

# 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

<b>The Lesson</b>	Pages 3-26
Starting the Lesson	Intro Slides
<b>Learning Activity 1.7.1: Differences in the Mission</b>	
The Importance of Different Mission Components Working Together	Slide 1
Cooperating Across Differences in Institutional Culture	Slides 2-3
<b>Learning Activity 1.7.2: The Peacekeeping Body</b>	
The Military Component	Slides 4-5
The Police Component	Slides 6-8
The Civilian Component	Slides 9-10
<b>Learning Activity 1.7.3: Balloon Debate</b>	
Summary	Page 27
<b>Learning Evaluation</b>	Pages 28-32
<b>OPTIONAL: Additional Learning Activities</b>	See Resource
<b>Learning Activity 1.7.4: Who Am I?</b>	
<b>Learning Activity 1.7.5: Main Roles of Mission Components</b>	

## 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

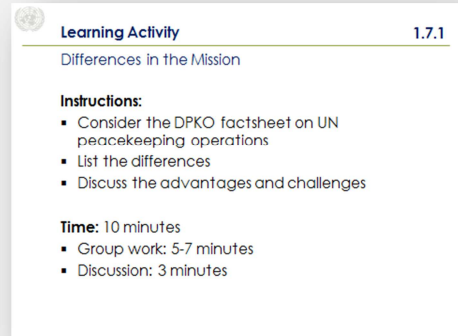
#### INSTRUCTIONS

- 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>

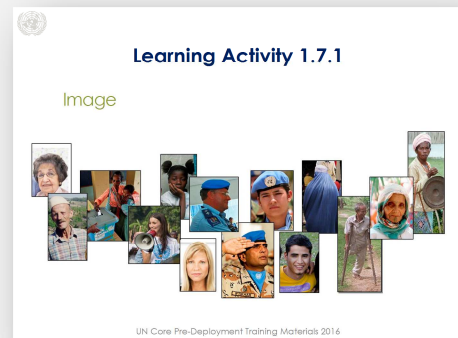
#### RESOURCES

- Learning Activity instructions
- Photos (from Lesson 3.2)



The screenshot shows a document titled "Learning Activity" with the sub-heading "Differences in the Mission" and the reference "1.7.1". It includes the following instructions:

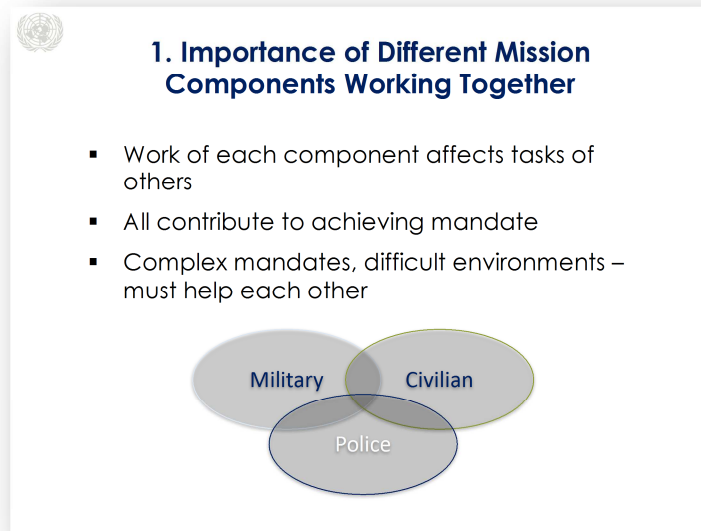
- Instructions:**
  - Consider the DPKO factsheet on UN peacekeeping operations
  - List the differences
  - Discuss the advantages and challenges
- Time:** 10 minutes
  - Group work: 5-7 minutes
  - Discussion: 3 minutes



The screenshot shows a slide titled "Learning Activity 1.7.1" with the word "Image" below it. The image is a collage of various people, including men and women in military uniforms and civilian attire, representing the diversity of UN peacekeepers. At the bottom, it reads "UN Core Pre-Deployment Training Materials 2016".

