Unit 5 Protection of Civilians (POC)

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Introduction

The Introduction to POC training is designed to prepare US military trainers with the knowledge and skills to design, develop and deliver POC training which enhance the abilities of partner who will be executing UN Peace Operations missions. It describes the principles, dynamics, tasks and challenges of POC. It also describes planning procedures and methodologies, responsibilities, and analysis for those who plan on POC.

Aim

The aim of this module is to provide US military trainers with the necessary information to understand how military forces provide PoC and support the efforts of other PoC actors.

Learning Outcomes

On completion of this module, participants will:

- Understand PoC and its significance across a wide spectrum of military operations.
- Synthesize planning and operational PoC considerations including understanding PoC risks, the operational environment, actors, and dynamics.
- Understand how military forces provide PoC and support the efforts of other PoC actors.
- Understand how to use/modify the 5-45 PoC Framework

This module is intended to be completed in a single session; however it could be delivered over multiple training sessions, depending on the learning activities used and the level of participants’ comprehension of the process.

✍ Note to Instructor: It is highly recommended for this module to be delivered after PKSOI-RAF UN Peacekeeping Training Units 1-4. Also this unit is a prerequisite for Unit 6-8.

Duration

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Assessment</th>
<th>Session Activities</th>
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<tbody>
<tr>
<td>360 Minutes</td>
<td>180 min</td>
<td>60 min.</td>
<td>120 min</td>
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Methodology

The delivery of this module should be based on participatory learning principles in order to keep participants 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, scenario-based case studies, working in small groups on specific tasks, etc.

Structure of the presentation

• Introduction
• Principles
• POC Tasks
  o Situational Understanding
  o Desired Outcomes
  o Design and Conduct of Operations
  o Comprehensive Engagement
  o Shaping the environment
• Tradeoffs, Gaps, Challenges
• Practical Exercise
• Summary/Conclusion

Note to Instructor: Instructors are encouraged to use examples and mission-specific information related to the specific deployment of participants during training delivery.

Instructor Profile

This training package is best presented by instructors who have a general knowledge of the UN peacekeeping history, purposes and principles, as well as specific knowledge on the particular mission the unit is training to support. The instructor ideally will have participated in UN peacekeeping operations, so they are able to bring their experience into classroom discussions. When this is not possible, a Subject Matter Expert (SME) should be used to provide the experiential component.

Prerequisites: None. However, if circumstances permit, participants should review this syllabus and read the Executive Summary to the Protection of Civilians Military Reference Guide which is included in pages 15-20.

Instructor Preparations

General Sources

The material contained in this module draws on training manuals, doctrine, concepts, and best practices provided by the UN Departments of Peacekeeping Operations and Field Services, as well as US Army doctrine.

Required Readings
The material listed below form the basis of the guidance material on which this module is based. Instructors should familiarise themselves with these documents prior to preparing their presentations:

- United Nations Peacekeeping Operations: Principles and Guidelines (Capstone)
- United Nations Infantry Battalion Manual (Volume 1) (AUG 2012)
- United Nations Infantry Battalion Manual (Volume 2) (AUG 2012)
- JKO Course on Protection of Civilians
- UN DPKO-DFS Specialized Training Materials on PoC and Prevention and Response to Conflict-Related Sexual Violence (NOV 2011)

**General Preparations**

**Equipment:**

1. Computers
2. Projector and Screen
3. Flip Chart

**Materials:**

1. United Nations Infantry Battalion Manual (Volume 1) (AUG 2012) (one per syndicate)
2. United Nations Infantry Battalion Manual (Volume 2) (AUG 2012) one per syndicate)

**Mission Specific**

If this module is being presented to prepare participants to conduct POC training in preparation for a particular UN peacekeeping mission, then gather mission specific information from UN specific mission’s website: [http://www.un.org/Depts/dpko/dpko/index.asp](http://www.un.org/Depts/dpko/dpko/index.asp).

Additional mission specific information is available at the UN DPKO Policy and Training internet website: [http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx](http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx)
Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session.)
Note to Instructor:

- INTENDED AUDIENCES. This 6-hour seminar is intended for military commanders and staff officers who must understand the Protection of Civilians (PoC) as an important factor in training, planning, and operations.
- Provide the participants a brief orientation to the training module. Highlight that the classroom instruction is intended to introduce US trainers to designing, developing and delivering PoC training, in conjunction with their counterparts, using applicable United Nations developed resources, augmented with US training doctrine references, as applicable.
- Time: 80 min (inclusive film)

PoC has gained prominence as a consideration during all military operations, especially peace support, counterinsurgency, and stability operations. Nevertheless, there is a lack of clarity and common understanding about what PoC is and how to achieve it. Civilians are the people most at risk during armed conflict and peacekeeping operations have often not protected civilians effectively. Numerous PoC problems include inadequate guidance and mandates; a lack of applicable doctrine; differing views on what PoC includes; challenges in integrating the diverse set of military, police, and civilian actors required for PoC; and a lack of the necessary capabilities.

United Nations Troop Contributing Countries (TCC) have to be prepared to face a very complex operational environment, usually different from the national one, where a range of other actors is also operating under their own mandates and objectives. As a trainer with the Regionally Aligned Force (RAF), you will be working with your counterparts to train their leaders and soldiers to operate effectively in their area of operations.
Note to Instructor:
On completion of this module, US trainers will:

- Understand PoC and its significance across a wide spectrum of military operations.
- Synthesize planning and operational PoC considerations including understanding PoC risks, the operational environment, actors, and dynamics.
- Understand how military forces provide PoC and support the efforts of other PoC actors.
- Understand how to use/modify the 5-45 PoC Framework.
- Be prepared to partner with counterparts to deliver POC training.

Note to Instructor:
The participants will receive 8 modules, divided into 2 parts.
Part 1, with modules 1-6, describes the philosophy, principles and PoC tasks. Part 2 will help to transfer theory into practical exercises and module 8 provides the tradeoffs, gaps and conclusion for this training unit.

