

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
1.5.1	Linking the Mandate to the Conflict	Case study, group work	10-20 minutes
1.5.2	Analysis of a Security Council Mandate	Group work on mandates, discussion	5-60 minutes
1.5.3	Mandates and International Law	Discussion – pairs, small group, plenary	45 minutes

Learning Activity

1.5.1

Linking the Mandate to the Conflict

METHOD

Case study, group work

PURPOSE

To understand the design of Security Council mandates

TIME

Short option: 10 minutes

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

Longer option: 20 minutes

- Group work: 10-15 minutes
- Discussion: 5 minutes

INSTRUCTIONS

- Consider the cases of violent conflicts
- What should be in the peace agreement?
- What should be in the mandate of a UN peacekeeping mission?

RESOURCES

- Learning Activity instructions
- Activity material
- Case studies
- Notes on case studies

Preparation

- Pick two missions. Make sure there is one example for each of the two types of missions: traditional, multi-dimensional. If participants know their mission of deployment, try to include in this activity. You may decide to use the pre-selected missions for this learning activity.
- Use the background information on the missions to create different case studies of violent conflict. Carry out research on the cause of the conflict, peace agreements (including cease-fire agreements), and original mandate.
- Choose the mandates of the selected missions, whether you will focus on 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>
- Prepare handouts with key points on the case studies you have chosen. The real details of the case studies should be hidden so that the exercise can end with a summary of the real facts. The handouts on the case studies will have three parts on: 1) the conflict situation; 2) the peace agreement; and 3) real facts of the mission mandate. You will distribute the three parts of the handouts at different stages during the exercise. Handouts for the pre-selected examples have already been created, including a worksheet to complete group work.
- Make enough copies of the handouts. These will be distributed amongst participants for the exercise. You may also wish to distribute actual copies of the mission mandates at the end of this exercise. This links with the next Learning Activity 1.5.2 on Analysis of a Security Council Mandate.
- 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.
- Decide on whether you will deliver this exercise in its short or long form.

Pre-selected traditional mission:

- United Nations Disengagement Observer Force (UNDOF) on the Golan Heights, Syria.

Pre-selected multi-dimensional peacekeeping mission:

- United Nations Mission in the Republic of South Sudan (UNMISS)

Instructions

1. Introduce the activity. Participants will explore real-life cases of violent conflicts. They will then create for each case: a) the peace agreement; b) the mandate for a UN peacekeeping mission. The purpose is to link the mission mandate with solutions to the conflict – particularly those contained in the peace agreement.
2. Ask participants to read the case studies. Distribute the worksheets.
3. As a group, participants must answer two questions:
 - a) What should be in the peace agreement?
 - b) What should be the mandate of a UN peacekeeping mission?
4. Short option: Answer both questions using only key points on the conflict situation. If you are using the pre-selected examples, distribute the worksheet handout to answer both questions. You may also wish to distribute the notes on the case studies after participants have completed all the questions.
5. Long option: Deliver the questions in stages. If you are using the pre-selected examples, distribute the worksheet handout to answer the first question. Distribute the handouts on the case studies to answer the second question. You may also wish to distribute the notes on the case studies after participants have completed all the questions. Ask more specific questions such as:
 - a) What issues must the parties to the conflict agree?
 - b) What aspects of the conflict would the Security Council need to monitor?
 - c) What type of peacekeeping personnel are needed to carry out the tasks?
 - d) What type of UN peacekeeping mission will it be? (traditional or multidimensional)
6. Highlight the following:
 - a) Importance of the mission mandate linking with solutions to conflict, or peace goals
 - b) Importance of analyzing the conflict to understand what solutions are best
 - c) Variety of tasks a UN peacekeeping mission can carry out in support of the peace agreement and long term peace goals
7. End the exercise with a brief on the real facts of the case studies. 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?

1.5.1 Learning Activity Material: Linking the Mandate to the Conflict

Case Study 1: A war broke out between neighbouring Country C and Country D over Territory X along their borders.	
Peace Agreement	Security Council Mandate for Peacekeeping
Case Study 2: There are many years of war in Country E between the Government and a political party. The political party wanted to create a new country in the south – Country F.	
Peace Agreement	Security Council Mandate for Peacekeeping

1.5.1 Case Studies: Linking the Mandate to the Conflict

Case Study 1

A war broke out between neighbouring Country C and Country D over Territory X along their borders.

A peace agreement was reached between Country C and Country D.

