

Lesson 1.7



Working as One in the Mission

Lesson at a Glance

Aim

To introduce the roles and tasks of the military, police and civilian components in UN peacekeeping operations and stress the importance of working together on the mission mandate.

Relevance

Peacekeeping personnel work with hundreds, even thousands, of people in an operation. Peacekeeping personnel come from diverse national and professional backgrounds.

As peacekeeping personnel, you may be working together with different individuals for the first time. To achieve the mandate, it is important that all UN peacekeeping personnel within the mission work together.

This lesson explains the **work of different substantive components** and how the work of each component **connects**. Understanding one's **own work** is essential. Each peacekeeping personnel makes an **important contribution**. Personnel work toward **a common goal**. This unity of purpose makes peacekeeping work more efficient and coherent.

Learning Outcomes

Learners will:

- Explain the importance of working together to achieve the mandate
- Explain the differences in “institutional culture” between military, police and civilian components
- Explain the main role of the military, police and civilian components in UN peacekeeping operations

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-26
Starting the Lesson	Intro Slides
Learning Activity 1.7.1: Differences in the Mission	
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Learning Activity 1.7.5: Main Roles of Mission Components	

The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

This lesson introduces more technical language, which can be daunting for learners. Guide learners to see linkages with the technical language introduced in previous lessons.

The lesson may also cover what learners already know about the work of different components, especially their own. As you move through the lesson, give opportunities for learners to brainstorm what they know.

Learning Activity

1.7.1

Differences in the Mission

METHOD

Group work using factsheet, discussion

PURPOSE

To identify and appreciate diversity in UN peacekeeping environments.

TIME

10 minutes

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

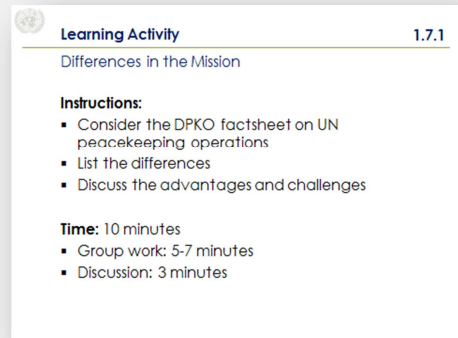
INSTRUCTIONS

- Consider the DPKO factsheet on UN peacekeeping operations
- List the differences
- Discuss the advantages and challenges

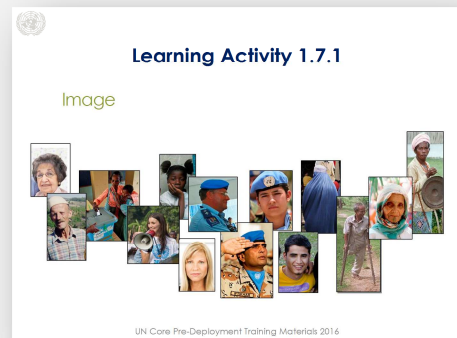
<http://www.un.org/en/peacekeeping/resources/statistics/factsheet.shtml>

RESOURCES

- Learning Activity instructions
- Photos (from Lesson 3.2)



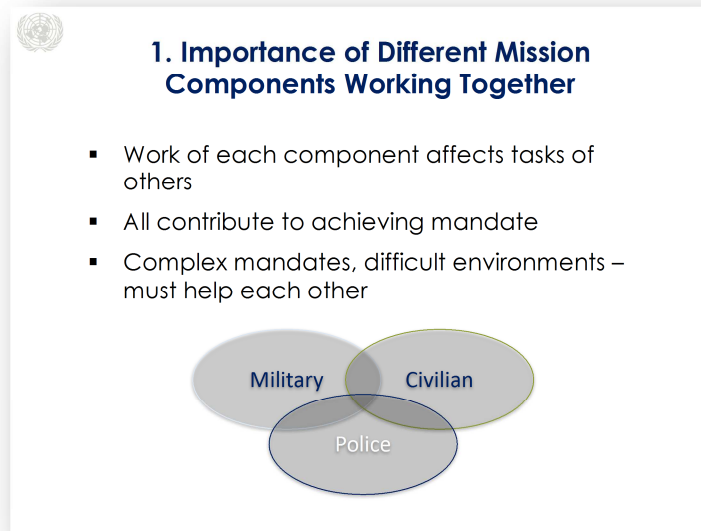
The slide features the UN logo in the top left corner. The title 'Learning Activity' is on the left and '1.7.1' is on the right, both in blue. Below the title is the subtitle 'Differences in the Mission' in a smaller blue font. The 'Instructions:' section contains three bullet points: 'Consider the DPKO factsheet on UN peacekeeping operations', 'List the differences', and 'Discuss the advantages and challenges'. The 'Time:' section lists '10 minutes' and two sub-bullets: 'Group work: 5-7 minutes' and 'Discussion: 3 minutes'.



The slide features the UN logo in the top left corner. The title 'Learning Activity 1.7.1' is centered at the top in blue. Below the title is the word 'Image' in green. The main content is a collage of approximately 15 small, overlapping photographs showing diverse individuals, including men and women of various ethnicities, some in military-style uniforms and others in civilian clothing. At the bottom of the slide, the text 'UN Core Pre-Deployment Training Materials 2016' is visible in a small font.

