instructor who has topical or practical experience and could share these experiences with the group. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to group discussions and in any other activity.

g. Instructor Preparations

Required Readings

- *UN Action Analytical & Conceptual Framing of Conflict-Related Sexual Violence, General Preparations*
- DPKO presentations for tactical and operational level, PPT 1-28

Equipment:

- Computer
- Projector and Screen
- Flip Chart

Materials:

- Copies of handouts
- Power Point presentations

h. Session notes

| | |
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| <p>Session 1 SEXUAL VIOLENCE IN CONTEMPORARY ARMED CONFLICTS AS A WARFIGHTING STRATEGY</p> | <p>Slide 1</p> |
|---|-----------------------|

| | |
|--|-----------------------|
| <p>Aim The aim of this lecture is to:</p> <ul style="list-style-type: none"> • Describe the terms used when discussing sexual violence and sexual exploitation/abuse in the context of a PSO. • Relate prevention of sexual violence to the protection of civilians, and to the standards and values of peacekeeping personnel. • Understand how courses of action to prevent and respond to sexual violence are formulated with reference to a mission’s mandate and rules of engagement | <p>Slide 2</p> |
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| | |
|---|-----------------------|
| <p>Learning Outcome On completion of this section, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the terminology used when discussing sexual violence and sexual exploitation/abuse • Understand how courses of action to prevent and respond to sexual violence are formulated with reference to a mission’s mandate and rules of engagement | <p>Slide 3</p> |
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| <p>WHAT IS SEXUAL VIOLENCE?</p> <p>Sexual violence is a serious crime that occurs in all societies, in times of peace and conflict.</p> <p>According to the World Health Organisation:</p> <ul style="list-style-type: none"> • sexual violence is: ““any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.” <p style="text-align: right;">http://www.svri.org/toolsdef.htm</p> | <p>Slide 4</p> |
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- *Suggested speaking notes:*

From UN Action Analytical & Conceptual Framing of Conflict-Related Sexual Violence (UN Action, 01 June 2011),
<http://www.stoprapenow.org/uploads/advocacyresources/1321456915.pdf>

Talk through the types of sexual violence: e.g.

- Rape or attempted rape - acquaintance rape, date rape, gang rape, stranger rape, drug-facilitated rape, marital rape
- Rape is defined internationally as including penetration of the anal or genital opening with any object.
- Sexual slavery
- Forced prostitution and acts to traffic for sexual exploitation
- Forced pregnancy
- Enforced sterilisation
- Any sexual act, also includes sexual touching
- Sexual harassment
- Rape for which you have paid someone else – i.e. sex with a prostitute who is being coerced

“Coercion”

- It can involve physical force, but it can also involve other kinds of coercion, such as threats and deception.
- The ICC Statute’s definition of rape explains what is meant by coercion: “The invasion was committed by force, or by the threat of force or coercion, such as that was caused by fear of violence, duress, detention, psychological oppression, or abuse of power, against such person or another person, or by taking advantage of a coercive environment or the invasion was committed against a person incapable of giving genuine consent.”

“By any person”

- It can be an intimate partner (husband or wife), relative, friend, acquaintance, or stranger. Can include, someone in position of authority, such as when in police custody or in detention

***Please Note:** It is important to recognize men and boys also victims of sexual violence. Moreover, in a peacekeeping environment, one might encounter many situations where a person is under coercion

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| SEXUAL VIOLENCE IS A CRIME | Slide 5 |
|-----------------------------------|----------------|

- **Suggested speaking notes:**

Sexual violence is recognized as a crime within many domestic legal systems - although the full range of sexually violent acts might not always be adequately criminalised in military or civilian criminal codes.

Sexual violence can also constitute a crime under international criminal and humanitarian law:

- When committed in situations of armed conflict (or occupation) and associated with armed conflict – violation of IHL (war crime)
- When committed as part of a widespread or systematic attack against a civilian population - crime against humanity
- As a form of torture (upon a person in custody or under control)
- As an element of genocide

***Please Note:** It is important to emphasise that not all acts of sexual violence, even when committed in a country undergoing armed conflict, constitute an international crime. The

Security Council’s focus on “conflict related sexual violence” is sexual violence that which may constitute a crime under international (as well as national) law, and/or is linked to the conduct of parties in the armed conflict.

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| <p>WHEN IS SEXUAL VIOLENCE “CONFLICT RELATED”?</p> <p><i>Includes:</i></p> <ul style="list-style-type: none"> • When used as a “tactic of war” • When committed against civilians • When committed in <i>and</i> around UN managed refugee camps • When committed during DDR processes | <p>Slide 6</p> |
|---|-----------------------|

- ***Suggested speaking notes:***

- *When used as a “tactic of war” – linked with military/political objectives that serve a strategic aim associated with the conflict. This can be evidenced by failure of military hierarchy, who have the capacity,, to condemn or punish it.*
- *When committed against civilians*
- *When committed in and around UN managed refugee camps*
- *When committed during DDR processes*

These categories will not always be clear-cut, but the UN approach to conflict related sexual-violence includes that occurring in the aftermath of conflict, but before the restoration of State capacity/authority.

Consider the question of causality:

*From the UN Action Analytical Framework – “**Causality:** the existence of conflict must have played a substantial part in the perpetrator’s ability or decision to commit sexual violence, the manner in which it was committed or the purpose for which it was committed. This excludes ordinary criminality that continues at pre-conflict levels and lacks a direct or indirect nexus with conflict. A relevant inquiry may be the extent to which sexual violence is exacerbated by the conditions of conflict and ensuing displacement or detention.”*

<http://www.stoprapenow.org/uploads/advocacyresources/1321456915.pdf>

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| <p>CONFLICT-RELATED SEXUAL VIOLENCE</p> <ul style="list-style-type: none"> • Conflict-related sexual violence refers to <i>incidents</i> or <i>patterns</i> of sexual violence. That is rape:: sexual slavery, forced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity, against women, men, girls or boys. • Such incidents or patterns occur in conflict or post-conflict zones and other situations of concern (e.g.. political strife). • They also have a direct or indirect nexus with the conflict or political strife itself, i.e. a temporal, geographical and/or causal link ... the link with conflict may be evident in the profile and motivations of the | <p>Slide 7</p> |
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| <p>perpetrator(s), the profile of the victim(s), the climate of impunity/weakened State capacity, cross-border dimensions and/or the fact that it violates the terms of a ceasefire agreement.</p> <ul style="list-style-type: none"> • <i>UN Action Analytical & Conceptual Framing of Conflict-Related Sexual Violence</i> <p>http://www.stoprapenow.org/uploads/advocacyresources/1321456915.pdf</p> | |
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- **Suggested speaking notes:**

Present the full definition of ‘conflict-related sexual violence’ and ask if there are any questions.

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| <p>SEXUAL EXPLOITATION AND ABUSE</p> <ul style="list-style-type: none"> • “Sexual exploitation” means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. • “Sexual abuse” means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. • <i>UN Secretary-General’s Bulletin on protection from sexual exploitation and abuse (ST/SGB/2003/13)</i> | Slide 8 |
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- **Suggested speaking notes:**

Highlight the parallel focus on sexual exploitation and abuse (SEA) in peacekeeping. Definition of “sexual abuse “and similarities to that of “sexual violence” UN rules clearly state peacekeepers cannot engage in sex with a person under 18, regardless of age of consent in the country’s national laws.

Whilst both are concerned with the protection of civilian populations in a peacekeeping context, within the UN system, there is a separate set of policies governing SEA. This is comparatively well developed and includes:

- *Training tools*
- *Prevention checklist*
- *Victim assistance strategy*

Within NATO, sexual exploitation and abuse – as an aspect of standards of behaviour – is dealt within the same policy and doctrinal framework as gender perspective in operations (e.g. BiH-Strategic Command Directive 40-1). NATO uses almost the same definitions as the UN.

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| <p>SEXUAL EXPLOITATION AND ABUSE</p> <p>In practice: EUFOR RD Congo personnel were prohibited to engage in:</p> <ol style="list-style-type: none"> 1) Any act of sexual abuse and sexual exploitation, or any other form of sexually humiliating, degrading or exploitative behaviour. 2) Any type of sexual activities with children (persons under 18 years of age). | Slide 9 |
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| <p>The mistaken belief in the age of a person is no excuse.</p> <p>3) Use of children or adults to procure sexual activities from others.</p> <p>4) Exchange of money, employment, goods or services for sex with prostitutes or others.</p> <p>5) Any sexual favour in exchange of assistance provided to the beneficiaries of such assistance.</p> <p>6) Visiting brothels or places that are declared off-limits.</p> | |
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- **Suggested speaking notes:**

Show an example reflecting the prohibition on SEA in specific rules for an operation - The European Union military operation in support of MONUC during the election process in the Democratic Republic of the Congo (Operation EUFOR DR Congo). Skip this section if rules are substantively dealt with in another session.

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| <p>Video : Congo Story: Justice in Congo Pt. 2</p> <p>http://www.youtube.com/watch?v=hSQm2oD2C4.</p> | Slide 10 |
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- **Suggested speaking notes:**

*Three-minute video on sexual violence against men and boys in DRC
(Could use a different country to complement or balance scenarios or other examples)*

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| <p style="text-align: center;">Learning Assessment</p> <ul style="list-style-type: none"> • WHAT IS SEXUAL VIOLENCE? • WHEN IS SEXUAL VIOLENCE “CONFLICT RELATED”? • SEXUAL EXPLOITATION AND ABUSE | Slide 11 |
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- **Suggested speaking notes:**

In order to assess the participants’ learning progress, provide up to five questions on the most important subjects covered in this session.

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| <p style="text-align: center;">Summary of the Lesson and Q/A</p> <ul style="list-style-type: none"> • A. The terminology used when discussing sexual violence and sexual exploitation/abuse • B. How courses of action to prevent and respond to sexual violence are formulated with reference to a mission’s mandate and rules of engagement | Slide 12 |
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- **Suggested speaking notes:**

Summarise the Session by stressing the most important items covered through the lesson.

Session 2 (S2)
INFLUENCE OF CULTURE ON SEXUAL VIOLENCE

a. Aim

The aim of this section is to provide students with an understanding of: links of sexual violence rooted in culture; stereotypes, prejudices and discrimination that can produce sexual violence; and the links between cultures and gender based violence and sexual violence. Special attention will be given to culture, stereotypes and prejudices, as they can causes widespread gender based violence and sexual violence beyond conflict zones.

b. Learning Outcomes

On completion of this section, participants will be able to:

- Understand the expressions: culture, stereotypes, prejudices, discrimination, gender based violence and sexual violence;
- Understand the links between these expressions in the conflict zone and wider;
- Identify the impact culture; stereotypes, prejudices and discrimination have on gender based and sexual violence.

c. Training Sequence

The material contained in this module will be delivered over one training unit.

This module should be delivered as an introduction module in order to set the scene for better understanding of subsequent modules.

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time | Lecture/Presentation | Questions/Discussion | Exercises |
|---------------|----------------------|----------------------|----------------------|-----------|
| | 45 minutes | | | |
| 3 and 4 | 1 | 40 | 5 | |

e. Methodology

This module will be delivered to students by means of lecturing. Small discussion could be initiated throughout the lecturing to keep adult learners engaged.

The instructor should inform participants of content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and thus benefit to a greater extent from the session.

Instructors are highly recommended to distribute the handouts to participants a day before the session in order to give them the necessary time to research topics and prepare themselves.

Structure of the presentation

- Introduction;
- Definitions: Culture, Stereotypes, Prejudices, Discrimination, Gender based violence (GBV), Sexual violence (SV); and
- Forms of GBV and SV rooted in culture and tradition;

**Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer setting, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages.*

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants.

f. Instructor Profile

This module is best presented by an instructor who has knowledge about culture, sociology and history. The instructor should encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the discussions.

g. Instructor Preparations

Required Readings

- Article “Strategies for Developing and Practicing Cross-Cultural Expertise in the Military” written by Louise J. Rasmussen, Ph.D., and Winston R. Sieck, Ph.D., Military Review, March-April 2012
- Book “Do’s and Taboos of Body Language Around the World”, John Wiley & Sons
- Guidance for mediators, *Addressing Conflict-Related Sexual Violence in Ceasefire and Peace Agreements*, United Nations Department of Political Affairs New York, 2012
- World report on violence and health, Chapter 6, World Health Organization
- Different readings related to the sociology of culture and gender.

General Preparations

Equipment:

- Computer
- Projector and Screen
- Flip Chart

Materials:

- Copies of handouts
- Power Point presentations

h. Session notes

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| <p>Session 2 INFLUENCE OF CULTURE ON SEXUAL VIOLENCE</p> | <p>Slide 1</p> |
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| <p style="text-align: center;">Aim</p> <p>The aim of this section is to provide students with an understanding of: links of sexual violence rooted in culture; stereotypes, prejudices and discrimination that can produce sexual violence; and the links between cultures and gender based violence and sexual violence. Special attention will be given to culture, stereotypes and prejudices, as they can causes widespread gender based violence and sexual violence beyond conflict zones.</p> | <p>Slide 2</p> |
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| <p style="text-align: center;">Learning Outcome</p> <p>On completion of this section, participants will be able to:</p> <ul style="list-style-type: none"> – Understand the expressions: culture, stereotypes, prejudices, discrimination, gender based violence (SGV) and sexual violence (SV) – Understand the links between these expressions in the conflict zone as well as a wider geographical range .. – Identify the impact culture;; stereotypes, prejudices and discrimination have on gender based and sexual violence. | <p>Slide 3</p> |
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• **Note to Instructor:**

Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

• **Suggested speaking notes:**

This session will define: culture, stereotypes, prejudices, discrimination, GBV and SV.

Additionally, this session outlines the importance of having an understanding of culture in general, cultural stereotypes, prejudices and discrimination; their interconnections with, and impact on GBV and SV.

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| <p style="text-align: center;">Agenda</p> <ol style="list-style-type: none"> 1. Introduction; 2. Definitions: Culture, Stereotypes, Prejudices, Discrimination, Gender based violence (GBV), Sexual violence (SV); 3. Forms of GBV and SV rooted in culture and tradition | <p>Slide 4</p> |
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| References | Slide 5 |
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| <ul style="list-style-type: none"> • Article “Strategies for Developing and Practicing Cross-Cultural Expertise in the Military” written by Louise J. Rasmussen, Ph.D., and Winston R. Sieck, Ph.D, Military Review, March-April 2012 • Book “Do’s and Taboos of Body Language Around the World”, John Wiley & Sons • Guidance for mediators, Addressing Conflict-Related Sexual Violence in Ceasefire and Peace Agreements, United Nations Department of Political Affairs New York, 2012 • World report on violence and health, Chapter 6, World Health Organization • Different readings related to the sociology of culture and gender. | |

| Introduction | Slide 6 |
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| <p>“Culture is the process by which a person becomes all that <u>they were created capable of being.</u>”</p> <p style="text-align: center;"><i>or in accordance to some other resources:</i></p> <p>“The great law of culture is: Let each become all that he was <u>created capable of being.</u>”</p> <p style="text-align: right;"><i>Thomas Carlyle (1795-1881)</i></p> | |

- **Suggested speaking notes:**

Thomas Carlyle (1795 – 1881) was a Scottish philosopher, satirical writer, essayist, historian and teacher during the Victorian era.

| Definition: Culture | Slide 7 |
|---|----------------|
| <p>“that complex whole which includes knowledge, belief, art, morals, law, custom, and any other <u>capabilities</u> and <u>habits</u> acquired <u>by man as a member of society.</u>“</p> <p style="text-align: right;"><i>Sir Edward Burnett Tylor (1832 – 1917) “Primitive Culture”</i></p> | |

- **Suggested speaking notes:**

*Sir Edward Burnett Tylor (1832 – 1917) established one of the first modern definitions of culture.. He was an English anthropologist and representative of **cultural evolutionism**.*

http://en.wikipedia.org/wiki/Edward_Burnett_Tylor

***Cultural evolutionism** attempts to describe and explain long-term change in human sociology, insofar as those ways are socially rather than biologically acquired. As the development of a culture, it may be viewed as a uni-linear or multi-linear phenomenon. Uni-linear describes the*

change in human behaviour whereas multi-linear describes the change in separate cultures and societies.

<http://translation.babylon.com/english/Cultural+evolutionism/>

The idea that human beings' culture changes with time is evident with the fact that human beings have become a more civilized species through history.

Both Thomas Carlyle and Sir Edward definitions, state everything is related to capabilities, created or acquired by man.

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| Definition: Culture | Slide 8 |
| <p>""Culture is the integrated pattern of human behaviour that includes thought, speech, action, and artefacts and depends on man's capacity for learning and transmitting knowledge to succeeding generations."."</p> <p>“the customary beliefs, social forms, and material traits of a racial, religious, or social group”</p> <p style="text-align: center;">http://www.merriam-webster.com/medical/culture</p> | |

- **Suggested speaking notes:**

Semantic - linguistic definition of culture is given in the Merriam-Webster Dictionary. It focuses on

“The integrated pattern of human behaviour that includes thought, speech, action, and artefacts and depends on man's capacity for learning and transmitting knowledge to succeeding generations.”

or in the second line

“The customary beliefs, social forms, and material traits of a racial, religious, or social group”

A more informal definition in this context might be "**the way we do things**".

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| Definition: Culture | Slide 9 |
| <p>“...is a system of shared beliefs, values, customs, behaviours, and artefacts that the members of society use to cope with their world and with one another.”</p> <p style="text-align: right;"><i>FM 3-24 Counterinsurgency</i></p> <p>“...is learned, shared by members of a society, patterned, changeable, arbitrary, and internalized, in the sense that it is habitual, taken for granted, and perceived as “natural” by people in the society.”</p> <p style="text-align: right;"><i>FM 3-24.2 Tactics in Counterinsurgency</i></p> | |

- **Suggested speaking notes:**

Finally, we are coming to the “military” definitions of culture. They are similar to the Merriam – Webster Dictionary definitions.

What are the most similar points of these definitions?

- “Customary beliefs” / “shared beliefs”

At same time, “military” definitions are also similar:

- “The member of society use” / “by people in the society”

Culture is related to society. Society consists of people and their interrelationships. Culture has ensued from these relationships in order to regulate these relations based on the customary and shared beliefs.

| Definition: Culture | Slide 10 |
|--|----------|
| <p><u>Diversity</u> = <i>variety, different kinds of things</i></p> <p>Diversity refers to all the ways that individuals are unique and differ from one another.</p> <p>Diversity in a human context refers to differences such as of ethnicity, race, professional backgrounds, religious or political beliefs, <u>society’s structure</u> and much more.</p> | |

- **Suggested speaking notes:**

Diversity means variety or different kind of things.

- It refers to all the ways that individuals are unique and differ from one another.
- In a human context, diversity refers to differences of ethnicity, race, professional backgrounds, religious or political beliefs, **societal structure** and much more.

I would like to highlight importance of **society’s structure** because it defines **male** and **female** roles in society, their access to resources and their participation in policy, power and authority. Furthermore, societal structure shape stereotypes, prejudices and discrimination of males/females lead and thus to their unequal treatment and possibility of GBV and SV.

| Definition: Stereotype | Slide 11 |
|---|----------|
| <p>In social psychology, a stereotype is a thought that can be adopted about specific types of individuals or certain ways of doing things.</p> <p style="text-align: right;">http://en.wikipedia.org/wiki/Stereotype</p> <p>Beliefs about all people of a certain type.</p> <p style="text-align: right;">http://en.wikipedia.org/wiki/Stereotype</p> | |

- **Suggested speaking notes:**

Stereotypes are **beliefs about all people** of a certain type.

The term “stereotype” was used for the first time in 1798 in France and originally referred to a process of printing that enable reproduction.

Journalist Walter Lippmann (1922) linked stereotypes with “mental pictures” or mental reproductions of reality. Since then, this term is used to explain generalisation or exaggerated generalization about members of one group.

A stereotype is an oversimplified generalisation about a particular group that almost always have **derogatory** implications:

- Men are strong. Girls are weak.
- Men do all the works, women can't do as good of a job as a man
- Women are not as smart as a man.
- Girls are not good at sports. Men are messy and unclean.

A stereotype is constructed in our consciousness under the influence of the society and environment in which we live.

Stereotypes could lead us to see characteristics that are not real for a person, and clouding those that a person really possesses.

Simple results of stereotypes are: **“All male are ...”** and **“All female are ...”**

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| Definition: Prejudice | Slide 12 |
| “Judgements or opinions (attitudes) that are formed without real knowledge or examination of facts.” | |
| Or, | |
| “Prejudices are a group of attitudes which cause, support and approve discrimination.” | |
| <i>(Farley, 2000:18)</i> | |

• **Suggested speaking notes:**

Prejudices are judgements or opinions (attitudes) that are formed without real knowledge or examination of facts.

*Prejudice refers to a positive or a negative attitude or belief directed toward certain people based on their membership in a particular group. The root word of prejudice is "pre-judge." It is "a set of attitudes which causes, supports, or justifies **discrimination**. Prejudice refers to a tendency to "over categorize." Prejudiced people respond to others in a more or less fixed way.*

Example:

In the restaurant:

- **Female:** *Let's split the bill (she is independent)*
- **Male:** *Let's split the bill (he is cheap)*

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| Definition: Discrimination | Slide 13 |
| Behaviours directed towards people on the basis of their group membership. | |
| Types of discrimination are: | |
| <ul style="list-style-type: none"> ▪ Sexism (gender discrimination) ▪ Chauvinism (national and religious discrimination) ▪ Racism (racial discrimination) | |

- ***Suggested speaking notes:***

Discrimination is behaviour (an action), particularly with reference to unequal treatment of people because they are of a particular group, whether it is racial, ethnic, gender or religious.

Sexism or gender discrimination is prejudice or discrimination based on a person's sex or gender. Sexist attitudes may stem from traditional stereotypes of gender roles, and may include the belief that a person of one sex is intrinsically superior to a person of the other. A job applicant may face discriminatory hiring practices, or (if hired) receive unequal compensation or treatment compared to that of their opposite-sex peers. **Extreme sexism may foster sexual harassment, rape and other forms of sexual violence.**

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| Definition: Gender Based Violence | Slide 14 |
| <p>“Gender-based violence (GBV) is violence that is directed against a person on the basis of gender.”</p> <p style="text-align: center;">http://eige.europa.eu/content/what-is-gender-based-violence</p> <p>“Violence that is directed against a woman because she is a woman or that affect women disproportionately”</p> <p style="text-align: center;"><i>UN CEDAW, General Recommendation 19</i></p> | |

- ***Suggested speaking notes:***

In accordance to European Institute for Gender Equality (EIGE) Gender-based violence (GBV) is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, and dignity, equality between women and men, non-discrimination and physical and mental integrity.

<http://eige.europa.eu/content/what-is-gender-based-violence>

According to IRIN (Integrated Regional Information Networks - A service of the UN Office for the Coordination of Humanitarian Affairs). The term “gender-based violence” refers to violence that targets individuals or groups on the basis of their gender. The UN High Commissioner for Human Rights’ Committee on the Elimination of Discrimination against Women (CEDAW) defines it as **“violence that is directed against a woman because she is a woman or that affects women disproportionately”** (General Recommendation 19).

<http://www.irinnews.org/indepthmain.aspx?InDepthId=20&ReportId=62847>

This includes acts that inflict physical, mental or sexual harm or suffering, the threat of such acts, coercion and other deprivations of liberty. ‘Sexual violence’, ‘violence against women’ and ‘gender-based violence’ is often used interchangeably.

This does not mean that all acts against a woman are gender-based violence, or that all victims of gender-based violence are female. The surrounding circumstances where men are victim of sexual violence could be a man being harassed, beaten or killed because they do not conform to view of masculinity, which are accepted by the society.

<http://www.irinnews.org/in-depth/62847/20/africa-asia-definitions-of-sexual-and-gender-based-violence>

In accordance to the USAID globally, one out of three women will be beaten, coerced into sex, or otherwise abused in her lifetime, with rates of abuse reaching 70% in some countries. Men and boys also experience sexual violence, increasingly documented in conflict countries and especially when gender identity conflicts with gender norms. Gender-based violence (GBV) also affects other marginalized groups, including persons with disabilities and the Lesbian, Gay, Bi-sexual and Transgender community. GBV is a human rights and public health issue that limits individual and societal development with high human and economic costs.

Eliminating GBV is a long-standing goal of the U.S. Government. The equal participation of women in the political, economic and social spheres is a key ingredient for democratic development.

<http://www.usaid.gov/gbv>

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| Definition: Sexual Violence | Slide 15 |
| <p>“Sexual violence is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.”</p> <p style="text-align: center;"><i>World report on violence and health, Chapter 6, Sexual violence, page 149</i></p> <p>http://www.who.int/violence_injury_prevention/violence/world_report/chapters/en/</p> | |

- Suggested speaking notes:***

In accordance to World Health Organization (WHO) sexual violence is any sexual act or attempt to obtain a sexual act by violence or coercion, unwanted sexual comments or advances, acts to traffic a person or acts directed against a person's sexuality, regardless of the relationship to the victim. It occurs in times of peace and armed conflict situations, is widespread and is considered to be one of the most traumatic, pervasive, and most common human rights violations.

Sexual violence is a serious public health problem and has a profound short or long-term impact on physical and mental health, such as an increased risk of sexual and reproductive health problems or an increased risk of suicide or HIV infection. Murder occurring either during a

sexual assault or as a result of an honour killing in response to a sexual assault is also a factor of sexual violence. Though women and girls suffer disproportionately from these aspects, sexual violence can occur to anybody at any age; it is an act of violence that can be perpetrated by parents, caregivers, acquaintances and strangers, as well as intimate partners. It is rarely a crime of passion, and is rather an aggressive act that frequently aims to express power and dominance over the victim.

Forms of GBV and SV rooted in culture and tradition

Slide 16

Types of GBV:

Amnesty International has identified three distinct types of GBV:

- **Family violence**
- **Community violence**
- **State violence**

Types of SV:

A wide range of sexually violent acts can take place in different circumstances and settings:

Some of them are:

- All forms of rape (female, male, girls and boys)
- Sex in return for favours (e.g. sex for a food)
- Sexual exploitation and abuse (all forms and types)
- Forced marriage and children marriage
- Violent acts against the sexual integrity of women
- Forced prostitution and trafficking of people for the purpose of sexual exploitation

- ***Suggested speaking notes:***

Types of GBV

Amnesty International has identified three distinct types of GBV..

The first is so-called ‘family violence’, or violence committed within a woman or girl’s family. This type of GBV might include marital rape, sexual abuse from a husband, brother or uncle and the abuse of children.

The second type of GBV is ‘community violence’. This is rape by a person unknown or unrelated to a woman. Human trafficking and forced prostitution also fall into this category.

The third type is ‘state violence’, or violence committed or condoned by individuals employed by the state. This category includes violence or rape committed by police, prison guards, soldiers or border officials.

<http://www.irinnews.org/pdf/pn/plusnews-media-fact-file-gender-based-violence.pdf>

A wide range of sexually violent acts can take place in different circumstances and settings. These include, for example:

- Rape within marriage or dating relationships;
- Rape by strangers;
- Systematic rape during armed conflict;

- Unwanted sexual advances or sexual harassment, including demanding sex in return for favours;
- Sexual abuse of mentally or physically disabled people;
- Sexual abuse of children (e.g. dancing boys);
- Forced marriage or cohabitation, including the marriage of children;
- Denial of the right to use contraception or to adopt other measures to protect against sexually transmitted diseases;
- Forced abortion;
- Violent acts against the sexual integrity of women, including female genital mutilation and obligatory inspections for virginity; and
- Forced prostitution and trafficking of people for the purpose of sexual exploitation.

- **Notes to instructor:**

Prepare examples for each type of GBV and SV in order to illustrate its link to culture.

