

Lesson 1.1



United Nations Peacekeeping

Lesson at a Glance

Aim

To introduce the United Nations (UN) and UN peacekeeping.

Relevance

You are joining the UN as peacekeeping personnel, which means you will **represent the UN** in the country to which it sends you.

While you may not ever visit UN Headquarters in New York, you are **carrying out decisions** made there. You must understand who makes decisions about your work as peacekeeping personnel, and what guides these decisions.

This lesson explains the strategic level of decision-making in the UN, and its connection to peacekeeping. The “strategic level” refers to the highest level of decision-making, and it is carried out by the main “parts” or “organs” of the UN located in New York. The strategic level is responsible for high level political decision-making and management in UN peacekeeping.

Learning Outcomes

Learners will:

- Explain the UN and its purpose
- Identify the UN Charter as the guiding document for the UN
- List the principal organs of the UN involved in UN peacekeeping
- List the departments at UN Headquarters active in UN peacekeeping
- Describe the three levels of authority for decision-making in UN peacekeeping – strategic, operational and tactical

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-21
Starting the Lesson	Intro Slides
Learning Activity 1.1.1: Film: <i>United Nations Peacekeeping</i>	
Learning Activity 1.1.2: Consequences of Violent Conflict	
An Introduction to the UN	Slides 1-5
Principal Organs of the UN Involved in Peacekeeping	Slides 6-9
Departments of the Secretariat Active in Peacekeeping	Slides 10-13
Strategic, Operational & Tactical – Levels of Authority in Peacekeeping	Slide 14
Summary	Pages 22-23
Learning Evaluation	Pages 24-26
OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 1.1.3: UN Peacekeeping at Strategic Level	
Learning Activity 1.1.4: Key Definitions and Concepts	
Learning Activity 1.1.5: Film: <i>Courage for Peace</i>	
Learning Activity 1.1.6: Film: <i>In the Cause of Peace</i>	
Learning Activity 1.1.7: UN Peacekeeping at the Strategic Level	

The Lesson



Starting the Lesson

For an interactive start to Lesson 1.1, consider these options:

- Ask learners if they have deployed to peacekeeping operations before. Identify participants who can contribute as resource people. Invite those with experience to identify missions, length of deployment and specific role.
- Ask learners if they are familiar with the UN. Brainstorm a list of facts the group already knows about the UN. Refer back to these points.
- Ask learners if they know about the history of their country's participation in UN peacekeeping. This could include a) rationale for participating in UN peacekeeping operations, b) numbers of military and police deployed or c) different missions to which personnel have been deployed.

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

Note the particular language of the UN. Learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Reassure learners: “Don't let new language get in the way of learning”. As you move through the training, review the definitions of key words and phrases.

The information in Module 1 is the foundation for learning about UN peacekeeping. Print posters of the main slides and put them on the walls. Refer to them at key points.

Learning Activity

1.1.1

Film: *United Nations Peacekeeping*

METHOD

Film, group discussion

PURPOSE

To introduce the UN and UN peacekeeping

TIME

10 minutes

- Film: 2:17 minutes
- Discussion: 5-7 minutes

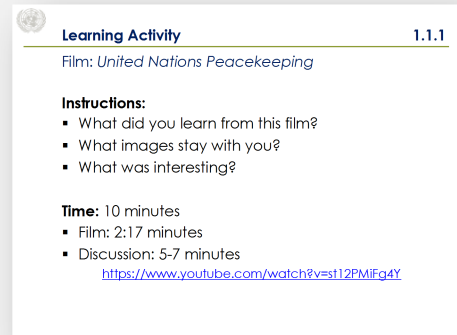
INSTRUCTIONS

- What did you learn from this film?
- What images stay with you?
- What was interesting?

<https://www.youtube.com/watch?v=st12PMiFg4Y>

RESOURCES

- Learning Activity instructions



The screenshot shows a white card with a grey border. At the top left is a small circular icon. The title 'Learning Activity' is in bold, followed by '1.1.1' on the right. Below the title is the text 'Film: *United Nations Peacekeeping*'. Underneath is the heading 'Instructions:' followed by three bullet points: 'What did you learn from this film?', 'What images stay with you?', and 'What was interesting?'. Below that is the heading 'Time: 10 minutes' followed by two bullet points: 'Film: 2:17 minutes' and 'Discussion: 5-7 minutes'. At the bottom is a blue hyperlink: <https://www.youtube.com/watch?v=st12PMiFg4Y>.

Learning Activity

1.1.2

Consequences of Violent Conflict

METHOD

Visualization, brainstorm

PURPOSE

To consider the reality of violent conflict in everyday life

TIME

15 minutes


- Visualization: 5-7 minutes
- Brainstorming: 5-7 minutes

INSTRUCTIONS

- Place yourself in your home country, in your own home, with your family
- Imagine how a violent conflict would affect your life

RESOURCES

- Learning Activity instructions
- Photos

 **Learning Activity** 1.1.2
Consequences of Violent Conflict

Instructions:

- Place yourself in your home country, in your own home, with your family
- Imagine how a violent conflict would affect your life

Time: 15 minutes

- Visualization: 5-7 minutes
- Brainstorming: 5-7 minutes



 **Learning Activity 1.1.2**

Image 1



UN Core Pre-Deployment Training Materials 2016

An Introduction to the United Nations

Slide 1



1. An Introduction to the UN

- Violent conflict is devastating
- Peacekeeping preserves peace when conflict ends



Key Message: Violent conflict is devastating. Peacekeeping is designed to preserve the peace when violent conflict has ended.


Violent conflict can occur between countries (interstate conflict) or within a country (intrastate conflict).

It has negative impact:

- Casualties and loss of human life, including civilians as indirect and direct targets
- Damage to and destruction of property, land and buildings
- Human suffering and displacement of people
- Humanitarian crises, including lack of food, shelter and medical care
- The collapse or decline of state institutions and services, breakdown of law and public order, and a political and security vacuum
- Disruption of ordinary life and the social fabric of the community
- Violent, tense and insecure daily realities
- Human rights violations, including trafficking and sexual violence
- Illegal exploitation and trade of natural resources such as minerals
- Serious long-term security, political and socio-economic issues


Violent conflict affects the present generation and generations to come.

Slide 2



The United Nations

- Universal and impartial international organization
- Founded in 1945 after World War II
- “[...]to save succeeding generations from the scourge of war[...]”
(Preamble of the UN-Charter)



Key Message: The UN is an impartial and universal organization made up of 193 countries called Member States. One reason for creating the UN was to save later generations from violent conflict.

Those who founded it in 1945 after the Second World War had lived through two terrible world wars.

The UN brings together, or unites, many different nations or states.

The members of the UN are these individual countries, known as “**Member States**”.



Ask learners how many countries or states they know of. Use responses to bridge into the lesson.

Fifty-one (51) original Member States formed the UN in 1945. As of today there are 193 Member States, which constitutes the vast majority of the recognized sovereign states.

The UN is a unique international organization. All Member States come together to discuss common problems and decide on major issues by voting.

The UN is **impartial**, which means it does not take sides. Also, the UN is **universal**. Members are almost all the countries on the planet. To be universal means to be inclusive.

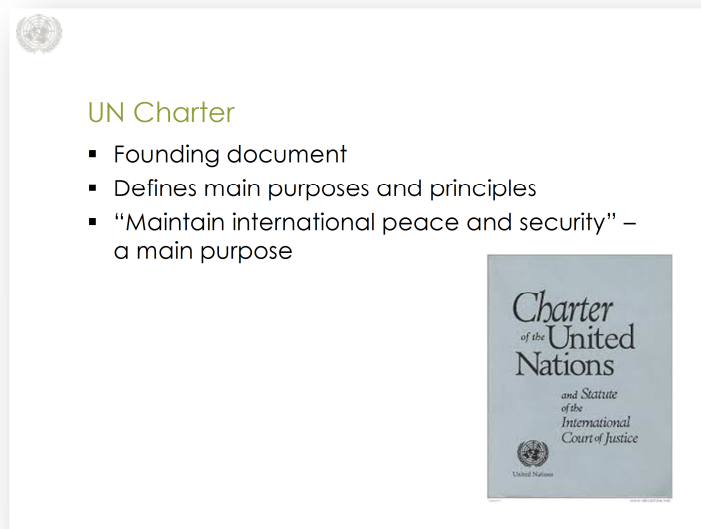
Being impartial and universal make the UN **legitimate** and **credible**.

To be legitimate means that the UN is lawful, permitted or valid. To be credible means that the UN is believable and worthy of confidence and trust.



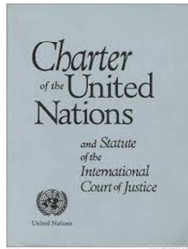
Participants may raise points about UN credibility and legitimacy in brainstorming. Depending on current events, the UN may be in the news. Encourage open discussion. Remind people that the UN does a “technical job in a political environment”. This work brings challenges. Core parts of UN identity remain the same – universality, impartiality.

Slide 3

A slide titled 'UN Charter' with a bulleted list of three points and an image of the Charter document. The slide has a small UN logo in the top left corner.

UN Charter

- Founding document
- Defines main purposes and principles
- “Maintain international peace and security” – a main purpose



Key Message: Signed in 1945, the UN Charter is the founding document which defines the main purposes and principles of the UN. One main purpose of the UN is to maintain international peace and security.

The first article of the **Charter of the UN** sets out **four main purposes**:

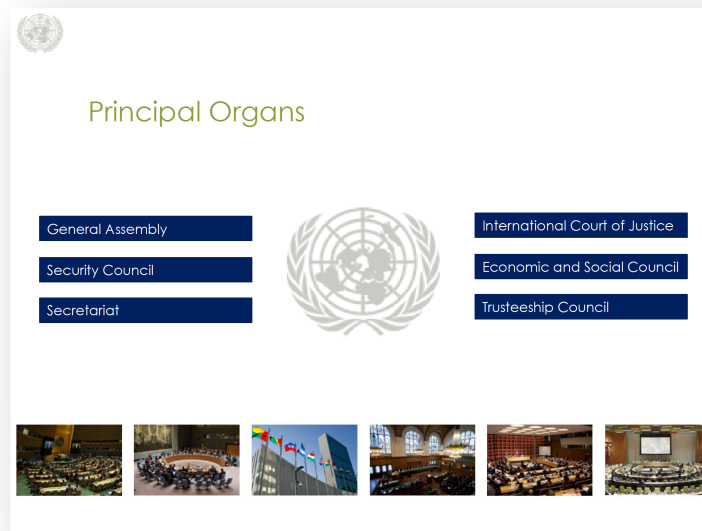
- To maintain international peace and security
- To develop friendly relations among nations
- To cooperate in solving international problems and to promote and encourage respect for human rights and fundamental freedoms for all
- To harmonize nations’ actions in reaching these common ends

The UN Charter is **an international treaty** that spells out Member States' rights and duties as members of the world community. The Charter binds Member States.