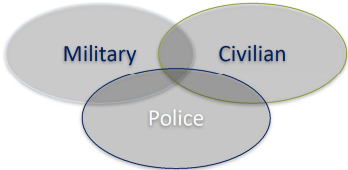
## The Importance of Different Mission Components Working Together

### 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



**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

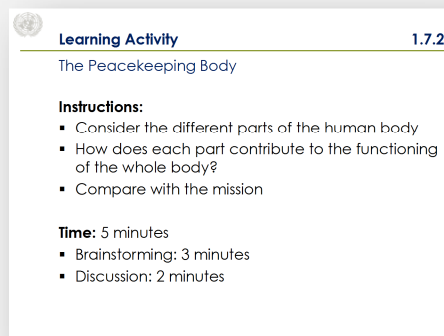
- Brainstorming: 10 minutes
- Discussion: 5 minutes

**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

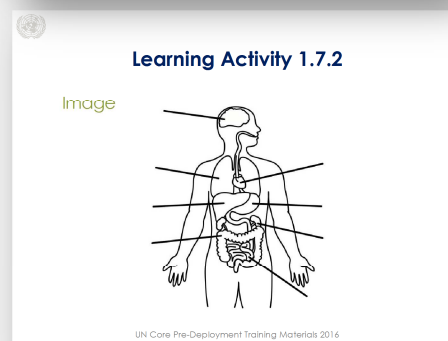
The Peacekeeping Body

**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





## 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 document titled "Learning Activity" with the sub-title "Balloon Debate" and the reference number "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
<b>Narrative</b> <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"> <li>▪ The <b>military</b> has a system of hierarchy. There are clear lines of authority.</li> <li>▪ The <b>police</b> have similar lines of authority to the military. They are not the same.</li> <li>▪ The <b>military</b> and <b>police</b> often minimize ambiguity by making</li> </ul>

	<p>informed assumptions within a strong planning culture.</p> <ul style="list-style-type: none"> <li>▪ <b>Civilian</b> 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.</li> </ul> <p>Expanded answer:</p> <p>Military:</p> <ul style="list-style-type: none"> <li>▪ a system of hierarchy</li> <li>▪ lines of authority are clear, defined</li> <li>▪ planning culture is strong – shared across different militaries</li> <li>▪ military often minimizes ambiguity by making informed assumptions within a strong planning culture.</li> </ul> <p>Police:</p> <ul style="list-style-type: none"> <li>▪ lines of authority are clear, defined – similar to the military</li> <li>▪ planning culture is also strong</li> <li>▪ police also often minimize ambiguity by making informed assumptions within a strong planning culture</li> <li>▪ 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</li> </ul> <p>Civilian:</p> <ul style="list-style-type: none"> <li>▪ civilian organizations and government departments tolerate more ambiguity and uncertainty than military ones</li> <li>▪ civilian organisations have more flexible management</li> <li>▪ work relationships and lines of authority may be vague, ambiguous or uncertain</li> <li>▪ individuals may be used to autonomy and independence, not used to following authority</li> </ul>
--	--

<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"> <li>1. formed military units, contingents: companies, battalions, brigades</li> <li>2. military experts on mission: military observers, military liaison officers, military advisors, arms monitors</li> <li>3. staff officers: specialized functions at mission force HQ or in joint mission structures</li> </ol>
<p>4. Name the three main categories of police personnel in UN peacekeeping and describe each.</p>	<ol style="list-style-type: none"> <li>1. individual police officers (IPOs) – seconded by Governments of Member States to the UN, usually for six months</li> <li>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</li> <li>3. specialized police teams (SPTs) – a group of experts with particular specialisation, e.g. sexual violence, child protection, forensic services</li> </ol>
<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"> <li>▪ Political Affairs</li> <li>▪ Civil Affairs</li> <li>▪ Human Rights</li> <li>▪ Gender</li> <li>▪ Public Information</li> </ul> <p>The complete list is:</p> <ul style="list-style-type: none"> <li>▪ Civil Affairs</li> <li>▪ Political Affairs</li> <li>▪ Public Information</li> <li>▪ Electoral Assistance</li> <li>▪ Human Rights</li> <li>▪ Justice</li> <li>▪ Corrections</li> <li>▪ Security Sector Reform</li> <li>▪ Mine Action</li> <li>▪ Disarmament, Demobilization and Reintegration (or DDDR, Disarmament, Demobilization, Reinsertion and Reintegration)</li> <li>▪ Child Protection</li> <li>▪ Gender</li> <li>▪ HIV/AIDS</li> <li>▪ Mission Support</li> </ul>