For better preparation visit:

<http://labspace.open.ac.uk/mod/oucontent/view.php?id=450519§ion=1.5> and complete the exercise.

| Learning Assessment | Slide 17 |
|---|-----------------|
| <ul style="list-style-type: none"> • What are the similarities of the Webster-Merriam Dictionary and “military” definitions of culture? • “All male are ...” and “All female are ...” is? • Some types of sexual violence are? | |

| Summary of the Lesson and Q/A | Slide 18 |
|--|-----------------|
| <ul style="list-style-type: none"> • Culture is “the integrated pattern of human behaviour that includes thought, speech, action, artefacts and depends upon the human capacity for learning and transmitting knowledge to succeeding generations”, or “the way we do things”. • Stereotypes, prejudices and discriminations could lead to GBV and SV. • There are many types of GBV and SV: <ul style="list-style-type: none"> ▪ Rape ▪ Sex in return for a favour ▪ All forms of sexual exploitation and abuse ▪ Forced marriage ▪ Female mutilation ▪ Forced prostitution | |

Session 3 (S3)
LEGAL BASIS FOR GENDER PERSPECTIVES IN SECURITY SECTOR

a. Aim

The aim of this lecture is to provide an overview of UNSCR “Women, Peace and Security”, NATO/UEU/AU Polices related to Gender, International law and legal effect.

b. Learning Outcomes

On completion of this section, participants will be able to:

- Understand the legal differences between conventions, declarations, resolutions, protocols and customary law.
- Understand the difference between UN mandates: Chapters VI and VII.
- Understand how human rights and humanitarian law support the implementation of UNSCR’s on Women, Peace and Security
- Apply International framework and background on PSV

c. Training Sequence

The material contained in this module could be delivered in one training unit. The instructor can modify the duration to suit other training requirements and reflect the comprehension level of the participants/learners.

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time | Lecture/Presentation | Questions/Discussion | Exercises |
|---------------|----------------------|----------------------|----------------------|-----------|
| | 45 minutes | | | |
| ALL | 1 | 40 | 5min | |

e. Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages.. If time permits, students can formulate questions after each presentation.

Presentation is to be undertaken using the provided PowerPoint slides, video and informal question and answer periods (as determined by instructor).

Structure of the presentation

- SOURCES OF INTERNATIONAL LAW
- RELEVANT INTERNATIONAL LAW
- HUMAN RIGHTS LAW
- HUMANITARIAN LAW
- INTERNATIONAL HUMANITARIAN LAW (IHL)
- INTERNATIONAL CRIMINAL LAW
- UNSCRs

**Please Note: Instructors are encouraged to add examples and mission-specific information related to the precise deployment of participants.*

f. Instructor Profile

This module is ideally presented by an instructor who has topical or practical experience and could share their experiences with the group.. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to group discussions and in any other activity.

g. Instructor Preparations

Required Reading:

- UNSCR 1325 “Women, Peace and Security”
- UNSCR 1888, 1889, 1960
- Addressing Conflict-related Sexual Violence (CRSV), an Analytical Inventory of Peacekeeping Practice, June 2009

General Preparations

Equipment:

- Computer
- Projector and Screen
- Flip Chart

Materials:

- Copies of handouts
- Power Point presentations

h. Session notes

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| Session 3: LEGAL BASE FOR GENDER PERSPECTIVES IN SECURITY SECTOR² | Slide 1 |
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| Aim The aim of this lecture is to provide an overview of UNSCR “Women, Peace and Security”, NATO/UEU/AU Polices related to Gender, International law and legal effect. | Slide 2 |
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| Learning Outcome On completion of this section, participants will be able to: <ul style="list-style-type: none">• Understand the legal differences between conventions, declarations, resolutions, protocols and customary law.• Understand the difference between UN mandates: Chapters VI and VII.• Understand how human rights and humanitarian law support the implementation of UNSCR’s on Women, Peace and Security• Apply International framework and background on PSV | Slide 3 |
|---|----------------|

***Note to Instructor:** Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

• ***Suggested speaking notes:***

Objectives of this session:

- *Understand international law and the legal value of relevant instruments.*
- *Understand the wider range of HR/IHL provisions that support UNSCR 1325.*
- *Understand the background and major statements of UNSCR by using given references.*
- *Legal arguments for integrating gender perspectives.*

Icebreaker: Secret whispers.

Objective: Listen carefully and pass on correct information.

² This presentation was developed by Nordic Centre for Gender in Military Operations in Sweden.

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| <p>Outline</p> <ul style="list-style-type: none"> • Relevance • International law basics-sources and legal effect • UN Security Council mandates: Chapters VI & VII • Humanitarian law, human rights and international criminal law. | <p>Slide 4</p> |
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| <p>Relevance</p> <ul style="list-style-type: none"> • SCR 1325 preamble; “<i>Reaffirming</i> also the need to implement fully international humanitarian and human rights law that protects the rights of women and girls during and after conflicts” • “We will not enjoy development without security;; we will not enjoy security without development;; and we will not enjoy either without respect for human right” SG report 2005 | <p>Slide 5</p> |
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• ***Suggested speaking notes:***

Although SCR 1325 was innovative and ground breaking in many ways, it was built on a pre-existing, longstanding framework of principles of human rights and humanitarian law. 1325 took specific aspects of this framework and elevated it to the attention of the UN Security Council. To understand 1325, we need to understand the large number of conventions that are in force, that are complementary to 1325, and that promote and protect women in armed conflict.

There is a strong link between human rights and peace. Even the very first sentence of the Universal Declaration of Human Rights, 1948, states that the recognition of human rights is the foundation of peace (“Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”). Discrimination and other human rights abuses are often a root cause of conflict. Human rights are essential in rebuilding a democratic and stable state after conflict.

When the UN human rights agenda was revitalised under Kofi Annan, the UNSG linked development, security and human rights to his report: “In larger Freedom.” All modern UN PKOs have a human rights unit.

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| <p>SOURCES OF INTERNATIONAL LAW</p> <p>Statute of the International Court of Justice Art 38(1):</p> <ul style="list-style-type: none"> • Treaties • Customary law • General principles • Subsidiary: judgements and writings of “the most highly qualified publicists” | <p>Slide 6</p> |
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- **Suggested speaking notes:**

These are the recognised sources of international law. Treaties are international agreements that states have signed on to such as conventions, the UN Charter and other instruments. The UN Charter binding to all UN member states, we will speak more of that in a minute. Many principles are or have become customary international law because all states have recognised them for a sustained period. Customary law bind all states regardless of ratification, unless they have been a persistent objector to the principle.

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| <p>LEGAL EFFECT</p> <ul style="list-style-type: none"> • Treaties are binding on those who sign them <ul style="list-style-type: none"> • UN charter – All UN Member States • Conventions/Covenants/Statues • Check ratifications • Declarations <ul style="list-style-type: none"> • Non-binding, formulation of international agreement • Example: UDHR, Beijing Declaration and Platform for Action • Customary law – binding on all | <p>Slide 7</p> |
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| <p>UN CHARTER</p> <p>Security Council Resolutions</p> <ul style="list-style-type: none"> • Chapter VI – Pacific settlement of disputes <ul style="list-style-type: none"> • Negotiation, mediation, arbitration • Traditional peacekeeping (e.g. UNFICYP and UNIFIL) • Chapter VII – Treaties of international peace <ul style="list-style-type: none"> • Art 41 – sanctions • Art 42 – authorization of use of force • Peace enforcement • Multidimensional UN peacekeeping | <p>Slide 8</p> |
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- **Suggested speaking notes:**

All UN member states must respect the UN Charter. The main purpose of the UN as articulated in Article 1 of the Charter is to maintain international peace and security, develop friendly relations amongst nations, achieve international cooperation and respect human rights.

There are five principal organs of the UN. The most important for us today is the UNSC, as it adopted 1325 and has the primary responsibility for the maintenance of international peace and security. The two chapters of the UN Charter that regulate SC action are Chapter Six and Seven.

Chapter Six deals with the settlement of disputes and can include: negotiations, mediation and arbitration. The SC has used Chapter Six to set up old style peace operations that entailed the monitoring of cease-fires, such as UNFICYP (Cyprus) and UNIFIL (Lebanon).

Chapter Seven gives the SC its teeth because it authorises the use of force. The UN Charter states that all Member States agree to accept and carry out SC decisions (art 25), so in theory all SC decisions are binding. However, action under Chapter VI requires the cooperation of the states involved and cannot be enforced without consent of the state. Under Ch. VII, in exceptional circumstances, the SC can take decisions on the use of force against a member state, even without the consent of that member state. This requires the agreement of the five permanent members and 9 of the 15 non-permanent of the SC.

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| UN MANDATES AND PEACE OPERATIONS | Slide 9 |
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- ***Suggested speaking notes:***

This may authorise NATO or coalition troops to use force. Nevertheless, this is a very sensitive topic. It is of course preferable that the states involved give consent. Modern day UN PKOs with complex mandates of protecting of civilians have a mandate under Ch. VII, but are always established with the consent of the host country. The normal policy for UN PKS is to not use force except in self-defence and in defence of the mandate. However, you may have noticed that the most recent extension of MONUSCO's mandate authorised an intervention brigade to take offensive operations to neutralise rebels in eastern DRC. The General Assembly may also adopt resolutions on peace and security, but these are recommendations (Art 11).

*[Background info - compare: UNFICYP mandate: "in the interest of **preserving** international peace and security, to use its best efforts to prevent a **recurrence** of fighting [between the Greek Cypriot and Turkish Cypriot communities] UNMISS mandate: Determining that the situation faced by South Sudan **continues to constitute** a threat to international peace and security in the region, Acting under Chapter VII of the Charter of the United Nations]*

The right of UN forces to use force in self defence and defence of the mandate is NOT just under Chapter VII mandates. This is established in UN practice and doctrine (Capstone Doctrine – since 1973 self-defence has been deemed to include resistance to attempts by forceful means to prevent the peace-keeping force from discharging its duties). However, as Chapter VI mandates rely on the (continuing) consent of the parties – it may not be politically expedient to use force even if it is legally permissible to do so. (LINK to ROEs!)

UN peacekeeping operations are not an enforcement tool. However, they may use force at the tactical level, with the authorization of the Security Council, if acting in self-defence and defence of the mandate.

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| <p>RELEVANT INTERNATIONAL LAW</p> <ul style="list-style-type: none"> • Human Rights • Humanitarian Law • Refugee Law • International Criminal Law | <p>Slide 10</p> |
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• ***Suggested speaking notes:***

There are four areas of public international law relevant to the prevention of sexual violence in armed conflict. We will focus on IHL, ICL and HR. Refugee law is based on the 1951 refugee convention and its 1967 protocols. It brings protection to the refugee, which is a person who has left his or her country out of “well-founded fear of persecution.”

For an overview of the differences between, IHL, HR, and refugee law see for example the Statement at the International Association of Refugee Law Judges world conference, Stockholm, 21-23 April 2005, by Emanuela-Chiara Gillard, ICRC Legal Adviser at: <http://www.icrc.org/eng/resources/documents/statement/6t7g86.htm>”

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| <p>International Humanitarian Law vs. Human Rights Law.</p> | <p>Slide 11</p> |
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• ***Suggested speaking notes:***

Applies always – but be aware that some states do not hold this position.

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| <p>HUMAN RIGHTS LAW</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights, 1948 <ul style="list-style-type: none"> ○ The first internationally accepted principles of human rights ○ Adopted by the General Assembly | <p>Slide 12</p> |
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• ***Suggested speaking notes:***

Principles of respect for dignity are evident in all cultures and religions, but it was in 1948 that the UN General Assembly first adopted the first list of universally agreed human rights. Although the UDHR is a non-binding list of principles, it is the basis of subsequent human rights instruments. It includes the right to life, liberty, security, prohibition of torture, prohibition of arbitrary arrest, right to fair a trial, and the right to be presumed innocent until proven guilty. The UN then proceeded to develop specific human rights conventions that were more specific and binding upon those state that ratified them. Today there are nine-core human rights conventions.. When working in a new country, it is important to check ratification status of these conventions.

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| <p>DEROGATIONS</p> <ul style="list-style-type: none"> • Most human rights can be limited if they are: <ul style="list-style-type: none"> • Provided by law • For the purpose respecting other human rights • Meets the “just requirements of morality, public order and the general welfare in a democratic society.” (UDHR) • Some human rights concepts are absolute and can never be limited, even in times of war, genocide, slavery and torture | <p>Slide 13</p> |
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| <p>SOFT LAW</p> <ul style="list-style-type: none"> • Declaration on the Elimination of Violence against Women • The Code of Conduct for Law Enforcement Officials • UN Guidelines for the prevention of Juvenile Delinquency • Standard Minimum Rules for the Treatment of Prisoners | <p>Slide 14</p> |
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- ***Suggested speaking notes:***

The UN has developed numerous documents that serve as guidance, through specifying existing principles. They are non-binding.

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| <p>UN HUMAN RIGHTS MECHANISMS</p> <ul style="list-style-type: none"> • Treaty Bodies <ul style="list-style-type: none"> • HR committees established by conventions produce recommendations • Special Procedures <ul style="list-style-type: none"> • An individual or group appointed by the HRC with a thematic or country mandate, for example – the Special Rapporteur on Violence against Women • Universal Periodic Review <ul style="list-style-type: none"> • Peer-review by states, all states, all human rights, every four years | <p>Slide 15</p> |
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- ***Suggested speaking notes:***

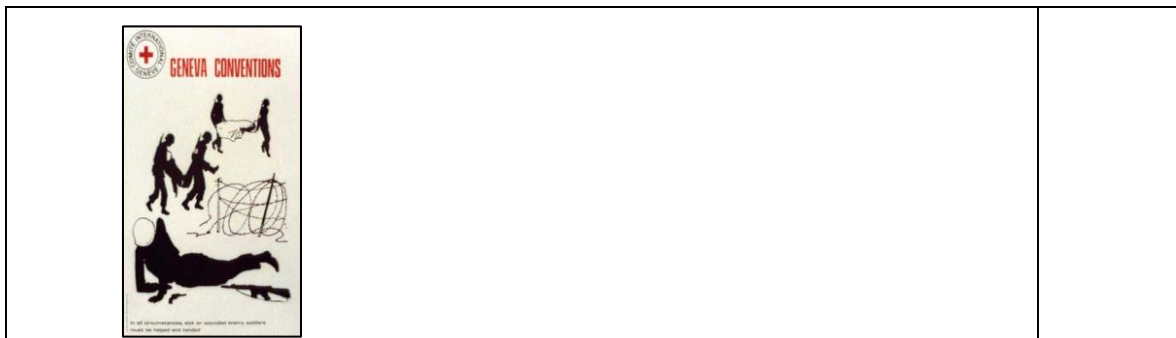
The UN human rights mechanism has three main monitoring tools.

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| <p>NATIONAL AND REGIONAL MECHANISMS</p> <ul style="list-style-type: none"> • Independent Human Right Commissions • HR Committees in Parliament • Ombudsmen • Traditional courts/judiciary • Civil Society • Regional mechanisms such as the African Commission on Human and Peoples' Rights <div data-bbox="316 568 619 828" style="text-align: center;"> </div> | <p>Slide 16</p> |
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• ***Suggested speaking notes:***

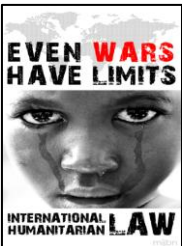
It is important to promote and protect human rights on the national level. In the field, it is useful to know what national human rights mechanisms and actors are available and which ones work in your region. When you encounter a potential human rights abuse, you will be better prepared to appropriately refer the case or ask/provide further information.. The photo is from a mobile court session in the eastern Democratic Republic of Congo that found nine soldiers guilty of rape and crimes against humanity, including the army colonel who ordered the attacks in the mountain top village of Fizi in South Kivu province. More than 50 women were sexually assaulted in early January.

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| <p>INTERNATIONAL HUMANITARIAN LAW</p> <ul style="list-style-type: none"> • Geneva Conventions • Sick and wounded at war (1864) • Sick and wounded at Sea (1899) • Prisoners of War (1929) • Civilians (1949) • Common Article 3 • Additional Protocols (1977) • Extended protection for civilians • Rules regarding non-international armed conflict | <p>Slide 17</p> |
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- **Suggested speaking notes:**

Modern International Humanitarian Law as it related to protection of individuals not or no longer taking part in a conflict is based primarily on the four Geneva Conventions and two additional protocols to the conventions, each designed to protect specific groups. APII and common Article 3 of the four conventions provide provisions for non-international armed conflicts.

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| <p>BASIC PRINCIPLES OF IHL</p> <ul style="list-style-type: none"> • The principle of distinction between civilians and combatants • The principle of proportionality • The principle of precautions in attack • Military necessity • The responsibility to protect (R2P) <div style="text-align: center;">  <p>A poster with the text 'EVEN WARS HAVE LIMITS' in bold, black, sans-serif font. Below the text is a close-up photograph of a young child's face, looking directly at the camera with a somber expression. At the bottom of the poster, it says 'INTERNATIONAL HUMANITARIAN LAW'.</p> </div> | <p>Slide 18</p> |
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- **Suggested speaking notes:**

Elaborate on principles and emphasise why the concept of R2P is still disputed.

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| <p>IHL SPECIFIC TO WOMEN</p> <ul style="list-style-type: none"> • Women shall be treated with all consideration due to their sex • Separate accommodation & hygiene facilities for women POWs and internees • Pregnant POWs or those suffering from obstetrical disorder shall be repatriated immediately • Women shall be especially protected against [in particular, any attack on their honour] rape, enforced prostitution or any other form of indecent assault • Expectant mothers shall be the object of particular protection and respect | <p>Slide 19</p> |
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- **Suggested speaking notes:**

*In addition, the **Geneva Conventions** contain some 19 provisions granting specific protections to women. The conventions were drafted in 1949 and are reflective of the cultures in place at that time. While they are gender neutral in terms of the language regarding civilians and combatants, the special protections that relate specifically to women are generally in terms of their roles as mothers (either as pregnant women, nursing mothers or mothers in general) or for women particularly vulnerable to sexual violence in armed conflicts. While rape is prohibited under the Geneva Convention (Art 27(2) GC IV) it is linked to the women's honour that has tended to take away the seriousness of sexual violence as physical and psychological harm (NB – it was not included in the list of grave breaches).*

Please Note: the GC protections **are valuable, but are **limited** in terms of their view of women's experience of armed conflicts.*

The 1977 additional protocols do not change the attitude significantly – Art 76 contains a comprehensive provision specifically protecting women against rape.

Rape and sexual violence is prohibited under customary international law

References to corresponding bullet points on slide:

- GCI & II, Common Art 12;;
- GCIII Arts 25 & 29, GC IV Arts 49,85, APII Art 5(2);
- GCIII Art 110;;
- GC VI, Art 27, API Arts 75 & 76(1))
- GC IV, Art 16, API Art 76..

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| <p>INTERNATIONAL CRIMINAL LAW</p> <ul style="list-style-type: none"> • Genocide: Acts of violence with intent to destroy, in whole or in part, a national, ethnical, racial or religious group • Crimes against Humanity: Acts of violence, when: <ul style="list-style-type: none"> • Committed as a part of a widespread or systematic attack • Against the civilian population • Where the perpetrator had knowledge of the attack • War Crimes: Acts of violence committed during an armed conflict and have a connection to the conflict such as torture, wilful killing and the taking of hostages. | <p>Slide 20</p> |
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- **Suggested speaking notes:**

Modern ICL has developed significantly since the end of WWII and the establishment of the Nuremburg Tribunal. This area of law deals with three main crimes; genocide; CAH and war crimes. Both domestic courts and international courts or tribunals may deal with such cases. After the wars in Yugoslavia and in Rwanda, the UN set up the ICTY and ICTY as international tribunals with a mandate to adjudicate. Since then several national and hybrid courts have been established to deal with war crimes included in Sierra Leone, Cambodia, Bosnia and Kosovo. .

While these crimes include many similar acts, they have key differences. War crimes must be committed as part of an armed conflict and be linked to the conflict, CAH could be the same type of acts, but committed during peace time or during a conflict as part of a widespread or a systematic attack against civilians and genocide could be the same type of act, but with a specific intent to destroy, in whole or in part, a particular group.

SGBV are crimes that fall within this framework.

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| <p>THE INTERNATIONAL CRIMINAL COURT</p> <p>Based on ratification of the Rome Statute</p> <p>In “Elements of Crime”, it explicitly includes;</p> <ul style="list-style-type: none"> • Rape • Sexual slavery • Enforced prostitution • Forced pregnancy • Enforced sterilization • Sexual violence • Persecution due to gender | <p>Slide 21</p> |
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• ***Suggested speaking notes:***

As the ICC is now operational, we may see many more cases of SGBV prosecuted as international crimes. The ICC has explicitly included the following acts as crimes that may constitute genocide, CAH or war crimes. In 2012, the ICC issued its judgement in the Lubanga case, where the Congolese rebel leader was convicted of war crimes for the use of children in armed conflict, including using girls as sex slaves and forcing boys to rape.

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| <p>Adoption UNSC Resolution 1325 (2000)</p> | <p>Slide 22</p> |
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| <p>Obligations Under 1325</p> <p>Inclusion of a gender-perspective at all levels of decision-making:</p> <ul style="list-style-type: none"> ▪ Women at all decision-making levels in national, regional and international institutions and subsequent mechanisms for the prevention, management and resolution of conflict ▪ Women as military observers, civilian police, HR & humanitarian personnel ▪ Protection of women and girls’ human rights ▪ Gender perspective in PK | <p>Slide 23</p> |
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• ***Suggested speaking notes:***

- *Protection of women and girls’ human rights:*
 - *Respect for international law*
 - *Special measures to protect women and girls from GBV in conflict*
 - *End impunity, including: those responsible for committing sexual violence against women and girls*

- *Respect for the civilian and humanitarian character of refugee camps*
- *Integration of particular needs of women & girls in design of refugee camps*
- *Gender perspective in PK:*
 - *Senior level gender advisor/gender units*
 - *Gender Training of all peacekeeping personnel pre-deployment*
 - *Gender dimension in post conflict processes:*
 - *The adoption of a gender perspective in DDR & post-conflict reconstruction*
 - *The consideration of the different needs of female and male ex-combatants*

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| EVOLUTION OF NORMATIVE FRAMEWORK | Slide 25 |
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| UNSC Resolution 1325 (2000) UNSC Resolution 1820 (2008) UNSC Resolution 1888 (2009) UNSC Resolution 1889 (2009) UNSC Resolution 1960 (2010) | Slide 24 |
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- ***Suggested speaking notes:***

Provide an overview of the historical developments of different UNSCRs and stress UNSCR 1820.

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| UNSCR 1820 <ul style="list-style-type: none"> • First UNSCR to recognise sexual violence as a tactic of war • Where there is continued sexual violence it is impossible to build sustainable peace. Sexual violence can be considered an international crime • Addressing sexual violence in conflict is a matter of international peace and security • Seeks to improve the UN's prevention and protection response to this atrocity, including through the training of peacekeeping personnel • Stresses the need for the exclusion of sexual violence crimes from amnesty provisions in the context of conflict resolution processes • Calls attention to the link between sexual violence and women's participation and empowerment | Slide 26 |
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| SUMMARY <p>An extensive body of legally binding principles and humanitarian law supports SC RES 1325.</p> <p>The right to education, freedom of expression and political liberty support women's participation in society.</p> <p>Such principles have led to direct accountability through international criminal law.</p> <p>Sexual violence is criminal under international law</p> | Slide 27 |
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- ***Suggested speaking notes:***

If time permits, play the short video clip from the link above.

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| <p>Learning Assessment</p> <ul style="list-style-type: none"> • Question #1...#5 • The difference between UN mandate chapters VI and VII • IHL vs HR - BASIC PRINCIPLES OF IHL • Obligations under 1325 • UNSCR 1820 | <p>Slide 28</p> |
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- ***Suggested speaking notes:***

In order to assess the participants' learning progress, provide up to five questions on the most important subjects covered in this session.

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| <p>Summary of the Lesson and Q/A</p> <ul style="list-style-type: none"> • The legal differences between conventions, declarations, resolutions, protocols and customary law • The difference between UN mandate chapters VI and VII • How human rights and humanitarian law support the implementation of UNSCR's on Women, Peace and Security | <p>Slide 29</p> |
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- ***Suggested speaking notes:***

Summarise the Session by stressing the most important items covered throughout the session.

Session 4 (S4)

MANDATES TO RESPOND TO SEXUAL VIOLENCE IN ARMED CONFLICT

a. Aim

- Understand the influence of mission's mandate and rules of engagement on the execution of operations in the context of PSV in PSOs.

b. Learning outcomes:

On completion of this section, participants will be able to:

- Understand how courses of action to prevent and respond to sexual violence are formulated and influenced with reference to a mission's mandate and rules of engagement.

c. Training Sequence

The material contained in this module could be delivered in one to two training units.. The instructor can modify the duration to suit other training requirements and reflect the comprehension level of the participants/learners

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time (45') | Lecture/Presentation | Questions/Discussion | Exercises |
|---------------|----------------------------|----------------------|----------------------|-----------|
| 1, 2, 3, 5 | 1 | 40min | 5min | |
| 4 | 2 | 80 | 10 | |
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e. Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages in this unit. If time permits, students may formulate questions after each presentation.

Presentation is to be undertaken using the provided PowerPoint slides,, video and informal question and answer periods (as determined by instructor).

The exercise presents simple group discussions.

Structure of the presentation

- MANDATES OF TODAY'S UN PEACEKEEPING MISSIONS
- UNDERSTANDING THE TERMINOLOGY
- ROE
- OPERATIONAL CONCEPT OF PROTECTION OF CIVILIANS

f. Instructor Profile

This module is best presented by an instructor who has topical or practical experience, and could share this experience with the cohort. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to group discussions and in any other activity.

g. Instructor Preparations

Required Readings

- UN Action Analytical & Conceptual Framing of Conflict-Related Sexual Violence, General Preparations
- DPKO presentations for tactical and operational level, PPT 1-28

Equipment:

- Computer
- Projector and Screen
- Flip Chart

Materials:

- Copies of handouts
- Power Point presentations

h. Session notes

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| Session 4: MANDATES TO RESPOND TO SEXUAL VIOLENCE IN ARMED CONFLICT | Slide 1 |
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| Aim The aim of this lecture is to: <ul style="list-style-type: none">• Understand the influence of mission’s mandate and rules of engagement on the execution of operations in the context of PSV in PSOs | Slide 2 |
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| Learning Outcome On completion of this section, participants will be able to: <ul style="list-style-type: none">• Understand how courses of action to prevent and respond to sexual violence are formulated and influenced with reference to a mission’s mandate and rules of engagement | Slide 3 |
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**Please Note: Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.*

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| MANDATES OF TODAY’S UN PEACEKEEPING MISSIONS The Security Council articulated the link between sexual violence and the restoration of peace and security in resolutions 1820 (2008), 1888 (2009) and 1960 (2010). | Slide 4 |
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• ***Suggested speaking notes:***

But why are peacekeepers now learning about sexual violence?

- *Because it undermines international peace and security.*

The following – adapted from UN training materials – explains how mandates for UN peacekeeping can prevent sexual violence. Understanding this context helps one to think about the parameters of the action to be taken.

Within a NATO or EU mission, the form of the mandate will obviously be different, but the operational responses will be comparable.