 Slide 4 Module 1: Introduction, Philosophy, and Principles

Note to Instructor:
- Module 1 provides an overview of PoC, including different PoC risks that may occur within the context of Peace Support Operations (PSO) and Military Operations during Armed Conflict (MOAC). An overarching PoC philosophy and five principles for military forces are discussed, and the 5-45 PoC Framework is presented as a general outline for PoC efforts.

Key summary points Module 1
On completion of this section, US trainers will understand:

1. What is the “Protection of Civilians (PoC)”?
2. Why is PoC important?
3. What are potential PoC risks?
4. How do PoC considerations vary with different contexts (for example, during PSO or MOAC)?
5. What are the components of the 5-45 PoC Framework, and under what circumstances should the framework be modified?
6. How do different actors interpret PoC?
7. Under what circumstances can different PoC actors cooperate?
Slide 5 POC Significance

Note to Instructor:
- See POC Military Reference Guide (MRG), Part 1, Section 1.1 for background, purpose and scope of PoC.

Speaking Points
- PoC is an increasingly powerful international norm at the institutional level (UN, NGOs, IGOs) and its importance for and inclusion in daily and contingency planning cannot be overlooked.
- International Humanitarian Law (IHL) and Law of Armed Combat (LOAC) require that civilians are not the objects of attack during combat and must be protected.
- The standards set by IHL and LOAC are not the “high-bar”, but rather the minimum that military actors must aim for during operations. (see PoC MRG 1.1.1.) Efforts to perform PoC must go beyond IHL and LOAC standards.
- Adherence to PoC standards is integral to the success of military operations.

Slide 6 Different Interpretations of POC

- PoC in the context of armed conflict
- PoC in the context of UN peacekeeping
- PoC in the context of human security risks
Note to Instructor:

- See POC Military Reference Guide (MRG), Part 1, Section 1.2.4 for background, purpose and scope of PoC.

Speaking Points

- Observers and practitioners debate whether PoC efforts should strictly focus on protection from threats of physical violence or whether they should encompass a broader human security agenda including human rights. We'll view PoC as a layered set of issues, broadly categorized as shown in the following figure.
- PoC in the context of armed conflict carries a narrow focus: primarily protecting civilians from direct physical harm as a result of violence. The diagram demonstrates the centrality of physical protection.
- PoC in the context of UN peacekeeping carries a broader focus, including the provision of basic necessities and establishing a safe and secure environment.
- PoC in the context of human security risks covers the spectrum of PoC Layers, and includes PoC from risks and violence not directly related to combat, e.g. human trafficking, conflict-related sexual violence (CRSV) and responding to displaced persons.
- The layers of PoC are relevant to all of the above contexts; the pre-eminence of one layer over another is determined by the situation at hand.

Slide 7 UN 3-Tiered Approach

- **Tier 1. Protection through Political Process**
  - Political or diplomatic efforts encompassing political engagement, advocacy and assistance for the effective implementation of a peace agreement, conflict mediation, political pressure and advocacy, community reconciliation efforts, or other political measures to resolve the conflict.

- **Tier 2. Protection from Physical Violence**
  - Patrolling, outposts, monitoring, force deployments, area security, and other actions to prevent, deter, and respond to situations in which civilians are under the threat of physical violence.

- **Tier 3. Establishing a Protective Environment**
  - Efforts that enhance the safety and support the rights of civilians through promoting and monitoring legal protections and human rights, facilitating humanitarian assistance, supporting national institutions, and facilitating Security Sector Reform (SSR), Disarmament, Demobilization and Reintegration (DDR), and Transitional Justice (TJ).

Note to Instructor:

- UN is using the 3 Tiered approach. According to US doctrine and policy, US adapted this approach and developed the US approach with 5 principles. This will be explained later in detail.

Speaking Points

- The United Nations employs a three-tiered approach to PoC.
UNIT 5: Protection of Civilians

- Protection via political process.
- Protection from physical violence.
- Establishing a protective environment.

All three tiers are integral to PoC and will help achieve mission objectives.

**Note to Instructor:**

- There is no international agreed definition on PoC. Therefore US trainers use this definition. Be prepared that your counterparts may have different views.
- Definitions for PSO and MOAC can be found in PoC MRG 1.4.2

**Speaking Points**

- While PoC has different interpretations among various actors, it is broadly defined in the PoC Military Reference Guide as follows (see slide):
- The multi-dimensional aspect of PoC only serves to underscore the importance of understanding PoC protocol, its proper implementation, and how to effectively communicate protocol to units and individual troops.
- This PoC definition is relevant during both PSO and MOAC and may also apply to other situations when military forces are used to address risks to civilians. This definition indicates that PoC has both military and non-military aspects, and suggests that enduring PoC often requires more than a short-term focus on imminent threats of violence.
- Throughout this seminar we will address the challenges outlined above and discuss their implications for both Peace Support Operations (PSO) and Military Operations during Armed Conflict (MOAC).
Note to Instructor:
- Definitions for PSO and MOAC can be found in PoC MRG 1.4.2

Speaking Points
- PoC risks are a function of vulnerabilities and threats that create situations in which violence and deprivation harms civilian well-being (PoC MRG 1.3.1).
- Vulnerabilities of individuals or populations can be understood in terms of exposure to an imminent or specific threat (PoC MRG 1.3.2).
- Threats are based upon the capability, intent, and opportunity to harm civilians (PoC MRG 1.3.4).
- Peacekeeping units are responsible for maintaining a safe and secure environment in order to mitigate PoC risks, and they may need to act in cooperation with Host Nation (HN) organizations or NGOs/IGOs to ensure PoC risks are addressed properly.

Example: A community of displaced civilians (DC) without adequate food, water, and shelter (vulnerabilities) may be the targets of non-government armed groups (threat), resulting in risks of human trafficking, CRSV, or impeded access to humanitarian assistance/essential services.
Note to Instructor:

- Why is PoC important? PoC Philosophy gives the answer. PoC has an impact on the credibility and legitimacy of the mission/operation, which should be not underestimated (PoC MRG 1.4.5).