The UN Charter also created the main parts of the UN, called “**principal organs**”, and guides its work.

The UN Charter also **guides your work** as peacekeeping personnel.

Slide 4



Key Message: The six main organs of the UN created under the UN Charter are: the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice and the Secretariat.

The General Assembly is where all Member States meet and vote on decisions. The principle of equality means each Member State has one vote.

The Security Council has lead responsibility under the UN Charter to maintain international peace and security. The Council has 15 members, including 5 permanent members who helped set up the UN: China, France, the Russian Federation, the United Kingdom and the United States. The General Assembly elects the other 10 rotating members for two-year terms, ensuring geographical representation.

The Economic and Social Council (ECOSOC) is the central body coordinating the economic and social work of the UN.

The Trusteeship Council supervised Trust Territories, which were former colonies or dependent territories, as they made progress towards self-governance or independence. The Trusteeship Council suspended operation in 1994, with the independence of the last trust territory.

The International Court of Justice (ICJ) is in The Hague, Netherlands. The Court settles legal disputes only between nations and not between individuals, following international law.

The Secretariat refers to the departments and offices with international staff to carry out the day-to-day work of the Organization. These are in UN Headquarters in New York as well as in Geneva, Vienna, Nairobi and other locations.

Slide 5



Key Message: Specialized agencies, funds and programmes also support the work of the UN.

They include more than 30 organizations working in different areas – development, humanitarian and human rights. Specialized mandates cover many topics.

The **UN system** is the name given to the six principal organs and the specialized agencies, funds and programmes.

Specialized agencies, funds and programmes are active in countries where peacekeeping operations are deployed. They include:

- United Nations Development Program (UNDP)
- Office of the United Nations High Commissioner for Refugees (UNHCR)
- United Nations Children's Fund (UNICEF)
- World Food Program (WFP)
- United Nations Office on Drugs Crime (UNDOC)
- United Nations Population Fund (UNFPA)
- United Nations Environment Program (UNEP)
- United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- International Labour Organization (ILO)
- Food and Agriculture Organization (FAO)
- United Nations Office for Project Services (UNOPS)


UN agencies, funds and programmes present in a country make up the UN Country Team (UNCT).




Ask learners with peacekeeping experience if they know these or other UN partners. Flag the importance for all peacekeeping personnel to know such partners in the UN family, as well as external partners. The International Committee of the Red Cross (ICRC), for example, often active in peacekeeping contexts, is not part of the UN family. Share your own experience.

Principal Organs of the UN Involved in Peacekeeping

Slide 6



2. UN Principal Organs Involved in Peacekeeping



- General Assembly
- Security Council
- Secretariat

Key Message: The three principal organs active in UN peacekeeping are the General Assembly, the Security Council and the Secretariat.

Slide 7



General Assembly



General Assembly

- Main forum for Member States to make decisions
- Committees, e.g. C-34

Key Message: Member States contribute personnel, equipment and funds to peacekeeping operations. The General Assembly (GA) is the main forum for Member States to make decisions, with representatives of all the Member States of the UN.

The GA works through Committees.

One relevant committee for peacekeeping is the **Special Committee on Peacekeeping Operations (C-34)**. C-34 reviews and recommends actions on peacekeeping and reports to the GA through the Fourth Committee.

C-34 has some representatives from outside the UN, for example the International Committee of the Red Cross (ICRC) and the International Criminal Police Organization (Interpol). Regional intergovernmental organizations such as the African Union (AU) and the European Union (EU) are also in the C-34.

The Committee works closely with key departments and offices of the UN, mainly the Department of Peacekeeping Operations (DPKO), the Department of Field Support (DFS) and the Peacebuilding Commission.

The Fifth Committee is responsible for financing peacekeeping and authorizing budgets for missions.

Slide 8



Security Council



Security Council

- Primary responsibility for maintaining international peace and security
- Power to investigate threats and take appropriate measures

Key Message: The Security Council has the lead responsibility for maintaining international peace and security. The Security Council may investigate and recommend measures to resolve disputes within and between states, including peacekeeping.

UN resolutions are formal expressions of positions of UN principal organs.

Any peacekeeping operation **must have a Security Council resolution**. Security Council resolutions contain mandates for peacekeeping operations. A **mandate** is an authorization and directive to take specific action. The peacekeeping mandate in a Security Council resolution is the legal basis for all actions or tasks of the peacekeeping operation, including the use of force.

The Security Council also issues resolutions that highlight global concerns relevant to peacekeeping, such as the human rights of women and children – groups usually most affected by the conflict.

Resolutions can be established through the affirmative vote of at least nine members of the Security Council, unless it is expressly rejected by at least one of the permanent members (veto rule).

Slide 9



The slide features the UN logo in the top left corner. The title "Secretariat" is displayed in green text. Below the title are two images: the top one shows the UN Secretariat building with various national flags, and the bottom one shows the Secretary-General, António Guterres, speaking at a podium with the UN logo in the background. To the right of the images is a blue box with the word "Secretariat" in white, followed by a bulleted list.

Secretariat

- Secretariat:
led by Secretary-General
- Secretary-General:
"Chief Administrative Officer" of the Organization

Key Message: The Secretariat carries out the day-to-day work of the organization. The Secretariat has a wide variety of departments and offices that deal with UN work, including peacekeeping.

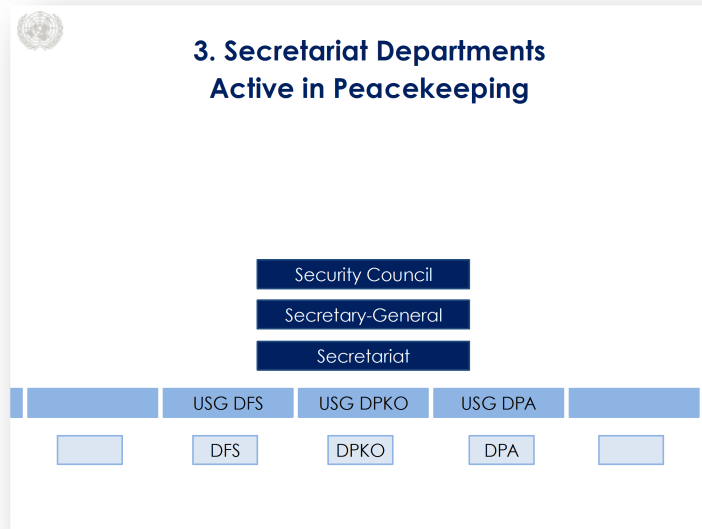
The Secretariat is the administrative arm of the UN. The **Secretary-General** is the "**Chief Administrative Officer**" of the UN overall.

As head of the Secretariat, the Secretary-General is responsible for UN departments, offices and activities.

The Secretary-General brings to the attention of the Security Council anything that may threaten international peace and security. The Security Council decides on what is a significant threat.

Departments of the Secretariat Active in Peacekeeping

Slide 10



Key Message: The three departments directly involved in UN peacekeeping are DPKO, DFS and the Department of Political Affairs (DPA).

Every department of the **UN Secretariat** contributes to the day-to-day running of UN peacekeeping operations.

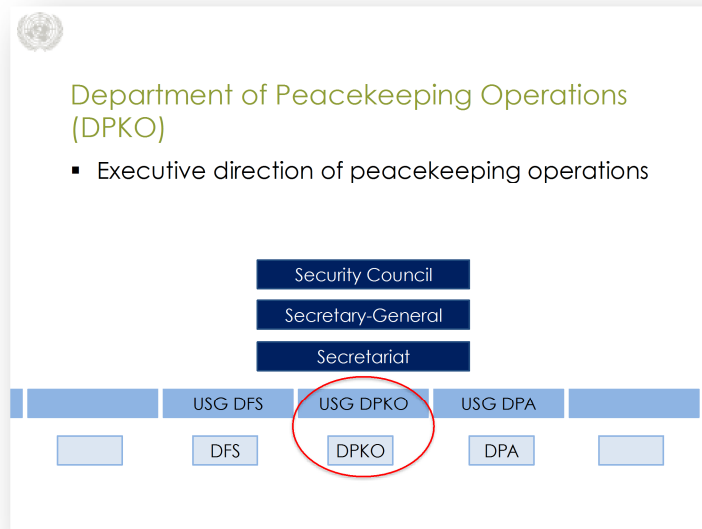
However, DPKO and DFS work closely together in UN peacekeeping. DPA is an equally important partner.

An **Under-Secretary General (USG)** heads each department and reports to the Secretary-General. The Secretary-General delegates certain responsibilities and tasks to each USG.



Invite participants with peacekeeping experience to describe their contact with DPKO, DFS and DPA. Use those descriptions to introduce the key roles of departments active in peacekeeping. Draw on your own experience for details. Integrating experience-sharing into lessons reinforces relevance of information that may seem abstract or distant.

Slide 11

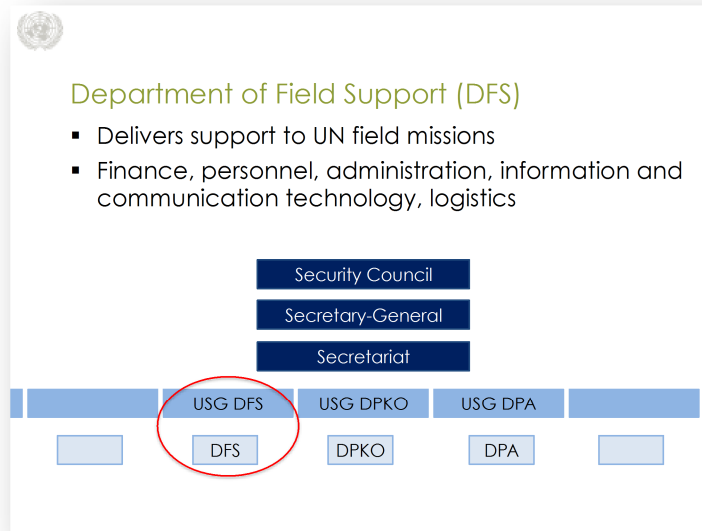


Key Message: DPKO is responsible for the executive direction of peacekeeping operations.

