

Lesson 1.2



Peace and Security Activities

Lesson at a Glance

Aim

To show the range of peace and security activities undertaken by the UN.

Relevance

Peacekeeping personnel need to be able to place their own work in the wider frame of the UN's work in order to do it well.

Whilst UN peacekeeping plays **a unique and important role** in making a lasting peace, it is **one activity** out of many carried out by the UN to address violent conflict.

UN peacekeeping operations may exist before, after and alongside **other peace and security activities**. They are linked to these other activities, and is also connected to the UN's other **security, development, humanitarian and human rights work**.

This lesson explains how UN peace and security activities link to the work of peacekeeping personnel. You must understand what is meant by "UN peacekeeping", and how it is part of a broader strategy to resolve conflict.

Learning Outcomes

Learners will:

- Describe the five types of peace and security activities used by the Security Council and key differences between them
- Explain the difference between "robust peacekeeping" and "peace enforcement"
- Explain the main differences between traditional and multidimensional peacekeeping operations
- Identify the Security Council as the authorizing body for all peace and security activities

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-35
Starting the Lesson	Intro Slides
Learning Activity 1.2.1: Experiences of Conflict	
The Spectrum of Peace and Security Activities	Slides 1-7
Linkages and Overlaps in Peace and Security Activities	Slide 8
Learning Activity 1.2.2: UN Responses to Conflict	
Different Types of Peacekeeping Operations	Slides 9-12
Special Political Missions	Slide 13
Learning Activity 1.2.3: Traditional vs. Multidimensional Peacekeeping	
Summary	Pages 36-38
Learning Evaluation	Pages 39-42
OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 1.2.4: Peace and Security Activities and Types of Missions	
Learning Activity 1.2.5: Concepts and Definitions	

The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

What unites these learning outcomes is that they all are based equally on introducing the *language* of UN peacekeeping and the *key concepts*. The language can be daunting for learners who are also expected to absorb new ideas. As you move through the lesson, refer back to the learning outcomes and remind learners how the terms and concepts fit together.

Review the definitions of key words from the previous lesson such as “inter-state conflict”, “intra-state conflict”, “resolution”, “mandate”, “peacekeeping”, “special political mission” and “good offices”. Also introduce new key words and terms for this lesson and their definitions, for example “peace process”, “peace agreement”, “ceasefire”, “political process” and “coercive measures/the use of force”. A suggestion is to present each key word and its definition on individual sheets of different coloured paper and post on the wall for learners to easily refer to during the course of the training. At the beginning of subsequent lessons, use your discretion to post key words which are repeated or prove useful in the training.

Learning Activity

1.2.1

Experiences of Conflict

METHOD

Visuals, brainstorm

PURPOSE

To consider how conflict can be prevented, managed and resolved

TIME

10 minutes

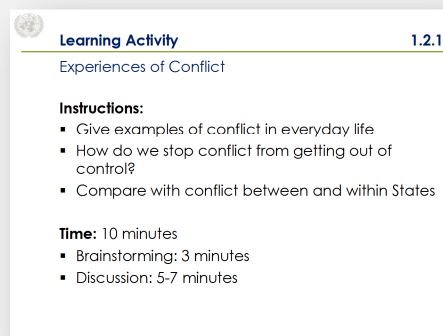
- Brainstorming: 3 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS

- Give examples of conflict in everyday life
- How do we stop conflict from getting out of control?
- Compare with conflict between and within States

RESOURCES

- Learning Activity instructions
- Photos



Learning Activity 1.2.1

Experiences of Conflict

Instructions:

- Give examples of conflict in everyday life
- How do we stop conflict from getting out of control?
- Compare with conflict between and within States


Time: 10 minutes

- Brainstorming: 3 minutes
- Discussion: 5-7 minutes



Learning Activity 1.2.1

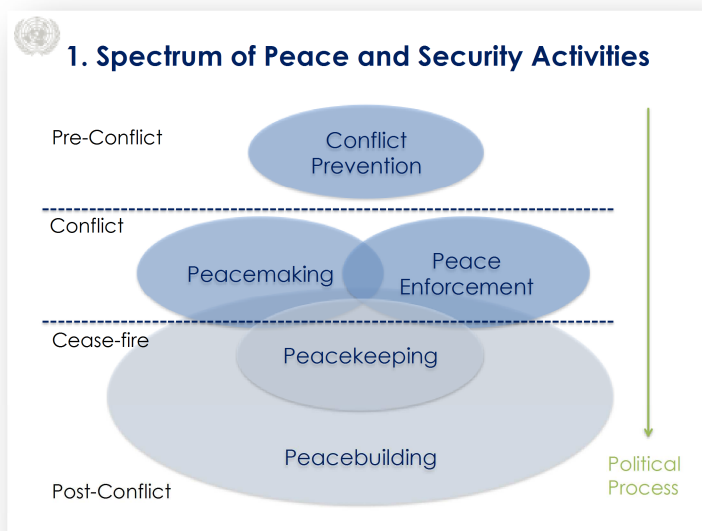
Image 1



UN Core Pre-Deployment Training Materials 2016

The Spectrum of Peace and Security Activities

Slide 1



Key Message: The UN responds before, during and after conflict. It takes appropriate peace and security actions to:

- Prevent disputes from escalating into violent conflict
- Help restore peace when conflict does break out
- Prevent a relapse to conflict
- Build a lasting or sustainable peace in societies emerging from conflict

The UN Charter outlines measures the Security Council can authorize, in response to threats to the peace, breaches of the peace and acts of aggression. Peacekeeping is one of those measures – although the Charter does not use the word “peacekeeping”.

The full range or spectrum of peace and security activities includes:

- **Conflict prevention**
- **Peacemaking**
- **Peace enforcement**
- **Peacekeeping**
- **Peacebuilding**

They are used by the Security Council before, during and after violent conflict.

These peace and security activities involve **peaceful measures** and **coercive measures**.

“Coercive measures” involve the use of authority or force to make an individual or group do something, or stop doing something. Examples are sanctions, blockades, and the use of **armed force** as a last resort. Out of the five types of peace and security activities, only two may involve use of force - peacekeeping and peace enforcement. Coercive measures are authorized by the Security Council when other peaceful measures have failed.

The Security Council authorizes peace and security activities, including peacekeeping, through its resolutions. Security Council resolutions authorizing the deployment of a UN peacekeeping operation contain the mandate – the legal basis for all activities that the peacekeeping operation undertakes, including the use of force.



UN documents and the diagram in the slide refer to a “spectrum” of peace and security activities. The diagram suggests an orderly relationship. However, the activities rarely happen in a set sequence. Not all apply in every circumstance. Invite learners to share thoughts on how different peace and security activities relate to each other. Do they have experience with the different types? Do learners know what is unique about each? Some answers appear later in the lesson. Making a brief mention now and expanding later in the lesson may reinforce learning through repetition.

Slide 2



Conflict Prevention

- Before conflict
- Diplomatic measures and other tools to prevent violent conflict



Key Message: Conflict prevention happens before a conflict starts, or when there is a risk of relapse into conflict. It involves diplomatic measures and other tools to prevent disagreements and tensions within and between states from turning into violent conflict.

Conflict prevention measures are peaceful. They adapt to the particular source of the dispute or tension. Conflict prevention may include negotiation, dialogue, mediation, enquiries into sources of disagreement and confidence-building.

One common conflict prevention measure is preventive diplomacy. It is diplomatic action taken at the earliest possible stage “to prevent disputes from arising between parties, to prevent existing disputes from escalating into conflicts and to limit the spread of the latter when they occur.” The use of the UN Secretary-General’s “good offices” to engage in dialogue with the different parties is an example of preventive diplomacy. The aim of dialogue may be to decrease tension, mediate a disagreement or help resolve a dispute.

Different parts of the UN and the international community (including regional intergovernmental organizations) may take different conflict prevention measures in a situation.

Slide 3



Peacemaking

- Conflict exists
- Diplomatic action bringing hostile parties to an agreement



Key Message: Peacemaking involves measures to deal with existing conflicts. It usually involves diplomatic action aimed at bringing hostile parties to a negotiated peace agreement.

The UN may assist in negotiating a peace agreement. It may also help regional negotiators, providing neutral facilities or chairing negotiations.

The Security Council may ask the Secretary-General or regional organizations to take action. The Secretary-General and regional organizations also have the power to initiate peacemaking. An example is through good offices to assist in resolving a disagreement.



After several references to regional organizations, learners may benefit from some examples of these. Ask learners what regional organizations they think would be active in these types of peace and security activities – and be ready to prompt with examples such as the African Union (AU) or the European Union (EU).

Peacemakers may also be envoys, governments or groups of states. Unofficial or non-governmental groups may undertake peacemaking efforts. So may prominent people working independently.

Examples of peacemaking initiatives:

- In 1948, the UN appointed the Swedish diplomat Count Folke Bernadotte as the UN Mediator in Palestine to use *“his good offices to promote a peaceful adjustment of the future situation in Palestine”* (General Assembly Resolution 186 of 14 May 1948).
- In 2006, the UN Secretary-General appointed Joaquim Chissano – former President of Mozambique - as Special Envoy of the Secretary-General for the areas in Uganda affected by the rebel Lord's Resistance Army (LRA).
- In 2008, the Secretary-General of the UN and the Chairperson of the African Union (AU) appointed Djibril Yipènè Bassolé - who had been Foreign Minister of Burkina Faso – as the Joint UN-AU Chief Mediator for Darfur.

Slide 4



Peace Enforcement

- Conflict exists
- Coercive measures, such as sanctions or blockades
- Armed force only with Security Council authorization
- Authorized without consent of conflict parties



Key Message: Peace enforcement involves measures to deal with existing conflicts. Peace enforcement may involve coercive measures, such as sanctions or blockades. The Security Council may authorize use of armed force as a last resort.

The use force or “coercive measures” are only taken with the authorization of the Security Council in a resolution. This authorization is usually only given when other measures have failed.

The Security Council may authorize peace enforcement action without the consent of the parties to the conflict. It may consider taking this step for humanitarian purposes, to protect civilians or if the conflict represents a threat to international peace and security.

Peace enforcement differs from peacekeeping because there may be no peace process in place or consent from the warring parties. Chapter VII of the UN Charter provides the legal basis for such action.

The UN does not usually engage in peace enforcement itself. The Security Council may use regional organizations for peace enforcement action, under Chapter VIII of the UN Charter. Regional organizations only undertake peace enforcement when authorized by the Security Council.

Regional organizations or coalitions have carried out an increasing number of peace enforcement operations. The North Atlantic Treaty Organization (NATO), the European Union (EU) and the African Union (AU) are three examples. Such partnerships mean the international community responds more quickly and efficiently to violent conflict.

The Security Council authorizes peace enforcement by a regional organization before or with the deployment of a UN operation.

Examples of peace enforcement by regional organizations and coalitions as UN partners:

- The Security Council passed Resolution 1244 in 1999. It authorized KFOR, the NATO-led Kosovo Force, to establish security in Kosovo. The Council also set up a UN peacekeeping operation. The job of the United Nations Interim Administration Mission in Kosovo (UNMIK) had three parts: administer the territory, ensure law and order and create democratic institutions of self-government.
- The Security Council authorized an international coalition in 2001 in Afghanistan. The International Security Assistance Force (ISAF) maintained a military presence. The UN also set up the United Nations Assistance Mission in Afghanistan (UNAMA). UNAMA's role was to support the transitional government.
- In 2007 the Security Council authorized the EU to deploy a military force with the United Nations Mission in the Central African Republic (CAR) and Chad (MINURCAT) for one year. The EU military force transitioned to a UN military force under MINURCAT's authority in 2009.
- In Somalia the African Union Mission to Somalia (AMISOM) has been deployed since 2007 as a peace enforcement mission under the authorization of the AU and the UN. AMISOM is deployed with the UN special political mission (SPM) , the UN Assistance Mission in Somalia (UNSOM), led by DPA, and the UN field support operation, the UN Support Office for AMISOM (UNSOA), led by DFS. UNSOA was renamed the UN Support Office in Somalia (UNSOS) in 2015.
- Security Council Resolution 1973 in 2011 established a no-fly zone in Libya's airspace. It authorized Member States to take all necessary measures to protect civilians under threat of attack. They can act nationally or through regional organizations or arrangements.
- In CAR, the Economic Community of Central African States (ECCAS) and France deployed forces before authorization of a UN peacekeeping mission. The AU's African-led International Support Mission in the Central African Republic (MISCA) took over from the Mission of ECCAS for the Consolidation of Peace in the Central African Republic (MICOPAX). In September 2014, MISCA was re-hatted as the UN Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA).



Draw attention to examples that involve the UN and other organizations. Review selected examples. Remind learners that because violent conflict is complex, so are the arrangements to manage the work for peace. Encourage them not to get discouraged by the number of actors, names or acronyms. Each case is different. They will be briefed on specific partners when they are deployed.

Slide 5



Peacekeeping

- Preserves peace when conflict ends
- Implements peace agreement
- Authorized with consent of conflict parties



Key Message: Peacekeeping usually takes place where conflict has ended. Peacekeeping is an approach designed to preserve the peace and to help implement peace agreements. To deploy peacekeeping operations:

1. The main parties to a conflict must have committed to a ceasefire agreement or peace process.
2. They also must agree or “consent” to work with the UN to lay foundations for sustainable peace.

Peacekeeping has evolved from a traditional to a multidimensional approach. The **traditional model** is mainly military. It involves observing cease-fires and the separation of forces after wars between countries (inter-state conflict). The **multidimensional model** has a mix of military, civilian and police capabilities. It supports the implementation of a

comprehensive peace agreement after conflict has taken place within a country (intra-state conflict).