Speaking Points

- “Do No Harm:” Military forces act in accordance with IHL/LOAC and other relevant bodies of law in order to minimize civilian harm. Additionally, military forces avoid actions that undermine efforts by other actors that improve human security. Demonstrating the intent to “do no harm” helps to reinforce the community’s positive perception of military forces and to achieve strategic objectives.

- “Deliberate PoC actions”: Military forces conduct offensive, defensive and stability operations expressly intended to mitigate harm to civilians, including operations intended to create an environment conducive to PoC.

Note to Instructor:

- The next slides will explain the 5 PoC principles. (PoC MRG 1.4.7).

Speaking Points

- Five overarching principles can assist military forces in the protection of civilians during their operations. Neglecting any of the principles increases the possibility that civilians will suffer unnecessary harm.

- These principles are not prioritized, but the sequence suggests that military forces should understand the circumstances in which they will operate, determine the goals that should be achieved, plan and conduct operations to achieve the goals, develop synergy with other actors, and shape the surrounding environment to enable success.
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PoC Principle # 1
Continually Understand the Situation

- Maintain appreciation of:
  - **Operational Environment** (Geographic, Political, Military/Security, Economic, Social, Informational, Infrastructure)
  - **Actors** (adversaries, vulnerable civilians, military, others)
  - **Dynamics** (guidance and mandates, type of conflict, strategic logic of perpetrators, impact of operations, changing risks, emerging opportunities, changes in the operational environment and actors)
- Conduct **intelligence activities** and support **information requirements**.
- Exchange information with other actors.
- Conduct effective **assessments**.

Slide 12 PoC
Principle # 1
Continually understand the situation

Note to Instructor:
- The principle “Continually understand the Situation” is fundamental to conduct the other principles and to be successful in PoC overall.

Speaking Points
- Military forces must comprehend the situation, which is comprised of the operational environment, the relevant actors, and the dynamics. The operational environment includes Geographic, Military/security, Political, Social, Informational, and Infrastructure (GPMESII) considerations that are relevant to PoC, and in many cases the non-military issues are more important than the military matters.
- Units will have to influence (and, in many cases, should be influenced by) a wide range of other actors that may be loosely categorized as adversaries, vulnerable civilians, bystanders, negative actors, and positive actors.

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PoC Principle # 2
Pursue the Desired Outcomes

- **Expectations** must be managed at a reasonable level.
- Understand military involvement in achieving desired outcomes:
  - Safe and Secure Environment (military and police are normally key actors)
  - Good Governance (military may perform enabling/supporting role)
  - Rule of Law (military may perform enabling/supporting role)
  - Social Well-Being (military may perform enabling/supporting role)
  - Sustainable Economy (military may perform enabling/supporting role)
- Desired outcomes enhance civilian welfare and reduce grievances that can result in conflict.
- Military forces primarily assist by facilitating a safe and secure environment in which other domestic and international actors operate.
- Military forces can monitor progress and influence other actors.
- Military forces may provide emergency support and in rare cases may have to assume temporary responsibility.
- Transitions (between phases and among actors) require planning, preparation, and proper timing.

Slide 13 PoC
Principle # 2 Pursue the desired outcome

Speaking Points
- PoC ultimately depends upon human security resulting from five interrelated outcomes:
  - Safe and Secure Environment
  - Good Governance
  - Rule of Law
- Social Well-Being
- Sustainable Economy

Military forces are primarily involved with establishing a safe and secure environment which, in addition to improving PoC, is a necessary condition to enable a political settlement, permit a normal life for civilians, and support the other outcomes which should be the primary responsibility of other actors.

**Slide 14 PoC Principle # 3 Design and conduct of operations**

**Speaking Points**
- Military forces design operations with multiple lines of effort to conduct offensive, defensive, and stability operations in order to protect civilians. They require functional competence in such traditional military areas as movement and maneuver, command and control, intelligence, fire support, protection, and logistics.
- Units must have a firm understanding of the use of force and mission-specific rules of engagement with a focus on POC situations.
- Operations are often conducted in conjunction with or in support of other actors, such as host state police forces.
- While planning, preparing for, and conducting operations, units must routinely and proactively incorporate PoC considerations, as failure to do so can convey the message that violence against civilians is acceptable.

**Slide 15 PoC Principle # 4 Comprehensively engage the full range of actors**

**Speaking Points**
PoC can often best be achieved with a “comprehensive approach” in which military and non-military actors use military and non-military means to achieve military and non-military objectives, with the common understanding that in the long term many of the non-military considerations are the most important.

It is particularly important to understand PoC from the local population’s perspective and, to the extent possible, military plans and operations should be integrated with those of other actors.

**Speaking Points**

- In addition to understanding and operating within the environment, military leaders must determine the effects they want to achieve on it and how to shape an environment that enhances PoC.
- These shaping efforts are achieved through effective risk mitigation, Public Information Activities (PIA), and programs including Security Sector Reform (SSR), Disarmament, Demobilization, and Reintegration (DDR), and Transitional Justice (TJ).
- Additionally, it is important to focus on the elimination of CRSV and the protection of children from different threats. These are often overlooked problems but are critical to address, as it is impossible to have a secure environment and the protection of civilians when such atrocities are rampant.
The 5-45 PoC Framework is the base for all PoC related tasks on operation. Take care that every student understands and knows to handle.

This 5-45 PoC Framework should be modified by the users, according with their circumstances and requirements.

Speaking Points

- The PoC Military Reference Guide provides a “5-45 PoC Framework” which includes 45 tasks that support the five PoC principles. These tasks generally apply whether or not PoC is a primary objective of the military’s mission, although the focus on a particular task will vary depending upon the situation.
- The tasks are mutually supporting, in that success or setbacks in one task can affect progress in other tasks.
- While many of the tasks apply to most military operations and may not specifically address PoC, failure to account for or properly perform any of the tasks could jeopardize effective PoC.

Note to Instructor:

- Time: 45 min video clip.
- Link for video clip: http://www.unitar.org/media/mandated-to-protect
- Advice the students on scenes of extreme violence and possible disturbing images.

