



**Behind the Uniform :**  
*Training the military in child rights  
and child protection in africa*



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- a world which listens to children and learns
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*Co-authors - Frances Sheahan and Sophie Joy Mosko*

## Acronyms

<b>AU</b>	African Union
<b>AMIS</b>	African Union Mission in Sudan
<b>CF</b>	ChildFund
<b>CIMIC</b>	Civil-Military Cooperation
<b>CIVPOL</b>	Civilian Police
<b>CPU</b>	Child Protection Unit
<b>CRC</b>	UN Convention on the Rights of the Child
<b>ECOWAS</b>	Economic Community of West African States
<b>EU</b>	European Union
<b>FAFN</b>	Armed Forces of the Forces Nouvelles
<b>ICC</b>	International Criminal Court
<b>ICRC</b>	International Committee of the Red Cross
<b>IDP</b>	Internally Displaced Person
<b>IHL</b>	International Humanitarian Law
<b>IHRL</b>	International Human Rights Law
<b>IPSTC</b>	International Peace Support Training Centre
<b>LRA</b>	Lord's Resistance Army
<b>MONUC</b>	UN Mission in the Democratic Republic of Congo
<b>MSF</b>	Médecins Sans Frontières
<b>NGO</b>	Non Governmental Organisation
<b>SPLA</b>	Sudan People's Liberation Army
<b>UNOCHA</b>	UN Office for the Coordination of Humanitarian Affairs
<b>UN</b>	United Nations
<b>UNHCR</b>	UN High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>UNMIS</b>	UN Mission in the Sudan
<b>UNOCI</b>	United Nations Operation in Côte d'Ivoire
<b>UPDF</b>	Uganda People's Defence Force



# Preface

Over the last decade, great achievements have been made by the international community in adopting legal standards and high level mechanisms of monitoring, reporting and responding to the most grave violations against children's rights in armed conflict situations. Yet the impact of armed conflicts on children is more brutal than ever. The nature of armed conflicts in Africa and elsewhere is changing with a growing number of low intensity and long lasting internal conflicts where civilians, especially women and children, are caught up in the crossfire and suffer the most serious consequences.

The breakdown of state authority, law and order, social cohesion, the emergence of non-state armed groups, the illegal flow of arms and drugs and the recruitment and trafficking across borders that characterise such conflicts expose children to serious protection risks. The United Nations and more recently the African Union have increasingly responded to conflicts in Africa by deploying African peacekeeping missions to a large number of countries (Sudan, Burundi, Somalia, the DRC, Chad, Liberia, Sierra Leone, Côte d'Ivoire). These peace-keepers carry out their mandates on the frontline, living near to and having daily interaction with affected communities, including children.

Save the Children Sweden started training military personnel, with a focus on predeployment training of peace-keepers, in child rights and child protection in Africa in 1998. The initiative came in response to a key recommendation from the groundbreaking Graça Machel study on the impact of armed conflict on children (UN 1996) which clearly stressed the necessity of putting the protection of children on the international peace and security agenda. To date, this training programme is being implemented in 19 countries (5 in East Africa and 14 in West Africa) reaching out to many thousands of soldiers. The focus is on the armed forces in each country, trying to create Child Protection Units and integrating the training as part of the national curriculum. Save the Children Sweden also works in partnership with key strategic regional institutions such as the International Peace Support Training Centre in Kenya and the Economic Community of West African States (ECOWAS) in Nigeria. The aim is that the military itself should take full ownership of the programme and that the knowledge gained by each individual soldier will change their behaviour towards children in everyday life.

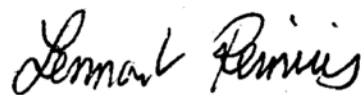
This report is a documentation of how the military training programme works, its approaches, successes and challenges. It is based on evaluation reports, questionnaires and interviews bringing out personal observations by the militaries themselves. We hope it will be a useful tool for spreading knowledge and generating interest in the programme among other humanitarian and human rights actors, regional and international institutions as well as donors and governments.

Save the Children Sweden firmly believes that the military has a vital role to play in protecting children affected by armed conflict and this role is increasing in importance. While always maintaining our neutrality and non-political stance, our experience is that the dialogue created with the military by this programme has proven to make a difference in children's lives and will hopefully continue to do so even more in the future. Any soldier, peacekeeper, police officer or other adult in uniform that participated in the training now also has the chance to make an informed choice to protect children when this is needed— a choice that could have great impact on children

Even though Africa today is one of the most conflict-ridden regions in the world, the training should not stop here. It would benefit all militaries regardless of the country or context. Save the Children Sweden will continue to work with this programme, striving to develop, improve and disseminate it more widely; always with the ultimate aim to improve the well-being and strengthen the protection of all children affected by armed conflict.



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# Executive Summary

## **A. Introduction to the Documentation**

Save the Children Sweden first began training the military on child rights and child protection in 1993 when it ran a programme for Swedish peacekeepers being deployed abroad. It has been supporting or running training programmes on child rights and child protection in 19 countries in Africa since 1998 during which time the organisation and its partners have trained thousands of military personnel from all over Africa. Save the Children Sweden's regional programme in West Africa has managed military training in Benin, Burkina Faso, Burundi, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Senegal, Sierra Leone and Togo. Save the Children Sweden's regional programme in East and Central Africa has managed military training in Ethiopia, Kenya, northern and southern Sudan and Uganda.

The training covers the main legal instruments regarding child rights and child protection and helps the military identify ways in which they can contribute to making the rights of the child a reality before, during and after conflict. It enables the military to develop cooperative relationships with humanitarian agencies and also contributes to the reconciliation process between the military and the communities they work with particularly in the aftermath of civil war or unrest. The training also includes components which aim to mainstream the training into the regular military curriculum and to establish permanent child protection structures within military systems and structures.

This documentation describes how the training has been delivered, what successes it has had and where the challenges have been. It also explores the risks for Save the Children Sweden of working closely with the military in often volatile environments and explores how Save the Children Sweden could be seen by the communities it works within as 'collaborating' with military actors by embarking on training programmes thereby risking comprising the organisation's neutrality, independence and impartiality. Overall, and despite these risks, this documentation finds that the training is important because:

- It raises the awareness of the military (and other security forces such as police) on how to incorporate child rights and protection into their work;
- It helps to minimize exploitation and abuse of children perpetrated by the military themselves;
- It helps to establish and strengthen child protection mechanisms within the military structures such as Child Protection Units (CPUs);
- By increasing the military's understanding of the mandates of humanitarian organisations, it helps to ensure that, where appropriate, they are more willing to assist organisations, such as Save the Children Sweden, in their efforts to strengthen child protection;
- It supports peacekeepers in upholding and respecting children's rights;

- It helps to decrease the recruitment of child soldiers; and
- It increases the military's role in the monitoring and protection of children's rights.

So long as the context is continually assessed and evaluated to ensure that working with military forces does not become damaging and counter-productive for children, other civilians, Save the Children Sweden staff and the organisation as a whole, then training the military can result in long-lasting improvements in the military's treatment of and behaviour towards children at both an institutional and individual level. It also has an important role to play in strengthening the accountability of the military since it ensures that they can not hide behind ignorance of their legal obligations towards children. The ICRC takes the view that: "The rules are frequently violated, sometimes out of ignorance, more often with intent. What is needed therefore is a situation in which no one – neither those who give the orders, nor those who carry them out, nor those who let the violence happen – can say: 'I didn't know'<sup>1</sup>."

## **B. Achievements of the training programme**

The training has been very well received by the military and this has contributed significantly to the institutionalisation of child rights and child protection training within military structures. The training programme has worked best where the military itself has taken over ownership of the programme and has fully grasped the significance of child rights and child protection for the daily work of a soldier. It has had the following successful outcomes:

- Training on child rights and child protection has now been mainstreamed into the military curriculum in 9 countries and, in at least two countries (Togo and Burkina Faso), promotion is contingent upon passing an exam which includes child rights and child protection issues.
- Many military forces have created Child Protection Units (CPUs) or 'Cellules'. These are offices staffed by military personnel who are charged to handle all issues relating to child rights and child protection. These units usually have the responsibility to coordinate training, to ensure that violence, abuse and exploitation of children by the military are addressed and that the military personnel

*"having attended the programme, it made me really look at children not as perpetrators, or as people who promote or project violence but instead, I began to see them as victims of the situation....So even if you meet up with a child who is smiling at you, whether you're in your vehicle or on patrol.... a child is smiling and waving at you; this is not just an ordinary child, this is a child who is emerging from conflict. It's a child maybe who has lost his mother or a father, or is displaced or is at the wrong place, is supposed to be in school, is supposed to be doing some other things, so you have an edge over somebody who is not sensitised on these issues, because that person just sees the child in one lens."*

*Captain Manneh, Head of the CPU in The Gambia in interview with Save the Children Sweden*

<sup>1</sup> 'ICRC Special report: Stemming the tide of violence: ICRC activities in relation to the international community's prevention strategies'. <http://www.icrc.org/web/eng/siteeng0.nsf/html/57JPCW>

who commit these crimes are duly prosecuted. They often also function as places where children can come to report violence, abuse and exploitation; for example in northern Uganda, they have been the initial reception centres for children who have been rescued or have surrendered from the rebel forces. CPUs have been very effective as a catalyst for increasing the military's knowledge on child rights' issues as well as for strengthening the monitoring and reporting of violations of children's rights. Furthermore, the creation of CPUs within the majority of national armies involved in the training has provided an internal structure for the final handover of the training programme to the military which is planned for the end of 2011.

- Training manuals and materials have been adapted for each army for integration into their curricula.
- The training of military that will be deployed as peacekeeping contingents has been institutionalized at HQ level in all countries involved in the programme.
- Perhaps most importantly, the training programme has informed and changed the way in which the military perceives children. This shift in thinking has translated into action on the ground particularly in terms of how the military react to child soldiers fighting on the other side, how they view the sexual exploitation and abuse of children, how it should be dealt with, and how and when children should be referred to humanitarian organisations for assistance.
- The training programme has given Save the Children Sweden an entry point to enter into discussion with the military about child rights and child protection at many different levels and in many different contexts. As a consequence it has gained insight in to the mandate, the information and intelligence channels of militaries and their approach to civilians, including children. Conversely the military has gained increased insight into the mandates and information channels of humanitarian organisations encouraging them to discard the perception that they represent nothing more than a security threat during emergencies. Overall it has led to increased dialogue and mutual understanding between the military, Save the Children Sweden and humanitarian organisations more broadly.
- The training programme is sustainable since it has focussed on the training of trainers and on developing durable structures within the military to continue the work unassisted. Save the Children Sweden will eventually phase out its involvement with the training programme in different countries when it is considered that the programme is sustainable within military structures and is fully 'owned' by the military. It will not do this at the expense of the quality of the training however and the organisation will be available to provide technical expertise, such as updated training manuals and tools, for as long as it is required.

### **C. Challenges of the Training Programme**

A central challenge for the programme is that there is a significant risk that Save the Children Sweden could be seen by the communities it works within as ‘collaborating’ with military actors by undertaking this training and that the organisation’s neutrality, independence and impartiality could be compromised. Save the Children Sweden has been working in emergency situations in Africa since 1958 and has, over time, developed a clear position regarding the advantages and disadvantages of working with the military. The starting point for Save the Children Sweden is to establish whether there is any risk that cooperation with the military could endanger children or any other beneficiaries of programmes, Save the Children Sweden employees or the organisation itself. The military training programme documented here clearly demonstrates that the benefits of engagement with military actors can outweigh the risks provided that Save the Children Sweden is constantly vigilant to shifting circumstances and changes in the political context.

Another important challenge is that a clear distinction in roles, responsibilities and mandates between humanitarian and military actors needs to be upheld despite the increasing blurring of roles between civilians and the military in emergency operations. There is a risk that the training could contribute to a misguided sense that the military have, to a degree, a mandate to perform humanitarian work.

Without the support of the senior ranks of the military, it is difficult for the training programme to really succeed since it requires technical, financial and logistical support to operate effectively. It is also symbolically important for senior ranks to encourage lower ranks of the importance of child rights and child protection in their work. Amongst much of the military leadership there is an assumption that the training programme is only relevant for the work of peacekeepers on mission for the AU or UN and it is very difficult to convince the military of the need to mainstream child rights and child protection within all of their work.

It is unusual for the military to fully comprehend their role in protecting children during peacetime although this has occurred in some countries; for example, an officer involved in the training programme in The Gambia explained that since they were not at war, the training they did focussed on responding to peace-time violations of child rights such as sex tourism: “there was a need to emphasize child rights and child protection in order to prevent children from being victims of tourism as an industry”. Another trainer added “I’m not sure if one can guarantee peace indefinitely or for ever, it’s better to get prepared than to wait until it comes.” In Guinea, the training includes a strong element on how the military should respond to child trafficking and the military there have been actively involved in dealing with this issue.

It is also a challenge to convince the military that child rights are not a Western construct being imposed upon them but have value and resonance in their own countries and communities. Logistically many challenges are raised by the fact that the military are highly mobile both geographically and in terms of moving between different ranks and positions. The implications of this are that trainers may not always be available to conduct trainings for lower ranks and military that have been trained may be redeployed in an area where they have no contact with children. Another problem that is commonly faced is that trainers are often promoted beyond a level at which it would be appropriate for them to conduct training. Another



logistical difficulty is that it is inevitable that at times of emergency the military will prioritise operations over training. For example, in Uganda, fluctuating levels of hostilities affected the training and capacity building in Eastern and Northern areas as opportunities for training were lost and as trainers were deployed to other functions or transferred out of the project areas.

## **D. Lessons Learned**

The following are some of the lessons learned over the course of the eleven years the programme has been running:

- Save the Children Sweden must be constantly vigilant to threats to its neutrality and impartiality as a humanitarian organisation and only embark upon military training programmes in countries or settings where it is politically wise to do so and where it does not endanger children, other civilians, Save the Children Sweden staff or the organisation as a whole. It is also very important that careful consideration is given to the risks that partner organisations might face when working with the military and to understand that at times it will be necessary for Save the Children Sweden to step in to protect them from adverse risks.
- It is vital that there is a clear distinction in roles, responsibilities and mandates between humanitarian and military actors. Given an increasing blurring of lines between humanitarian and military activities it is essential that Save the Children Sweden engages with the military on a clear and transparent basis having conducted a strong situation analysis which is regularly revised and which explicitly explores and assesses the advantages and disadvantages of such engagement.
- Military training on child protection and child rights takes a long time to see results. It takes many months of negotiation with military structures to ensure they understand the importance of training their ranks on child rights and child protection. Once this is achieved, there is still a need to develop high quality trainings and ensure they are then rolled out to a majority of the soldiers within the ranks.
- It is very important for the senior military to show commitment to training and the ethos of child rights and child protection through the provision of financial, technical and human resources. Without this support, it is not possible for the training to be effective and sustainable. The Head of the CPU in The Gambia explains: “I want to advise everybody who wants to be successful in setting up a similar programme, you have to have that political will, you have to have the consent of the hierarchy: and the hierarchy needs to be sensitised because if he doesn’t know about the programme, it will be very difficult for you to implement it.”
- It is clear that those forces that have invested in the establishment and maintenance of a CPU are more committed to monitoring and reporting child rights violations.
- It is important to provide training for all security forces including fire, navy,

police and gendarme and not just the military, since these forces also have an important part to play in the protection of children before, during and after armed conflict.

- It is important as well to institutionalise the training of police on peacekeeping missions as their missions are often long term and they can play a critical role in respecting and protecting the rights of children to protection from violence and abuse in, for example, prisons, detention centres and on the street.
- Having a network of trainers within a country or a region is a great tool for the exchange of experience and increases trainers' sense of motivation and the possibility for sustainability of the training programme. These networks should be strengthened and improved.
- More should be made of the pool of trainers who have undergone the intensive two week advanced course on child rights and protection at the International Peace Support Training Centre (IPSTC) in Kenya. A database of participants who have gone through this course should be made so that they can be contacted to support training in their own and other countries. This database should also include military who attended training workshops run by Save the Children Sweden in Senegal and Burundi during 2008.
- Working with the military during (relative) peace-time can be invaluable in building relationships and structures which can support child protection during crises.
- Focussing on dedicated, informed and inspirational trainers is a successful way of encouraging the military to 'own' the training programme since the dedication of these officers and their commitment can inspire many others.
- There is scope to improve monitoring and evaluation of the programme



*Côte d'Ivoire. Training session with governmental forces.*

so that it can be continually improved and revised. Peacekeepers should be invited to give a debriefing on how child rights and child protection featured in their work on their return from missions; for trainers of trainers, regular meetings with other trainers at a national and regional level will assist them in exchanging ideas and training techniques; for military being trained, there should be follow-up to assess the impact it has had. Furthermore, there is a need to evaluate the different methods of delivering the training whether within the military curriculum, by Save the Children Sweden itself or through its partners.