Through DPKO in New York, the USG DPKO does the following:

- Advises the Secretary-General on planning, establishment and conduct of all UN peacekeeping operations
- Directs and controls UN peacekeeping operations
- Develops policies and guidelines based on Security Council resolutions, including those with mission mandates
- Prepares reports with observations and recommendations from the Secretary-General to the Security Council on each peacekeeping operation
- Ensures DPKO-led field missions meet security management requirements
- Serves as a focal point of contact between the Secretariat and Member States who seek information on UN peacekeeping operations

Slide 12



Key Message: DFS delivers dedicated support to UN field missions.

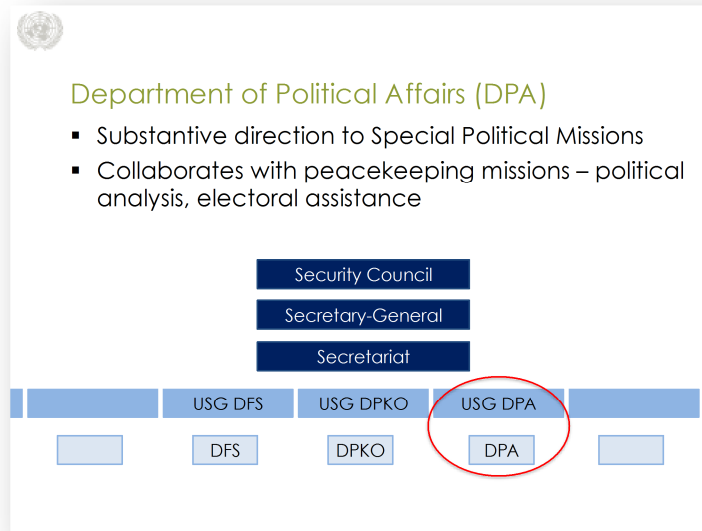
DFS delivers support in **finance, personnel, administration, information and communications technology and logistics.**

Logistical services include supplying fuel, water, accommodation, food, offices and equipment, transport and medical facilities for the entire mission.

DFS coordinates with Member States and contracted providers of specific services.

DFS delivers support to all UN field missions, including peacekeeping operations and special political missions (SPMs).

Slide 13



Key Message: DPA plays a central role in UN efforts to prevent and resolve deadly conflict around the world. DPA is also a partner for peacekeeping operations.

DPA is the lead UN department for peacemaking and preventive diplomacy. DPA mainly provides direction to SPMs. SPMs may be political field offices, special envoys, panels or experts to monitor sanctions. They are often active in conflict prevention, peacemaking and peacebuilding.

DPA gives analysis and advice to the Secretary-General. DPA also supports the Secretary-General's independent political role in providing "good offices". Good offices use the position of the UN to resolve disputes in and between States.

As a key partner for peacekeeping operations, DPA collaborates on elections in post-conflict countries. The **Electoral Assistance Division** supports needs assessments, policy guidance and specialized personnel. Also, DPA's regional divisions may carry out political analysis or lead in mediation and good offices efforts.

Strategic, Operational & Tactical – Levels of Authority in Peacekeeping

Slide 14



Key Message: There are three levels of authority for decision-making in UN peacekeeping – strategic, operational and tactical. These levels are also known as levels of authority, command and control.

According to the *UN Peacekeeping Operations: Principles and Guidelines* – also known as the “Capstone Doctrine”:

- The **strategic level** refers to the high-level political decision-making and management of a UN peacekeeping operation at UN Headquarters.
- The **operational level** is field-based management of a UN peacekeeping operation at mission headquarters.
- The **tactical level** refers to management of military, police and civilian operations below the level of mission headquarters and supervision of individual personnel.

The General Assembly, Security Council and Secretariat have the “power” or “authority” to make high-level political decisions and manage a UN peacekeeping operation.



Terms and definitions explained here are specific to UN peacekeeping. Other countries or institutions may use them differently. UN personnel should use the terminology as defined above and spelled out in the Policy on Authority, Command and Control when working for UN peacekeeping.

Summary

The UN maintains international peace and security

- The UN is an impartial and universal organization made up of 193 countries called Member States. 1945 is the founding year.
- One main purpose of the UN is to maintain international peace and security.

The UN Charter is the guiding document

- The UN Charter is the founding document which defines the main purposes and principles of the UN. It is an international treaty which binds all Member States.
- The Charter also created the six main organs of the UN and guides its work.

The General Assembly, Security Council and Secretariat are involved in UN peacekeeping

- Three of the principal organs of the UN are involved in peacekeeping: the General Assembly, the Security Council and the Secretariat.
- The Security Council has primary responsibility for matters of international peace and security.

The departments of Peacekeeping Operations, Field Support and Political Affairs are active in UN peacekeeping

- Three departments of the Secretariat are actively involved in peacekeeping: DPKO, DFS and DPA.
- DPKO is responsible for the executive direction of peacekeeping operations.
- DFS delivers dedicated support to UN field missions.
- As a key partner for peacekeeping operations, DPA collaborates on elections in post-conflict countries.

(Cont.)

(Summary cont.)

The strategic, operational and tactical levels are levels of authority for decision-making in UN peacekeeping

- There are three levels of authority for decision-making in UN peacekeeping – strategic, operational and tactical. These levels are also known as levels of authority, command and control.
- The strategic level refers to the high-level political decision-making and management of a UN peacekeeping operation at UN Headquarters.
- The operational level is field-based management of a UN peacekeeping operation at the Mission Headquarters.
- The tactical level refers to management of military, police and civilian operations below the level of Mission Headquarters and supervision of individual personnel.
- The General Assembly, Security Council and Secretariat have the “power” or “authority” to make high-level political decisions and manage a UN peacekeeping operation.

Evaluation

Note on Use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). Types of learning evaluation questions are:

- 1) Narrative
- 2) True-False
- 3) Fill in the blank/sentence completion

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 1.1	
Questions	Answers
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Name the four main purposes of the UN.	The first article of the Charter of the UN sets out four main purposes: 1. To maintain international peace and security 2. To develop friendly relations among nations 3. To cooperate in solving international problems and to promote and encourage respect for human rights and fundamental freedoms for all 4. To harmonize nations' actions in reaching these common ends
2. The UN Charter set up six main parts or "organs". Name all six and identify the three most involved in peacekeeping.	(Bold shows the three most involved in peacekeeping). 1. General Assembly: the main forum for Member States to make decisions, including decisions on peacekeeping

	<ol style="list-style-type: none"> 2. Security Council: has lead responsibility under the UN Charter to maintain international peace and security. It may investigate and recommend measures to resolve disputes within and between states. 3. Economic and Social Council 4. Trusteeship Council 5. International Court of Justice 6. Secretariat: the <i>Secretariat carries out the day-to-day work of the UN, including peacekeeping. The Secretariat has a wide variety of departments and offices, including the Departments of Peacekeeping Operations, Field Services and Political Affairs which lead in different aspects of peacekeeping. The Secretary-General is the “Chief Administrative Officer” of the UN overall.</i>
<p>3. Name the three Departments in the UN Secretariat active in day-to-day peacekeeping and their common acronyms.</p>	<ol style="list-style-type: none"> 1. Department of Peacekeeping Operations (DPKO) 2. Department of Field Support (DFS) 3. Department of Political Affairs (DPA)
<p>4. Name and explain the three levels of decision-making (or authority, command and control) in UN peacekeeping.</p>	<ol style="list-style-type: none"> 1. Strategic: high-level political decision-making and management of a UN peacekeeping operation at UNHQ 2. Operational: field-based management of a UN peacekeeping operation at mission HQ 3. Tactical: management of day-to-day military, police and civilian operations below the level of mission HQ, including supervision of individual personnel
True-False	
<p>4. One main purpose of the UN is to maintain international peace and security.</p>	<p>True. The first article of the Charter of the UN sets out four main purposes.</p>

<p>5. The strategic level operates below mission HQ.</p>	<p>False. Strategic level is high-level political decision-making and management of a UN peacekeeping operation at UNHQ. The tactical level refers to management of military, police and civilian operations below Mission HQ, including supervision of individual personnel.</p>
<p>Sentence Completion</p>	
<p>6. The UN's founding document is _____. It sets out purpose and main parts.</p>	<p>Charter of the United Nations, or UN Charter</p>
<p>7. The _____ level of UN peacekeeping refers to field-based management.</p>	<p>Operational level. Field-based management of a peacekeeping operation at mission headquarters. The operational level takes high-level political direction from the strategic level and guides the tactical level.</p>

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
“Good Offices”	“Good Offices” are provided when the UN uses its position to resolve disputes in and between States. The UN has some leverage over the parties to conflict because it represents the collective will of the international community.
Interstate conflict	Interstate conflict is conflict between countries.
Intrastate conflict	Intrastate conflict is conflict within a country.
Mandate	A mandate is an authorization and directive to take specific action. The peacekeeping mandate is the legal basis for all actions or tasks of the peacekeeping operation, including the use of force. Security Council resolutions contain mandates for peacekeeping operations.
Peacekeeping	Peacekeeping is an approach designed to preserve the peace where violent conflict has <u>ended</u> . The Department of Peacekeeping Operations (DPKO) is responsible for peacekeeping operations.
Resolution	Resolutions are formal expressions of positions of UN principal organs. A peacekeeping operation must have a Security Council <i>resolution</i> .
Special Political Missions (SPMs)	Special Political Missions (SPMs) may be political field offices, special envoys, panels or experts to monitor sanctions. They are often active in conflict prevention, peacemaking and peacebuilding. The Department of Political Affairs (DPA) provides direction to SPMs.

