Lesson 3.2

Military Component Child Protection Roles and Tasks

The Lesson

Starting Lesson 3.2

For an interactive start to Lesson 3.2, ask learners:

How can the military component contribute to effective child protection?

OVERVIEW

Lesson 3.2 provides an overview of the child protection roles and tasks of the military component. The discussion engages learners from the outset.

LEARNING OBJECTIVES

• Describe the guidance framework on child protection at the operational and tactical levels;
• Explain the child protection roles and tasks of military peacekeepers;
• Explain why peacekeepers need to develop situational awareness;
• Apply the guidelines for monitoring and reporting by military peacekeepers.

ACTIVITIES

• Group discussion: Situational awareness (slides 14 and 15).

HANDOUTS (FOR LEARNERS)

1. DPKO/DFS Terms of Reference – United Nations Military Child Protection Focal Point (slide 9)
2. Monitoring and Reporting – Dos and Don’ts (slides 18 and 19)
The main guiding frameworks that outline the legal obligations of peacekeepers with regard to protecting children were discussed in module 2. In this module, you will see how these frameworks are operationalized into standards of procedures (SOPs) and actions of the military component in the field.
SLIDE 2: LEARNING OBJECTIVES

Learning Objectives

- **Describe** the guidance framework on child protection at the operational and tactical levels;
- **Explain** the child protection roles and tasks of military peacekeepers;
- **Explain** why peacekeepers need to develop situational awareness;
- **Apply** the guidelines for monitoring and reporting by military peacekeepers.

NOTES (FOR TRAINER)

This lesson (3.2) will cover operational guidance, roles and tasks of military peacekeepers, situational awareness, and monitoring and reporting, in more detail.

The next lesson (3.3) will focus on child soldiers and rules of engagement.

The final two lessons (3.4 and 3.5) will focus on the responsibilities of military Child Protection Focal Points at the operational and tactical levels, and the Force Commander’s Child Protection Directive.
**SLIDE 3: CHILD PROTECTION MANDATE (1)**

**Child Protection Mandate (1)**

Security Council resolution 2502 (2019)
Democratic Republic of the Congo

Child protection
Requests MONUSCO to take fully into account child protection as a crosscutting issue throughout its mandate and to assist the Government of the DRC in ensuring that the protection of children’s rights is taken into account, inter alia, in DDR processes and in SSR as well as during interventions leading to the separation of children from armed groups in order to end and prevent violations and abuses against children, and acknowledges the crucial role of United Nations Child Protection Advisers deployed as a standalone capacity in MONUSCO in that regard, requests MONUSCO to continue to ensure the effectiveness of the monitoring and reporting mechanisms on children and armed conflict (para. 31).

---

**Key Message:** Protection of children is a specific and explicit task mandated by the Security Council.

---

**SLIDE 4: CHILD PROTECTION MANDATE (2)**

**Child Protection Mandate (2)**

Security Council resolution 2531 (2020)
Mali

*Strongly condemning* all violations and abuses of international human rights law and violations of international humanitarian law, ... as well as killing, maiming, recruitment and use of children, attacks against schools, humanitarian actors and services, and medical personnel and infrastructure...; (preambular paragraph)

To provide specific protection and assistance for women and children affected by armed conflict, including through Protection Advisors, Child Protection Advisors, Women Protection Advisors and civilian and uniformed Gender Advisors and focal points, as well as consultations with women’s organizations, and address the needs of victims and survivors of sexual and gender-based violence in armed conflict; (para. 28(c)(iii))
**Key Message:** The deployment of Child Protection Advisers is mandated by the Security Council.

In Module 2, we looked at the child protection mandate issued by the Security Council with a view to understanding it. Slides 3 and 4 provide examples of the language used in mandates on child protection, and children and armed conflict.

In resolution 2502 (2019) relating to the Democratic Republic of the Congo, the Security Council emphasizes that the protection mandate is to be implemented without prejudice to the responsibilities of the host country, and may include actions against bodies or authorities of the host State if they are the perpetrators of violations.

In resolution 2531 (2020) on Mali, the Security Council specifically requests the mission to provide specific protection for women and children affected by armed conflict. The language in this and other mandate resolutions indicates a clear requirement by the Security Council for the peacekeeping mission to use resources for protection purposes, including protection of children. The implications of this language will be discussed in lesson 3.3 on the application of the rules of engagement.
**Key Message:** The military component supports the child protection mandate through specific and implied tasks. Based on a mission analysis, the military component will identify a number of implied child protection tasks at the operational level, such as providing security for Child Protection Advisers.