## **E. Recommendations**

- Military training on child rights and child protection should be mainstreamed into the regular military curriculum in all countries and a basic knowledge of child protection and children's rights should be a factor in consideration of promotion within the ranks. Following the good example of the Economic Community of West African States (ECOWAS), the African Union (AU) should demand that all member states mainstream child rights and child protection training in their military structures<sup>2</sup>.
- The recent report by Save the Children UK<sup>3</sup> on the sexual abuse of children by peacekeepers and aid workers indicates that either a number of military personnel are finding their way into peacekeeping missions without the requisite training on child rights and child protection as demanded by UN Security Council Resolution 1261 of 1999 or, if they have undergone the training, it has not resulted in changed attitudes and behaviour. Save the Children Sweden has responded to this by developing new training materials to strengthen gender-based violence and sexual exploitation and abuse issues in terms of prevention, reporting and responding to violations. The report's findings still need to be investigated further with a view to coming up with a new UN Security Council Resolution requiring that pre-deployment training on child rights and child protection becomes mandatory for all peace-keeping contingents.
- The important support and interest of ECOWAS in the training programme should be maintained by ensuring that the Defence and Security Commission has regular briefings on the training programme on its agenda.
- All AU peace keeping missions should conduct training on child protection and child rights and have protection desks, units or advisors in place.

2• See the ECOWAS 'Accra Declaration' 2000: "OP8: DECIDE to incorporate child rights and the protection of children in armed conflict, into training programs for military forces and other security agencies."

3• No One to Turn To: The Under-reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers, Save the Children UK, 2008.



# I. Introduction

Save the Children Sweden is a humanitarian organisation which means it operates under the guidance of international humanitarian law (IHL) and international human rights law (IHRL); its work is based primarily upon the UN Convention on the Rights of the Child (CRC).<sup>4</sup> The relationship between humanitarian and military organisations is often vexed.

Military force may take different forms and vary in size, structure and capability. Some forces might include units of a largely civilian nature as well as contingents of an entirely military character. Military forces might be under UN or national commands and differ widely in competence and professionalism. The military has traditionally been designed for war in pursuit of national or collective political interests. Forces are paid and trained to use regulated violence to accomplish objectives set by governments. Therefore military action is always essentially political in nature, although mission statements may include reference to politically neutral humanitarian goals.

In contrast, the humanitarian imperative is to prevent and alleviate suffering, to protect life and health and to ensure respect for human rights. Fundamental humanitarian principles include neutrality, impartiality, respect for culture and custom, enhanced capacity building, and coordinated efforts. One of the principal purposes of civilian humanitarian organisations is to relieve suffering equally to all on the basis of need. For this, humanitarian organisations require humanitarian space<sup>5</sup>.

There is an inevitable tension between military and civilian humanitarian work. Co-operation between the two depends on the context of the crisis or conflict, the mandate of the military, the mandate and profiles of the NGOs and of UN agencies operating in the area, whether a military mission is seen as politicised or not and the level of consent it enjoys from the parties involved. Furthermore, it depends on the willingness of both humanitarian organisations and the military to cooperate with each other. When levels of consent among the local populations or amongst humanitarian organisations run low or the humanitarian organisations sees other risks to its cooperation in terms of their safety or the safety of the local population, then this relationship can become strained.

Several sets of guidelines for humanitarian–military interaction have been developed in recent years, by UN bodies and NGO coalitions as well as by individual agencies and these are described quite comprehensively in Annexe Four below. These guidelines outline the appropriate terms of humanitarian actors’ engagement with military forces, so that they can remain true to the fundamental principles of humanity, independence and impartiality.

*“In most countries around the world today, especially in sub-Saharan Africa, over 60% of the population are under the age of 18. If this is not factored into responses to conflict, then I think we cannot comprehensively and adequately address the problems of peace and security within Africa.”*

*Gambian colonel involved in the training programme*

4• IHL is the law of war as enshrined in the Geneva Conventions (1949) and their Additional Protocols (1977). It imposes duties on the parties to an armed conflict, both to regulate the conduct of hostilities in order to minimise suffering, and to protect those who do not take part in hostilities. IHRL encapsulates the Declarations, Covenants and Conventions that codify the entitlements of individuals, and the obligations of states, across the multiple dimensions of human activity, including, social, economic, political and cultural rights. IHRL establishes rights and freedoms inherent to all human beings, which apply in times of peace and war.

5• The term ‘humanitarian space’ was coined by former Médecins Sans Frontières (MSF) president Rony Brauman, who described it in the mid-1990s as ‘a space of freedom in which we are free to evaluate needs, free to monitor the distribution and use of relief goods, and free to have a dialogue with the people’.

Humanitarian space is under increased pressure in conflict zones around the world. This is particularly true in areas where non-state armed groups and government forces are fighting over territory and resources, political power and the support of the local population. In order to work effectively, humanitarian organisations require maximum access to all communities and children which, in turn, demands that organizations such as Save the Children Sweden are perceived as being neutral, with no political agenda.

Of particular importance for Save the Children Sweden is the challenge of finding the correct balance between cooperation with the military and maintaining a neutral and non-political stance. In areas of armed conflict, the mere presence of Save the Children Sweden can affect the parties or the situation and have an influence on developments. The advocacy and programmatic response could also change power dynamics and be seen as a support to certain interests. This is particularly the case if it involves direct support and cooperation with military forces by way of providing training.

Save the Children Sweden has been working in emergency situations in Africa since 1958 and has, over time, developed a clear position regarding the advantages and disadvantages of working with the military. The starting point for Save the Children Sweden is to establish whether there is any risk that cooperation with the military could endanger children or any other beneficiaries of its programmes, Save the Children Sweden employees or the organisation itself. The military training programme documented here clearly demonstrates that the benefits of engagement with military actors can outweigh the risks provided that Save the Children Sweden is constantly vigilant to shifting circumstances and changes in the political context. Overall, training the military on child rights and child protection has proved to be an efficient, sustainable, cost-effective and powerful way of strengthening child protection before, during and after armed conflicts and has had the following positive outcomes:

- Helped to minimize the exploitation and abuse of children perpetrated by the military themselves;
- Helped to establish and strengthen child protection mechanisms within the military structures such as Child Protection Units (CPUs);
- By increasing the military's understanding of the mandates of humanitarian organisations, it has helped to ensure that, when appropriate, they are more willing to assist organisations, such as Save the Children Sweden, in their efforts to strengthen child protection;
- Helped to decrease the recruitment of child soldiers;
- Supported peacekeepers in upholding children's rights;

*“It [the training] is important because there are more abuses of human rights and child rights in conflict situations than in normal settings. The military being the main actor to protect children and other civilians from the impact of conflict, they have to be properly knowledgeable and skilled to live up to the expected standard. Unless they are well-informed, they will themselves be the perpetrators let alone protect children.”*

*General Seifu, Ethiopia, participant in training programme*



- Raised the awareness of the military (and other security forces such as police) on how to incorporate child rights and protection into their work; and
- Enabled the military to develop accurate and effective monitoring and reporting mechanisms to protect children's rights.

The structure of this documentation is as follows:

- An overview of how the information this report is based upon has been compiled and analysed.
- An examination of the context in which the training programme is delivered including how armed conflict affects children, the role of the military in protecting children and their accountability towards children.
- An overview of the training programme itself in terms of its origins, what is included in the curriculum and the numbers who have been trained.
- The different strategies that have been used to ensure that the training is successful including working with partners and training trainers.
- The achievements and successes that the training programme has had in different countries including enhanced awareness by the military of child rights and child protection and improved civil-military relations.
- The challenges faced by the programme such as the potential to compromise the neutrality of Save the Children Sweden and its partners and lack of commitment amongst the senior military.
- Some brief lessons learned and recommendations for strengthening and enhancing the training of the military in child rights and child protection in the future.



*Northern Côte d'Ivoire. Ex-rebels help secure the area for a public event with children in Ferke.*

## 2. Methodology of the documentation

There have been various problems in monitoring and evaluating the military training programme. Since its inception in 1998, the programme has not had a sufficiently clear strategy for assessing the impact of the training much beyond its impact upon the individual military actors involved. Only in Uganda, southern and northern Sudan and Côte d'Ivoire have interviews been conducted with children or communities who have had contact with the military asking them about the impact of the training<sup>6</sup>. This is compounded by the fact that soldiers move around a great deal and it can be very difficult to reach them following their training to determine the effect it has had upon their behaviour and mind-set. Furthermore, measuring shifts in mind-set and behaviour is not straightforward. Nonetheless, this documentation is based upon analysis of a robust and wide range of evaluations, questionnaires, interviews and focus group discussions which have been conducted to provide as comprehensive an assessment as possible given these limiting factors.

A series of evaluations of the training programme have been undertaken by Save the Children Sweden<sup>7</sup>; however, these evaluations did not fully capture some of the qualitative changes that have taken place within the military mind-set as a result of the training. Therefore, during late 2007 and early 2008, questionnaires were completed by those responsible for conducting the training in 18 of the countries involved<sup>8</sup> (all countries involved save for Cape Verde which was subject to a different information-gathering exercise). These questionnaires covered a wide range of questions including what was the greatest impact and success of the training, what was the greatest challenge and what are your recommendations for the way forward. They also included the following:

- Total number of soldiers trained;
- Whether or not a CPU has been established within military structures;
- Whether a Memorandum of Understanding has been signed between Save the Children Sweden and/or its partners and the relevant Ministry of Defence; and
- Whether child rights and child protection has become an integrated element within the military curriculum.

A table outlining the findings for each country is attached in Annex Two.

6• In the documentation for this study, interviews of IDP camp leaders and community leaders were made asking them about the impact of the training programme as part of the 'Evaluation of the Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda. Save the Children Sweden, 2008'. Former child soldiers in Côte d'Ivoire were interviewed about the training programme by a Save the Children Sweden Communication Officer. Community leaders and children were interviewed in southern and northern Sudan by a Save the Children Sweden representative.

7• There have been a series of evaluations of the training programme in West and East and Central Africa including: 'Evaluation of the advanced course on child rights and child protection for military trainers – Kenya armed forces.' Major Patrick M Musibi, OGW, KAF (Rtd) Consultant; Putting Children on the Military Agenda; Save the Children Alliance Military Training, Mapping Exercise by Save the Children Sweden Save the Children Sweden, November 2006, Stockholm, Sweden; Capacity Building of the African Union Forces in Darfur, Internal Assessment Report, Feb. 2007; Evaluation of the Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda. Save the Children Sweden, 2008; Training of Soldiers on the Rights and Protection of Children Before, During and After Conflict in West Africa, Mid-Term Evaluation Report, Save the Children Sweden 2006.

8• Benin, Burkina Faso, Burundi, Côte d'Ivoire, Ethiopia, The Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Niger, Sierra Leone, Senegal, Southern and Northern Sudan, Togo and Uganda.



*The Gambia. HQ*

In addition to these questionnaires, approximately 73 lengthy and in-depth interviews were conducted by Save the Children Sweden's Communication Officers in Côte d'Ivoire, Ethiopia, The Gambia, southern and northern Sudan and Uganda<sup>9</sup>. Those interviewed included senior military from Ministries of Defence, military trainers, low-ranking soldiers who had received the training, other security forces who had been involved in the training such as the navy and fire services, community leaders, partner organisations and former child soldiers. These interviews considered:

- The impact of the training on the attitudes of individual soldiers towards children;
- The number of children who have benefited from the protection provided by official military structures such as CPUs; and
- The extent of collaboration between the military and civil society organisations working with children.

This documentation also relies upon the outcome report from a meeting held in Senegal in October 2008 where military from 14 different countries in West Africa met to share their experiences and ideas for techniques for delivering the training and to discuss how it can be improved in the future<sup>10</sup>.

<sup>9</sup> In Côte d'Ivoire 23 interviews were conducted with soldiers of differing ranks, former child soldiers and other security personnel, in southern Sudan approximately 7 interviews were conducted with military and community leaders, in northern Sudan approximately 5 interviews were conducted with military and community leaders, in The Gambia 26 interviews were conducted with partner organisations and military, in Uganda approximately 9 interviews were conducted of community leaders and military and in Ethiopia, 3 military were interviewed.

<sup>10</sup> Rapport de la Formation de formateurs des Forces armées des pays de la CEDEAO sur les questions de Droit et Protection des Enfants avant, pendant et après les conflits – Senegal, October 2008.

## 3. The context for the training programme

### 3.1 The impact of armed conflict on children

*“War violates every right of a child – the right to life, the right to be with a family and community, the right to health, the right to development of a personality and the right to be nurtured and protected.”*

*G. Machel, during her tenure as expert for the UN Secretary General on the impact of armed conflict on children*

Children’s vulnerability during armed conflicts is very high. They are exposed to a variety of extreme circumstances, some of which are beyond their capacity to cope. The psychological and social aspects of child development, and children’s overall well-being, are continually compromised during the violence, insecurity and instability of armed conflict and it is now accepted that in addition to meeting basic needs, such as food and shelter, it is essential to consider the emotional and developmental support of children as they recover from distressing experiences more quickly when supported by their family and community in a child-friendly environment<sup>11</sup>.

In situations of armed conflict, boys and girls are regularly recruited into armed forces or armed groups. While this involvement may be forced or ‘voluntary’, they take on a range of roles including fighting, acting as spies or messengers, cooks and porters, and for sexual purposes. Recruitment exposes children to a number of extreme risks, such as death, physical injury, psychological damage, and sexual abuse. Return to civilian life can pose many challenges for both children and communities.

Children are also at risk of being separated from their primary caregivers either as a direct result of the emergency or as a result of its consequences. The identification of separated children, as well as tracing of their families and subsequent reunification, is therefore a priority in every phase of any emergency<sup>12</sup>. Interventions that prevent secondary separation are also required<sup>13</sup>.

The incidence of exploitation and gender-based violence often increases during and immediately after emergencies because of the breakdown in social structures and protective mechanisms normally provided by the state, community and family<sup>14</sup>. The Save the Children UK report ‘No One to Turn To’ (2008) suggests that cases of child abuse by UN peacekeepers and aid workers are often under-reported<sup>15</sup>.

In every armed conflict, boys and girls risk being physically harmed as a consequence of being targets and victims of violence and they are at risk of being maimed or killed. An estimated 90 per cent of global conflict-related deaths since 1990 have been civilians, and 80 per cent of these have been women and children<sup>16</sup>.

11• Psychosocial Intervention in a Complex Emergency: A Conceptual Framework. The Psychosocial Working Group, October 2003. p. 2. <http://www.forcedmigration.org/psychosocial/papers/Conceptual%20Framework.pdf>

12• Inter-agency Guiding Principles on Unaccompanied and Separated Children (2004)

13• See Action for the Rights of Children, Critical Issue: Separated Children (2007)

14• For more information on gender-based violence see Child Protection in Emergencies – Priorities, Principles and Practices, Save the Children Alliance (2007) pp 23 and Gender-based violence against children in emergencies: Save the Children UK’s response, Tina Hyder; Johanna Mac Veigh, Gender and Development Vol 15, Issue 1 (2007)

15• No One to Turn To: The Under-reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers, Save the Children UK, 2008.

16• I Otunnu, Olara A., ‘Special Comment’ on Children and Security, Disarmament Forum, No. 3, United Nations Institute for Disarmament Research, Geneva, 2002, pp. 3-4.



**The military might interact with children in the following areas:**

At checkpoints when people are moving around;  
In their homes as parents, relatives and friends;  
At local events, football games;  
When fighting and moving through territory (soldiers are often the first to have access to children and their communities when opening up territory);  
When populations are running from fighting;  
When children get lost during conflict;  
When children are injured and need to be moved to medical facilities;

Working with humanitarian agencies to bring relief to communities and children;  
Working with ICRC and other agencies to ensure access to communities and children;  
In displaced camps/refugee camps being protected / guarded;  
On the battlefield when children are fighters;  
As recruiters of child soldiers or workers; and  
Soldiers have also used child prostitutes.

*Extracted from "Child Rights and Child Protection before, during and after conflict" 2001 ECOWAS & Save the Children Sweden Training manual*

Africa is host to some of the most devastating and lengthy conflicts in the world and has experienced more conflicts in the last 50 years than any other region. Africa houses 2.3 million refugees<sup>17</sup> and has the largest number of child soldiers of any region. Children were actively involved in armed conflict in state forces or non-state armed groups in 8 countries from 2004 to date: Burundi, Central African Republic, Chad, Côte d'Ivoire, the Democratic Republic of Congo (DRC), Somalia, Sudan, and Uganda<sup>18</sup>.