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| <p>MANDATES OF TODAY’S UN PEACEKEEPING MISSIONS</p> <p>Most operational mandates now contain provisions for peacekeepers to PROTECT CIVILIANS and, most recently, to address SEXUAL VIOLENCE.</p> | <p>Slide 5</p> |
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| <p>MANDATES OF TODAY’S UN PEACEKEEPING MISSIONS</p> <p>EXAMPLE: Security Council resolutions mandating peacekeeping missions with the protection of civilians use the following language:</p> <p><i>Decides thatis authorized to take the necessary action (sometimes “all necessary action”), in the areas of deployment of its forces and as it deems within its capabilities, (...) and without prejudice to the responsibility of the Government of, to protect civilians under imminent threat of physical violence including all forms of sexual and gender-based violence.</i></p> <p>http://peacekeepingresourcehub.unlb.org/pbps/Library/Module%20%20-%20International%20Legal%20Dimensions%20of%20the%20Protection%20of%20Civilians.pdf</p> | <p>Slide 6</p> |
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| <p>MANDATES OF TODAY’S UN PEACEKEEPING MISSIONS</p> <ul style="list-style-type: none"> • Such mandates are usually authorized under CHAPTER VII OF THE UN CHARTER, which allows the use of force beyond self-defence. • The mandate is only as STRONG as the WILL of the LEADERSHIP to IMPLEMENT IT. • MANDATED TASKS, ACCOMPANYING ROEs, and OTHER DIRECTIVES on the use of force provide accurate and useful guidance. | <p>Slide 7</p> |
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| <p>UNDERSTANDING the TERMINOLOGY</p> <p>NECESSARY ACTION</p> <p>The mission has the authority to take all steps, up to and including the use of deadly force (as a last resort) to protect civilians under “imminent threat.”</p> <p>“Necessary actions” are not only military actions. They include a full range of civilian, police and military actions and may include any preventive, pre-emptive, and responsive actions taken to avert, mitigate or respond to a known threat. Effective prevention and pre-emption activities do not necessarily require the use of force.</p> <p>http://www.onuci.org/doc/FINAL%20UNOCI%20POC%20strategy%20(29%20June%202012).pdf</p> | <p>Slide 8</p> |
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- *Suggested speaking notes:*

UNDERSTANDING LANGUAGE of the Security Council is essential to implementation of mandates. The following are some of the most frequently used:

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| <p>UNDERSTANDING the TERMINOLOGY</p> <p>IN THE AREAS OF DEPLOYMENT OF ITS FORCES Acknowledges that no force can be omnipotent and not all military resources can be devoted to civilian protection. http://www.peacekeepingbestpractices.unlb.org/pbps/Library/Module%205%20-%20Prevention%20&%20Responses%20to%20Conflict-related%20Sexual%20Violence.pdf</p> | <p>Slide 9</p> |
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| <p>UNDERSTANDING the TERMINOLOGY</p> <p>WITHIN ITS CAPABILITIES No peacekeeping force will be able to address all protection threats at all times. But if needed, peacekeepers take action itself ensuring civilians protection. However, many tasks related to the protection of civilians can be accomplished by sound military practice, such as a rapid concentration of force, deployment of reserves, and the effective use of force multipliers. http://www.peacekeepingbestpractices.unlb.org/pbps/Library/Module%205%20-%20Prevention%20&%20Responses%20to%20Conflict-related%20Sexual%20Violence.pdf</p> | <p>Slide 10</p> |
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| <p>UNDERSTANDING the TERMINOLOGY</p> <p>WITHOUT PREJUDICE to the RESPONSIBILITY of the HOST GOVERNMENT Governments are primarily responsible for the security of their civilians. But if needed, peacekeepers themselves can take action to ensure civilians protection.</p> | <p>Slide 11</p> |
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| <p>UNDERSTANDING the TERMINOLOGY</p> <p>UNDER IMMINENT THREAT “Imminent” does not imply that violence is guaranteed to happen in the immediate future. A threat to civilians may exist if a potential aggressor is believed to have the intent to inflict physical violence. A threat of violence against civilians is imminent from the time it is identified until such time that the mission can determine that the threat no longer exists. http://www.peacekeepingbestpractices.unlb.org/pbps/Library/Module%205%20-%20Prevention%20&%20Responses%20to%20Conflict-related%20Sexual%20Violence.pdf</p> | <p>Slide 12</p> |
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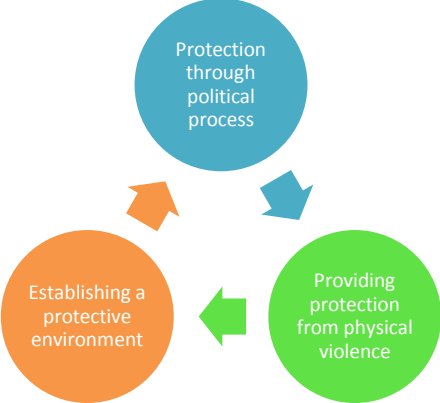
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| <p>RULES OF ENGAGEMENT (ROEs)</p> <ul style="list-style-type: none"> • ROEs: • Are developed by the DEPARTMENT of PEACEKEEPING OPERATIONS along with MISSION LEADERSHIP and the UN's OFFICE of LEGAL AFFAIRS; • Provide parameters within which peacekeepers may use different levels of force; and • Ensure that use of force is undertaken in accordance with the mandate's purpose and principles of international humanitarian law. | <p>Slide 13</p> |
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| <p>RULES OF ENGAGEMENT (ROEs)</p> <p>The following are some important points contained in the ROEs of some existing missions:</p> <p>DUTY to USE MINIMUM and PROPORTIONAL FORCE</p> <ul style="list-style-type: none"> • Only the minimum force necessary to meet the threat should be used. • This does not prevent the immediate use of deadly force if the threat to life is imminent and there is no alternative to remove that threat. • The use of force should be commensurate with the level of the threat. | <p>Slide 14</p> |
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| <p>RULES OF ENGAGEMENT (ROEs)</p> <p>USE of FORCE BEYOND SELF DEFENCE</p> <ul style="list-style-type: none"> • To ensure the security and freedom of movement of UN personnel, • To ensure the protection of UN personnel, facilities, installations and equipment, and civilians under imminent threat. | <p>Slide 15</p> |
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| <p>RULES OF ENGAGEMENT (ROEs)</p> <p>Hostile intent and imminent threat</p> <p>Determining whether there is a hostile intent or imminent threat should be based on one or a combination of three factors, to be considered by the on-site commander:</p> <ul style="list-style-type: none"> • CAPABILITY and PREPAREDNESS of the threat; • EVIDENCE of the INTENTION to attack; and • HISTORICAL PRECEDENT within the area of operation. | <p>Slide 16</p> |
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| <p>IMPARTIALITY AS OPPOSED TO NEUTRALITY</p> <ul style="list-style-type: none"> • IMPARTIALITY is often confused with NEUTRALITY. • NEUTRALITY is a static notion, reflecting an attitude of DISENGAGEMENT. • IMPARTIALITY is to “GIVE TO EACH DISPUTANT FAIRLY.” • Missions must be impartial rather than neutral. | <p>Slide 17</p> |
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| <p>OPERATIONAL CONCEPT OF PROTECTION OF CIVILIANS</p>  | <p>Slide 18</p> |
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• **Suggested speaking notes:**

Present DPKO’s operational concept of protection of civilians and flag its use in following sessions.

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| <p style="text-align: center;">Learning Assessment</p> <ul style="list-style-type: none"> • Understand how courses of action to prevent and respond to sexual violence are formulated with reference to a mission • Difference and similarities between mandates and ROEs • Understand terminology related to topic | <p>Slide 19</p> |
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• **Suggested speaking notes:**

In order to assess the participants’ learning progress, provide up to five questions on the most important subjects covered in this session.

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| Summary of the Lesson and Q/A | Slide 20 |
| <ul style="list-style-type: none">• A. Mandates of today's mission• B ROEs• C Understanding the terminology according ROEs | |

- *Suggested speaking notes:*

Summarise the Session by stressing the most important items covered thought the lesson.

Session 5 (S5)
PROTECTION OF CIVILIANS IN CONFLICT AREAS

a. Aim

The aim of this lecture is to provide an overview of the protection of civilians within the UN Operational Concept on Protection of Civilians.

b. Learning Outcomes

On completion of this section, participants will be able to:

- Explain the DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations..
- Understand field missions POC strategies and its linkages with tactical aspects..
- Understand the four phases of the protection response.

c. Training Sequence

The material contained in this module could be delivered in one to four training units.. The instructor can modify the duration to suit other training requirements and reflect the comprehension level of the participants/learners

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time 45 minutes | Lecture/Presentation | Questions/Discussion | Exercises |
|---------------|------------------------------------|----------------------|----------------------|-----------|
| 1 | 1 | 40 | 5 | 0 |
| 3, 4 | 1 | 45 | 15 | 120 |

e. Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages in this unit. Availability of time may permit additional students to formulate questions after each presentation.

Presentation is to be undertaken using the provided PowerPoint slides, video and informal question and answer periods (as determined by instructor).

The exercise presents simple group discussions to consolidate the main concepts discussed in the three POC presentations.

Structure of the session:

- POC Definition
- UN Field Mission POC Strategy
- DPKO/DFS POC Operational Concept
- The four phases of protection response
- POC risks, threats and vulnerabilities
- EXERCISE “JOINT PROTECTION I”

**Please Note: Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants.*

f. Instructor Profile

This module is best presented by an instructor who has had personal experience in peacekeeping operations with a Protection of Civilian (POC) mandate and preferably as a battalion, FPU, staff or company commander.. Furthermore, the instructor should have undergone a formal training course on the UN Core Pre-Deployment Training Materials (CPTM) and UN POC.

g. Instructor Preparations

Suggested Readings:

- UNSCR 1894 (2009) Protection of Civilians in Armed Conflict
- DPKO/DFS Tactical Level Mission-Specific Training Modules on Protection of Civilians
- DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations
- PKSOI Protection of Civilians Military Reference Guide
- Addressing Conflict-related Sexual Violence (CRSV), an Analytical Inventory of Peacekeeping Practice
- Framework for Drafting Comprehensive Protection of Civilians (POC) Strategies in UN Peacekeeping Operations
- Stimson Center Military Planning To Protect Civilians

General Preparations

Equipment:

- Computer
- Projector and Screen
- Flip Chart

Materials:

- Copies of handouts
- Power Point presentations

Session notes

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| Session 5: PROTECTION OF CIVILIANS IN CONFLICT AREAS | Slide 1 |
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| Aim The aim of this lecture is to provide an overview of the protection of civilians within the <i>UN Operational Concept on Protection of Civilians</i> . | Slide 2 |
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| Learning Outcome On completion of this section, participants will be able to: <ul style="list-style-type: none">• Explain the DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations.• Understand field missions POC strategies and its linkages with tactical aspects.• Understand the four phases of the protection response | Slide 3 |
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**Please Note: Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.*

- **Suggested speaking notes:**

This presentation intends to set the relevant POC principles and ideas adopted by DPKO. It presents the main elements on the DPKO Operational Concept - a fundamental document in the DPKO framework on POC.

This presentation also intends to discuss responses to the important question on how operational level documents, such as the Mission POC Strategy, provide guidance to mission components and are translated to tactical level activities. Moreover, it will focus on military and police tactical tasks that are to be performed in a POC mandated operation, whilst discussing how to reduce threats and vulnerabilities in the mission area.

Outline

Slide 4

- POC Definition
- DPKO/DFS POC Operational Concept
- The four phases of protection response
- UN Field Mission POC Strategy
- POC risks, threats and vulnerabilities
- EXERCISE “JOINT PROTECTION I”

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| <p>References</p> <ul style="list-style-type: none"> • UNSCR 1894 (2009) Protection of Civilians in Armed Conflict • DPKO/DFS Tactical Level Mission-Specific Training Modules on Protection of Civilians • DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations • PKSOI Protection of Civilians Military Reference Guide • Addressing Conflict-related Sexual Violence (CRSV), an Analytical Inventory of Peacekeeping Practice • Framework for Drafting Comprehensive Protection of Civilians (POC) Strategies in UN Peacekeeping Operations | <p>Slide 5</p> |
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Note to Instructor: This presentation is based on UN DPKO/DFS POC Training materials, to locate additional information please see the two DPKO/DFS references.

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| <p>A. What is Protection of Civilians</p> <p>Three Approaches</p> <ul style="list-style-type: none"> • Right based approach • Stabilization and peace building as durable forms of protection • Physical protection from harm | <p>Slide 6</p> |
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• ***Suggested speaking notes:***

“In the absence of a common UN position on the protection of civilians by UN peacekeeping operations, a wide range of views regarding what ‘protection of civilians’ means for UN peacekeeping missions has ensued. An independent study on the protection of civilians in UN peacekeeping operations commissioned by DPKO and OCHA highlighted that actors within and external to the field missions generally subscribe to one of three paradigms to frame their understanding of POC in UN peacekeeping.(http://www.share-pdf.com/76fb3bb88f074ca7b7664710d8c6103c/POC_Lesson%204.pdf)

- *Rights Based Approach: This is a broad interpretation “encompassing all activities aimed at obtaining full respect for the rights of the individual in accordance with international humanitarian, human rights and refugee law.”*
- *Stabilisations and peace building as durable forms of protection: Argues that the best way to protect civilians is by creating a secure and peaceful environment for them to live in. This is the long-view of protection and has been a core component of UN peacekeeping efforts from the beginning.*
- *Physical protection from harm: Protection from physical violence (both attack and the threat of attack). The most visible and immediately tangible type of protection. It is unique to peacekeeping, there are no other external actors performing this sort of protection task in the area of operations.”*

Extract from reference DPKO/DFS Tactical Level Mission-Specific Training Modules on Protection of Civilians. See also UN POC Lesson 4: Current Guidance available at <http://www.peaceopstraining.org/videos/311/current-guidance/>

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| <p>POC Definition</p> <p>“POC consists of efforts to protect civilians from physical violence, secure their rights to access essential services and resources, and contribute to a secure, stable, and just environment for civilians over the long-term.”</p> <p>PKSOI Protection of Civilians Military Reference Guide</p> | <p>Slide 7</p> |
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• ***Suggested speaking notes:***

The definition provided by the PKSOI Protection of Civilians Military Reference Guide basically includes elements of all three paradigms in understanding of POC in UN peacekeeping.

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| <p>Failure to Provide Protection to Civilians</p> <ul style="list-style-type: none"> • Strategic level - International support • Operational level - Host nation Consent, credibility, legitimacy • Tactical level - Tactical issues regarding operations and security | <p>Slide 8</p> |
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• **Suggested speaking notes:**

The consequences are very serious and can vary according to the mission. Failure to protect civilians jeopardises the whole institution of peacekeeping and causes immense damage to the image of the United Nations.

Strategic level: Diminishes international support of the field missions, with a possible impact on political (renewal of mandate etc.) and donor support.

Operational level: Undermines the political relationship with the host government, intensifies difficulties with host government consent, lessens population support and creates a perception of the lack of impartiality, credibility and legitimacy.

Tactical level: operational issues such as, increasing animosity from local population, affecting information gathering, liaising with key leaders, outreach and security (force protection issues related to base protection, patrolling, observation and other tactical tasks).

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| Types of violence against civilians | Slide 9 |
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Note to Instructor: Pose the following question to the class: Based on your experiences, what types of violence are you likely to see in the area of operations?

- **Suggested speaking notes:**

Military and police must recognize the different types of violence that occur in post-conflict situations where UN field missions are operating. Realizing the consequences of violence on the local population is the first step to identify threats and establish protection responses.

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| <p>DPKO/DFS Tiers POC and Peacekeeping</p> <p>Three “Tiers:</p> <ul style="list-style-type: none"> • Tier 1: Protection through political process • Tier 2: Providing protection from physical violence • Tier 3: Establishing a protective environment. | Slide 10 |
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- **Suggested speaking notes:**

“The DPKO Operational concept is the conceptual framework for the development of mission POC strategies. Contingent, battalion and FPU commanders, as well as MILOBs, MILADs, MLOs and IPOs need to understand the multidimensional nature of protection responses in peacekeeping operations. Mission military, police and civilian components (e.g. human rights and political affairs advisors etc.) as well as mission partners (UNCT, NGOs etc.) can cooperate in providing optimum protection responses.

- *Tier 1 is ‘protection through political process..’ It encompasses: political engagement, advocacy and assistance by the UN mission to effectively implement a peace agreement or other political process to resolve the conflict.*
- *Tier 2 is described as ‘providing protection from physical violence.’ It involves actions to prevent, deter, and respond to situations in which civilians are under the threat of physical violence.*
- *Tier 3 focuses on ‘establishing a protective environment.’ Enhances the safety and supports the rights of civilians through promoting legal protections, facilitating humanitarian assistance and supporting national institutions”. **Extract from reference DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations.***

“These tiers are neither hierarchical nor sequential: all three are to be pursued simultaneously in a coordinated manner to produce synergistic effects that achieve the overarching objective, durable peace in which civilians are not under threat from physical violence or other human rights abuses. Although there is no inherent hierarchy between the tiers, the mission must ensure that it has taken all possible measures within its capacity to help the host authorities to protect civilians from physical violence when mandated to do so. Peacekeeping operations are generally the only international entity responsible for playing a direct role in the provision of protection

from physical violence; in that regard, they have a unique responsibility amongst protection actors.” See more details in Stimson Center’s publication “Military Planning To Protect Civilians” available at <http://www.stimson.org/images/uploads/research-pdfs/3 - Military Planning To Protect Civilians 2011.pdf>

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| <p style="text-align: center;">Four “Phases” of Protection Response</p> <p style="text-align: center;">Tier II - protecting civilians from physical violence</p> <ul style="list-style-type: none"> • Phase 1 – Assurance/Prevention • Phase II – Pre-emption • Phase III – Response • Phase IV - Consolidation. | <p>Slide 11</p> |
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- ***Suggested speaking notes:***

The DPKO Strategic Framework to draft field mission POC strategies talks about phases of protection. These phases may not be sequential, but rather should be understood as four organizing concepts that might operate simultaneously depending on the range and nature of the threats.

The DPKO Operational Concept lays out the four phases of the protection response. These phases may not be sequential, but should be understood as four categories of activities that might operate simultaneously depending on the nature of the threats. These phases are part of the Tier II of the POC concept. They specifically address physical protection.

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| <p style="text-align: center;">Four “Phases” of Protection Response</p> <p style="text-align: center;">Tier II - protecting civilians from physical violence</p> <ul style="list-style-type: none"> • Phase 1 – Assurance/Prevention • Phase II – Pre-emption • Phase III – Response • Phase IV - Consolidation. | <p>Slide 12</p> |
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- ***Suggested speaking notes:***

“The four phases

Phase 1 – Assurance/Prevention:

The measures in this phase are aimed at reassuring the local population of the mission’s intent to protect them, mainly through routine and passive measures. Generally, conducting these actions help units to prevent or pre-empt a threat from developing. In other situations, due to a lack of proper capabilities such as communications, intelligence and mobility, a POC threat may not have been anticipated and thus there is a need to enter into the response phase.

Phase 2 – Pre-emption:

Where measures under Phase 1 prove insufficient, or when heightened risks are detected, more active and pre-emptive measures may be required. It may also be the case that an infantry battalion has part of its area of operations with a company conducting tasks related to prevention and the other part with another company conducting pre-emptive measures.

Phase 3 – Response: When the threat of physical violence to civilians is apparent, more active measures aimed at deterring potential aggressors from initiating hostile acts may be necessary. At this stage, the violent behaviour is already underway and steps must be taken to compel the aggressor to cease hostilities and comply. Direct military action should be considered as an option.

Phase 4 – Consolidation: This range of activities addresses the stabilization of a post-crisis situation. The aim is to assist the local population and host authorities to return to a state of normality, and create conditions in which a return to hostilities is lessened.” **Extract from reference, DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations.**

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| <p>POC Mechanisms</p> <ul style="list-style-type: none">• Strategic level - Mission POC Mandate• Operational level - Mission POC Strategy, FC Directives and Military CONOPS.• Tactical level - Battalion Operation Order | Slide 13 |
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- ***Suggested speaking notes:***

Strategic

The POC Mandate will come from a UNSC Resolution. Each POC mandated field mission develops a mission-specific strategy.

Operational

POC Strategy also serves as an operational level guideline with roles and responsibilities of all POC actors in the field. It will also help identify activities to be undertaken by the mission to address POC risks, analyse the resources and capacities required to implement the POC mandates. This will be then translated to FC Directives and Military CONOPS.

Tactical

Identifying actual and potential POC risks in the mission area is the responsibility of tactical level units like UN Infantry Battalions and Formed Police Units. Their efforts to protect civilians must be based on a thorough analysis of the POC risks facing the population.

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| Mission POC Strategy | Slide 14 |
| <ul style="list-style-type: none"> • A Mission POC Strategy is developed on the grounds of the DPKO Framework for Drafting Comprehensive Protection of Civilians (POC) Strategies in UN Peacekeeping Operations. | |

- ***Suggested speaking notes:***

“Comprehensive POC strategies are designed to bring coherence in approach, minimize gaps, avoid duplication and maximize the mission’s ability to ensure the protection of civilians through the use of its available capacities (civilian, military, police and support elements of the mission). By clarifying the role and activities of the mission along with the modalities of interface with key partners, comprehensive POC strategies can ensure better coordination with other actors working on POC. Additionally, POC strategies are an important tool for senior mission leadership to ensure that missions take a pro-active approach to POC. Senior mission leadership have an important responsibility in this respect and must remain engaged in both the development and implementation of comprehensive POC strategies.” See more details in Framework for Drafting Comprehensive Protection of Civilians (POC) Strategies in UN Peacekeeping Operations available at <http://www.refworld.org/pdfid/523998464.pdf>

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| The importance of mission POC Strategies for the tactical level | Slide 15 |
| <ul style="list-style-type: none"> • Identify actual and potential POC Risks • Contribute to providing an overview of protection actors at the tactical level • Benefit from a clarification of roles/responsibilities and of POC coordination mechanisms. | |

- ***Suggested speaking notes:***

POC strategies are drafted at the operational level, and aim to ensure that tactical-level tasks contribute to the mission’s POC objectives. POC planning is a tool to anticipate POC risks so it can address them in coordination with other protection actors.

As we will see shortly, the analysis of the POC risks must be derived from analysing the threats posed to the population and their vulnerabilities. Military and police components operating at the tactical level contribute to risk analysis through collecting and sharing information via their normal activities

It is very important for the tactical level operators, such as battalion and FPU commanders, to understand a mission POC strategy and how it impacts on Military/Police CONOPS and plans. A POC strategy provides the operational level guidance to allow the components HQs to draft plans and orders that will ultimately affect the battalion and FPU this levels; this includes military observers, military liaison officers and individual police officers.

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| POC Implementation Matrix | Slide 16 |
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- *Suggested speaking notes:*

“A coherent protection response requires consultation and coordination with all protection actors (UN and non-UN) in order to organize all available protection resources to address threats in a proactive and logical manner.” **For more details, see DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations, Module 4 Ensuring the Protection of Civilians.**

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| POC Risk | Slide 17 |
| <ul style="list-style-type: none"> • POCPOC Risks are a response to vulnerabilities and threats that create situations where violence and deprivation harm civilian welfare. • POC Risk = Threat x Vulnerability • Threat = Capability x Intent x Opportunity. • Vulnerability = Individual/community factors x (Environmental factors/Access to assistance). • One cannot assess the risks without Understanding the Operational Environment | |

- *Suggested speaking notes:*

“Taking into consideration the calculation of the THREAT and VULNERABILITY, the overall POC risk is determined by calculating the level of THREAT relative to the VULNERABILITY of the civilian population. It is important to note that the risk of attack increases as the longer the threat is allowed to exist.”

“Vulnerabilities are based on the characteristics of the civilians (individual and community factors) and the factors that can lead to and compound those vulnerabilities (environmental factors).”

“Individual or Community Factors: Age, gender, sex, ethnicity, religion, political affiliation and social status.”

For more details, see DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations, Module 4 Ensuring the Protection of Civilians.

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| <p>Threat Assessment</p> <p>Threat = Capacity x Intent x Opportunity.</p> <ul style="list-style-type: none"> • What is the motivation for the violence (strategic x opportunistic violence)? • Is the perpetration of violence against civilians essential to the survival of the belligerent group? • What does the motive for violence against civilians tell us about the necessary protection response to each given belligerent group? • What are the armed group's capacities as a military force? • Does the situation present an opportunity to attack civilians? | <p>Slide 18</p> |
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- ***Suggested speaking notes:***

Threat Assessment is consideration of the history, motivation, and capabilities of the negative forces, together with group's logic for harming civilians and the relationship between that logic and the overall aim of the group.

What is the motivation for the violence? (E.g. is violence indiscriminate and aimed primarily at "soft", easily attacked targets, or is it targeted at specific groups or individuals for political or military strategic reasons?)

Is the perpetration of violence against civilians essential to the survival of the belligerent group? (E.g. is violence mainly perpetrated for looting and re-supplying belligerents, for the purpose of forced recruitment or forced labour? Is it necessary to the political or military survival of the group?)

What does the motive for violence against civilians tell us about the necessary protection response for each given belligerent group? If violence is strategically used against specific communities, then a deterrent posture might be effective, but if violence were opportunistic, then effective deterrence would require "a peacekeeper in every village and behind every tree," this is not practical. In this case, it might be necessary to employ a more proactive posture designed to seize the initiative from belligerent forces.. Note, violence against civilians is never justified, regardless of the motive.

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| <p>Assessing Vulnerabilities</p> <ul style="list-style-type: none"> • Vulnerability = Individual/community factors x (Environmental factors / Access to assistance). • Who are the civilians to be protected? Age, gender, sex, ethnicity, religion, political affiliation and social status. • What are the environmental aspects to be considered? Geographic location, level of state authority in the area, infrastructures and communication. • What are the conditions of access to assistance? Social or political barriers to communication, language barriers and freedom of movement. | <p>Slide 19</p> |
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- **Suggested speaking notes:**

“Vulnerabilities are based on the characteristics of the civilians (individual and community factors) and the factors that can lead to and compound those vulnerabilities (environmental factors).”

(<http://www.peacekeepingbestpractices.unlb.org/PBPS/Library/Module%204%20-%20Ensuring%20the%20Protection%20of%20Civilians.pdf>)

VULNERABILITY = (INDIVIDUAL OR COMMUNITY FACTORS) X (ENVIRONMENTAL FACTORS) / (ACCESS TO ASSISTANCE)

Remark on the differences in the broad category of civilians (e.g. an IDP camp in Haiti is different from an IDP camp in Sudan etc.).

Comment on the aspects related to civilian groups (e.g. tribes, gender issues, environment, IDPs and refugees etc.)

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| Reducing Threat and Vulnerability | Slide 20 |
| <ul style="list-style-type: none"> • Reducing vulnerability = actions affecting the targeted population <ul style="list-style-type: none"> • Reducing the threat = actions affecting the perpetrators <p>Tactical actions conducted by battalions, companies and FPU's should not be conducted in isolation but through a whole of mission approach</p> | |

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| <i>Protect IDP camp</i> | <i>Patrolling</i> | <i>Facilitate humanitarian assistance</i> |
| <i>Support HR monitoring</i> | <i>Establish safe zones/routes</i> | <i>Employ Community liaison assistants</i> |
| <i>Apply early warning mechanisms</i> | <i>Engagement with local leadership</i> | <i>Joint protection teams,, Sector JP Groups and Field P Teams</i> |

Reducing vulnerability

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| <i>Tactical offensive operations</i> | <i>Robust patrolling/night patrolling</i> | <i>Seizing of belligerent ground and area domination</i> |
| <i>Interposition</i> | <i>Checkpoints</i> | <i>Surveillance and reconnaissance</i> |
| <i>Capture of militia leaders</i> | <i>Mobile operating bases (COBs/TOBs)</i> | <i>Control key infrastructure</i> |

Reducing the threat

- **Suggested speaking notes:**

A military or police force can take measures to reduce vulnerability of the local population and to reduce a threat posed against the same local community. Each area commander shall analyse local POC risks, prioritize them and determine their unit's capabilities to protect civilians.

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| POC - Tactical tasks <ul style="list-style-type: none">• Infantry Battalion Tasks• Formed Police Unit Tasks | Slide 21 |
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- **Suggested speaking notes:**

The four phases of response (prevention, pre-emption, response and consolidation) should be reflected in the tactical plan. Its main goal is the protection of civilians. Planning for these tactical tasks require full understanding of the higher guidance on protection of civilians. It makes all the difference to have POC as the desired end state. Doing so, changes the way you plan and conduct routine and special tasks, how you gather and share information and your degree of preparedness to tackle POC situations. A brief comparison between MINUSTAH and MONUSCO demonstrate how military components plan and conduct operations to protect civilians differently. In Haiti, for example, the threats against civilians are quite different from those existing in the DRC.