More recently, peacekeeping missions have been deployed in conflicts where a peace agreement is not in place. In these cases, peacekeeping missions work to bring a degree of stability to a country, while supporting a process that will lead to a peace agreement and/or peace process.

UN peacekeeping operations also support countries emerging from conflict to build a sustainable, durable peace in the longer term. Civilian and police functions help a country build its capacity to provide security to its people under the rule of law, to govern effectively and to build a cohesive, peaceful society. In this way, peacekeeping operations contribute to early peacebuilding.



To reinforce continuing learning, it may be useful to remind learners about the different parts of the UN system that were introduced in Lesson 1.1. After a conflict, and as part of “building back and building better”, the UN specialized agencies, funds and programmes are also active partners.

Existing peacekeeping operations include both types: traditional observer missions and multidimensional missions. Chapters VI and VII of the UN Charter provide the legal basis for all peacekeeping operations.

Examples of traditional UN peacekeeping missions that involve cease-fire observation and the separation of forces:

- United Nations Military Observer Group in India and Pakistan (UNMOGIP)
- United Nations Peacekeeping Force in Cyprus (UNFICYP)
- United Nations Mission for the Referendum in Western Sahara (MINURSO)
- United Nations Disengagement Observer Force (UNDOF)
- The United Nations Truce Supervision Organization (UNTSO)
- The United Nations Supervision Mission in Syria (UNSMIS)

Examples of multi-dimensional peacekeeping missions which involve military, police and civilian functions working together with host nations:

- United Nations Stabilization Mission in Haiti (MINUSTAH)
- Hybrid United Nations-African Union Peacekeeping Mission in Darfur (UNAMID)
- United Nations Operation in Cote d'Ivoire (UNOCI)
- United Nations Mission in Liberia (UNMIL)
- United Nations Organization Stabilization Mission the Democratic Republic of the Congo (MONUSCO)
- United Nations Mission in the Republic of South Sudan (UNMISS)
- United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA)



The difference between the traditional military model and the multidimensional models of peacekeeping will be discussed later in this lesson. The different kinds of personnel in a multidimensional peacekeeping operation will be discussed in Lesson 1.7.

Robust peacekeeping

UN peacekeeping operations may use force as part of their mandate. This is at the field level. In such cases, the UN engages in “robust peacekeeping”.

“Robust” means strong, powerful and able to withstand challenge. For UN peacekeeping operations, robust means “use of all available means”.

In robust peacekeeping, a UN peacekeeping operation is deployed:

- **With consent of the host authorities or main parties to the conflict**
- **With a strong mandate to use force**

The use of force may be necessary to deter spoilers and to ensure proper implementation of the peace agreement. The Security Council must authorize the use of force.

The Security Council has authorized robust mandates:


- To deter forceful attempts to disrupt the political process
- To protect civilians under imminent threat of physical attack
- To assist national authorities in maintaining law and order

By proactively using force in defence of their mandates, UN peacekeeping operations have improved security and created positive conditions for longer-term peacebuilding.

Examples of UN peacekeeping operations with robust mandates:

- **MONUSCO and the “Force Intervention Brigade” (FIB):** The Security Council approved the creation of an “offensive” combat force, intended to carry out targeted operations to “neutralize and disarm” the notorious 23 March Movement (M23), as well as other Congolese rebels and foreign armed groups in eastern Democratic Republic of the Congo (DRC). It tasked the new brigade with carrying out offensive operations, either unilaterally or jointly with the Congolese armed forces, “in robust, highly mobile and versatile manner” to disrupt the activities of those groups.
- **MINUSMA:** The Security Council approved robust rules of engagement with a mandate to use all necessary means to address threats to the implementation of MINUSMA’s mandate, which would include protection of civilians under imminent threat of physical violence and protection of UN personnel from residual threats, within MINUSMA’s capabilities and its areas of deployment. This includes the conduct of operations on its own or in cooperation with the Malian defense and security forces.

Slide 6



Peace Enforcement vs. Robust Peacekeeping

Peace Enforcement	Robust Peacekeeping
<ul style="list-style-type: none"> International level 	<ul style="list-style-type: none"> Field level
<ul style="list-style-type: none"> Without consent 	<ul style="list-style-type: none"> With consent
<ul style="list-style-type: none"> Force: sanctions, blockades or armed force 	<ul style="list-style-type: none"> Force: armed force

Key Message: “Peace enforcement” and “robust peacekeeping” may both involve the use of force, but they are different. Peace enforcement and robust peacekeeping apply force at different levels, have different requirements for consent, and use of force differently.

The lines between robust peacekeeping and peace enforcement may be blurred, but important **differences exist**.

- Peace enforcement involves the use of force at the international level (applied internationally – inside and outside of the host country - by different countries, regional organizations or the international community in general), and **without the consent** of the parties to a conflict. “Force” may include sanctions, blockades or armed force, as a last resort.
- Robust peacekeeping involves the use of force at the field level ONLY (applied in the host country by the UN peacekeeping operation), and requires the **consent** of the host country and/or main parties to the conflict. “Force” refers to/means armed force.

The use of armed force or any other “coercive measure” is only taken with the authorization of the Security Council.

The Security Council must authorize the use of force for peace enforcement and robust peacekeeping.



Let learners know that the use of force will be dealt with in more detail in subsequent lessons.

Slide 7



Peacebuilding

- Aftermath of conflict
- Long-term process, creates conditions for lasting peace, works on root causes of conflict

A photograph showing a group of people, some wearing green and white shirts, standing around several orange wheelbarrows filled with white bags, likely containing supplies or aid.

Key Message: Peacebuilding occurs in the aftermath of conflict. Peacebuilding is a complex, long-term process of creating the necessary conditions for lasting peace by working on the root causes of violent conflict.

Peacebuilding involves measures that reduce the risk of lapsing or relapsing into conflict.

Peacebuilding addresses core issues that affect how a society and state function. It aims to improve the state's ability to govern effectively, by strengthening at all levels the national capacity to manage conflict and build a foundation for sustainable peace and development.

Examples of peacebuilding activities include:

- Supporting security sector reform (SSR)
- Assisting in rebuilding of justice and corrections systems
- Supporting national human rights institutions

Peacebuilding draws on the expertise of different UN bodies. It requires active partnership with the UN's agencies, funds and programmes, which take a longer-term development view.

Special political missions (SPMs), led by DPA, carry out comprehensive peacebuilding strategies. These help unite the entire UN presence in a country in a coherent effort to institutionalize peace. This includes the UN Country Team (UNCT), which is made up of all the UN agencies, funds and programmes present in a country.

The UN Peacebuilding Commission (PBC) helps to bring together resources. It advises on integrated strategies for peacebuilding and recovery in a particular country. It also brings together relevant actors in support of these strategies, including national and international actors, international financial institutions, donors, UN agencies and civil society organizations. At the heart of peacebuilding are national actors.

The Peacebuilding Support Office (PBSO) assists and supports PBC with strategic advice and policy guidance. PBSO also manages the [Peacebuilding Fund](#) (PBF) and coordinates UN agencies in their peacebuilding efforts.

The creation of the UN peacebuilding architecture reflects a growing recognition within the international community of the linkages between UN peacemaking, peacekeeping and peacebuilding.

Examples of SPMs past and present involved in peacebuilding include:

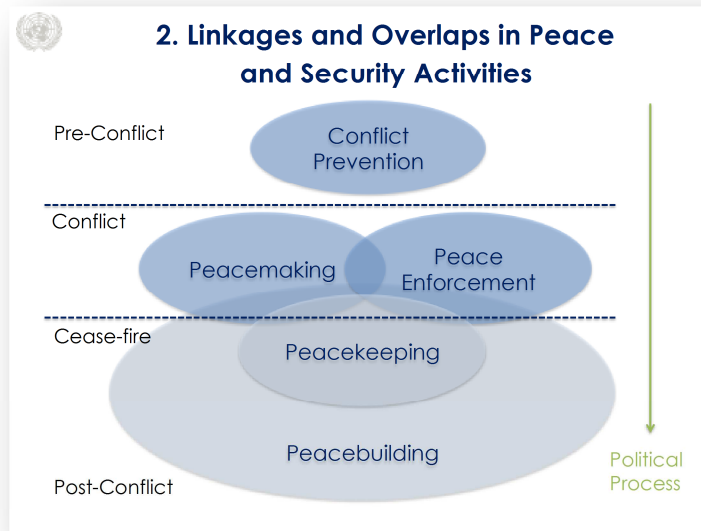
- BNUB, United Nations Office in Burundi
- BINUCA, United Nations Integrated Peacebuilding Office in the Central African Republic
- UNIOGBIS, United Nations Integrated Peacebuilding Office in Guinea-Bissau
- UNIPSIL, United Nations Integrated Peacebuilding Office in Sierra Leone

Linkages and Overlaps in Peace and Security Activities



Remind learners that the UN responds before, during and after conflict with the appropriate peace and security activity.

Slide 8



Key Message: No clear sequence or order exists for peace and security activities. The Security Council often uses different tools at the same time. Peacekeeping is one tool linked to the others.

Conflict prevention, peacemaking, peace enforcement and peacebuilding connect to peacekeeping. All are part of the Security Council's broader strategy to resolve conflict.

Conflict prevention, peacemaking and peace enforcement, if used, usually come before peacekeeping – when there is “no peace to keep”.

UN peacekeeping operations are deployed to support the implementation of a cease-fire or peace agreement. **Peacekeeping operations may also play an active role in peacemaking efforts and early peacebuilding.**

The World Bank in its 2011 report showed that 90 per cent of civil wars in the past decade took place in countries that had already experienced a civil war in the previous 30 years. **Peacekeeping operations can play an important role in early warning of potential conflict by picking up vibrations of crisis or instability.**

Peacekeeping operations can also play a key role in conflict prevention. They can advance the political objectives of a peace process. **They can lay the foundation for longer-term institution building and prevent relapse into conflict.** Three examples of peacekeeping work in longer-term institution building and conflict prevention are:

- Electoral assistance
- Support to security and justice reform
- Disarmament, demobilization and reintegration (DDR)

Peacekeeping operations can also play a role in peace enforcement. In some cases, they have been mandated to cooperate with the Expert Panels which monitor Security Council sanctions, or tasked with the monitoring of sanctions measures, such as arms embargoes.

Learning Activity

1.2.2

UN Responses to Conflict

METHOD

Case study, discussion

PURPOSE

To deepen understanding of peace and security activities of the UN Security Council

TIME

10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider the scenario of an evolving conflict
- How can the international community or UN intervene?

RESOURCES

- Learning Activity instructions
- Case study
- Notes on case study

The thumbnail shows a page titled "Learning Activity" with the sub-header "UN Responses to Conflict" and the identifier "1.2.2". It contains the following text:

Instructions:

- Consider the scenario of an evolving conflict
- How can the international community or UN intervene?

Time: 10 minutes

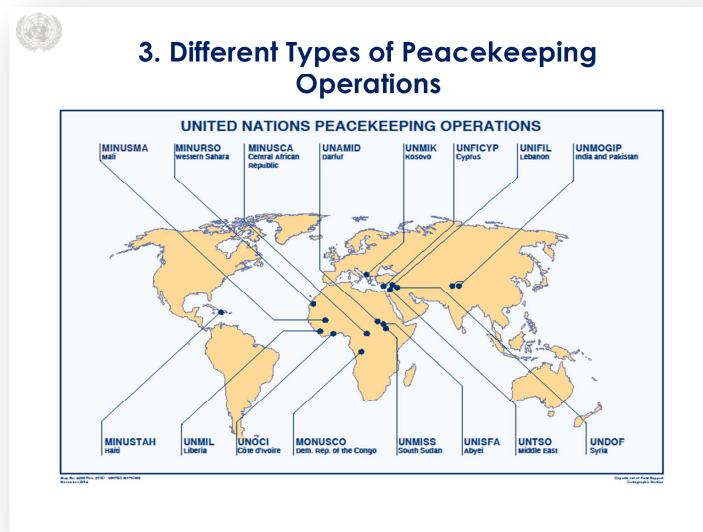
- Group work: 5-7 minutes
- Discussion: 3 minutes

Different Types of Peacekeeping Operations



Instructors should download the latest version of the world map of all DPKO-led peacekeeping operations.

Slide 9



Key Message: Peacekeeping must be flexible to address the shifting patterns of conflict and emerging threats to international peace and security. The response of the Security Council to the shifting nature of conflict has been to expand the scope of peacekeeping greatly.

When the UN first became involved in peacekeeping in 1948, it addressed conflicts between states, or inter-state conflict. These were mainly border disputes or territorial disagreements.

Since the end of the Cold War, near the end of the last century, the Security Council has increasingly considered internal conflicts such as civil wars as threats to international peace and security (intra-state conflict). For example, when civilians are under threat of physical violence, when there is massive human suffering or displacement and when conflicts spill over to neighbouring states.



The previous sentence has the first reference to the “Cold War” – others follow. Depending on the age and experience of learners, they may benefit from a quick reminder about what this means. When making the point about multidimensional peacekeeping operations, that they have become more common since the early 1990s, ask learners if they know what the Cold War was and how long it lasted. Research some background on the Cold War to be ready to quickly clarify and move on.