- Slide 5 outlines the child protection tasks that may be stated in mission mandates. The Security Council mandated the tasks showing on this slide to MONUSCO.

**Children and Armed Conflict/Child Protection:** While the protection of civilians mandate may be used to encompass all types of protection issues (including conflict-related sexual violence, child protection, and human rights), all military Child Protection Focal Points in missions have a specific child protection/children and armed conflict mandate. (Note that individual civilian teams/units/sections/components lead each individual protection mandate.)

The child protection mandates for MINUSCA, MINUSMA, MONUSCO, UNMISS, and others, include the requirement to monitor and report on the six grave violations against children (explained in Module 2).

Where missions are mandated to support the disarmament, demobilization and reintegration process, the specific concerns of girls and boys are also included.

Some Governments or armed groups have signed Action Plans with the United Nations to end violations such as the recruitment and use of children, or sexual violence against children. In these contexts, it is the role of the mission to work closely with the Government or armed group to ensure the implementation of the Action Plan.

What does this mean for military components? The military supports the implementation of the child protection mandate. Action by the military include, but is not limited to, providing physical protection for children; gathering and sharing information on the six grave violations; supporting the separation of children from armed groups and armed forces; and providing security for Child Protection Advisers when they visit the military barracks of armed forces/armed groups to screen troops, engage in dialogue and negotiations, and so on.
NOTES (FOR TRAINER)

Key Message: Military Child Protection Focal Points contribute to this framework. At the operational level, peacekeepers are expected to support the development and implementation of the Force Commander’s Child Protection Directive.

The Security Council mandates peacekeeping policies and guidelines for the military component, and plans and orders for the mission. All provide directions to military formations on how to implement the child protection mandates in peacekeeping missions at three levels: strategic, operational and tactical.


Guiding documents:

− Rules of engagement are developed by DPO and tailored specifically to each mission. They provide detailed directions and rules on the use of force in implementing the protection mandates;

− The United Nations Infantry Battalion Manual (UNIBAM) is a comprehensive tactical guide for military components on how to employ infantry battalions at the tactical level. It includes guidance on child protection;

− General Force Headquarters standard operating procedures.

2. **Operational level** – The mandate is translated into an operational framework, which includes an integrated mission plan and a concept of operations for the mission as a whole and a concept of operations for the military component; these are implemented through plans and operational orders. These documents usually contain specific provisions on child protection. To support the implementation of the child protection mandate and to facilitate coordination among the military and the mission’s internal and external child protection partners, the Force Commander issues specific guidance, usually in the form of a Force Commander’s Child Protection Directive. The Force Headquarters SOP also provides guidance on child protection.

3. **Tactical level** – Commanders at the sector and unit levels will provide orders and guidance to subordinate units to ensure the Force Commander’s Child Protection Directive is implemented at this level, and that the protection of children is given priority and attention when planning and conducting protection-related operations. Other key guidance documents for the military component include the rules of engagement, the Handbook on the Protection of Civilians, unit level SOPs, directives on conduct and discipline, among others.

The mission’s mandates only become effective when they are translated into the mission plan, the concept of operations, orders and directives of the military component, for the tactical execution of the task.

This is what is meant by mainstreaming child protection into the work of the military: applying a child protection lens and incorporating child protection concerns at all levels of military engagement – at the strategic, operational and tactical levels. This is how the military contributes to the protection of children on the ground.

It also means understanding the other mandated tasks, such as protection of civilians, protection from conflict-related sexual violence, support to DDR, and all other enabling tasks relating to child protection. For example, in protecting civilians from conflict-related sexual violence, the military must consider the protection concerns of the boys and girls that they may encounter.

If the military is providing support to DDR, it must take into account the separation of children from armed groups, and also consider the gender-specific needs of both girls and boys in this process. Also, when the military is conducting situational awareness, it must report on specific violations committed against children.
NOTES (FOR TRAINER)

Key Message: Child protection, in particular physical protection against threats to children, is a key role of the military component.

The military component deployed in missions that have a protection of civilians mandate has the primary task of ensuring a safe and secure environment. This includes protecting mission staff, other United Nations personnel, humanitarian partners, and NGOs.

This security role specifically includes the mandated task of protecting all civilians under imminent threat of physical violence.