The peace agreement:

- Established a ceasefire
- Provided for a demilitarized or “buffer” zone in Territory X where no armed forces are allowed – the **area of separation**
- Provided for two equal zones on both sides of the area of separation, where the number of armed forces and their weapons would be limited – the **area of limitation.**
- Called for the establishment of a UN observer force to supervise its implementation.

Case Study 2

There are many years of war in Country E between the Government and a political party. The political party wanted to create a new country in the south – Country F.

Various peace agreements were reached between the Government of Country E and the political party – and subsequently between the governments of Country E and Country F.

The peace agreements:

- Ended many years of war – the parties involved in the conflict agreed to the monitoring and verification of the ceasefire
- Called for a referendum to take place to determine the status of the south
- Made provisions for power-sharing in the meantime
- Sought to resolve the conflict in disputed areas
- Made provisions for border demarcation and wealth-sharing between the north and south

Consider each case study. What should be the mandate of a UN peacekeeping mission?

1.5.1 Notes on case studies: Linking the Mandate to the Conflict

Case study 1:

Conflict situation: War between Israeli and Syrian forces in the Golan.

Example of peace agreement:

- Agreement on Disengagement between Israeli and Syrian forces, 31 May 1974
 - Established a ceasefire
 - Provided for a demilitarized or “buffer” zone where no armed forces are allowed – the **area of separation**
 - Provided for two equal zones on both sides of the area of separation, where the number of armed forces and their weapons would be limited – the **area of limitation.**
 - Called for the establishment of a UN observer force to supervise its implementation.

UN peacekeeping mission: UNDOF, June 1974 - Present (Traditional)

Original mandate: Security Council resolution 350 (1974), May 1974

- Maintain the ceasefire between Israel and Syria
- Supervise the withdrawal or “disengagement” of all Israeli and Syrian armed forces
- Supervise the areas of separation and limitation, as provided in the May 1974 Agreement on Disengagement
- Establish a UN military force and UN military observers to have permanent positions in, patrol and monitor the area of separation both day and night – to ensure that no armed/military forces, except for the UN military force, were present in the area of separation

Case study 2:

Conflict situation: War between the Government of Sudan and the Sudan People's Liberation Movement (SPLM) over the independence of southern Sudan.

Examples of peace agreements:

- The Comprehensive Peace Agreement (CPA) between the Government of Sudan and the Sudan People's Liberation Movement (SPLM), 9 January 2005
 - Ended more than 20 years of war. The CPA also called for a referendum to take place to determine the status of Southern Sudan.
 - Once southern Sudan became an independent state on 9 July 2011 following the April referendum, many of the provisions in the 2005 CPA either became obsolete or dissolved.
 - However, the conflict continued over oil, border demarcation, and over disputed areas – including who was eligible to vote in the referendum to determine whether Abyei will remain part of the Sudan or join the South Sudan. Other peace agreements have been reached between the Governments of Sudan and South Sudan.
- Agreement between the Government of Sudan and the Sudan People's Liberation Movement (SPLM) on Temporary Arrangements for the Administration and Security of the Abyei Area, 20 June 2011
- Framework Agreement between the Government of Sudan and SPLM (North) on Political and Security Arrangements in Blue Nile and Southern Kordofan States, 28 June 2011
- Agreement between the Government of Sudan and the Government of South Sudan on Border Security and the Joint Political and Security Mechanism, 29 June 2011

UN peacekeeping mission: UNMISS, July 2011-Present (Multidimensional)

Original mandate: Security Council resolution 1996 (2011), 8 July 2011

- Support for peace consolidation, to foster longer-term state-building and economic development for the new country of South Sudan
- Support to the Government of the Republic of South Sudan in exercising its responsibilities for conflict prevention, mitigation and resolution, as well as to protect its civilians
- Support to the Government of the Republic of South Sudan in developing its capacity to provide security, establish rule of law, and strengthen the security and justice sectors – according to the principles of national ownership, and in cooperation with the UN Country Team and other external partners
- Observe and report on the implementation of the agreement on border monitoring – including flow of armed persons, weapons and related materials
- Use all means necessary to protect civilians
- Deploy 7,000 military personnel (including military liaison officers and staff officers), 900 police personnel (including formed police units), and an appropriate civilian component (including technical human rights investigation expertise) to carry out these tasks in the mandate

Learning Activity

1.5.2

Analysis of a Security Council Mandate

METHOD

Group work on mandates, discussion

PURPOSE

To deepen understanding of the link between Security Council mandates and tasks of UN peacekeeping operations