<b>True-False</b>	
6. Police from different countries may have different legal systems.	<b>True.</b> 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.
<b>Fill in the blanks</b>	
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"> <li>1. Operational support or interim executive policing and other law enforcement</li> <li>2. Support for reform, restructuring and rebuilding of host State police</li> </ol> <p>Stress that all peacekeeping personnel support national and local capacity while they carry out mandated tasks.</p>
<b>Multiple-choice</b>	
<i>Note: Check one for each.</i>	
<p>9. Misunderstanding about the police role in UN peacekeeping missions is common because: <i>check all that apply</i></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>APPLY</p> <p>(b) countries have different legal systems and police structures</p> <p>(e) countries train policer 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>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
<b>Institutional culture</b>	<p><b>Institutional culture</b> 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"> <li>• Reinforce the international legitimacy of the UN;</li> <li>• Stimulate creative solutions to challenges;</li> <li>• Show people can work together across differences;</li> <li>• Broaden and deepen ways of doing mandate tasks.</li> </ul> <p>They can be challenges because:</p> <ul style="list-style-type: none"> <li>• When individuals first experience diversity, culture shock can be real and intense, unsettling people;</li> <li>• Human beings like to “feel right”: we’re most comfortable with those who share our culture, and we reinforce familiar cultural values;</li> <li>• Familiar and “normal” ways of behaving may be challenged, rocking people’s confidence;</li> <li>• Trust takes time to build and bridge difference, and sometimes in peacekeeping people need to work together immediately, i.e. respond to a crisis.</li> </ul>

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

# Module 1: An Overview of United Nations Peacekeeping Operations

## Lesson 1.7



---

## Working as One in the Mission



# Relevance

As peacekeeping personnel you must know:

- Your work
- Work of other components in the mission
- How all work connects
- Important contribution to common goal



# Learning Outcomes

Learners will:

- Explain importance of working together to achieve the mandate
- Explain differences in “institutional culture” between military, police and civilians
- Explain main role of military, police and civilians



# Lesson Overview

1. Importance of Different Mission Components Working Together
2. Cooperating Across Differences in Institutional Culture
3. The Military Component
4. The Police Component
5. The Civilian Component





## Differences in the Mission

### **Instructions:**

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

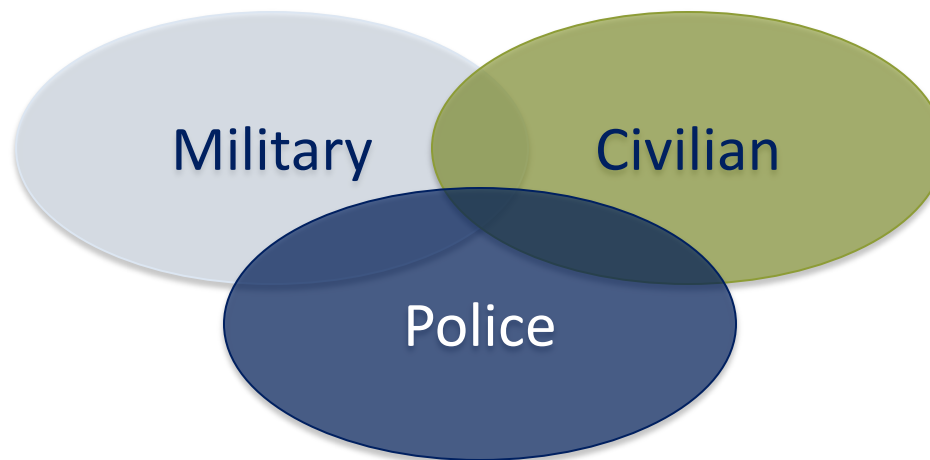
### **Time:** 10 minutes

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



# 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





## 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





## 2. Cooperating Across Differences in Institutional Culture

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





## 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



# 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





# Three Main Categories

Formed Military Units  
or Contingents

Military Experts on  
Mission

Staff Officers



## 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







# Three Main Categories

Individual Police  
Officers

Formed Police Units

Specialized Police  
Teams



## 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





# 5. The Civilian Component

## The Role

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





## Two Different Types

Civilian Substantive  
Component

Civilian Support  
Component



## Balloon Debate

### **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 of Key Messages

- Work together to achieve mandate
- Respect diverse “institutional cultures” of military, police and civilians
- UN military, police and civilians all play unique and important roles



# 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
1.7.1	Differences in the Mission	Group work using factsheet, discussion	10 minutes
1.7.2	The Peacekeeping Body	Guided group discussion using graphic	5-15 minutes
1.7.3	Balloon Debate	Role play, small groups, brainstorming and persuasive presentation	10-30 minutes
1.7.4	Who Am I?	Guessing Game	25-30 minutes
1.7.5	Main Roles of Mission Components	Assigned reading from <i>Mission Start-Up Field Guide</i> , group presentations	30 minutes, plus 30 minutes for individual preparatory reading