If a mission has a specific child protection mandate, civilian Child Protection Advisers and military Child Protection Focal Points will be deployed to it. In such missions, child protection is a mandated task for the military component, therefore, child protection must be understood by all members of the force, and mainstreamed into daily its operations, in particular child protection activities.

Furthermore, commanders and staff at all levels should ensure that threats to children and their vulnerabilities are identified, and plans and orders are developed to provide effective protection on the ground, working in concert with other protection partners.
One of the mechanisms employed in missions today is a military Child Protection Focal Point network at the operational and tactical levels.

Force Commanders and tactical commanders must issue specific guidance on child protection, in the form of a Force Commander’s Child Protection Directive and a tactical-level SOP.

**Key Message**: It is a command responsibility at all levels to ensure the establishment and utilization of the military Child Protection Focal Point network.

With the increase in child protection demands on the military, and in order to ensure that all mission components, in particular the military component, integrate child protection into their activities, it is critical that a network of military Child Protection Focal Points be established. The focal points should ensure that child protection is considered at all stages of the planning process and in operational activities at Force Headquarters, as well as at sector and contingent levels.

The Force Headquarters Child Protection Focal Point must maintain almost daily communication with the Child Protection Section at the mission to obtain advice and
support, maintain situational awareness, and to update the Section on the military component’s activities. This is a key relationship that needs to be nurtured. The Force Headquarters Child Protection Focal Point must also ensure that child protection is mainstreamed in Force Headquarters.

It is a command responsibility to ensure that military Child Protection Focal Points are nominated at every level – force, sector, battalion, team sites, mobile operating bases, etc. – and that the military Child Protection Focal Point network is established and utilized.

The roles and responsibilities of the Child Protection Focal Points at Force Headquarters, sector and battalion levels and the function of the military Child Protection Focal Point network will be covered in lessons 3.4 and 3.5.

---

**SLIDE 9 FORCE HEADQUARTERS CHILD PROTECTION FOCAL POINT – KEY TASKS**

**Force HQ Child Protection Focal Point – Key Tasks**

- Coordinate with mission Child Protection Section
- Child protection advice and mainstreaming
  - Commander
  - All staff functions
- Operational guidance to sector and units
- Establish/strengthen Alert System
- Train sector and unit focal points on Child Protection Directives/SOPs
  - Handover of children associated with armed groups
  - Interactions with children
  - Sexual exploitation/abuse, child labour

---

**NOTES (FOR TRAINER)**

**Key Message:** The Force Headquarters Child Protection Focal Point is the key interlocutor between the Child Protection Section and the Adviser and the military component.
Refer to the handout, DPKO/DFS Terms of Reference – United Nations Military Child Protection Focal Point.

The Child Protection Focal Point should mainstream Child Protection at Force Headquarters, working with the Force Commander and all military staff, and using the necessary tools, such as the Force Commander’s Child Protection Directive. Child protection must be an integral element in planning and operations; when drafting orders or planning an activity, the military must always consider their impact on children and how to protect them.

Providing operational guidance involves drafting and operationalizing documents such as the Force Commander’s Child Protection Directive, as well as providing advice during the planning and execution of an operation. It also involves maintaining close liaison with the operations and other branches involved in activities (such as the Civilian-Military Cooperation Unit) to keep up-to-date on any planning so as to be able to provide timely advice. Such guidance is also provided to sector headquarters, units and UNMO team sites.

The Force Headquarters Child Protection Focal Point will establish/strengthen the Child Protection Alert System to transmit information received on the six grave violations against children, other child protection concerns, threats that could cause displacement, human rights violations, etc. through the chain of command and to the appropriate section, including the Child Protection Section. Emphasis on the Alert System is to enable proactive action.

Training is a continuous process in the mission, including induction training on arrival, as well as “top-up” or capacity-building training to ensure that all personnel is aware of and understands the relevant child protection SOPs, including those relating to the handover of children associated with armed groups, peacekeeper interaction with children, and dealing with exploitation and child labour. The Force Headquarters Child Protection Focal Point should ensure that all peacekeepers complete their training, and should also support the training activities by making them relevant, accurate and interesting to the extent possible. Close liaison with and the involvement of the Child Protection Section in training activities is strongly recommended.
NOTES (FOR TRAINER)

**Key Message:** It is good practice to identify child protection concerns when carrying out usual military tasks.

- Ask learners: With regard to mainstreaming child protection, give examples of child protection activities to be considered when planning and executing your peacekeeping tasks.