Commonly asked questions from participants:

Possible Questions	Possible Responses
<p>Who drafted the Principles and Guidelines on UN Peacekeeping Operations (also known as the Capstone Doctrine)? Were specialized agencies involved in the drafting?</p>	<p>DPKO (specifically the Peacekeeping Best Practices Section of the Division of Policy, Evaluation and Training) drafted the Principles and Guidelines on UN Peacekeeping after holding intense high-level consultations with stakeholders globally, including but not limited to Member States, UN Agencies and NGOs. The consultations were held for more than a year in all the continents.</p>
<p>Who else can make decisions related to Peace and Security if the permanent members of the Security Council make use of their veto?</p>	<p>This is a question of legitimacy. The UN Security Council has the highest level of legitimacy related to peace and security. However in exceptional circumstances and very rare cases the General Assembly has authorized peacekeeping operations. Other centers of power which may have influence, for example regional organizations such as North Atlantic Treaty Organization (NATO) or the African Union (AU) have chosen to take action. In order to ensure the greatest legitimacy for their actions, such organizations often seek out Security Council authorization for their actions under Chapter 8 of the UN Charter. Such action, particularly when Security Council authorization is sought after the fact, has raised questions about the legitimacy of the operation.</p>
<p>Can the General Assembly authorize a peacekeeping operation or is it only the Security Council?</p>	<p>The United Nations Charter gives primary responsibility to the Security Council for the maintenance of international peace and security, and therefore also for the authorization of a peacekeeping operation. However, under General Assembly Resolution 377(V) of 1950, an exception to this general rule has been created so that "<i>...if the Security Council, because of lack of unanimity of the permanent members, fails to exercise its primary responsibility for the maintenance of international peace and security in any case where there appears to be a threat to the peace, breach of the peace or act of aggression, the General Assembly shall consider the matter immediately with a view to making appropriate recommendations to Members for collective measures, including in the case of a breach of the peace or act of aggression, the use of armed force when necessary, to maintain or restore international peace and security.</i>"</p>

	<p>Under this resolution, the General Assembly has authorized one peacekeeping operation, the First United Nations Emergency Force (UNEF I). All UN peacekeeping operations since then have been authorized by the Security Council - which is the general practice - and consequently Unit 2 focuses on the process followed by the Security Council.</p>
<p>Can the UN Security Council intervene in a conflict in a country that is not a Member of the UN?</p>	<p>The Security Council is the ultimate authority on peace and security issues globally. If it determines a threat to peace and security exists which involves a non Member State, it can choose to intervene in accordance with its power and the principles and aims of the UN Charter. The Charter states that such a state, which is party to a dispute under consideration by the Security Council shall be invited to participate in the discussion (art. 32). A non Member State of the UN which is involved in a dispute may also ask the Security Council or General Assembly to intervene, if that country accepts in advance the Charter's rules on the peaceful settlement of disputes.</p>
<p>How are UN peacekeeping operations funded?</p>	<p>All Member States share the costs of UN peacekeeping operations. Member States provide "assessed contributions" to the UN to cover the costs of UN peacekeeping operations. The General Assembly decides on the scale of assessments applicable to peacekeeping. This scale takes into account the relative economic wealth of Member States, with the permanent members of the Security Council required to pay a larger share because of their special responsibility for the maintenance of international peace and security. For more information on this issue, go to:</p> <p>http://www.un.org/en/peacekeeping/operations/financing.shtml</p>

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- [Charter of the United Nations, 1945](#)
- [United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008](#)
- [DPKO-DFS Policy on Authority, Command and Control in UN Peacekeeping Operations, 2008](#)

Additional Resources

UN Information

The website for UN peacekeeping: <http://www.un.org/en/peacekeeping/>

Peacekeeping statistics: <http://www.un.org/en/peacekeeping/resources/statistics/>

UN at a glance: <http://www.un.org/en/about-un/index.html>

Current membership of the Security Council: <http://www.un.org/en/sc/members/>

DPKO: <http://www.un.org/en/peacekeeping/about/dpko/>

DFS: <http://www.un.org/en/peacekeeping/about/dfs/>

DPA: <http://www.un.org/undpa/overview>

UN System:

http://www.un.org/en/aboutun/structure/pdfs/UN_System_Chart_2015_Rev.4_ENG_11x17colour.pdf

UN Documents

UN documents can be found on: <http://www.un.org/en/documents/index.html>
(Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The Policy and Best Practice Database is the repository for all official DPKO and DFS guidance: <http://ppdb.un.org> (only accessible from the UN network).

Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>

The UN encourages instructors to check the site regularly for latest guidance.

UN Films

UN films can be found on YouTube: <https://www.youtube.com/user/unitednations>

[The United Nations: It's Your World \(6:52 minutes\)](#)

[Courage for Peace \(7:40 minutes\)](#)

[In the Cause of Peace \(13:31 minutes\)](#)

Additional Training Resources

UN Peacekeeping Operations: An Introduction

<http://portals.unssc.org/course/index.php?categoryid=24>

Module 1: An Overview of United Nations Peacekeeping Operations

Lesson 1.1



United Nations Peacekeeping



Relevance

As peacekeeping personnel you:

- Represent the UN
- Carry out decisions made at UN Headquarters in New York



Learning Outcomes

Learners will:

- Explain the UN and its purpose
- Identify the UN Charter as the guiding document
- List principal organs involved in UN peacekeeping
- List departments active in UN peacekeeping
- Describe three levels of authority for decision-making in UN peacekeeping



Lesson Overview

1. An Introduction to the UN
2. Principal Organs of the UN Involved in Peacekeeping
3. Departments of the Secretariat Active in Peacekeeping
4. Strategic, Operational & Tactical – Levels of Authority in Peacekeeping



Learning Activity

1.1.1

Film: *United Nations Peacekeeping*

Instructions:

- What did you learn from this film?
- What images stay with you?
- What was interesting?

Time: 10 minutes

- Film: 2:17 minutes
- Discussion: 5-7 minutes

<https://www.youtube.com/watch?v=st12PMiFg4Y>



Learning Activity

1.1.2

Consequences of Violent Conflict

Instructions:

- Place yourself in your home country, in your own home, with your family
- Imagine how a violent conflict would affect your life

Time: 15 minutes

- Visualization: 5-7 minutes
- Brainstorming: 5-7 minutes



1. An Introduction to the UN

- Violent conflict is devastating
- Peacekeeping preserves peace when conflict ends





The United Nations

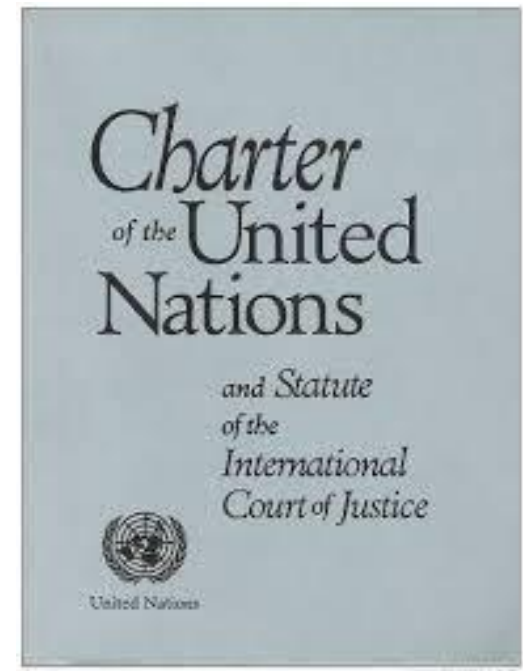
- Universal and impartial international organization
- Founded in 1945 after World War II
- “[...]to save succeeding generations from the scourge of war[...]”
(Preamble of the UN-Charter)





UN Charter

- Founding document
- Defines main purposes and principles
- “Maintain international peace and security” – a main purpose





Principal Organs

General Assembly

Security Council

Secretariat



International Court of Justice

Economic and Social Council

Trusteeship Council





UN Specialized Agencies, Funds & Programmes





2. UN Principal Organs Involved in Peacekeeping



General Assembly

Security Council

Secretariat



General Assembly



General Assembly

- Main forum for Member States to make decisions
- Committees, e.g. C-34



Security Council



Security Council

- Primary responsibility for maintaining international peace and security
- Power to investigate threats and take appropriate measures



Secretariat



Secretariat

- Secretariat:
led by Secretary-General
- Secretary-General:
“Chief Administrative Officer” of the Organization



3. Secretariat Departments Active in Peacekeeping

Security Council

Secretary-General

Secretariat

USG DFS

USG DPKO

USG DPA

DFS

DPKO

DPA



Department of Peacekeeping Operations (DPKO)

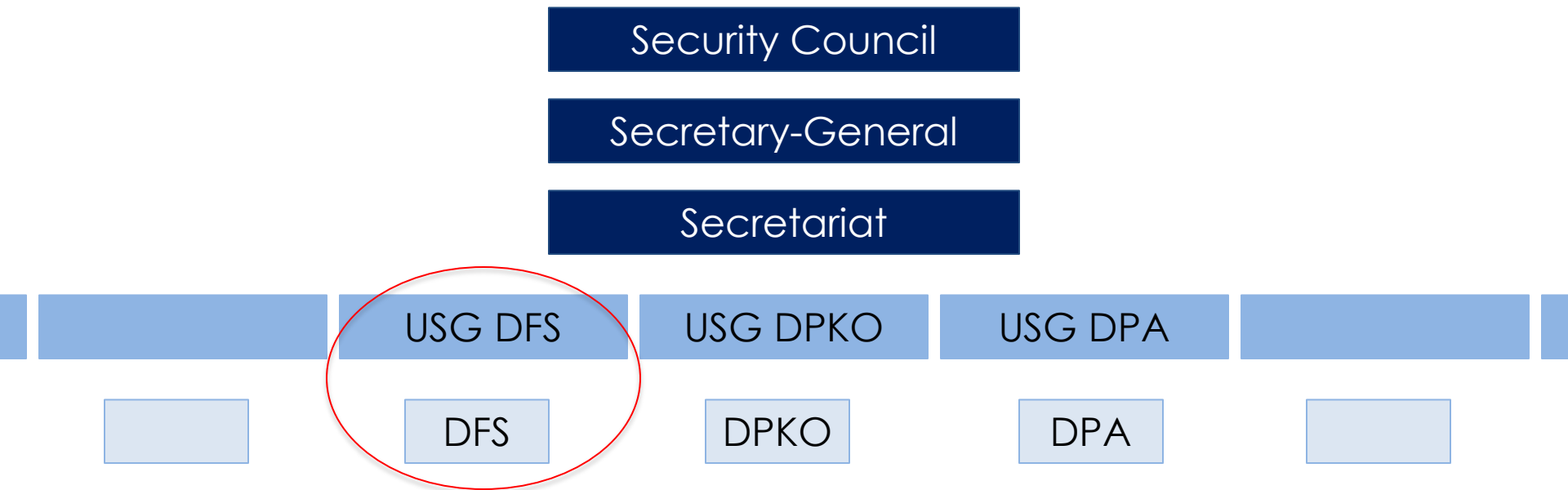
- Executive direction of peacekeeping operations