## 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

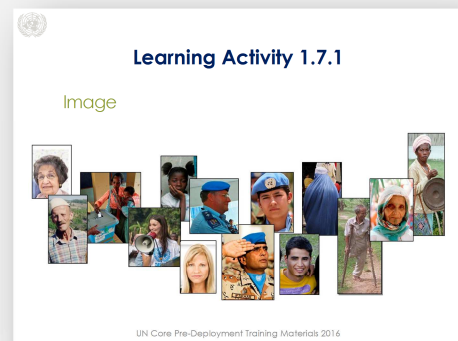
#### INSTRUCTIONS

- 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)



*Note on use: This learning activity is also relevant for the Lesson 3.2 on Respect for Diversity in Module 3, which covers the issue of "difference" in more detail. Lesson 1.7 on Working As One in the Mission and Lesson. 3.2 on Respect for Diversity both have content on differences in the peacekeeping environment. Lesson 1.7 focuses on differences in the mission, particularly differences in the professional backgrounds and institutional cultures of military, police and civilian personnel. Lesson. 3.2 also focuses on differences between individuals who work in the mission, as well as differences with the host country and others working in the country – moving beyond differences in the work environment to differences at an individual level.*

### **Preparation**


- Source for DPKO Factsheet on UN Peacekeeping Operations: <http://www.un.org/en/peacekeeping/resources/statistics/factsheet.shtml>
- Access the website to download the latest Factsheet. Decide what questions you want to ask and total time available for this learning activity. You may wish to do research on specific missions, particularly if the mission of deployment is known by participants.
- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Make sure there are enough copies of the Factsheet.
- 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 reinforce what the group already knows about differences in the peacekeeping mission environment.
2. Ask participants to brainstorm answers to the following questions:
  - a) What are the differences that exist in a UN peacekeeping mission?
  - b) What are the advantages?
  - c) What are the challenges?
3. Use the Factsheet and photos to prompt responses.
4. Summarise answers from participants. Transfer to the flip-chart and record the examples of differences: different types of personnel, different countries contributing personnel, different backgrounds (including professional backgrounds), different countries of deployment.
5. Highlight the importance of:
  - a) Being unified in the mission under the single authority of the SRSG/HOM
  - b) Appreciating the roles and contributions of different personnel
  - c) Managing conflict where it arises because of differences
6. Wrap up the exercise. Use the results of the brainstorming to introduce the Lesson 1.7 on Working as One in the Mission.


### 1.7.1 Photos: Differences in the Mission

Available as part of presentation slides for Lesson 3.2, or as an individual slide for the learning activity.



## Learning Activity 1.7.1

Image



UN Core Pre-Deployment Training Materials 2016

**Description:** The photos display various individuals who are different in many ways. The same photos are used in Lesson 3.2 on Respect for Diversity.

Differences include: country of origin, family and ethnic background, race, sex, age, culture, professional background and training, religious or political beliefs, and personality.

**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

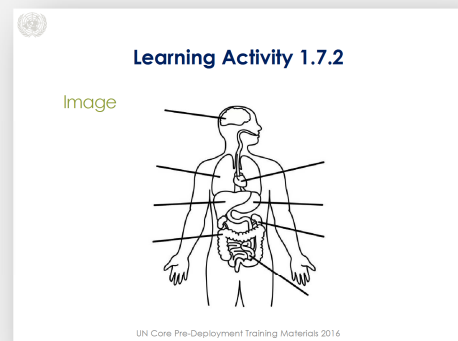
- Brainstorming: 10 minutes
- Discussion: 5 minutes

**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



### Preparation

- Find or draw a picture of the human body to use for the activity. Prepare the outline of a human body on a flip-chart sheet, so you can note points from participants.
- Prepare your remarks to discuss benefits of having different components in the “body” of a peacekeeping operation.
- Anticipate participant responses. Prepare coloured post-it notes with key functions: HOM, SRSG, HOMC, HOPC. Add names of components and units, from list in Learning Activity 1.7.4. Use a different colour of post-it notes to distinguish different functions and the three main components. The colours will help you summarize the activity. Have these organized on a table for use.