The nature of conflict has changed. It typically involves:

- An internal struggle (intra-state conflict), with different armed actors and a wide range of weapons
- Increasing numbers of conflicting parties – rival warlords, factional leaders, paramilitary forces or even organized criminal groups
- The application of asymmetrical warfare – guerrilla tactics and terrorist activities
- Increasing numbers of civilians as deliberate targets of violence
- The collapse or decline of state structures, leading to the inability of the government to protect its citizens or to provide for their basic needs
- Humanitarian crises and human rights violations
- External stresses such as cross-border conflict, transnational crime and terrorism

Slide 10



3. Different Types of Peacekeeping Operations

1. Traditional peacekeeping
2. Multidimensional peacekeeping
3. Transitional authority



United Nations
Peacekeeping

Key Message: To respond to the different types of conflicts and changing political environments, three main types of peacekeeping operations exist:

- Traditional peacekeeping
- Multidimensional peacekeeping
- Transitional authority


Each type has different tasks outlined in the Security Council mandate.

Another type of **field mission**, SPMs, may be active in conflict prevention, peacemaking or peacebuilding.



Lesson 1.1 introduced SPMs. Remind learners about SPMs and DPA's lead role in them. DPKO and DFS usually lead in peacekeeping operations.

Slide 11



Traditional vs Multidimensional Peacekeeping

Traditional Peacekeeping	Multidimensional Peacekeeping
<ul style="list-style-type: none"> ▪ Military tasks 	<ul style="list-style-type: none"> ▪ Diverse tasks
<ul style="list-style-type: none"> ▪ Military personnel 	<ul style="list-style-type: none"> ▪ Military, civilian, police personnel
<ul style="list-style-type: none"> ▪ No direct role in political efforts 	<ul style="list-style-type: none"> ▪ Direct role in political efforts

Key Message: “Traditional” and “multidimensional” peacekeeping operations have different mandated tasks, variety of personnel, and roles in political efforts for lasting peace.

Traditional peacekeeping operations

Traditional peacekeeping is a temporary measure to help manage a conflict. It creates safer conditions for others to work on peacemaking.

“Traditional peacekeeping” is the original form of UN peacekeeping. The traditional model is mainly a military one, observing cease-fires and separating forces. It was first deployed during the Cold War.

Traditional UN peacekeeping operations are military in character. Tasks may include:

- Observation, monitoring and reporting, using static posts, patrols, over-flight or other technical means (with the agreement of the parties)
- Supervision of a cease-fire and support to verification mechanisms
- Interposition or placement as a buffer and confidence-building measures

Traditional peacekeeping operations do not typically play a direct role in political efforts to resolve a conflict. They are deployed as an interim measure to:

- Help manage a conflict
- Create conditions for negotiation of a lasting settlement

Others work on longer-term political solutions, for example, diplomats, regional organizations or special UN envoys. Their success allows the peacekeeping operation to withdraw. However, lasting political solutions may take decades, requiring traditional peacekeeping operations to remain in place.

Traditional peacekeeping operations do not carry out state functions. Neither do they engage in governance or capacity-building activities.

Traditional peacekeeping has the following characteristics:

- **Originally designed for inter-state conflicts**
- **Involves a lightly armed international presence**
- **Creates a buffer between parties**
- **Has mainly military tasks**

Traditional peacekeeping missions may be led by military personnel because there are mainly military personnel.

Examples of traditional peacekeeping:

- United Nations Military Observer Group in India and Pakistan (UNMOGIP)
- United Nations Peacekeeping Force in Cyprus (UNFICYP)
- United Nations Mission for the Referendum in Western Sahara (MINURSO)
- United Nations Disengagement Observer Force (UNDOF) on the Golan Heights, Syria.
- United Nations Truce Supervision Organization (UNTSO)
- United Nations Supervision Mission in Syria (UNSMIS)

Multidimensional peacekeeping operations

Multidimensional peacekeeping operations are typically deployed in the dangerous, unstable aftermath of an internal violent or intra-state conflict. A peace agreement must be in place, however fragile. The multidimensional peacekeeping operation works on two main priorities:

1. Creating a secure and stable environment, while
2. Helping national authorities and parties implement the peace agreement.

Since the end of the Cold War in the early 1990s, multidimensional peacekeeping operations have become more common.

Tasks may include:

- Implementation of comprehensive peace agreements
- Disarmament, demobilization and reintegration (DDR) of ex-combatants
- Electoral assistance
- Rule of law
- Human rights monitoring
- SSR

Multidimensional UN peacekeeping operations usually play a direct role in political efforts to resolve the conflict. This is different from traditional peacekeeping operations.

Multidimensional peacekeeping operations are often more involved in *peacemaking* than traditional *peacekeeping*. The Security Council often mandates multidimensional operations to provide “good offices” or promote national political dialogue and reconciliation.

Multidimensional peacekeeping operations play an important role in early *peacebuilding* efforts. Multidimensional peacekeeping operations draw on a mix of military, police and civilian personnel or “components”. All contribute to implementation of a comprehensive peace agreement through support to:

- Development of legitimate and effective state institutions for governance and rule of law, including on elections
- State ability to provide security, with full respect for human rights, through SSR

Such operations provide a framework for coordination for the UN and other international actors' work around the national priorities of the host country.



Tell learners that coordination is often difficult in practice because there are so many UN and other international actors. This is why peacekeeping personnel need to be aware of what other actors do and how they cooperate with the UN peacekeeping operation. Lessons 1.7 and 1.8 focus on the different actors in a UN peacekeeping mission and how they can support each other's work

Multidimensional peacekeeping has the following characteristics:

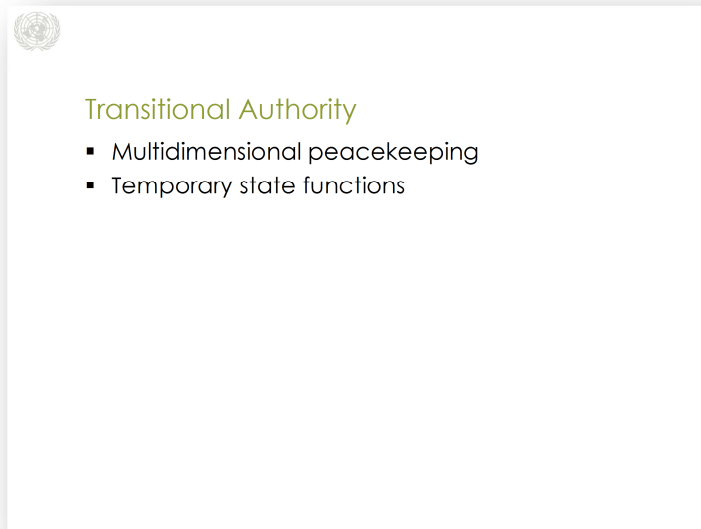
- **Diverse mandated tasks**
- **Mix of military, police and civilian components**
- **High level of complexity**

Civilian personnel head multidimensional peacekeeping operations.

Examples of multi-dimensional peacekeeping:

- United Nations Stabilization Mission in Haiti (MINUSTAH)
- Hybrid United Nations-African Union Peacekeeping Mission in Darfur (UNAMID)
- United Nations Operation in Côte d'Ivoire (UNOCI)
- United Nations Mission in Liberia (UNMIL)
- United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO)
- United Nations Mission in the Republic of South Sudan (UNMISS)
- United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA)

Slide 12



Key Message: Transitional Authority mission is also a type of multidimensional peacekeeping operation that temporarily conducts state functions.

In very rare circumstances, the Security Council has authorized multidimensional UN peacekeeping operations to **temporarily take responsibility for the legislative and administrative functions of the state.**

When required, this measure is taken to resolve questions of sovereignty or state authority. It may include:

- Support to the transfer of authority from one sovereign entity to another
- Establishment of a transitional administration until sovereignty questions are fully resolved

A transitional authority may also be put in place to help the state establish administrative structures that did not exist previously.

Examples:

- United Nations Transition Assistance Group in Namibia (UNTAG) established in 1989 to 1990
- United Nations Transitional Authority in Cambodia (UNTAC) from March 1992 to September 1993
- United Nations Transitional Authority in East Timor (UNTAET) from October 1999 to May 2002
- United Nations Interim Administration mission in Kosovo (UNMIK) established in June 1999

Special Political Missions



Instructors should download the latest version of the world map of all DPA-led SPMs.

Slide 13



Key Message: The UN may also deploy a Special Political Mission (SPM), led by DPA. SPMs are not peacekeeping operations. They are active in conflict prevention, peacemaking, peacebuilding and even peace enforcement.

SPM field missions differ a lot in variety, mandate and duration.

These types of SPMs exist:

- Political field missions
- Special envoys
- Expert panels to monitor Security Council sanctions

Few or no uniformed personnel are in SPM field missions.

Since SPMS are active in conflict prevention, peacemaking, peacebuilding and peace enforcement, they may be deployed before, at the same time as, or after peacekeeping operations.

Examples of past and current SPMS

Field Missions

- UNSOM, United Nations Assistance Mission in Somalia
- UNAMA, United Nations Assistance Mission in Afghanistan
- UNAMI, United Nations Assistance Mission for Iraq
- BNUB, United Nations Office in Burundi
- BINUCA, United Nations Integrated Peacebuilding Office in the Central African Republic
- UNIOGBIS, United Nations Integrated Peacebuilding Office in Guinea-Bissau
- UNIPSIL, United Nations Integrated Peacebuilding Office in Sierra Leone
- UNOCA, United Nations Regional Office for Central Africa
- UNOWA, United Nations Office for West Africa
- UNSMIL, United Nations Support Mission in Libya

Special Envoys

- Personal Envoy of the Secretary-General for Western Sahara
- Special Envoy of the Secretary-General for the Sahel
- Special Envoy of the Secretary-General to the Great Lakes Region

Expert Panels

Expert Panels monitor Security Council sanctions through periodic reports. They may recommend a sanction, such as a travel ban or asset freeze. The experts also report on violations of existing sanctions.

Examples of SPMs together with other peace operations

- The Special Envoy of the Secretary-General on the future of Kosovo was deployed to the country at the same time as the peacekeeping operation (transitional authority).
- In Burundi and Sierra Leone, SPM field missions involved in peacebuilding took over from UN peacekeeping operations.
- In CAR, the SPM field mission, the UN Integrated Peacebuilding Office in CAR (BINUCA) became part of the peacekeeping operation, the UN Multidimensional Integrated Stabilization Mission in CAR (MINUSCA), which was established due to developments on the ground.
- The United Nations Assistance Mission in Somalia (UNSOM), the United Nations Assistance Mission in Iraq (UNAMI) and the United Nations Assistance Mission in Afghanistan (UNAMA) are three examples of SPM field missions where the military and police functions are carried out by regional alliances, authorized by the Security Council under Chapter VIII.
- Peacekeeping operations and field-based SPMs have often been mandated to cooperate with Expert Panels. Peacekeeping missions such as UNMIL, UNOCI and MONUSCO have also been tasked with the monitoring of sanctions measures, such as arms embargoes.

Learning Activity**1.2.3****Traditional vs. Multidimensional Peacekeeping****METHOD**

Scenarios, questions

PURPOSE

To deepen understanding of traditional and multidimensional peacekeeping

TIME

Short option: 5 minutes

- Discussion: 3 minutes
- Wrap-up: 2 minutes

Longer option: 60 minutes

- Pre-reading time: 15 minutes
- Activity introduction: 10 minutes
- Discussion in pairs or small groups: 15 minutes
- Discussion in large group: 20 minutes

INSTRUCTIONS

- Consider different cases of UN peacekeeping
- What type is it?

RESOURCES

- Learning Activity instructions
- Case studies

The thumbnail shows a document titled "Learning Activity" with the sub-title "Traditional vs. Multidimensional Peacekeeping" and the identifier "1.2.3". It contains the following text:

Instructions:

- Consider different cases of UN peacekeeping
- What type is it?

Time: 5 minutes

- Discussion: 3 minutes
- Wrap-up: 2 minutes

Summary

Conflict prevention, peacemaking, peace enforcement, peacekeeping and peacebuilding are used before, during and after violent conflict

- The five types of peace and security activities are: conflict prevention, peacemaking, peace enforcement, peacekeeping and peacebuilding. They are used by the Security Council before, during and after violent conflict.
- Conflict prevention happens before a conflict starts, or when there is a risk of relapse into conflict. It involves diplomatic measures and other tools to prevent disagreements and tensions within and between states from turning into violent conflict.
- Peacemaking involves measures to deal with existing conflicts. It usually involves diplomatic action aimed at bringing hostile parties to a negotiated peace agreement.
- Peace enforcement involves measures to deal with existing conflicts. Peace enforcement involves the use of force, such as sanctions, blockades or armed force, as a last resort.
- Peacekeeping usually takes place where conflict has ended. Peacekeeping is an approach designed to “keep” or preserve the peace and to help implement peace agreements.
- Peacebuilding occurs in the aftermath of conflict. Peacebuilding is a complex, long-term process of creating the necessary conditions for lasting peace by working on the root causes of a conflict.
- These peace and security activities involve **peaceful measures** and **coercive measures**. Peacekeeping and peace enforcement involve “coercive measures” which use force.

(Cont.)

(Summary cont.)

Peace enforcement” and “robust peacekeeping” apply force at different levels, have different requirements for consent and use of force differently

- “Peace enforcement” and “robust peacekeeping” may both involve the use of force, but they are different.
 - Peace enforcement involves the use of force at the international level (applied internationally – inside and outside of the host country - by different countries, regional organizations or the international community in general) and without the consent of the parties to a conflict. “Force” may include sanctions, blockades or armed force, as a last resort.
 - Robust peacekeeping involves the use of force at the field level ONLY (applied in the host country by the UN peacekeeping operation) and requires the consent of the host country and/or main parties to the conflict. “Force” refers to/means armed force.