Department of Field Support (DFS)

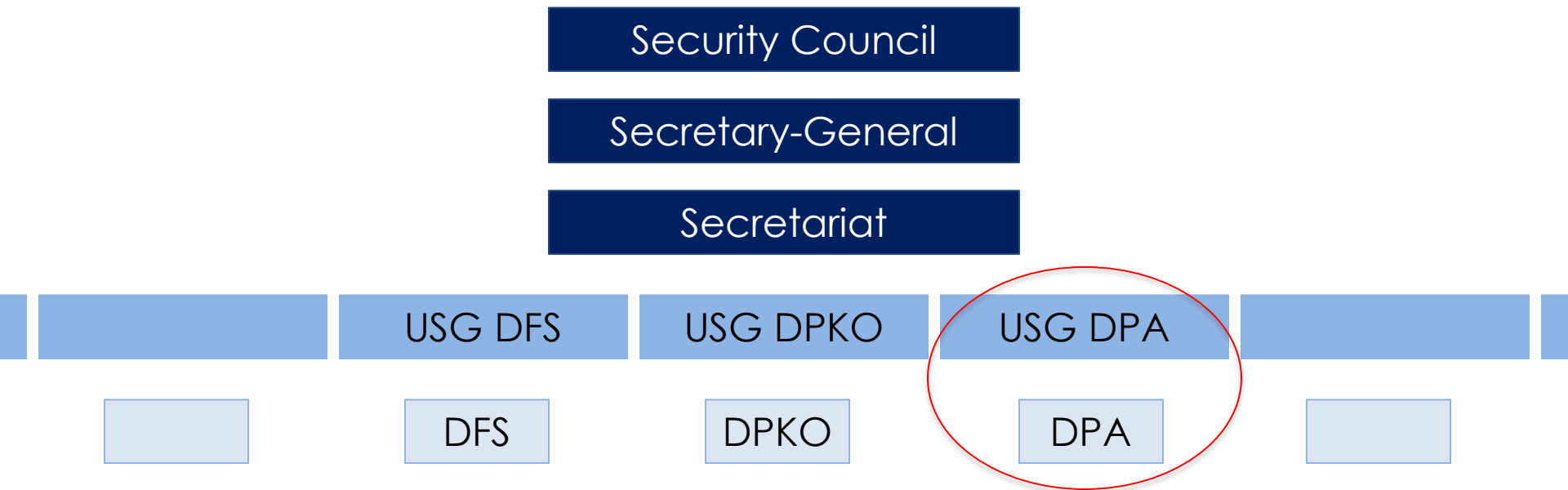
- Delivers support to UN field missions
- Finance, personnel, administration, information and communication technology, logistics





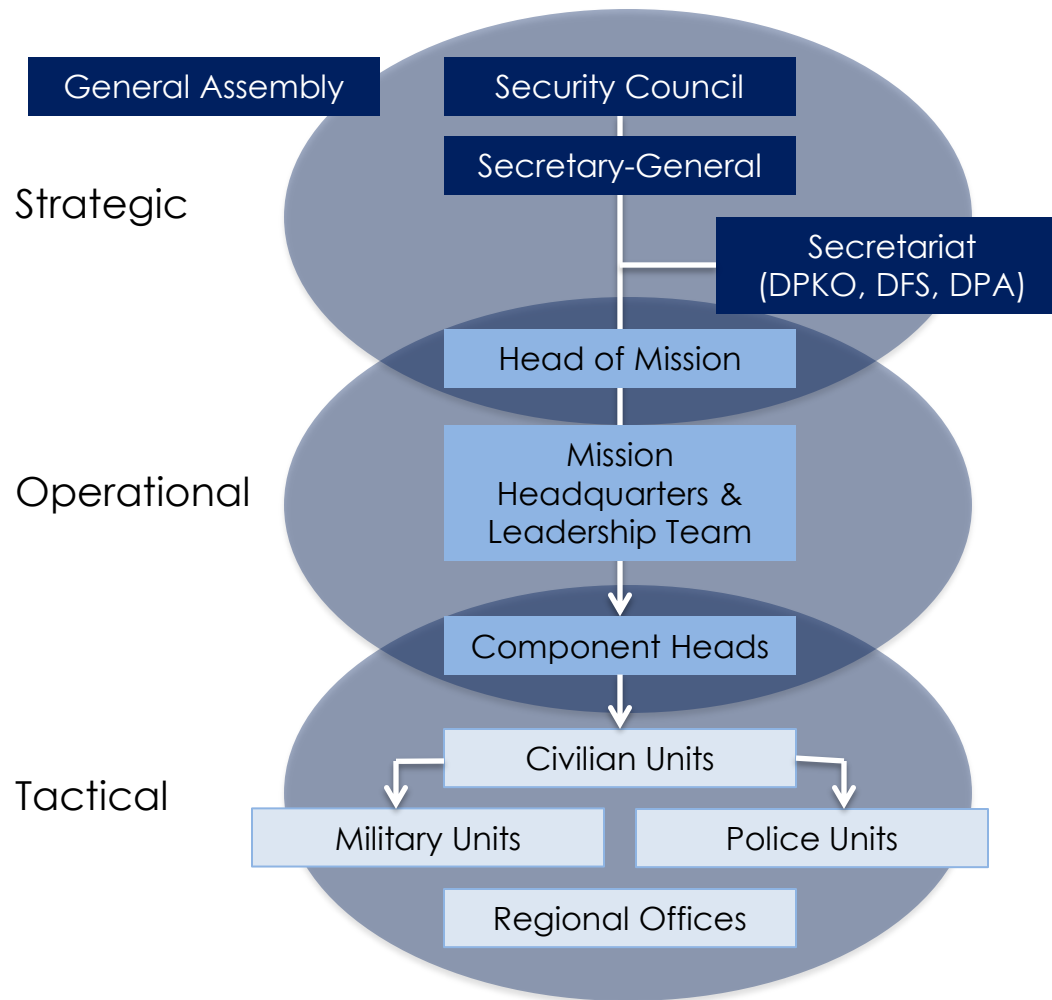
Department of Political Affairs (DPA)

- Substantive direction to Special Political Missions
- Collaborates with peacekeeping missions – political analysis, electoral assistance





4. Strategic, Operational & Tactical Levels of Authority in Peacekeeping





Summary of Key Messages

- UN maintains peace and security
- UN Charter is the guiding document
- General Assembly, Security Council, Secretariat involved in UN peacekeeping
- DPKO, DFS, DPA active in UN peacekeeping
- Strategic, operational, tactical - levels of authority for decision-making in UN peacekeeping



Questions



Learning Activity

Learning Evaluation

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
1.1.1	Film: <i>United Nations Peacekeeping</i>	Film, group discussion	10 minutes
1.1.2	Consequences of Violent Conflict	Visualization, brainstorm	15 minutes
1.1.3	UN peacekeeping at strategic level	Independent research and presentation	90 minutes total, 45 minutes in session
1.1.4	Key definitions and concepts	Mix and match, groups	30 minutes
1.1.5	Film: <i>Courage for Peace</i>	Film (7:30 min), group discussion	25-45 minutes
1.1.6	Film: <i>In the Cause of Peace</i>	Film (13 min), group discussion	25-45 minutes
1.1.7	UN peacekeeping at the strategic level	Brainstorm, small groups	25 minutes

Learning Activity

1.1.1

Film: *United Nations Peacekeeping*

METHOD

Film, group discussion

PURPOSE

To introduce the UN and UN peacekeeping

TIME

10 minutes

- Film: 2:17 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS

- What did you learn from this film?
- What images stay with you?
- What was interesting?

<https://www.youtube.com/watch?v=st12PMiFg4Y>

RESOURCES

- Learning Activity instructions

Note on Use: The films for Lesson 1.1 are excellent visual supports. Content applies to several lessons, particularly 1.1 through 1.4. Consider using both films, on different days to introduce different lessons, or one to introduce content and one as part of a recap or summary. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <https://www.youtube.com/watch?v=st12PMiFg4Y>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

Instructions

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
 - a) What did you learn from this film?
 - b) What images stay with you?
 - c) What was interesting?If time allows, you may ask specific questions about the film based on preparation.

Learning Activity

1.1.2

Consequences of Violent Conflict

METHOD

Visualization, brainstorm

PURPOSE

To consider the reality of violent conflict in everyday life

TIME

15 minutes

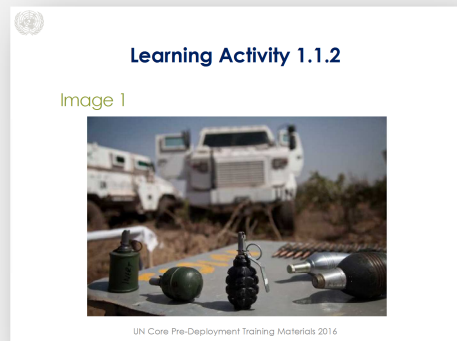
- Visualization: 5-7 minutes
- Brainstorming: 5-7 minutes

INSTRUCTIONS

- Place yourself in your home country, in your own home, with your family
- Imagine how a violent conflict would affect your life

RESOURCES

- Learning Activity instructions
- Photos



Note on Use: Consider using this rapid learning activity just before covering key points on consequences of violent conflict, at the beginning of the lesson. The activity is short and spontaneous. It bridges to presentation of related topics in 1.1.