### Instructions

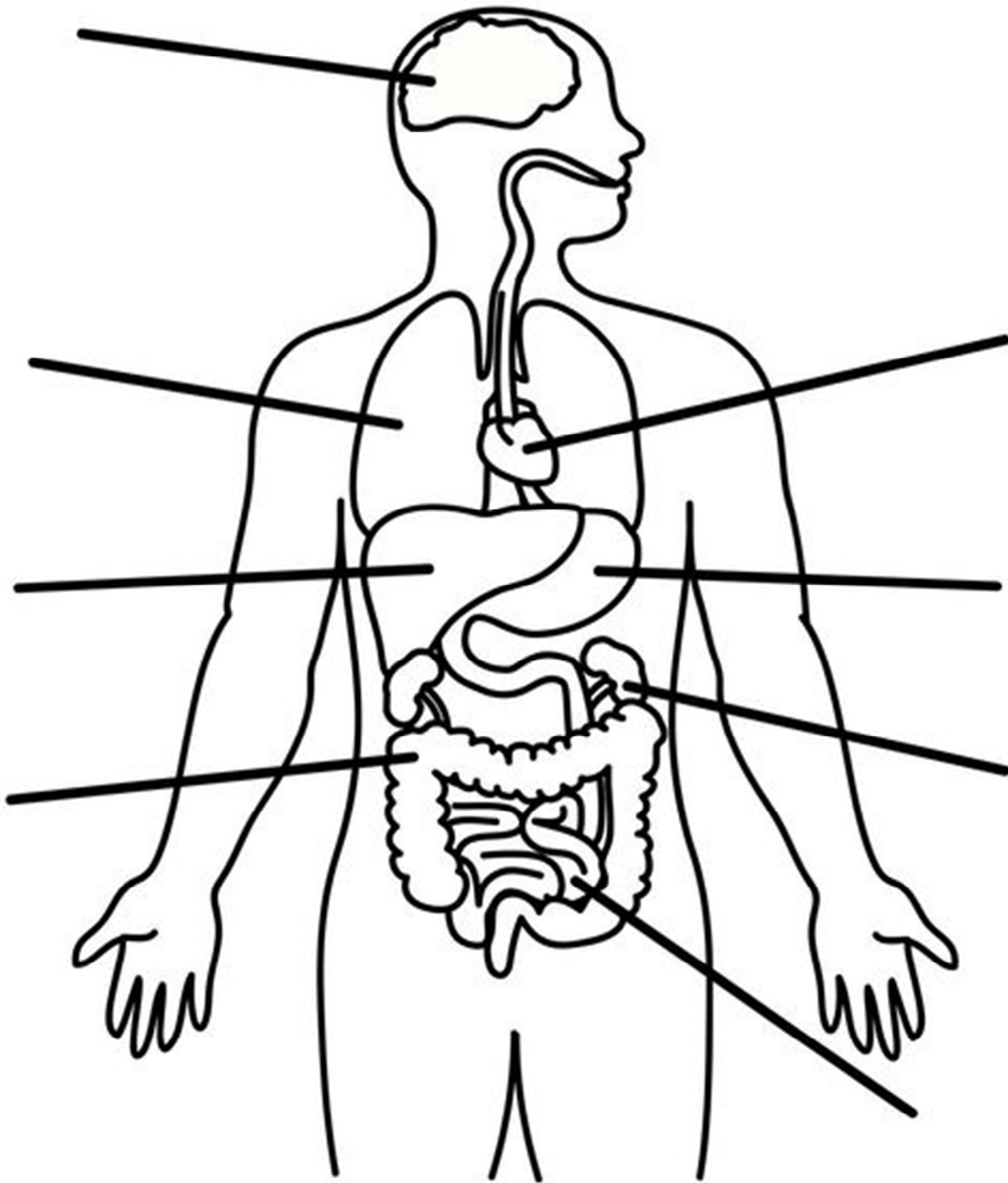
1. Introduce the activity. The purpose is to consolidate learning about functions, components and units.
2. Project the picture of human anatomy or draw attention to a posted drawing.
3. Ask participants to suggest names for different parts of the peacekeeping “body”. Having a human body outline prepared on a flipchart sheet gives a place for you to note suggestions. Use the prepared post-it notes to quickly capture suggestions. Keep a fast pace. When participants give a name, get direction from them on where to put the post-it note.
4. No single “right way” exists for the naming. Reinforce two important messages:
  - All are parts of a single body. A mission functions as a single entity.
  - A mission needs every part to survive and succeed.

### Variations

Instead of after content coverage, use the activity to introduce the content. The outline of a human body is more a presentation aid. Invite initial inputs from participants, but expect fewer. This serves as an informal pre-assessment.

**1.7.2 Diagram: The Peacekeeping Body**

*Available as an individual slide for the learning activity.*



## 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



*Note on use: This can be an integrative learning activity for Lessons 1.7 and 1.8 on mission components and partners.*

### Preparation

- Decide on whether you will deliver this exercise in the short or long form.
- Divide participants into three groups. If the class is too large for three groups, see notes below on Variations.
- Decide on which groups will represent the military, police or civilian component.
- Time is limited. Prepare your introductory points and session timing.
- Print out the Learning Activity Steps for participants.