Traditional and multidimensional peacekeeping operations have different mandated tasks, variety of personnel and roles in political efforts for lasting peace

- Traditional peacekeeping has the following characteristics:
 - Originally designed for wars between countries (inter-state conflict)
 - Creates safer conditions as a buffer between parties to the conflict, which involves observing cease-fires and the separation of forces
 - Mainly military tasks, involving a lightly armed international presence, so mainly military personnel
 - May be led by military personnel
 - Do not typically play a direct role in political efforts to resolve a conflict, but creates safer conditions for others to work on peacemaking
 - Do not carry out state functions, and do not engage in governance or capacity-building activities

(Cont.)

(Summary cont.)

- Multidimensional peacekeeping has the following characteristics:
 - Typically deployed in the dangerous, unstable aftermath of violent conflict which has taken place within a country (intra-state conflict)
 - Creates a secure and stable environment, while supporting implementation of the peace agreement
 - Diverse mandated tasks, involving a high level of complexity, so requires a mix of military, civilian and police personnel
 - Led by civilian personnel
 - Usually plays a direct role in political efforts to resolve the conflict, often more involved in *peacemaking*, and plays an important role in *early peacebuilding*
 - Supports state functions, and engages in governance or capacity-building activities
- A Transitional Authority mission is also a type of multidimensional peacekeeping operation that temporarily conducts state functions.

The Security Council authorizes peace and security activities

- The Security Council authorizes peace and security activities through its resolutions. Security Council resolutions contain mandates which authorize the deployment of peacekeeping operations.
- The use of armed force or any other “coercive measure” is only taken with the authorization of the Security Council.

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) Yes or No
- 2) Fill in the blank / sentence completion
- 3) Multiple-choice
- 4) Narrative

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 1.2	
Questions	Answers
Yes or No Questions <i>Note: You can use these with the full group or individuals. For the group, you ask the question, the group answers Yes or No. For individuals, format and hand out the questions as a brief written quiz.</i>	
1. Does the Security Council use three main types of peace and security activities?	No. The spectrum of peace and security activities includes five types of peace and security activities: conflict prevention, peace enforcement, peacemaking, peacekeeping, and peacebuilding.
2. Can peace enforcement be authorized without consent of parties to the conflict?	Yes. The Security Council authorizes coercive measures when other peaceful measures have failed. The UN may authorize such coercive measures for humanitarian purposes, to protect civilians, or if the conflict represents a

	<p>threat to international peace and security. Peace enforcement involves coercive measures such as sanctions, blockades, and the use of armed force. However, consent of parties to the conflict is not required for coercive measures carried out in peace enforcement.</p>
<p>3. Do both peace enforcement and robust peacekeeping require the Security Council to authorize use of force?</p>	<p>Yes. The main areas of difference:</p> <p>Peace enforcement involves the use of force at the international level (applied internationally – inside and outside of the host country - by different countries, regional organizations or the international community in general), and without the consent of the parties to a conflict. “Force” may include sanctions, blockades or armed force, as a last resort.</p> <p>Robust peacekeeping involves the use of force at the field level ONLY (applied in the host country by the UN peacekeeping operation), and requires the consent of the host country and/or main parties to the conflict. “Force” refers to/means armed force only.</p>
<p>Sentence Completion <i>Note: for Questions 6-9, make sure you introduce names of peacekeeping operations. Adjust questions.</i></p>	
<p>4. _____ is the use of diplomatic measures and other peaceful tools to prevent tensions within and between states from turning into violent conflict.</p>	<p>Conflict prevention</p>
<p>5. _____ is the complex and long-term process of creating the necessary conditions for lasting peace. The conditions for lasting peace are created by working on the root causes of violent conflict.</p>	<p>Peacebuilding</p>

<p>6. _____ involves measures to deal with <u>existing</u> conflicts. It usually involves diplomatic action aimed at bringing hostile parties to a negotiated peace agreement.</p>	<p>Peacemaking</p>
<p>7. Robust peacekeeping is use of force at the (a) _____ level and (b) _____ the consent of parties to the conflict.</p>	<p>(a) Field level. (b) With the consent of parties to the conflict.</p> <p>Peace enforcement involves use of force at international level, without the consent of parties to a conflict.</p>
<p>Multiple-choice <i>Note: Check one for each</i></p>	
<p>8. The Security Council has authorized robust peacekeeping mandates to:</p> <p>____ 1. Negotiate a peace agreement ____ 2. Develop national police capacity ____ 3. Protect civilians under immediate threat of attack ____ 4. Begin transfer of a mission's functions to a host government and other parts of the UN ____ 5. None ____ 6. All</p>	<p>3_ Protect civilians under immediate threat of attack. Ask learners for two other conditions when the Security Council has authorized robust peacekeeping mandates:</p> <ul style="list-style-type: none"> • To deter forceful attempts to disrupt the political process; • To assist national authorities to keep law and order.
<p>Narrative <i>Note: Frame narrative evaluations as questions, requests or directions. You can use these in class, as a group or individually, or send them as homework. They are valuable for self-study and assessment, as are the other evaluation questions.</i></p>	
<p>9. Of the five main types of peace and security measures available to the Security Council, which one(s) may involve use of force?</p>	<p>Only two of the five – peacekeeping and peace enforcement. (See responses to question 7 in the 'Yes/No' set of learning evaluation questions for specifics).</p>
<p>10. What are three main differences between traditional and multidimensional peacekeeping operations?</p>	<p><u>Traditional</u></p> <ul style="list-style-type: none"> - originally designed for wars between countries (inter-state conflict)

	<ul style="list-style-type: none"> - creates safer conditions as a buffer between parties to the conflict, which involves observing cease-fires and the separation of forces - mainly military tasks, involving a lightly armed international presence, so mainly military personnel - may be led by military personnel - do not typically play a direct role in political efforts to resolve a conflict, but creates safer conditions for others to work on peacemaking - do not carry out state functions, and do not engage in governance or capacity-building activities <p><u>Multidimensional</u></p> <ul style="list-style-type: none"> - typically deployed in the dangerous, unstable aftermath of violent conflict which has taken place within a country (intra-state conflict) - creates a secure and stable environment, while supporting implementation of the peace agreement - diverse mandated tasks, involving a high level of complexity, so requires a mix of military, civilian and police personnel - led by civilian personnel - usually plays a direct role in political efforts to resolve the conflict, often more involved in <i>peacemaking</i>, and plays an important role in early <i>peacebuilding</i> - supports state functions, and engages in governance or capacity-building activities
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Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
Peace process	Peace process is normally used to refer to the process of achieving a peace agreement.
Peace agreement	Peace agreement is normally used to refer to an agreement intended to end violent conflict. It contributes towards building a more durable/lasting and final political settlement (political solution). There are various types of agreements that can be reached during a peace process: Cessation of Hostilities or Ceasefire Agreements; Pre-Negotiation Agreements; Interim or Preliminary Agreements; Comprehensive and Framework Agreements; and Implementation Agreements. Each type of agreement has a distinct purpose.
Cease-fire	A cease-fire agreement is a type of peace agreement. A cease-fire agreement refers to a temporary stoppage of war or any armed conflict for an agreed-upon timeframe or within a limited area. These agreements are military in nature and are basically designed to stop warring parties from continuing military actions while political negotiations are conducted to find a more durable solution.
Political process	Political process can refer to the process of achieving a more durable/lasting and final political settlement (political solution) to end conflict or maintain peace, such as how to organize political power. Peace negotiations and peace agreements contribute towards this process.
Coercive measures	“Coercive measures” involve authority or force to make an individual or group do something, or stop doing something. The UN Charter outlines measures the Security Council can authorize to maintain international peace and security – including “coercive measures”. Examples of “coercive measures” include sanctions, blockades, and military force as a last resort.

<p>The Cold War</p>	<p>The Cold War refers to the economic, political and military tension between two world powers – the United States and the Soviet Union. The length of the Cold War was from 1945 to 1991. The Cold War divided the world into two ideological blocs – the Western Bloc (the United States, NATO allies and others) and the Eastern Bloc (the Soviet Union and its allies in the Warsaw Pact). Rivalry between the two world powers meant that proxy wars were fought by other states on their behalf. A proxy war is war which is started by a major power, although the major power does not become involved itself. The United States and Soviet Union never went to war with each other – hence the term “cold”.</p>
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Commonly asked questions from participants:

Possible Questions	Possible Responses
<p>What is the timeline for when multidimensional Peacekeeping operations replaced traditional peacekeeping operations?</p>	<p>The decision by the UN Security Council to deploy a traditional or multidimensional peacekeeping operation relates to the nature of the conflict rather than any timeline. Multidimensional peacekeeping operations have not replaced traditional peacekeeping operations as such, rather since the end of the Cold War internal armed conflicts constitute the vast majority of today's wars and therefore the deployment of multidimensional peacekeeping operations. For example the UN Security Council reacted to the war between Ethiopia and Eritrea by deploying a traditional peacekeeping operation (UNMEE) in 2000, long after the end of the Cold War.</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](#)
- Review peacekeeping mission mandates (examples of traditional, multidimensional and transitional authority) (See 'Additional Resources')
- [Report of the High-level Independent Panel on Peace Operations \(HIPPO\) on uniting our strengths for peace: politics, partnership and people \(S/2015/446\)](#)
- [Report of the Secretary-General on the future of United Nations peace operations: implementation of the recommendations of the High-level Independent Panel on Peace Operations \(S/2015/682\)](#)
- [Report of the Advisory Group of Experts on the Review of the Peacebuilding Architecture \(S/2015/490\)](#)
- [Report of the Secretary General on peacebuilding in the aftermath of conflict \(S/2014/694\)](#)
- [Report of the Secretary-General on the United Nations and conflict prevention: a collective recommitment \(S/2015/730\)](#)
- [Security Council Resolution 2086 \(2013\) on the importance of a 'multidimensional' approach to peacekeeping aimed at facilitating peacebuilding, preventing relapse into conflict \(S/RES/2086\)](#)
- [Security Council Resolution 2282 \(2016\) on post-conflict peacebuilding \(S/RES/2282\)](#)
- [Security Council Resolution 2171 \(2014\) on conflict prevention \(S/RES/2171\)](#)
- [Security Council Resolution 2167 \(2014\) on enhancing the relationship between the United Nations and regional and subregional organizations, in particular the African Union \(S/RES/2167\)](#)
- [World Bank, World Development Report 2011](#)

Additional Resources

UN Information

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

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

UN Peace Operations: <https://www.unmissions.org/>

Current peacekeeping operations:

<http://www.un.org/en/peacekeeping/operations/current.shtml>

(Click on “Factsheet” to download the latest map)

Current Special Political Missions:

<http://www.un.org/undpa/in-the-field/overview>

(Click on “Factsheet” to download the latest map)

Past peacekeeping operations:

<http://www.un.org/en/peacekeeping/operations/past.shtml>

(Click on “Peacekeeping Operations Timeline” for the factsheet)

Original Security Council Resolutions on peacekeeping mission mandates:

<http://www.un.org/en/sc/documents/resolutions/>

(You must know the start year, country and resolution reference details for the mission you wish to search for – for this information, identify the name of the mission, and use the links above under “Current” and “Past” peacekeeping operations)

UN Peacebuilding: An Orientation

http://www.un.org/en/peacebuilding/pbso/pdf/peacebuilding_orientation.pdf

UN Peacebuilding Commission: <http://www.un.org/en/peacebuilding/>

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 repository for all official DPKO and DFS guidance is the Policy and Practice Database: <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>

Instructors are encouraged to check for the latest guidance.

UN Films

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

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 1.2



Peace and Security Activities



Relevance

Personnel work in a wider frame – peacekeeping is:

- Unique and important
- One of many UN peace and security activities
- Connected to other UN security, development, humanitarian and human rights work



Learning Outcomes

Learners will:

- Describe five peace and security activities
- Explain differences between “robust peacekeeping” and “peace enforcement”
- Explain differences between traditional and multidimensional peacekeeping
- Identify Security Council as authorizing body



Lesson Overview

1. Spectrum of Peace & Security Activities
2. Linkages & Overlaps in Peace & Security Activities
3. Different Types of Peacekeeping Operations
4. Special Political Missions



Learning Activity

1.2.1

Experiences of Conflict

Instructions:

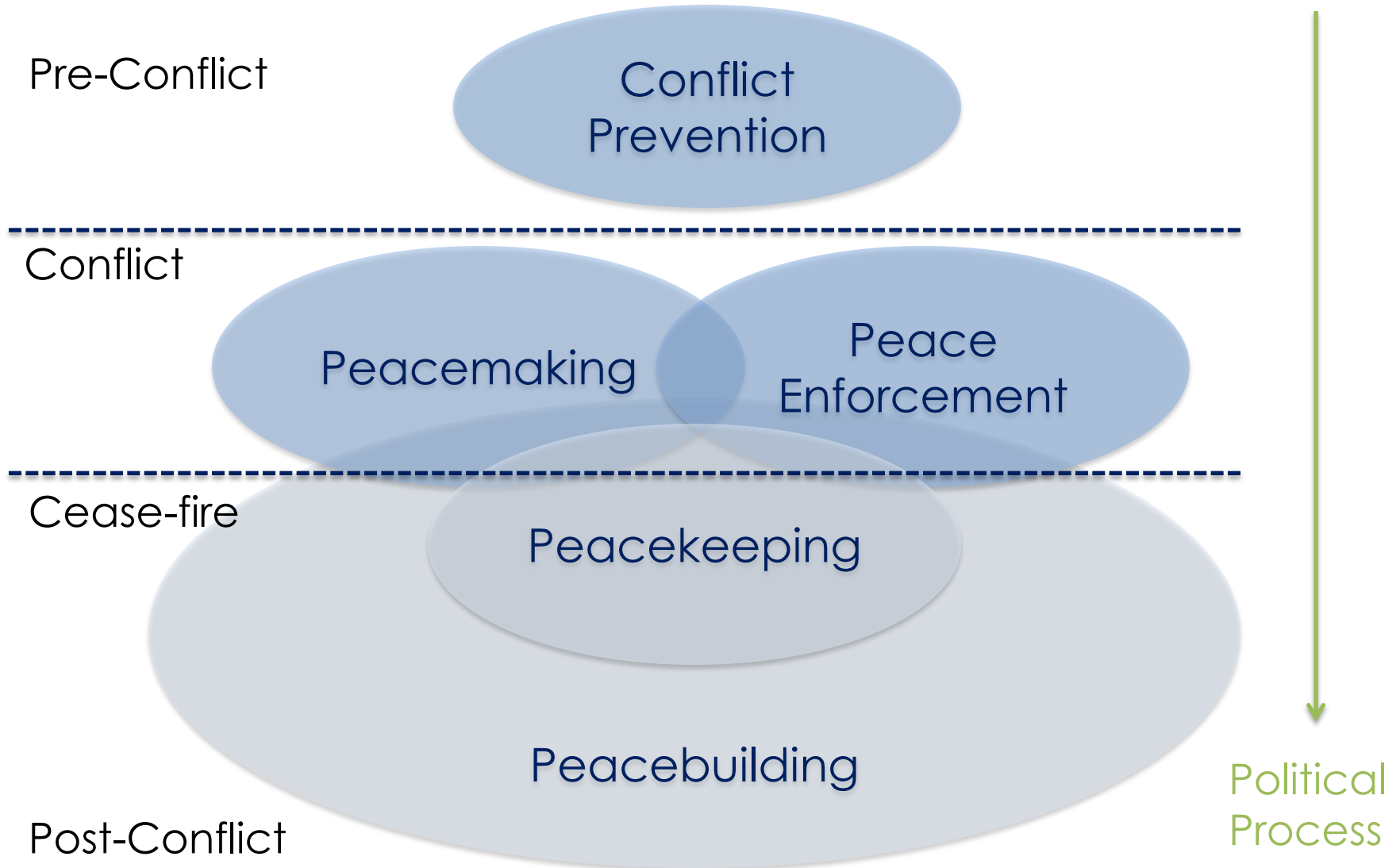
- Give examples of conflict in everyday life
- How do we stop conflict from getting out of control?
- Compare with conflict between and within States

Time: 10 minutes

- Brainstorming: 3 minutes
- Discussion: 5-7 minutes



1. Spectrum of Peace and Security Activities





Conflict Prevention

- Before conflict
- Diplomatic measures and other tools to prevent violent conflict





Peacemaking

- Conflict exists
- Diplomatic action bringing hostile parties to an agreement





Peace Enforcement

- Conflict exists
- Coercive measures, such as sanctions or blockades
- Armed force only with Security Council authorization
- Authorized without consent of conflict parties





Peacekeeping

- Preserves peace when conflict ends
- Implements peace agreement
- Authorized with consent of conflict parties





Peace Enforcement vs. Robust Peacekeeping

Peace Enforcement	Robust Peacekeeping
<ul style="list-style-type: none">▪ International level▪ Without consent▪ Force: sanctions, blockades or armed force	<ul style="list-style-type: none">▪ Field level▪ With consent▪ Force: armed force



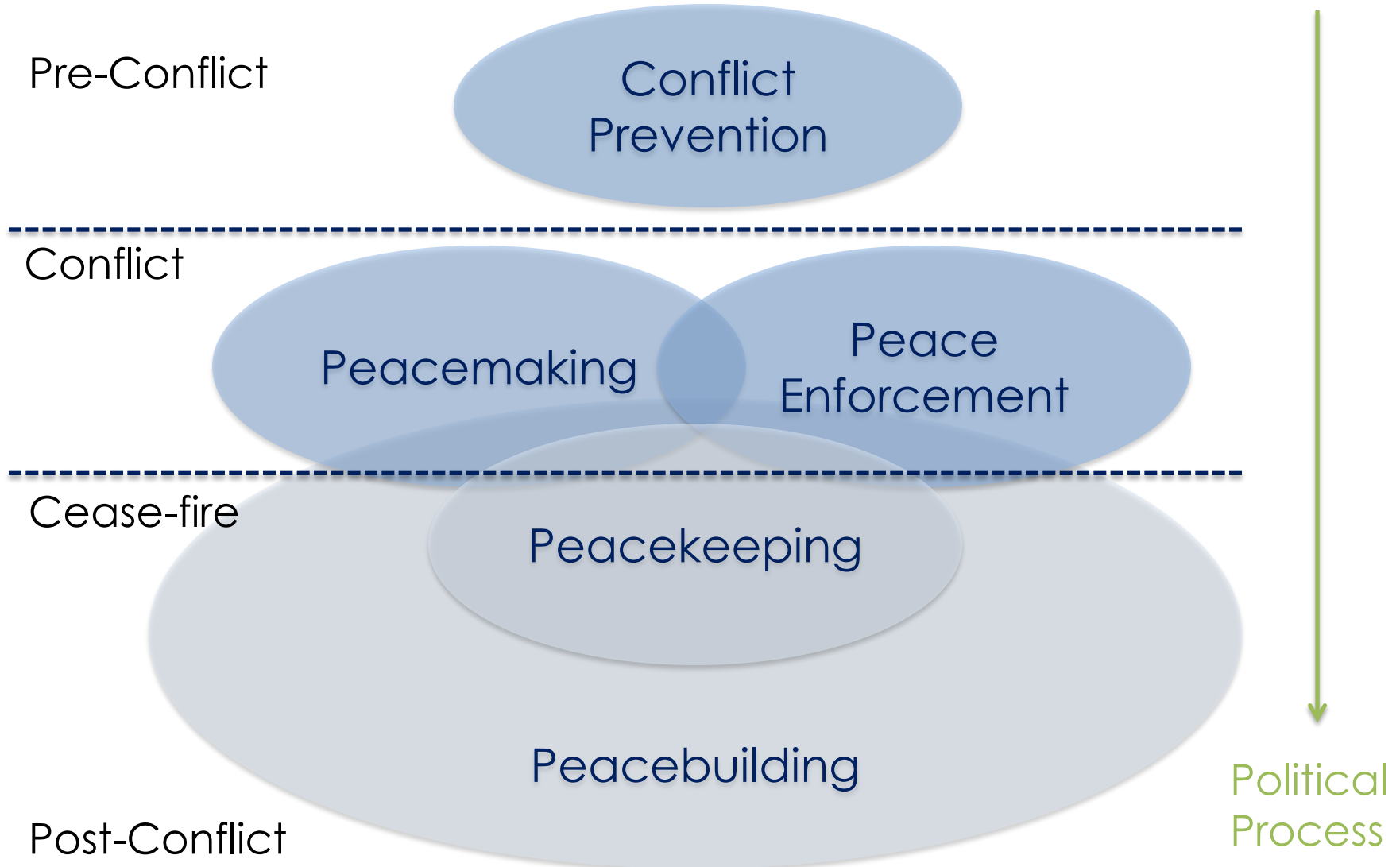
Peacebuilding

- Aftermath of conflict
- Long-term process, creates conditions for lasting peace, works on root causes of conflict





2. Linkages and Overlaps in Peace and Security Activities





Learning Activity

1.2.2

UN Responses to Conflict

Instructions:

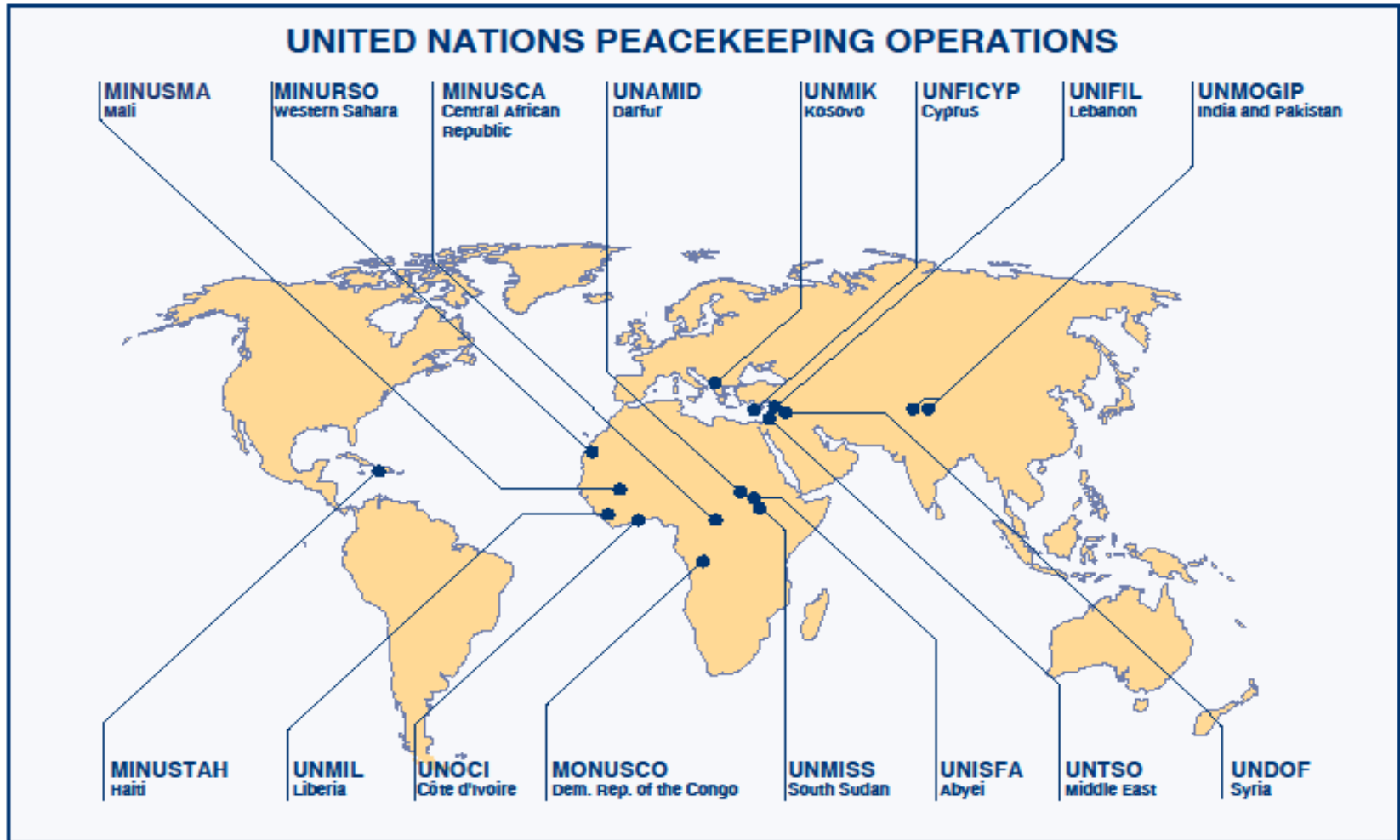
- Consider the scenario of an evolving conflict
- How can the international community or UN intervene?

Time: 10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes



3. Different Types of Peacekeeping Operations



Map No. 4288 Rev. 2/15/16 UNMISS MATCOB November 2014

Department of Field Support Geographic Section



3. Different Types of Peacekeeping Operations

1. Traditional peacekeeping
2. Multidimensional peacekeeping
3. Transitional authority



United Nations
Peacekeeping



Traditional vs Multidimensional Peacekeeping

Traditional Peacekeeping	Multidimensional Peacekeeping
<ul style="list-style-type: none">▪ Military tasks▪ Military personnel▪ No direct role in political efforts	<ul style="list-style-type: none">▪ Diverse tasks▪ Military, civilian, police personnel▪ Direct role in political efforts