The Importance of Different Mission Components Working Together

Slide 1



1. Importance of Different Mission Components Working Together

- Work of each component affects tasks of others
- All contribute to achieving mandate
- Complex mandates, difficult environments – must help each other

The diagram consists of three overlapping circles. The top-left circle is labeled 'Military', the top-right circle is labeled 'Civilian', and the bottom circle is labeled 'Police'. All three circles overlap in a central area.

Key Message: Working together is important in order to achieve the mandate.

This is because:

- Everyone contributes to achieving the mandate
- The work of each component affects the tasks of other components
- UN peacekeeping operations have complex mandates and operate in difficult environments

Peacekeeping personnel must know how to help each other. This requires a basic understanding of what each component contributes.

Cooperating Across Differences in Institutional Culture

Slide 2



2. Cooperating Across Differences in Institutional Culture

- Military: system of hierarchy, clear lines of authority
- Police: similar lines of authority to military
- Civilians: flexible management models
- Civilians versus Military/Police: ambiguity versus strong planning culture



Key Message: Cultural differences can make working together challenging.

These include national, institutional and professional differences.

Institutional culture is how people in an organization or institution act and behave, based on shared assumptions and values. It is what is “normal” for a particular group.

UN peacekeeping brings together people from different institutional cultures. Differences challenge smooth cooperation.

Differences exist within the military, police and civilian components, as well as between them.

The military has a system of hierarchy. There are clear lines of authority.

Civilian organizations and government departments tolerate more ambiguity and uncertainty than military ones. They usually also have more flexible management models. Individuals may be used to autonomy and independence, not used to following authority.

The police have similar lines of authority to the military. This means that the lines of authority of the police and military are understood by each other. They are not the same. The military and police often minimize ambiguity by making informed assumptions within **a strong planning culture.**

Police officers come from different countries with different legal systems and police structures. Such **diversity of policing cultures** means that each police culture needs to adjust to others.



Ask participants the following: “How is UN diversity a strength and a challenge in peacekeeping?” Capture responses and fill in the blanks using information in the section on Common Asked Questions and Answers.

Slide 3



2. Cooperating Across Differences in Institutional Culture

- Respect for diversity
- Be open to cooperation
- Learn about others' work
- Share work

A horizontal collage of five small images. From left to right: a row of various national flags; a group of people in traditional attire; a group of people in a meeting; a group of people in a meeting; and a blue UN flag flying against a blue sky.

Key Message: Peacekeeping personnel must work to bridge the different “institutional cultures”.

Diversity is a strength for the UN. “Respect for diversity” is a UN core value. Bridging differences to work together does not mean stifling **cultural and institutional diversity**. **The UN mission culture is unique because of its diversity**. Functioning well in the UN mission culture requires an adjustment by all peacekeeping personnel because it replaces familiar arrangements.

Learning to cooperate across small and large cultural differences takes “on-the-job” learning. All peacekeeping personnel need to learn enough about the institutional culture of other mission components to work well across differences.



More details on “Respect for Diversity” will be addressed in Lesson 3.2.

Learning Activity**1.7.2****The Peacekeeping Body****METHOD**

Guided group discussion using graphic

PURPOSE

To reinforce understanding that a UN peacekeeping mission works as one body or entity, and each component is necessary for survival.

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 15 minutes

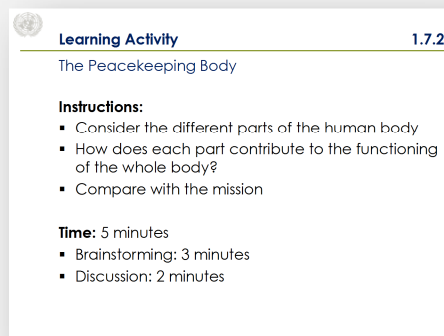
- Brainstorming: 10 minutes
- Discussion: 5 minutes

INSTRUCTIONS

- Consider the different parts of the human body
- How does each part contribute to the functioning of the whole body?
- Compare with the mission

RESOURCES

- Learning Activity instructions
- Diagram



Learning Activity 1.7.2

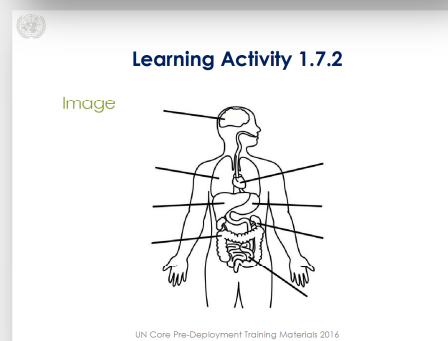
The Peacekeeping Body

Instructions:

- Consider the different parts of the human body
- How does each part contribute to the functioning of the whole body?
- Compare with the mission

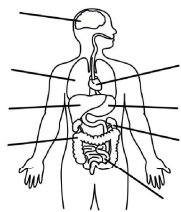
Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



Learning Activity 1.7.2

Image



UN Core Pre-Deployment Training Materials 2014

The Military Component

Slide 4

3. The Military Component

The Role

Primary function:

- Provide a secure environment as a precondition for moving ahead on other elements of the peace process

Military

Key Message: The primary function of the military component in UN missions is to provide a secure environment as a precondition for moving ahead on other elements of the peace process or implementation of peace agreements.