### Instructions

1. Introduce the activity. Be ready to quickly form the groups and distribute folders assigning which component they will represent. Do this while you are introducing the activity, or have printed copies of the Steps for the participants already on the tables (see below).
2. Manage the time. Let groups know when they only have 2 minutes left, so they can finalize their arguments.
3. Get groups to present. Decide which is most convincing and give them feedback on why. Use humour and the group's positive energy. A group definitely wins if it finds a way for everyone to stay in the hot air balloon.
4. Close the exercise reinforcing the key messages that *all parts of a peacekeeping mission are essential*. They would not be part of the mission if they were not. Respecting each other's work makes it possible to work together as one, instead of working side-by-side but separately.

### Variations

- Adapt the exercise if the class is large. Groups should be 8-10 people. Develop it as a "fish bowl" exercise. Half the group does an activity, the other half observes. Reduce time for group work and presentation, to give observers time to share observations. Make sure you use a fish bowl approach in at least two exercises, so all have the experience of being observers and participants.
- Getting groups to brainstorm and distil key messages is a strong support for learning retention. Focusing a presentation in a short time can also be done using an "elevator ride" as an example: "The elevator doors open. The person you need to convince is there. You have the 2 minutes until the elevator reaches her floor. Use that time to get your message across." Focusing on key messages helps transfer learning from the training into reality.

### 1.7.3 Learning Activity Steps for Participants: Balloon Debate

#### **Set the scene:**

A hot air balloon is taking military, civilian and police personnel to a peacekeeping operation. It begins to lose height. The balloon will crash if some passengers do not go overboard.

#### **Set the task:**

- You are either military, police or a civilian.
- Each category of personnel must persuade the hot air balloon operator that they should stay in the balloon.
- The instructor is the operator.
- Give reasons why you must stay on board.

*Short version:* Groups have 5 minutes to brainstorm the roles, tasks and characteristics of their component, and 3 minutes each to make their strongest case.

*Long version:* Groups have 10 minutes to brainstorm the roles, tasks and characteristics of components, and 3 minutes each to make their strongest case.

## Learning Activity

1.7.4

---

### Who Am I?

#### METHOD

Guessing game

#### PURPOSE

To reinforce learning about mission components and units

#### TIME

25-30 minutes

- Introduction: 2 minutes
- Game: 15 minutes
- Organizing: 5 minutes
- Summary: 3 minutes

#### INSTRUCTIONS

- You are either military, police or a civilian
- Ask questions to find out who you are

#### RESOURCES

- Learning Activity instructions
- Activity material

*Note on use: This activity can integrate learning from lessons 1.7 and 1.8.*

### Preparation

- Decide on mission components for the game. See list on next page. Use unit names as well as component names. If time allows, have a different component or unit for each participant, or decide how you will assign people to teams.
- Prepare sticky nametags. Write a component or unit name on each.
- Prepare key points about each selected component that you will use in the game.

### Instructions

1. Introduce the activity. Explain how it will work.
2. Get participants to stand, and give each participant a nametag.
3. Start the game by calling out a specific role, task or characteristic of a component or unit. See who can identify the component or unit and the person with the nametag first. Read out key roles, tasks or characteristics of other components or units.
4. As nametags are identified, move people to another part of the room. Ask them to **organize themselves in a logical way to present at the end of the exercise**. For example:
  - One person may have a nametag for CIVILIAN COMPONENT.
  - Two others may have nametags for SUBSTANTIVE CIVILIAN COMPONENT and SUPPORTIVE CIVILIAN COMPONENT.
  - Still others will identify HUMAN RIGHTS or CHILD PROTECTION.How they arrange themselves should show the relationship between these.
5. Give the group five minutes at the end to finalize organization to show logical connections. Use this to summarize.

### Variations

- Put sticky name tags on people's backs. Set group task to match descriptions to the person with the name or acronym. Keep participants and the process moving quickly.
- Put full names on the name tags. When the matching part of the exercise is done, rapidly call acronyms and get people to identify themselves by acronym.
- Adapt the exercise for different learner groups and gaps. Use it several times, each time focusing on details of a specific component.
- Develop the exercise with information on components from Lesson 1.7 and partners from Lesson 1.8.