Speaking Points

- The preceding film contains scenes of extreme violence and should not have been viewed by young children.
- The preceding film contains scenes that some viewers may find disturbing.
Note to Instructor:

- These questions will help to assess how successful the training objectives are accomplished.
- It should be enough time to discuss questions /remarks from the students, because module 1 is the foundation for all preceding modules.
Module 2: Situational Understanding

Note to Instructor:

- **Time:** 20 min
- The principle “Continually understand the Situation” is fundamental to understand the other principles and to be successful in PoC overall.

**Speaking Points**

- Military forces must comprehend the situation, which is comprised of the operational environment, the relevant actors, and the dynamics. The operational environment includes Geographic, Military/security, Political, Social, Informational, and Infrastructure (GPMESII) considerations that are relevant to PoC, and in many cases the non-military issues are more important than the military matters.
- Units will have to influence (and, in many cases, should be influenced by) a wide range of other actors that may be loosely categorized as adversaries, vulnerable civilians, bystanders, negative actors, and positive actors.
The list of 45 PoC tasks is discussed in the Protection of Civilians Military Reference Guide. Each module will provide this overview on related tasks and a detail discussion on each task.

The tasks are grouped under the relevant PoC principle and indicate the military’s probable importance in accomplishing the task (i.e., whether the military plays a major role or supports other non-military actors).

Additionally, the list indicates the likelihood that military forces will be concerned about the task within the context of Peace Support Operations (PSO) or Military Operations during Armed Conflict (MOAC). Readers should at least consider whether these tasks apply to their specific circumstances, and should modify the task list appropriately.

The discussion format for each task includes:
- Task description.
- Task relevance to PoC.
- How the task is accomplished.

**Speaking Points**
- This section describes the principle #1, Situational Understanding and its related tasks.

**Slide 22 Situational Variables**

**Speaking Points**
- **Overview.** Military forces must continually understand how PoC is affected by the Situation, which consists of three sets of interrelated variables portrayed in this figure: the Operational Environment (OE); Actors; and the Dynamics.
- Situations will constantly change, and units must remain current in their understanding of these variables so that they can anticipate, act, and adapt effectively.
- This requires focused Commander’s Critical Information Requirements (CCIR), effective intelligence activities, management and appropriate sharing of multi-source information, and realistic assessments and benchmarking.
UNIT 5: Protection of Civilians

Slide 23 Task 1.1
Understand the Operational Environment

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.28)
- In coordination with counterparts, and according with the circumstances and requirements, check if the task fits into the training.

Slide 24 Task 1.2
Understand the Actors

Note to Instructor:
- Task description, see PoC Military reference guide (p.35)
- In coordination with counterparts, and according with the circumstances and requirements, check if the task fits into the training.

Slide 25 Task 1.2
Understand the Actors - Example Critical Factor
Note to Instructor:

- Example for critical factors. This matrix could be a template for the user to analyze own operation.
- PoC Military Reference Guide provides a few more examples.

**Slide 26 Task 1.3**

Understand the Dynamics

- Domain: Major influences that affect PoC and the overall situation.
- Relationship between "dynamics" and "incidents".
- Understanding dynamics can help explain incidents.
- Interpreting incidents can help identify changing dynamics.
- Dynamics may be positive or negative and include:
  - Strategic Guidance and Manoeuvres
  - Type of Conflict
  - Strategic Logic of Perpetrators
  - Impact of Operations
  - Changing Vulnerabilities and Threats
  - Emerging Opportunities
  - Other Dynamics
    - OI changes/trends (geographic, political, military, economic, social, institutional, infrastructure)
    - Actor change/trends
  - Understand and attempt to shape dynamics, which may not be obvious or may be in opposition to other dynamics.

Note to Instructor:

- Task description, see PoC Military Reference Guide (p.44)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

**Slide 27 Task 1.4**

Commander’s critical information requirements (CCIR)

- Commander’s Critical Information Requirements (CCIR) comprised of:
  - Priority Intelligence Requirements (PIR)
  - Friendly Force Information Requirements (FFIR)
  - CCIR focuses on information collection and analysis efforts.
  - Information (often too much)
  - Collection and analysis assets (always too few)
- CCIR supports:
  - Situational understanding of operational environment, actors, dynamics
  - Commander’s decision-making
  - Unit reporting
  - Future operations
  - Include PoC considerations in CCIR (see examples next slide)

Note to Instructor:

- Task description, see PoC Military Reference Guide (p.47)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.
**Note to Instructor:**

- **Example for Commander’s Critical Information Requirements (CCIR).**
- Coordinate with counterparts, what kind of intelligence systems they are using.

**Note to Instructor:**

- **Task description, see PoC Military Reference Guide (p.49)**
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.
- Task description, see PoC Military Reference Guide (p.52)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.54)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Note to Instructor:
- Example for Benchmarking. There is no UN standard available, therefore coordinate with your counterparts, what kind of assessment and benchmarking tools are in use.
Note to Instructor:

- These questions will help to assess how successful the training objectives are accomplished.
- Reserve enough time to discuss questions/remarks with the students.
Module 3: Desired Outcomes

Note to Instructor:

- **Time:** 15 min
- **Discuss with counterparts/students what they define as desired outcomes.**
- **Module description, see PoC Military Reference Guide (p.59)**

Speaking Points

- Military PoC ultimately depends upon human security resulting from five interrelated outcomes:
  - Safe and Secure Environment
  - Good Governance
  - Rule of Law
  - Social Well-Being
  - Sustainable Economy

- These outcomes are often related to peace-building and development and usually must be pursued as parallel, mutually supporting efforts.

- Military forces are primarily involved with establishing a safe and secure environment, which is a necessary condition to enable a political settlement, permit a normal life for civilians, and support the other outcomes which should be the primary responsibility of other actors.

- However, to maintain security units must be flexible and in varying degrees may be required to enable, monitor, or support the other outcomes, and in extreme cases may have to assume temporary responsibility for these other areas. At a minimum, military forces should “do no harm” with respect to the accomplishment of the desired outcomes.