### **3.2 The role of the military in protecting children during armed conflicts**

The military has a vital role to play in protecting children affected by armed conflicts and this role is increasing in importance. Since the 1990s, armed forces at all levels have been steadily evolving towards a multi-functional role that is competent in fighting wars, peacekeeping, and providing disaster relief and humanitarian assistance such as protecting convoys of humanitarian assistance, repatriation of refugees and monitoring human rights. Military interventions that incorporate humanitarian-like activities (food delivery, provision of shelter, reconstruction of schools, well-digging) are launched for a number of reasons; among them the need to win over 'hearts and minds' or to increase local acceptance. Depending on the context, their contribution could be either invaluable, or severely compromise the operational and humanitarian space of humanitarian organisations. One result of this focus of the

17• 2007 Global Trends: Refugees, Asylum-seekers, Returnees, Internally Displaced and Stateless Persons, UNHCR, 2007, P.7.

18• Child Soldiers Global Report 2008, Coalition to Stop the Use of Child Soldiers which provides information for the period 2004-2007.

military on 'humanitarian' activity is that it has an important role to play in ensuring humanitarian access in certain areas and enhances the importance of good civil-military relations where respective mandates are clearly understood and respected.

The military are often fighting in a conflict in which children might be illegally involved and it is crucial that they can identify a child soldier and respond to them appropriately. Under International Humanitarian Law, the military's response to child combatants must be framed by balancing military necessity against humanitarian considerations using the principle of proportionality. A former peacekeeper in The Gambia explained in interview with Save the Children Sweden that "the problem used to be, when a child has got a weapon or if a child is a combatant, are you going to see this child as any other combatant or you are going to see that person as a child?..... This is always a moral dilemma that you're faced with. But I want to believe that through sensitisation, through training each and every soldier should be able to see a child as a child before anything else."

The military have a very important role in referring children whose rights are being violated to the appropriate humanitarian organisations. There is also great potential for the military, particularly peace-keepers, to monitor and report on violations of children's rights that they encounter. Mory Djené, is director of studies at the Naval training institute in Côte d'Ivoire. He explained in interview with Save the Children Sweden that "the military is the first person on the ground. Usually, the children go to soldiers looking for protection. If the military has been trained and he sees this happening then he will refer a child to an international organisation or local NGO who can help. You can't keep children in your luggage, it's not possible so the important thing is to lead a child towards other organisations."

### **A child's experience of escaping life in a military camp**

Mathilde Traoré (not her real name) was 16 at the time the civil war in Côte d'Ivoire began and found work in a rebel military camp doing administrative work so that she could help her family and feed herself. She was asked to carry a Kalashnikov on military operations and witnessed fighting although never shot a gun herself. In interview with a Save the Children Sweden Communication Officers she described how she tried to leave this job: 'My uncle is a soldier with the rebels. One day he saw me in the camp and he asked the others what I was doing there and they answered she has been there for a long time. He came to visit me and advised me to leave because it wasn't good...he said if I stayed there my life would not get better and it wasn't good for a girl to be involved in the rebellion. He said it would damage me for a long time afterwards if I stayed...he asked if it was because of the money and said he had no money but could help me out. After he had left I decided to leave the rebellion....It wasn't easy I had to persuade them gently. They didn't want me to go. I said that my mother didn't want me to continue, that it wasn't good for me, that I had to return to school, that my uncle had told me to leave. I said the same things over and over and one day they agreed to let me go.'



The military itself has sometimes been responsible for abusing children.<sup>19</sup> They are often involved in recruiting children to work, not just to fight but in various roles around camps and checkpoints. It is vital that soldiers understand that children associated with armed forces and groups are defined in international law as child soldiers<sup>20</sup> whether they are recruited to fight, to cook, to clean or to do administrative work; as such their recruitment is a war crime<sup>21</sup>. Children themselves are often attracted to military centres as sources of food and money. It is important that the military understand that these are not healthy environments for children to be in and that where possible children should be encouraged to leave and to attend school or to seek assistance from humanitarian organisations instead.

In recent research conducted by Save the Children UK, children as young as six were found to be trading sex with aid workers and peacekeepers in exchange for necessities such as food, money, and soap<sup>22</sup>. Sexual misconduct by UN personnel stretches back more than a decade. A 2001 report released by UNHCR and Save the Children established that sexual violence against refugees was endemic in West Africa<sup>23</sup>. In 2006, a Save the Children UK study found that sexual exploitation of children remained prolific in Liberia and a study in 2008 found that it was continuing in Côte d'Ivoire and southern Sudan<sup>23</sup>. Since 2002, allegations of sexual exploitation of children by the UN Mission in Democratic Republic of Congo (MONUC) have surfaced, leading to several dozen dismissals<sup>25</sup>. The UN's mission policing the border conflict between Ethiopia and Eritrea has also been undermined by similar allegations of sexual abuse, including claims that UN soldiers were involved in paedophilia and pornography<sup>26</sup>. Allegations also surfaced against African Union (AU) peacekeepers in Sudan in April 2006<sup>27</sup>. More recently, investigations were underway against 13 peacekeepers serving in the UN Mission in the Sudan (UNMIS) for sexual exploitation<sup>28</sup>. The conclusions of the Save the Children UK report were that the root causes of abuse should be tackled and that stronger child protection systems need to be developed at the national level.

19• No One to Turn To: The Under-reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers, Save the Children UK, 2008.

20• "A child soldier is any person under 18 years of age who is part of any kind of regular or irregular armed force or armed group in any capacity, including but not limited to cooks, porters, messengers and anyone accompanying such groups, other than family members. The definition includes girls recruited for sexual purposes and for forced marriage. It does not, therefore, only refer to a child who is carrying or has carried arms" From: Cape Town Principles and Best Practices on the Recruitment of Children into the Armed Forces and on Demobilization and Social Reintegration of Child Soldiers in Africa (Cape Town, 27-30 April 1997).

21• Article 8.2.26 of the Rome Statute of the International Criminal Court (ICC), adopted in July 1998 and entered into force 1 July 2002; «Conscripting or enlisting children under the age of fifteen years into the national armed forces or using them to participate actively in hostilities» is a war crime.

22• No One to Turn To: The Under-reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers, Save the Children UK, 2008.

23• The UN Sex Scandal, J. Loconte, The Weekly Standard issue: Exploitation, abuse, and other humanitarian efforts. Vol. 10, Issue 16. 3-10 January 2005.

24• Sexual exploitation must not be tolerated, 9 May 2006 and No One to Turn To, 2008, Save the Children UK.

25• W. Hoge. 'Report Calls for Punishing Peacekeepers in Sex Abuse,' The New York Times, 25 March 2005.

26• Financial Times. 'UN staff in Congo face child sex claims.' 17 May 2004. Page 6

27• J. Fisher. 'AU's Darfur troops in abuse probe.' BBC News. 4 April 2006.

28• Department of Public Information. 'Press Conference by Assistant Secretary-General for Peacekeeping Operations on Allegations of Sexual Exploitation and Abuse by Peacekeepers.' United Nations. 5 January 2007.

### 3.3 Military accountability towards children

The protection of children in situations of armed conflict has been put squarely on the international peace and security agenda in recent years. There is now a substantial body of international legal instruments, Security Council resolutions, interagency guidelines, procedures and protocols, provisions in peace accords, agreed standards and concrete commitments made by parties to protect children in emergencies from abuse, neglect, exploitation and violence. These legal instruments and programmatic procedures complement and reinforce the CRC, which is universally applicable during times of peace and armed conflict<sup>29</sup>.

These international standards inform and define the military's obligations towards children. Military forces, including both state and non-state armed forces, are generally subject to international humanitarian law (IHL) and international human rights law (IHRL). The Geneva Conventions and Additional Protocols govern conduct during conflict and provide general protection for children as persons taking no part in hostilities, and in addition they provide special protection as persons who are particularly vulnerable. Children taking part in hostilities are also protected. Children also have specific rights in the CRC, in the African Charter on the Rights and Welfare of the Child, and also in the 1998 Statute of the International Criminal Court (ICC) which specifically makes it a crime to use children under the age of 15 in armed combat<sup>30</sup>. The African Charter and the CRC in particular are invaluable tools in emphasising that the military are accountable for child rights and child protection in their regular military activities as well as during armed conflicts or as peacekeepers.

The military are bound not only by IHL and IHRL but also by their rules of engagement which are instructions, developed by the relevant military or political authority, to define the circumstances and limits of use of force by its armed forces in an armed confrontation with other forces. Furthermore, they are bound by Codes of Conduct regulating their behaviour and obligations in times of conflict. In June 2000, a Child Protection Code of Conduct for Soldiers was developed by soldiers from thirteen West African countries (see box above) and this has now been adopted by ECOWAS to provide guidance in the field. For soldiers serving under a UN peacekeeping mandate, there is a zero tolerance policy toward sexual abuse and exploitation and the UN Secretary-General's Bulletin on Special Measures to Protect against Sexual Exploitation and Abuse states that it is prohibited for all UN staff, related personnel, or partners to attempt to or to engage in acts of sexual exploitation or abuse and to attempt to or to engage in sexual relations with a child<sup>31</sup>.

*“As far as I am concerned the training programme on child rights and child protection has done a lot for the military. It has made the military aware of the existence of some very important legal instruments like the UN Convention on the Rights of the Child, AU Charter on the Rights and Welfare of the Child, the ICC etc. This has changed the behaviour of the military towards children especially in conflict situations.”*

*Captain Manneh, Head of the CPU in The Gambia*

29• See Annexe Three for further information on the international legal framework for child protection in conflict settings and Annexe Four for a list of current civil military guidelines.

30• The ICC's first prosecution came in 2006 when Thomas Lubanga Dyilo, the leader of a militia group based in the northeast of the DRC, was transferred to The Hague. He is charged with forcibly recruiting boys and girls under the age of 15 to fight with his militia from July 2002 to the end of 2003.

31• The bulletin can be accessed at [ochaonline.un.org/OchaLinkClick.aspx?link=ocha&DocId=1001083](http://ochaonline.un.org/OchaLinkClick.aspx?link=ocha&DocId=1001083)



*Ferkessedougou, Northern Côte d'Ivoire.  
Ex-rebels set up their own child protection committee.*

#### **CHILD PROTECTION CODE OF CONDUCT**

Ensure the safety and protection of civilians. Pay special attention to women and children.

Respect the basic needs of children (clean water, food, shelter, health care).

Do not separate children from their parents.

Do not rape or sexually abuse children.

Protect children from landmines.

Children should not be used in armed forces.

Protect them, do not use them!

In self-defence, use minimum force against children

Co-operate with humanitarian organisations

Always report Child Rights abuses

Soldiers should be proud to protect those who cannot protect themselves!

*The West Africa Child Protection Code of Conduct for Soldiers*

## 4. Overview of the Training Programme

### 4.1 How the Training Programme began

Graça Machel's 1996 UN Study on the Impact of Armed Conflict on Children<sup>32</sup> was an important catalyst for the rights of children affected by armed conflict to be put onto the international agenda and, since this report, various UN Security Council resolutions have encouraged states and regional peace-keeping bodies to provide training on child rights and protection to their military personnel. Resolution 1261 (1999) requests "that personnel involved in United Nations peacemaking, peacekeeping and peace-building activities have appropriate training on the protection, rights and welfare of children, and urges States and relevant international and regional organizations to ensure that appropriate training is included in their programmes for personnel involved in similar activities"<sup>33</sup>. This Resolution was followed by others<sup>34</sup> where this was further emphasized and in 2005, in Resolution 1612, the Security Council urged "troop-contributing countries to take appropriate preventive action including pre-deployment awareness training".

Save the Children Sweden started training Swedish peace keepers on child protection and children's rights in 1993. In 1998, Save the Children Sweden hosted the first regional seminar on the training of peace keeping forces on protection of children's rights before, during and after conflicts in Addis Ababa, Ethiopia. This was the first step to a full-fledged military training programme in Africa which began in East and Central Africa in 1998. Following that, in April 2000 a high-level conference was held in Ghana on the theme of children affected by armed conflict in West Africa. This conference resulted in the release of the "Accra Declaration" calling upon the 15 member states of the Economic Community of West African States (ECOWAS) to introduce a course on child rights and child protection in their training curriculum, both for their military units and for special peacekeeping contingents. Following this, Save the Children Sweden developed a training programme in partnership with ECOWAS, and embarked on child rights and child protection training in 14 different countries in West Africa.<sup>35</sup> In December 2004, Save the Children Sweden signed a 3-year Memorandum of Understanding with ECOWAS to make its cooperation official. This Memorandum has been renewed to cover the period 2008 – 11. This collaboration reinforced the commitments by the military at national and regional level in West Africa.

In East and Central Africa, training on child rights and child protection has taken place in Uganda, Ethiopia, northern and southern Sudan and Kenya<sup>36</sup>. As early as 1998, Save the Children Sweden began training the military in Uganda with a focus on the LRA conflict. Since this time, Uganda has focused on delivering the training

32• Impact Of Armed Conflict On Children, Report of the expert of the Secretary-General, Ms. Graça Machel, submitted pursuant to General Assembly resolution 48/157 [http://www.unicef.org/graca/a51-306\\_en.pdf](http://www.unicef.org/graca/a51-306_en.pdf)

33• S/RES/1261 (1999)

34• In Resolutions 1314, 1379, 1460 and 1539 the UN Security Council continues to emphasize the importance of training UN peacekeeping forces in children's rights. Furthermore, it urges for the appointment of special Child Protection Advisers within the peace keeping missions.

35• Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Sierra Leone, Senegal and Togo have all had (and have) training programmes on child rights and child protection for their military. Mauritania and Nigeria are not yet included although a training of trainers is planned for Nigeria.

36• For more see 'Evaluation of the Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda'. Save the Children Sweden, 2008

in its training schools and on the 4<sup>th</sup> and 5<sup>th</sup> infantry divisions in the north directly affected by the LRA conflict. There have been requests by trainees to spread the training to other divisions. In Ethiopia, training began in 2003 with the focus on preparing Ethiopian military for peacekeeping missions. Save the Children Sweden has also been involved in the training of armed groups in southern Sudan and the AU Forces operational in the Darfur region (AMIS) in cooperation with UNICEF.

In 2001, Save the Children Sweden entered into a partnership with the International Peace Support Training Centre (IPSTC) at the Defence Staff College in Nairobi, Kenya which enabled the reach of the training to be very wide. This partnership has resulted in the inclusion of child rights and child protection sensitization sessions in all pre-deployment training for Kenyan Battalions undertaking peacekeeping missions. Additionally, sensitization sessions have been undertaken at the IPSTC for UN Military Observers, UN Civilian Police and UN Logistics. Most of the military involved are from Kenya, however, military have also attended the Centre from Sudan, Ethiopia, Uganda, Tanzania, Rwanda, Burundi and South Africa.

## **4.2 Who is being trained?**

At the outset, Save the Children Sweden trained only peace-keepers on child rights and protection and currently all of the 19 countries involved in the training programme conduct a sensitization on child rights and protection for their peacekeeping contingents before they are deployed on mission. For example, in northern Sudan, Save the Children Sweden has trained AU peace keepers, both soldiers and civilian police, being deployed to Darfur as part of an AU capacity-building project<sup>37</sup>. Save the Children Sweden has also supported the training of Ugandan and Burundian troops being sent to the AU Mission to Somalia. These trainings took place in the countries of origin since pre-deployment training is easier to organise logistically, is safer and saves time and money. It is also a useful strategy for distancing Save the Children Sweden from direct engagement with the military in or near to the theatre of armed conflict. Training of peacekeepers on the ground during missions has also taken place, as required, in Liberia, Sierra Leone and Côte d'Ivoire. Save the Children Sweden still does not have a formal agreement with the AU Peace and Security Department in Addis Ababa, Ethiopia to ensure a more systematic and comprehensive approach to the training of all future AU peacekeepers. Advocacy targeting this department has already begun but progress has been delayed by bureaucratic hitches.

Once engaged in the training, it became clear to Save the Children Sweden that it should be extended beyond peacekeepers to all government and non-government forces and the training was therefore expanded beyond peace-keeping missions to the military more generally. Training of non-government forces has taken place in southern Sudan (SPLA prior to the signing of the Comprehensive Peace Agreement), Liberia and Sierra Leone. In Côte d'Ivoire, Save the Children Sweden does not only train the government forces (the Defence and Security Forces of Côte d'Ivoire) but also the Armed Forces of the Forces Nouvelles (FAFN).