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| PSV - Reducing the Threat <ul style="list-style-type: none">• Reducing the threat from SV entails taking steps to change the behaviour of belligerents and may involve reducing their offensive capabilities and intimidation capacity<ul style="list-style-type: none">○ With external PSV actors — UN and independent actors.○ With host authorities – Host nation Security Forces.○ With local communities | Slide 22 |
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| Reducing the Vulnerability <ul style="list-style-type: none">• Reducing the vulnerability of civilians threatened by SV involves actions focused on the targeted population, rather than the belligerent.. These can take the form of:<ul style="list-style-type: none">○ Defensive and stabilizing operations (e.g. checkpoints, patrols, deterrent positions and cordons).○ Facilitating humanitarian assistance and human rights monitoring.○ Public information efforts to inform targeted population about risks of exposure to SV. | Slide 23 |
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**Notes to Instructor: Refer to Addressing Conflict-related Sexual Violence (CRSV), an Analytical Inventory of Peacekeeping Practice and discuss some TTPs focused on reducing the threat and the vulnerability in terms of SV.*

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| <p style="text-align: center;">Summary</p> <ul style="list-style-type: none">• POC Definition• UN Field Mission POC Strategy• DPKO/DFS POC Operational Concept• The four phases of protection response• POC risks, threats and vulnerabilities. | Slide 24 |
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**Note to Instructor: Reiterate and outline the main points that have been covered during the session.*

**SESSION 5
PART TWO:**

EXERCISE “JOINT PROTECTION I”

INSTRUCTOR’S NOTES FOR EXERCISE JOINT PROTECTION

Learning Outcome:

- Students recognize the utility of the ‘reduce vulnerability and threat’ approach.
- The necessity for a comprehensive and all agency approach.
- The differentiation between Police and Military tasks with regards to gender challenges.
- Recognise that the only long-term solution is local ownership.

“Learning Outcome: Students recognize the utility of the ‘reduce vulnerability, reduce threat’ approach, the requirement for a comprehensive, all agency approach, differentiation between tasks POL and Mil can do now and long term gender challenges and, lastly, recognition that the only long term solution is local ownership.”

Suggested Timings:

Reference: UN Protection of Civilians PDT Standards, 1st ed. (2011), Module 6: Scenario-based Exercises on Protection of Civilians.

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| Date / Time | Activity | Remarks |
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| 10 min | The syndicate Leader outlines the problem and organizes the syndicate into Mil and POL co-lead groups | The appointments should focus on their role, but also make general contributions. You can change these roles and add different ones if you wish |
| 90 min | Use Charts 1/2 to identify options in order to Reduce Vulnerabilities and Threats | <p>This is a DPKO format. You may need to lead syndicates using the information suggested below:</p> <ul style="list-style-type: none"> • <i>Although the longer term challenges are listed below, they should not be discussed at length as they are outside the immediate interest of Bn Comd and Sector Chief UN Pol, whose main concern is to prevent further violence, particularly SGBV.</i> • <i>Discussion should focus on Phase I (Assurance and Prevention), Phase II (Pre-emption) and Phase IIIIII (Response), but <u>not</u> Phase IV (Consolidation).</i> |

| | | |
|--------|---------------|--|
| 20 min | Brief results | |
|--------|---------------|--|

Chart 1: Vulnerabilities and Threats

| Issue | Reduce Vulnerability | Reduce Threat |
|--|---|--|
| Long Term Challenges: Where UN Specialist agencies will support / influence government programmes | | |
| Female genital mutilation (FGM) Equality of Women in Society Bigamy Education of Women Women's right to land ownership | These are major cultural challenges that require government and population buy-in, followed by changes in State/Customary Law, sensitisation and funding etc. This is likely to involve action from UN Missions, in-country agencies / IOs / NGOs and strategic actions by the World Bank and UNICEF etc. | |
| Issues where UN Bn and Pol will have a role in providing an Immediate Response | | |
| Cross Border Child Trafficking | Identify where children are most vulnerable (e.g. IDP camp) and consequently protect them Interdict routes (e.g. VCPs) | Identify traffickers Increase border security |
| Rape of Young Girls and SGBV in HISHA | Engage with local leaders and UN agencies already involved the region to further identify the issues at hand. Increase Patrols in the village Encourage/facilitate local community self-policing and reporting Utilise JPT | Increase capabilities of CNP to deter, catch and detain criminals |
| SGBV in TOGOL IDP camps and surrounds | Engage with Camp agencies and committees to identify the issue at hand. Improve Camp layout and routines Initiate UN POL Patrols (with local police) and reduce the need for women to go outside the camp | Intensify Camp control/access and monitor male visitors |
| CNP and FARDC SV in an IDP camp | Restrict access by CNP and FARDC to the Camp and closely monitor those admitted | Engage CNP and FARDC leadership: responsibility, education, control of movement, discipline (trial and sentence) |

Chart 2: UN Matrix for a Comprehensive Approach

| Gender Issues to Be Addressed | Activities / Mitigating Measures | Lead Actor | Supporting | Remarks |
|--|---|--|--|--|
| Issues where UN Bn and UN Pol will have a role in providing an Immediate Response | | | | |
| Cross Border Child Trafficking | <p>Situational Awareness:</p> <p>Pre-Emption: Seize of trafficking gangs</p> <p>Prevention: Increase public awareness of issue and penalties</p> <p>Facilitate local ownership</p> <p>Witness scheme</p> <p>Increase security at vulnerable locations</p> <p>Border Patrols and interdiction of routes</p> <p>Response: Immediately follow up on reports and use a Quick Reaction Force</p> | <p>Bn</p> <p>UN Office, in cooperation with UNICEF</p> <p>Bn</p> <p>Bn</p> | <p>UNPOL</p> <p>Bn, UNPOL</p> <p>UNPOL</p> <p>UNPOL / CNP</p> | <p>Involve local authorities and UN agencies after the arrest</p> <p>With local authorities</p> <p>And x border coord</p> <p>Involve local authorities for prosecution</p> |
| <p>Rape of Young Girls and SGBV in HISHA</p> <p>SGBV in TOGOL</p> | <p>Situational Awareness</p> <p>Pre-Emption: Target perpetrators</p> <p>Prevention: Increased patrols Involve community in own protection and reporting</p> <p>Response: Quick follow up to seize criminals and support investigation</p> <p>Situational</p> | <p>Bn</p> <p>Bn JPT</p> <p>Bn</p> | <p>UNPOL</p> <p>UNPOL with CNP UNPOL with CNP</p> <p>UNPOL / CNP</p> | <p>Int from CNP?</p> <p>Involve local authorities for prosecution and child protection specialists</p> |

IDP camp and surrounds

Awareness:

Pre-Emption: UNPOL
Interdict criminal gangs / armed groups likely to conduct SGBV within Camp, Bn outside

Bn / UNPOL FPU

Prevention: UN agency who is camp lead
Improve org and routines of camp incl. UNPOL access
Patrol in Camp
Firewood / market UNPOL with CNP patrols

Response:
Investigation, arrest, punishment.

| | | | | |
|-------------------------------------|--|--|---|--|
| <p>CNP and FARDC SV in IDP camp</p> | <p>Situational Awareness:</p> <p>Pre-Emption: Control of CNP and FARDC access to IDP Camp</p> <p>Prevention: Influence local CNP and FARDC leadership to engage, control and punish forces</p> <p>Response: Influence Govt. and CNP / FARDC to investigate and punish individuals</p> | <p>UN agency who is camp lead</p> <p>UNPOL / Bn</p> <p>UNPOL with CNP Bn with FARDC MP</p> | <p>UNPOL / Bn with counterparts</p> <p>UN Fd Office with local authorities</p> <p>UN Fd Office with local authorities</p> | <p>In coordination with Camp committees</p> <p>UNPOL with CNP, Bn with FARDC</p> |
|-------------------------------------|--|--|---|--|

INSTRUCTOR'S BACK UP DISCUSSION NOTES

These notes are indeed to assist the instructor in stimulating discussion.

1. Beforehand (Planning phase)

a. Reduce Vulnerability and Threat:

- Who may need to be protected and from what?
 - *Children from being trafficked to other countries*
 - *Girls in the village of HISHA from being raped*
 - *Females in IDP camp from being raped*
 - *Female rights to maintain ownership over the land of their ex-husband*
- Who should lead?
 - *For security related issues, it should UN Bn in coordination with UNPOL*
 - *For the advance of female human rights, it should be HR Field Office.*
- When and where might it be necessary to deploy UN troops and police?
 - *Increase patrolling in village of HISHA, IDP Camps and along borders*
 - *UN Bn should have QRF element to act on unexpected occurrence*
- What civilian expertise should be deployed?
 - *HR experts in order to assess land-ownership*
 - *AA psychological medical team to assist victims of rapes*
- How reliable are the national forces that could be deployed?
 - *Investigate the involvement of local police/military and their commanders in SGBV.*
 - *Local ownership should be encouraged, but under the mentorship and monitoring of UN agencies.*
- How can the situation be monitored?
 - *Joint patrols with local forces*
 - *Interviews with local people, schoolteachers and local authorities.*

b. Information, liaison and cooperation:

- Who needs to meet with whom and for what purposes?
 - *Firstly, a joint meeting with the mayor, military and police commanders of the township in order to present the case and win local consent/ownership A HR field representative, in cooperation with local military and police components, should lead the meeting.. If this is not possible, a UN Bn commander and NGO representatives should lead the meeting.*
 - *Subsequent meetings should be held between UN military, civil police commanders and local leaders in order to develop security related plans and coordinate future action.*

- Who should information be shared with and how often for early warning purposes?
 - *Weekly meetings should be led among representatives from UN agencies, prior meeting local civilian, police and military authorities in order to plan future actions and assess progress.*
 - *Daily briefings should be held for all UN and NGO representatives at Bn HQ.*

- Who are the relevant local actors and should they be regarded as potential allies or spoilers?
 - *Allies: Local mayor, chief of police, military commanders, religious heads, women's organisations and school heads*
 - *Spoilers: FDLR*

- What key messages need to be communicated and to whom?
 - *Encourage the mayor to address the population over the radio and communicate that local authorities and the UN will not tolerate SGBV. Thus joint action will be undertaken to stop this crime. Encourage reporting of SGBV and the protection of those who do so.*

 - *UN to local authorities: remind them that they have signed international human rights documents and are therefore responsible for the protection of civilians.*
 - *Encourage local authorities to consider adjusting national legislation as per international human rights declarations.*
 - *Encourage local authorities to lead the operation and to punish those who do not cooperate. The UN will be a partner and support efforts as necessary.*
 - *IGE to conduct/support public awareness campaign on women rights using the local radio station*

c. Assistance:

- What specialist knowledge and skills will you need to draw on?
 - *Child protection*
 - *Human-rights*
 - *Gender unit*
 - *HIV unit*

d. Local Ownership:

- *Involve local authorities in planning as early as possible. However, delay security sensitive discussions until you have confirmed that local leaders are not involved in SGBV.*

2. During the events

a. Reduce Vulnerability, Reduce Threat:

- What particular developments should trigger what particular responses?
 - *Immediately:*
 - *Investigate rumours on SGBV in HISHA and IDP camp*
 - *Increase JPT with military and police forces in HISHA, in vicinity of IDP camp and along the border with TORO area.*

- *Start with public, locally led information campaign on women's rights*
- *SGBV related incidents:*
 - *Investigate and report*
 - *Establish temporary CP (Check Point) in vicinity of areas of concern*
 - *Deploy QRF, led by local military forces, to deter child trafficking along the border*

- What risks may be involved in particular deployments of force and how can these be minimized?

- *Over reaction / insensitive action by UN force elements. The escalation of forces should be carefully handled. Local forces to lead whenever possible.*
- *Leak of operational information. Information sharing with local forces should be based on necessity and only to those whose integrity and credibility has not been compromised. If not sure, then local forces should be informed just prior execution of an operation.*
- *Lack of will by local authorities to prevent future SGBV. Identify those, report and ask superior HQ to consider their replacement thorough national authorities.*

b. Information, liaison and cooperation:

- How will this be coordinated and who needs to be involved?

- *Weekly meetings should be led among reps from UN agencies, prior meetings local civilian, police and military authorities in order to plan future actions and assess the progress.*
- *Daily briefings should be held for all UN and NGO reps at Bn HQ.*
- *Send liaison officers (with radio communications) to local forces*

- How will information be gathered and disseminated?

- *Daily reporting by all agencies to mil/pol ops centres*
- *Daily briefings within UN agencies*
- *Meetings with local forces as needed*

- What key messages need to be communicated and to whom?

- *Promote success over the radio station*
- *Encourage cooperation of local people and reporting of SGBV*

c. Assistance:

- *Request from higher HQ to have stand by QRF forces*
- *Provide log support to local forces during ops, if need (i.e. tpt)*
- *Secure safe havens for recovered children*
- *Request assistance of specialised UN agencies to increase activities in the area (UNHCR, UNICEF)*

d. Local Ownership:

- How can local authorities, local security agencies and local NGOs be involved and take ownership?

- *Local face up front in conducting military and police operations*
- *Encourage mayor to initiate ops by local police force*

- *Mayor to address local population and shape perception on the importance of HR and protection of women and children*
- *Local police to lead on planning follow up ops in protecting women in areas of HISHA and IDP camp*
- *Local police to secure IDP camp on permanent bases.*

3. Consolidation

a. Reduce Vulnerability, Reduce Threat:

- How long will it be necessary to keep police and military forces deployed?
 - *This is event driven operation. Increased operational activities should support work of gender NGO and other agencies as long situation does not improve.*
- Who still needs to be protected and from what?
 - *Protection of children in schools (and to and from schools) and IDPs from being kidnapped*
 - *Protection of women of mass rapes*

b. Information, liaison and cooperation:

- Who needs to meet with whom and for what purposes?
 - *Regular contacts should be maintained with local authorities*
- How will information be gathered and disseminated?
 - *Joint patrols to focus on deterrence and info gathering*
 - *Interviews conducted by NGOs in HISHA and IDP camp in order to assess SGBV situation.*
- What key messages need to be communicated and to whom?
 - *Gender awareness campaign should have lasting character. It should be conducted in schools, hospitals, military, police and utilise public radio, village meetings, play groups etc.*
 - *UN remains dedicated in supporting local authorities to improve women HR and their protection.*

c. Assistance:

- What specific civilian assistance can MONUSCO continue to provide?
 - *Gender unit to operate in the KALU area*
 - *HR experts to continue pressing on national authorities to adapt national law in accordance with HR declarations and adhere to it.*
 - *Medical/psychological treatment of victims of abduction and rape*

d. Local Ownership:

- How can local authorities, local security agencies and local NGOs be involved and take ownership?
 - *Continue gender awareness campaign*
 - *Lead in promoting HR*
 - *Lead in planning and executing military and police operations in order to reduce SGBV related incidents.*

Provide continuous protection of schools and IDP/IDP camps and routes

STUDENTS' NOTES FOR EXERCISE "JOINT PROTECTION I"

AIM: The aim of this exercise is to consolidate the main POC concepts and provide practical context to the theoretical issues arising out of POC training module.

GENERAL IDEA: The exercise takes place in the MONUSCO Mission in Eastern DRC. The following background information is essential to understanding the operational environment and tackling the problem:

MONUSCO

Mandate: The Security Council Resolutions (SCR) for MONUSCO has directed the following tasks, in order of priority:

*“Ensure the effective **protection of civilians**, including humanitarian personnel and human rights defenders, under imminent threat of physical violence, in particular violence emanating from any of the parties engaged in the conflict;*

Ensure the protection of United Nations personnel, facilities, installations and equipment;

*Support the efforts of the Government of the Democratic Republic of the Congo to ensure the **protection of civilians from violations** of international humanitarian law and human rights abuses, including all forms of sexual and gender-based violence, to promote and protect human rights and to fight impunity, including through the implementation of the Government’s “zero-tolerance policy” with respect to discipline and human rights and humanitarian law violations, committed by elements of the security forces, in particular its newly integrated elements;”(UNSCR 1925 (2010) available at <http://www.un.org/News/Press/docs/2010/sc9939.doc.htm>)*

Rules of Engagement: MONUSCO Rules of Engagement say that (Rule no 1.7): “*MONUSCO armed personnel are authorized to use force, up to and including deadly force, to protect civilians, including humanitarian workers, under imminent threat of physical violence. When and where possible, permission to use force should be sought from the immediate superior commander.*” (UN Department of Peacekeeping Operations, “United Nations Master List of Numbered ROE, ”Guidelines for the Development of ROE for UNPKO, Provisional Sample ROE, Attachment 1 to FGS/0220.001, United Nations, April 2002)

Forces: MONUSCO has over 19,000 uniformed personnel located mainly in Eastern DRC. They are widely dispersed, operate within defined geographical boundaries and operations are rarely carried out above battalion level.

IOs AND NGOs

There are number of International Organisations (IO) and Non-Governmental Organisations (NGO) operating within MONUSCO area. One NGO, International Gender Equality (IGE), has a field office next to UN Battalion HQ in LOSO.

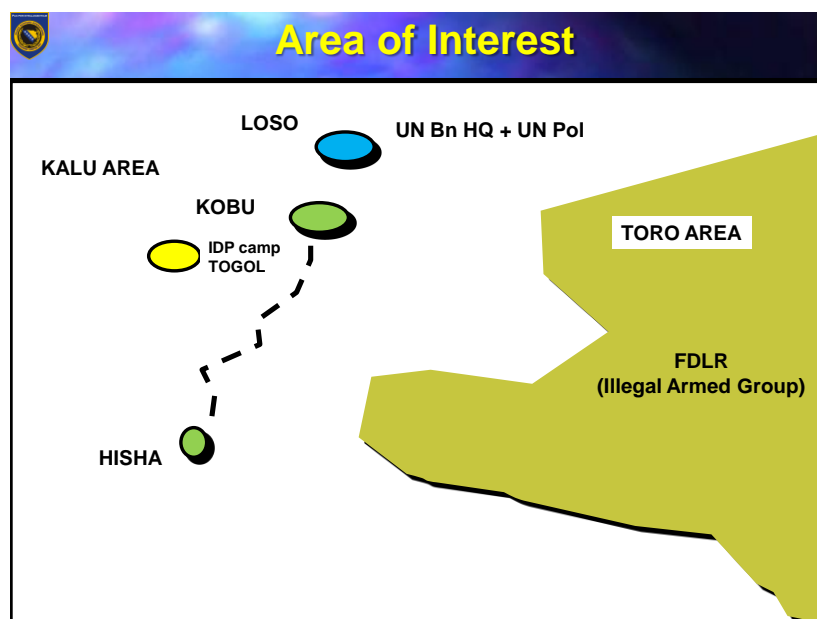
UNHCR dispatches humanitarian convoys and patrols, as security situation permits, to handle humanitarian situation in the Internally Displaced Person (IDP) camp at TOGOL.

LOCAL FORCES

FDLR: Within your operational area the main threat comes from the armed rebel group called the FDLR (Forces Démocratiques de Libération du Rwanda). The FDLR are the remnants of the Rwandan Hutu power group that fled Rwanda after the civil war. The FDLR have been living in the hills on the border since 2000. They have control of some mineral mines and have established permanent camps with families and children deep in the bush. They have a record of assault, robbery and Human Rights Violations (HRV) including rape of the local population during their raids for supplies.

FARDC: The DRC military are called the FARDC (Forces Armées de la République Démocratique du Congo). They have conducted a number of operations, supported by MONUSCO, against the FDLR but have been largely unsuccessful and some elements are believed to be friendly with the FDLR. A Bn of about 250 men are in LOSO but have only two 4T trucks and a couple of hand held radios.

CNP: The Congolese National Police (CNP) is largely ineffective and the only police station of ten officers located in LOSO dispatches patrols occasionally to nearby KOBU and HISHA when they have sufficient fuel for their vehicle.



CIVIL CONSIDERATIONS

As a result of atrocities executed by FDLR in TORO area approximately 7,000 persons fled the area and about 5,500 are in IDP camp TOGOL, south of KOB. The daily challenges of communicable diseases, poor hygiene and malnutrition, have been magnified by the lengthy conflict and the lack of humanitarian access, the situation, especially in the IDP camp, is very challenging. The local medical centre, supported by International Medical Corps, has limited capacities to address the growing health challenges. LOSO is the administrative centre for KALU area, where the office of mayor, local administration and public FM radio station are located.

SECURITY SITUATION

Although DRC has ratified the main international human rights treaties, which guarantee women's right to equality, in practice women still suffer considerable discrimination, particularly in the KALU area, where local tribes believe that women are essentially second-class citizens. Female genital mutilation (FGM) of girls in their early teens, though illegal, is practiced very extensively. Bigamy is still common in all rural areas and women are generally expected to stay at home. Women's literacy rates are low and girls tend to drop out of school earlier than boys.

FDLR conduct raids against vulnerable villages and conduct GBV as part of their intimidation tactics. The Security situation has worsened in the last two weeks, leading to increased SGBV in KALU area. There are rumours that children are being trafficked to neighbouring countries for further transport to the sex markets in richer countries. Rape rates of young girls in HISHA have increased. Many girls have been forced to quit school due to fear of sexual violence worsened by the social stigma attached to this form of violence.

A recent IGE report points out that these problems are particularly acute in IDP camp TOGOL. Either women or children head many of the families in the camp, the male head of the household was either killed during the conflict or 'joined' one of the military groups involved in the fighting. These woman or child-headed households often face difficulties returning home because it is unlikely that their claims to the land that they left will be recognized under DRC customary law. Customary law also often does not respect women's right to own or inherit property on the deaths of their husbands or male relatives. Widows are often expected to marry their late husband's brother or closest male relative as a means of keeping land within the family.

The women and children are vulnerable both to SGBV within the Camp, but also when they leave the Camp to collect firewood and water. It is rumoured that some police and military (CNP and FARDC) commanders may have been involved in crimes of sexual violence and who continue to exert considerable influence in the camp. Some are alleged to be behind the continued trafficking of children.

In KALU Area, UNPOL with an FPU (mix of male and female) lead on security within IDP Camps and liaison with related agencies and local authorities, while the Bn leads on security outside the IDP camps.

TASK

Your task is to obtain a clear understanding of the situation (threat and vulnerability) and devise a plan (POC Implementation Matrix) that will contribute to the protection of civilians.

TASK ORGANIZATION

Your Battalion HQ is located in KALU area in the Sector East AO, with infantry companies deployed throughout AO. In the area, there is also Military Observer (MILOB) Team site and UN Police (UN POL) Team site. UN POL is assisting in the development of the local police force and also has a monitoring responsibility.

Following agencies are also available to support your planning/execution:

Sector East G2
UN Field Office
UN POL
Bn CIMIC Officer
UNHCR

UN MILOB Team
IGE Representative
Bn Info Ops Officer
Bn Gender Officer

Session 6 (S6)

**COMPREHENSIVE APPROACH IN PREVENTING SEXUAL VIOLENCE IN
CONFLICT**

a. Aim

- Explain the roles that various mission components play in PSV and understand the need for an integrated/multi-agency approach, together with community consultation.
- Identify key actors and processes in reporting/liaising
- Identify ways to engage men and women in the community

b. Learning Outcomes

Upon completion of this section, participants will be able to:

- Understand the roles that various mission components play in PSV
- Understand the need for an integrated and multi-agency approach
- Identify key actors and processes in reporting/liaising
- Understand the need for community consultation and how to engage with men and women in communities

c. Training Sequence

The material contained in this module could be delivered in one to four training units. The instructor can modify the duration to suit other training requirements and reflect the comprehension level of the participants/learners

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM Options | Minimum Session Time 60 minutes | Lecture/Presentation | Questions/Discussion | Exercises |
|---------------|------------------------------------|----------------------|----------------------|-----------|
| 1 | 1 | 40min | 15min | 0 |
| 3, 4 | 1 | 30min | 5min | 25min |

e. Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages in this unit. If time permits, students may formulate questions after each presentation.

Presentation is to be undertaken using the provided PowerPoint slides,, video and informal question and answer periods (as determined by instructor).

The exercise presents simple group discussions.

Structure of the presentation:

- WHO PROTECTS CIVILIANS?
- EXAMPLE: MONUSCO COMPREHENSIVE STRATEGY ON COMBATING SEXUAL VIOLENCE
- EXAMPLE: INCIDENT REPORTREPORT
- VIDEO: UNITAR MANDATED TO PROTECT

f. Instructor Profile

This module is best presented by an instructor who has topical/practical experience and could share this experience with the cohort. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to group discussions and in any other activity.

g. Instructor Preparations

Required Readings

- Addressing Conflict-related Sexual Violence (CRSV), an Analytical Inventory of Peacekeeping Practice, June 2009

General Preparations

Equipment:

- Computer
- Projector and Screen
- Flip Chart

Materials:

- Copies of handouts
- Power Point presentations

h. Session notes

| | |
|--|----------------|
| Session 6 COMPREHENSIVE APPROACH IN PREVENTING SEXUAL VIOLENCE IN CONFLICT | Slide 1 |
| Aim The aim of this lecture is to: <ul style="list-style-type: none">• Explain the roles that various mission components play in PSV and understand the need for an integrated/multi-agency approach, together with community consultation.• Identify key actors and processes in reporting/liaising• Identify ways to engage men and women in the community | Slide 2 |
| Learning Outcome On completion of this section, participants will be able to: <ul style="list-style-type: none">• Understand the roles that various mission components play in PSVPSV• Understand the need for an integrated and multi-agency approach• Identify key actors and processes in reporting/liaising• Understand the need for community consultation and how to engage with men and women in communities | Slide 3 |

**Note to Instructor: Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.*

• **Suggested speaking notes:**

Facilitate reverse stakeholder mapping

Facilitate [reverse stakeholder mapping](#) as response to sexual violence. Participants should name all the stakeholders that could assist and identifying some of their key activities.

Guide to include:

- *Host state government, other components of the mission, local civil society/NGOs and international NGOs.*
- *Prevention, protection, impunity and participation activities*

| | |
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| <p>Who protects civilians?</p> <p>In a UN Mission, for example:</p> <ul style="list-style-type: none"> • The Host State Government • Peacekeeping Operations • The UN High Commissioner for Refugees (UNHCR) • The UN Office for the High Commissioner for Human Rights (OHCHR) • The International Committee of the Red Cross (ICRC) • UN Office for the Coordination of Humanitarian Affairs (OCHA) • UNICEF (UN Children’s Fund) • Local and international NGOs, civil society organizations and women’s organisations etc. | <p>Slide 4</p> |
|--|-----------------------|

- *Suggested speaking notes:*

Who provides protection to civilians and where do peacekeepers fit??

- *The primary role of the host state government is embedded in the standard language associated with Protection of Civilians mandates.*
- *There is a number of UN field mission components and various external actors who address POC. Coordination amongst these actors,, particularly between the political and military actors and the UN and independent humanitarian actors,, can be challenging.*

Main protection actors:

a) The Host State Government always has the primary responsibility for protecting civilians within its borders. This protection should emanate from the full range of state security (military, police, and gendarmerie) and judicial structures

b) UN field missions have a range of protection actors distributed amongst its components. Military, police and civilian components (e.g. civil affairs, human rights, political affairs)) have specific mandates regarding POC. UN Peacekeepers under POC mandates are authorized by the UN Security Council to support or supplement the protection efforts of host-state institutions in cases where international peace and security is deemed to be at risk.

- The Military Component retains the monopoly of the use of force in peacekeeping missions, and its units are the tools to protect civilians from physical harm. However, no military or police unit can sustain protection without the assistance of other mission and non-mission actors.

- One good example to be mentioned refers to a crisis in which a local population seek refuge in a UN military base. The company or battalion might be capable to protect those civilians around the base from physical attack, but are incapable to logistically support them for a sustained period. Hence, the military unit needs the presence of other missions (human rights and civil affairs) and non-mission partners (UNHCR, OCHA) to provide the other types of protection actions.

c) Other organizations that have been mandated by the international community to provide supplementary protection in support of host government protection responsibilities include:

- UNHCR (UN High Commissioner for Refugees) staff work in urban areas, host communities and refugee or IDP sites. They attempt to promote or provide legal and physical protection, and minimize the threat of violence to displaced people. They also seek to provide at least a minimum of shelter, food, water and medical care in the immediate aftermath of any refugee exodus.

- OHCHR (Office for the High Commissioner for Human Rights) is engaged in monitoring human rights situations on the ground and implementing projects, such as technical training and support in the areas of justice, legislative reform, human rights treaty ratification, and human rights education.

- ICRC (International Committee of the Red Cross) is the guardian of International Humanitarian Law. The mission of the ICRC is to “...protect the lives and dignity of victims of armed conflict and other situations of violence and to provide them with assistance. The ICRC also endeavours to prevent suffering by promoting and strengthening humanitarian law and universal humanitarian principles ...” (ICRC Protection Policy, p. 1)

- UNOCHA (UN Office for the Coordination of Humanitarian Affairs) mobilizes and coordinates humanitarian action in partnership with national and international actors in order to alleviate human suffering in disasters and emergencies, advocate for the rights of people in need, promote preparedness and prevention, and facilitate sustainable solutions.