Slide 10 shows some peacekeeping tasks that are likely to involve aspects of child protection. When carrying out these tasks, peacekeepers should look out for and report any grave violations.
NOTES (FOR TRAINER)

**Key Message:** All military peacekeepers should understand the threats to and the vulnerabilities of children. They must always “wear their child protection lenses” when in the field.

- With regard to mainstreaming child protection: In slide 11, usual military tasks are in green; and in blue are some relevant issues that troops on the ground may have to consider, provide responses to, and report on through the military Child Protection Focal Point network.

These tasks are likely to involve aspects of child protection, therefore peacekeepers must look out for and report any grave violations or indications that such violations are being committed. Suggest some other relevant issues that the military formation conducting protection activities should consider.
Key Message: Use of the protection resources/tools showing in slide 12 is considered best practice. They are implemented and utilized by missions in order to better understand threats and vulnerabilities and to prioritize resources.

Note: Learners may have experienced utilizing the protection resources/tools used in other missions. Ask them to share their experiences.

Missions are being innovative in their efforts to understand the operational environment and prioritizing their tasks. Here are some examples of resources/tools that missions have employed.

1. **Joint Protection Teams** may be composed of several elements of the mission, for example, Civil Affairs Officer, Human Rights Officer, Child Protection Adviser, police and military personnel. The protection team would visit an area and interact with locals to determine the protection needs so as to provide adequate responses. Battalions may not only be part of the team, but may also provide physical protection to the team.
2. **Must-Should-Could Matrix** may be one output of such visits, along with other sources of information, including local authorities. The matrix is a priority list indicating which villages, and therefore, which children must, should, could be protected. This should inform the allocation of resources.

3. **Community Liaison Agent (CLA):** When patrolling, peacekeepers must be able to communicate with the local community and the people they are expected to protect. The Community Liaison Agent, who acts as an interpreter, is a national of the country and understands the customs, but is not from the immediate local area (and is thus “impartial”). The CLA can assist in communicating with the villagers in a culturally sensitive way, and in listening to and understanding their views regarding threats to children. MONUSCO has at least one CLA for each patrol base.

4. **Community Alert Network (CAN):** This key innovation is a system whereby a village is provided with a mobile phone and United Nations mission phone numbers to call in the event of an emergency. MONUSCO has built cell phone masts specifically to extend coverage to villages at risk; that enables the mission to respond more rapidly. During the mission-specific pre-deployment training, peacekeepers will most likely be informed of the measures used in the assigned mission. Further details would be in the mission SOPs and the technical advisory mission (TAM) reports.

---

*A Technical Advisory Mission (TAM) serves to explore a Member State’s capacity to fully take advantage of space-based information. As an inter-institutional fact-finding mission, it is officially requested by the respective national government and is carried out by a team of experts. Typically, TAMs are one-week-long missions. The expert team meets with key disaster management and development authorities in the Government, United Nations organizations, regional and international organizations or initiatives and private entrepreneurs to discuss the use of space-based information for risk and disaster management in depth and to subsequently make recommendations on improvements.*
SLIDE 13: SITUATIONAL AWARENESS – UNDERSTANDING THE OPERATIONAL ENVIRONMENT

Situational Awareness – Understanding the Operational Environment

1. What are the threats to children in my area of responsibility? (who, what, why, when, where)
2. What are the Government and the community doing about it?
3. What are other parts of the mission, UN agencies, other international organizations and NGOs doing about it and how can we work together?

NOTES (FOR TRAINER)

Key Message: Situational awareness involves not only who/what poses a threat to children, but also understanding why children are vulnerable and what protection actors, in concert with communities, are doing to reduce risk.

To kick start the discussion and stimulate learner participation (e.g., for question 1 on slide 13), ask learners what they think they should know about threats by an armed group.

Determining who is vulnerable and what threats exist requires understanding the operational environment. Situational awareness is key to child protection. The planning process for understanding the operational environment is set out in the specialized training materials for military Staff Officers, but let us briefly go over a few important things to consider:

1. What are the threats against children in your area of responsibility?
   Each area of responsibility is different, and you need to identify the threats that are specific to your area. More specifically, Who is a threat to children? What are their tactics? Why are they doing it? When they are doing it (day, night, market days, etc.)? Where are their bases? Where are they most likely to strike?
2. **What are the Government and the community doing about it?**
   Some action may have already been taken and you need to know about it, in particular since the Government has the primary responsibility for protection. In addition, the villagers may have already developed a protection plan.