Preparation

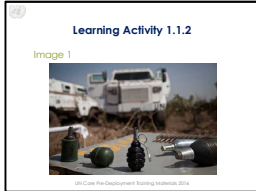
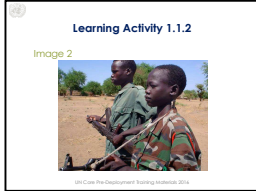
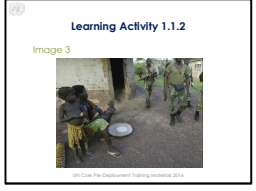
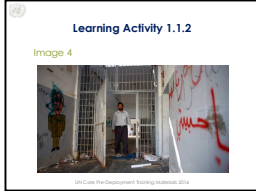
- Consider the available time and choose questions to guide visualization.
- Consider newspaper clippings, news headlines and pictures, which can be used. Collect many examples of these.
- Prepare a flip-chart sheet to record points in the brainstorming.

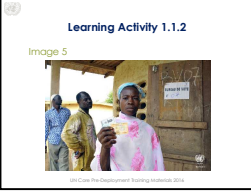
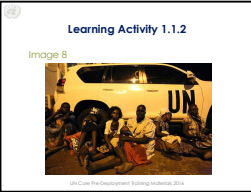
Instructions






1. Ask participants to close their eyes, if suitable for the group.
2. Guide the first part of the exercise, which is visualization. Keep the pace slow, giving participants enough time, especially between questions. Pause between phrases. Monitor the group – if people start to get restless, speed up a little.
 - a) *Place yourself in your home country and in your own home, with your family.*
 - b) *Imagine that a violent conflict breaks out. At first, you think it will be over quickly. You are not involved directly, so you hope it will not affect you. You stay home and keep your family home with you.*
 - c) *The violence spreads through your city, your town, your neighbourhood. Imagine what it leaves behind as it passes. Food is scarce and then disappears. Working is not possible – jobs are gone. Imagine how your community and your family change as they struggle to survive. Imagine how you change, who you become. How do you survive?*
 - d) *The conflict goes on for months. A year passes. Your family has to flee. Where will you go? How?*
3. Invite participants to open their eyes. Go slowly. Do not jump too quickly from visualization to brainstorming. The visualization touches people's emotions, making the effects of violent conflict more real than narrative points.
4. Begin the brainstorming yourself. Transfer to the flip-chart and record the following noted effects of violent conflict: less and then no food; no school attendance; no work; the need to flee, etc. Use the newspaper clippings, news headlines and pictures that you have collected.
5. Ask participants what specific consequences they visualized. Add key words to the record. You may be able to group related points together as people raise them, which can help with a smooth summary. Encourage points until all are noted.
6. Use the results of the brainstorm to move into a summary of consequences of armed violence and begin the related presentation.



1.1.2 Photos: Consequences of Violent Conflict

Available as slides for the learning activity.

Photo Number	Challenge
<p>1.</p>  <p>Learning Activity 1.1.2 Image 1</p> <p><small>UN-Care Pre-Deployment Training materials 2014</small></p>	<p>The presence of landmines and other explosives hazards. They kill and injure people. They damage and destroy property.</p> <p>Source of photo: http://www.un.org/en/sections/issues-depth/demining/index.html</p> <p>Description: A display of unexploded ordnance at a demining demonstration organized by the UN Mine Action Service (UNMAS) for the International Day for Mine Awareness and Assistance in Mine Action.</p>
<p>2.</p>  <p>Learning Activity 1.1.2 Image 2</p> <p><small>UN-Care Pre-Deployment Training materials 2014</small></p>	<p>Many ex-combatants with no livelihoods and only their former comrades as support networks. The availability of many weapons. This contributes to ongoing violence.</p> <p>Source of photo: http://www.un.org/apps/news/story.asp?NewsID=46954#.WNvLo6OZM0o</p> <p>Description: Child soldiers involved in the conflict in the Central African Republic (CAR).</p>
<p>3.</p>  <p>Learning Activity 1.1.2 Image 3</p> <p><small>UN-Care Pre-Deployment Training materials 2014</small></p>	<p>People do not feel safe and secure. They have no confidence or trust in State security. State security actors are not accountable. They do not provide adequate security to the country.</p> <p>Source of photo: https://www.hrw.org/news/2010/10/22/cote-divoire-rampant-criminality-sexual-violence-west</p> <p>Description: Members of a militia patrol a town in the Moyen Cavally region of western Côte d'Ivoire in 2005. Failed efforts to disarm militia and rebel forces have left the west of the country awash in guns, which criminal groups, some including former militia fighters, have used to terrorize and commit abuses against local villagers.</p>
<p>4.</p>  <p>Learning Activity 1.1.2 Image 4</p> <p><small>UN-Care Pre-Deployment Training materials 2014</small></p>	<p>Weak or non-existent police, justice and corrections institutions to uphold the law.</p> <p>Source of photo: http://www.un.org/apps/news/story.asp?NewsID=46151&#.WNvlg6OZM0o</p> <p>Description: A former inmate of the Abu Salim prison in Tripoli, Libya, returned to visit his cell in October 2011.</p>

<p>5.</p>  <p>Learning Activity 1.1.2 Image 5</p>	<p>The decision must be made on who should be in power. Elections have the potential to be unfair. Voters may be intimidated to make a particular choice. The people risk having no voice to say how they should live their lives.</p> <p>Source of photo: https://twitter.com/un_photo/status/769249103662424064</p> <p>Description: Women exercising their right to vote in Côte d'Ivoire.</p>
<p>6.</p>  <p>Learning Activity 1.1.2 Image 6</p>	<p>The State is ineffective. It is unable to provide basic services to the people such as security, healthcare and education. It lacks control in certain areas of the country. People continue to suffer.</p> <p>Source of photo: https://childrenandarmedconflict.un.org/protecting-healthcare-in-conflict/</p> <p>Description: A boy receives medical treatment in a hospital in South Sudan.</p>
<p>7.</p>  <p>Learning Activity 1.1.2 Image 7</p>	<p>Ongoing fighting. Distrust between the parties involved in the fighting.</p> <p>Source of photo: http://www.awdnews.com/political/yemeni-artillery-and-missile-attacks-destroy-several-saudi-military-bases</p> <p>Description: Yemeni artillery and missile attacks destroy several Saudi military bases.</p>
<p>8.</p>  <p>Learning Activity 1.1.2 Image 8</p>	<p>Lack of law and order. The State is unable to defend and protect the people.</p> <p>Source of Photo: http://www.un.org/apps/news/story.asp?NewsID=54426#.WMmvLaOZM_U</p> <p>Description: People seeking shelter from ongoing fighting in Juba between soldiers of the Sudan People's Liberation Army (SPLA) and the SPLA in Opposition in 2016.</p>
<p>9.</p>  <p>Learning Activity 1.1.2 Image 9</p>	<p>No agreement to end violent conflict. Disputes over political power. State structures and institutions are destroyed.</p> <p>Source of photo: http://www.scmp.com/news/asia/south-asia/article/1865347/food-fight-parliament-modi-appeals-unity-after-indian-lawmakers</p> <p>Description: A fight in the legislative assembly in Srinagar.</p>

<p>10.</p> <p>Learning Activity 1.1.2</p> <p>Image 10</p> 	<p>People have no food, water or shelter. The sick and injured have limited access to medical care. Hospitals have been destroyed or are poorly staffed. People flee the violence and desperation for safer areas.</p> <p>Source of photo: http://www.un.org/apps/news/story.asp?NewsID=50306#.WNvOwqOZP_R Description: Syrian Kurdish refugees cross into Turkey from Syria near the northern town of Kobane in 2014.</p>
<p>11.</p> <p>Learning Activity 1.1.2</p> <p>Image 11</p> 	<p>The country's economy is weak. Lack of jobs and destroyed livelihoods. Widespread poverty.</p> <p>Source of photo: http://www.un.org/apps/news/story.asp?NewsID=56333#.WMpICKOZNZo Description: The city of Taiz, Yemen, which in 2017 has been destroyed by two years of fierce fighting.</p>
<p>12.</p> <p>Learning Activity 1.1.2</p> <p>Image 12</p> 	<p>Human rights abuses and violations during and after the conflict. They are committed by armed groups, as well as State actors who have a duty to protect people.</p> <p>Source of photo: https://www.hrw.org/news/2011/12/21/dr-congo-24-killed-election-results-announced Description: A Congolese army soldier stamps on Fabien Mutomb, provincial vice-president of the Union for Democracy and Social Progress (UDPS), as the army and police break-up a peaceful protest in Lubumbashi on December 14, 2011.</p>
<p>13.</p> <p>Learning Activity 1.1.2</p> <p>Image 13</p> 	<p>Women and girls continue to face discrimination. They are more vulnerable to violence, including sexual violence and exploitation. They experience sexual slavery, enforced prostitution, and trafficking.</p> <p>Source of photo: http://www.unmultimedia.org/radio/english/2014/08/syrian-conflict-death-toll-nears-200000/#.WNvNqaOZP_R Description: Syrian refugees.</p>
<p>14.</p> <p>Learning Activity 1.1.2</p> <p>Image 14</p> 	<p>Threats of physical violence to people.</p> <p>Source of photo: https://www.hrw.org/news/2013/04/26/syria-new-air-missile-strikes-kill-civilians Description: A young boy helps collect what is left of his family's belongings from the ruins of their house in Aleppo city. A Syrian government jet dropped four bombs on the street on April 7 2013, killing at least 17 civilians.</p>

<p>15.</p> <div data-bbox="191 247 446 436">  <p>Learning Activity 1.1.2 Image 15 <small>UN Case Pre-Deployment Training materials 2014</small></p> </div>	<p>Rape and other forms of sexual violence. They are used as a weapon of war by the parties involved in the conflict. It happens in conflict and post-conflict settings.</p> <p>Source of photo: https://unu.edu/publications/articles/sexual-violence-in-the-democratic-republic-of-the-congo.html</p> <p>Description: Survivors of sexual violence, South Kivu, Democratic Republic of the Congo (DRC).</p>
<p>16.</p> <div data-bbox="191 569 446 758">  <p>Learning Activity 1.1.2 Image 16 <small>UN Case Pre-Deployment Training materials 2014</small></p> </div>	<p>Vulnerable children are amongst ordinary people who suffer in violent conflict. They are killed and injured. They are abducted and recruited into armed forces and groups. They are victims of sexual violence.</p> <p>Source of photo: http://www.unmultimedia.org/radio/english/2016/03/un-global-perspective-focus-on/#.WMpHkaOZNZo</p> <p>Description: Syrian children shelter in a doorway amid gunfire and shelling.</p>

Learning Activity

1.1.3

UN Peacekeeping at Strategic Level (Independent research, presentation)

METHOD

Independent research and participant-led presentations

PURPOSE

To engage learners in independent research and presentation of basic information about the main parts of the UN with an active role in peacekeeping

TIME

90 minutes total, 45 minutes in session

- Activity introduction and instructions: 15-20 minutes
- Independent research: 60-180 minutes (may be done over several days)
- Presentations to the group: 90 minutes (two 45-minute sessions), 5 minutes per presentation plus discussion

INSTRUCTIONS

- Research the main responsibilities for peace and security or peacekeeping
- Prepare a **5-minute** summary presentation of key findings

RESOURCES

- Learning Activity instructions

Note on Use: The activity is best after the lesson. It requires independent research and cannot be completed in one session. Introduce the activity one day and have presentations on another day.