- UNICEF (UN Children’s Fund) engages in Child Protection activities, preventing and responding to violence, exploitation and abuse. They monitor and report on international humanitarian law and human rights violations perpetrated against children in conflict.

d) Many non-state actors are also involved in the provision of protection related services (humanitarian assistance), the monitoring and reporting of human rights abuses (human rights monitors and advocacy organizations), and the rehabilitation and reform of judicial institutions.

They play crucial roles in relation to the protection from sexual violence (e.g. supporting and rehabilitating victims, providing medical treatment, legal advocacy, and community education).

Based on: UN DPKO - Tactical Level Mission-Specific Training Modules on Protection of Civilians

| | |
|--|-----------------------|
| <p>Example: MONUSCO Comprehensive Strategy on Combating Sexual Violence</p>  | <p>Slide 5</p> |
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- Suggested speaking notes:

Example from MONUSCO Comprehensive Strategy on Combating Sexual Violence in DRC (Presentation regarding the roles of key actors in the protection of civilians)

- In response to the scale and severity of conflict-related sexual violence in the DRC, the mission developed a Comprehensive Strategy on Combating Sexual Violence in the DRC.
- The allocation of leadership within five priority areas is a good illustration of how different parts of the mission need to coordinate around different aspects of addressing sexual violence.

Photo: © Bilamekaso Tchagbele/ MONUSCO

Bunia, 2 June 2012 – Twenty-five officers and non-commissioned officers of the Armed Forces of the Democratic Republic of Congo (FARDC) underwent five days of training on sexual violence. The training started on 7 June 2012, and also addressed the issues of human rights, child protection, gender, and military code of conduct.

(<http://monusco.unmissions.org/Default.aspx?tabid=10927¤tpage=43&language=en-US>)

The training, which was organized by the United Nations Organization Stabilization Mission in the Democratic Republic of Congo (MONUSCO), in collaboration with the United Nations Fund for Population Activities (UNFPA), aimed at enabling the participants to combat sexual violence against women. The trainees were expected to transfer the knowledge acquired to the rest of the troops in the operational area of the Ituri district.

| | |
|-----------------------------------|----------------|
| REPORT AN INCIDENT EXAMPLE | Slide 6 |
|-----------------------------------|----------------|

- ***Suggested speaking notes:***

Using the CIMIC Report template, how will incidents be reported?

Discuss the physical way that observations and incidents on the ground will be reported through Military CoC and outwards to civilian operators

Role-play with students the reporting-chain, from initial information observation/incident to Op Planning. Who at Bde needs to know? How will they alter plans to ensure knock on planning implications? What other agencies need to know?

Who has responsibility through Military CoC for reporting and liaising? What responses will the Military have? How and when should they include this information in Planning? CMIC Los, GENADs, OPLANS, Discussion on GFP, GENADs

With whom and how will you share this information?

CIMIC Report template for each student

PPT Slides to show the complex web of actors and differing mandates

JDP 3-40

MSSG CIMIC Reporting Template

| | | | | |
|---|-----------------|-----------|----------------|----------------|
| UNITAR | MANDATED | TO | PROTECT | Slide 7 |
| http://www.youtube.com/watch?v=y8y8_GaxC3I | | | | |

- ***Suggested speaking notes:***

Video & Interactive Lecture:

UNITAR Mandated to Protect: 28:00 – 29:56

Focus on military engagement with communities in the prevention and response to sexual violence

- *Suggested speaking notes:*

Group exercise and discussion: engaging with men and women in communities

Pre-prepared flipcharts, each listing one group of people in a community: teenage boys, teenage girls, community elders and refugees.

Two questions on each flipchart: how could these people be involved with sexual violence? How could a military contingent consult with them?

Loosely break participants into four groups and ask them to move between each flip chart. Add suggestions.

In the final 5 minutes, do a quick wrap up highlighting some of the mechanisms for community consultation and flag potential relevance to FETs (to be discussed in the following sessions). Insert some suggested strategies.

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| Learning Assessment | Slide 9 |
| <ul style="list-style-type: none"> • THE ROLES THAT VARIOUS MISSION COMPONENTS PLAY IN PREVENTION OF SEXUAL VIOLENCE • THE NEED FOR AN INTEGRATED AND MULTI-AGENCY APPROACH • IDENTIFY KEY ACTORS AND PROCESSES IN REPORTING AND LIAISON • THE NEED FOR COMMUNITY CONSULTATION AND HOW TO ENGAGE WITH MEN AND WOMEN IN COMMUNITIES | |

- *Suggested speaking notes:*

In order to assess the participants' learning progress, provide up to five questions on the most important subjects covered in this session.

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| Summary of the Lesson and Q/A | Slide 10 |
| <ul style="list-style-type: none"> • A. Who protects civilians? • B Report an Incident - Example • C Engaging with communities | |

- *Suggested speaking notes:*

Summarise the Session by stressing the most important items covered through the lesson.

Session 7 (S7)
INFORMATION GATHERING AND PRESERVATION OF EVIDENCE
OF SEXUAL VIOLENCE IN CONFLICT

a. Aim

The aim of this session is to provide peacekeepers with an understanding of the procedures and techniques involved in collecting and processing of information and the documentation and investigation of sexual violence in conflicts within UN peacekeeping environments.

b. Learning Outcomes

Upon completion of this section, participants will be able to:

Understand the processes and factors associated with the collection and processing of information on UN PSO missions.

Understand the different processes and roles played by agencies in the investigation and documentation of SV crimes, how their contribution can maximise victims’ access to justice and minimise any potential harm to them in the investigation and documentation process.

c. Training Sequence

The material contained in this module could be delivered in one to two training units. The instructor can modify the duration to suit other training requirements and reflect the comprehension level of the participants/learners.

This lecture should be delivered in conjunction with modules covering the Protection of Civilians.

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time | Lecture/Presentation | Questions/Discussion | Exercises |
|---------------|----------------------|----------------------|----------------------|-----------|
| | 45 minutes | | | |
| 1, 3, | 1 | 35min | 10min | |
| 4 | 2 | 80min | 10min | |

e. Methodology

This module contains learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience.

Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small work groups, etc.

The instructor should inform participants of course content, format and timing. By knowing what to expect, the participants can improve their ability to focus on the subject and benefit to a greater extent from the session.

Instructors are highly recommended to distribute the handouts to participants a day before the session in order to give them the necessary time to research topics and prepare themselves.

Structure of the presentation

Information gathering and analysis

Operational Environment and analysis

Threat evaluation

BREAK

Investigation and Documentation of SGBV

Practical aspects of evidence collection and the role of peacekeepers

Physical evidence and the role of peacekeepers

***Please Note:** It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants.

f. Instructor Profile

This module is best presented by an instructor who has experience in UN field missions, mission verifications and investigations, and is willing to share their experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to group discussions, case study discussions and in any other activity.

g. Instructor Preparations

Required Readings

UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009

Peace Support Operations Field Book Version 4 – 2008 Peace Support Training Centre of Canada

International Protocol on the Documentation and Investigation of Sexual Violence in Conflict. 1st ed. June 2014

Addressing Conflict-Related Sexual Violence. An Analytical Inventory of Peacekeeping Practice. June 2010

General Preparations

Equipment:

Computer

Projector and Screen

Flip Chart

Materials:

Copies of handout

Power Point presentations

Session notes

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| <p style="text-align: center;">Session 7 INFORMATION GATHERING AND PRESERVATION OF EVIDENCE OF SEXUAL VIOLENCE IN CONFLICT</p> | Slide 1 |
| <p>Quotation slide: “For the perpetrators, there can be no hiding place; no amnesty; no safe harbour. They will be pursued by any and all means at our collective disposal.”</p> <p>Zainab Hawa Bangura G8 Foreign Minister’s Meeting April</p> | Slide 2 |
| <p>References</p> <p>UNSCR 1894 (2009) Protection of Civilians in Armed Conflict DPKO/DFS Tactical Level Mission-Specific Training Modules on Protection of Civilians DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations PKSOI Protection of Civilians Military Reference Guide Addressing Conflict-related Sexual Violence (CRSV), an Analytical Inventory of Peacekeeping Practice June 2010 International Protocol on the Documentation and Investigation of Sexual Violence in Conflict 1st Ed. June 2014</p> | Slide 3 |
| <p>Aim</p> <p>The aim of this session is to provide peacekeepers with an understanding of the procedures, factors and techniques involved in collecting and processing information, documentation relevant to sexual violence investigations within UN peacekeeping environments.</p> | Slide 4 |
| <p>Learning Outcome</p> <p>Upon completion of this section, participants will be able to:</p> <ul style="list-style-type: none">Appreciate the different sources, factors and processes involved in the collection and analysis of information.Analyse the operational environment with specific reference to threat evaluation and PSV.Understand how this fits in to the Protection of Civilians | Slide 5 |

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| <p>and PSV. Understand how evidence of SGBV is collected and processed. Understand how the activities of professional investigators can be facilitated and supported by peacekeepers and other agencies.</p> | |
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Note to Instructor: Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points. Stress should be placed on the primacy of the professional investigators and how peacekeepers are there to support their activity and only get directly involved when invited or when there is no alternative.

Suggested speaking notes:

This session outlines the importance of having an understanding of how information is sourced, utilised and integrated into operational planning, POC and PSV. A wider understanding on how SGBV is investigated and documented, together with how peacekeepers play their role in the process, is presented as a key element of mission success.

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| <p>Agenda</p> <p>Information gathering and analysis</p> <p>Operational Environment and analysis</p> <p>Threat evaluation</p> <p>BREAK</p> <p>Investigation and Documentation of SGBV</p> <p>Practical aspects of evidence collection and the role of peacekeepers</p> <p>Physical evidence and the role of peacekeepers</p> | <p>Slide 6</p> |
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Suggested speaking notes: There is a need to point out that information gathering and analysis together with OE and threat analysis are fundamental building blocks to the provision of understanding when it comes to the investigation of SGBV.

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| <p>“For the perpetrators, there can be no hiding place; no amnesty; no safe harbour. They will be pursued by any and all means at our collective disposal.”</p> <p>Zainab Hawa Bangura G8 Foreign Minister’s Meeting April 2013</p> | <p>Slide 7</p> |
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Suggested speaking notes:

Stress the important contribution of effective information collection, analysis and subsequent action toward mission success, including effective responses to SGBV.

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| Information gathering and analysis Role of information in preventing SV Collection plans | Slide 8 |
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Suggested speaking notes:

One of the keys to prevent SV is intelligence. Information gathering is essential and to do it the battalion (company or FPU) needs to develop a collection plan. Amongst several existing sources of information, it is important to note that the population is by far the most relevant. Regular exchanges and meetings with local leadership, as well as frequent contact with locals, and the use of community liaison assistants or similar arrangements are valuable means to gather information. If a well-prepared collection plan is in place, a military unit can analyse and process information that consequently produces limited intelligence for the unit and higher military echelons. The mission level joint structures, such as the JMAC and JOS, expect unit commanders to send timely, accurate and opportune information that will be processed and presented as intelligence.

Humanitarian organizations, NGOs and missions elements deployed in your AOR are also an important source of information. In general, all these organizations are partners in the protection of civilians and thus confidence must be built with such groups. Sharing information relevant to the protection of civilians is a delicate process that requires very good communications, transparency and respect on the part of the relevant actors. It is important to respect any reservations or limitations that might be expressed regarding the disclosure of confidential (especially witness) information..

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| Analysis, including threat analysis | Slide 9 |
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Suggested speaking notes: nil

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| Operational Environment (OE) factors The importance of OE context | Slide 10 |
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Suggested speaking notes:

This step involves understanding all the features of the operational environment which have the potential to influence the course of the conflict and/or affect the successful implementation of the mandate.

In describing the effects on operations, both the UN Presence and belligerent parties need to be considered. The J2 staff must identify the opportunities, possibilities, constraints and complexities which the environment presents to the potential operations of both UN mission

elements and the belligerent parties. The effects need to be analysed on a case-by-case basis and put in context to avoid the tendency for over-generalisation.

For example, in assessing the effect on UN and adversary forces, fine weather may appear to be positive for the PKO. However, a more detailed and balanced analysis may reveal that, because the PKO has alternate, faster and more reliable means of movement, the fine weather might prove to be more valuable to a belligerent party which relies solely on unpaved road networks for movement.

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| OE integrated appreciation of different factors and impact on Protection of Civilians (POC) | Slide 11 |
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Suggested speaking notes:

The military force achieves an integrated appreciation of the Operational Environment (OE), which includes geographic, political, military/security, economic, social, informational and infrastructural (GPMESII) factors. Commanders and staffs should understand key GPMESII considerations as they relate to POC, including systems, nodes, challenges, opportunities, and other issues.

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| OE and PSV | Slide 12 |
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Suggested speaking notes:

The PSV-specific considerations about the Operational Environment include the questions on the slide. Discuss each question with participants.

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| OE analysis – a technique | Slide 13 |
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| Threat evaluation | Slide 14 |
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Suggested speaking notes:

Threat evaluation is a detailed study of the belligerent parties, their composition, organization (i.e. size, leadership and chain of command), tactical doctrine, weapons, equipment, sustainment systems, source of motivation, external and internal support, military and political objective, etc. Due to the complex nature of many armed conflicts, there may also be the need to study external interests and internal players, such as regional organisations, countries, governmental and non-governmental organisations, etc. Threat evaluation determines the threat's intent, capabilities, limitations and how the threat's reaction under a given circumstance could in anyway affect mandate implementation.

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| Threat evaluation – PSV aspects | Slide 15 |
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| Information collection and the information cycle | Slide 16 |
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Suggested speaking notes:

One basic model of the intelligence process is called the "information cycle". This model can be applied, but like all basic models, it does not reflect the fullness of real-world operations. The activities of the information cycle obtain and assemble information, analyse information, convert it into intelligence and make it available to users. The information cycle comprises of: tasking, collection, analysis and dissemination. The intelligence cycle provides a baseline or foundation of context upon which subsequent investigations, including criminal investigations, can be launched.

Note to instructor: Before showing the slide above; ask the participants what information sources would they expect in a peacekeeping mission? Further, break it down to the various components – military, policy, development, etc.

Suggested speaking notes:

Collection - Sources

Collection in the PK mission is led by mission PIR and is undertaken in the interest of efficiency. PIR guidance for collection is expressed in the form of a **Collection Plan (CP)**; it contains information regarding the information network. The CP could be used as an agenda for collection.

Information and data take various forms.

SIGINF or SIGINT (Signals Information or Signals Intelligence) – is also a very important source of information gathering but there can be political sensitivity over its use, especially where it could be perceived to violate privacy and national laws. To overcome this fear of indiscriminate surveillance, the UN could limit such monitoring within strictly defined parameters such as confining activity to current operations and to specific approved targets. Signals Information includes: Communications Information (phone taps, interception of faxes, monitoring radio exchanges etc.) and Electronic Information (electromagnetic, non-communications transmissions such as radio equipment characteristics, radar and aircraft IFF (i.e. automated aircraft identification signals).

Example The Maritime Component of UNIFIL used ship-borne radars to detect unidentified vessels approaching ports.

IMINF or IMINT (Imagery Information or Imagery Intelligence) – will be critical to the support of the decision-making process during operations. However, it should be thought in terms of best ‘cost and effect’ since all the equipment is highly expensive and a contingent could not contribute to these assets easily. Imagery Information can include any imagery ranging from satellites, to mission helicopters, to snapshots taken by an observer or tourist. As an example see open source satellite information – example at <http://www.mapquest.com/satellite-maps/>

Examples MINUSTAH successfully used photos of a gang and their leaders in screening individuals entering or leaving cordoned off areas. Aerial imagery was also used to provide near-real time information and contributed to the production of up-to-date maps. Another example is the use of Satellite Imagery in Haiti; it contributed to situational awareness in planning post-earthquake. Small Unmanned Aerial Vehicles (UAVs) have also been tested on missions.

HUMINF or HUMINT (Human Information or Human Intelligence) – While technologies helped considerably (MINUSTAH 2006-07, Human Information is still critical. UN peacekeeping missions are typically undertaken in underdeveloped countries, where most of the infrastructure has been destroyed and more advanced technological industry has yet to begin. Therefore, most PKO missions are embedded into a HUMINF-rich environment. HUMINF is the most common form of collection as it can be conducted openly to maintain impartiality and at little cost. The more advanced technical methods require skilled operators, maintainers and analysts.

Advantages – can be real-time; provides a ‘feeling on the ground’; can reveal direct and indirect relationships (political, financial, military, criminal, romantic), and is cost-effective

Limitations – time lag between collection and reporting/verifying can render the information useless; no certainty of collection success; may be politically sensitive; often difficult to determine reliability of sources or verify the information.

OSINF (Open source information) is commonly used between the UN and partner NGOs/agencies. Actually the vast majority of the relevant information is not secret. However, it needs to be analysed in a correct manner and purpose oriented. There are many elements that join open source collection; National, military, law enforcement, business, academic, NGO or media, and Civilian groups. These groups can contribute to the collective intelligence of all people. Open source information collation and analysis efforts should be enhanced. Other agencies that have been present in the mission area for some time will be likely to have well-established collection methods and networks. Human Rights Monitors and ICRC staff are specifically mandated to collect information related to their agendas. Nonetheless, the information may lead to criminal prosecution at a later date, or that release or sharing of information may be a cause for persecution at a later time and they are thus reluctant to share without appropriate safeguards in place.

Policing sources teach that “Information sharing is a reciprocal concept, based on mutual advantage, and, unless information flows in both directions, the stream of information will soon dry up.” This concept applies particularly to information gathered from partner agencies.

(Handling of sensitive information will be covered later in the presentation)

The United Nations Office on Drugs and Crime (UNODC), Criminal Justice Assessment Toolkit on Police Information and Intelligence Systems, 2006; Chapter Five – Criminal Intelligence as a Process

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| The role of the individual | Slide 18 |
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Suggested speaking notes:

Before KLEs, Patrols, or Population Engagement:

It is a commander’s responsibility to ensure that his subordinates are prepared to collect information. This means that subordinates need to be trained in proper questioning techniques and observation skills. Every soldier is a sensor, but cannot be correctly used if each sensor is not calibrated properly. Additionally, no patrol should be deployed without a list of RFIs. The term “presence patrol” has a negative impact on the morale of those conducting such patrols. This term should no longer be used. At a minimum, every patrol should be assigned the task of collecting information regarding CRSV.

RFIs should be clearly identified to each member of the patrol.

After KLEs, Patrols, or population engagement: a member of the intelligence cell should conduct a thorough debrief of each patrol. During this debrief, members of the patrol provide information regarding the RFIs they were assigned to collect information upon.

BREAK

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| The Role of Peacekeepers in the Documentation and Investigation of Sexual Violence in Conflict | Slide 19 |
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Suggested speaking notes:

Students are to note that much of the material from the first session has direct relevance and utility to this section. SGBV incidents can rapidly undermine any accumulated mission success. Evidence gathering and the subsequent public application of justice are therefore a key component to mission success.

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| Who is qualified to conduct investigations and document SGBV incidents Trained to standards set out in the Protocol Constraints in investigation – mandate and local legal primacy | Slide 20 |
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Note to Instructors:

Access to copies of the protocol would be very useful for this session and for reference afterwards.

Suggested speaking notes:

An initial point to make is that Peacekeepers are unlikely to be trained and qualified as specialist practitioners. They will probably be drawn from UN Police, other UN agencies (e.g. UNHCR), NGOs specialising in this field (e.g. Save the Children, Human Rights Watch) and professional investigation bodies (e.g., civil police). A high profile example of the latter came from the investigation of the Bogoro Massacre of 24 February 2003 in DRC when irregular combatants belonging to the FRPI and FNI attacked a village, massacring at least 200 civilians and sexually enslaving women and girls. The International Criminal Court, invited in by the DRC Government, sent professional investigators to ascertain facts, collect evidence and bring charges against the perpetrators. Germain Katanga, one of the group leaders, was convicted on 7 March 2014 on 5 counts of war crimes and crimes against humanity.

Describe the protocol – its background, structure and the tools it contains

Remind students that investigators will need to be aware of relevant national laws regulating evidence collection

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| Outline the types of SV crimes Contextual elements of SGBV Modes of liability | Slide 21 |
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Suggested speaking notes:

It needs to be stressed that although peacekeepers may not be directly conducting investigations, they do need to be aware of what the investigators are seeking to do, and therefore how they can assist them in their efforts.

Outline definitions of:

War crimes (International Armed Conflict) – specific sexual violence crimes

Crimes against humanity

Genocide

Torture

(From Protocol pp. 19-21)

Contextual elements of international crimes – the elements that raise the specific crime to the level of an international crime – a war crime, a crime against humanity or an act of genocide (Protocol pp. 23-24).

Modes of liability for commission of international crimes – how is the alleged perpetrator responsible for that act of sexual violence as a crime against international law?

(Protocol pp. 25-26)

Co-perpetration

Indirect perpetration

Ordering

Soliciting

Aiding and abetting

Responsibility of commanders and other superiors

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| Practical aspects of the investigation (Do no harm!): Understand the risks to staff, witnesses and survivors involved in investigating an incident. Ensure investigators are adequately trained and equipped. Protection of collected evidence. Special measures when dealing with children Informed consent from all interviewees. | Slide 22 |
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Note to Instructors: *Students should be encouraged, through discussions, to recognise where they, as peacekeepers, can contribute and facilitate the investigator's task in considering the above bullet points.*

Suggested speaking notes:

Risks to staff, witnesses etc drawn from Protocol pp. 33-35. Current tactical situation poses what risks, cultural attitudes to survivors and witnesses? Outline the potential impact of cultural, ethnic, religious and political factors. Students should note that Peacekeepers will be expected to assist in controlling the area, setting up appropriate interview areas, ensuring safe custody of forensic evidence, statements, access to sites etc. Include reference to the need to assess risk to any evidence collected.

Protocol pp. 29-30 covers training and the standards set out in this protocol. Investigators should, where possible, be trained to recognise trauma, respond to PTSD, suicide and selfharm. Protection of evidence from tampering, contamination, deterioration and loss. Include reference to the need to safeguard confidentiality where necessary and appropriate.

Protocol p. 30 Child survivors and witnesses. Specific training required to interview children and referring them for special support. Also include age-sensitive questioning and interview techniques, avoid re-traumatisation and observe cultural sensitivities.

Importance of informed consent, see Protocol pp. 45-47. Interviewees need to understand the purpose and content of the information collection process; their confidentiality and application; the need for procedures to be followed; the intended use of information; the risks and benefits of

participating in an interview. Include specific reference to children's consent (Protocol pp. 46-47)

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| Interviewing – factors Peacekeeper involvement Location Support to interviewee Cultural and environmental awareness The Interview Check List Interview objectives Interpreters Children Recording information | Slide 23 |
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Suggested speaking notes:

Note to instructor: it is highly recommended that copies of the International Protocol on the Documentation and Investigation of Sexual Violence in Conflict (First edition June 2014) be made available, one of each student)

Interviewing, as a subject, requires a dedicated lecture on its own so this should be briefed as an overview and recommendations made for further study. See pp. 52-61 and Annex 1 of the Protocol.

Peacekeeper involvement - normally an activity reserved for trained specialists from UN, the ICC or host nation police. Circumstances or tactical situation may require peacekeeper assistance or direct participation.

Location – safe and appropriate, with no obvious cultural or religious implications, facility owner consent obtained, no other witnesses present.

Support to interviewee – moral support from family or friend, but not during the interview (raise special consideration for children later).

Cultural and environmental awareness – who conducts interviews, what day, what time of day, travel considerations, link to location point.

Interview check list – (instructor should refer to p.53 and Annex 1), to include issues of informed consent, implications of information gathered and its subsequent distribution, types of questions to be asked and -

The 3 objectives:

- 1. Proof of the committing of a particular act*
- 2. Confirmation that the context makes it a crime against humanity, a war crime or an act of genocide*
- 3. Proof that a particular individual is criminally involved and responsible (participating, ordering, inciting).*

Use of interpreters – Take into account cultural factors (tribal, gender etc.), confirm no link to interviewee.

Children – refer to Protocol p.50, Section 6, p.59, Section 8.

Recording of information – Refer to p61, Section 7.5.

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| Physical Evidence Unless essential, there should be no removal or disturbance of physical evidence. Procedures to be followed if evidence does have to be removed. Medical evidence (including special handling to meet forensic needs) | Slide 24 |
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Suggested speaking notes:

Handling of evidence should be left to trained professionals and experts. Risk of compromise of evidence if it is disturbed.

Circumstances in which evidence may have to be moved (tactical situation, physical threat through external factors [e.g. weather, flood, human intervention etc]). Students should appreciate that Peacekeepers may be involved in moving evidence if experts are not available or too few.

Avoid contamination – rubber gloves, bagging and labelling of items, include full details of individuals concerned.

Need to record site evidence using photographs, annotated sketches with measurements, site log etc.

Medical evidence – requires expert handling and it is unlikely that peacekeepers will be involved, except for arranging security and transport of items. There may be a pressure of time to get biodegradable evidence to suitable storage facilities : peacekeepers can facilitate this activity.

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| Physical evidence examples: Clothing, uniforms, bed linen, mattresses Weapons, including knives, ammunition, ammunition cases Stains, blood, vomit, semen, vaginal fluid, faecal matter Documents Computers, mobile telephones and other communications equipment Bodies, body parts | Slide 25 |
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Suggested speaking notes:

Students need to understand that the experts and trained practitioners will be the deciders on what is and what is not evidence; they should nonetheless be encouraged to bring to the attention of the investigator any items of potential evidential value.

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| Peacekeepers and site management: -Potential tasks for Peacekeepers to assist investigators -Strict control and log of all visitors to site: maintain the | Slide 26 |
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| integrity of the site -Sketch and photograph the site -Leave the site as found, unless directed otherwise by investigators | |
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Suggested speaking notes:

Likely tasks for peacekeepers:

Need for specialist equipment – rubber gloves, evidence bags, labels, cameras, measuring tape, barrier tape,

Provision of security detail, escorts.

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| Learning Assessment Question #1 List 5 Operational Environmental factors that can influence a conflict from the perspective of a belligerent. Question #2 List 4 sources of collection and give examples. Question #3 Give 4 examples of types of SV crimes. Question #4 List the 3 objectives of an interview in a SGBV context. Question #5 Give 5 examples of physical evidence. | Slide 27 |
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Suggested speaking notes:

In order to assess the participants’ learning progress, provide up to five questions on the most important subjects covered in this session.

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| Summary of the Lesson and Q/A | Slide 28 |
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Suggested speaking notes:

Summarise the Session by stressing the most important items covered through the lesson.

Suggest the instructor start by revisiting the key elements of information gathering and analysis, linking this to the factors affecting the operational environment and subsequent analysis and

subsequent threat evaluation. Stress and reiterate the importance of these 3 elements in providing a basis of contextual knowledge for the investigation of alleged SGBV. Outline the need for the SGBV investigation and what the end objective is (the collection of evidence to prove/disprove the occurrence of SGBV events and the creation of a case against perpetrators) and how the peacekeepers assist in these processes. Highlight the key elements of practical evidence collection and the probable roles of peacekeepers in collection processes.

SESSION 8 (S8)
THE ROLE OF MILITARY CONTINGENTS IN RESPONSE TO
SEXUAL VIOLENCE IN CONFLICT

a. Aim

The aim of this session is to provide peacekeepers with an understanding of the skills and capabilities that military forces can contribute to PSO missions and how these fit into a comprehensive PSV approach.

b. Learning Outcomes

On completion of this section, participants will be able to:

- Understand the unique collection of technical capabilities and skills offered by military organisations,
- Appreciate the advantages and limitations of the military on PSO missions,
- Gain a deeper understanding of the roles and tasks of the military in a PSO context, with special reference to PSV activity
- Understand the legal instruments used to deploy them

c. Training Sequence

The material contained in this module could be delivered over one extended training unit and will require a small break to assist students in remaining focussed. The instructor can modify the duration to suit national training requirements and comprehension level of the participants/learners.

This lecture should be delivered in conjunction with modules covering the Protection of Civilians.

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time 90 minutes | Lecture/Presentation | Questions/Discussion | Exercises |
|---------------|------------------------------------|----------------------|----------------------|-----------|
| 1, 2,5 | 1 | 35 | 5 | |
| 3,4 | 2 | 70 | 20 | |

e. Methodology

This module contains learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through brainstorming sessions, discussion of personal experience and anecdotes etc.