This military function allows other peace agreement measures to be implemented, such as human rights monitoring, national reconciliation and humanitarian assistance.

The military component goes beyond this function. This is more so the case in multidimensional missions than in traditional ones. Multidimensional peacekeeping is complex. Political, military and humanitarian work happens simultaneously. Different mission components work with the military component: UN police officers, electoral observers, human rights monitors and other civilians. They collaborate on tasks which:

- Protect civilians
- Facilitate delivery of humanitarian assistance
- Help former opponents carry out complicated peace agreements

The military component may support or directly work on mandated tasks.

Military component tasks in the mandate may include:

- Provide a secure environment to accomplish mandated tasks
- Protect UN personnel and assets

- Protect civilians against all forms of violence (including child protection and conflict related sexual violence)
- Observe, monitor and report – using static posts, patrols, overflights or other technical means, with agreement of the parties
- Supervise cease-fire and peace agreements and support verification mechanisms
- Interpose as a buffer and confidence-building measure
- Deploy to prevent the outbreak of conflict or the spill-over of conflict across borders
- Stabilize conflict after a ceasefire to create an environment for the parties to reach a lasting peace
- Support humanitarian agencies
- Assist with implementation of comprehensive peace agreements
- Advise UN designated officials on military related issues
- Liaise with others active in peace dialogues and non-UN force-contributing organizations

Slide 5



Key Message: Three main categories of military personnel in UN peacekeeping operations are:

- Formed military units or contingents
- Military experts on mission
- Staff officers

The military component comprises of active duty personnel contributed by Member States.

Formed Military Units or Contingents

- The largest number of UN military personnel deploy as “formed military units”, or contingents
- These are fully functioning units of armed soldiers with their own command structure, corresponding to traditional military formations:
 - Companies: 120-150 soldiers
 - Battalions: 500-1,000 soldiers
 - Brigades: 4,000-10,000 soldiers

Military Experts on Mission

- Both traditional and multidimensional peacekeeping operations also have some form of “Military Experts on Mission”.
- Military experts on mission are unarmed military personnel. They carry out specific observer or advisory functions outlined in the mandate.
- Titles vary according to mission mandate:
 - United Nations Military Observers (UNMO)
 - Military Liaison Officers (MLO)
 - Military Advisers (MilAd)
 - Arms Monitors (AM)

Staff Officers

- All peacekeeping operations also have staff officers. These military officers deploy as individuals. They perform specialized functions at the mission’s force headquarters or in joint mission structures.

Reporting Line

- The military component reports to the Head of the Military Component (HOMC)
- In large peacekeeping missions with armed military units, the HOMC is a serving military officer. Appointments are usually as ‘Force Commander’ (FC) at either the ‘two star’ or ‘three star’ General officer rank (‘Major-General’ or ‘Lieutenant-General’ equivalent).
- In smaller missions with only unarmed military personnel, the HOMC title may be Chief Military Observer (CMO) or Chief Military Liaison Officer (CMLO). This is at a ‘Colonel’ equivalent rank, also up to ‘two star’ General officer rank (Major-General).

Examples of Military Component Collaboration with Other Mission Components

Collaboration between the military and other mission components is critical for success.

Example 1: MONUC in the Democratic Republic of Congo

In 2006, the UN mission in the Democratic Republic of Congo (DRC) was MONUC – the UN Organization Mission in DRC. During the 2006 elections, civilian electoral personnel from the UN and national authorities distributed and collected electoral materials to 12,000 voter centres. The MONUC military component provided escorts. Also in MONUC, UNMOs were seconded to the Disarmament, Demobilization and Reintegration (DDR) unit. The UNMOs were excellent liaison between the DDR unit and the rest of the UN military component. In 2008, the DDR unit took advantage of the security provided by the military and accessed areas and local armed groups otherwise inaccessible.

Example 2: MINUSTAH in Haiti

Between 2004 and 2006 in Haiti, armed groups controlled areas of the capital city Port-au-Prince, including the area known as Cite Soleil. No authorities were able to safely enter and assist residents.

In late 2006, the military contingents of MINUSTAH used urban combat operations to overcome the armed groups. Resistance was organized and aggressive. UN Police supported by providing a standby force capacity and used non-lethal means to arrest gangsters.

The UN military component secured neighbourhoods. UN Police worked with the Haitian National Police to re-establish law and order. UN civilian personnel worked with local authorities and community groups to re-establish public services. Civilians included Civil Affairs officers from the mission, other UN partners and NGO humanitarian and development agencies.

Example 3: MONUSCO in the Democratic Republic of Congo: Good Practice Transferred to UNMISS in the Republic of South Sudan.

Joint Protection Teams (JPTs) bring together a mission's full range of expertise for the protection of civilians. JPTs encourage local people to share information. This particularly helps military contingents deployed to remote locations.

(Cont.)

JPTs include:

- Staff from the Human Rights unit
- Staff from the Civil Affairs unit
- UN military
- UN police
- Relevant staff from DDR, Political Affairs, Joint Mission Analysis Centre (JMAC) and Gender units

They deploy to high-risk areas for 3-5 days and may visit several locations.