The training still primarily targets military forces but some countries have seen the need to train other security forces in order to foster a more coherent understanding of child protection among all of the actors who could potentially come into contact

37• Capacity Building of the African Union Forces in Darfur, Internal Assessment Report, Feb. 2007



with children during armed conflicts. Currently, Save the Children Sweden supports and conducts child rights and child protection training for military, federal, civil and military police, AU, EU and UN peacekeepers<sup>38</sup>, immigration officers, customs officials, staff working on fire and ambulance services, non-state armed groups, community and youth groups and prison guards and other prison department employees.

### **4.3 What is included in the training?**

All of the countries involved in the training programme conduct a ‘Training-of-Trainers’ workshop for high-ranking military officers. These in-depth workshops equip officers with information about child protection and child rights and also teach them how to convey those messages to others in the future. They are based on core materials provided by Save the Children Sweden but are adapted for use in particular countries and contexts<sup>39</sup>. Armed with this training, these high-ranking officers then go on to train other trainers within their contingents or battalions so that the information on child rights and child protection can be cascaded through the military structures. The ‘Training-of-Trainers’ sessions range from a 3-day course to, most usually, a two-week course discussing children’s issues in-depth. The training of trainers’ course aims to:

- Familiarise military with the major legal instruments covering child rights and child protection and define their responsibilities and obligations towards children according to these laws;
- Provide military with basic information on children’s rights;
- Provide military with an improved understanding on how conflict affects children and their communities, with a specific focus on the region in which they are working;
- Help military identify ways in which they can contribute to making the rights of the child a reality during and after conflict, and help minimise the negative effects of conflict on children;
- Enable military to identify and develop co-operative relationships with the relevant humanitarian agencies in the theatre of operations in an appropriate way and according to humanitarian principles so that they can develop understanding and respect for the mandates of humanitarian agencies;
- Enable military to communicate appropriately with children;
- Promote the idea of the ‘good soldier’ as one who respects, protects and promotes children’s rights and who abides by their Code of Conduct; and
- Strengthen and upgrade military trainers’ skills in interactive training methodologies.

In addition to these ‘Training of Trainer’ sessions, there are specific trainings for teachers within the military colleges to enable them to teach the subject within the military educational system. It is also common for the military to work in collaboration with partner NGOs to provide ongoing sensitization sessions for the military. These are short programmes to raise the awareness of soldiers about their

38• These include UN Military Observers, UN Civilian Police, UN Logistics, and those involved with Civil Military Coordination (CIMIC).

39• See Annexe Five for a list of the training materials used.



roles and responsibilities towards children. The trainings are nuanced and adapted for different contexts and also for different audiences.

A wide range of materials has now been developed for use in the training programme and these materials are continually updated. Some of them were developed with the participation of children living in armed conflict areas and they include a primary manual for trainers as well as booklets for senior officers, cartoons (for soldiers with little or no education), pocket cards (containing the 10 golden rules of the Code of Conduct) and posters to reach a wide audience. These materials are often adapted to fit with a prevailing context so that they can be easily integrated into military curricula. A full list of the materials used is provided in Annexe Five.

In 2002, Save the Children Sweden and the IPSTC in Nairobi, Kenya designed and delivered the First Advanced Course on Child Rights and Child Protection for Military Trainers<sup>40</sup>. This course, drawing participants from all over East and Central Africa (Kenya, Uganda, Rwanda, Burundi, Ethiopia, northern and southern Sudan), has been running on a yearly basis since then. The objectives of the course are that participants will:

- Have a good understanding of how armed conflicts affect children;
- Be able to monitor and promote children's rights guided by international and regional legal instruments;
- Be able to design training events on children's rights for other military personnel;
- Be able to organize and deliver child rights and child protection training for other military personnel; and
- Have been equipped to become part of the Regional Network of Military Trainers on Child Rights and Child Protection.



*A training session with governmental forces in Côte d'Ivoire - highlighting the difference between children's needs and rights.*

<sup>40</sup> For more information see Evaluation of the advanced course on child rights and child protection for military trainers – Kenya armed forces. Major Patrick M Musibi, OGW, KAF (Rtd) Consultant, Putting Children on the Military Agenda, (2008).

This Course has enabled a strong network of trainers to be established in East and Central Africa which has proved to be a great tool for the exchange of experience, for increasing trainers' sense of motivation and for ensuring the sustainability of the training programme.

#### **4.4 Reach of the training**

It is difficult to estimate with any precision the number of military, security forces and people in other relevant fields who have been trained on child rights and child protection as a result of this programme. Some country programmes keep meticulous figures while others do not. However, the records show that approximately 100,000 African military have been trained or sensitized on child rights and child protection since the inception of the training in 1998. Furthermore, at least 12,000 new military are trained each year on child rights and child protection. Some of these individuals have undergone thorough two-week sessions while others have participated in a programme that lasts just a couple of hours.

These numbers indicate the number of individuals trained by Save the Children Sweden and its partners but they do not reflect the number of individuals who have been trained on child rights and child protection by the military through their own training curriculum. Given that in at least 9 countries, components on child rights and child protection are a regular module in the standard curriculum for all military personnel, the number of people who have received training is significantly higher than these figures suggest<sup>41</sup>.

Research has shown that much of the information the military received is retained over a period of time. A recent assessment of the training programme in Sudan found "an aggregate of 63% of respondents from both North and South Darfur retained the knowledge acquired during the training. In terms of specific components.... Child Rights and Child Protection registered 62% retention"<sup>42</sup>.

41• See Annexe Two for a table representing the numbers trained and sensitised by country.

42• Capacity Building of the African Union Forces in Darfur, Internal Assessment Report, Feb. 2007.

## 5. Strategies used for delivering the training

### 5.1 Training of Trainers

The programme has achieved such a wide reach in part because it is structured around training of trainers. This means that there is now a large pool of trainers available at national and regional levels and in most of the countries in which the training has been on-going, there is a strong push to train more and more soldiers on child rights and child protection. Those who have undergone the training have been proactively lobbying for it to be integrated into the military training system and shared with as many as possible. Many of the officers who have attended the Training for Trainers are taking every opportunity they can to share their information with others.

Even those who are not trained as trainers are sharing their information and ideas with others. Some of the Kenyan peacekeepers who have returned to Kenya after serving on missions, for example, have reported that they had the opportunity to use the materials they were given to train others within the Kenyan military. As Lt Col JM Kareru KA from Kenya wrote in a Save the Children Sweden questionnaire: “My biggest success was to be invited to give a lecture on child rights to a grade 2 staff course which produces Unit Commanders and Senior Officers who can influence decision-making.» The training of trainers’ mechanism also ensures that it is an extremely cost-effective programme. A Gambian colonel explained in interview that “you don’t need too much money to be able to run the programme. All you need is a few people who are armed with the information and able to spread that message.”

One problem facing the programme is the high mobility of soldiers both geographically and in terms of being promoted beyond the role of trainer; it is therefore advisable to target middle-ranking officers to be trainers. The CPU in The Gambia explain in their questionnaire that “..I concentrate on junior officers....since they’re not commissioned, they’ll always be available for training. So, the advice I want to give to any other colleague who wants to train trainers, you should concentrate more on junior officers than seniors because seniors are not sustainable.”

**“Some military are now presenting information about the rights and protection of children on radio and television debates. This would never have happened before the project [on military training] started.”**

*Cleophas Mally from WAO-Afrique, Togo, Save the Children Sweden questionnaire*

**“I was commanding the first Battalion and in charge of operations in the South. When conflicts erupt, children are the first victims and when I saw the convoys climbing towards the North, I could feel on the faces of the women and the children how they were being destroyed. It’s that which stimulated my interest and I immediately decided to support the plan [for the training programme] which had just been proposed to me.”**

*Colonel Tiemoko, Director of Defence at the Ministry of Defence, Côte d’Ivoire*

## **5.2 Mainstreaming the training into the military curriculum**

In 9 countries (Benin, Burkina Faso, Côte d'Ivoire, The Gambia, Guinea, Niger, northern Sudan, Senegal and Togo), child rights and child protection have been incorporated into the military curriculum and is taught as one module of the regular military training received by all soldiers. There are plans for this to happen shortly in Cape Verde as well. In Togo, the Chief of the Defence of the State issued an official instruction note requiring that child protection and child rights should be integrated into every level of training for soldiers, under-ranking officers and officers within the Togolese army. In both Togo and Burkina Faso, child protection and child rights form part of the examination taken by soldiers who wish to be promoted. In Senegal, it took only one sensitization session to encourage the Military Training Section of the Infantry to ask that a module on child protection immediately be added to the existing military curriculum. In The Gambia the training has now been incorporated into the curriculum for all soldiers (the child protection and child rights component comprises around 6 days of a 4 month long induction training).

A military trainer from The Gambia explained in interview that “If you have modules on child protection as you would have on ballistics for instance, then everybody who is a recruit should have a good grounding on child rights, as well as on ballistics and how to manipulate guns; for me once you do that, then it becomes sustainable, the reach becomes greater because you target everybody.”

## **5.3 Establishing Child Protection Units within military structures**

Many military forces have created Child Protection Units (CPUs) or ‘Cellules’. These are offices staffed by military personnel who are charged to handle all issues relating to child rights and child protection. These units usually have the responsibility to coordinate training, to ensure violations of child rights by the military are addressed and that the military personnel who violate rights are duly prosecuted. In addition, Togo’s CPU is responsible for maintaining a library of documents relating to child rights and child protection as well as to organise and participate in birth registration operations. In The Gambia and Guinea the CPUs have responsibility for the families and children of their military as well. In Uganda, the CPUs function as a transit centre for former child soldiers who are in the process of being referred on to humanitarian organisations.

In the majority of countries who take part in the training programme, the CPUs have full-time staff running them while in others there are only volunteers that work on a rotational basis. Some CPUs are staffed by one person while others have several different people in charge of running the unit. In several countries they have one CPU at the central level and several sub-units in other cities or barracks. In some instances, there are CPUs or protection focal points in all of the battalions. However, it is clear that the most successful CPUs are those that are at HQ level since their work is more likely to be reinforced and strengthened by the support of the military hierarchy.

There are currently CPUs in 15 countries (Benin, Burkina Faso, Côte d'Ivoire, Ghana, Guinea, Guinea Bissau, Kenya, Mali, Niger, Senegal, northern Sudan, Sierra Leone, The Gambia, Togo and Uganda). They are all integrated into the military structures in different ways; for example, in Ghana, the CPU is part of the legal section, in Togo the CPU is part of the operational division, in Senegal it is part of the information division and in Burkina Faso, the CPU was created by ministerial edict and is therefore clearly visible within the chain of command.

The CPUs have proved to be powerful structures for strengthening child protection; for example, in The Gambia the State Department of Defence is now sending and financing staff of the CPUs to attend one-year social work certificate programmes. In Uganda, the Uganda People's Defence Force (UPDF) has set up a CPU in collaboration with Save the Children in Uganda. It was intended to be a transit centre for former child soldiers before they were referred on to humanitarian organisations. A 2008 evaluation of the training programme in Uganda found that children who had been rescued during the LRA conflict said that they had been very positively received when they arrived at the CPU and this positive treatment encouraged other children to escape or surrender<sup>43</sup>. Former child soldiers interviewed at the UPDF 4th Division CPU confirmed that their own rescue had been encouraged by the knowledge that they would be treated well on return. They told stories of how well they were received at the CPU and even in adulthood they still went back to CPU for protection when they felt they needed it. Furthermore, the UPDF allowed some of the children to continue their education at a primary school located at the edge of the barracks which was intended for officer's children.



*Photo internet sans légende*

<sup>43</sup>• Evaluation of the Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda. Save the Children Sweden, 2008



## **5.4 Working with partners**

The central importance of local civil society groups and networks in advancing the protection of children before, during and after conflict cannot be stressed strongly enough. Where possible, the training is conducted by national partner organisations and emphasis is placed on supporting and enhancing their capacity<sup>44</sup>. Save the Children Sweden supports more than 11 national NGOs to conduct the training for the military<sup>45</sup>. In several countries, it is the military themselves who conduct the training, as it has been mainstreamed into their standard training curriculum. For operational reasons, Save the Children Sweden implements the training directly with the military in northern and southern Sudan, Senegal and in Côte d'Ivoire. In Uganda, Save the Children in Uganda (a programme comprised of several different Save the Children organizations) also delivers the training itself. To date, there has not been a proper evaluation of how these different mechanisms for delivering the training operate nor an evaluation of the respective benefits of each method.

It is very important that careful consideration is given to the challenges that partner organisations might face when working with the military and to understand that at times it will be necessary for Save the Children Sweden to step in to prevent adverse risks. For example, in Guinea, the military training programme was being run by the military through their CPU and supported by a partner organisation called Sabou Guinée. Following the coup in Guinea in late 2008, Save the Children Sweden asked Sabou Guinée to revert to organising all aspects of the training itself in order to maintain a clear distance from itself and the members of the CPU many of whom were prominently involved in the coup. Since then the situation in Guinea has deteriorated further and in October 2009 Save the Children Sweden and Sabou Guinée decided to put the training programme on hold.

## **5.5 Understanding the military context**

There is a dynamic to the relationship with the military which is founded on certain shared interests in cooperation as well as the inherent tensions which result from different mandates, structures, cultures, competencies, methods and resources. Military institutions can place a high value on command and control, top-down hierarchical organizational structures and clear lines of authority, discipline and accountability. They place great value on logistics, and substantial resources are dedicated to the acquisition of assets and training of personnel to ensure that they can function independently under the most adverse circumstances. The military's approach to problem solving is generally directive and coercive.

Humanitarian organizations such as Save the Children Sweden and its partners are less hierarchical and more participatory in their style of decision-making and operations than the military. They pay more attention to the process by which they accomplish operations, partly because they attach more importance to long-term impacts but have fewer back-up resources.

<sup>44</sup> See 'The First Line of Protection: Community-Based Approaches to Promote Children's Rights in Emergencies in Africa.' Save the Children Sweden (2009) for more information on the importance of working with the community to strengthen child protection structures.

<sup>45</sup> These include Child Rights Initiative (N. Sudan), CF Gambia (The Gambia), Sabou Guinée(Guinea), African Women Lawyers Association (Ghana), CF Liberia (Liberia), RIAH-Benin (Benin), Avenir Enfance Sahel (Mali), EIP-Niger (Niger), Organisation for Development and Human Rights (Sierra Leone) and Alternag (Guinea Bissau) and WAO Afrique (Togo).

### Two Views of Civil Military cooperation

*“Today when we talk about civil military relations, you get the impression that this is just about ‘military escorts.’ No, that is only a small part of civil military relations which includes demobilisation, disarmament and reintegration. It is also about how to co-ordinate humanitarian activity during conflict so that shocking situations at the outset can be avoided. Certain humanitarian organisations I know say to me ‘our ideology prevents us from cooperating with the military!’. I reply ‘No, that doesn’t prevent you from cooperating, you are mistaken. On the contrary, it prevents you from travelling with military in your vehicles and prevents military from forcing you to allow them to travel with you. But if you ask that we facilitate your work and we are able to do so then we are at your disposal.”*

*Lieutenant Colonel Zamble Koffi Eugene, Commander of the ‘Ecole nationale des sous-officiers d’active’ of Daoukro, National Armed Forces of Côte d’Ivoire*

*“Personally yes, I never used to like military people; I had some different ideas about them but when I came in and I handled this project [the training programme in The Gambia] it was different I began to see that they are human beings like me as well even if they are wearing uniforms and have arms with them but still, it changed my perspective a lot in communicating with them, working together with them and so on...at first they said what are you doing with us, why do you want to come and talk to us, we are different from you people, we are military, we are government, we are here for a different purpose, you are here for what? And now I think they began to understand that there is something that we can have in common.”*

*Representative from CF Gambia, Save the Children Sweden’s partner organisation delivering the training programme in The Gambia in partnership with the military*

These different contexts and approaches have to be reconciled to ensure that the training programme runs smoothly and it is important that civilian and military actors respect and acknowledge each other’s mandates and way of working. One way of ensuring that the training is successful is to work towards integrating it into the military timetable as seamlessly as possible. This means being aware of how busy senior officers are and keeping the training short. ChildFund Gambia is a local partner implementing the training of trainers programme in The Gambia and they explained in interview with Save the Children Sweden that: “3 to 5 days is enough, because some times you are taking them from their core official business and also they’re not always stationed in one place, as security persons they change all the time....if you take the time too long, quickly they can change because of security.”