3. **What are other actors – mission partners, such as United Nations agencies, international organizations, NGOs and local community groups – doing about it, and how can you all work together?**
   Other child protection actors are likely to be aware of the situation and are already providing or preparing to provide support to the children.

It is only when you have answers to these questions that you can identify and plan the actions to take to reduce vulnerability and risks. Then, you need to update and adjust your situational awareness accordingly and progressively.

---

**SLIDE 14: CASE STUDY: SITUATIONAL AWARENESS**

**Case Study: Situational Awareness**

On a patrol in your Company Operations Base area of responsibility, you pass through a village that hasn’t been visited by the United Nations in a while. Everything seems calm and the villagers are going about their daily business. You stop in the marketplace to chat with some villagers and get a grasp of the situation. A village elder complains about recent visits by an armed group that has been active in the area for a couple of months. You know that such visits are common, villagers are usually harassed, and goods are taken from them. According to the villager, the armed group asked to see the local teacher. On their second meeting with the teacher, which ended in an argument, they shot him for unknown reasons. As you carry on with your patrol, you mention the incident to your driver, who half-jokingly remarks:

“I wonder who the teacher was teaching, because there are not any children to be seen in the entire village”.

**To whom will you report your observations, and what is your analysis of the situation?**

**NOTES (FOR TRAINER)**

**Key Message:** This scenario portrays a situation in which a teacher was killed by an armed group. The situation needs further investigation. The killing of a teacher should be reported to the Child Protection Adviser as a possible grave violation against children.
Give learners time to read the scenario then, depending on time, discuss the question as a large group or divide learners into small groups.

Optional Reporting Activity

If there is sufficient time, ask learners to note in writing the information they would need to draft a report: name of village, GPS location, name of armed group(s), where is group from/moved to, number of perpetrators, date of killing, time of the killing, weapons carried, number of visits, number and sex of child victims, ethnic/religious affiliation of armed group, ethnic/religious composition of the village, village focal point for further contact, etc.

Key takeaways:

1. Report violations or concerns through the chain of command (military Child Protection Focal Point and civilian Child Protection Adviser).

2. Killing a teacher may be considered a grave violation and must be reported to a child protection officer/actor.

3. Targeted killing of teachers (several incidents) could be an early warning of child recruitment.

4. Child recruitment, especially on a large scale, may be an early warning indicator of security threats and/or military activity by this group.

5. Children not going to school/schools closed/children kept at home are strong indicators of perceived insecurity in a community; crucial to note this for situational awareness analysis.

6. The Child Protection Adviser can elaborate on context-specific child protection concerns that would help with your military situational awareness analysis.

7. When assessing the situation, consider if only boys or only girls are missing. If one gender in particular is missing, that could be an indication of gender-specific targeting.
NOTES (FOR TRAINER)

**Key Message:** The killing of a teacher in the scenario in slide 14 should be reported to the Child Protection Adviser as a possible grave violation against children. Security Council resolution 1998 (2011) explicitly mandates this.

- Recurrent attacks on teachers, on the basis of their profession, is a grave violation, as spelled out in Security Council in resolution 1998 (2011). Teachers are “protected persons in relation to schools”. This will be covered in more detail during the scenario discussions.

In addition to including the killing of the teacher in the patrol report to your own hierarchy, make sure to inform the civilian Child Protection Officer and the child protection actors in your area of responsibility, through the chain of command. Ideally, the military Child Protection Focal Point at Force Headquarters and either the Intelligence or Operations directorates (G2 or G3) will also alert their respective civilian colleagues in the Child Protection Section upon reading the patrol report.

The information obtained from that scenario will also be crucial in your military analysis of the situation.
NOTES (FOR TRAINER)

**Key Message:** The specific information in the Secretary-General’s report (A/74/845-S/2020/525) illustrates the importance of military reports of grave violations.

- This information, in the annex of the Secretary-General’s report on children and armed conflict, could not have been compiled without the joint effort of various mission entities and external child protection partners. The role of the military is imperative in the monitoring and reporting mechanism.
NOTES (FOR TRAINER)

**Key Message:** Information collection templates, reporting procedures and formats vary from mission to mission. Slide 18 shows the minimum information required in a report.