Local people are encouraged to invite local government, civil society organizations and local partners to join them. The UN military provides escorts, security and accommodation in remote locations. JPTs have been used in other missions, for example UNMISS.



The MINUSTAH example shows how the military component partners with police and civilian components. Module 1 emphasizes the importance of working together, because working separately is not an option. Confirm that people know what NGO means – non-governmental organization.

The MONUSCO good practice example illustrates other ways that different parts of a peacekeeping operation work together. Each peacekeeping situation is unique, but good practice transfers. Invite participants to add to the examples provided. Encourage examples of collaboration between units and lessons learned.

The Police Component

Slide 6

4. The Police Component

The Role

Two core functions:

- Operational support/interim executive policing and other law enforcement
- Support for reform, restructuring and rebuilding of host state police

Police

Key Message: United Nations Police (UNPOL) has two core functions:

- Operational support or interim executive policing and other law enforcement
- Support for reform, restructuring and rebuilding of host state police

Operational support or interim executive policing and other law enforcement:

Operational support for:

- Effective prevention, detection and investigation of crime
- Protection of life and property
- Maintenance of public order

UNPOL take an interim policing role when national rule of law institutions do not work or are absent. They are responsible for the full spectrum of policing and law enforcement.

Support for the reform, restructuring and rebuilding of host state police:

- Building capacity of national police is central to UNPOL work. Support is to develop representative, responsive and accountable police service with high professional standards.

UNPOL **must work closely with the host state police** who are responsible for public safety and crime prevention.

UNPOL may contribute support to related mandated tasks, for example:

- Protecting and promoting human rights, especially those of vulnerable groups
- Promoting the rule of law
- Fostering good governance, transparency and accountability
- Protecting civilians (especially women and children)

UNPOL collaborate closely with the military component and civilian components on related mandated tasks. The civilian components include human rights, judicial affairs, civil affairs and corrections.

The police component tasks in the mandate may include:

- Interim executive policing and law enforcement
- Establish basic building blocks for public safety
- Manage public order
- Protect civilians
- Protect UN personnel and facilities
- Provide technical and operational support to host state police
- Support provision of security to electoral processes
- Support action against serious and organized crime
- Build and develop capacity
- Train
- Provide material support for a police service:
 - Appropriate information and communications systems
 - Office equipment
 - Facilities and other equipment
- Monitor, advise and mentor
- Develop organizational infrastructure and management systems in host state police
- Strengthen governance, accountability and integrity



Material support may include uniforms, less-lethal public order management equipment, firearms, vehicles or protective gear.

For more information on the task to “Strengthen governance, accountability and integrity”, please see the related DPKO-DFS Policy on UN Police.

Slide 7



Key Message: Three categories of UN Police are:

- Individually deployed police officers – or individual police officers (IPOs)
- Specialised police teams (SPTs)
- Formed Police Units (FPUs)

UN Police are usually police officers and other law enforcement personnel on active duty in their home countries, temporarily seconded to a peacekeeping operation. Member States also contribute FPUs.

Individual Police Officers (IPOs)

- IPOs are police or other law enforcement personnel assigned to serve with the UN on secondment by governments of Member States at the request of the Secretary-General.

Specialised Police Teams (SPTs)

- A SPT is a group of experts in a particular police area of expertise. Experts from one or more Member States are assigned to serve with the UN at the request of the Secretary-General. They are also on secondment.
- SPTs work on specialized areas including sexual and gender-based violence, child protection and forensic services.

Formed Police Units (FPUs)

- A FPU is a stand-alone unit of police officers deployed from the same country. FPUs are cohesive mobile police units. FPUs are about 140 officers.
- FPUs support UN peacekeeping operations and ensure the safety and security of UN personnel and missions. Their main task is public order management.

Reporting Line

- All categories of UN Police report to the Head of the Police Component (HOPC). The HOPC is a serving senior police officer. He or she is normally appointed as the mission 'Police Commissioner'.
- Each Police Commissioner is chosen based on experience and skills that match the mission mandate. Examples of needed skills include:
 - Build and develop capacity of national police
 - Mentor and monitor national police
 - Exercise executive policing authority during transition from international supervision to installation of a new national government

Examples of UNPOL Collaboration with Other Mission Components:

Examples from experience show how UNPOL facilitates the work of other mission components.

Example 1: ONUB in Burundi

The UN Operation in Burundi (ONUB) existed from 2004 to 2006. UNPOL supported DDR and Security Sector Reform (SSR) unit to get funding for the Burundian National Police (PNB). Donors paid for 34 vehicles (4X4 HILUX) and 35 trucks, communication equipment and housing blocks for training centres.

The ONUB Police helped with use of the equipment. This further contributed to the DDR/SSR unit objective and mission mandate.


In 2006, the UN Integrated Office in Burundi (BINUB) replaced ONUB.

Example 2: UNMIT in Timor-Leste

During the first round of Presidential elections in Timor-Leste in 2007, UNPOL played a lead role in ensuring security during the elections. With the UN Integrated Mission in Timor-Leste (UNMIT) civilian Electoral Assistance unit, they escorted national authorities transporting ballot papers to districts. They also provided a visible presence at all polling centres.