## 5.6 Effective training techniques

Many techniques are used to make the training as meaningful and effective as possible. In Côte d'Ivoire they used children who had been involved in conflicts in Sierra Leone and Liberia to speak directly to the trainers about their own experiences which had a very powerful impact. In an interview with Save the Children Sweden, Major Zenawi Yebrah from Ethiopia elaborated on ways in which the training can be improved: "It is easy to just study the articles but when it is presented with different scenarios and from our countries law point of view, it gives you a deeper meaning." He also explained how useful the pocket-sized versions of the training manual were: "It is very handy and has important information in it. If you distribute that to a lot more, and add more information on them, you will be able to refresh the trained and also reach others....There is also a military radio programme, a newspaper and a magazine that is for the military only. You should use those avenues to reach the military with information on Child Rights."

Many of the military interviewed expressed an interest in having more visual aids available to them to enhance their training such as video footage. At the meeting of military trainers held in Senegal in 2008, they agreed that it was vital to have short, simple and unambiguous messages for soldiers who have had little education but to build in scope for discussion and debate for higher-ranking soldiers.



*Child Protection Unit in Gulu, Uganda*

## **5.7 Putting the training into an African context**

Mory Djené, is director of studies at the Naval training institute in Côte d'Ivoire. He explains that there is a widespread perception within the military that children's rights are the ideology of the West and are imposed on Africa resulting in spoilt children. He responds to this in his training by explaining to the soldiers that international law reinforces the norms of national law: "if you have abused a child or had sexual relations with a child even with her consent and she falls pregnant then you will go to prison under national law. So children are already protected at a national level but also by international conventions and treaties...soldiers have the impression that international standards have been imposed upon us but they forget that national law also protects children's rights."

Commander Hamed Zanan Traoré from the national army forces of Côte d'Ivoire, explains that: "often people being trained say that Westerners mustn't impose their way of seeing children on us and in Africa things are different. But when I talk about the African Charter that ensures that they pay more attention." This emphasizes the importance of the military having ownership themselves of the training programme so that it is not perceived as being imposed upon them by external organisations but as something that springs from the culture in which the military are working.

## **5.8 Maintaining motivation**

Many of the military respondents to Save the Children Sweden's questionnaires and interviews stated that it was a matter of pride in their army and pride for their country to be seen to be protecting children's rights. In Ethiopia, some officers from the Peacekeeping Training Centre explained that "Accepting children's rights and living by them is a question of behavioural change. This can't be done over night. Many were changed after trainings were given and it contributed to the force in having maintained the good name it already had." Captain Manneh from The Gambia explained in interview that it was a question of national pride for all peacekeepers to be trained including police and other security forces: "Most of these missions, we participate together, the police are going on peacekeeping missions and the army is going as military...Since this programme is to sensitise, to "capacitize" officers, going out on peacekeeping missions we think we should also include our brothers to have the same knowledge since they're going out on missions, because, if we want to keep the flag of this country flying high, we don't want to have exceptions...if an offence is committed by a Gambian, they will say a Gambian, and we don't want to receive such negative information from mission areas, as far as the project is concerned we want to include everybody participating in the mission area."

In northern Sudan, soldiers who complete the child rights training course receive certificates which has been a motivation since they can be used to demonstrate the skills needed for promotion. In Togo and Burkina Faso, if you fail an exam module in child rights and child protection at certain stages in your career then you cannot move up within the ranks; this means it is a precondition to promotion.

## **5.9 Sustainability and ownership**

Overall the training has been very well received by the military and this has contributed significantly to the institutionalisation, ownership and sustainability of child rights and child protection training within military structures. To a large degree the training has been successful because of the high level of political commitment given to the issue by ECOWAS. Memorandums of Understanding which establish the modalities of the training programme were signed by Save the Children Sweden and ECOWAS for 2004-2007 and have been renewed for 2008-2011. Save the Children Sweden and its partners have signed similar Memorandums of Understanding with the Ministries of Defence in 11 African countries (Côte d'Ivoire, Ethiopia, Ghana, Guinea, Liberia, Mali, Niger, Sierra Leone, Togo, The Gambia and Uganda). These Memorandums provide official recognition of the training and help to ensure that the programme is regularly and properly implemented.

The training programme is sustainable since the focus has been on the training of trainers and on developing durable structures within the military to continue the work unassisted. The mainstreaming of child rights and child protection within military curricula in 9 countries and the creation of CPUs within 15 of the national armies involved, has provided an internal structure for the final handover of the training programme to the military by the end of 2011. Training manuals and materials have been adapted for each army for integration into their curricula and the training of all peacekeeping contingents has been institutionalized at HQ level in all countries. Furthermore, the military have been actively encouraged to mobilise resources for the training themselves and to gain funding from other donors and stakeholders.

Save the Children Sweden will eventually phase out its involvement with the training programme by the end of 2011 provided that the programme is sustainable within military structures and is fully 'owned' by the military. It will not do this at the expense of the quality of the training however and will be available to provide technical expertise, such as updated training manuals and tools, for as long as it is required.



*Côte d'Ivoire. Training session with governmental forces.  
Making a difference between children's needs and rights.*

## 6. Achievements of the Training Programme

### 6.1 Changing how the military perceive children

For many soldiers, the training has transformed how they perceive children and has made children visible to the military in a way that they were not before. Captain Manneh from The Gambia explained in interview how the training has shifted his own perceptions of children: “having attended the programme, it made me really look at children not as perpetrators, or as people who promote or project violence but instead, I began to see them as victims of the situation....So even if you meet up with a child who is smiling at you, whether you’re in your vehicle or on patrol.... a child is smiling and waving at you; this is not just an ordinary child, this is a child who is emerging from conflict. It’s a child maybe who has lost his a mother or a father, or is displaced or is at the wrong place, is supposed to be in school, is supposed to be doing some other things, so you have an edge over somebody who is not sensitised on these issues, because that person just sees the child in one lens.” In Ethiopia, a military officer who had undergone the training before being deployed on peacekeeping duties commented in a focus group discussion that for the first time he appreciated the potential psychosocial implications of children playing with homemade toy guns and emulating the acts of armed combat. He said previously he would have dismissed it as amusing child play, but now he saw it more in terms of the state of mind of the children under the influence of the conflict and violence around them.

*“The biggest impact of the military training programme on child protection and child rights is to instil in the military the reflex to protect children since they are vulnerable and often incapable of protecting themselves.”*

*Brou Yao Hyacinthe of Save the Children Sweden in Côte d’Ivoire*

A soldier in northern Sudan said: “Having gained the necessary skills, my role changed from a general concept to an effective child rights advocate agent. I now see how vulnerable the children both in the streets and those coming from war affected areas like Darfur and southern Sudan are. Thus I have become more caring to the child. I have tried to change the attitude of officers to comply and understand the status of children.” Soldiers are also learning that children are rights-holders who have the right to be heard and to express their views: Sergeant Dely Patrice from Côte d’Ivoire was interviewed at the end of a day’s training on child rights and child protection and explained what he had learned: “the needs of a child are clear and happen every day in families, they are fed, housed, clothed and their parents love and protect them. Everyone knows the needs of a child but today I learnt that these needs are also rights and children have the right to a voice and to express their ideas – that is what I learnt.”

Although behaviour cannot change solely as a result of this training, it does mean that soldiers are being provided with information which gives them the possibility to change their behaviour. The messages from the training are reinforced when they are seen to be strongly endorsed by superior offices; for example when the

training programme is mainstreamed in military curricula, when military personnel are punished for abusing children's rights and a CPU which functions effectively is supported and funded. The evidence from the evaluations, interviews and questionnaires is that the training has shifted the ways in which soldiers perceive children and that this has translated into real action on the ground.

## **6.2 Changing how the military interact with children**

An important impact of the training programme has been its contribution to the decrease in recruitment of children into armed forces and the demobilization of those already in the ranks. For example, in Côte d'Ivoire, 500 children associated with the FAFN were demobilized by the Chief of Staff of the FAFN forces following child rights and child protection training sessions for soldiers of the FAFN<sup>46</sup>. In southern Sudan, a mother of three children explained in interview that "Today I feel secure with my children next to me. Had the military not been trained about children rights, my young ones would have been forced into the army now." In Uganda, interviews with officers involved in the training showed that whenever soldiers went out to recruit soldiers they spoke with community leaders and members and discouraged them from pushing children to be recruited in the military. In the north of Côte d'Ivoire, trained armed forces have been actively involved in working with communities to prevent the recruitment of children.

In southern Sudan, some soldiers found themselves surrounded by former child soldiers with nothing to do and in response they organized and set up Wunyiik Primary School for the demobilized child soldiers. Presently there are 150 children attending, 72 of whom are girls. In The Gambia, the Gambia Armed Forces explained in a questionnaire that "As a result of this programme the Gambia Armed Forces is able to create a welfare fund for children whose fathers died in active service. This fund is used to sponsor education up to their university level. It has really changed the behaviour of the military towards children compared to their behaviour before the programme". A Kenyan peacekeeper on mission in Liberia had this to say, "I went to a village in Liberia and met a young man who had dropped from school because of lack of school fees and when I heard his story on what the conflict had done to him and his family, I decided to pay for his school fee for the period that he will be in school and this was because of having known the value for education and how the education of children is normally interrupted by conflicts."

This shift in perception also affects how military operations are conducted. A former peacekeeper in Liberia explained in interview that "we had to search a neighbourhood... because we had information that they were hiding weapons at places and so on and so forth... In the planning, we had to consider how do you conduct that operation without creating fear and panic in the children, in the community etc... How do you deal with the adults without having direct effect or serious effect on the children? That is going to affect your timings, that is going to affect your approach, that is going to affect how much force you can use. So it's only somebody who is sensitised on those issues who would approach this kind of situation with that kind of mindset and this will de-escalate whatever friction whatever tension that may be there."

<sup>46</sup> See Training of Soldiers on the Rights and Protection of Children Before, During and After Conflict in West Africa, Mid-Term Evaluation Report, Save the Children Sweden 2006.





*Local population curiously look onto MONUC Peacekeepers (South Africa Contingent, 1 Parachute Battalion) who disembark at SUCP in Ntamugenga, North Kivu, Democratic Republic of the Congo.*

A 2008 evaluation of the training program in Uganda describes how the leader of an IDP camp which is located close to a UPDF garrison, found that there has been a dramatic improvement in the perception and treatment of the children by the military since the training on child rights and child protection for the military and for the camp community leaders. In Uganda, there have also been a number of child led dialogues attended by 330 children and 50 UPDF officers. These initiatives offered a forum for confidence building and discussion of issues including sexual exploitation and violence, killings, harassment and unfriendly behaviour by soldiers.

The training has also had a powerful impact on the way in which the military treat their own families and children as the concepts of child rights and child protection have become more internalised. Many have reported that they no longer hit their wives or neglect their children and have become more committed to their children's education. As Salifou Assane from Niger describes: "Many soldiers come to the CPU during their time off and laugh and tell stories about how they have changed in the way they interact with their children and wives. They often tell us that their wives say that they are changing, that they are becoming more compassionate... They say that the men no longer give their orders but discuss with them about the decisions that need to be made. Others have started to help their children with their homework." Cleophas Mally from WAO-Afrique in Togo wrote: "One soldier told me that since the training he no longer hits his children and his wife and his home has become much more stable." Kouamé Kouassi Alphonse, a Corporal in the FAFN explained that "in Africa we think we have to educate children through blows or by imposing our will on them....this training allowed me to understand that there is a best interest of the child...I try to apply this to my own children to listen to them and to put their interests first."

### **Military from FAFN establish child protection committees in Côte d'Ivoire**

Several FAFN soldiers who had received training on child rights and child protection, have set up local child protection committees in northern Côte d'Ivoire. They have become strong child rights advocates and are actively involved in advocacy work at the local level working with children and their families. Kouamé Kouassi Alphonse, a Corporal in the FAFN and member of the military child protection committee in a community near Ferkéssédougou described why the child protection committee was first established: “the case which first made a big impact on us and which made us want to increase our advocacy work was that we had three children under 15 in our military camp including a young girl and they had fought alongside us. We decided that this was not acceptable and therefore tried through sensitisation to return them to their families. The first boy has rejoined his family in Abidjan, the other is now a mechanic and the young girl has gone back to school.

He also explained the challenges they face in their work “When we say to our colleagues that children should not be on military barracks all day, they respond that on the contrary it is good to give children this work and let them earn these tokens so that they can eat....nearly everyone considers it is ‘help’ that they are giving to children.” A great deal of their work is with parents: “a good number of parents are illiterate so it is not useful to recite child rights documents to them but we translate them little by little in their own dialect so they can understand better how to look after their children.”

### **6.3 Clarifying that a child is a person under 18**

A common theme emerging from all of the country questionnaires and interviews is that the training has altered perceptions of the definition of a child amongst the military. Many, if not most, military did not know before they received the training that children are all human beings under the age of 18<sup>47</sup>. This is highly significant in two key areas: the recruitment of children into the army and having sexual relations with children.

The training is often the first time military become aware that the minimum age for recruitment into the armed forces is legally recognized to be over 18 years old. “I do not recruit children below 18 years as soldiers any more particularly after being trained on child rights and protection”, said one military officer from Sudan. In another example, an officer from Sudan mentioned that he and most of the others that were in his training, thought a child was defined as a person under 12 years old. The training made him question his and other’s behaviour towards adolescents, realizing he was not allowed to recruit them as soldiers or have sexual relations with girls. “I am now able to identify child soldiers in our camp after the training, I now know how to identify a child soldier”.

<sup>47</sup> Article 2 of the African Charter on the Rights and Welfare of the Child defines a child as ‘every human being below the age of 18 years.’ This definition is clear and concise with no limitations or exceptions. Article 1 of the CRC defines a child as every human being below the age of 18 years ‘unless under the law applicable to the child, majority is attained earlier.’



In Côte d'Ivoire, some military officers said they had thought recruiting children to do small jobs such as guarding checkpoints or cooking meals for troops was beneficial to children. Abou Touré, a soldier from the FAFN explained that "We thought we were helping the kids by giving them 100 CFA francs [20 US cents] here and there to come and polish our boots and things. But we realise[d] they should be in school and not at a checkpoint." In a western province of Côte d'Ivoire, after one of the sensitization sessions, a soldier came up to the trainers and admitted that he did not know it was illegal to have sex with a minor. After that, he made a promise to himself not to do it again and to make sure other soldiers were aware and stopped having sex with girls.

In Togo, the army asks permission from local communities to use their land to conduct military operations. It has become a tradition that the military then gives something back to the community as a form of 'thank you' for the use of the land. After attending the training on child protection, the Togolese soldiers realized that much of the confusion about the definition of a 'child soldier' arose because most children do not have birth certificates. In 2004, the military negotiated with the local municipality to give free birth registration to children as a form of 'thank you' for allowing them to conduct military exercises and they handed out 6,000 birth certificates. A further 3,000 free birth certificates were handed out in 2008.

In Uganda, child rights and child protection training is now part of the curriculum for all soldiers in the UPDF. One officer explained how they deal with the problem of determining age for recruitment of soldiers so as to ensure that they do not recruit those who are under 18: "In as much as we were trained on protocols and humanitarian laws governing the recruitment of soldiers, it is quite a challenge to confirm and determine the age of a child as the children are never issued with the certification particularly in the rural areas. As a result of this challenge we have developed a process and rely on local leaders to certify the ages of recruits from their councils."

## **6.4 Preventing and responding to sexual abuse and exploitation by the military**

Sexual abuse and exploitation is any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another. Sexual abuse and exploitation is a form of gender-based violence and is widespread in conflict zones. Given increased rates of poverty and scarcity of goods, girls but also at time boys, can be pressured by their families and forced to seek sexually exploitative alliances with armed forces and groups, including peacekeepers, humanitarian personnel, government officials and other local power holders. Girls (and to a lesser extent boys) engage in these relationships to help ensure their safety and access to materials to meet their basic needs<sup>48</sup>.

Training alone will not prevent the sexual abuse and exploitation of children by the military. However, the evidence of this documentation is that it has gone some way to instil an understanding of what sexual abuse and exploitation of children is, how damaging it can be and that the military can be held accountable for it. Furthermore, structures have been developed through CPUs to hold the military accountable for

48• "The girl child and armed conflict: Recognizing and addressing grave violations of girls' human rights", by Dyan Mazurana and Kristopher Carlson, United Nations Division for the Advancement of Women (DAW) in cooperation with UNICEF, 2006

any sexual abuse and exploitation; for example, in Gambia they have a CPU at Defence HQ and all of their military units have Child Protection Officers under the supervision of the CPU. These officers monitor and report any child abuse or exploitation by soldiers within their units. The officer commanding the CPU in The Gambia described how “One of our NCOs caught a person because he had carnal knowledge of a child who is under the age of 18...it was not taken lightly, we came out fully to make sure that an example is set on that particular soldier and the case was taken up: he was sentenced to 3 years in prison and dismissed with disgrace from the armed forces. So the guy lost his job and was sentenced so we don’t take it lightly. It has started, we’ve set the precedents now; so if anybody is caught, there’s no way that you’re going to escape.”