- Transitions between different mission stages and expectation management are also important related tasks.
Speaking Points

- The military will likely focus on Task 2.1—Establish and Maintain a Safe and Secure Environment in order to protect civilians and provide the secure space necessary for other actors to operate effectively.
- In many cases the military can assist these actors with personnel, equipment, communications, information, or supplies. In extreme situations of last resort, units may need to perform non-military tasks until other actors are adequately established and can assume responsibility.
- This implies a blurred line between limited military operations such as peacekeeping and broader development functions that require military and non-military efforts.
Slide 37 Task 2.2
Establish and maintain a safe and secure environment

Note to Instructor:
- **Task description**, see PoC Military Reference Guide (p.62)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 38 Task 2.3
Support good governance

Note to Instructor:
- **Task description**, see PoC Military Reference Guide (p.67)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 39 Task 2.4
Support the rule of law

Note to Instructor:
- **Task description**, see PoC Military Reference Guide (p.69)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

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**Support Social Well-Being**

- **Conditions** include:
  - Access to and Delivery of Basic Needs Services
  - Access to and Delivery of Education 2.0
  - Return and Resettlement of Refugees and IDPs
  - Social Reconstruction

- Basic needs include food, water, shelter, medical care, as well as requirements for human dignity (human rights, education, hopeful future).
- Well-being is directly relevant to human security (may be more critical than violent threats), and this task can result in grievances that fuel conflict.
- Military contributes by maintaining safe, secure environment, monitoring, and influencing. In emergency situations, may provide direct assistance (e.g., transportation, security, communications).
- Short-term humanitarian efforts may compete with long-term development goals.
- Arts, sports, recreation, etc. can help social reconstruction.
- Individual rights may be a challenge in some cultures (e.g., gender norms).

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**Slide 40 Task 2.5**
Support social well-being

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**Note to Instructor:**
- **Task description**, see PoC Military Reference Guide (p.71)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

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**The United States Army War College**

**Support a Sustainable Economy**

- **Conditions** include:
  - Macroeconomic Stabilization
  - Control over Illicit Economy and Economic-Based Threats to Peace
  - Market Economy Sustainability
  - Employment Generation

- Reduce deprivation, grievances that fuel conflict, incentives to resort to criminal violence.
- Military contributes by maintaining safe, secure environment, monitoring, and influencing.
- Avoid “brain drain” by lacking talented host state persons away from sectors necessary for development.
- Avoid distorting local wages and prices with mission-related contracts.
- Infrastructure enables access-the-board progress (e.g., roads, power, communications networks).

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**Slide 41 Task 2.6**
Support a sustainable economy

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**Note to Instructor:**
- **Task description**, see PoC Military Reference Guide (p.73)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.
**Slide 42 Task 2.7**
Maintain PoC during transitions

**Note to Instructor:**
- Task description, see PoC Military Reference Guide (p.75)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

**Slide 43 Task 2.7**
Example Transition Management

**Note to Instructor:**
- Example for Transition management. There is no UN standard, therefore discuss with counterparts/students and edit according the circumstances.

**Slide 44 Module 3**
Questions for discussion

1. What is “a safe and secure environment?”
2. Is PoC limited to issues related to imminent violence, or does it also include non-security outcomes such as the economy, governance, social well-being, and the rule of law?
3. What is the appropriate military role regarding non-security outcomes? What factors might affect this?
4. What are examples of “transitions” and how can they be facilitated?

**Note to Instructor:**
These questions will help to assess how successful the training objectives are accomplished.

Reserve enough time to discuss questions/remarks with the students.
Module 4: Design and Conduct Operations

Note to Instructor:
- **Time:** 20 min
- **Module description,** see PoC Military Reference Guide (p.81)

**Speaking Points**
- Military forces use an operational design with multiple lines of effort to conduct offensive, defensive, and stability tasks in order to protect civilians. This will require functional competence in such traditional military areas as movement and maneuver, command and control, intelligence, fires, protection, and logistics.
- Units must have a firm understanding of the use of force and mission-specific rules of engagement with a focus on POC situations.
- Operations are often conducted in conjunction with or in support of other actors, such as host state police forces.
- While planning, preparing for, and conducting operations, units must routinely and proactively incorporate PoC considerations, as failure to do so can convey the message that violence against civilians is acceptable.
- Military forces perform a variety of tasks such as patrolling, establishing outposts, mobile operating bases, cordon and search operations, the establishment of buffer zones, and non-combatant evacuation operations. They may also have to respond to and mitigate incidents of civilian harm, including civilian casualties resulting from military operations.
The protection of civilians requires disciplined, trained, and prepared military forces that plan and operate effectively. This section discusses a wide range of tasks to operationalize the use of military force for PoC. Many of the tasks apply to any military operation, whether or not PoC is a significant consideration. Most tasks will require some adjustment from usual in order to incorporate PoC considerations effectively.

An operational concept for PoC can reflect one or more of the seven following general approaches. The operational concept will likely combine the approaches; for example, an operational concept could simultaneously employ the Area Security, Partner Enabling, and Containment approaches. Some approaches may predominate in different geographic areas or during different phases of operation.
Slide 48 Task 3.1
Plan for the protection of civilians

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.82)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 49 Task 3.2
Prepare for the protection of civilians

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.89)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 50 Task 3.2
Example PoC “Smart Card” for soldiers

Note to Instructor:
UNIT 5: Protection of Civilians

- Example description, see PoC Military Reference Guide (p.90)

Slide 51 Task 3.3 Conduct patrols

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.94)
- In coordination with counterparts and according to the circumstances and requirements, check if the task fits into the training.

Slide 52 Task 3.4 Establish checkpoints, guard posts, and observation posts

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.98)
- In coordination with counterparts and according to the circumstances and requirements, check if the task fits into the training.