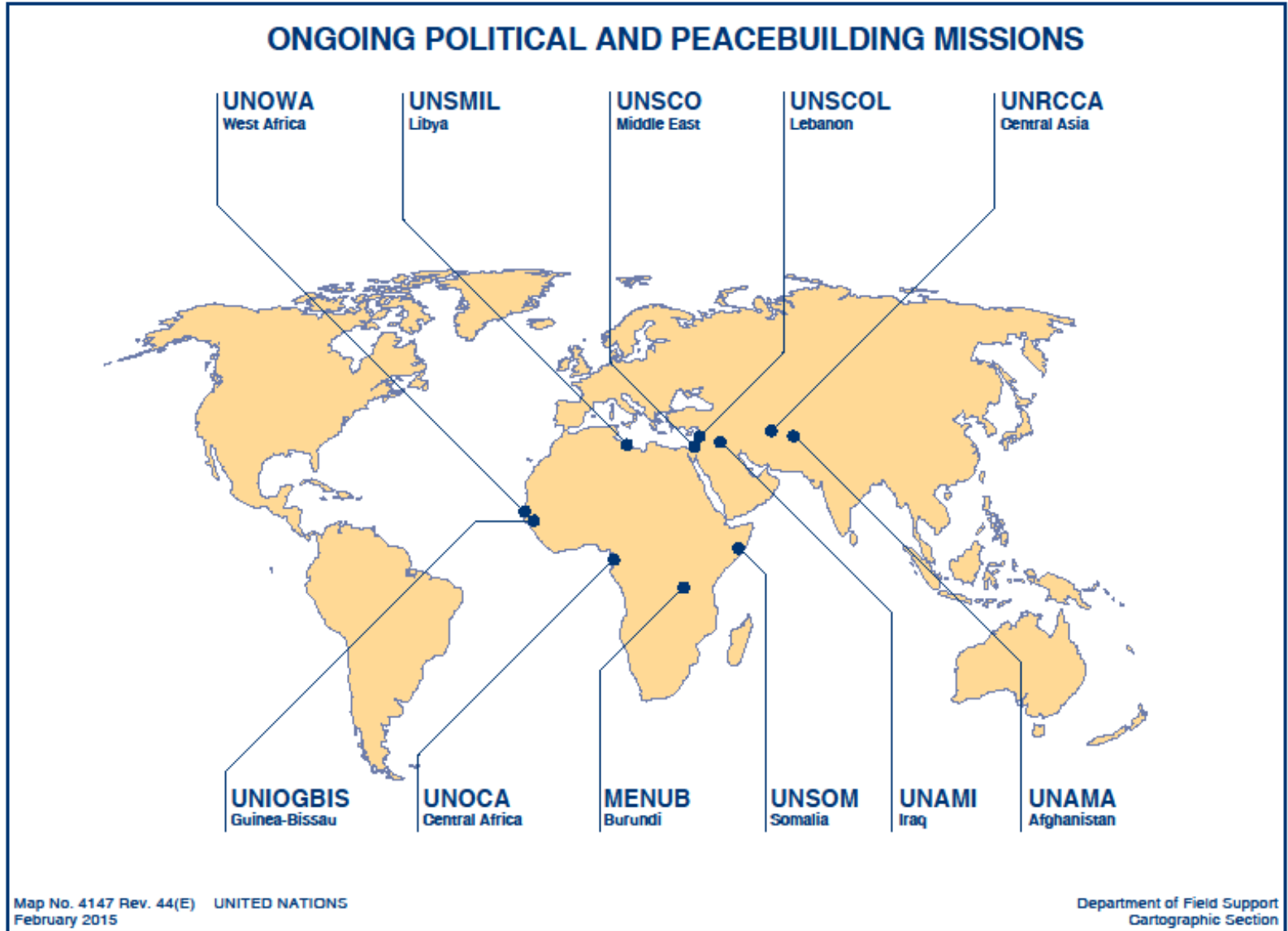


Transitional Authority

- Multidimensional peacekeeping
- Temporary state functions



4. Special Political Missions





Learning Activity

1.2.3

Traditional vs. Multidimensional Peacekeeping

Instructions:

- Consider different cases of UN peacekeeping
- What type is it?

Time: 5 minutes

- Discussion: 3 minutes
- Wrap-up: 2 minutes



Summary of Key Messages

- 5 peace and security activities – before, during, after conflict
- “Robust peacekeeping” vs. “peace enforcement” – differences in levels, consent, use of force
- Traditional vs. multidimensional peacekeeping – different tasks, personnel, roles in political efforts
- The Security Council is the authorizing body



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
1.2.1	Experiences of Conflict	Visuals, brainstorm	10 minutes
1.2.2	UN Responses to Conflict	Case study, discussion	10 minutes
1.2.3	Traditional vs. Multidimensional Peacekeeping	Scenarios, questions, small and large groups	5-60 minutes
1.2.4	Peace and security activities and types of missions	Brainstorm, with stations (movement)	25-30 minutes
1.2.5	Concepts and definitions	Mix and match	30 minutes

Learning Activity

1.2.1

Experiences of Conflict

METHOD

Visuals, brainstorm

PURPOSE

To consider how conflict can be prevented, managed and resolved

TIME

10 minutes

- Brainstorming: 3 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS

- Give examples of conflict in everyday life
- How do we stop conflict from getting out of control?
- Compare with conflict between and within States

RESOURCES

- Learning Activity instructions
- Photos



Preparation

- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Consider which pictures can be used. Collect many examples of these.
- Decide on the order of the images / photos. Decide whether the images will be projected or handed out on sheets of paper. This activity is better delivered to the group as a whole – consider distributing printed copies amongst smaller groups.

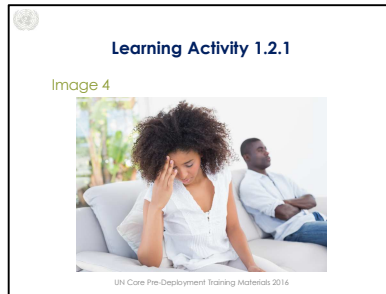
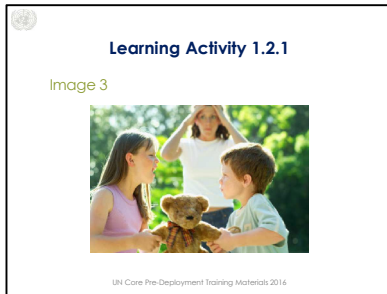
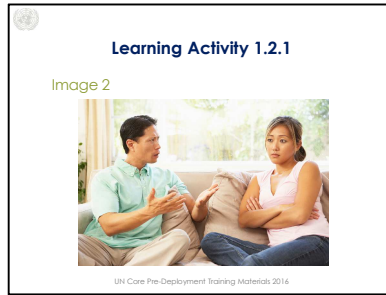
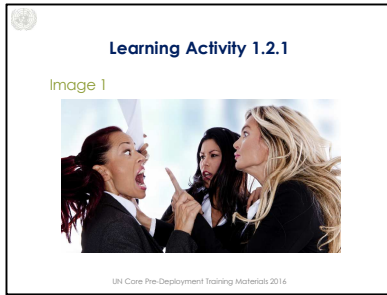
Instructions

1. Introduce the activity. The purpose of the exercise is to start the coverage of how to prevent, resolve or manage conflict with what the group already knows.
2. Ask participants to brainstorm answers to the following questions:
 - a) What are examples of conflict that exist in everyday life?
 - b) How do we stop conflict from getting out of control?
 - c) How does this compare with conflict between and within States?
3. Project the images to prompt responses.
4. Begin the brainstorming yourself. Transfer to the flip-chart and record the following examples of conflict that exist in everyday life: ordinary arguments, at home, work, between children, bullying, divorce, car accidents.
5. Ask participants to reflect on these examples of conflict in everyday life. Highlight the different causes of conflict, and the different ways to respond. Ask specific questions:
 - a) What are the causes of conflict? (offence, violation, misunderstanding, mistrust)
 - b) Can we prevent conflict?
 - c) When there is conflict, does everyone see it the same way?
 - d) Can we control conflict, or prevent conflict from getting out of control?
 - e) How do we resolve such conflicts?
 - f) What happens when conflict gets out of hand? (third-party intervention).
 - g) What happens when the conflict gets physically violent? (buffer/interposition)
6. Ask participants to not only reflect on conflicts between individuals, but also examples of conflicts within a particular country, and international conflicts. Draw comparisons with violent conflict between different countries or within a country. Ask specific questions on how these conflicts are prevented, managed and resolved:
 - a) What kinds of conflicts take place within a country and between countries?
 - b) What rules exist to help with these conflicts? (constitution, domestic/national law, international law, UN Charter)
 - c) What institutions exist to help with these conflicts? (courts, judges, police, diplomats, mediators, peacekeepers, regional/international organizations)
7. Use the results of the brainstorming to introduce the Lesson 1.2 on Peace and Security Activities. Key messages:
 - a) The UN, and specifically its Security Council, exists to prevent, resolve and manage violent conflicts within and between States.

- b) Different peace and security activities represent the different ways the Security Council can respond before, during and after violent conflicts.
- c) The UN Charter and International Law helps to regulate the relationships between States.

1.2.1 Photos: Experiences of Conflict

Available as slides for the learning activity.



Learning Activity

1.2.2

UN Responses to Conflict

METHOD

Case study, discussion

PURPOSE

To deepen understanding of peace and security activities of the UN Security Council

TIME

10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider the scenario of an evolving conflict
- How can the international community or UN intervene?

RESOURCES

- Learning Activity instructions
- Case study
- Notes on case study

Preparation

- Pick a case study where the international community, particularly the UN, had different responses. Carry out research on the different interventions, including the various peace and security activities authorized by the UN Security Council. For this exercise, there is a pre-selected example.
- Prepare handouts with key points on the case study you have chosen. These will be distributed amongst participants for the exercise. The real details of the case study should be hidden so that the exercise can end with a summary of the real facts. This has already been created for the pre-selected example.
- Consider whether to also prepare notes on the real facts of the case study for distribution.
- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.

Instructions

1. Introduce the activity. Participants will explore a real-life case of a violent conflict. The purpose is to identify the different responses taken by the international community to prevent, manage and resolve violent conflict.
2. Ask participants to read the case study. As a group, participants must answer the question: How can the international community or UN intervene?
3. Ask participants what specific interventions they would take as the international community or the UN. Use a flipchart to collect key points. 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.
4. Highlight the following:
 - a) Different situations that arise during a conflict – how a conflict evolves
 - b) Importance of a third-party intervention to help with conflicts
 - c) Different solutions and actors that are needed to respond to a violent conflict
 - d) Interventions which can happen before, during and after a violent conflict has taken place
5. End the exercise with a brief on the real facts of the case. Allow participants to reflect on the decisions and interventions of the UN. Ask participants the following question: Would your decisions on the different interventions change?
6. Highlight key words that describe peace and security activities authorized by the Security Council (conflict prevention, peacemaking, peace enforcement, peacekeeping, peacebuilding). These words will be defined in the lessons. Also, use the case study to show linkages and overlaps between peace and security activities during the lesson.

1.2.2 Case Study: UN Responses to Conflict

There is a violent conflict in Country X. The following situations take place:

- A rebel group launches a war against the government of Country X in order to overthrow it.
- The army of Country X itself overthrows the government.
- Parliamentary and presidential elections are held, and the army releases power to the newly elected President. However, the rebel group does not recognize the results, and continues to fight.
- There is a military coup d'état. The rebel group and army form a ruling junta. The President goes into exile.
- The rebel group uses money from “blood” or “conflict” diamonds to buy weapons, which fuels the conflict.

Consider each situation. How can the international community or the UN intervene?

1.2.2 Notes on Case Study: UN Responses to Conflict

Country: Sierra Leone

Beginning of conflict: March 1991

Parties to the conflict: Revolutionary United Front (RUF) vs. Government of Sierra Leone

Situation	Intervention
<p>March 1991: Fighters of the Revolutionary United Front (RUF) launched a war from the east of the country near the border with Liberia to overthrow the government.</p>	<p>The Economic Community of West African States Monitoring Group (ECOMOG) and Sierra Leone's army tried at first to defend the government.</p>
<p>1992: The Sierra Leone army itself overthrew the government. Despite the change of power, the RUF continued its attacks.</p>	<p>February 1995: The United Nations Secretary-General appoints a Special Envoy, Mr. Berhanu Dinka (Ethiopia). He works in collaboration with the Organization of African Unity (OAU) and ECOWAS to try to negotiate a settlement to the conflict and return the country to civilian rule.</p>
<p>February 1996: Parliamentary and presidential elections were held. The Sierra Leone army released power to the winner, Alhaji Dr. Ahmed Tejan Kabbah. RUF did not participate in the elections and would not recognise the results. Conflict continued.</p>	<p>November 1996: Special Envoy Dinka assisted in negotiating a peace agreement between the Government and RUF known as the Abidjan Accord.</p>
<p>May 1997: The agreement was derailed by another military coup d'état. This time the army joined forces with RUF to form a ruling junta. President Kabbah and his government went into exile in neighbouring Guinea.</p>	<p>1997: A new Special Envoy, Mr. Francis G. Okelo (Uganda) and other representatives of the international community tried to persuade the junta to step down.</p>
<p>1997: The international community failed to persuade the junta to step down. During the war, rebels had used money from "blood" or "conflict" diamonds to buy weapons which had fueled the conflict.</p>	<p>October 1997: The Security Council imposed an oil and arms embargo and authorized ECOWAS to ensure its implementation using ECOMOG troops. ECOWAS and a delegation representing the chairman of the junta held talks at Conakry and signed a peace plan calling for a ceasefire to be monitored by ECOMOG. If approved by the UN Security Council, ECOMOG is to be assisted by UN military observers.</p>

<p>November 1997: President indicated his acceptance of the agreement, and the Government's willingness to cooperate with ECOWAS, ECOMOG, the United Nations and UNHCR. Although the junta publicly committed itself to implementing the agreement, it criticized key provisions and raised a number of issues. The agreement was never implemented.</p>	<p>February 1998: ECOMOG, responding to an attack by rebel/army junta forces, launched a military attack that led to the collapse of the junta and its expulsion from Freetown.</p>
<p>March 1998: President Kabbah was returned to office.</p>	<p>March 1998: The Security Council terminated the oil and arms embargo and strengthened the office of the Special Envoy to include UN military liaison officers and security advisory personnel.</p> <p>June 1998: The Security Council established the United Nations Observer Mission in Sierra Leone (UNOMSIL) for an initial period of six months. The Secretary-General named Special Envoy Okelo as his Special Representative and Chief of Mission. The mission monitored and advised efforts to disarm combatants and restructure the nation's security forces. Unarmed UNOMSIL teams, under the protection of ECOMOG, documented reports of on-going atrocities and human rights abuses committed against civilians.</p>
<p>1998: Fighting continued with the rebel alliance gaining control of more than half the country. December 1998: The rebel alliance began an offensive to retake Freetown and in January overran most of the city.</p>	<p>December 1998: ECOMOG troops retook the capital and restored the civilian government.</p>
<p>December 1998: Thousands of rebels were still reportedly hiding out in the surrounding countryside.</p>	<p>1999: In the aftermath of the rebel attack, Special Representative Okelo, in consultation with West African states, initiated a series of diplomatic efforts aimed at opening up dialogue with the rebels.</p> <p>May 1999: Negotiations between the Government and the rebels began.</p>