Captain Gar Dut Wol in southern Sudan explained in interview that “Every morning, before our parades are dismissed, those who attended the training give a talk on child rights and remind the soldiers of penalties they face when found abusing children or marrying young girls.” Recently an Ethiopian peacekeeper in Burundi was accused of sexual violence against a child. The case was not hidden but disciplinary measures were taken against the peacekeeper by senior officers within the army. As Colonel Hailesilassie Gebre Mariam wrote: “It was a sad incident but at least it was not hidden. This was done so because of the sensitization of the peacekeeping force.” A Ugandan officer who had undergone training at the IPSTC in Kenya explains that: “Before I was trained on child rights and protection at the IPSTC, my knowledge on the two was very traditional and quite narrow. I had very basic knowledge on a child which was based on the needs of a child, such as education, clothing and shelter. However after the training the urge to arrest and prosecute those violating the rights of the child including UPDF soldiers became priority. For example, I arrested a soldier who got involved and sexually exploited a young girl in Gulu Military barracks, and because of this his contract was terminated. During the training I learned a lot of things such as women and children, age of consent for an adult and the violation of child rights.”

### **Training the military in Côte d’Ivoire that a girl of 17 is still a child**

‘When an African man [in the training programme] finds out that a girl of 17 or 15 years old is a minor that astonishes him since ‘to take girls into the fields’ is perfectly normal whilst according to the Convention [on the Rights of the Child] it is a form of slavery...in order to bridge the gap between the legal and societal definitions of a child, we explain the dangers. In the military domain, if you are a soldier in Yamoussoukro for example, far from the nearest town, you may find yourself with a girl of 15 or 16...the danger is that she is still growing and if she becomes pregnant and gives birth you know that in the village there is no medical surgery so if things get difficult during labour there is no surgeon available. You yourself you know how she might die, there is no ambulance to take her to hospital for a caesarean. This is without forgetting all the legal consequences. And if you do all that when you are serving on mission abroad then you will tarnish the image of your country.’

*Lieutenant Colonel Jean-Baptiste Allaly, a Commander in the Côte d’Ivoire army involved in training on child rights and child protection.*

In a questionnaire for Save the Children Sweden a trainer from The Gambia writes: “The military, like all adults, have a duty to protect the rights of the most vulnerable during and after conflict. On many occasions, soldiers have been accused of contributing to the abuses of children’s rights during and after conflict. Now as a result of this training, soldiers are playing a role in improving the situation of children in conflict.”

However, there are of course limitations to what can be achieved in this area through training alone. It is often extremely difficult for children to report abuse that has happened to them particularly when it is perpetrated by the military and this needs to be addressed. The research conducted by Save the Children UK<sup>49</sup> suggests that under-reporting of abuse is chronic. It can be caused by fear of losing material assistance; for example, children who trade sex for food or other forms of support are unwilling to jeopardise this survival tactic: “He’s using the girl but without him she won’t be able to eat.” (Teenage girl, Côte d’Ivoire, quoted in Save the Children UK report (2008)). The Save the Children UK report also quotes a young girl from southern Sudan: “The reason why most girls are not confident to report is that the message will go straight to the community that she is not a girl any more, that she is spoiled, and no one will want to marry her and no one will look after her. So she just keeps quiet.” There may be fear of reprisals from the person concerned or fear that a version of events given by a respected member of the armed forces will be believed first.

Furthermore, many children (and adults) do not know how to report abuse and the reporting procedures are often unclear particularly in a conflict setting where the legal system may be non-existent or unreliable. Finally, perhaps the biggest obstacle to reporting is a lack of faith that the matter will be dealt with at all and an expectation that the perpetrator will not be punished and that the victim will not receive adequate medical, financial or psychological support.



*In Burundi, the only female member of the contingent sensitizing her company who were receiving pre-deployment training.*

49• No One to Turn To: The Under-reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers, Save the Children UK, 2008.

There is still a great deal to be done and preventing and responding to sexual abuse and exploitation by the military needs to be reinforced and dealt with more effectively within the training programming. In response to this pressing issue, Save the Children Sweden has developed a new module in the training package that is used covering gender-based violence, HIV/AIDS and sexual abuse and exploitation; this module is currently being piloted. This module emphasises that for soldiers serving under a UN peacekeeping mandate, there is a zero tolerance policy toward sexual abuse and exploitation (see the Six Core Principles below). It also emphasises the importance for the military of reporting abuses perpetrated by colleagues.

### **Six Core Principles Relating to Sexual Exploitation and Abuse**

- Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defence.
- Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.
- Sexual relationships between humanitarian workers and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work.
- Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.
- Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.

These Six core principles relating to sexual exploitation and abuse were adopted by the Inter-Agency Standing Committee (IASC) Working Group in July 2002. They are binding on UN staff and related personnel and outlined in the Secretary-General's Bulletin Special measures for protection from sexual exploitation and sexual abuse (ST/SGB/2003/13).



## 6.5 Responding to child combatants

The question of how to deal with children who are involved actively in fighting (defined here as ‘child combatants’) for the opposing force has raised a great many challenges during the training programme. Mory Djené is director of studies at the Naval training centre for the government army in Côte d’Ivoire. He explained that “often our soldiers tell us that when they have seen their comrades being killed all day they are not concerned with finding out if the killers are children or not. We explain that children as combatants must be neutralised but not killed and this is the issue which really generates debate. Some soldiers say that you have to wound them before doing anything else. This is a very difficult issue.” Training alone will not prevent soldiers from treating child combatants as if they were adult enemies. However, it is an important step in raising awareness of the issues around child combatants and can be seen to have had some impact. Lieutenant Colonel Zamble Koffi Eugene of the Côte d’Ivoire army describes how some children had been captured during an ambush and rescued: “if our men had not been trained [in child rights and child protection] they would have seen these children as the enemy and would have shot them without hesitation or understanding.”

A 2008 evaluation of the training program in Uganda found that “there is a definite difference from the pre-training era when children were treated without special or principled consideration. The UPDF soldiers have become conscious of children in enemy ranks and are aware of their prime responsibility to rescue them. There were reduced air strikes as a specific response to the awareness of the presence of the children in the targeted areas”<sup>50</sup>. Save the Children Sweden’s partner organisation RIAH-Benin who conduct the training programme in Benin explained that “certain military, on their return from a peace-keeping mission tell us that thanks to the training, they have managed to save the lives of many child soldiers.”

Lieutenant Colonel Jean-Baptiste Allaly is a Commander in the Côte d’Ivoire army involved in training on child rights and child protection. He explains how he approaches the difficult issue of training soldiers on how to respond to child soldiers in a proportionate and measured way. “When there is a conflict and children are rising up either in groups or individually armed with Kalashnikovs and shooting at you, the normal reaction of soldiers is not to seek understanding. It is necessary to shoot them. At the start of the training programme, they don’t understand this issue at all. It is for us as trainers to lead them little by little to understand things, to understand that the children shooting at them are often doing so without free will. Sometimes they have been recruited by force, sometimes they are on drugs.

### Case study used in training of military in Côte d’Ivoire

‘You have just finished a full day of fighting where some of your comrades have been killed, you are tired. You learn that an enemy group composed in part of children, is at this moment nearby. They are tired, unarmed and easy to eliminate if you wished to. What do you do?’

In general at this stage, the participants say that it is in their interests to kill everyone. It is at this point that the trainer must really be forceful and show that since it is possible to contain them without killing them then it is obligatory to do so whilst using the minimum of force

*Extract from report of meeting of trainers held in Senegal in October 2008, « Soldats mieux formés. Enfants mieux protégés »*

50• Evaluation of the Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda. Save the Children Sweden, 2008.

### **Case study used during 7th Advanced Course on Child Rights and Child Protection held by IPSTC, Nairobi 2008**

Major J.P. Ssonko shared a scenario where the Ugandan rebel, Kony, was surrounded by 200 children who were being used as a human shield. The facilitator asked participants what the commander should do to ensure that the rebel could be caught, dead or alive, without hurting or killing the children. Their responses were:

- Withdraw
- Delay attack and monitor Kony's movement
- Tactically withdraw because if the children are hurt, the commander would be answerable
- Go ahead and attack
- Attack so that no more children are abducted in future because the longer Kony is kept alive, the more children will be abducted in future.

Unable to get a satisfactory answer from the participants, the facilitator explained that in order for the commander to use minimum force, he ordered the soldiers to fire in the air upon which all the children lay down. The military then advanced and saved over one hundred children. However, Kony ran away.

Extracted from report documentation of two week long 7th Advanced Course on Child Rights and Child Protection for Military Trainers held by IPSTC, Nairobi, 2008 for participants from Kenya, Uganda, Ethiopia, The Gambia, Sierra Leone and Nigeria.

Either for vengeance or for food, many things motivate their behaviour. They know that as children they are not responsible. Those who are responsible, are those who have recruited them and put them in that position. During the training what the soldiers have really appreciated is that....everyone has been a child, everyone has their own children, and everyone will have children...When they think back to their own childhood that is when they understand that it is a time of vulnerability.”

## **6.6 Improved monitoring and reporting of violations of children's rights**

The military's growing collective knowledge of child rights and child protection as a result of the training means they can have more confidence and play an increasing role in the monitoring and reporting of violations of children's rights. In those countries in which there is a functioning CPU, monitoring and reporting is even stronger because there is a central body responsible for taking action against abusers within the military and ensuring child rights violations are properly handled. The training programme has strengthened relationships between humanitarian organisations and the military and



this has opened up avenues of cooperation for monitoring and reporting of violations of children's rights; for example, Save the Children in Uganda is a member of the Uganda Task Force on Monitoring and Implementing Resolution 1612 and has collaborated with the UPDF and other government bodies to draw up the National Action Plan for Resolution 1612. Colonel Hailesilase GebreMariam from Ethiopia's Ministry of Defense states that "The development of individual and collective accountability for any acts contrary to standards protecting children is another example of the impact of the training programmes."

## **6.7 Improved civil-military relations**

An important component of the training concerns how the military should interact with humanitarian and civilian bodies and emphasises that co-operation and collaboration with these various agents has become a normal part of military operations and is necessary if peacekeeping and other missions are to be effective and have a positive impact. The training also emphasises that it is important for military personnel to have a basic knowledge of which the humanitarian and civilian agencies are, what their individual mandates are and that they are varied and distinct in character. They are also trained on the humanitarian principles and the modalities of collaboration among these organisations; for example, they are taught that in emergency settings humanitarian organisations will organise themselves around the 'cluster approach' as a way of strengthening different organisations working in different sectors under an accountable lead agency.

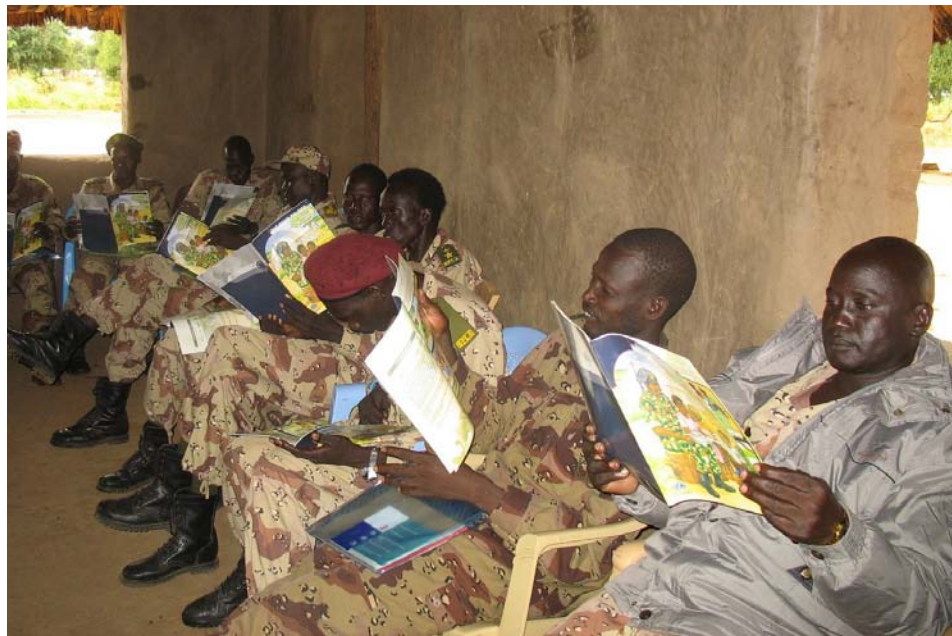
### **Joint civil-military training in Côte d'Ivoire**

In Côte d'Ivoire, training sessions to prepare for demobilisation and reintegration of children associated with the armed forces have been run by Save the Children Sweden for joint groups from both military and civil society. This has helped to increase the dialogue between the two and has enhanced child protection in this context. Koné Nantegue, Director of the NGO Jekawili, in Bouaké participated in a joint training session in 2003. "Following these trainings, we went into the military camps – two military and two civilians together – and met with the camp leaders who gave us a list of children under 18 who were in the camps. We then began taking these children out of the camps with the help of the community...in total we took 800 children out of the camps." Koné Nantegue emphasised that they worked closely with the camp leaders and with the children's families in doing this work to ensure proper reintegration.

Jean-Paul, an NGO worker for Association Nationale pour l'Enfance en Danger (ANAED – local NGO based in the northern town of Korhogo, Côte d'Ivoire) also participated in the joint training provided by Save the Children Sweden. "With the information that we received, we were able to gain access to various military camps and knew how to approach the leaders of the camps. We were then able to chat with the children in the camps and be understood by them."

The training has helped to break down preconceptions and mutually held stereotypes whilst also strengthening civil military relationships in terms of increased dialogue and increased understanding of each others' distinct mandates. The training programme has been an important vehicle for setting up paths of communication between humanitarian organisations, civilians and the military. When asked what the biggest impact of the training programme has been on child protection, Daisey Muculezi from Save the Children in Uganda mentioned: "Opening up of a 'civilian interaction space' with the military on concerns raised by the civilians." Sabou Guinée, Save the Children Sweden's partner running the training programme in Guinea, said the biggest impact was "the development of collaboration between the military and civil organisations concerned with the protection of the rights of children and the existence in the heart of the armed forces of people resourced to protect children." The establishment of CPUs have been particularly important in creating a space for dialogue between the military, civilians and civil society:

Running training programmes during times of peace and calm has proved a very useful way of establishing networks and relationships between the military and civil society that can be drawn upon during times of unrest. By way of example, during the civil unrest in Guinea in January 2007, Sabou Guinée worked in cooperation with military forces to protect children caught up in the fighting and arrested in sweeping raids. Both the gendarmerie and military were already familiar with Sabou Guinée because they had been involved in their training programme and the police were also familiar with them because they had worked together in dealing with children in conflict with the law. This meant that during the civil unrest, the military forces worked willingly to release unlawfully detained children who had been brought to their attention by Sabou Guinée.



*Military Officers going through the Good Soldier Booklet, in Northern Bhar el Ghazal, Southern Sudan (October,2006).*

## 7. Challenges of the training programme

### 7.1 Potential to compromise the neutrality of Save the Children Sweden and its partners

It is essential that engaging with the military at any level does not compromise Save the Children Sweden's neutrality, independence and impartiality and that the political context is continually assessed and evaluated to ensure that providing training does not become damaging and counter-productive. Working with the military requires constant vigilance to ensure that humanitarian principles are not compromised. A precondition to supporting a military training programme in a country is an assessment of whether this could in any way harm children, or other civilians, Save the Children Sweden's employees or the organisation itself.

This is why Save the Children Sweden has on occasion provided training to forces on both sides of a conflict. In Côte d'Ivoire, Save the Children Sweden trains both the government forces (the Defence and Security Forces of Côte d'Ivoire) and the Armed Forces of the Forces Nouvelles (FAFN). At first this was not well received by the government who viewed it as recognition of the authority of FAFN. Brou Yao Hyacinthe who is in charge of Save the Children Sweden's military training programme in Côte d'Ivoire explains that there was a lot of work to do to persuade the government that this was not a challenge to governmental authority but a positive step for all sides: "we explained that it was a humanitarian imperative particularly because the FAFN are not professional soldiers and they have not been exposed to humanitarian law regarding the protection of civilians. As far as the FAFN were concerned, their senior officials were very keen on the idea of receiving training because they recognised that their personnel were not qualified or professional and they wished to demonstrate that they were not going to commit war crimes."