During the presidential campaign, 131 campaign events took place. Minor security incidents were recorded in only 18 of those events. Twelve involved alleged intimidation. After investigation, none were considered to have influenced voters. The visible role of the UNPOL was a key factor.

Slide 8



Diversity of Policing Cultures

- Different legal systems, structures, approaches to policing
- Leads to misunderstanding of local legal systems in host country
- Need basic understanding of local laws



Key Message: The police component is diverse. Personnel need to adjust to other policing cultures and to UN mission culture.

Police officers come from different countries and different police structures. Police contributing countries (PCCs) have different legal systems such as common law, civil law, Islamic law (or Shari'a law), customary law or a mix of those systems. These different approaches **can lead to misunderstandings over the local legal systems.**

UNPOL and those who work with them need to quickly develop basic understanding of local laws, especially on arrest, detention, search, seizure and constitutional rights.

A common source of misunderstanding relates to role of the police.

Police can be part of the judiciary while in other jurisdictions, police can be part of the executive branch of the state. In some countries police are more militarized. In other countries police are more civilian. These differences cause challenges in police-police relations, between people with different experiences and traditions.

Also, police do not share a common training or international standard for policing.



Inform police participants that the UNPOL has been developing the Strategic Guidance Framework. Also refer them to the DPKO-DFS Policy on UN Police in Peacekeeping Operations and Special Political Missions, 2014.

The Civilian Component

Slide 9



5. The Civilian Component

The Role

- Provides technical expertise for both substantive and support work
- Wide variety within civilian component

Civilian



Key Message: The civilian component brings technical expertise for substantive and support work.

UN peacekeeping operations need to recruit international and national civilian experts in relevant technical areas of expertise.



The section below covers fourteen areas of civilian tasks in peacekeeping missions. Get participants to brainstorm. How many civilian tasks can the group name? Remind them of several already covered. Note on flip-chart the ones the group suggests – refer to the notes as you cover the wide range of civilian task areas. Guide learners to see linkages between civilian tasks. For example: a) DDR and Mine Action b) justice and corrections.

Civilian component tasks may be in these areas:

- **Political Affairs:** carries out early assessments of a mission's political environment, has a critical role supporting the SRSG/HOM and senior leadership.
- **Public Information:** communicates to priority audiences for the mission; manages media relations and crisis communications; prepares and manages a communications strategy.
- **Civil Affairs:** works at local (sub-national) political levels to implement peacekeeping mandates and strengthen conditions and structures for sustainable peace.

- **Electoral Assistance:** assists the national electoral authority.
- **Human Rights:** protects human rights; empowers people in the host country to assert and claim their human rights; enables state institutions to fulfill human rights responsibilities.
- **Justice:** assists national authorities with judicial and legal systems (re-establishing, strengthening and reforming them).
- **Corrections:** transfers knowledge and skills to support national staff to develop and manage a prison system with international standards (safe and secure, gender sensitive, humane, free of human rights violations).
- **Security Sector Reform (SSR):** assesses security sector needs; facilitates a locally owned vision; provides policy advice for all security provision and governance.
- **Mine Action:** provides immediate capacity to deal with Explosive Remnants of War (ERW); gathers information on threats of ERW, likely impact and mitigation.
- **Disarmament, Demobilization and Reintegration (DDR)** of ex-combatants: supports national partners as they implement DDR programmes.
- **Child Protection:** mainstreams child protection in mandate implementation.
- **Gender:** promotes and supports gender-sensitive approaches to mandate implementation.
- **HIV/AIDS:** mainstreams HIV awareness as a cross-cutting issue into mission mandates.
- **Mission Support:** manages aviation, supply, engineering, transport, communications and information technology, property management, movement control and Geographic Information Systems (GIS).

The civilian component is made up of units which lead on specific tasks. There is a wide variety of units.

The civilian component collaborates with military and police components.

Slide 10



Key Message: The civilian component has two parts:

- Substantive civilian component
- Support civilian component

Substantive Civilian Component

For each mission the **types of substantive civilian component units present depends on the mandate.**

- Traditional peacekeeping operations:
 - Mainly military operations
 - Limited substantive civilian component units
- Multidimensional peacekeeping operations:
 - Complex operations
 - Many civilian substantive component units

More complex missions need more specialized personnel to support a peace agreement. The Secretary-General has noted the particular importance of drawing international civilian expertise from countries with relevant experience in post-conflict peacebuilding and democratic transition. Their experience is vital to the success of long-term peacebuilding goals.

Most multidimensional peacekeeping operations have these units:

- Political affairs
- Civil affairs
- Human rights
- Gender
- Public information

Reporting Line

- The substantive civilian component reports to the Head of Mission (HOM). No uniform or collective reporting lines exist.

Support Civilian Component

The support component covers **necessary mission logistics and administrative support**.

Civilian staff members handle crucial tasks of:

- Administration, including payment of mission personnel
- Health and safety
- IT and telecommunications services
- Air and ground transport
- Logistics provision, including rations, fuel and accommodation

Units responsible for logistical support are headed by civilians. Integrated or joint structures provide the services. The Integrated Support Services (ISS) or the Mission Support Centre (MSC) combines military, police and civilians.