### 1.7.4 Learning Activity Material: Who Am I?

#### Possible nametags

*Note: Ordered roughly as they appear in text, for instructor reference locating key tasks, role, qualities to call out (civilian units mentioned in the early part of the text are listed together)*

<b>Military Component</b>	
Formed Military Units – FPU	
Companies	
Battalions	
Brigades	
Military Experts on Mission	
Military Observers (MO)	
Military Liaison Officers (MLO)	
Military Advisors (MilAd)	
Arms Monitors (AM)	
Staff Officers	
<i>Specialised Functions</i>	
Head of the Military Component (HOMC)	
Force Commander (FC)	
Chief Military Observer (CMO)	Both titles are for HOMC in traditional missions with unarmed military personnel. You may want to include both in the exercise.
Chief Liaison Officer (CMLO)	
Joint Protection Teams (JPTs)	
<b>Police Component (UNPOL)</b>	
Individual Police Officers (IPO)	
Formed Police Units (FPU)	

Specialised Police Teams (SPT)	
Head of Police Component (HOPC)	
<b>Civilian Component</b>	
Political Affairs	
Public Information	
Civil Affairs	
Electoral Assistance	
Human Rights	
Justice	
Corrections	
Security Sector Reform	
Mine Action	
Disarmament, Demobilization and Reintegration	
Child Protection	
Gender	
HIV/AIDS	
Mission Support	
Civilian Substantive Component	
Civilian Support Component	
Director of Mission Support (DMS/CMS)	

## Learning Activity

## 1.7.5

### Main Roles of Mission Components

#### METHOD

Assigned reading from *Mission Start-up Field Guide* and group preparation of presentations on selected functions, components and units

#### PURPOSE

To bring realism and accuracy to learning about roles and contributions of mission components by using a real source, the *Mission Start-Up Field Guide*

#### TIME

30 minutes, plus 30 minutes for individual preparatory reading

- Introduce activity: 3-5 minutes
- Group work – decide what to present in 3 minutes each: 10-12 minutes
- Group presentations – present 4 x 3: 10-12 minutes
- Summary / close: 3 minutes

#### INSTRUCTIONS

- Research your assigned component
- Prepare a **3-minute** presentation

#### RESOURCES

- Learning Activity instructions
- Activity material

*Note on use: Selected sections of Guidelines, Mission Start-up Field Guide (1 August 2010) are the basis of this learning activity. The reference contains valuable instructional support on other practical peacekeeping aspects. Scan it to consider different uses in a course.*

### Preparation

- Download the *Mission Start-up Field Guide* (2010) from:  
The Policy and Practice Database: [ppdb.un.org](http://ppdb.un.org) (only accessible from the UN network).  
Also accessible through the Peacekeeping Resource Hub:  
<http://research.un.org/en/peacekeeping-community>
- Select sections from the *Mission Start-up Field Guide* with information on components. See suggestions below.
- Decide on the four groups and assignments.
- Prepare handouts of relevant excerpts for each group.
- Tell participants which groups they are in and give handouts the day before the activity. Encourage them to read the handouts carefully.

### Instructions

1. Introduce the activity and invite feedback on excerpts people read. Are points clear?
2. Groups have 10-12 minutes to prepare a 3 minute presentation on their assigned components.
3. Ask participants to present.
4. Encourage participants to raise questions following presentations.

### Variations

- **Guided group discussion.**
  - a) Prepare four large flip-chart sheets with main headings written at the top (or the categories for which you are adapting the exercise.)
    - Civilian leadership and management
    - Military and police
    - Support components
    - Substantive components
  - b) Prepare post-it notes with the specific elements under each. Use one colour for each category, or the same colour for all. Use different colours if you want the exercise to go quickly. People may quickly recognize the colour use, not pay attention to content. Use the same colour if the group can take its time.
  - c) Distribute the post-it notes evenly between tables, with some from each category. Give participants several minutes to look over the post-it notes and pool what they know about where each belongs.
  - d) Ask the group to decide which belong in civilian leadership and management. As soon as they have decided, post the notes on the flip-chart sheet.
  - e) Repeat. Do not discuss until the end.
  - f) Cross-check that the components and units are organized accurately. Invite questions. Respond to them.
  - g) Close the activity with a rapid recap of main components and their contributions to peacekeeping missions.



- **Expand the time and the activity.** Use smaller groups to cover more components and units. Assign groups to go into more depth.
- **Reading time.** Give participants expanded sections to read, including sections other groups will work on. Double the reading time. This will help learners hear and absorb content from all presentations.
- **Repetition.** Repeat the exercise at different times focusing on the different units of the military, police and civilian units.
- **Brainstorm.** Ask participants to brainstorm on points in the assigned reading they already knew. Scan the readings before the activity and list the terms and concepts you expect participants to already know. Use this variation of the activity for informal assessment. Are they learning core content?