Another way of protecting Save the Children Sweden's neutrality, independence and impartiality is to train peace-keeping troops in their countries of origin prior to their deployment; for example the Ugandan and Burundian troops that were sent to the AU Mission in Somalia were trained in their respective countries. This pre-deployment training is logistically easier to organise and has the advantage of taking place in a secure and safe environment. It also has the advantage of distancing Save the Children Sweden from being seen to be directly cooperating with the military in the midst of a conflict.

## **7.2 Maintaining a clear division of roles between civilian and military organisations**

The interdependence of civilian and military organizations that respond to armed conflicts around the world is becoming more evident. This interdependence arises because of different factors. Discriminate and indiscriminate attacks on civilians and humanitarian workers are on the rise and it is increasingly difficult to access children and communities affected by conflict. Often organisations rely upon military support to ensure access. On the other hand, since the 1990s, armed forces at all levels have been steadily evolving towards a multi-functional role that is competent in fighting wars, peacekeeping, and providing disaster relief and humanitarian assistance such as protecting convoys of humanitarian assistance, repatriation of refugees and monitoring human rights. One of the consequences of this interdependence is to create an environment where traditional roles and mandates become uncertain and confused. From the point of view of civilians, they can often find it difficult to distinguish between civilian and military organisations not least because their vehicles often look very similar.

It is vital that there is a clear distinction in roles, responsibilities and mandates between humanitarian and military actors and there is a risk that the training of the military could contribute to a misguided sense that the military have, to a degree, a mandate to perform humanitarian work. For example, the United Nations Operation in Côte d'Ivoire (UNOCI) is an Integrated Mission which brings together political, military, and humanitarian elements in one body. During the fighting in 2006, peacekeepers were actively involved in humanitarian activities, such as building schools until violence erupted when they retreated to barracks and patrolled in full arms, sending confusing signals to civilians and politicizing the humanitarian work, with increased risk for the aid workers and civilians involved. Gbato Soumahoro, Save the Children Sweden's protection coordinator in Côte d'Ivoire explains that "In some cases the military have responded to child protection issues as a substitute for the response of humanitarian workers. This creates problems in terms of child protection as the military does not always have the appropriate skills and/or training necessary for child protection work."

Furthermore, an element of the training focuses on how to communicate with children in a sensitive manner. Corporal Touré Abou of the FAFN explained in interview what has been learnt with regards to children working in military camps: "we have learnt how to identify a vulnerable child and how to convince them that the military have a job to do and that a military camp is no place for children. This has been a strong outcome of the training". However, a vitally important element of being a 'good' soldier is to understand that there will be circumstances when children are extremely scared of uniformed and armed military and that it is not appropriate to approach them at all. In a focus group discussion with members of a community in Darfur the children being interviewed explained that they do not like soldiers roaming the village and even within the camps. They reckon that they should come un-armed. During certain instances they would not want to see even AMIS soldiers for fear.

It is also very important that military with enhanced skills in communicating with vulnerable children in need of protection do not abuse this situation by questioning children without due authority in order to obtain military intelligence; for example, in Uganda, a member of staff from Save the Children in Uganda or their partner

organisations must be present before the military can interview children who are seeking refuge in their CPU. The training must be clear that a 'good' soldier is one who understands that he or she has a clear mandate in IHL and IHRL to protect children but that there may be circumstances when it is not appropriate to communicate directly with children and that children's trust in the military should not under any circumstances be abused.

Given an increasing blurring of lines between humanitarian and military activities it is essential that Save the Children Sweden trains the military on a clear and transparent basis having conducted a strong situation analysis which is regularly revised and which explicitly explores and assesses the advantages and disadvantages of such engagement.

### **7.3 Need for commitment amongst the senior military**

Without full cooperation from the senior ranks of the military, the training programme will not be as successful as possible since it requires institutionalised support in terms of time and finances and follow-up. When the training of trainers is conducted, action plans are made to cascade the training down to lower-rank soldiers. Unfortunately, resources are not always provided to do this. Therefore, it can happen that the training of lower ranking military personnel does not happen, or happens infrequently and sporadically.

### **7.4 Child protection and child rights training is not just relevant for peacekeepers**

Amongst much of the military leadership there is an assumption that the training programme is only relevant for the work of peacekeepers on mission for the AU or UN and it is very difficult to convince the military of the need to mainstream child rights and child protection within all of their work. It is unusual for the military to fully comprehend their role in protecting children during peacetime although this has occurred in some countries. An officer involved in the training programme in The Gambia explained that since they were not at war, the training focussed on responding to peace-time violations of child rights such as sex tourism: "there was a need to emphasize child rights and child protection in order to prevent children from being victims of tourism as an industry". Another trainer added "I'm not sure if one can guarantee peace indefinitely or for ever, it's better to get prepared than to wait until it comes." In Guinea, the training includes a strong element on child trafficking and the military there have been actively involved in responding to this issue.

*'The trainers are equally over stretched and really get exhausted so more trainers are required in terms of TOTs. So far only 60 TOTs have been trained and this is quite limited because of the movement of soldiers from one unit to the other. To be consistent and have more impact the training should be a continuous process so that many soldiers are trained and many more are reached out with the training.'*  
*Soldier from Uganda.*



In Kenya, Major Waliaula, Commanding Officer, Headquarters Wing, Moi Air Base felt that his officers urgently required training on child rights and child protection to undertake their duties effectively<sup>51</sup>. This was in part because of the location of his base near to the slums of Mathare and Huruma. When a security situation arises in these areas then the military is often called in to respond. Furthermore, the post-election violence in early 2008 resulted in the base being overwhelmed with civilians seeking refuge most of whom were women and children.

### **7.5 High turn-over of military personnel**

Military personnel are constantly rotated around different geographic locations and assigned different posts within the system. Therefore, many of the people who are trained are then redeployed in an area that has nothing to do with children. This is not only a loss of one person but the opportunity for that knowledge to be shared with others. It is even worse when military personnel are trained as trainers and subsequently assigned to another post. This happens frequently and jeopardizes the work. Another problem that is commonly faced is that trainers are often promoted beyond a level at which it would be appropriate for them to conduct training. The mid-term evaluation for West Africa found that “in the 13 countries where we obtained information, 1,344 trainers were trained. From this group there are only 230 trainers available for sensitizing the military in the rights and protection of children, that is less than 20%”<sup>52</sup>. For the training to be properly efficient and comprehensive, it needs to be mainstreamed into the curriculum for all soldiers of all ranks. Another solution is to train new trainers on a rolling basis and target mid-ranking officers as trainers who are able but won't be promoted out of the role too quickly.

### **7.6 Reluctance to accept human rights**

There is a commonly held perception amongst the military that child rights are a ‘white person’s ideology’ alien to African values and customs; this attitude can hold true for the African Charter on the Rights and Welfare of the Child as well. In interview Abdullah, Deputy Head of the CPU in the Gambia explained that “The only problem is, for many Gambian soldiers for that matter if not the majority of Gambians, if they hear about child rights and child protection, it is true that the first impression is that it’s a white man ideology trying to change our society to what their society is like.” In the questionnaire from northern Sudan, Yassir Ali from the Child Rights Initiative explained that “One of the challenges during the training is the complaining that the international community and NGOs have a hidden agenda, working against Sudan and Islam and that they have double standards, so the challenge is how to build trust with them and how to convince them to respect the international conventions and to realize it in the ground.”

51• Interview cited in Evaluation of the Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda. Save the Children Sweden, 2008

52• Training of Soldiers on the Rights and Protection of Children Before, During and After Conflict in West Africa, Mid-Term Evaluation Report, Save the Children Sweden 2006.



## **7.7 Problems in assessing impact**

As soldiers move constantly, it is very difficult to follow up to see how effective the training was. And, even when it is possible to do follow up, the information is collected from the individual who was trained. It is still very difficult to assess the impact of the training on children and communities. It is very hard to know if the training actually contributed to a soldier changing his or her behaviour for the better. It is easier to measure the impact of positive initiatives but difficult to know if the training does indeed lead to more children being protected.



*Group photo for the Military officers after the training  
Northern Bhar el Ghazal, s. Sudan (October,2006).*

## **7.8 Logistical difficulties of training during times of emergency**

It is inevitable that at times of emergency the military will prioritise operations over training. For example, in Uganda, fluctuating levels of hostilities affected the training and capacity building in Eastern and Northern areas as opportunities for training were lost and as trainers were deployed to other functions or transferred out of the project areas.

## 8. Lessons learned as a result of the training programme

- Save the Children Sweden must be constantly vigilant to threats to its neutrality and impartiality as a humanitarian organisation and only embark upon military training programmes in countries or settings where it is politically wise to do so and where it does not endanger children, other civilians, Save the Children Sweden staff or the organisation as a whole. It is also very important that careful consideration is given to the risks that partner organisations might face when working with the military and to understand that at times it will be necessary for Save the Children Sweden to step in to protect them from adverse risks.
- It is vital that there is a clear distinction in roles, responsibilities and mandates between humanitarian and military actors. Given an increasing blurring of lines between humanitarian and military activities it is essential that Save the Children Sweden engages with the military on a clear and transparent basis having conducted a strong situation analysis which is regularly revised and which explicitly explores and assesses the advantages and disadvantages of such engagement. It is also very important that civil and military organisations respect and understand each others mandates.
- Military training on child protection and child rights takes a long time to see results. It takes many months of negotiation with military structures to ensure they understand the importance of training their ranks on child rights and child protection. Once this is achieved, there is still a need to develop high quality trainings and ensure they are then rolled out to a majority of the soldiers within the ranks.
- It is very important for the senior military to show commitment to training and the ethos of child rights and child protection through the provision of financial, technical and human resources. Without this support, it is not possible for the training to be effective and sustainable. The Head of the CPU in The Gambia explains: “I want to advise everybody who wants to be successful in setting up a similar programme, you have to have that political will, you have to have the consent of the hierarchy: and the hierarchy needs to be sensitised because if he doesn't know about the programme, it will be very difficult for you to implement it.”
- It is clear that those forces that have invested in the establishment and maintenance of a CPU are more committed to monitoring and reporting child rights violations.
- It is important to provide training for all security forces including fire, navy, police and not just the military, since these forces also have an important part to play in the protection of children before, during and after armed conflict.
- It is important as well to institutionalise the training of police on peacekeeping missions as their missions are often long term and they can play a critical role in respecting and protecting the rights of children to protection from violence and abuse in, for example, prisons, detention centres and on the street.

- Having a network of trainers within a country or a region is a great tool for the exchange of experience and increases trainers' sense of motivation and the possibility for sustainability of the training programme. These networks should be strengthened and improved.
- More should be made of the pool of trainers who have undergone the intensive two week advanced course on child rights and protection at the International Peace Support Training Centre (IPSTC) in Kenya. A database of participants who have gone through this course should be made so that they can be contacted to support training in their own and other countries. This database should also include military who attended training workshops run by Save the Children Sweden in Senegal and Burundi during 2008.
- Working with the military during (relative) peace-time can be invaluable in building relationships and structures which can support child protection during crises.
- Focussing on dedicated, informed and inspirational trainers is a successful way of encouraging the military to 'own' the training programme since the dedication of these officers and their commitment can inspire many others.
- There is scope to improve monitoring and evaluation of the programme so that it can be continually improved and revised. Peacekeepers should be invited to give a debriefing on how child rights and child protection featured in their work on their return from missions; for trainers of trainers, regular meetings with other trainers at a national and regional level will assist them in exchanging ideas and training techniques; for military being trained, there should be follow-up to assess the impact it has had. Furthermore, there is a need for evaluating the different methods of delivering the training whether within the military curriculum, by Save the Children Sweden itself or through its partners.



*A sensitization session of Uganda troops bound for the African Union Mission in Somalia (AMISOM) peacekeeping mission.*

## 9. Recommendations for strengthening the training of the military on child rights and child protection in Africa

- Military training on child rights and child protection should be mainstreamed into the regular military curriculum in all countries and a basic knowledge of child protection and children's rights should be a factor in consideration of promotion.
- Following the good example of the Economic Community of West African States (ECOWAS), the African Union (AU) should demand that all member states mainstream child rights and child protection training in their military structures<sup>53</sup>.
- All military deployed on AU peacekeeping missions should receive training on child protection and child rights and all AU peacekeeping missions should have child protection desks, units or advisors in place.
- The recent report by Save the Children UK<sup>54</sup> on the sexual abuse of children by peacekeepers and aid workers indicates that either a number of military personnel are finding their way into peacekeeping missions without the requisite training on child rights and child protection as demanded by UN Security Council Resolution 1261 of 1999 or, if they have undergone the training, it has not resulted in changed attitudes and behaviour. Save the Children Sweden has responded to this by developing new training materials to strengthen gender-based violence and sexual exploitation and abuse issues in terms of prevention, reporting and responding to violations. The report's findings still need to be investigated further with a view to coming up with a new UN Security Council Resolution requiring that pre-deployment training on child rights and child protection becomes mandatory for all peace-keeping contingents.
- The important support and interest of ECOWAS in the training programme should be maintained by ensuring that the Defence and Security Commission conduct regular briefings on the training programme on its agenda.

53• See the ECOWAS 'Accra Declaration' 2000 "OP8: DECIDE to incorporate child rights and the protection of children in armed conflict, into training programs for military forces and other security agencies."

54• No One to Turn To: The Under-reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers, Save the Children UK, 2008.







# ***ANNEXES***

# ANNEXE ONE

## FURTHER READING

- *Action for the Rights of Children (ARC) – A rights based capacity building and training initiative*, International Save the Children Alliance, UNHCR, OHCHR and UNICEF (1997)
- *Capacity Building of the African Union Forces in Darfur*, Internal Assessment Report, Save the Children (2007)
- *Child Protection in Emergencies: Priorities, Principles and Practices*, Save the Children Alliance (2007)
- *Child Rights Programming: how to apply rights-based approaches to programming*, International Save the Children Alliance (2007)
- *Civil Relations: Discussion Paper for NGO Seminar on CivMil Relations*, NGO VOICE (2007)
- *Conclusions on children and armed conflict in Côte d'Ivoire*, UN SC Working Group on Children and Armed Conflict - February 2008
- *Côte d'Ivoire: Targeting women the forgotten victims of the conflict*, Amnesty International 2007
- *Evaluation of the advanced course on child rights and child protection for military trainers – Kenya armed forces*. Major Patrick M Musibi, OGW, KAF (Rtd) Consultant, Putting Children on the Military Agenda, (2008)
- *Evaluation of the Save the Children CACD Military Training on Child Rights and Protection Project in Kenya, Ethiopia and Uganda*. Save the Children Sweden, (2008)
- *The First Line of Protection: Community-Based Approaches to Promote Children's Rights in Emergencies in Africa*. Save the Children Sweden (2009)
- *The girl child and armed conflict: Recognizing and addressing grave violations of girls' human rights*, Dyan Mazurana and Kristopher Carlson, United Nations Division for the Advancement of Women (DAW) in cooperation with UNICEF, 2006
- *Gender-based violence against children in emergencies: Save the Children UK's response*, Tina Hyder; Johanna Mac Veigh, Gender and Development Vol 15, Issue 1 (2007)
- *ICRC Special report: Stemming the tide of violence: ICRC activities in relation to the international community's prevention strategies'* <http://www.icrc.org/web/eng/siteeng0.nsf/html/57JPCW>
- *Impact of Armed Conflict on Children*, Report of the expert of the Secretary-General, Ms. Grac'a Machel, submitted pursuant to General Assembly resolution 48/157 [http://www.unicef.org/graca/a51-306\\_en.pdf](http://www.unicef.org/graca/a51-306_en.pdf)
- «*The Impact of Armed Conflict on Children*,» the 2007 Machel Strategic Review Report» and «*Will you listen? Young Voices from Conflict Zones*.» <http://www.un.org/children/conflict/machel/>