	<p>July 1999: All parties to the conflict signed an agreement in Lome to end hostilities and form a government of national unity. The parties to the conflict also requested an expanded role for UNOMSIL.</p> <p>August 1999: The UN Security Council authorized an increase in the number of military observers to 210.</p> <p>October 1999: The Security Council authorized the establishment of the UN Mission in Sierra Leone (UNAMSIL), a new and much larger mission to assist the Government and the parties in carrying out provisions of the Lome peace agreement. To start, UNAMSIL was authorized with a maximum of 6,000 military personnel, including 260 military observers. At the same time, the Council decided to terminate UNOMSIL.</p> <p>1999-December 2005: UNAMSIL disarmed tens of thousands of ex-fighters, assisted in holding national elections, helped to rebuild the country's police force, and contributed towards rehabilitating the infrastructure and bringing government services to local communities. The United Nations also helped the Government stop illicit trading in diamonds and regulate the industry.</p>
<p>Sierra Leone still faced many challenges: the country remained fragile, needed to take concrete steps to address the root causes of the conflict, and cultivate a culture of human rights.</p>	<p>December 2005: The Security Council established a new mission—the UN Integrated Office for Sierra Leone (UNIOSIL) to help consolidate peace in the country, on the foundation laid by UNAMSIL. The focus shifts from peacekeeping to peacebuilding.</p> <p>August 2008-March 2014: The Security Council established the UN Integrated Peacebuilding Office in Sierra Leone (UNIPSIL). It replaced UNIOSIL.</p>

Peace Enforcement:

- The Economic Community of West African States Monitoring Group (ECOMOG)
- October 1997: The Security Council imposed an oil and arms embargo and authorized ECOWAS to ensure its implementation using ECOMOG troops

Peacemaking:

- February 1995: The United Nations Secretary-General appoints a Special Envoy, Mr. Berhanu Dinka (Ethiopia) to try to negotiate a settlement to the conflict, in collaboration with the Organization of African Unity (OAU) and ECOWAS
- September 1997: A new Special Envoy, Mr. Francis G. Okelo (Uganda)

Peacekeeping:

- July 1998-October 1999: The Security Council established the United Nations Observer Mission in Sierra Leone (UNOMSIL) – traditional peacekeeping
- October 1999-December 2005: The United Nations Mission in Sierra Leone (UNAMSIL) – multidimensional peacekeeping

Peacebuilding:

- December 2005-August 2008: The United Nations Integrated Office for Sierra Leone (UNIOSIL)
- August 2008-March 2014: The Security Council established the United Nations Integrated Peacebuilding Office in Sierra Leone (UNIPSIL)

Learning Activity

1.2.3

Traditional vs. Multidimensional Peacekeeping

METHOD

Scenarios, questions

PURPOSE

To deepen understanding of traditional and multidimensional peacekeeping

TIME

Short option: 5 minutes

- Discussion: 3 minutes
- Wrap-up: 2 minutes

Longer option: 60 minutes

- Pre-reading time: 15 minutes
- Activity introduction: 10 minutes
- Discussion in pairs or small groups: 15 minutes
- Discussion in large group: 20 minutes

INSTRUCTIONS

- Consider different cases of UN peacekeeping
- What type is it?

RESOURCES

- Learning Activity instructions
- Case studies

Preparation

- Choose missions to use for the exercise, or use the pre-selected missions for this learning activity. If you decide to choose your own missions, make sure there are examples for two types of missions: traditional, multi-dimensional. If participants know their mission of deployment, include it in this activity.
- Choose the mandates of the selected missions, either the original or current mandates. For the pre-selected missions, choose the original mandates. Download mission mandates from: <http://www.un.org/en/sc/documents/resolutions/>
- You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links: <http://www.un.org/en/peacekeeping/operations/current.shtml>; <http://www.un.org/en/peacekeeping/operations/past.shtml>
- For each mission, use the mission mandate to identify the characteristics which make it either traditional or multidimensional peacekeeping. If you decide to use the pre-selected missions for this learning activity, there are case studies available with this information.
- Decide the number of groups. Assign mission mandates for each group. Assign people to small groups, or to work with a partner. People going to the same mission work together.
- Make enough copies of mission mandates for the groups. If you are using the pre-selected missions for this learning activity, also make copies of the case studies. Make sure there are enough copies for people to compare. Be prepared with copies of different mission mandates to give to groups that may complete the task quickly.
- Distribute copies of all mandates. You may decide to hand out the mission mandates as a reading assignment before the lesson, if possible. This saves time in the session and gives learners more time to absorb the mandates. Otherwise, preserve 15 minutes reading time as part of the session.

Pre-selected traditional missions:

- United Nations Military Observer Group in India and Pakistan (UNMOGIP)
- United Nations Truce Supervision Organization (UNTSO)

Other examples of traditional missions:

- United Nations Mission for the Referendum in Western Sahara (MINURSO)
- United Nations Peacekeeping Force in Cyprus (UNFICYP).
- United Nations Disengagement Observer Force (UNDOF) on the Golan Heights, Syria.
- United Nations Supervision Mission in Syria (UNSMIS)

Pre-selected multi-dimensional peacekeeping missions:

- United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA)
- United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA)

Other examples of multi-dimensional peacekeeping missions:

- United Nations Mission in Liberia (UNMIL)
- United Nations Stabilization Mission in Haiti (MINUSTAH)
- Hybrid United Nations-African Union Peacekeeping Mission in Darfur (UNAMID)
- United Nations Operation in Cote d'Ivoire (UNOCI)
- United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO)
- United Nations Mission in the Republic of South Sudan (UNMISS)

Instructions

1. Introduce the activity. Go over the activity and times. Confirm that all have read the mandates provided.
2. Ask participants to move into pairs or work groups. Ask participants to talk with their partner or in their small groups. Each group is to report back on their decision and reasons.
3. For the **short option**, distribute the case studies. Ask participants general questions:
 - a) Are these different types of UN peacekeeping
 - b) What type of UN peacekeeping does each mandate represent?
4. For the **longer option**, distribute the case studies. Ask some general and some content-specific questions to guide discussion. Participants must give specific reasons for their decisions. Questions to ask:
 - a) Is the mandate for a traditional mission, or a multi-dimensional mission?
 - b) What are the tasks that make the mission traditional or multidimensional?
 - c) How does the type of personnel deployed show that the mission is traditional or multidimensional?
5. **OPTION:** Ask participants to read another mandate, discuss to decide the type of mission and give reasons. (Have copies ready to be distributed. Monitor groups so if one finishes early, you can give them another mandate.)
6. After 15 minutes of discussion time, ask groups to report back.
7. Ask participants to point out specific wording that helped them decide on the type of mission. If group members disagree on the type of mission, ask them to explain reasons to the large group.
8. End the exercise with a brief on the real facts of the case. Confirm the type of mission with the whole group.
9. Summarize, highlighting specific wording in the mandate and characteristics of the peacekeeping mission (for example, tasks and personnel) which determine the type of mission.

Answers

Case study 1:

- Traditional
- UNMOGIP
- Original mandate: April 1948, Security Council resolution 47 (1948)

Case study 2:

- Multidimensional
- MINUSMA
- Original mandate: April 2013, Security Council resolution 2100 (2013)

Case study 3:

- Multidimensional
- MINUSCA
- Original mandate: April 2014, Security Council resolution 2149 (2014)

Case study 4:

- Traditional
- UNTSO
- Original mandate: May 1948, Security Council resolution 50 (1948)

1.2.3 Case studies: Traditional vs. Multidimensional Peacekeeping

Case Study 1

Conflict Situation	Security Council Mandate
<p>There was a dispute between Country A and Country B over Territory Z.</p> <p>Territory Z was free to join either Country A or Country B.</p> <p>Fighting broke out between Country A and Country B over the matter. Both countries sent armed forces to fight in Territory Z.</p> <p>Eventually a peace agreement was reached between Country A and Country B to stop the fighting. The peace agreement established a ceasefire line in Territory Z.</p>	<p>The Security Council requested Country A and Country B to withdraw their armed forces from Territory Z (demilitarization).</p> <p>A UN peacekeeping mission was set up to help stop the fighting. The Secretary-General appointed a Military Adviser, assisted with a group of unarmed UN military observers. The ceasefire line was to be supervised by the UN military observers.</p> <p>The tasks of the UN military observers were to observe, report and investigate complaints of ceasefire violations. They were to submit findings to Country A, Country B, and to the Secretary-General.</p> <p>The UN military observers were to accompany the local authorities in their investigations, gather as much information as possible, and report as completely, accurately and impartially as possible.</p>

1.2.3 Case studies: Traditional vs. Multidimensional Peacekeeping

Case Study 2

Conflict Situation	Security Council Mandate
<p>A war broke out in Country G between the Government and rebel groups over the rule of the north.</p> <p>After defeat by the rebel groups, some soldiers from the army of Country G become frustrated and rebel themselves. The army of Country G itself overthrows the Government. A military junta takes power.</p> <p>The military coup helps the rebel groups to seize power in the north. They declare the territory in the north to be an independent State. The rebel groups start to fight amongst themselves over power.</p> <p>A peace agreement is reached with the military junta. The peace agreement provides for the establishment of a transitional Government. The transitional Government is expected to restore State control over all territory, and organize free and fair elections.</p> <p>A new Government is formed. However, there is still insecurity in Country G. The rebel groups who seized power in the north advanced southwards in Country G. The rebel groups are strengthened by terrorist organizations outside of Country G. The rebel groups and army of Country G continued to fight over control of territory.</p>	<p>The Security Council requested all parties involved in the conflict to stop fighting.</p> <p>The Security Council called for the support of national and international actors in implementing the transitional road map.</p> <p>A UN peacekeeping mission was set up to support the transitional Government in the stabilization of Country G, and implementation of the transitional roadmap. The mission would support the political process and carry out a number of security-related stabilization tasks.</p> <p>Tasks included protecting civilians, human rights monitoring, creating safe conditions for humanitarian assistance and the return of displaced persons, the extension of State authority, and the preparation of free, inclusive and peaceful elections.</p> <p>The mission would also have a robust mandate to use all necessary means to carry out these tasks.</p> <p>The mission would be made up of 11, 200 military personnel (including reserve battalions), 1, 440 police personnel, and qualified civilian personnel to carry out the tasks in the mandate.</p>

1.2.3 Case studies: Traditional vs. Multidimensional Peacekeeping

Case Study 3

Conflict Situation	Security Council Mandate
<p>Violent conflict broke out in Country H between the Government and a rebel group. The conflict quickly grew to include fighting between different communities.</p> <p>A peace agreement was reached between the Government and the rebel group. The peace agreement established a ceasefire. However, the rebel group seized the capital, and forced the President to flee.</p> <p>Eventually a transitional Government was set up to restore peace. However, tensions continued to exist between the communities that had been fighting. Clashes continued to erupt between these communities.</p>	<p>The Security Council requested all parties involved in the conflict to stop fighting.</p> <p>The Security Council called for international support to the transitional Government, and in implementing the peace agreement.</p> <p>A UN peacekeeping mission was set up to help with the peaceful resolution of the conflict, protecting civilians, and providing humanitarian assistance.</p> <p>Tasks included the protection of civilians, supporting the transitional Government, helping with the safe delivery of humanitarian assistance, promoting and protecting human rights, supporting national and international justice and the rule of law, and the Disarmament, Demobilization, Reintegration (DDR) and Repatriation (DDRR) of ex-combatants.</p> <p>The mission would also have a robust mandate to use all necessary means to carry out these tasks.</p> <p>The mission would be made up of 10, 000 military personnel (including 240 military observers and 200 staff officers), 1, 800 police personnel (including 1, 400 formed police units and 400 individual police officers), 20 corrections officers, and qualified civilian personnel to carry out the tasks in the mandate.</p>

1.2.3 Case studies: Traditional vs. Multidimensional Peacekeeping

Case Study 4

Conflict Situation	Security Council Mandate
<p>There was a dispute between the different groups of people living in Territory Y – Group 1 and Group 2.</p> <p>To solve the dispute, there was a plan to divide Territory Y so that both Group 1 and Group 2 can create their own country.</p> <p>The plan was not followed. Fighting continued between Group 1 and Group 2. Neighbouring countries joined in the conflict. These countries sent armed forces to Territory Y.</p> <p>To stop the fighting, peace agreements establishing ceasefires were signed by the different parties involved.</p> <p>However, many wars continued to take place over the years in the region over this matter.</p>	<p>The Security Council requested all parties involved in the conflict to stop fighting.</p> <p>A temporary border was fixed between Group 1 and Group 2 within Territory Y – and between Territory Y and the neighbouring countries.</p> <p>A UN peacekeeping mission was set up in the region. UN military observers would help the UN Mediator supervise the “truce” between the parties involved in the conflict.</p> <p>The UN military observers were to monitor the ceasefires, supervise the peace agreements, and prevent incidents from turning into major conflicts.</p> <p>.</p>

Learning Activity

1.2.4

Peace and security activities and types of missions

METHOD

Brainstorming, with stations

PURPOSE

To reinforce individual and group learning on peace and security activities and types of missions

TIME

25 – 30 minutes

INSTRUCTIONS

- Each team moves from station to station
- Brainstorm key points for each type of peace and security activity, and each type of mission

RESOURCES

- Learning Activity instructions

Preparation

- Decide on the small groups.
- Prepare large flip chart sheets. Prepare a sheet for each type of peace and security activity and each type of mission. Write one name on each sheet.
 - **Peace and security activities:** conflict prevention, peacemaking, peace enforcement, peacekeeping, peace-building
 - **Types of missions:** traditional, multi-dimensional, transitional authority
- Prepare “stations” by posting the flip chart sheets around the room, with enough space between them for groups to work on them at the same time. Post them at writing height (not too high). Make sure flip chart pens are at each station.
- Keep peace and security activities together in one section of the room, types of missions together in another section of the room.