Slide 53 Task 3.5 Employ mobile operating bases
Note to Instructor:
- Task description, see PoC Military Reference Guide (p.101)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 54 Task 3.6
Conduct cordon and search operations

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.102)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 55 Task 3.7
Neutralize or defeat adversaries

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.105)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Speaking Points
- The best form of mitigation may well be to strike hard at the adversaries’ critical vulnerabilities and not allow them the opportunity to recover.
- It may be impossible for the military force to attack every adversary that is conducting a direct act against civilians, and it may also be necessary to attack targets further up the “threat chain,” such as logistical or command and control nodes, in order to defeat adversaries.
Military units should carefully consider how much of the “threat chain” should be targeted or otherwise influenced; while expansion of the target set may provide short-term military benefit, it could also have adverse political impact.

**Task 3.8**

Conduct interposition operations

- Establish designated areas between vulnerable civilians and potential perpetrators (buffer zones, demilitarized zones).
- Often requires consent of parties to conflict.
- Conducted with guard posts, patrols, quick reaction forces.
- Consider forward security zones, crossing arrangements, rules, inter-party coordination, dispute resolution.

**Note to Instructor:**

- Task description, see PoC Military Reference Guide (p.108)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

**Task 3.9**

Evacuate vulnerable civilians

- Evacuation of at-risk civilians from conflict areas or other situations. Evacuation may be temporary or for an extended period.
- Phasing:
  - Preparation—intelligence, force assembly, training, rehearsals, logistical preparations.
  - Insertion—deployment, securing of necessary sites.
  - Evacuation—evacuees assembled and transported.
  - Withdrawal—force redeploy.
- Some civilians may resist evacuation.
- Evacuation may support “Ethnic Cleansing” goals of perpetrators.

**Note to Instructor:**

- Task description, see PoC Military Reference Guide (p.109)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.
UNIT 5: Protection of Civilians

Slide 58 Task 3.10
Mitigate civilian casualties

- Task description, see PoC Military Reference Guide (p.112)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 59 Task 3.11
Respond to reported incidents of civilian harm

- Task description, see PoC Military Reference Guide (p.113)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 60 Task 3.12
Protect the Force

- Force protection includes:
  - Active measures against adversary capabilities.
  - Passive measures that make friendly assets difficult to locate or strike.
  - Measures to prevent attacks.
  - Protective measures against accidents, health threats, environmental threats.
  - Adequate force protection results in weakened force capability, loss of credibility, and diminished support for the mission.
  - Force protection concerns may result in cautionary posture that reduces operational effectiveness and inhibits PoC. Aggressive protective measures also may jeopardize civilians.
  - Use non-lethal measures when possible (warning signals, lights, lasers, warning shots, non-lethal weapons if available).
  - Balance force protection concerns with other operational requirements, including PoC.

Note to Instructor:
UNIT 5: Protection of Civilians •

➢ Task description, see PoC Military Reference Guide (p.115)

Slide 61 Task 3.13
Provide command and control

Note to Instructor:
➢ Task description, see PoC Military Reference Guide (p.116)
➢ In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 62 Task 3.14
Provide logistics

Note to Instructor:
➢ Task description, see PoC Military Reference Guide (p.119)
➢ In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 63 Task 3.15
Integrate fire support
UNIT 5: Protection of Civilians

Note to Instructor:

- Task description, see PoC Military Reference Guide (p.121)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 64 Task 3.16
Support relief for displaced persons

Note to Instructor:

- Task description, see PoC Military Reference Guide (p.122)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 65 Task 3.17
Contain public unrest

Note to Instructor:

- Task description, see PoC Military Reference Guide (p.126)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.
Note to Instructor:

- These questions will help to assess how successful the training objectives are accomplished.
- Reserve enough time to discuss questions/remarks with the students.
Module 5: Comprehensive Engagement

Note to Instructor:

- **Time:** 15 min
- **Module description, see PoC Military Reference Guide** (p.129)

Speaking Points

- PoC often requires contributions from a wide variety of military and non-military actors (both local and international) that are not subordinate to a common authority and do not necessarily share the same objectives.
- PoC can often best be achieved with a “comprehensive approach” in which military and non-military actors use military and non-military means to achieve military and non-military objectives, with the common understanding that in the long term many of the non-military considerations are the most important.
- It is particularly important to understand PoC from the local population’s perspective and, to the extent possible, military plans and operations should be integrated with those of other actors.
- Comprehensive engagement tasks include coordination with other actors, engaging with key leaders, building the capacity of (or enabling) other “partners,” enabling humanitarian assistance, and conducting joint operations with international and host state civilian, police, and military actors.
Speaking Points

- PoC is a multidimensional endeavor that requires contributions from a variety of actors. As discussed in Task 1.2—Understand the Actors, these contributors include military and police forces, but many not specifically involved with security matters are also important. They could include NGOs, international organizations, host state organizations, the media, and businesses, among others.

- Many have no formal relationship with the military force or its political superiors, but are nevertheless instrumental in achieving the desired outcomes that enhance PoC.

- Military units must be prepared to adopt different postures to various actors over time based upon how they are categorized (e.g., today’s bystander may be tomorrow’s partner or vice versa).

Note to Instructor:

- Task description, see PoC Military Reference Guide (p.130)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.
Slide 70 Task 4.2
Conduct engagement with key leaders and the population

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.133)
- In coordination with counterparts and according to the circumstances and requirements, check if the task fits into the training.

Slide 71 Task 4.3
Conduct joint operations

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.136)
- In coordination with counterparts and according to the circumstances and requirements, check if the task fits into the training.

Slide 72 Task 4.4
Build partner capacity

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.138)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 73 Task 4.5
Establish and maintain Civil-Military Cooperation Center

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.140)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 74 Task 4.6
Support humanitarian assistance

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.143)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.
Slide 75 Task 4.6
Support humanitarian assistance – military roles

Note to Instructor:

- Military roles in humanitarian assistance

Slide 76 Module 5: questions for discussion

Note to Instructor:

- These questions will help to assess how successful the training objectives are accomplished.
- Reserve enough time to discuss questions/remarks with the students.
Module 6: Shaping the protective Environment

Note to Instructor:
- **Time:** 20 min
- **Module description,** see PoC Military Reference Guide (p.149)

**Speaking Points**
- In addition to understanding and operating within the environment, military leaders must determine the effects they want to achieve on it and how to shape it.
- These shaping efforts are achieved through effective Public Information Activities (PIA), local community-based efforts, and programs including Security Sector Reform (SSR), Disarmament, Demobilization, and Reintegration (DDR), and Transitional Justice (TJ).
- Additionally, it is important to focus on the elimination of CRSV and the protection of children from different threats. These are often overlooked problems but are critical to address, as it is impossible to have a secure environment and the protection of civilians when such atrocities are rampant.
- Mitigation of PoC risks and other mission risks is also an important task.
PoC also depends upon the creation of a surrounding environment conducive to PoC. Military forces can help shape the attitudes, capabilities, and practices necessary for such an environment.