The instructor should inform the participants of the session's content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit to a greater extent from the session.

Instructors are highly recommended to distribute the handouts to participants the day before the session in order to give them the necessary time to research topics and prepare themselves.

Structure of the presentation:

The characteristics and capabilities of the military

Crisis management

Legal instruments for deployment of NATO, UN, AU and EUFOR

Military roles on deployment – using NATO examples

Instructors are encouraged to add examples and mission-specific information related to the precise deployment of participants.

f. Instructor Profile

This module is best presented by an instructor who has experience in verification or investigations in UN and/or NATO missions and is willing to share this experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to group discussions, case studies and any other activity.

g. Instructor Preparations

Recommended Readings:

Addressing Conflict-Related Sexual Violence. An Analytical Inventory of Peacekeeping Practice. June 2010.

UNSCR 1894 (2009) Protection of Civilians in Armed Conflict

DPKO/DFS Tactical Level Mission-Specific Training Modules on Protection of Civilians

DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations

PKSOI Protection of Civilians Military Reference Guide

UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009

Peace Support Operations Field Book Version 4 – 2008 Peace Support Training Centre of Canada

International Protocol on the Documentation and Investigation of Sexual Violence in Conflict. 1st ed. June 2014

h. Equipment:

Computer

Projector and Screen

Materials:

Copies of handout

Power Point presentations

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| SESSION 8 THE ROLE OF THE MILITARY COMPONENT IN PSV ON PSO MISSIONS | Slide 1 |
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| <p>References</p> <p>A. Addressing Conflict-Related Sexual Violence. An Analytical Inventory of Peacekeeping Practice. June 2010.</p> <p>B. UNSCR 1894 (2009) Protection of Civilians in Armed Conflict</p> <p>C. DPKO/DFS Tactical Level Mission-Specific Training Modules on Protection of Civilians</p> <p>D. DPKO/DFS Operational Concept on the Protection of Civilians in United Nations Peacekeeping Operations</p> <p>E. PKSOI Protection of Civilians Military Reference Guide</p> | Slide 2 |
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| <p>Aim: The aim of this session is to provide peacekeepers with an understanding of the attributes, skills and capabilities that military forces can contribute to PSO missions and how these fit into a comprehensive PSV approach.</p> | Slide 3 |
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Speaking Notes:

The instructor should stress at the outset that the intent of this session is to improve an understanding of military capacities, how they contribute to PSO missions and how they complement the efforts of other agencies and organisations.

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| <p>Learning Objectives:</p> <ul style="list-style-type: none"> - Understand the unique collection of technical capabilities and skills offered by military organisations, - Appreciate the advantages and limitations of the military on PSO missions, - Gain a deeper understanding of the roles and tasks of the military in a PSO context, with special reference to PSV activity - Understand the legal instruments used to deploy them | Slide 4 |
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Speaking Notes:

Talk to the bullet points

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| Agenda The characteristics and capabilities of the military Crisis management Legal instruments for the deployment of NATO, UN, AU and EUFOR Military roles on deployment – using NATO examples TTPs on PSO Summary | Slide 5 |
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Speaking Notes:

Talk to the bullet points

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| Question: Why use a military component on PSO? | Slide 6 |
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Speaking Notes:

Why does the international community want to have a military component on peace support operations?

Questions to audience

What are the characteristics of a military component? Their answers should expand beyond the physical or equipment-centric characteristics to include the human or abstract characteristics.

More than guns, big guns and more guns, - mental characteristics?

Positive and pragmatic in outlook?

Reliable?

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| Images – teeth arm components of armed forces | Slide 7 |
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Speaking Notes:

(Note to instructor: series of images that build up a slide outlining the fighting elements of armed forces, finishing with the ubiquitous infantry. Images supplied are of UK and US forces, but these could be substituted with images from the lecturer's own armed forces).

Tanks – heavy firepower, 24/7 capability, speed, range, shock action, flexible, can seize and hold ground – a mobile bunker or pill box

Artillery – range, flexible, precision, high explosive, illumination smoke

Warship – 24/7, endurance, range, surveillance and a range of capabilities on one platform

Air – fixed wing and rotary wing, strike, air superiority, surveillance transport

Infantry – the queen of the battlefield – seizes and holds ground, 24/7, multi role, all terrain, weapons ranging from their own organic artillery (mortars, grenade launchers), machine guns, rifles and the bayonet.

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| Images – supporting arm components of armed forces | Slide 8 |
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Speaking Notes:

(Note to instructor: series of images build up a slide outlining the combat support and combat service support elements of armed forces, finishing with the ability to provide potable [drinking water]).

Engineers can detect and destroy ordnance and mines

Construct accommodation and services

Bridging and ferries

Boats

Water supply

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| Images – supporting arm components of armed forces | Slide 9 |
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Speaking Notes:

Deployable medical teams

Deployable dental teams

Deployable hospitals for more advanced surgery and specialist care

Helicopters for supplies, casevac rescue

Communications – local, national, international, radio, data, imagery

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| Images – supporting arm components of armed forces | Slide 10 |
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Speaking Notes:

Road, truck logistic management

Rail management

Port and ship operation

Air traffic control and coordination

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| Table: The range of military activities:: Offensive, Defensive, Stability and Enabling, with examples within each category. | Slide 11 |
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Speaking Notes:

(Note to Instructor: stress the core relevance of the stability series of activities to PSO missions)

The range of military activities describes the broad range of military activities available for planning and execution of operations. They can be divided into four categories: offensive, defensive, stability and enabling (See the slide).

*These military activities can be further broken down into **tactical military tasks** (described in detail in ATP-3.2.1). Together, they offer the Commander the totality of **options** to be undertaken by a military force within a campaign. All campaigns/operations are inherently joint and some of*

these activities and tasks may also be performed by other Services. This discussion addresses activities performed in the land environment.

REMARK: Stability activities are defined as activities that impose security and control over an area, while employing military capabilities to restore services and support civilian agencies that develop transparent and accountable organisations/mechanisms of government. Stability activities involve both coercive and cooperative actions. They may occur before, during, and after offensive and defensive activities, or as the primary focus of a campaign. Stability activities provide an environment in which the other instruments of power – diplomatic, informational, and economic can predominate, in cooperation with a lawful government. Stability activities may include combat as part of the overall stabilization.

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| Graphic: Linkages and Overlaps in Peace and Security Activities | Slide 12 |
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Speaking Notes:

Focus in on the peace and security options

Deploying early allows a possibility of conflict prevention

Deteriorating situation can lead to peace making and peace enforcement

Once stability has been achieved – peacekeeping continues in parallel to the political process, leading to peace building and, as a backstop to a relapse or return to a conflict situation

Stress that political processes are running throughout the duration of the operation.

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| Graphic: Simultaneity – Full spectrum operations | Slide 13 |
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Speaking Notes:

All types of military activities can be conducted simultaneously. Although some may be sequential – such as attack followed by defence – many occur simultaneously. For example, within a major combat campaign, a force may be attacking in one area while defending in another and conducting humanitarian assistance in a third. Offensive activities in part of the AO may be reinforced with stability activities conducted by the lead combat forces or by follow-on forces. During a phase in which the predominant campaign theme is PS comprising mainly stability activities, there may be a requirement to attack a disobedient element (an offensive activity) or secure a block of buildings (a defensive activity) during the arrest of a war criminal (a stability activity). The balance among types of military activity from the land perspective gives a campaign its predominant character; a major combat campaign theme may consist primarily of offensive activities, while COIN has a complex mix of all three types.

(<http://www.dtic.mil/whs/directives/corres/pdf/300007p.pdf>)

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| Summary of military force characteristics: Disciplined Can apply force, up to and including lethal force Incremental and scaleable Concurrent activity Wide range of organic capabilities and skillsets Capable of being self-supporting and sustainable | Slide 14 |
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| Flexible, rapid insertion, withdrawal Capable of reacting/changing mission very quickly | |
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Notes for Instructor: before exposing this slide, question the students on their knowledge of the characteristics of a military force.

Speaking notes:

Capabilities and skills identified are not exhaustive - many other specialist, niche capabilities such as military police, chaplains, veterinarians, bakers, butchers, mobile bath and laundry units etc. However, these niche capabilities are small and not capable of being substantially increased or deployed for long periods. They are initial entry capabilities that buy time for normal civilian services to be re-established and restored.

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| Definition of Crisis Management For the purposes of this session, Crisis Management is defined as a civilian and/or military intervention in a crisis that may be a violent or nonviolent with the intention of preventing a further escalation of the crisis and facilitating its resolution. EUFOR BIH | Slide 15 |
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Speaking Notes:

Note use of terms 'civilian and/or military intervention'

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| A "Comprehensive Approach" to crisis management @ ISAF NATO's new Strategic Concept (Lisbon Summit November 2010) underlines that lessons learned from NATO operations show that effective crisis management calls for a comprehensive approach involving political, civilian and military instruments. <u>Military means, although essential, are not enough on their own to meet the many complex challenges to Euro-Atlantic and international deployments.</u> (http://www.nato.int/cps/en/natolive/topics_51633.htm http://www.natolibguides.info/comprehensiveapproach) | Slide 16 |
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Speaking Notes:

This statement, based upon operational mission experience, highlights the need for resources other than those of the military.

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| Legal basis for intervention 4 examples: NATO African Union European Union The UN | Slide 17 |
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Speaking Notes:

What is meant here is the specific reference within an organisation's charter that enables them to participate in crisis management operations. The mandate for a mission is mission-specific

and is inextricably tied to an examination of the organisation's purpose; i.e. its reason for being (raison d'être).

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| NATO Non Article 5 Crisis Response Operations (NA5CRO) Article 5 operations = collective defence Non article 5 operations = everything else but collective defence There are no formal obligations upon NATO countries (animation) | Slide 18 |
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Speaking Notes:

(For instructor – students should be invited to suggest types of NA5CRO before this list is shown)

Non-CRO can include:

PSO - civil war

Counter Irregular activities - terrorism

Support to civil authority - earthquake

Search and Rescue (SAR) - lost plane

Non-combatant Evacuation Operations (NEO) - civil war

Extractions operations - UN mission gone bad

Sanctions and embargoes - failed state

Freedom of Navigation and Over flight operations

Since its first major peace-support operation in the Balkans in the early 1990s, the tempo and diversity of NATO operations have increased. NATO has been engaged in missions that cover the full spectrum of crisis management operations – from combat and peacekeeping, to training and logistics support, to surveillance and humanitarian relief. Today 55000 military personnel are engaged in NATO missions around the world, successfully managing complex ground, air and naval operations in all types of environment. These forces are currently operating in Afghanistan, Kosovo, the Mediterranean, off the Horn of Africa and in Somalia.

(http://www.nato.int/cps/en/natolive/topics_52060.htm)

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| Article 5 - NATO Operations | Slide 19 |
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Speaking Notes:

(Note to Instructors – a minimum amount of time should be spent on this slide – the main element to be highlighted is in the first sentence)

Just a reminder of the primary military purpose or raison d'être of NATO –as members of NATO this is a binding treaty obligation for participation in collective self defence – an attack on one is an attack on all, there are no opt outs unlike NA5CRO (rapid transition to next slide).).

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| NATO NA5CRO | Slide 20 |
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Speaking Notes:

Non-Article 5 crisis response operations (NA5CRO) can be described as multifunctional operations that encompass those political, military, and civil activities, initiated and executed in accordance with international law, including international humanitarian law, contributing to conflict prevention and resolution and crisis management, or serve humanitarian purposes, in the pursuit of declared Alliance objectives.

The need for the North Atlantic Treaty Organization (NATO) to be capable of responding to a crisis beyond the concept of ‘collective defence’ under Article 5 of the North Atlantic Treaty was first identified in the 1991 Strategic Concept and reiterated thereafter at the 1999 Washington Summit. The Washington Summit recognized that future NATO involvement in non-Article 5 crisis response operations (NA5CRO) is needed to ensure both the flexibility and ability to execute evolving missions not described under Article 5, including those contributing to effective conflict prevention. The Alliance's military mission of NA5CRO is focused on contributing to effective crises management when there appears to be no direct threat to NATO nations or territories that otherwise would clearly fall under Article 5 “collective defence”. NA5CRO are a major part of the Alliance's contribution to effective crisis management. NA5CRO are intended to respond to such crises in a timely and coordinated manner where these crises could either affect the security of NATO nations, or threaten stability and lead to conflict on the periphery of the Alliance. NA5CRO encompass the Alliance's conduct of and participation in the full range of operations as directed by the North Atlantic Council (NAC). Moreover, NATO may conduct NA5CRO in any part of the world, as opposed to the specific Euro-Atlantic area defined for article 5 operations; this implies that NA5CRO may have an expeditionary nature.

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| The African Union – description and mandate | Slide 21 |
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Speaking Notes:

Note the underlined phrases, AU is geographically limited to the continent of Africa, with a role of promoting peace, security and stability in the Continent.

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| The African Union – closer examination of the purpose of the AU | Slide 22 |
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Speaking Notes:

Again note the underlined parts – conflict prevention, and post conflict reconstruction and development – emphasise the wider role of the AU, more than just conventional security responsibilities, similar to the NATO NA5CRO.

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| EUFOR – title page | Slide 23 |
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(Note to Instructor – title page for EUFOR to refocus students away from NATO and AU to EUFOR)

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| EUFOR – | Slide |
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| CSDP European Security Strategy | 24 |
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Speaking Notes:

The Common Security and Defence Policy (CSDP), formerly known as the European Security and Defence Policy (ESDP) is an element of the Foreign and Security Policy of the European Union (EU) and is the domain of EU policy covering defence and military aspects, as well as civilian crisis management. The ESDP was the successor of the European Security and Defence Identity under NATO, but differs in that it falls under the jurisdiction of the European Union itself, including countries with no ties to NATO.

European Security Strategy

The European Security Strategy was written in 2003 and was the policy document that guided for a time the European Union's international security strategy. Its headline reads: "A Secure Europe In A Better World". The document was approved by the European Council held in Brussels on 12 December 2003 and drafted under the responsibilities of the EU High Representative for Common Foreign and Security Policy CFSP Javier Solana. With the emergence of the ESDP, it is the first time that Europe has formulated a joint security strategy.

The ESS identifies a string of key threats Europe needs to deal with: terrorism, proliferation of weapons of mass destruction, regional conflict, failed states, and organised crime.

These threats are not confined to mainland Europe and it is therefore implied that EUFOR is free to deploy outside its homeland in order to confront and defeat them: there is no geographic constraint listed in EUFOR strategic documents. (http://en.wikipedia.org/wiki/Common_Security_and_Defence_Policy)

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| EUFOR – Part of CSDP EU Military Staff EuroCorps, European Gendarmerie Force, European Maritime Force and EU Battlegroups | Slide 25 |
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Speaking Notes:

EUFOR has a number of military structures, formations and forces already in place for contingency deployments. EUFOR or European Union Force is a generic name for a Rapid Reaction Force operated by the European Union as part of the Common Security and Defence Policy. EUFOR is subordinate to the European Union Military Staff, and complements other EU military forces such as Eurocorps, the European Gendarmerie Force, European Maritime Force and EU Battlegroups. EUFOR has been used four times so far: in the Republic of Macedonia from March 2003 to December 2003 as EUFOR Concordia, in Bosnia from 2004 as EUFOR Althea, in the Democratic Republic of the Congo in 2006, and in Chad and the Central African Republic since 2007. (<http://en.wikipedia.org/wiki/EUFOR>)

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| UN Charter Chapter VII ACTION WITH RESPECT TO THREATS TO THE PEACE, BREACHES OF THE PEACE, AND ACTS OF AGGRESSION Article 39 The Security Council shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall make recommendations, or decide what measures shall be taken in accordance with Articles 41 and 42, to maintain or restore international peace and security. | Slide 26 |
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Speaking Notes:

Global presence, global remit to address threats to peace, breaches of the peace, aggression – this remit applies world-wide and the measures are shaped by Articles 41 and 42.

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| Article 41 The Security Council may decide what measures not involving the use of armed force are employed to give effect to its decisions, and it may call upon the Members of the United Nations to apply such measures. These may include complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and the severance of diplomatic relations. | Slide 27 |
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Speaking Notes:

Note the underlined elements – this article stops just short of applying armed force unlike Article 42:

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| Article 42 Should the Security Council consider that measures provided for in Article 41 would be inadequate or have proved to be inadequate, it may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace and security. Such action may include demonstrations, blockade, and other operations by air, sea, or land forces of Members of the United Nations. | Slide 28 |
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Speaking Notes:

....and here in Article 42, there is a specific reference given to the use of armed force up to and including combat operations where the situation demands it.

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| Title slide – Military roles on operations. | Slide 29 |
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Speaking Notes:

The most capable and long established military organisation with a global presence is NATO – we will use NATO Non Article 5 Crisis Response Operations as an example, but other alliances and organisations can replicate some or all of their capabilities.

In the next few slides we will run through a description of the roles – but the relevance to PSV is present throughout – many of these operational roles will be in situations of extreme stress and danger, and where normal controls and governmental services will be degraded, if not

completely absent. In these circumstances the incidence or potential for sexual violence can be high.

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| NATO NA5CRO, PSO title and images | Slide 30 |
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Speaking Notes:

Peace Support. Peace Support Operations (PSOs) may be described as operations that impartially make use of diplomatic, civil, and military means, normally in pursuit of UN Charter purposes and principles, to restore or maintain peace. Such operations may include conflict prevention, peacemaking, peacekeeping (PK), peace building, and/or support to humanitarian assistance

(http://books.google.be/books?id=0-AAP1TqkkIC&pg=PA18&lpg=PA18&dq=%22normally+in+pursuit+of+UN+Charter+purposes+and+principles%22&source=bl&ots=7qbAlBsrRB&sig=HRMSUkHyGe1_MfvTy59yUoDBbI4&hl=en&sa=X&ei=cNbkU53aEO_n7Aa3hYG4DQ&ved=0CB4O6AEwAA#v=onepage&q=%22normally%20in%20pursuit%20of%20UN%20Charter%20purposes%20and%20principles%22&f=false p. 18)

Example: With the break-up of Yugoslavia, violent conflict started in Bosnia and Herzegovina in April 1992. The Alliance responded as early as summer 1992 when it enforced the UN arms embargo on weapons in the Adriatic Sea (in cooperation with the Western European Union from 1993) and enforced a no-fly-zone declared by the UN Security Council. (<http://prezi.com/9sciudoxeze/luftkrigen-pa-balkan/>)

With the signing of the Dayton Peace Accord in December 1995, NATO immediately deployed a UN-mandated Implementation Force (IFOR) comprising of some 60,000 troops. This operation (Operation Joint Endeavour) was followed in December 1996 by the deployment of a 32,000-strong Stabilisation Force (SFOR). (http://www.nato.int/summit2009/topics_en/02-introduction_to_nato_operations.html)

In light of the improved security situation, NATO brought its peace-support operation to a conclusion in December 2004 and the European Union deployed a new force called Operation Althea. The Alliance has maintained a military headquarters in the country to carry out a number of specific tasks related, in particular, to assisting the government in reforming its defence structures as part of an SSR programme.

Audience discussion question

Scope for SGBV – where? – Everywhere.

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| NATO NA5CRO, COIN title and images | Slide 31 |
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Speaking Notes:

The term irregular threat is used in a broad, inclusive sense to refer to all types of non-conventional methods of violence employed to counter the traditional capabilities of an opponent. Irregular activities include acts of a military, political, psychological, criminal or economic nature that are conducted by both indigenous actors and non-state actors (irregular activists). The term irregular activity is defined as ‘the use or threat, of force, by irregular forces, groups or individuals, frequently ideologically or criminally motivated, to effect or prevent change as a challenge to governance and authority.’ Their purpose is to eliminate or weaken the authority of a government or influence an outside power, by using primarily

asymmetric methods. Included in this broad category of activities are insurgency, terrorism, criminality, disorder, and subversion. ([http://www.kam.lt/download/14142/ajp-3.4\(a\)%20rd1.pdf](http://www.kam.lt/download/14142/ajp-3.4(a)%20rd1.pdf))

Example: On 4 October 2001, once it had been determined that the 9/11 terrorist attacks in New York and Washington D.C. had come from abroad, NATO agreed on a package of eight measures to support the United States. On the request of the United States, the Alliance launched its first-ever counter-terrorism operation – Operation Eagle Assist - from mid-October 2001 to mid-May 2002. (http://www.nato.int/cps/da/natolive/topics_59378.htm?selectedLocale=en)

It consisted of seven NATO AWACS radar aircraft that helped patrol the skies over the United States; in total 830 crew members from 13 NATO countries flew over 360 sorties. This was the first time that NATO military assets were deployed in support of an Article 5 operation.

Audience discussion question – Considering a breakdown of conventional security structures, weakening or overloading of normal security organisations, what is the scope for Sexual or gender-based violence?

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| <p>NATO NA5CRO title Support to civil authority and images. Slide builds to include definition of Support to civil authority = Military assistance to Civil Authorities and Support to Humanitarian Assistance Operations</p> | <p>Slide 32</p> |
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Military Assistance to Civil Authorities. Major categories include military support to civil authorities, civil law enforcement, economic recovery, and military assistance for civil disturbance. Implementation of a civil plan in response to a crisis may depend on the military to provide a stable environment for its implementation. Support might include providing security assistance to an election process and supervising the transition to a democratically elected public administration, training police and security forces, mine and UXO clearing, training of the local population, assisting in administration, maintaining public services, supporting public administration, coordinating a humanitarian operation, and providing security for individuals, populations, or installations. (<http://www.saffm.hq.af.mil/shared/media/document/AFD-120206-061.pdf>)

NATO military forces could be involved in public security tasks that are the responsibility of a mandated civil authority, organization, or agency. This assistance will normally be provided by Multinational Specialized Units (MSUs) or, in special circumstances, other forces.

Humanitarian Assistance (HA) consists of activities and tasks to relieve or reduce human suffering. HA may occur in response to an earthquake, flood, famine, or manmade disasters, such as radioactive, biological, chemical contamination or a pandemic outbreak. They may also be necessary as a consequence of war or the flight from political, religious ethnic persecution. HA is conducted to relieve and reduce the results of endemic conditions, natural or man-made disasters or that might present a serious threat to life or that can supplement or complement the efforts of the . HN civil authorities or agencies may have the primary responsibility for providing that assistance.

Audience question – Considering the breakdown of normal standards of civil authority, increased criminality and break down of discipline: what is the scope for Gender or Sexual based violence?

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| NATO NA5CRO can be: PSO Counter Irregular activities Support to civil authority SAR NEO Extractions operations Sanctions and embargoes Freedom of Navigation and Overflight operations | Slide 33 |
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Speaking Notes:

To summarise, NA5CRO will only be conducted under the political control and strategic direction of the NAC. NATO may conduct NA5CRO on its own or, more often, in association with other international organizations (IOs) or non- NATO host nations (HNs). The United Nations (UN), European Union (EU) and Organization for Security and Cooperation in Europe (OSCE) are organizations that deal with security matters and have political, economic, cultural or military relationships with NATO member nations. NATO may operate in areas where other IOs (either with a regional mandate, such as the African Union, or a specific one, such as the International Criminal Court or the International Committee of the Red Cross and the Red Crescent) are involved.

Audience question – The instructor should invite students to confirm that there is potential for SGBV in each of these NATO NA5CRO AOs

A POTENTIAL BREAK COULD BE HELD AT THIS POINT – DURATION OF A MAXIMUM OF 10 MINUTES

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| Sexual Violence in Conflict Situations Why does it occur? Why are military components important in countering it? How does the military counter it? | Slide 34 |
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Speaking Notes:

Outline to students that the next piece will focus on why SGBV can occur, why it impacts upon them as potential peacekeepers and how they will be expected to contribute to countering it as part of a wider mission programme.

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| Why SGBV? Perk of war - custom Cultural basis Poor discipline Committed under duress Abnormal psychotic reaction to stress of combat As a weapon of war Revenge | Slide 35 |
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Speaking Notes:

Non-exhaustive list

Sexual violence, specifically rape, has long been a feature of warfare - a reward, a perk for enduring war and for winning.

Cultural roots – a means of establishing or confirming a group’s superiority or other status over another

Discipline, or a lack of it, is where poor leadership allows members of the military to loot and rape at will, with little fear of disciplinary sanction

There is documented evidence where prisoners have been forced to commit sexual violence, on one another, often involving family members, sometimes new recruits, many of which are ‘forced’ or ‘press-ganged’, are involved. These recruits are forced to commit these acts to show loyalty to orders, leaders or to bind them to the group – as a common experience and even as a common shared sense of guilt

Stress of combat can lead to a breakdown of normal behaviour patterns, a need to seek or take comfort wherever it can be found, with or without consent. Legal defence teams may claim this as PTSD.

As a weapon of war – a conscious policy to establish domination through physical means- it is not about sex, it is about power and expressing that power. Rape is used to meet war objectives, dominating local populations, or driving them out, as a means of spreading fear and hence establishing control. One of the main historical examples is the use of rape as a weapon of war in the conflict in Rwanda.

Audience question – *The biggest cause is what? (Animation)*

Biggest cause is probably ‘Revenge’ – after an initial incident, a vicious cycle of revenge springs up and it is very difficult to break.

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| Graphic - high risk areas across the world | Slide 36 |
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Speaking Notes:

A chart from 2013 from researchers Maplecroft Research, note the table on the bottom left highlighting the 10 countries with the most extreme levels of risk and the preponderance of African states. A certain amount of caution must be exercised when looking at this chart as a high risk of violence in one part of a country applies the same category of risk to the entire country (e.g. Turkey, where the risk in the Syrian border region is probably rated as high but the rest of the country is probably more accurately described as low risk. South Africa is not a conflict area but the incidence of domestic violence and criminal sexual assault are very high).

(Note to Instructors: Maplecroft Research are a UK based research company that specialises in producing statistical analysis of risk assessments for use by investment companies, big business etc. They claim they are aligned with the UN Protect, Respect and Remedy Framework, including guiding principles on business and human rights.)

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| TACTICS, TECHNIQUES and PROCEDURES: Preventative Measures Utility of Gender Planning of Camps Patrols/Ops Cordon and Search Escorts to Firewood/Water/Market/School groups/herds Multi-Agency/comprehensive Own behaviour – e.g. UN Guidance Intelligence Preparation of the Battlefield (IPB) | Slide 37 |
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Speaking Notes:

Utility of gender – use female personnel to interact with the vulnerable sections of society, the victims, children. They are seen as less threatening, easier to empathise and they reach out to the weaker elements. Consider the use of all-female engagement teams and female police units consisting only of female personnel

Planning of camps – it is not always a military decision to plan and build a camp, but they can influence its construction – separation of more vulnerable elements (children, young females, old males, juveniles without family) from the main camp.

Separate toilet and shower facilities, internal secure compounds and utilise unarmed guards with female component etc.

Patrols – along international borders, border crossing points, along trade routes, camp perimeters, routes to water, to schools, to firewood gathering areas, crop fields during harvest time – backed up by observation posts to monitor movement of people, vehicles, livestock – looking for potentially vulnerable groups – such as young herdsmen and women, schoolchildren on the way to or from school, suspicious groups of males, particularly when in vehicles.

Cordon and search for perpetrators (including ‘hot pursuit’) by clearing out what are regarded as safe areas for irregular groups of combatants.

Escorts are slightly different – dedicated guard force to escort vulnerable groups to, from and at specific locations. They are arranged for set times and durations.

Multi-agency and comprehensive approach – cooperation with agencies, such as civil police – conducting joint crime prevention patrols – but other NGOs also have important roles to play.

Note to instructor: *at this point ask students to suggest what other agencies (civilian police, UN Police, NGOs etc.) could be involved and in what capacity.*

Information operations and public information campaigns – advising of what military activity is underway, where and when, confidential hotlines for the reporting of information, the gathering of witnesses

All this activity is key - particularly at night

Own the night – PSO is a 24 hour activity – many incidents are committed under cover of darkness, it is important to extend the feeling of security to the night time.

Security force behaviour – one of the problems security forces face is striking the correct balance between providing security and physically impeding or disrupting the routine of normal civilian daily life.