TIME

Short option: 5 minutes

- Group work: 3 minutes
- Discussion: 2 minutes

Longer option: 60 minutes

- Group work: 3 minutes
- Discussion: 2 minutes
- Small group discussions: 15-20 minutes
- Report back: 25 - 30 minutes to (allowing 3-5 minutes per group – more groups may need more time to report)
- Debrief and close activity: 10 minutes

INSTRUCTIONS

- Consider the mandate of the case study
- Identify the tasks to be carried out
- Discuss the importance of detailed plans

RESOURCES

- Learning Activity instructions
- Activity material

Note on use: This learning activity looks at the tasks for the mandate of a UN peacekeeping mission. Module 2 covers mandated tasks in more detail. Learning Activity 2.2.6 builds on the analysis of mandates to reinforce learning.

Preparation

- Decide on whether you will deliver this exercise in its short or long form. The shorter version is possible if delivered as a continuation of Learning Activity 1.5.1 on Linking the Mandate to the Conflict.
- Depending on whether you deliver the activity in short or long form, decide on the small groups. For the long version, decide on groups of 4-8 people. Where participants know their mission of deployment, make mission-specific groups.
- If you choose to deliver the longer version, prepare sets of 3-4 mandates for each group, and enough copies for each participant. Put the sets for each group in folders, for easier distribution. Select a wide variety of mandates, for different types of peacekeeping operations. (If participants know where they will be deployed, let them concentrate on their specific mandate but still read the others).
- Consider using the selected examples from Learning Activity 1.5.1 on Linking the Mandate to the Conflict. This will allow for continuation if this learning activity has been delivered using these pre-selected examples. Consider using mandates from these missions: MINURSO, UNMIL, MONUSCO, UNOCI, UNMISS, UNOMIG, MINUSTAH.
- Download <http://www.un.org/en/sc/documents/resolutions/> mission mandates from:
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>
- Consider giving copies of mandates the day before the session, as homework. If not possible, give extra time at the beginning of the session for participants to read the mandates and plan to use fewer questions.
- Read the chosen mandates and the list of questions. Add questions of your own. Choose the questions for the groups, and make an answer sheet. Prepare to use it to prompt with hints and correct answers. Assign different questions to different groups, so report-backs are not repetitive. Minimum number of questions 2-3 per group. It takes 20-25 minutes to complete 4-5 questions for several mandates (some questions will take longer). Print out a copy of selected questions for each group.
- Prepare main themes to debrief – see notes below.

Instructions

1. Identify the groups and distribute the folders with sets of mandates to read the day before the exercise. If not, distribute folders with mandates on the day.
2. Introduce the activity and the timing. Timing will depend on whether the exercise is delivered in the short or long form. For the longer version, groups will work for about 20 minutes to compare mandates of different peacekeeping operations and discuss the answers to the questions. Brief reports will be made back to the large group. Allow time for reading mandates if necessary. Invite questions and get groups working.
3. Short option: Ask participants to briefly review the mission mandates. Ask the questions:
4. Long option: Ask participants to review the mission mandates in detail. Guide participants in reading and understanding Security Council mandates with specific questions (please see below). Groups must report back. Participants who know their mission of deployment should use this exercise to deepen knowledge of the mandate.
5. Bring the groups back after the allocated time. For the longer version, have each group report. If some groups have the same mandates, ask them to answer different questions rather than having the same answers repeated. For the short version, wrap up with key points. Ask the other groups whether they agree with the answers provided.
6. Summarize main points and reinforce this lesson's key messages, including diversity of mandates.

Points for instructor debriefing

1. All mandates for multi-dimensional peacekeeping operations mention the **name of a specific peace agreement**. The mandate is to support the implementation of that peace agreement. Mandates for traditional peacekeeping operations often do not mention a peace agreement because it does not yet exist. A cease-fire agreement (a type of peace agreement) may exist, and may be mentioned in the mandate.
2. **Language on the use of force differs** between mandates. No standard language exists. Terms in use evolve. Language may be vague for political reasons. Highlight the lack of clarity that may exist at the political level. Operational guidance covered in Lesson 1.5 is necessary because of this lack of clarity.
3. **Language on protection of civilians differs** between mandates. The POC mandate in peacekeeping focuses on addressing the gravest threats of physical violence against civilians. As with the use of force, language used by the Security Council has evolved. An example is the Security Council indicating that “*without prejudice to the responsibility of the Government, UN peacekeeping operations should protect civilians under imminent threat*” (see for example, the mandate of UNAMID).
4. Multi-dimensional peacekeeping operations are often mandated to facilitate **humanitarian assistance**. The mission usually provides security or support when humanitarian assistance is provided outside the peacekeeping operation. Peacekeeping operations generally do not provide humanitarian assistance directly.