This module addresses the constant importance of risk mitigation and Public Information Activities which are indispensable in such shaping, as well as other structural matters such as Security Sector Reform; Disarmament, Demobilization and Reintegration of combatants, and Transitional Justice; Conflict-Related Sexual Violence; the protection of children; and community building.

Although these are often more within the realm of non-military actors, they are important for PoC and military support can be influential. It is important to integrate these efforts effectively in a broad PoC strategy, as they can sometimes result in tensions with other tasks.

**Slide 79 Task 5.1 Conduct risk mitigation**

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.149)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

**Slide 80 Task 5.2 Conduct public information activities**

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.153)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.
UNIT 5: Protection of Civilians

Slide 81 Task 5.3
Support security sector reform

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.156)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 82 Task 5.4
Support disarmament, demobilization, and reintegration (DDR)

Note to Instructor:
- Task description, see PoC Military Reference Guide (p.158)
- In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.

Slide 83 Task 5.5
Support transitional justice
Note to Instructor:

- **Task description, see PoC Military Reference Guide (p.160)**
- **In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.**

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**Slide 84 Task 5.6**
Support the elimination of conflict related sexual violence

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**Slide 85 Task 5.7**
Support the protection of children

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Note to Instructor:

- **Task description, see PoC Military Reference Guide (p.162)**
- **In coordination with counterparts and according with the circumstances and requirements, check if the task fits into the training.**
Slide 86 Task 5.8 Support community building

Note to Instructor:
- **Task description**, see PoC Military Reference Guide (p.168)
- In coordination with counterparts and according to the circumstances and requirements, check if the task fits into the training.

Slide 87 Module 6: Questions for discussion

Note to Instructor:
- These questions will help to assess how successful the training objectives are accomplished.
- Reserve enough time to discuss questions/remarks with the students.
Module 7: Practical Exercises

Note to Instructor:
- **Time:** 120 min
- **The idea is,** to evaluate on students knowledge on Module 1-6, using scenarios.
- **Short introduction by the instructor and then discussion.**
- **Part 1: Orientation (20 minutes).** Instructor reviews the 5-45 PoC, explains the UN use of force decision and response model, explains the mission’s rules of engagement, and introduces the scenarios for small group discussions.

Speaking Points
- This session consists of three parts:
  - **Part 1:** Orientation (20 minutes).
  - **Part 2:** Small Group Discussions (70 minutes). Small groups will have 80 minutes to discuss all five scenarios and will be prepared to present their conclusions on any of the scenarios.
    - Scenario 1: Reported Violence
    - Scenario 2: Displacement and Return
    - Scenario 3: Conflict-Related Sexual Violence
    - Scenario 4: Civilian Disarmament
    - Scenario 5: Ambush on UN Peacekeepers
  - **Part 3:** Small Group Presentations and Discussion (30 minutes). Small group representatives will present their group’s conclusions on a scenario. Members of other groups will also be invited to contribute.
Speaking Points

- This session consists of two parts:
  - Module 7, working with scenarios.
  - Module 8, briefing on tradeoffs, Gaps, and Challenges.

**Note to Instructor:**
- Review 5-45 PoC Framework to set the scene for the scenario work.
Discuss with students UN use of force and let students compare with their own national model.

For this training, the base is UN Use of force.

Slide 92 General rules of engagement 1/3

Note to Instructor:
The next three slides will show the general rules of engagement. Mission specific ROE and national caveats are not discussed in detail, but the student should be aware of.

Slide 93 General rules of engagement 2/3

Note to Instructor:
General rules of engagement 2/3.

Slide 94 General rules of engagement 3/3
Note to Instructor:
- **General rules of engagement 3/3.**

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**Slide 95 Specific rules of engagement 1/2**

**THE UNITED STATES ARMY WAR COLLEGE**

Specific Rules of Engagement (1/2)

- You are authorized to use force, up to and including deadly force:
  - to defend yourself, (ii) your unit, (iii) other UN or associated personnel, (iv) members of the host government against, (a) a hostile act or a hostile intent that threatens grave threat to life or serious bodily injury;
  - to protect civilians, including IDPs and refugees, under imminent threat of physical violence;
  - to protect humanitarian personnel under imminent threat of physical violence.

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**Note to Instructor:**
- **Specific rules of engagement 1/2 (be aware not specific ROE of a mission)**

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**Slide 96 Specific rules of engagement 2/2**

**THE UNITED STATES ARMY WAR COLLEGE**

Specific Rules of Engagement (2/2)

- to protect the cultural and historical sites in the host country designated by the SCGSC in consultation with the Force Commander and UNHCR, against a hostile act or a hostile intent.
- to protect and stabilize key populations centers in support of the host government authorities.
- to prevent the return of armed elements to key population centers in support of the host government authorities.
- to apprehend or prevent the escape of those indicted by the ICC for war crimes and atrocities against humanity in the host country.
- against any person or group that, through the use or threat of the use of armed force, is preventing or demonstrating intent to prevent you or your unit carrying out lawful orders issued by a superior commander.

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**Note to Instructor:**
- **Specific rules of engagement 2/2 (be aware not specific ROE of a mission)**

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**Slide 97 Model Operational Protection Plan**

**THE UNITED STATES ARMY WAR COLLEGE**

Model Operational Protection Plan

1. **Preparation (Information):**
   - Information, tasks, and cooperation:
     - Who needs what information?
     - Who needs what tasks?
   - Security and assurance:
     - What are the potential threats?
     - What countermeasures are necessary to mitigate these threats?
   - Communication (current status and operation):
     - Information, tasks and cooperation.
     - Security and assurance:

2. **Protection (Immediate):**
   - Information, tasks and cooperation:
     - Security and assurance.