Uniforms, weapons and armoured vehicles intimidate – so distance is key. Where it is difficult to give space – mitigate the impact by deploying female personnel as part of the presence.

A more difficult area comes down to the individual behaviour of PSO personnel. Some contingent personnel have different attitudes, cultures and customs – and have been guilty of past of abuses.

The UN lacks complete jurisdiction over PSO contingents – relying on contributing individual nation discipline systems and processes. UN credibility rests on open and transparent discipline processes where individuals are accused. NATO has a formal military discipline system and chain of command in place that allows for more certainty of action.

Intelligence and analysis – feeds the decision making process, identifies COA and priorities (see next slide)

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| Graphic – Intelligence and Analysis, slides build of factors in a village context | Slide 38 |
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Speaking Notes:

(Note to Instructors - Build slide element by element, speak to each bullet)

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| TACTICS, TECHNIQUES and PROCEDURES: Post-Incident -Utility of Gender (again) Escort and close protection Hot pursuit Cordon and Search Denial Operations Operational Tempo | Slide 39 |
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Speaking Notes:

There is no apparent difference to the earlier slide – but the emphasis does change – there is an increased emphasis upon a visible presence to reassure the vulnerable.

Increase levels of activity if resources permit, but switch from routine patrols to close escort if necessary. The importance of using female personnel is increased, especially immediately after an incident when victims and witnesses need to be protected, cared for and assisted in immediate post assault care.

A need to show justice being pursued and delivered – multi-agency cooperation is required to secure crime scenes of crime, gather forensic evidence, pursuit of perpetrators, cordon and

search, more robust peacekeeping coupled with public trial and due process of law as and when perpetrators are captured.

Initiate public warnings, using radio and other media, when incidents occur. The number of operations conducted and the denial of support (logistic, moral etc) to perpetrators are important factors in increasing pressure on insurgents. This could perhaps be coupled with amnesty and DDR programmes for eligible groups.

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| TEN RULES CODE OF PERSONAL CONDUCT FOR BLUE HELMETS - Rule 4 | Slide 40 |
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Speaking Notes:

Abuse by peacekeepers – UN policy of zero tolerance after various scandals forced a reappraisal of policy. The UN has a three-pronged strategy to address all form of misconduct including sexual exploitation and abuse: prevention of misconduct, enforcement of UN standards of conduct and remedial action.

This strategy is put into action through:

Training: Conduct and discipline issues are an essential component of pre-deployment and in-mission induction training, mandatory for all civilian, military and police peacekeeping personnel

Awareness-raising campaigns in the host country.

Clear standards of conduct, such as [‘The Ten Rules: Code of Personal Conduct’](http://www.un.org/en/peacekeeping/documents/ten_in.pdf) for Blue Helmets, introduced in 1998.(http://www.un.org/en/peacekeeping/documents/ten_in.pdf)

Investigations and disciplinary measures: The UN investigates its own staff. When allegations of misconduct involving military and police personnel are substantiated, the UN may repatriate the individuals concerned and ban them from future peacekeeping operations. The disciplinary sanctions and any other judicial actions remain the responsibility of the national jurisdiction of the individual involved. (Question to audience – what are the implications for accountability and transparency).

The UN can now demand that contingent contributing countries to report back formally, in an open sessions of the UN in New York on what disciplinary action has been taken. This is an important new development from the UN to encourage individual states to treat these disciplinary matters seriously.

Assistance to victims of sexual exploitation and abuse committed by UN personnel now offered by the UN.

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| EUFOR MONUC Soldier Card | Slide 41 |
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Speaking Notes:

EUFOR on deployment in support of MONUC in DRC.

Speak to the content of the slide highlighting the prohibition of SEA, and the application of disciplinary measures where contravened.

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| EUFOR MONUC Soldier Card – specified prohibited conduct | Slide 42 |
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Speaking Notes:

Cover points on slide. Develop point that EUFOR assisted MONUC in DRC and that the EU military operation was held up to be a role model for international peacekeeping and monitoring operations with respect to women, peace and security

New procedures were instituted that ensured incidents of SEA were reported to the senior commander through a network of gender advisors.

Quote the example of MINURCAT UN mission to CAR and CHAD – mission established under UNSCR 1861, 1834 and 1778

It followed the EUFOR mission and gave particular attention to sexual and gender-based violence and subsequently was enjoined to take action to fight impunity.

UNSCR 2120 extended the authorisation for ISAF - referencing a collection of resolutions referring to protection of civilians and on women, peace and security, together with references to a report to the Sec Gen on sexual violence in conflict. This represents a new level of awareness of SV at the NATO operational level and increased priority being afforded to countering it.

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| Learning Assessment | Slide 43 |
| Question #1 | |
| List 5 characteristics of military forces. | |
| Question #2 | |
| Give 5 examples of causes of SGBV. | |
| Question #3 | |
| List 4 examples of tactics, techniques and procedures to counter SGBV. | |
| Question #4 | |
| Give 4 examples of civilian agencies that could have roles in SGBV incidents (generic and proper names/titles). | |
| Question #5 | |
| What changes in emphasis might be expected to TTPs after an SGBV incident? | |

Suggested speaking notes:

In order to assess the participants' learning progress, provide up to five questions on the most important subjects covered in this session.

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| Summary of the Lesson and Q/A | Slide 44 |
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Suggested speaking notes:

Summarise the Session by stressing the most important items covered through the lesson.

Session 9 (S9)

THE ROLE OF UN POLICE CONTINGENTS IN PREVENTING SEXUAL VIOLENCE IN CONFLICT

a. Aim

The aim of this session is to provide an understanding of the policy framework and possible role of UN Police in preventing sexual violence in conflict.

b. Learning Outcomes

Upon completion of this section, participants will be able to:

Understand the policy framework and possible role of UN Police in preventing sexual violence in conflict.

c. Training Sequence

The material contained in this module could be delivered in one training unit. The instructor can modify the duration to suit other training requirements and reflect the comprehension level of the participants/learners

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time 45 minutes | Lecture/Presentation | Questions/Discussion | Exercises |
|------------------|---------------------------------------|----------------------|----------------------|-----------|
| 1,4 | 1 | 35min | 10min | |

e. Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages in this unit. If time permits, students may formulate questions after each presentation.

Presentation is to be undertaken using the provided PowerPoint slides, video and informal question and answer periods (as determined by instructor).

Structure of the presentation

- LOCAL CONTEXT
- INTERNATIONAL DEPLOYEMENT
- POSSIBLE ROLE OF UNPOL

f. Instructor Profile

This module is best presented by an instructor who has experience in UN Police Missions and who could share their experience with the group. At the very minimum, they should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to group discussions and any other activity.

g. Instructor Preparations

General Preparations

Equipment:

Computer

Projector and Screen

Flip Chart

Materials:

Copies of handouts

Power Point presentations

Session notes

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| <p>Session 9 ROLE OF UN POLICE CONTINGENTS IN PREVENTING SEXUAL VIOLENCE IN CONFLICT</p> | <p>Slide 1</p> |
|---|-----------------------|

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| <p>Learning Outcome</p> <p>Understand the policy framework and possible role of UN Police in preventing sexual violence in conflict.</p> | <p>Slide 2</p> |
|--|----------------|

Note to Instructor: Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

Suggested speaking notes:

Understanding and application of the Code. Raising awareness of peacekeepers is a key factor for several reasons:

- 1. UN members must show max. professionalism and promote the highest standards with respect of human rights.*
- 2. As such, we will be able to work on changing the consciousness of people who perform or intend to perform sexual abuse or influence those who committed such violence that no longer do so.*
- 3 Reduction of danger to members of the UN, with a high awareness of human rights and against violence, commit such acts in the area of the mission because it would have enormous consequences for the peacekeeping operation*

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| <p>LOCAL CONTEXT Pre-deployment training (UNPOC) Police agencies rules and regulations Any other relevant law</p> | <p>Slide 3</p> |
|---|----------------|

Suggested speaking notes:

This slide explained that UNPOL members have to gain knowledge and awareness of sexual abuse before the deployment.

When it comes to police officers of the police agencies in BiH who participate in peacekeeping operations, they should familiarize themselves with the issues mentioned above and have to go through pre-deployment training. It is important to note, that pre-deployment training is very important and should be certified by the UN and that all lessons are submitted by UN standards.

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| INTERNATIONAL DEPLOYMENT During the Conflict Post-conflict environment | Slide 4 |
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Suggested speaking notes:

In most cases, during the conflict or if the conflict is partially complete, on the ground are present mainly military troops. The same witnesses various forms of violence but are often unable to work to prevent or reverse the consequences as well as provide specific documentary evidence.

Bearing this in mind, it would be desirable to have troops trained in certain aspects of police work.

Even in this environment, by the police (UNPOL) counselors can be present and their task is advising local police officials in certain areas. Example: Vildana Sedo, Lybia

| | |
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| INTERNATIONAL DEPLOYMENT Induction training UN rules and regulations International norms and standards | Slide 5 |
|---|---------|

Suggested speaking notes:

Upon arrival in the mission area, all members of UNPOL attending Induction course, in which, among other things, a special attention is paid on Sexual violence in the post-conflict areas as well as within the UN forces.

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| “Possible role” of UNPOL Raising awareness Training Promotion of IHL Role model Mutual trainings with Military component | Slide 6 |
|---|---------|

Suggested speaking notes:

Explain how UNPOL operates during peacekeeping mission. Raising awareness of locals through training, promotion of the highest standards, the rule of law and equality. Serve as a role model. It is particularly important to develop a very good cooperation with the UN and

train them for certain police Skills: Working in the community, securing material evidence, taking statements and timely reporting of incidents to relevant organizations, has, individuals in the system.

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| EXAMPLE | Slide 7 |
|---------|---------|

Suggested speaking notes:

Give some examples of sexual violence from the mission with which they dealt Police Officials. Also, the example of sexual violence committed by members of the United Nations (military, police, civilians) in the mission and specify consequences for the mission, the community, etc. ..

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| Awareness | Slide 8 |
| Why is it important? | |

Suggested speaking notes:

*Why is awareness of sexual abuse is so important?
The more we are aware, trained, as individuals, we can react to and participate in reducing rates of violence that is based on sexual basis.*

| | |
|--|---------|
| Rape/gang rape/attempted rape Enforced prostitution Sexual slavery Human trafficking Sexual abuse Domestic violence Child sexual exploitation and abuse/incest | Slide 9 |
|--|---------|

Suggested speaking notes:

*Indirectly, we can prevent some of above and to reduce the rate of KD.
Because of this, all three components of the UN should have to be as many trained, aware of, and familiar with the affairs of other components.*

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|---------------------|-------------|
| Learning Assessment | Slide 44 |
| Question #1...#5 | |

Suggested speaking notes:

In order to assess the participants' learning progress, provide up to five questions on the most important subjects covered in this sessions.

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|-------------------------------|-------------|
| Summary of the Lesson and Q/A | Slide 45 |
| A. | |
| B | |
| C | |

Suggested speaking notes:

Summarise the Session by stressing the most important items covered thought the lesson.

Session 10 S(10)
PLANNING OPERATIONS IN RESPONSE TO SEXUAL VIOLENCE ON
OPERATIONS: EXERCISE “JOINT PROTECTION II”

Notes for Instructors:

Exercise JOINT PROTECTION II will be broken down into 3 phases:

Phase 2A This is a battalion level syndicate exercise in which students are being asked to consider the problem from a battalion planning staff perspective, including orders to the Coy based at KISHA. One hour for problem consideration and one hour presentation and discussion.

Phase 2B Students now change to syndicate work based at Coy level, but should be prepared to raise battalion level planning factors and activity in so far as they affect Coy-level operational planning. One hour for problem consideration and one hour presentation and discussion.

Phase 2C This sub-phase concentrates on tactical considerations at platoon level and challenges students to think laterally as to how they, as peacekeepers, can assist investigation efforts into SGBV events. Again, one hour for problem consideration and one hour for back-briefing and discussion.

PHASE 2A: GENERAL IDEA

It is now two months after the last spate of violence in the AOR. FDLR activity has diminished considerably following MONUSCO counter-measures but has not disappeared completely.

Mandate: No change in relation to EXERCISE JOINT PROTECTION I

Rules of Engagement: No change in relation to EXERCISE JOINT PROTECTION I

Forces:

The Mission has set up a Field Office in HISHA and is supporting a number of NGOs in their work in the area. Your Bn has redeployed a motorised BiH infantry platoon to HISHA.

A MILOB is based 20km south of HISHA.

UN POL has set up a small team (4 officers, including 2 female) in HISHA to conduct survivor interviews and to mentor a new local police outpost of 10 officers (including one female officer).

IOs and NGOs:

ICRC and Médecin Sans Frontières have a joint aid station that is extending support to victims of sexual violence in the HISHA area. These include experts in trauma counselling.

UNHCR send frequent aid convoys to the region due to previous economic disruptions.

Local Forces:

FDLR continue to have a residual presence in the south and east of HISHA, drawing upon support, supplies and manpower from the TORO region.

FARDC have made little progress in implementing military reforms. Their dispositions remain unchanged. A recent reinforcement company of new recruits to the battalion at

LOSO lost approximately half its strength through desertion. Many of these men deserted with their weapons, limited ammunition supplies and uniforms.

CNP have set up a new station in KISHA and have one female officer in a 10 strong contingent. They have one 4X4 utility vehicle, limited fuel and a radio in both the police post and vehicle.

CIVIL CONSIDERATIONS

After a lengthy period of neglect by the central government there is some evidence of additional resources being delivered to the area. In order to maintain progress and encourage the international community to continue the supply of aid and investment, it is vital that stability is maintained and that any new threat is quickly suppressed. Your Battalion has therefore been given a priority status when requesting additional Mission assets.

SITUATION UPDATE

The platoon at KISHA is preparing to set out on an extended patrol lasting an expected 3 days in the south of the country. The patrol is part of a UN high visibility campaign to reassure the civil community about their security.

Two hours before departure, a radio report is received from the MILOB base (20kms south of KISHA) that male refugees from the small village of KISHAWAYO have arrived in their base. KISHAWAYO lies 5 kilometres further south of the MILOB base. They report that an armed group of men (at least 10), some in uniform and with long barrelled weapons, attacked their village last night at dusk. They rounded up the villagers, separating the women from the men and locked up them up in separate huts. The men's hut was then sprayed with automatic fire and set on fire. The male refugee survivors are all wounded to varying degrees and escaped by breaking a hole through the side of the hut and, hiding in the jungle before making their way to the MILOB base. They report hearing screams from the women during the several hours that they hid. The MILOB team confirm that they can see smoke from the direction of KISHAWAYO.

TASK

Battalion level

What actions would you take in response to the news of the attack? The Battalion CO has decided that a rapid response is required and that a Joint Protection Team (JPT) should be formed and despatched as a matter of urgency.

Prepare and send SITREP, drawing on SITREPS from Coy, MILOB and what other sources?(UN, sector agencies including local government)

Bring forward departure time of platoon, task Coy to prepare a Joint Protection Team (JPT) composed of platoon, local NGOs, UNPOL, local police (logistic aspects of plan)

Report to Mission HQ and SRSCG of a potentially serious SGBV event

Using the media, alert the local population of the incident, give advice, outline UN response (not too much detail)

What deductions and assumptions can be made?

Attackers armed, reports of uniforms indicate possible ex-military elements with some training- an extra risk to own forces?

No vehicles were reported, thus the radius of movement is limited, limited supplies and small arms only?

What initial analysis would you make? Students should conclude that there is a strong probability of some form of SGBV being committed and that there continues to be an imminent risk to local vulnerable civilians.

What information would you pass to MISSION HQ?

What do you think MISSION HQ's response would be?

SRSG send a Human Rights investigation team, sexual violence and gender team, and mobile clinic to the area.

Report to local, regional and national host government agencies. Seek their engagement and support.

Media release alerting people in the region that there has been an incident and outlining UN response and government action.

Which local organisations would you approach for assistance?

Integrated mission/comprehensive approach – NGOs with appropriate expertise and stores (rape kits etc.), local police, UN police (female personnel, interpreters)

Any local assets – transport for refugees?

What is the outline plan and what concurrent steps could be taken?

Need for rapid response, confirm details of reported attack, potential sexual violence nature of attack

Outline plan to Bn CO, request for additional input (from Battalion or Mission ISTAR assets?)

Coordinate and facilitate with UN Sector HQ that NGO action is required to preposition supplies and aid – UNHCR?

What information would you demand from the Company?

Scope and scale of additional support that the Company is deploying to the platoon, time of arrival etc.

Update of current situation throughout Company AOR; is there any indication of other insurgent activity in the area and does a risk assessment allow the current platoon base to be left largely unmanned?

What additional assets would you request?

Contingency planning and preparation to switch the Battalion's Point of Main Effort (POME) to the south of AOR?

Integrated counter PSV campaign to be reinvigorated with DDR, COIN and civil agencies programmes? Media campaign?

ISR assets (including air/drones)?

PHASE 2B: COMPANY LEVEL OPERATIONS

UPDATE: You are tasked by Battalion to form a JPT, they suggest that the platoon nearest to the incident should take the lead on this mission, and respond to the reported incident at KISHAWAYO. Speed is essential and Battalion has informed you that the Company is now designated as the POME. What additional assets could you therefore expect to receive from Battalion to assist you? What other help could you expect to bid for from other sector assets?

What contingency planning and actions would you take on first receiving reports of the attack?
Raising your own readiness states.
Conduct a quick assessment of potential resources available and likely tasks.

What will you request MILOB to do and how will they support your plan?
Provide further local information/updates, act as guides?
Provide a secure base or start line for future operations
Act as a refuge or collection point for other refugees

What assistance could you consider giving to your platoon?
Reinforcement using a QRF?
Additional specialist practitioners from the Coy HQ location to conduct investigations and record evidence.

What additional assets might you request?
Local authority and NGO/agency support for additional medical and specially trained investigative personnel
Security reinforcements such as FARDC and CNP.

What information would you seek from platoon and from the Battalion?
Regional and local picture of activity by irregulars
Local political situation, any other sources of tension etc. (cultural, political, tribal and ethnic etc.).

Who else could you approach for information?
NGOs with long term presence in country, local and international
UN specialist agencies – UNHCR, UNICEF, OCHA
CNP

PHASE 2C: SITUATION UPDATE

As platoon commander you have established a forward base at the MILOB. The MILOB have received a few more male refugees from KISHAWAYO and have confirmed earlier reports of events. More importantly, two deeply traumatised juvenile females have also arrived an hour ago and they confirm that they have been gang raped and that the hut they were held in was the scene of these and other rapes. Older women and any who resisted were being summarily shot. The MILOB has kept the girls secluded from the other refugees and neither of them are currently capable or willing to talk further of their experiences.

As platoon commander you decide urgent action is required and you send forward a squad as a reconnaissance force. The remainder of the platoon is following a short distance behind.

Who will you seek to include in this force, and how will they be distributed between the two groups and in what roles?

Female personnel: desirable to include one or two with the lead element should other survivors be encountered.

MILOB with lead element – for local knowledge

UN Police with local police – with forward or main body – or split between the two?

NGO medical personnel with main body

What concurrent activity could be undertaken?

NGOs set up reception centre at MILOB Base and prepare to deploy forward.

Local police and UNPOL set up holding area for interviews.

SITUATIONAL UPDATE

On arrival at the village your lead element quickly secures the village – the attackers have left a short while before. They clearly left in a hurry and various items of clothing, military equipment and even a couple of weapons were left in the rush to get away. KISHAWAYO has been looted, several huts burnt and one of these contains a large number of male victims. There are 20 - 30 naked women and girls in a very distressed state beside one of the larger huts and several dead women within it.

What factors should be at the front of the platoon commander's mind on arrival at KISHAWAYO?

Do no harm! Survivors are distressed and frightened – the sight of more military will be potentially even more frightening. Use of female personnel – military and police – a key measure to defuse their fear of further attack. Provision of emergency clothing, food and water would also help. Survivors should not be allowed back into their village at this stage but held safely a short distance away. They should not be allowed to recover possessions at this stage: there is a need to document and record physical evidence and the platoon may be requested to assist by experts nominated to conduct investigations.

Are there children present and what special considerations may be required for them?

Assist UNPOL and local police in preserving evidence, avoidance of contamination of evidence; especially securing the hut where the suspected rapes occurred.

Note: there are two principal sites of potential SGBV - the hut where female victims were raped and the hut where the male population were locked up, shot and then burned.

Management of the site - control of personnel moving through the village, establishment of secure holding areas, debriefing areas for use of police, a first aid site and making evacuation plans. Cultural factors to be considered include the attitude of local civilians to victims (including interpreters), male survivor attitudes, host nation security forces attitudes and those of the victims.

Tactical considerations –

What is the risk of a return of the attackers or of others? Security requirements of NGOs and other agencies?

Intelligence on perpetrators; numbers, weapons (serial numbers of recovered weapon and any ammunition and bullet casings could confirm if deserters are part of the group), supply, any wounded, direction of departure, destination, intent? A desire for information from the survivors must be balanced with their needs and on the procedures that will be followed by UNPOL – this will be potentially frustrating but remember that the platoon is unlikely to contain any qualified practitioners who are trained to question survivors of SGBV.

Does the tactical situation allow a hot pursuit? What will the Platoon Commander need to consider should any prisoners be taken? (medical care and security of prisoner, isolation of prisoner, tactical questioning and by who, transport etc?).

What other assets could be requested from Company/Battalion to assist in next phase? How might the next phase develop from the Battalion perspective in the short term? What additional agencies may become involved over a longer time period and in what roles?

Session 11
INFLUENCE OF SEXUAL EXPLOITATION AND ABUSE BY PEACEKEEPERS
ON THE SUCCESS OF A MISSION

a. Aim

The aim of this session is to ensure that all students understand UN norms of conduct, particularly regarding the prohibition of sexual exploitation and abuse (SEA). Furthermore, it will inform students about the consequences of misconduct, their duties and responsibilities regarding reporting misconduct, especially misconduct related to SEA and the mandate of key entities to address conduct/discipline issues.

b. Learning Outcomes

On completion of this section, participants will be able to:

- Understand UN standards regarding code of conduct and what is misconduct
- Understand what is SEA and UN zero level tolerance on SEA
- Understand the impact of SEA on UN personnel and mission

c. Training Sequence

The material contained in this module could be delivered in one training unit. The instructor can modify the duration to suit other training requirements and reflect the comprehension level of the participants/learners

This module should be delivered as an introduction module in order to set the scene for better understanding of following modules.

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time 45 minutes | Lecture/Presentation | Questions/Discussion | Exercises |
|------------------|---------------------------------------|----------------------|----------------------|-----------|
| ALL | 1 | 40 | 5 | |

e. Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages in this unit. If time permits, students may formulate questions after each presentation.

Instructors are highly recommended to distribute the handouts to participants a day before the session in order to give them the necessary time to research topics and prepare themselves.

Structure of the presentation

- UN Standards of Conduct
- Misconduct
- Sexual exploitation and abuse (SEA))
- Consequences of misconduct on UN personnel and the mission

**Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer setting, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants.*

f. Instructor Profile

This module is best presented by an instructor who has knowledge about UN regulations regarding the Code of Conduct, misconduct and SEA..

The instructor should encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the discussions.

g. Instructor Preparations

Required Readings

- UN Peacekeeping Operations: Principles and Guidelines - “Capstone Doctrine”, UN DPKO & DFS, New York 2008.
- Handbook on UN Multidimensional PKO, UN DPKO
- Different UN regulations about Code of Conduct of UN personnel and SEA (given at each particularly slide)

General Preparations

Equipment:

- Computer
- Projector and Screen
- Flip Chart

Materials:

- Copies of handouts
- Power Point presentations

h. Session notes

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|--|----------------|
| Session 11 (S11) INFLUENCE OF SEXUAL EXPLOITATION AND ABUSE BY PEACEKEEPERS ON THE SUCCESS OF A MISSION | Slide 1 |
|--|----------------|

| | |
|---|----------------|
| Aim The aim of this session is to ensure that all students understand UN norms of conduct, particularly regarding the prohibition of sexual exploitation and abuse (SEA). Furthermore, it will inform students about the consequences of misconduct, their duties and responsibilities regarding reporting misconduct, especially misconduct related to SEA and the mandate of key entities to address conduct/discipline issues. | Slide 2 |
|---|----------------|

| | |
|---|----------------|
| Learning Outcome On completion of this section, participants will be able to: <ul style="list-style-type: none">– Understand UN standards regarding code of conduct and what is misconduct– Understand what is SEA and UN zero level tolerance on SEA– Understand the impact of SEA on UN personnel and mission | Slide 3 |
|---|----------------|

**Please Note: Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.*

• **Suggested speaking notes:**

This session will provide knowledge about the Code of Conduct and Misconduct of UN peacekeeping personnel. Additionally, it will give you knowledge about SEA and its related impact on UN personnel and missions.

| | |
|--|----------------|
| Agenda <ol style="list-style-type: none">1. UN Standards of Conduct;2. Misconduct;3. Sexual exploitation and abuse (SEA))4. Consequences of misconduct on UN personnel and the mission | Slide 4 |
|--|----------------|

| | |
|---|----------------|
| References <ul style="list-style-type: none">• UN Peacekeeping Operations: Principles and Guidelines - “Capstone Doctrine”, UN DPKO&DFS, New York 2008.• Handbook on UN Multidimensional PKO, UN DPKO• Different UN regulations about Code of Conduct of UN personnel and SEA (given at each particularly slide) | Slide 5 |
|---|----------------|

| | |
|---|-----------------------|
| <p>UN Standards of Conduct</p> <p><u>UN Standards of Conduct are based on:</u></p> <p><u>Principle 1.</u> Highest standards of efficiency, competence and integrity</p> <p><u>Principle 2.</u> Zero tolerance policy on sexual exploitation and abuse</p> <p><u>Principle 3.</u> Accountability of those in command who fail to enforce the standards of conduct</p> | <p>Slide 6</p> |
|---|-----------------------|

- ***Suggested speaking notes:***

UN Standards of Conduct are based on:

Principle 1.

Highest standards of efficiency, competence and integrity;

Principle 2.

Zero tolerance policy on sexual exploitation and abuse;

Principle 3.