Reporting Line

- The support civilian component reports to the Director or Chief of Mission Support (DMS/CMS)
- The DMS/CMS is a civilian responsible for ensuring provision of necessary mission logistics and administrative support
- The integrated structures also report to the DMS/CMS

Examples of Civilian Component Collaboration with Other Mission Components:

The examples show ways the civilian component facilitates the work of others.

Example 1: UNMIT in Timor-Leste

Presidential elections were held in 2007. The UN Security Council mandated UNMIT to provide logistical support to the Government. This required strong collaboration between:

- The Electoral Assistance Division
- ISS
- UNPOL and the International Security Forces (regional military peacekeeping forces not under the UN peacekeeping operation)

Frequent briefings to share information and joint planning allowed for maximum flexibility. UNMIT was able to act promptly as a result. When an inadequate number of ballots had been distributed, UNMIT provided crucial logistical support. UNMIT moved reserve ballot papers by helicopter and car from the capital to seven of the thirteen districts. The International Security Forces delivered ballots to a further four districts.

Without rapid response and support, elections would have failed.

Example 2: MONUC in Democratic Republic of Congo

DDR units need to reach combatants and ex-combatants. In MONUC in 2008, the DDR unit and Public Information Office (PIO) produced a video. The video reached beyond the leadership of foreign armed groups in the Democratic Republic of the Congo. It played on homesickness of the rank and file and enticed them to join the DDR programme.

Example 3: UNMIS in Sudan

UNMIS was the UN Mission in Sudan. It was replaced by the UN Mission in South Sudan (UNMISS) when the Republic of South Sudan was created as the newest country in 2011.

The mandate for UNMIS included support to;

- Restructure national police to make it consistent with democratic policing
- Develop a police training and evaluation programme

(Cont.)

The UN Police Reform and Restructuring Unit set up a user-friendly database for South Sudan police services. It held all relevant data on national police personnel, their training, vetting, recruitment and military service.

The mission's Communication and Information Technology Section (CITS) helped UNPOL improve the original database that then registered more than 21,000 national police. The digitized information was used for vetting and certification.



Examples of the functions and activities of the military, police and civilian components are given in the handout. The handout contains a table illustrating the different contributions each component makes to successful mandate implementation (see below at the end of these materials).

Learning Activity

1.7.3

Balloon Debate

METHOD

Role play, small groups, brainstorming and persuasive presentation

PURPOSE

To engage learners as teams in brainstorming and communicating key contributions of the three main components in UN peacekeeping: military, police and civilians

TIME

Short option: 10 minutes

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

Longer option: 30 minutes

- Introduction/set-up: 5 minutes
- Group work: 10 minutes
- Persuasive presentations: 10 minutes
- Group reflection/close: 5 minutes

INSTRUCTIONS

- You are either military, police or civilian
- The hot air balloon to the mission is too heavy and about to crash
- Give reasons why you should stay onboard

RESOURCES

- Learning Activity instructions
- Learning Activity steps for participants

The thumbnail shows a page titled "Learning Activity" with the sub-title "Balloon Debate" and the reference "1.7.3". It contains the following text:

Instructions:

- You are either military, police or a civilian
- The hot air balloon to the mission is too heavy and about to crash
- Give reasons why you should stay onboard

Time: 10 minutes

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

Summary

Working together is important in order to achieve the mandate

- Everyone contributes to achieving the mandate.
- The work of each component affects the tasks of other components.
- UN peacekeeping operations have complex mandates and operate in difficult environments. Peacekeeping personnel must know how to help each other

Respect the diverse “institutional cultures” of military, police and civilians

- The **military** has a system of hierarchy. There are clear lines of authority.
- The **police** have familiar lines of authority to the military. They are not the same.
- The **military** and **police** often minimize ambiguity by making informed assumptions within a strong planning culture.
- **Civilian** organizations and government departments tolerate more ambiguity and uncertainty than military ones. They usually also have more flexible management models. Individuals may be used to autonomy and independence, not used to following authority.

The military, police and civilian components in UN peacekeeping operations play unique and important roles

- The primary function of the military component in UN missions is to provide a secure environment as a precondition for moving ahead on other elements of the peace process or implementation of peace agreements.
- **United Nations Police (UNPOL)** has two core functions:
 - Operational support or interim executive policing and other law enforcement.
 - Support for reform, restructuring and rebuilding of host State police.
- The **civilian component** brings technical expertise for substantive and support work.
- For each mission the types of **substantive civilian component** units present depends on the mandate. Most multi-dimensional peacekeeping operations have these units:
 - Political affairs
 - Civil affairs
 - Human rights
 - Gender
 - Public information
- The **support civilian component** covers necessary mission logistics and administrative support.