3. **Prevention (Extended):**
   - Information, tasks and cooperation:
     - Security and assurance.

4. **Protection (Desertion):**
   - Information, tasks and cooperation:
     - Security and assurance.

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* When and where possible, seek permission from your immediate superior commander.
Note to Instructor:
- This model for an operational protection plan should be discussed with the students. It will help to work with the scenarios, however there are several other models available and the instructor should in consultation with counterparts, which one, they would like to choose.

Slide 98 Scenario 1: mobile Operating Base / Reported violence

Note to Instructor:
- Scenario 1: Reported Violence
- Students should answer the following questions:
  - What should you do and what is the basis on which you should base any proposed use of force?
  - What should you do with the boy?
  - What follow-up action should you take?
  - Would any of your decisions be different if the alleged perpetrators turn out to be government soldiers?

Slide 99 Scenario 2: Displacement and Return

Note to Instructor:
- Scenario 2: Displacement and Return
- Students should answer the following questions:
  - What will your response to the situation?
What should the patrol commander do (assuming that he tries to but does not get any instructions from his company commander because of radio communication problems)?

What can be done at the tactical level to address the broader problems that this scenario illustrates?

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**Scenario 3: Conflict-related Sexual Violence**

While on a confidence building patrol near an IDP camp, the platoon commander along with the Police Advisor team leader interacted with the Community leader who reported that during the previous night, a dozen armed men speaking a foreign language attacked two elderly people and raped five women who were on their way to obtain water. Before leaving, the aggressors threatened the IDP community that they will return if these actions are ever reported to the police.

Note to Instructor:
- Scenario 3: Conflict-related Sexual Violence
- Students should answer the following question:
  - What should be done to tackle this issue and avoid recurrence?

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**Scenario 4: Civilian Disarmament**

The host government has just announced that it will be starting a nationwide disarmament campaign. This will be carried out in two phases: Voluntary Disarmament to be conducted by police and overseen by local community leaders and state authorities, with UN personnel as observers; and Enforced Disarmament including house-to-house searches (to be conducted by host state Army units specially designated for the task).

The UN mission has started to receive various reports on human rights violations by host state Army units engaged in this process. The UN mission has been informed by different sources that an organized assault on unarmed civilians who may resist the disarmament is being planned by the local host state infantry battalion near City A. The potential clashes will certainly produce many victims, especially women and children.

A UN company is based in City A along with a UNPOL team. A team of military liaison officers to the host state battalion also operates from City A.

Note to Instructor:
- Scenario 4: Civilian Disarmament
- Students should answer the following question:
  - What are the available military and police options to cope with the impending assault?
Note to Instructor:

- **Scenario 5: Ambush on UN peacekeepers**
- **Students should answer the following question:**
  - How can the unit address the challenges that this scenario creates?
  - How can it improve force protection and operational efficiency?
  - What actions should be taken prior, during, and after the engagement?
Module 8: Tradeoffs, Gaps, and Challenges

Note to Instructor:

- Time: 50 min
- This session discusses the PoC Tradeoffs, Gaps, and Challenges that military leaders are likely to confront.
- Also will be discussed the gaps that will exist between the PoC and other requirements and the capabilities of the military force and other actors.
- Finally, the session addresses significant likely challenges including corruption, constraints on the military force, and the ability to achieve unity of effort.
- The instructor may want to devote some time at the end of this module to review the course structure, key concepts, and useful references. Therefore at the end you’ll find few slides for review and the annexes of PoC Military Reference Guide

Note to Instructor:

- description, see PoC Military Reference Guide (p.173)

Speaking Points
“Tradeoffs” occur when conflicting considerations exist and leaders must attempt to strike a balance between them. Leaders can expect to encounter many of the following tradeoffs to some degree.

Tradeoffs include:
- Stability and Justice
- Host State and External Actors
- Host State Consent and PoC Efforts
- PoC versus Other Objectives
- Short-Term and Long-Term Goals
- PoC Mandate Implementation and the Perception of Impartiality
- PoC Mandate Implementation and the Needs on the Ground
- Security/Secrecy and Transparency.

Note to Instructor:
- description, see PoC Military Reference Guide (p.175)
- This slide shows the gaps that will exist between the PoC and other requirements and the capabilities of the military force and other actors.

Speaking Points
- “Gaps” refer to the differences between PoC and other requirements and the capabilities and resources available to address them.

Note to Instructor:
 description, see PoC Military Reference Guide (p.176)
 This slide addresses significant likely challenges including corruption, constraints on the military force, and the ability to achieve unity of effort.

Speaking Points
• Each of the tasks identified in the PoC Military Reference Guide includes a discussion of the associated challenges.
• In addition to balancing tradeoffs and mitigating gaps between requirements and capabilities/capacities, some of the other prominent and recurring challenges include corruption, constraints, and unity of effort.

Note to Instructor:
 These questions will help to assess how successful the training objectives are accomplished.
 Reserve enough time to discuss questions/remarks with the students

Note to Instructor:
 The instructor may want to devote some time at the end of this module to review the course structure, key concepts, and useful references. Therefore here, you’ll find few slides for review and the annexes of PoC Military Reference Guide
Note to Instructor:

- **description**, see PoC Military Reference Guide (p.179)

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Note to Instructor:

- This are selected references (stand as 01/03/2014). They are not mandatory to read, however maybe helpful as a backup for discussion.

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Note to Instructor:

- Review of PoC training objectives. Instructor will use these to evaluate the student/course.
UNIT 5: Protection of Civilians

Slide 112 Overview PoC Military reference guide

Slide 113 5-45 PoC Framework

Slide 114 Review and references - question for discussion

Note to Instructor:

- This concludes the training unit on PoC.
- In preparation of such a course, instructor should contact PKSOI to get latest updates.