- *Inter-agency guidelines for developing reintegration programmes for children affected by armed conflict in West Africa*, Save the Children (2007)
- *No One to Turn To: The Under-reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers*, Save the Children UK, 2008.
- *The Paris Principles: the Principles and Guidelines on children associated with armed forces or armed groups* (February 2007)[http://www.un.org/children/conflict/\\_documents/parisprinciples/ParisPrinciples\\_EN.pdf](http://www.un.org/children/conflict/_documents/parisprinciples/ParisPrinciples_EN.pdf)
- *Principled Pragmatism: NGO engagement with armed actors* World Vision, 2008
- *Psychosocial Intervention in a Complex Emergency: A Conceptual Framework*. The Psychosocial Working Group, October 2003. p. 2. <http://www.forcedmigration.org/psychosocial/papers/Conceptual%20Framework.pdf>
- *Policy Brief: Protecting Children in Emergencies*, Save the Children (2005)
- *Promoting psychosocial well-being among children affected by armed conflict and displacement: principles and approaches* International Save the Children Alliance (1996)
- *Report on Integrated Missions: Practical Perspectives and Recommendations*, Independent Study for the Expanded UN Executive Committee on Humanitarian Affairs Core Group. E.B. Eide, A.T. Kaspersen, R. Kent, and K. von Hippel (2005)
- *Responses to young children in post-emergency situations* Early Childhood Matters, July 2005, No. 104 Bernard van Leer Foundation
- Save the Children Alliance Child Protection Policy
- Save the Children Sweden training module for the military on gender-based violence, HIV and AIDS (pilot module 2008)
- *Save the Children Alliance Military Training, Mapping Exercise by Save the Children Sweden*. Save the Children Sweden, November 2006, Stockholm, Sweden
- *Training of Soldiers on the Rights and Protection of Children Before, During and After Conflict in West Africa*, Mid-Term Evaluation Report, Save the Children Sweden (2006)

## ANNEXE TWO

### TABLE SHOWING COUNTRY STATISTICS ON TRAINING

	Country	Number trained per year	When programme started	Total number trained	CPU	MOU	Integrated in curriculum
1	Benin	300	2000 (2005 for current partner organisation)	Since 2005: 900 military teachers 74 de-mining students 11,000 military (sensitization) 3500 peace keepers	yes	no	yes
2	Burkina Faso	1000	2000	7500 60 Trainer of Trainers (45 of whom are available as of June 2009)	yes	no	yes
3	Cape Verde	Not known	2004	Sensitization of 1200 militaries and 600 police Training of 150 militaries and 75 policemen Trainers of trainers: 20 militaries and 10 police	Plans to establish one shortly.	?	This will happen shortly.
4	Côte d'Ivoire	600- 700	2000	6098	yes	yes	yes
5	Ethiopia	In thousands (in 2008, 1,582 soldiers were trained)	2002	No record	no	yes	no
6	Ghana	4796	2002	27,580	Yes (just started but run by partner)	Yes, min of defence	no
7	Guinée	649	2000	4543	yes	yes	Yes partially
8	Guinee-Bissau	2001- 30 2002- 60	2001	90	yes	no	Training, no-concept- yes
9	Kenya (IPSTC)	300	2002	Training of Trainers: 182 Numbers who have received sensitisation training is unknown	yes	yes	In peace keeping module of Defence staff College

	Country	Number trained per year	When programme started	Total number trained	CPU	MOU	Integrated in curriculum
10	Liberia	500	2001	1500 (since 2004)	yes*	yes*	yes*
11	Mali	25- 50 trainer of trainers	2000	275+ hundreds sensitized	yes	yes	Not known
12	Niger	2350	2002	4000 38 trainer of trainers	Yes	yes	yes
13	Senegal	1500	2003	About 7000	yes	no	no
14	Sierra Leone	25	2001	300 trainer of trainers 6000 sensitization	Yes but not operational	Yes but not fully operational	no
15	Southern Sudan**	200	2000	Over 1000	No but in process	no	no
16	Sudan	App 60	2005	105	yes	No?	Formally integrated
17	The Gambia	165-220	2000	Not known	yes, 2004	yes- 2002	no
18	Togo	60	2000	450 gendarmes officers 435 trainer of trainers 50 commissaires have been trained as trainers All peace keeping soldiers (about 4500)	yes	yes	yes
19	Uganda	Officers 100 Non-officers, 1000	1999	8000	yes	yes	No but working on it in another way

\* Due to a restructuring, these no longer exist.

\*\* Due to the fact that the training programs are very separate, the statistics for southern Sudan have been separated from those of northern Sudan.



# **ANNEXE THREE**

## **INTERNATIONAL LEGAL FRAMEWORK FOR CHILD PROTECTION IN CONFLICT SETTINGS**

### ***United Nations Security Council Resolutions:***

- Security Council Resolution 1261 (1999), UN document S/RES/1261
- Security Council Resolution 1314 (2000), UN document S/RES/1314
- Security Council Resolution 1379 (2001), UN document S/RES/1379
- Security Council Resolution 1460 (2003), UN document S/RES/1460
- Security Council Resolution 1539 (2004), UN document S/RES/1539
- Security Council Resolution 1612 (2005), UN document S/RES/1612
- Security Council Resolution 1674 (2006), UN document S/RES/1674
- Security Council Resolution 1820 (2008), UN document S/RES/1820
- Security Council Resolution 1882 (2009), UN document S/RES/1882
- Security Council Resolution 1888 (2009), UN document S/RES/1888

### ***International Instruments***

- United Nations Convention on the Rights of the Child (1989), UN document A/44/49 (1989).
- The Optional Protocol on the sale of children, child prostitution and child pornography (2000), UN document A/RES/54/263.
- The Optional Protocol on the involvement of children in armed conflict (2000), UN document A/RES/54/263.
- The African Charter of the Rights and Welfare of the Child (1990), OAU Doc. CAB/LEG/24.9/49.
- International Labour Organisation Convention 182, Worst Forms of Child Labour Convention (1999).

## ***The Geneva Conventions (1949)***

- Convention (I) for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field. Geneva.
- Convention (II) for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea. Geneva.
- Convention (III) relative to the Treatment of Prisoners of War. Geneva.
- Convention (IV) relative to the Protection of Civilian Persons in Time of War. Geneva.

## ***The two additional protocols to the Geneva Conventions (1977)***

- Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I).
- Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II).

## ***Other***

- Rome Statute of the International Criminal Court (1998), UN document A/CONF.183/9.
- Convention on the Status of Refugees (1951).

# ANNEXE FOUR

## CURRENT CIVIL-MILITARY GUIDELINES

### **Intergovernmental policies and guidance**

Within the UN system, OCHA's Civil-Military Coordination Section is the caretaker of the existing policy, thinking and guidance.

- Civil-Military Guidelines and Reference for Complex Emergencies OCHA (2008)
- Guidelines on the Use of Military and Civil Defence Assets in Disaster Relief (Oslo Guidelines, 1994, and updated version of 2006)<sup>55</sup>.
- Civil-Military Relationship in Complex Emergencies – An IASC Reference Paper (Inter-Agency Standing Committee, 2004)<sup>56</sup>.
- United Nations Humanitarian Civil-Military Coordination Concept paper (Inter-Agency Standing Committee Working Group, 2005)<sup>57</sup>
- Use of Military or Armed Escorts for Humanitarian Convoys, Discussion Paper and Non-Binding Generic Guidelines' (Office for the Coordination of Humanitarian Affairs, 2001)<sup>58</sup>. Non-binding guidelines on when and how escorts might be used by UN agencies.
- Civil-Military Coordination Policy (United Nations Department of Peacekeeping Operations, 2002)<sup>59</sup>. DPKO policy on the coordination of civilian and military police capability for non-security tasks in the context of peacekeeping missions, both with UN and external actors including NGOs.
- United Nations Peacekeeping Principles and Guidance, Capstone Doctrine, Consultation Draft (United Nations Department of Peacekeeping Operations, 2007)<sup>60</sup>. Best practice on UN peacekeeping operations, including regarding relations with humanitarian NGOs.

55• United Nations Office for the Coordination of Humanitarian Affairs (OCHA). 'Guidelines On The Use of Military and Civil Defence Assets In Disaster Relief – 'Oslo Guidelines'. 2006. <http://www.reliefweb.int/rw/lib.nsf/db900SID/AMMF-6VXJVG?OpenDocument>. (accessed 6 January 2009).

56• Inter-Agency Standing Committee. 'Civil-Military Relations in Complex Emergencies: An IASC Reference Paper.' 28 June 2004. <http://pbpu.unlb.org/pbps/Library/OCHA.pdf> (accessed 6 January 2009).

57• 'United Nations Humanitarian Civil-Military Coordination Concept paper (Draft as of 1 December 2004) – Revised version.' <http://www.humanitarianinfo.org/iasc/content/products/docs/CMCoord%20-%20revised.pdf> (accessed 6 January 2009).

58• United Nations Office for the Coordination of Humanitarian Affairs. 'The Use of Military or Armed Escorts for Humanitarian Convoys, Discussion Paper and Non-binding Generic Guidelines.' 14 September 2001. [http://www.reliefweb.int/rw/lib.nsf/db900SID/LHON-5W4LBU/\\$FILE/Armed\\_Escort\\_Fum\\_Convoys\\_IASC\\_Oct\\_2001.pdf?OpenElement](http://www.reliefweb.int/rw/lib.nsf/db900SID/LHON-5W4LBU/$FILE/Armed_Escort_Fum_Convoys_IASC_Oct_2001.pdf?OpenElement) (accessed 6 January 2009)

59• United Nations Department of Peacekeeping Operations. 'Civil-Military Coordination Policy.' [http://www.un.org/Depts/dpko/milad/oma/DPKO\\_CMCOORD\\_Policy.pdf](http://www.un.org/Depts/dpko/milad/oma/DPKO_CMCOORD_Policy.pdf) (accessed 6 January 2009).

60• United Nations Department of Peacekeeping Operations, Peacekeeping Best Practices Section (PBPS). 'United Nations Peacekeeping Operations Principles and Guidelines (Capstone Doctrine Draft 3)'. 29 June 2007. <http://pbpu.unlb.org/pbps/library/Capstone%20Doctrine%20-%20Consultation%20Draft.pdf> (accessed 6 January 2009).

## **Non-governmental policies and guidance for civilian and military cooperation**

- Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief' (ICRC, 1994)<sup>61</sup>. Voluntary code of conduct outlining general principles, standards of behaviour and promoting high standards of independence, effectiveness and impact.
- ICRC Guidelines on Civil-Military Relations (ICRC, 2001)<sup>62</sup>. The guidelines set out the position that the ICRC advocates for a clear distinction between military, political and humanitarian actors and action, and proposes a relationship with armed forces that includes dialogue, operational cooperation and the principles of last resort as concerns the use of armed escorts.
- The Sphere Project - Humanitarian Charter and Minimum Standards in Disaster Response (Steering Committee for Humanitarian Response and InterAction with VOICE, ICRC and ICVA, 2000)<sup>63</sup>. Non-binding universal minimum standards in core areas of humanitarian assistance.
- SCHR Position Paper on the Role of International Peacekeeping Forces in the Provision of Humanitarian Assistance (Steering Committee for Humanitarian Response, 2004)<sup>64</sup>. Common position of SCHR members (including Save the Children Alliance) on civil-military relations, specifically the role of international peacekeeping forces in the provision of humanitarian assistance and the conditions for the employment of armed escorts.
- VENRO Position Paper: Armed forces as humanitarian aid workers? Scope and limits of co-operation between aid organisations and armed forces in humanitarian aid'(Verband Entwicklungspolitik deutscher Nichtregierungsorganisationen e.V., 2003)<sup>65</sup>. Guidelines for NGOs members of VENRO regarding the scope and limits of cooperation with armed forces in the context of armed conflict.
- Civil Military Interaction (Resolution, Australian Council for Overseas Aid)<sup>66</sup>. Best practice and guiding principles relating to interaction between

61• 'Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief.' 1994. <http://www.icrc.org/Web/eng/siteeng0.nsf/html/p1067> (accessed 8 January 2009).

62• 'ICRC Guidelines on Civil-Military Relations.' 2001. Cited in the annex to Rana, Raj. 'Contemporary challenges in the civil-military relationship: Complementarity or Incompatibility?' *International Review of the Red Cross*, vol. 86, no. 855, September 2004, pp. 588-591.

63• 'Humanitarian Charter and Minimum Standards in Disaster Response - The Handbook.' The Sphere Project, 2004. <http://www.sphereproject.org/content/view/27/84/lang,English/>

64• Steering Committee on Humanitarian Response (SCHR). 'SCHR Position Paper on the role of international peacekeeping forces in the provision of humanitarian assistance.' 2000. [www.humanitarianinfo.org/.../military/SCHR%20paper%20on%20Role%20of%20Military%20in%20Aid%20Delivery.doc](http://www.humanitarianinfo.org/.../military/SCHR%20paper%20on%20Role%20of%20Military%20in%20Aid%20Delivery.doc) (accessed 6 January 2009).

65• Verband Entwicklungspolitik deutscher Nichtregierungsorganisationen e.V. (VENRO). 'Armed Forces as Humanitarian Aid Workers? Scope and Limits of Co-Operation Between Aid Organisations and Armed Forces in Humanitarian Aid.' May 2003. <http://www.ipb.org/disarmdevelop/militarisation%20of%20aid/Cooperation%20between%20Aid%20Organisations%20and%20Armed%20Forces%20in%20Humanitarian%20Aid.pdf>.

66• Australian Council for Overseas Aid (ACFOA). 'Civil Military Interaction.' 2002. <http://www.reliefweb.int/rw/lib.nsf/db900SID/LGEL-5KMCXR?OpenDocument> (accessed 6 January 2009).

humanitarian agencies and military forces (including national forces, regional forces, UN peacekeeping forces, private military and security companies and mercenaries) in complex humanitarian emergencies and natural disasters.

- Relations with the Military (Caritas Internationalis, 2006)<sup>67</sup>. CARITAS guidelines for relating to military forces, aimed at ensuring consistency with existing NGO and UN guidelines.
- Provincial Reconstruction Teams and Humanitarian–Military Relations in Afghanistan (Save the Children, 2004)<sup>68</sup>. Save the Children CIVMIL policy and suggestions for modes of engagement with PRTs in Afghanistan and beyond, based on empirical analysis of the Afghanistan case.
- Briefing Paper: Iraq: Humanitarian-Military Relations (Oxfam International, 2003)<sup>69</sup>. Oxfam CIVMIL guidelines in the context of the occupied Iraq.
- Guidelines for Relations Between U.S. Armed Forces and Non-Governmental Humanitarian Organisations in Hostile or Potentially Hostile Environments (Interaction, 2007)<sup>70</sup>.

67• Caritas Internationalis. 'Relations with the Military.' 2006. [http://www.ncciraq.org/IMG/Caritas\\_-\\_Civil\\_Military\\_relations.pdf](http://www.ncciraq.org/IMG/Caritas_-_Civil_Military_relations.pdf) (accessed 7 January 2009).

68• Save the Children UK. 'Provincial Reconstruction Teams and Humanitarian–Military Relations in Afghanistan.' [http://www.rusi.org/downloads/assets/Save\\_the\\_Children\\_UK\\_-\\_PRTs\\_and\\_Humanitarian-Military\\_Relations\\_in\\_Afghanistan\\_2004\\_09.pdf](http://www.rusi.org/downloads/assets/Save_the_Children_UK_-_PRTs_and_Humanitarian-Military_Relations_in_Afghanistan_2004_09.pdf) (accessed 9 January 2009).

69• Oxfam International. 'Briefing Paper: Iraq: Humanitarian-Military Relations.' 2003. <http://www.ipb.org/disarmdevelop/militarisation%20of%20aid/Iraq%20-%20Humanitarian-Military%20Relations%20with%20Guidelines.pdf> (accessed 6 January 2009).

70• InterAction. 'InterAction Minimum Operating Security Standards.' 2007. <https://www.osac.gov/Reports/report.cfm?contentID=66711> (accessed 9 January 2007).



# **ANNEXE FIVE**

## **MATERIALS USED DURING TRAINING**

- “Child Rights and Child Protection before, during and after conflict” – Booklet for Military Personnel (January 2001), ECOWAS & Save the Children Sweden West Africa Regional Office (English and French)
- “Child Rights and Child Protection before, during and after conflict” – Booklet for Senior Military Personnel (January 2001), ECOWAS & Save the Children Sweden West Africa (English and French)
- “The good soldier – Child Rights and Child Protection before, during and after conflict” – UNICEF & Save the Children Sweden (East & Central Africa). (English)
- “Putting Children in the Military Agenda Training Manual for trainers and Aide Memoire (2003) for trainees English, French, Swahili
- Pocket-size 4 pages version of the training manual
- Pocket-size hand-outs of “Code of Conduct for the soldier” – English & French
- Compilation of international resolutions and regulations relevant for training of militaries in child rights and child protection – English & Swedish
- Posters especially adopted for the Southern Sudan context – English & local Southern Sudanese languages