Evaluation

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

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

- 1) Narrative
- 2) True-False
- 3) Fill in the blank / sentence completion
- 4) Multiple-choice
- 5) Call-and-Response/Mix-and-Match

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 1.7	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Why does it matter if different components of peacekeeping missions work together?	Everyone contributes to achieving the mandate. The work of each component affects the tasks of other components. UN peacekeeping operations have complex mandates and operate in difficult environments. Peacekeeping personnel must know how to help each other.
2. What significant differences exist between military, civilian and police cultures?	Short answer: <ul style="list-style-type: none"> ▪ The military has a system of hierarchy. There are clear lines of authority. ▪ The police have similar lines of authority to the military. They are not the same. ▪ The military and police often minimize ambiguity by making

	<p>informed assumptions within a strong planning culture.</p> <ul style="list-style-type: none"> ▪ Civilian organizations and government departments tolerate more ambiguity and uncertainty than military ones. They usually also have more flexible management models. Individuals may be used to autonomy and independence, not used to following authority. <p>Expanded answer:</p> <p>Military:</p> <ul style="list-style-type: none"> ▪ a system of hierarchy ▪ lines of authority are clear, defined ▪ planning culture is strong – shared across different militaries ▪ military often minimizes ambiguity by making informed assumptions within a strong planning culture. <p>Police:</p> <ul style="list-style-type: none"> ▪ lines of authority are clear, defined – similar to the military ▪ planning culture is also strong ▪ police also often minimize ambiguity by making informed assumptions within a strong planning culture ▪ police forces and services are different from each other – legal systems and police structures vary; police officers may be trained differently - unlike the military which has a common culture developed over many years <p>Civilian:</p> <ul style="list-style-type: none"> ▪ civilian organizations and government departments tolerate more ambiguity and uncertainty than military ones ▪ civilian organisations have more flexible management ▪ work relationships and lines of authority may be vague, ambiguous or uncertain ▪ individuals may be used to autonomy and independence, not used to following authority
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<p>3. Name the three main categories of military personnel in UN peacekeeping and give at least one example of each.</p>	<ol style="list-style-type: none"> 1. formed military units, contingents: companies, battalions, brigades 2. military experts on mission: military observers, military liaison officers, military advisors, arms monitors 3. staff officers: specialized functions at mission force HQ or in joint mission structures
<p>4. Name the three main categories of police personnel in UN peacekeeping and describe each.</p>	<ol style="list-style-type: none"> 1. individual police officers (IPOs) – seconded by Governments of Member States to the UN, usually for six months 2. formed police units (FPUs) – stand-alone unit of police officers deployed from the same country; Each FPU is about 140 officers with a main task of public order 3. specialized police teams (SPTs) – a group of experts with particular specialisation, e.g. sexual violence, child protection, forensic services
<p>5. Name civilian units typically found in multidimensional peacekeeping operations.</p>	<p>Five typical civilian units are:</p> <ul style="list-style-type: none"> ▪ Political Affairs ▪ Civil Affairs ▪ Human Rights ▪ Gender ▪ Public Information <p>The complete list is:</p> <ul style="list-style-type: none"> ▪ Civil Affairs ▪ Political Affairs ▪ Public Information ▪ Electoral Assistance ▪ Human Rights ▪ Justice ▪ Corrections ▪ Security Sector Reform ▪ Mine Action ▪ Disarmament, Demobilization and Reintegration (or DDDR, Disarmament, Demobilization, Reinsertion and Reintegration) ▪ Child Protection ▪ Gender ▪ HIV/AIDS ▪ Mission Support

True-False	
6. Police from different countries may have different legal systems.	True. Legal systems and the role of the police vary between countries, especially between two legal codes – common law, and civil law. Police in peacekeeping may have to adjust to different policing cultures within UNPOL as well as different institutional cultures that apply in military and civilian components.
Fill in the blanks	
7. The primary function of the military component is to _____. This function enables the UN to implement other parts of peace agreements (human rights monitoring, humanitarian assistance).	<p>Create a secure and stable environment.</p> <p>By creating a secure and stable environment, the military creates conditions for other work to proceed safely and successfully.</p>
8. Police have two core functions in peacekeeping, ____ and ____.	<ol style="list-style-type: none"> 1. Operational support or interim executive policing and other law enforcement 2. Support for reform, restructuring and rebuilding of host State police <p>Stress that all peacekeeping personnel support national and local capacity while they carry out mandated tasks.</p>
Multiple-choice	
<i>Note: Check one for each.</i>	
9. Misunderstanding about the police role in UN peacekeeping missions is common because: <i>check all that apply</i>	<p>APPLY</p> <p>(b) countries have different legal systems and police structures</p> <p>(e) countries train police officers in different ways</p> <p>DO NOT APPLY</p> <p>(a) roles in national police services are completely different from roles in a UN peacekeeping mission</p> <p>(c) joint work with other components is unique</p> <p>(d) elections are conducted differently</p> <p>(f) protecting civilians is complicated</p>
<p>_____ (a) roles in national police services are completely different from roles in a UN peacekeeping mission;</p> <p>_____ (b) countries have different legal systems and police structures;</p> <p>_____ (c) joint work with other</p>	

<p>components is unique; ____ (d) elections are conducted differently; ____ (e) countries train policer officers in different ways; ____ (f) protecting civilians is complicated</p>	
<p>10. Civilian components in UN peacekeeping: <i>check all that apply</i> ____ (a) work in both support and substantive components ____ (b) have national and international civilian experts ____ (c) concentrate on peacebuilding activities only ____ (d) have limited roles in traditional peacekeeping ____ (e) deploy in specialist groups</p>	<p>APPLY (a) work in both support and substantive components, in a variety of roles (b) have national and international civilian experts. (d) have limited roles in traditional peacekeeping.</p> <p>DO NOT APPLY (c) civilians do not just concentrate on peacebuilding: their work spans many mandated task areas (e) civilians deploy as individuals, not as part of specialist groups, as police may be</p>