Preparation

- Consider how you will assign different items, to individuals or small groups. The learning activity is a good opportunity for individuals to work together on a team assignment. This may be a better individual assignment for small groups.
- Scan the list of ten research topics, in the instructions. Decide which to cover. An alternative is to group people and assign each group several topics to research.

Instructions

1. Introduce the activity for individual or group assignments
2. Give each individual or small group a topic to research from this list
 - a) United Nations (brief history and responsibility for peace and security)
 - b) The UN Member States
 - c) UN Charter
 - d) The General Assembly
 - e) The UN Security Council
 - f) The Secretary-General
 - g) The UN Secretariat
 - h) The Department of Peacekeeping Operations
 - i) The Department of Field Support
 - j) The Department of Political Affairs
3. Give assignment details.
 - a) Research the main responsibilities for peace and security or peacekeeping. (For the UN Charter, focus on history and purpose.)
 - b) Prepare a **5-minute** summary presentation of key findings. Presentations can be verbal, using flip charts, photos, demonstrations, PowerPoint or other software. One person or a team can present. (Caution people that 5 minutes is a short time for a team to present – needs strong organization.)
 - c) If PowerPoint slides are used, make sure to load all presentations at the beginning of the session so each person or team has the full 5 minutes to present.
 - d) Monitor and support as needed during the research and preparation stages. Be available for questions and content checks. Make sure that presentations cover essential points in core content, coaching participants. Prompt them - do not just give them the information.
 - e) Encourage people to practice their presentations because timing will be strict.
 - f) Confirm that each presentation will be five minutes, no longer. Ask participants to hold questions until the end.
 - g) Move the process along. Keep each presentation to 5 minutes.

- h) Invite questions and get the teams who covered the relevant topic to respond, providing back-up as needed.
- i) Debrief the exercise with the whole group. Easy or challenging? Was the information about peace and security responsibilities/ peacekeeping readily available, or did they have to search for it?
- j) Summarize key learning. Include highlights from the research debriefing as well as key messages from the lesson content.

Learning Activity

1.1.4

Key Definitions and Concepts

METHOD

Mix and match

PURPOSE

To review concepts presented in Lesson 1.1 on United Nations Peacekeeping

TIME

30 minutes

- 5 minutes for introduction and instructions
- 10 minutes for work in small groups
- 10 minutes for discussion and questions in large group
- 5 minutes to summarize and close

INSTRUCTIONS

- Match names or concepts with definitions

RESOURCES

- Learning Activity instructions
- Activity material

Preparation

Look over the concepts and definitions, and decide how large you want the text to be. Larger type is easier for participants. Use normal paper for single use, and thicker, more durable paper for repeat use.

- Decide on groups of up to 6 people. Table groups may work well.
- Format sheets, with each concept and each definition on a separate piece of paper. Make copies of key concept words and definitions, with enough sets for the number of groups.
- Depending on the work space available and the size of the work sheets, consider the option of each group mixing-and-matching using wall space, instead of at tables. The output of matched names and definitions can stay up as a visual to reinforce foundation learning.

Instructions

1. Introduce the activity, and divide participants into groups.
2. Explain the method, that each group will match names or concepts with definitions, in 10-15 minutes.
3. Hand out sets of concept words and definitions, one to each group.
4. Circulate, and keep an eye on the process. Help where needed.
5. Let people know when half the time is gone. Monitor when groups finish.
6. Allow time for questions or comments.

1.1.4 Learning Activity Material: Key Definitions and Concepts

<p>The United Nations</p>	<p>...a unique international organization founded after the Second World War. Its purpose is to maintain international peace and security, develop friendly relations among nations and promote social progress, better living standards and human rights.</p>
<p>UN Member States</p>	<p>...193 sovereign states who come together to discuss common problems and vote on major issues. They are bound by the UN Charter.</p>
<p>The UN Charter</p>	<p>...an international treaty that spells out the rights and duties of UN members, as part of the world community. Specific parts of the UN Charter are important to peacekeeping mandates.</p>
<p>UN Security Council</p>	<p>...the UN body with primary responsibility for maintaining peace and security. It may investigate and recommend peaceful measures to resolve disputes. The Security Council may take more coercive measures when it determines a threat to international peace and security exists.</p>

<p>Secretary-General</p>	<p>...is the Chief Administrative Officer of the UN. He/she is appointed by the General Assembly as recommended by the Security Council. It is a 5 year, renewable term.</p>
<p>Department of Peacekeeping Operations</p>	<p>...is led by the Under-Secretary-General of DPKO. DPKO is responsible for the executive direction and administration of all peacekeeping operations.</p>
<p>Department of Field Support</p>	<p>...is responsible for delivering dedicated support to UN field operations, including peacekeeping operations and special political missions.</p> <p>Support includes: personnel, finance, procurement, logistical, communications, information technology, other administration and general management</p>
<p>Department of Political Affairs</p>	<p>...provides substantive direction to many special political missions. Is a partner to peacekeeping missions, including on political analysis and electoral assistance.</p>

Learning Activity

1.1.5

Film: *Courage for Peace*

METHOD

Short film, guided discussion

PURPOSE

To use a brief film on peacekeeping to introduce or review key messages and insights into peacekeeping relevant to all peacekeepers

TIME

Short option: 25 minutes

- Film: 7:40 minutes
- Discussion: 15 minutes

Longer option: 25-45 minutes

- Film: 7:40 minutes
- Discussion: 35 minutes

INSTRUCTIONS

- What was interesting?
- What impressed you?
- What did you learn from the film?

<https://www.youtube.com/watch?v=ugk4Kob6UjM>

RESOURCES

- Learning Activity instructions

Note on Use: The films for Lesson 1.1 are excellent visual supports. Content applies to several lessons, particularly 1.1 through 1.4. Consider using both films on different days to introduce different lessons, or one to introduce content and one as part of a recap or summary. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <https://www.youtube.com/watch?v=ugk4Kob6UjM>
- Access the film and watch it. Decide what questions you want to ask and the total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check the room seating, sightlines and sound.

Instructions

1. Introduce the film. Note that although it was made during the time of a previous DPKO USG, the points remain directly relevant to UN peacekeeping.
2. Show the film.
3. For the **short option**, pose general questions:
 - a) What was interesting?
 - b) What impressed you?
 - c) What did you learn from the film?
4. For the **longer option**, choose some general and some content-specific questions to guide discussion. Content-specific questions:
 - a) Mr. Guéhenno, the former USG for Peacekeeping Operations and the film's narrator, speaks about three "fronts" involved in peacekeeping. What are the three fronts?
Answer: The Military and Police (Law and Order), the political front and reconstruction and development
 - b) What three important characteristics of a peacekeeper did Mr. Guéhenno mention?
Answer: Courage, Humility (you are a guest in another country) and Persistence (peacekeeping is not a quick win)
 - c) What two major regional peacekeeping partners are mentioned in the film as working with UN peacekeeping?
Answer: The African Union (AU) and the North Atlantic Treaty Organization (NATO)
 - d) Who funds peacekeeping efforts once the Security Council has authorized a mission?
Answer: The Members States
 - e) What countries contribute troops to peacekeeping? Support responses with examples from the film, your experience, and the UN website (below).
Answer: Instructors can find the up to date list of troop and police contributing countries at:
<http://www.un.org/en/peacekeeping/resources/statistics/contributors.shtml>

Learning Activity

1.1.6

Film: *In the Cause of Peace: Honouring 60 Years of UN Peacekeeping*

METHOD

Short film, guided discussion

PURPOSE

To use a brief film on peacekeeping to introduce or review key messages and insights into peacekeeping relevant to all peacekeepers

TIME

Short option: 25 minutes

- Film: 13:31 minutes
- Discussion: 10 minutes

Long option: 25-45 minutes

- Film: 13:31 minutes
- Discussion: 30 minutes

INSTRUCTIONS

- What was interesting?
- What impressed you?
- What did you learn from the film?

<http://www.youtube.com/watch?v=rqYURh78-4>

RESOURCES

- Learning Activity instructions

Note on Use: The films for Lesson 1.1 are excellent visual supports. Content applies to several lessons, particularly 1.1 through 1.4. Consider using both films, on different days to introduce different lessons, or one to introduce content and one as part of a recap or summary. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <http://www.youtube.com/watch?v=rqYuRh78-4>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

Instructions

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
 - a) What did you learn from this film?
 - b) What surprised you?
 - c) What images stay with you?
 - d) Did the film raise any questions for you?
4. Ask specific questions about the film based on preparation. Examples of specific questions:
 - a) Did the founders of the UN expect peacekeeping to be a key function?
Answer: No. Peacekeeping evolved as a response to conflict, a way to give the parties to conflict some “breathing room”. The UN Charter does not refer specifically to peacekeeping.
 - b) How did the end of the Cold War affect UN peacekeeping?
Answer: The end of the Cold War saw a stronger role for UN peacekeeping. A surge in UN peacekeeping operations included greater involvement in internal conflicts, not just conflicts between states. In the cases of Kosovo, Cambodia and Timor Leste, the UN took on the role of a transitional authority.
 - c) What is the first hybrid peacekeeping operation established by the UN and the African Union, mentioned in the film?
Answer: The African Union/United Nations Hybrid Operation in Darfur (UNAMID)
 - d) What does UN peacekeeping cost compared to military spending in the world?
Answer: Less than half of 1% of the world's military spending is spent on UN peacekeeping.