- Ask learners if they are familiar with information collection plans. Also ask if they have ever had to report violations against children.

Information collection plans vary from one mission to another, depending on the Force Commander’s critical information request. Force Commanders usually include civilian protection as one of the components to monitor in their requests. It is important that priority information requirements regarding children be included in the requests.

For example, in Chad, peacekeepers were required to report on child soldiers; this information was considered as priority information.
NOTES (FOR TRAINER)

**Key Message:** Monitoring and reporting the six grave violations is a mandated task for military peacekeepers.

- The child protection mandate includes providing information to the MRM. The six grave violations committed by armed forces/groups against children must be reported to the Security Council for action.

It is important to report the six grave violations through the chain of command. In gathering information, peacekeepers must not interrogate children. They should take note of information obtained through observation and talking to adults. Child Protection Advisers can investigate further to acquire more details.

Some indicators of threats to children:
- Parents are afraid to send their children to school: could be a sign that children are being recruited in or around the school;
- There are no children in the streets: could be a sign that the local population considers that their children are at risk.

It is important to consider threats to boys and girls separately because they are sometimes targeted differently at an early age.

If violations have already been committed, note as much as possible in writing:
- Type of violation
- Date and time
- Location
- Alleged perpetrator
- Circumstances of the violation
- Details of the violation
- Number of children involved
- Age, sex, nationality, religion of victims (children)
- Other important information

**Remember:** Do not interrogate children. Do not take photographs of children.

---

**SLIDE 19: CONDUCTING CHILD PROTECTION ACTIVITIES – DOS AND DON’TS**

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the child’s best interests</td>
<td>Put the child(ren) in danger</td>
</tr>
<tr>
<td>Know and coordinate with the child protection actors in your area of responsibility</td>
<td>Neglect to share information with the child protection actors</td>
</tr>
<tr>
<td>Analyse protection threats and risks for children</td>
<td>Forget about child-specific threats/risks</td>
</tr>
<tr>
<td>Discretely take note of details, and keep information confidential (location, armed group/unit, number of children, sex, violation)</td>
<td>Interview, interrogate or take photographs of the child(ren)</td>
</tr>
<tr>
<td>Be aware of your impact (as a uniformed person) on the child(ren)</td>
<td>Casually spend time with children</td>
</tr>
</tbody>
</table>

---

**NOTES (FOR TRAINER)**

**Key Message:** The military Child Protection Focal Point is responsible for promulgating these Dos and Don’ts to all members of the force.

- When conducting military operations, peacekeepers should always consider the impact of their actions on children. They must make children’s safety and well-being the priority. The best interest of the child should guide all interactions with children.
This slide shows some Dos and Don’ts when monitoring and reporting child protection issues. They may help you to act correctly in different situations.

- Handout: Dos and Don’ts of monitoring and reporting

---

**Takeaways (1/2)**

- Know your roles and how you can contribute to child protection:
  - Direct role: prevent violations and mitigate threats;
  - Support role: gather information, support the Child Protection Section, provide security to Child Protection Advisers.
- Military components have directives/SOPs on child protection – apply them.
- Create orders and SOPs to address information requirements, handover of children, etc.
**Takeaways (2/2)**

- Child protection is an integral part of practically every patrol activity.
- Protection involves a combination of actions to reduce vulnerability and risk.
- Assess the child-specific indicators in your operational environment.
- In all your actions and orders, consider the best interest of the child.

**Summary**

**Takeaways from Lesson 3.2:**

- Know your roles and how you can contribute to child protection:
  - Direct role: prevent violations and mitigate threats;
  - Support role: gather information, support the Child Protection Section, provide security to Child Protection Advisers.
- Military components have directives/SOPs on child protection – apply them.
- Create orders and SOPs to address information requirements, handover of children, etc.
- Child protection is an integral part of practically every patrol activity.
- Protection involves a combination of actions to reduce vulnerability and risk.
- Assess the child-specific indicators in your operational environment.
- In all your actions and orders, consider the best interest of the child.
References (1/2)


References (2/2)

- United Nations, UNDDR, Operational Guide to the Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS), 2014 (see chaps. 5.20, “Youth and DDR”, and 5.30, “Children and DDR”)
- OSRSG-Children and Armed Conflict website (http://childrenandarmedconflict.un.org/)
NOTES (FOR TRAINER)

Allow sufficient time for questions to be asked/answered. Actively encourage questions from learners.