Instructions

1. Introduce and explain the activity.
 - a) Each team moves from station to station. Time spent at each station is about 3 minutes.
 - b) The task is to a) brainstorm 1-2 points about the named activity and type of mission, and b) write these on the flip-charts.
 - c) Teams are to add to points already noted, not repeat them. Teams need to move quickly between stations.
2. Set small groups or teams for the activity.
3. Ask teams to move to stations, and begin. Keep the groups moving. Watch the process. Help when groups get stuck. This may happen near the end of the exercise, when basic points have been noted.
4. To close, move with the whole group between stations. Review the points on each flip chart and confirm them, adding any important missed ones. Invite questions and respond.
5. Summarize the five main types of peace and security activities and the three types of missions.

Variation

Assign one activity or type of mission to each group. The total number of groups will be 8. Allow 10 minutes for groups to brainstorm. Get all groups to report back. (Use of stations is recommended because participants have to think about all types, not just one.)

Learning Activity

1.2.5

Concepts and definitions – mix and match

METHOD

Mix and match – match key words to

PURPOSE

To review concepts presented in Lesson 1.2

TIME

30 minutes

- Introduction and instructions: 5 minutes
- Work in small groups: 10 minutes
- Discussion and questions in large group: 10 minutes
- Summarize and close: 5 minutes

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. Use normal paper for single use, and thicker, more durable paper for repeat use.
- Decide on groups, not more than 6 people in each. 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 explain the groups, or 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. Watch for when groups finish.
5. Let people know when half the time is gone.
6. Allow time for questions or comments when the activity is completed.

1.2.5 Learning Activity Material: Concepts and definitions – mix and match

<p>Conflict Prevention</p>	<p>...involves the use of diplomatic measures or other tools to prevent inter/intra state tensions (tensions between or within states) from turning into violent conflict.</p>
<p>Peacemaking</p>	<p>... involves measures to deal with existing conflicts. It usually involves diplomatic action to bring hostile parties to a negotiated agreement.</p>
<p>Peace Enforcement</p>	<p>... involves use of coercive measures, such as sanctions or blockades. Military force may be authorized, only as a last resort. The Security Council authorizes all use of coercive measures.</p>
<p>Peacekeeping</p>	<p>... a technique designed to preserve the peace, where fighting has ended, and to assist in implementing agreements achieved by the peacemakers.</p> <p>...deployed in situations where the main parties to a conflict have shown their commitment to a cease-fire or a peace process.</p>

<p>Peace-building</p>	<p>...involves a range of measures aimed at reducing the risk of lapsing or relapsing into conflict. The national capacity to manage conflict and build a foundation for sustainable peace and development are strengthened at all levels.</p> <p>... a complex, long-term process of creating the necessary conditions for lasting peace.</p>
<p>Traditional Peacekeeping</p>	<p>...deployed as an interim (temporary) measure to help manage a conflict. It also creates safer conditions for other actors to work on peacemaking activities.</p> <p>... do not normally play a direct role in political efforts to resolve the conflict.</p>

Multi-dimensional Peacekeeping	... typically deployed in the dangerous aftermath of a violent internal conflict, meaning once there is a peace agreement, even a fragile one in place. Goals are two-fold: a) to create a secure and stable environment, while at the same time b) to work with national authorities and partners to implement a peace agreement.
Transitional authority	A Transitional Authority mission is a special multi-dimensional peacekeeping operation. In rare circumstances, the mission temporarily assumes the legislative and administrative functions of the State.



Learning Activity 1.2.1

Image 1





Learning Activity 1.2.1

Image 2





Learning Activity 1.2.1

Image 3





Learning Activity 1.2.1

Image 4



Evaluation

Note on Use: The three types of learning evaluation questions are:

- 1) Yes or No
- 2) Fill in the blank / sentence completion
- 3) Multiple-choice
- 4) Narrative

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 1.2	
Questions	Answers
Yes or No Questions <i>Note: You can use these with the full group or individuals. For the group, you ask the question, the group answers Yes or No. For individuals, format and hand out the questions as a brief written quiz.</i>	
1. Does the Security Council use three main types of peace and security activities?	No. The spectrum of peace and security activities includes five types of peace and security activities: conflict prevention, peace enforcement, peacemaking, peacekeeping, and peacebuilding.
2. Does peacekeeping usually take place when conflict has ended?	Yes. Peacekeeping <u>usually</u> takes place where conflict has <u>ended</u> . Peacekeeping is an approach designed to “keep” or preserve the peace and help implement peace agreements. Parties to a conflict have to agree on ceasefire agreement or peace process.
3. Can peace enforcement be authorized without consent of parties to the conflict?	Yes. The Security Council authorizes coercive measures when other peaceful measures have failed. The UN may authorize such coercive measures for humanitarian purposes, to protect civilians, or if the conflict represents a threat to international peace and security. Peace enforcement involves

	<p>coercive measures such as sanctions, blockades, and the use of armed force. However, consent of parties to the conflict is not required for coercive measures carried out in peace enforcement.</p>
<p>4. Are peacekeeping and peacebuilding the same?</p>	<p>No. Peacekeeping usually happens after fighting has ended, authorized with consent of parties to a conflict. It preserves the peace and helps implement peace agreements.</p> <p>Peacebuilding, carried out in the aftermath of violent conflict, works on root causes of conflict to create conditions for lasting peace. It is long-term. Peacebuilding measures reduce the risk of lapsing or relapsing into violent conflict.</p>
<p>5. Do both peace enforcement and robust peacekeeping require the Security Council to authorize use of force?</p>	<p>Yes. The main areas of difference:</p> <p>Peace enforcement involves the use of force at the international level (applied internationally – inside and outside of the host country - by different countries, regional organizations or the international community in general), and without the consent of the parties to a conflict. “Force” may include sanctions, blockades or armed force, as a last resort.</p> <p>Robust peacekeeping involves the use of force at the field level ONLY (applied in the host country by the UN peacekeeping operation), and requires the consent of the host country and/or main parties to the conflict. “Force” refers to/means armed force only.</p>
<p>6. Do peacekeeping personnel and their work contribute to conflict prevention, peacemaking, peace enforcement and peacebuilding?</p>	<p>Yes. Each peace and security activity contributes to and reinforces other measures. Progress on other measures affects peacekeeping. Peacekeeping work influences conditions for success of other measures.</p>
<p>7. Does the Security Council use peaceful measures to resolve violent conflicts?</p>	<p>Yes. Peace and security activities include peaceful measures, AND coercive measures. Coercive measures use force (including the use of armed force as a last resort), and are authorized by the Security Council when other peaceful measures have failed. Peacekeeping and peace enforcement involve coercive measures.</p>

Sentence Completion	
<i>Note: for Questions 6-9, make sure you introduce names of peacekeeping operations. Adjust questions.</i>	
1. _____ is the use of diplomatic measures and other peaceful tools to prevent tensions within and between states from turning into violent conflict.	Conflict prevention
2. _____ is the complex and long-term process of creating the necessary conditions for lasting peace. The conditions for lasting peace are created by working on the root causes of violent conflict.	Peacebuilding
3. _____ involves measures to deal with <u>existing</u> conflicts. It usually involves diplomatic action aimed at bringing hostile parties to a negotiated peace agreement.	Peacemaking
4. Robust peacekeeping is use of force at the (a) _____ level and (b) _____ the consent of parties to the conflict.	(a) Field level. (b) With the consent of parties to the conflict. Peace enforcement involves use of force at international level, without the consent of parties to a conflict.
5. Multidimensional peacekeeping missions create a secure and stable environment, while supporting implementation of a _____.	Peace agreement
6. Intra-state conflicts are conflicts (a) _____ states. Inter-state conflicts are conflicts (b) _____ states.	(a) Intra-state – within states (within a state). Internal civil wars. (b) Inter-state – between states. Border disputes, territorial disagreements. First involvement of the UN in peacekeeping mainly addressed inter-state conflict. Since the end of the last century, the Security Council has increasingly recognized intra-state conflicts such as civil wars as threats to international peace and security. Conflicts in one country spill over to other countries in a region.
7. The _____ authorizes all UN peace and security activities.	UN Security Council

Multiple-choice <i>Note: Check one for each</i>	
<p>1. Peacekeeping operations with a mix of military, police and civilian personnel to carry out diverse mandated tasks are:</p> <p><input type="checkbox"/> 1. Observer missions</p> <p><input type="checkbox"/> 2. Traditional missions</p> <p><input type="checkbox"/> 3. Robust missions</p> <p><input type="checkbox"/> 4. Multi-dimensional missions</p> <p><input type="checkbox"/> 5. Charitable missions</p> <p><input type="checkbox"/> 6. All</p> <p><input type="checkbox"/> 7. None</p>	<p>4_ Multi-dimensional missions</p>
<p>2. The UN responds with appropriate peace and security activities when?</p> <p><input type="checkbox"/> 1. Before conflict</p> <p><input type="checkbox"/> 2. During conflict</p> <p><input type="checkbox"/> 3. After conflict</p> <p><input type="checkbox"/> 4. None</p> <p><input type="checkbox"/> 5. All</p>	<p>5_ All</p>
<p>3. The Security Council has authorized robust peacekeeping mandates to:</p> <p><input type="checkbox"/> 1. Negotiate a peace agreement</p> <p><input type="checkbox"/> 2. Develop national police capacity</p> <p><input type="checkbox"/> 3. Protect civilians under immediate threat of attack</p> <p><input type="checkbox"/> 4. Begin transfer of a mission's functions to a host government and other parts of the UN</p> <p><input type="checkbox"/> 5. None</p> <p><input type="checkbox"/> 6. All</p>	<p>3_ Protect civilians under immediate threat of attack. Ask learners for two other conditions when the Security Council has authorized robust peacekeeping mandates:</p> <ul style="list-style-type: none"> • To deter forceful attempts to disrupt the political process; • To assist national authorities to keep law and order.
<p>4. Use of force can be authorized by the Security Council in:</p> <p><input type="checkbox"/> 1. Conflict prevention</p> <p><input type="checkbox"/> 2. Peacemaking</p> <p><input type="checkbox"/> 3. Peacekeeping</p> <p><input type="checkbox"/> 4. Peace-building</p> <p><input type="checkbox"/> 5. None</p> <p><input type="checkbox"/> 6. All</p>	<p>3. Peacekeeping. Use of force can only be authorized in two of five types of peace and security measures – peacekeeping, and peace enforcement. (See response to 'Sentence completion' question 7 in previous section for distinguishing between the two types.)</p>

Narrative	
<p><i>Note: Frame narrative evaluations as questions, requests or directions. You can use these in class, as a group or individually, or send them as homework. They are valuable for self-study and assessment, as are the other evaluation questions.</i></p>	
<p>1. Of the five main types of peace and security measures available to the Security Council, which one(s) may involve use of force?</p>	<p>Only two of the five – peacekeeping and peace enforcement. (See responses to question 7 in the ‘Yes/No’ set of learning evaluation questions for specifics).</p>
<p>2. What kind of peacekeeping operation temporarily takes over legislative and administrative State functions?</p>	<p>Transitional authority – also a multidimensional peacekeeping operation.</p>
<p>3. What are three main differences between traditional and multidimensional peacekeeping operations?</p>	<p><u>Traditional</u></p> <ul style="list-style-type: none"> - originally designed for wars between countries (inter-state conflict) - creates safer conditions as a buffer between parties to the conflict, which involves observing cease-fires and the separation of forces - mainly military tasks, involving a lightly armed international presence, so mainly military personnel - may be led by military personnel - do not typically play a direct role in political efforts to resolve a conflict, but creates safer conditions for others to work on peacemaking - do not carry out state functions, and do not engage in governance or capacity-building activities <p><u>Multidimensional</u></p> <ul style="list-style-type: none"> - typically deployed in the dangerous, unstable aftermath of violent conflict which has taken place within a country (intra-state conflict) - creates a secure and stable environment, while supporting implementation of the peace agreement - diverse mandated tasks, involving a high level of complexity, so requires a mix of military, civilian and police

	<p>personnel</p> <ul style="list-style-type: none"> - led by civilian personnel - usually plays a direct role in political efforts to resolve the conflict, often more involved in <i>peacemaking</i>, and plays an important role in early <i>peacebuilding</i> - supports state functions, and engages in governance or capacity-building activities
<p>4. When does peacekeeping take place?</p>	<p>Peacekeeping <u>usually</u> takes place where conflict has <u>ended</u>. Peacekeeping is an approach designed to “keep” or preserve the peace and to help implement peace agreements. To deploy peacekeeping operations:</p> <ol style="list-style-type: none"> 1. The main parties to a conflict must have committed to a ceasefire or peace process. 2. They also must agree or “consent” to work with the UN to lay foundations for sustainable peace.

More ways to evaluate learning

- **Matching exercise.** List the five main types of peace and security activities on separate flip-chart sheets. Read out specific characteristics and get the group to identify where they belong.

Variation: give participants post-it notes with specific points about each type written on them, and get them to post information on the correct flip-chart. Watch for confidence as well as accuracy to gauge depth of learning.