Learning Activity

1.1.7

UN Peacekeeping at Strategic Level

METHOD

Brainstorming in small groups, sharing in plenary for a comprehensive picture

PURPOSE

To find out what learners know about UN peacekeeping, individual and group

TIME

25 minutes

INSTRUCTIONS

- Brainstorm what you know about the assigned topic

RESOURCES

- Learning Activity instructions

Preparation

- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Choose specific topics to assign to each small group – one per group. Prepare to cover any topics not assigned.

Make sure each group has a flip-chart stand or sheet with flip-chart pens, and an area of wall which is blank to post the results. Prepare flip-chart sheets (see “hurricane thinking”, in the Instructions.)

Instructions

1. Introduce the exercise.
 - a) Each small group will brainstorm what they know about the assigned topic, note points on the flip-chart sheet and report to the whole group. One version of brainstorming and recording is “hurricane thinking”. You may want to demonstrate it. Put the name or acronym of a topic in the centre, inside a circle. Draw lines out from it. A group member notes a point at the end of each line. Time is limited to 5-7 minutes: people have to work quickly.
 - b) Remind them to decide who will note points and present, before they start brainstorming.
 - c) Review basics of brainstorming:
 - Go as fast as you can
 - Note all points raised
 - Record key words only to keep up with the hurricane
 - Get all ideas noted, without judging points or grouping them yet
 - After 5 minutes of brainstorming, groups will have 2 minutes to review points, note disagreements if people have different ideas. Plan to include everything in the report-back
 - No rapid on-line research – the purpose is to draw out what people already know and reinforce it, not start searching in other sources
 - d) Alert participants to the timing – start, 5 minute announcement half-way through so groups can close the brainstorming part and discuss for two minutes before presentations start.
2. Give each group a topic to research, from this list.
 - a) UN (brief history and responsibility for peace and security)
 - b) The UN Member States
 - c) UN Charter
 - d) The General Assembly
 - e) The UN Security Council
 - f) The Secretary-General
 - g) The UN Secretariat
 - h) The Department of Peacekeeping Operations
 - i) The Department of Field Support
 - j) The Department of Political Affairs
3. Time the exercise: 5 minutes, and then 2 minutes. Monitor, circulate and support the groups where needed. Ask groups to post results on the walls or a stand, for a smooth series of short presentations.

4. Invite presentations in a logical order. After each group presents, ask if other participants have points to add.
5. When all groups have presented, summarize highlights of each profile and add points to fill gaps, respond to questions.
6. When you present on this lesson, refer to brain-stormed points.

Variation

Instead of instructing “no rapid on-line research” as part of the brainstorming, encourage participants to use online research. This may require more time. If participants have access to the internet, instructors may encourage participants to search for information. Such brief online research is helpful in facilitating group learning.



Learning Activity 1.1.2

Image 1





Learning Activity 1.1.2

Image 2





Learning Activity 1.1.2

Image 3





Learning Activity 1.1.2

Image 4





Learning Activity 1.1.2

Image 5





Learning Activity 1.1.2

Image 6





Learning Activity 1.1.2

Image 7





Learning Activity 1.1.2

Image 8





Learning Activity 1.1.2

Image 9





Learning Activity 1.1.2

Image 10





Learning Activity 1.1.2

Image 11





Learning Activity 1.1.2

Image 12





Learning Activity 1.1.2

Image 13





Learning Activity 1.1.2

Image 14





Learning Activity 1.1.2

Image 15





Learning Activity 1.1.2

Image 16



Evaluation

Note on Use: Three types of learning evaluation questions are:

- 1) Narrative
- 2) True-False
- 3) Fill in the blank/sentence completion

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 1.1	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Name the four main purposes of the UN.	The first article of the Charter of the UN sets out four main purposes: <ol style="list-style-type: none"> 1. To maintain international peace and security 2. To develop friendly relations among nations 3. To cooperate in solving international problems and to promote and encourage respect for human rights and fundamental freedoms for all 4. To harmonize nations' actions in reaching these common ends
2. Explain how the UN Charter is the guiding document for the UN.	<ol style="list-style-type: none"> 1. Defines the main purposes and principles of the UN 2. Is an international treaty which binds all Member States 3. The Charter created the six main organs of the UN and guides its work
3. The UN Charter set up six main parts or "organs". Name all six and identify the three most involved in peacekeeping.	(Bold shows the three most involved in peacekeeping). <ol style="list-style-type: none"> 1. General Assembly: the main forum for Member States to make decisions, including decisions on peacekeeping 2. Security Council: has lead

	<p>responsibility under the UN Charter to maintain international peace and security. It may investigate and recommend measures to resolve disputes within and between states.</p> <ol style="list-style-type: none"> 3. Economic and Social Council 4. Trusteeship Council 5. International Court of Justice 6. Secretariat: the Secretariat carries out the day-to-day work of the UN, including peacekeeping. The Secretariat has a wide variety of departments and offices, including the Departments of Peacekeeping Operations, Field Services and Political Affairs which lead in different aspects of peacekeeping. The Secretary-General is the "Chief Administrative Officer" of the UN overall.
<p>4. Name the three Departments in the UN Secretariat active in day-to-day peacekeeping and their common acronyms.</p>	<ol style="list-style-type: none"> 1. Department of Peacekeeping Operations (DPKO) 2. Department of Field Support (DFS) 3. Department of Political Affairs (DPA)
<p>5. Name three important tasks of the USG DPKO.</p>	<p>Under-Secretary General for DPKO:</p> <ol style="list-style-type: none"> 1. Advises the Secretary-General on all peacekeeping operations (plan, establish, conduct) 2. Directs and controls UN peacekeeping operations 3. Develops policies and guidelines (based on Security Council resolutions, including those with mission mandates) 4. Reports on each peacekeeping operation; prepares observations and recommendations from Secretary-General to Security Council 5. Ensures DPKO-led field missions meet security management requirements 6. Serves as the focal point of contact between the Secretariat and Member States who want information on UN peacekeeping operations
<p>6. Describe the important task of the USG DFS.</p>	<p>Under-Secretary General for DFS delivers support in areas of:</p> <ol style="list-style-type: none"> 1. <i>Finance</i> 2. <i>Personnel</i> 3. <i>Administration</i>

	<p>4. <i>Information and communications technology</i></p> <p>5. <i>Logistics</i></p>
7. Describe some priority activities of DPA.	DPA is the lead UN department for peacemaking and preventive diplomacy. DPA provides direction to Special Political Missions (SPMs). Also active in conflict prevention, peacemaking and peacebuilding.
8. Name and explain the three levels of decision-making (or authority, command and control) in UN peacekeeping.	<p>1. Strategic: high-level political decision-making and management of a UN peacekeeping operation at UNHQ</p> <p>2. Operational: field-based management of a UN peacekeeping operation at mission HQ</p> <p>3. Tactical: management of day-to-day military, police and civilian operations below the level of mission HQ, including supervision of individual personnel</p>
True-False	
1. The UN is twenty-five years old.	False. The UN was founded in 1945.
2. Members of the UN are "Member States".	True. Currently, a total of 193 of 195 recognized states are members of the UN.
3. One main purpose of the UN is to maintain international peace and security.	True. The first article of the Charter of the UN sets out four main purposes.
4. DPA supports elections in post conflict countries.	True. The Electoral Assistance Division supports needs assessments, policy guidance and with specialized personnel. *** Elections are often a benchmark for peacekeeping operation withdrawal. As a key partner for peacekeeping operations, DPA collaborates on elections in post-conflict countries.
5. The strategic level operates below mission HQ.	False. Strategic level is high-level political decision-making and management of a UN peacekeeping operation at UNHQ. The tactical level refers to management of military, police and civilian operations below Mission HQ, including supervision of individual personnel.
6. As UN peacekeeping personnel you represent your country.	False. As UN peacekeeping personnel, you represent the UN.

Sentence Completion	
1. The UN's founding document is _____. It sets out purpose and main parts.	Charter of the United Nations, or UN Charter
2. The _____ is the name given to the six principal parts of the UN named in the Charter and the UN's specialized agencies, funds and programmes.	UN System
3. The _____ leads the administrative arm of the UN, called _____.	The Secretary-General of the UN leads the Secretariat, the administrative arm.
4. The USG DFS delivers dedicated _____ to UN field missions.	Support. Specific support provided to UN field missions through DFS by the USG: 1. <i>Finance</i> 2. <i>Personnel</i> 3. <i>Administration</i> 4. <i>Information and communications technology</i> 5. <i>Logistics</i> (fuel, water, accommodation, food, offices and equipment, transport and medical) 6.
5. DPA is the lead UN department for (a) _____ and (b) _____.	(a) Peacemaking. (b) Preventive diplomacy.
6. The _____ level of UN peacekeeping refers to field-based management.	Operational level. Field-based management of a peacekeeping operation at mission headquarters. The operational level takes high-level political direction from the strategic level and guides the tactical level.

More ways to evaluate learning

Engaging participants in learning and reinforcing learning from different points of view are important ways to assess learning. Informal observation through learning activities gives insight into learning progress. The following learning assessment scenarios will too.

- **Brief on learning outcomes.** Give each table group one learning outcome. Scenario: prepare to brief supervisors on core content in learning outcome. Give time for groups to prepare and present short briefings. Encourage them to be professional and entertaining. Debrief with encouragement and information to fill gaps.
- **Introducing your new employer.** Independent and group work combined. Scenario: a large informal gathering of professional colleagues and extended family. They know you will work in a UN peacekeeping operation. They have

asked you to introduce your new employer. Give people 5-10 minutes to decide what is most important from content of Lesson 1.1 and prepare a response. (Identify the receiving group – professional colleagues, extended family or both – because the key messages may change.) Share briefings. Variation: pair participants to help strengthen each other's briefing before presenting to the group.