5. Mandates for multi-dimensional peacekeeping operations will have one or more references to **women and children**. The Security Council recognizes they suffer during a conflict. The mandates of all multi-dimensional peacekeeping operations include specific tasks for the mission to promote and protect **human rights**.
6. Most mandates for multi-dimensional peacekeeping operations refer to **DDR – disarmament demobilization and reintegration**.
7. Many multi-dimensional peacekeeping operations are mandated to assist Governments to organize **national or local elections**.
 - In some cases, mandated tasks may also include observing elections.
 - Less common is a mandate for the UN to carry out elections.
 - For elections, different components and the UN Country Team (UNCT) carry out different tasks.
 - For example, military and police components may help ensure security while civilian components work with the UN Development Programme (UNDP) to assist the Government register voters or organize elections.
 - Integrated Support Services in missions may provide logistical support in cooperation with, or in support of, civilian electoral personnel in missions and in UN agencies.
 - In some cases, mission mandate may include providing logistical support to the Government carrying out elections.
 - Mandated tasks related to elections often cut across several different components. Different components of the peacekeeping operation and the UN Country Team must work together.

Lessons ahead cover more on these subjects.

1.5.2 Learning Activity Material: Analysis of a Security Council Mandate

Questions to combine for different groups

- a) *What type of peacekeeping operation does this mandate call for?*
- b) Which mandates refer to a peace agreement or cease-fire?
- c) Does any sentence indicate the UN peacekeeping operation may use force to protect UN personnel or property? Does the Security Council use the same language for use of force in each mandate?
- d) Does any sentence say the UN peacekeeping operation may use force to protect civilians? Is this language the same for all mandates?
- e) Which mandates refer to humanitarian assistance? International humanitarian law?
- f) How many references are there to women and children in each mandate? Does any mandate not refer to women or children?
- g) Does any mandate not include a reference to international human rights?
- h) Which mandates refer to disarmament, demobilization and reintegration (DDR) of combatants?
- i) Which mandates refer to elections? In which is the UN peacekeeping operation mandated to conduct elections? Which mandates mention support to the national government in conducting elections?

Learning Activity

1.5.3

Mandates and International Law

METHOD

Discussion – pairs, small group, plenary

PURPOSE

To help learners become familiar with how mission mandates link with International Law

TIME

45 minutes

- Establish groups and introduce activity: 5 minutes
- Paired or small group discussion: 25 minutes
- Plenary discussion and debrief: 15 minutes

INSTRUCTIONS

- Consider the mandate
- What links exist between international law and the mission mandate?

RESOURCES

- Learning Activity instructions

Note on use: This activity is useful following presentation of lesson 1.4 content on international law. Lessons on specific cross-cutting thematic tasks which link to international law are also in Module 2.

Module 2 covers mandated tasks in more detail. Learning Activity 2.2.6 builds on the analysis of mandates to reinforce learning.

Preparation

- Decide how you want to create discussion teams – pairs, groups of 3, table groups, or small groups. Each group should have not more than six people.
- Based on the number of discussion teams, choose mission mandates for the exercise. Use mission mandates from an earlier exercise, if you have them. This has the advantage of participants already being familiar with them. In this activity, leaders will reconsider mandates in relation to international law.
- 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>

Instructions

1. Organize participants into discussion teams.
2. Introduce the activity. Hand out mission mandates, or ask participants to use ones from a previous exercise.
3. Ask participants to reflect on what they have learned about international law, as they read over the mandate. Then move to discussion.
4. The guiding question for discussion is: *What links exist between international law and the mission mandate?* Encourage people to make as many links as possible, and be ready to share them in plenary discussion.
5. Draw people back to the large group after 20-25 minutes. Monitor the groups. Move to a large group discussion sooner if groups run out of links.

Examples of links between international law and mission mandates

Security Council mandates detail tasks which link to international law. These cross-cutting thematic tasks are assigned on the basis of landmark Security Council resolutions. In particular, based on international law the resolutions strongly condemn:

- Torture
- Gender-based and sexual violence
- Violence against children
- The recruitment and use of child soldiers
- The trafficking of human beings
- The intentional denial of humanitarian assistance

Note: This list is not exhaustive.