Accountability of those in command who fail to enforce the standards of conduct

| | |
|---|-----------------------|
| <p>UN Standards of Conduct</p> <p>Regulations for civilian personnel:</p> <ul style="list-style-type: none"> ▪ UN Charter ▪ UN Staff Regulations and Rules ▪ UN Financial Regulations and Rules ▪ Status, basic rights and duties of UN Staff members (ST/SGB/2002/13) ▪ Measures for protection from sexual exploitation and sexual abuse (ST/SGB/2003/13) ▪ Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2008/5) ▪ Other Administrative Issuances, including the use of information and communication technology (e.g. pornography, gambling) | <p>Slide 7</p> |
|---|-----------------------|

- ***Suggested speaking notes:***

Regulations for civilian personnel:

- *UN Charter*
- *UN Staff Regulations and Rules*
- *UN Financial Regulations and Rules*
- *Status, basic rights and duties of UN Staff members (ST/SGB/2002/13)*
- *Measures for protection from sexual exploitation and sexual abuse (ST/SGB/2003/13)*
- *Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2008/5)*
- *Other Administrative Issuances, including the use of information and communication technology (e.g. pornography, gambling)*

| | |
|--|-----------------------|
| <p>UN Standards of Conduct</p> <p>Regulations for uniformed personnel</p> <ul style="list-style-type: none"> ▪ UN Charter ▪ Revised draft Memorandum of Understanding between the UN and Troop Contributing Countries.. Incorporate the annex “We are the UN Peacekeeping Personnel” ▪ Status, basic rights and duties of officials, other than Secretariat, and experts on mission (ST/SGB/2002/9) ▪ Measures for protection from sexual exploitation and sexual abuse (ST/SGB/2003/13) ▪ Observance by United Nations forces of International Humanitarian law (ST/SGB/1999/13) ▪ Directives for Disciplinary Matters involving Civilian Police Officers and Military Observers (DPKO/MD/03/00994) ▪ Ten Rules/Code of Personal Conduct for Blue Helmets ▪ Other Administrative Issuances, including the use of information and communication technology (e.g. pornography, gambling) | <p>Slide 8</p> |
|--|-----------------------|

- ***Suggested speaking notes:***

Regulations for uniformed personnel

- *UN Charter*
- *Revised draft Memorandum of Understanding between the UN and Troop Contributing Countries.. Incorporate the annex “We are the UN Peacekeeping Personnel”*
- *Status, basic rights and duties of officials, other than Secretariat, and experts on mission (ST/SGB/2002/9)*
- *Measures for protection from sexual exploitation and sexual abuse (ST/SGB/2003/13)*
- *Observance by United Nations forces of International Humanitarian law (ST/SGB/1999/13)*
- *Directives for Disciplinary Matters involving Civilian Police Officers and Military Observers (DPKO/MD/03/00994)*
- *Ten Rules/Code of Personal Conduct for Blue Helmets*
- *Other Administrative Issuances, including the use of information and communication technology (e.g. pornography, gambling)*

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| <p>Misconduct</p> <p><u>For UN Civilian Personnel</u></p> <p>Misconduct is failure by a staff member to</p> <ul style="list-style-type: none"> ▪ Comply with his/her obligations under UN Charter, ‘Staff Regulations & Rules’, and relevant administrative issuances ▪ Observe Standards of Conduct expected of an international civil servant | <p>Slide 9</p> |
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- ***Suggested speaking notes:***

For UN Civilian Personnel, *misconduct is failure by a staff member to*

- *Comply with his/her obligations under UN Charter, ‘Staff Regulations & Rules’, and relevant administrative issuances*
- *Observe Standards of Conduct expected of an international civil servant*

References: (ST/SGB/2009/7*** - 21 Oct 2009 – Rule 10.1 (a) (pg. 78))
(ST/SGB/2003/3- 01 Jan 2003 – Rule 310.1 (a) (pg. 14))

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| <p>Misconduct</p> <p><u>For Uniformed UN Personnel:</u></p> <ul style="list-style-type: none"> ▪ <i>National contingents and military staff personnel:</i> <ul style="list-style-type: none"> ▪ <u>Misconduct</u> means any act or omission that is a violation of United Nations standards of conduct, mission-specific rules and regulations or the obligations towards national and local laws and regulations in accordance with the status-of-forces agreement where the impact is outside the national contingent ▪ <u>Serious misconduct</u> is misconduct, including criminal acts, that results in, or is likely to result in serious loss, damage or injury to an individual or to a mission. Sexual exploitation and abuse constitute serious misconduct. | <p>Slide 10</p> |
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• ***Suggested speaking notes:***

For Uniformed UN Personnel:

- ***National contingents and military staff personnel:***
 - **Misconduct** means any act or omission that is a violation of United Nations standards of conduct, mission-specific rules and regulations or the obligations towards national and local laws and regulations in accordance with the status-of-forces agreement where the impact is outside the national contingent
 - **Serious misconduct** is misconduct, including criminal acts, that results in, or is likely to result in serious loss, damage or injury to an individual or to a mission. Sexual exploitation and abuse constitute serious misconduct.

References: **“We are UN peacekeeping personnel” /specific cases**

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| <p>Misconduct</p> <p><u>For Uniformed UN Personnel:</u></p> <ul style="list-style-type: none"> ▪ <i>UN police and military observers:</i> <ul style="list-style-type: none"> ▪ <u>Minor misconduct:</u> any act, omission or negligence that is a violation of mission SOPs, directives, or any other applicable rules, regulations or administrative instructions, but which does not result in or is not likely to result in major damage or injury to an individual or the mission. ▪ <u>Serious misconduct:</u> any act, omission or negligence, including criminal acts, that is a violation of mission standard operating procedures, directives, or any other applicable rules, regulations or administrative instructions, that results in or is likely to result in serious damage or injury to an individual or to the mission | <p>Slide 11</p> |
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- *Suggested speaking notes:*

For Uniformed UN Personnel:

- ***UN police and military observers:***

- **Minor misconduct:** *any act, omission or negligence that is a violation of mission SOPs, directives, or any other applicable rules, regulations or administrative instructions, but which does not result in or is not likely to result in major damage or injury to an individual or the mission.*
- **Serious misconduct:** *any act, omission or negligence, including criminal acts, that is a violation of mission standard operating procedures, directives, or any other applicable rules, regulations or administrative instructions, that results in or is likely to result in serious damage or injury to an individual or to the mission*

References: (Directives for Disciplinary Matters involving Civilian Police Officers and MLOB's /specific cases)

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| <p>Misconduct: Categories</p> <p><u>Category I</u></p> <p><u>Serious misconduct includes:</u></p> <ul style="list-style-type: none"> ▪ Sexual exploitation and abuse (SEA) ▪ Criminal activities (e.g. offences against the person, offences against property, fraud etc.) <p><u>Category II</u></p> <p><u>Misconduct includes:</u></p> <ul style="list-style-type: none"> ▪ Simple theft and fraud ▪ Sexual or other work-related harassment ▪ Traffic related incidents (e.g. speeding) | <p>Slide 12</p> |
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- *Suggested speaking notes:*

Category I

Serious misconduct includes:

- Sexual exploitation and abuse (SEA)
- Criminal activities (e.g. offences against the person, offences against property, fraud etc.)

Category II

Misconduct includes:

- Simple theft and fraud
- Sexual or other work-related harassment
- Traffic related incidents (e.g. speeding)

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| <p>Misconduct: Reporting</p> <p><u>UN personnel are duty bound to:</u></p> <ul style="list-style-type: none"> ▪ Report suspected misconduct ▪ Report in good faith with supporting by evidence ▪ Cooperate with UN investigations ▪ Make reports to UN officials, OIOS or others in special circumstances ▪ Report misconduct directly to OIOS, there is no need for supervisory approval (ST/SGB/273, paragraph 18) | <p>Slide 13</p> |
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• ***Suggested speaking notes:***

UN personnel are duty bound to:

- Report suspected misconduct
- Report in good faith with supporting by evidence
- Cooperate with UN investigations
- Make reports to UN officials, OIOS or others in special circumstances
- Report misconduct directly to OIOS, there is no need for supervisory approval (ST/SGB/273, paragraph 18)

References: (ST/SGB/2005/21)

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| <p>Misconduct: Reporting</p> <p><u>Protection from Retaliation:</u></p> <p><i>Retaliation is</i> defined as direct or indirect detrimental action recommended, threatened or taken against a person who reports misconduct.</p> <ul style="list-style-type: none"> ▪ Retaliation for reporting misconduct or cooperating with an investigation is PROHIBITED. ▪ As per OIOS mandate (ST/SGB/273, paragraph 18 (f)), no action may be taken against staff that make reports or cooperate with OIOS. Disciplinary action shall be initiated if retaliatory action is taken or as a reprisal. ▪ Retaliation can be reported. | <p>Slide 14</p> |
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• ***Suggested speaking notes:***

In Protection from Retaliation:

Retaliation is defined as direct or indirect detrimental action recommended, threatened or taken against a person who reports misconduct.

- *Retaliation for reporting misconduct or cooperating with an investigation is **PROHIBITED**.*
- *As per OIOS mandate (ST/SGB/273, paragraph 18 (f)), no action may be taken against staff that make reports or cooperate with OIOS. Disciplinary action shall be initiated if retaliatory action is taken or as a reprisal.*
- *Retaliation can be reported.*

References: (ST/SGB/2005/21)

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| <p>Leadership on addressing of Misconduct</p> <p><u>Accountability and Overall Responsibilities:</u></p> <ul style="list-style-type: none"> ▪ Implement prevention, enforcement and remedial policies ▪ Ensure misconduct prevention training ▪ Conduct periodic misconduct risk assessments ▪ Address potential or actual violations ▪ Report all misconduct to the Conduct and Discipline Team or OIOS | <p>Slide 15</p> |
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- *Suggested speaking notes:*

In Accountability and Overall Responsibilities:

- *Implement prevention, enforcement and remedial policies*
- *Ensure misconduct prevention training*
- *Conduct periodic misconduct risk assessments*
- *Address potential or actual violations*
- *Report all misconduct to the Conduct and Discipline Team or OIOS*

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| <p><u>Definition of sexual exploitation and abuse (SAE)</u></p> <p><u>Sexual Exploitation:</u></p> <ul style="list-style-type: none"> ▪ “Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.” <p><u>Sexual Abuse:</u></p> <ul style="list-style-type: none"> ▪ “The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.” <p><u>Sexual Exploitation and Abuse constitute SERIOUS misconduct for all UN personnel!</u></p> | <p>Slide 16</p> |
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- *Suggested speaking notes:*

Sexual Exploitation:

- *“Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.”*

Sexual Abuse:

- *“The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.”*

Sexual Exploitation and Abuse constitute SERIOUS misconduct for all UN personnel!

References: (ST/SGB/2003/13)

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| Uniformed Personnel Standards on Sexual Exploitation and Abuse <ul style="list-style-type: none">▪ Sexual activity with children (persons under the age of 18) is PROHIBITED!▪ Exchange of money, employment, goods, assistance or services for sex (e.g. sex with prostitutes) is PROHIBITED!▪ Use of children or adults to procure sexual services for others is PROHIBITED!▪ Sexual relationships with beneficiaries of assistance are strongly DISCOURAGED! | Slide 17 |
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• ***Suggested speaking notes:***

Uniformed Personnel Standards on Sexual Exploitation and Abuse

- Sexual activity with children (persons under the age of 18) is PROHIBITED!
- Exchange of money, employment, goods, assistance or services for sex (e.g. sex with prostitutes) is PROHIBITED!
- Use of children or adults to procure sexual services for others is PROHIBITED!
- Sexual relationships with beneficiaries of assistance are strongly DISCOURAGED!

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| <u>DPKO's Three-Pronged Approach to Addressing SEA</u> <p><u>Prevention:</u></p> <ul style="list-style-type: none">▪ Uniformed personnel standards on SEA▪ Training▪ Public information▪ Welfare & Recreation <p><u>Enforcement:</u></p> <ul style="list-style-type: none">▪ Complaints Mechanism/Reporting▪ Investigations▪ Data management▪ Follow-Up <p><u>Remedial action:</u></p> <ul style="list-style-type: none">▪ Victim assistance▪ Reputation repair▪ Regular briefings | Slide 18 |
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• ***Suggested speaking notes:***

Prevention:

- *Uniformed personnel standards on SEA*
- *Training*
- *Public information*
- *Welfare & Recreation*

Enforcement:

- *Complaints Mechanism/Reporting/follow-up*
- *Investigations*
- *Data management*
- *Follow-Up*

Remedial action:

- *Victim assistance*
- *Reputation repair*
- *Regular briefings*

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| <u>Consequences of Misconduct for Peacekeeping Personnel</u> | Slide 19 |
| <ul style="list-style-type: none"> ▪ Disciplinary action ▪ Repatriation ▪ Termination of contract ▪ Criminal proceedings ▪ Financial liability | |

• ***Suggested speaking notes:***

Consequences of Misconduct for Peacekeeping Personnel

- *Disciplinary action*
- *Repatriation*
- *Termination of contract*
- *Criminal proceedings*
- *Financial liability*

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| <u>Consequences for Peacekeeping Mission</u> | Slide 20 |
| <ul style="list-style-type: none"> ▪ Violates victim's human rights ▪ Misconduct contrary to UN Principles ▪ Violates integrity and impartiality ▪ Reduces credibility and image of UN ▪ Threatens security ▪ Undermines rule of law and fosters crime | |

• ***Suggested speaking notes:***

Consequences for Peacekeeping Mission

- *Violates victim's human rights*
- *Misconduct contrary to UN Principles*
- *Violates integrity and impartiality*
- *Reduces credibility and image of UN*
- *Threatens security*
- *Undermines rule of law and fosters crime*

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| <p>Learning Assessment</p> <ul style="list-style-type: none"> • What is a number of UN standards? • What does serious misconduct include? • What constitute serious misconduct for all UN personnel? | <p>Slide 21</p> |
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| <p>Summary of the Lesson and Q/A</p> <ul style="list-style-type: none"> • UN standards of Conduct are based on three main principles and a zero tolerance policy on sexual exploitation and abuse; • Serious misconduct includes SEA • Sexual Exploitation and Abuse constitute SERIOUS misconduct for all UN personnel • SEA has a huge impact on UN peacekeeping personnel and missions. | <p>Slide 22</p> |
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Session 12 (S12):

ORGANISATIONAL PRE-DEPLOYMENT PREPARATIONS FOR EFFECTIVE RESPONSE ON SEXUAL VIOLENCE

a. Aim

The aim of this session is to ensure that all students understand the importance of: gender awareness; gender equality; gender balance and training related to GBV/SV awareness. It will highlight their impact on operations and the importance gender integration into the pre-deployment training (i.e. a summary of all previous sessions).

b. Learning Outcomes

Upon completion of this section, participants will be able to:

- Understand the meaning of gender equality and gender balance, and their importance to operations
- Understand the importance of GBV and SV related training/awareness as part of pre-deployment training

c. Training Sequence

The material contained in this module will be delivered over one training unit.

This module should be delivered as an introduction module in order to set the scene for better understanding of following modules.

d. Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

| PSVTM OPTIONS | Minimum Session Time 45 minutes | Lecture/Presentation | Questions/Discussion | Exercises |
|------------------|---------------------------------------|----------------------|----------------------|-----------|
| 1,3,4 | 1 | 40 | 5 | |

e. Methodology

This module will be delivered to students by lecturing. Small discussion could be initiated through and during lecturing in order to keep adult learners engaged.

The instructor should inform participants of content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit to a greater extent from the session.

Instructors are highly recommended to distribute the handout to participants the day before the session to give them the necessary time in order to make possible research on topic and prepare themselves for better understanding and possible active participation.

Structure of the presentation

- Gender Awareness,
 - Gender equality
 - Gender balance
- Training related to GBV and SV awareness
- Operational requirements for a gender awareness:
 - Gender in UN structure
 - Gender in NATO structure

**Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages.*

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

f. Instructor Profile

This module is best presented by an instructor who has knowledge about UN and NATO regulations regarding UN SCR 1325, NATO Bi-SC Directive 40-1 and related resolutions.

The instructor should encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the discussions.

g. Instructor Preparations

Required Readings

- DPKO/DFS Guidelines, "Integrating Gender Perspective Into the Work of the United Nations Military in Peacekeeping Operations", UN, Mar 2010
- UN SCR 1325 (Oct 2000) and related resolutions
- NATO Bi-SC Directive 40-1 (Aug 2012)

General Preparations

Equipment:

- Computer
- Projector and Screen
- Flip Chart

Materials:

- Copies of handouts
- Power Point presentations

h. Session notes

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| Session 12 ORGANIZATIONAL PRE-DEPLOYMENT PREPARATIONS FOR EFFECTIVE RESPONSE ON SEXUAL VIOLENCE | Slide 1 |
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| Aim The aim of this session is to ensure that all students understand the importance of: gender awareness; gender equality; gender balance and training related to GBV//SV awareness. It will highlight their impact on operations and the importance gender integration into the pre-deployment training (i.e. a summary of all previous sessions). | Slide 2 |
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| Learning Outcome Upon completion of this section, participants will: <ul style="list-style-type: none">– Understand the meaning of gender equality and gender balance and their importance to operations– Understand the importance of GBV and SV related training/awareness as part of pre-deployment training | Slide 3 |
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• **Note to Instructor:**

Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

• **Suggested speaking notes:**

This session will refresh your knowledge about gender, gender equality, and gender balance whilst highlighting their importance for operations. Additionally, the session will refresh your knowledge about GBV/SV, and demonstrate the importance of pre-deployment training related to GBV/SV.

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| Agenda <ul style="list-style-type: none"><u>Gender Awareness,</u><ul style="list-style-type: none">▪ Gender equality▪ Gender balance<u>Training related to GBV and SV awareness</u><u>Operational requirements for a gender awareness</u><ul style="list-style-type: none">▪ Gender in UN structure▪ Gender in NATO structure | Slide 4 |
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| <p>References</p> <ul style="list-style-type: none"> • DPKO/DFS Guidelines,” Integrating Gender Perspective Into the Work of the United Nations Military in Peacekeeping Operations”, UN, Mar 2010 • UN SCR 1325 (Oct 2000) and related resolutions • NATO Bi-SC Directive 40-1 (Aug 2012) | <p>Slide 5</p> |
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| <p>Gender Awareness</p> <p><u>Gender:</u></p> <ul style="list-style-type: none"> • Refers to the social attributes and opportunities associated with being male and female and the relationship between women and men and girls and boys, as well as the relations between women and those between men | <p>Slide 6</p> |
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- **Suggested speaking notes:**

Gender is reality, and it is becoming more and more important from day to day.

It refers to the social attributes and opportunities associated with being male and female and the relationship between women and men and girls and boys, as well as the relations between women and those between men

Gender awareness will help us to understand gender perspective and need for gender analysis. It will teach us how to use gender mainstreaming and to reach gender equality/balance.

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| <p>Gender Equality</p> <p>Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women, men, girls and boys.</p> | <p>Slide 7</p> |
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- **Suggested speaking notes:**

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women, men, girls and boys

In conflict area, females are a more vulnerable population than males. They could face limitations and difficulties in accessing vital resources whilst being subjected to SGBV. Due to this, gender equality, equality of rights, responsibilities and opportunities are essential for equal access to vital resources and the prevention of SGBV in conflict areas.

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| <p>Gender Balance</p> <p>Refers to the degree to which men and women hold the full range of positions in a society or organizations.</p> | <p>Slide 8</p> |
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- ***Suggested speaking notes:***

If gender awareness is a process, then gender balance is final step. This is important for the mission, its staff and AO population to recognise. This means, the mission and its staff must recognise males and females are equal in terms of responsibilities, opportunities and access For the AO population, it means they no longer require GBV and SV protection, and are ready to take local ownership. Full participation of both, male and female is guaranteed. Furthermore, it means that UNSCR 1325 is fully implemented.

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| <p>Training related to GBV and SV awareness</p> <p>Mandatory training integrated to pre-deployment training, in order to increase awareness about GBV and SV would be:</p> <ul style="list-style-type: none"> ▪ Culture awareness training ▪ Code of conduct training ▪ Training on sexual exploitation and abuse (SEA) ▪ Gender awareness training based on the implementation of UN SCR 1325 (Oct 2000) and NATO Bi-SC Directive 40-1 (Aug 2012) ▪ Training related to GBV and SV | <p>Slide 9</p> |
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- ***Suggested speaking notes:***

Mandatory training integrated to pre-deployment training, in order to increase awareness about GBV and SV would be:

- Culture awareness training
- Code of conduct training
- Training on sexual exploitation and abuse (SEA)
- Gender awareness training based on the implementation of UN SCR 1325 (Oct 2000) and NATO Bi-SC Directive 40-1 (Aug 2012)
- Training related to GBV and SV

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| <p>Training related to GBV and SV awareness</p> <p><u>Culture awareness training:</u></p> <ul style="list-style-type: none"> ▪ Mission specific training ▪ Focus on gender roles in society defined by culture (if any) ▪ Focus on discrimination implicated by gender roles (if any) ▪ Focus on gender inequalities and gender misbalances rooted in the culture (if any) ▪ Focus on GBV and SV rooted in the culture (if any) | <p>Slide 10</p> |
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- ***Suggested speaking notes:***

Culture awareness training:

- *Mission specific training:*
 - *Especially created and tailored for pre-deployment training for every particular mission*
- Focus on gender roles in society defined by culture:
 - *Gender roles defined by tradition, religion, ethnicity, tribal law, customs and habits, etc.*
- Focus on discrimination implicated by gender roles:

- *Discrimination based on gender roles related to limited and restricted access to resources and power.*
- Focus on gender inequalities and gender misbalances rooted in the culture:
 - *Female are relegated to marginal roles in public life and governing.*
- Focus on GBV and SV rooted in the culture
 - *Level of Family violence, Community violence and State violence*
 - *For example: domestic violence, forced marriage, children marriage, female genital mutilation, “dancing boys” and forced prostitution etc.*

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| Training related to GBV and SV awareness | Slide 11 |
| <u>Code of conduct training:</u> | |
| <ul style="list-style-type: none"> ▪ Principles of UN standards of conduct, and principles of national standards of conduct ▪ Measures for the protection from sexual exploitation and sexual abuse (ST/SGB/2003/13) ▪ Prohibition of discrimination, harassment, including sexual harassment and abuse of authority (ST/SGB/2008/5) ▪ Clear list of PROHIBITED and DISCOURAGED activities. ▪ Ten Rules/Code of Personal Conduct for Blue Helmets ▪ Other national and organisational regulations related to GBV and SV | |

- *Suggested speaking notes:*

Code of conduct training:

- Principles of UN standards of conduct, and principles of national standards of conduct
 - Focus on zero tolerance policy on sexual exploitation and abuse (SEA)
- Measures for the protection from sexual exploitation and sexual abuse (ST/SGB/2003/13)
- Prohibition of discrimination, harassment, including sexual harassment and abuse of authority (ST/SGB/2008/5)
- Clear list of PROHIBITED and DISCOURAGED activities, for example:
 - Sexual activity with children (persons under the age of 18)
 - Exchange of money, employment, goods, assistance or services for sex (e.g. sex with prostitutes)
 - Use of children or adults to procure sexual services for others.
 - Sexual relationships with beneficiaries of assistance
- Ten Rules/Code of Personal Conduct for Blue Helmets
 - Rule No.4: “Do not indulge in immoral acts of sexual, physical or psychological abuse or exploitation of the local population or UN staff, especially women and children.”
- Other national and organisational regulations related to GBV and SV

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| <p>Training related to GBV and SV awareness</p> <p><u>Training on sexual exploitation and abuse (SEA):</u></p> <ul style="list-style-type: none"> ▪ Clearly define <ul style="list-style-type: none"> ▪ Misconduct ▪ Serious misconduct ▪ Sexual harassment as a misconduct ▪ Sexual exploitation and abuse (SEA) as a serious misconduct | <p>Slide 12</p> |
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- *Suggested speaking notes:*

Training on sexual exploitation and abuse (SEA):

- Clearly define:
 - Misconduct
 - Serious misconduct
 - Sexual harassment as misconduct
 - Sexual exploitation and abuse (SEA) as a serious misconduct

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| <p>Training related to GBV and SV awareness</p> <p><u>Gender awareness training based on the implementation of:</u></p> <ul style="list-style-type: none"> ▪ UN SCR 1325 (Oct 2000) <ul style="list-style-type: none"> – Protection – Prevention – Participation – Gender mainstreaming ▪ NATO Bi-SC Directive 40-1 (Aug 2012) <ul style="list-style-type: none"> – Prior to new operations and missions NATO on Military Strategic and Operational level must as deemed appropriate give inputs and recommendations regarding gender dimensions on the specific area of operation. Incorporate lessons learned from NATO, EU, UN operations and missions, in addition to information from international women's and non-governmental organisations. | <p>Slide 13</p> |
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- *Suggested speaking notes:*

Gender awareness training based on implementation of:

- UN SCR 1325 (Oct 2000) and related UN SC Resolutions:
 - *Protection*
 - *Prevention*
 - *Participation*
 - *Gender mainstreaming*

Affirm that sexual violence, when committed systematically and used as a tool of war, is a fundamental threat to international peace and security, requiring an operational security and judicial response. Send a strong signal to perpetrators of sexual violence in conflict, that their crimes will not be tolerated!

- NATO Bi-SC Directive 40-1 (Aug 2012):

Prior to new operations and missions NATO on Military Strategic and Operational level must as deemed appropriate give inputs and recommendations regarding gender dimensions on the specific area of operation. Incorporate lessons learned from NATO,

EU, UN operations and missions, in addition to information from international women's and non-governmental organisations. Pre-deployment training should, at minimum, include:

- Highlighting the importance of protection, rights and needs of women, girls and boys;
- Providing information on how to engage with, and increase the participation of, local women and how to exchange information with women;
- Offering cultural awareness training based on an analysis of gender relations in the JOA;
- Demonstrating how integrating gender perspective can serve as a force enabler, and support the effectiveness of NATO-led operations; and
- Gaining an understanding of measures with respect to international law regarding the rights and protection of women and girls, especially civilians, during armed conflicts as well as NATO Standards of Behaviour.
- Pre-deployment training should aim to be specific and focused on the particular JOA, rather than generically 'raising awareness'.

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| <p>Training related to GBV and SV awareness</p> <p><u>Training related to GBV and SV:</u></p> <p><u>Types of GBV:</u> The rights group Amnesty International has identified three distinct types of gender-based violence (GBV):</p> <ul style="list-style-type: none"> – Family violence – Community violence – State violence <p><u>Types of SV:</u> A wide range of sexually violent acts can take place in different circumstances and settings. Some of them are:</p> <ul style="list-style-type: none"> – All forms of rape (i.e. female, male, girls and boys) – Sex in return for favours (e.g. sex for a food) – Sexual exploitation and abuse (all forms and types) – Forced marriage and children marriage – Violent acts against the sexual integrity of women – Forced prostitution and trafficking of people for the purpose of sexual exploitation | <p>Slide 14</p> |
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- *Suggested speaking notes:*

In Training related to GBV and SV:

Types of GBV:

The rights group Amnesty International has identified three distinct types of gender-based violence (GBV):

- *Family violence*
- *Community violence*
- *State violence*

Types of SV:

A wide range of sexually violent acts can take place in different circumstances and settings. Some of them are:

- All forms of rape (i.e. female, male, girls and boys)
- Sex in return for favours (e.g. sex for a food)
- Sexual exploitation and abuse (all forms and types)
- Forced marriage and children marriage
- Violent acts against the sexual integrity of women
- Forced prostitution and trafficking of people for the purpose of sexual exploitation

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| <p><u>Operational requirements for gender awareness</u></p> <p><u>Gender in the UN structure:</u></p> <ul style="list-style-type: none"> ▪ <u>Strategic level:</u> <ul style="list-style-type: none"> – Gender team – Mission gender adviser ▪ <u>Operational level:</u> <ul style="list-style-type: none"> – Military gender advisor – Military gender focal point ▪ <u>Tactical level:</u> <ul style="list-style-type: none"> – Military gender focal point | <p>Slide 15</p> |
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- Suggested speaking notes:

Gender in the UN structure:

- Strategic level:
 - Gender team (Located in Best practice section of Department of Policy and Evaluation and Training in DPKO)
 - Mission gender adviser (Positioned in Special representative of secretary general /SRSG/ office)
- Operational level:
 - Military gender advisor (positioned in military component – force headquarter HQ))
 - Military gender focal point (positioned in sector HQ)
- Tactical level:
 - Military gender focal point (at battalion HQ level)

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| <p><u>Operational requirements for gender awareness</u></p> <p><u>Gender in NATO's structure:</u></p> <ul style="list-style-type: none"> ▪ <u>Strategic level:</u> <ul style="list-style-type: none"> – Gender advisor (GENAD) ▪ <u>Operational level:</u> <ul style="list-style-type: none"> – Gender advisor (GENAD) ▪ <u>Tactical level:</u> <ul style="list-style-type: none"> – Gender field advisor (GFA) – Gender focal point (GFP) | <p>Slide 15</p> |
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- *Suggested speaking notes:*

Gender in NATO's structure:

- *Strategic level:*
 - *Gender advisor (GENAD) positioned at military strategic level (Commander HQ)*
- *Operational level:*
 - *Gender advisor (GENAD) positioned at operational level (Commander HQ)*
- *Tactical level:*
 - *Gender field advisor (GFA) (Land, Air, Marine and other command components)*
 - *Gender focal point (GFP - HQ level)*

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| <p>Learning Assessment</p> <ul style="list-style-type: none"> • Gender equality refers to? • What could be mandatory training on GBV and SV included in pre-deployment training? • Gender in UN and NATO structures? | <p>Slide 16</p> |
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| <p>Summary of the Lesson and Q/A</p> <ul style="list-style-type: none"> • Gender awareness will help us to understand <u>gender perspectives</u> and the need for <u>gender analysis</u>. It will teach us how to use <u>gender mainstreaming</u>, the most important tool in gender application, and subsequently reach <u>gender equality</u> and <u>gender balance</u>; • Mandatory training integrated to pre-deployment training in order to increase awareness about GBV and SV would be culture awareness training, code of conduct training, and training on SEA, as well as gender awareness training based on implementation of UN SCR 1325 (Oct 2000) and NATO Bi-SC Directive 40-1 (Aug 2012) and training related to GBV and SV; • Gender is integrated in UN and NATO structures at all levels: strategic, operational and tactical. | <p>Slide 17</p> |
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