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
Institutional culture	<p>Institutional culture is how people in an organization or institution act and behave, based on shared assumptions and values. It is what is “normal” for a particular group.</p> <p>Differences exist within the military, police and civilian components, as well as between them.</p>

Commonly asked questions from participants:

Possible Questions	Possible Responses
<p>How is UN diversity a strength and a challenge in peacekeeping?</p>	<p>Cultural and institutional diversity are strengths because they:</p> <ul style="list-style-type: none"> • Reinforce the international legitimacy of the UN; • Stimulate creative solutions to challenges; • Show people can work together across differences; • Broaden and deepen ways of doing mandate tasks. <p>They can be challenges because:</p> <ul style="list-style-type: none"> • When individuals first experience diversity, culture shock can be real and intense, unsettling people; • Human beings like to “feel right”: we’re most comfortable with those who share our culture, and we reinforce familiar cultural values; • Familiar and “normal” ways of behaving may be challenged, rocking people’s confidence; • Trust takes time to build and bridge difference, and sometimes in peacekeeping people need to work together immediately, i.e. respond to a crisis.

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 (See 'Additional Resources')
- [Report of the Secretary General on civilian capacity in the aftermath of conflict \(S/2014/5\)](#)
- [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 2185 \(2014\) on the role of policing in United Nations peacekeeping operations \(S/RES/2185\)](#)
- [DPKO-DFS Policy on Authority, Command and Control in UN Peacekeeping Operations, 2008](#)
- [DPKO-DFS Mission Start Up Field Guide for Mission Managers of UN Peacekeeping Operations, 2010](#)
- [DPKO-DFS UN Infantry Battalion Manual, 2012](#)
- [DPKO-DFS Guidelines on Roles and Training Standards for UN Military Experts on Mission, 2009](#)
- [DPKO-DFS Guidelines on Roles and Training Standards for UN Military Staff Officers, 2009](#)
- [DPKO-DFS Policy on UN Police in Peacekeeping Operations and Special Political Missions, 2014](#)
- [DPKO-DFS Guidelines on Police Operations in United Nations Peacekeeping Operations and Special Political Missions, 2015](#)
- [DPKO-DFS Policy on Formed Police Units in UN Peacekeeping Operations, 2016](#)
- [DPKO Handbook on Multidimensional Peacekeeping Operations, 2003](#)

Additional Resources

UN Information

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

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 using the following links: <http://www.un.org/en/peacekeeping/operations/current.shtml>
<http://www.un.org/en/peacekeeping/operations/past.shtml>)

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 Information

Trainers should let participants know that in addition to the Mission-specific information received during this training, participants should also familiarize themselves with the Pre-deployment Information Package (PIP). The PIP provides information on the mission and the local context.

Additional Training Resources

UN Peacekeeping Operations: An Introduction
<http://portals.unssc.org/course/index.php?categoryid=24>

1.7 Handout: Functions and Activities within a Multidimensional Peacekeeping Mission

Component	Civilian Substantive	Civilian support	Military	Police
<p>Functions and Activities</p> <ul style="list-style-type: none"> ▪ Developing Disarmament, Demobilization, and Reintegration (DDR) programs with military, humanitarian, and development partners ▪ Security Sector Reform ▪ Electoral assistance ▪ Women, peace and security and ending of conflict-related sexual violence ▪ Justice and corrections ▪ Mine action assistance ▪ Public relations and communications ▪ Building human rights and rule of law ▪ Protection of civilians ▪ Protection of children ▪ HIV/AIDS education and prevention ▪ Capacity building of the host country government ▪ Support to emergence of legitimate political institutions and participatory processes 	<ul style="list-style-type: none"> ▪ Administrative services ▪ Procurement ▪ Ensuring health of mission personnel ▪ Telecommunications and information technology ▪ Financial support: preparation and execution of mission budget, paying staff and vendors ▪ Logistical support, e.g. Aviation, Movement Control, Engineering ▪ Recruitment, training, and human resources functions ▪ Monitoring mission compliance with local laws and respect for UN privileges and immunities and status-of-forces or status-of-mission agreement 	<ul style="list-style-type: none"> ▪ Security Sector ▪ Provision of a secure environment, through: <ul style="list-style-type: none"> ○ Conducting patrols ○ Establishing and operating checkpoints ○ Securing major routes to facilitate mobility ○ Securing key facilities (hospitals, power plants, police recruiting stations, etc.) 	<ul style="list-style-type: none"> ▪ Restoration of rule of law ▪ Reform of host country police services <ul style="list-style-type: none"> ○ Vetting, training, and mentoring of host country police ▪ Providing public order and responding to public security challenges, through: <ul style="list-style-type: none"> ○ Static guard and close protection duties for dignitaries ○ Preventive patrols and checkpoints ○ Tactical support for high-risk operations ○ Security for demonstrations ▪ Provision of executive policing (in the absence of an established national police framework) 	