**1.7.5 Learning Activity Material: Main Roles of Mission Components**

**Reference: Table of Contents, Mission Start-Up Field Guide**

Civilian leadership and management functions	Pages 53 to 76
Military and police components	Pages 78 – 86
Mission support components	Pages 93 – 150
Substantive components	Pages 152 – 189

**Civilian leadership and management functions**

- SRSG/HOM
- DSRSG
- DSRSG/RC/HC
- DMS/CMS
- COS
- Legal Affairs
- Safety and Security
- Conduct and Discipline
- JMAC
- JOC

**Military and Police Components**

- Military Component
- HOMC
- Critical tasks – mandate implementation
- Critical tasks – mission implementation
- Police Component
- HOPC
- Critical tasks – mandate implementation
- Critical tasks – mission management

**Mission Support Component**

- ISS
- Administrative Services
- MOVCON
- Transport
- Engineering
- JLOC (Note: Replaced by the MSC)
- CITS
- Aviation
- Aviation Safety
- Supply
- Property Management
- JGIS
- Finance
- Procurement
- Medical Services
- General Services
- UNV

**Substantive Components**

- Political Affairs
- Public Information
- Spokesperson
- Civil Affairs
- Electoral Assistance
- Human Rights
- Justice
- Corrections
- Security Sector Reform
- Mine Action
- DDR
- Child Protection
- Gender Advisory
- HIV/AIDS





# Learning Activity 1.7.1

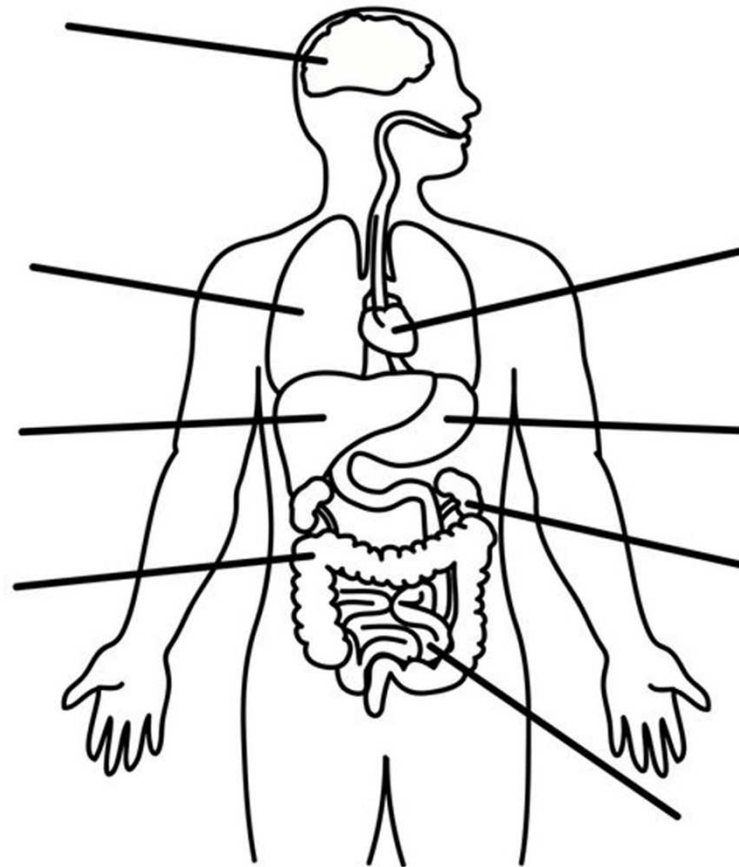
## Image





## Learning Activity 1.7.2

Image



## Evaluation

**Note on use:** The 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.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 1.7	
Questions	Answers
<b>Narrative</b>	
<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 is "institutional culture"? How does it affect peacekeeping?	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. Peacekeeping personnel need to learn enough about the institutional culture of other mission components to work well across the differences.

<p>3. What significant differences exist between military, civilian and police cultures?</p>	<p>Short answer:</p> <ul style="list-style-type: none"> <li>▪ The <b>military</b> has a system of hierarchy. There are clear lines of authority.</li> <li>▪ The <b>police</b> have similar lines of authority to the military. They are not the same.</li> <li>▪ The <b>military</b> and <b>police</b> often minimize ambiguity by making informed assumptions within a strong planning culture.</li> <li>▪ <b>Civilian</b> 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.</li> </ul> <p>Expanded answer:</p> <p>Military:</p> <ul style="list-style-type: none"> <li>▪ a system of hierarchy</li> <li>▪ lines of authority are clear, defined</li> <li>▪ planning culture is strong – shared across different militaries</li> <li>▪ military often minimizes ambiguity by making informed assumptions within a strong planning culture.</li> </ul> <p>Police:</p> <ul style="list-style-type: none"> <li>▪ lines of authority are clear, defined – similar to the military</li> <li>▪ planning culture is also strong</li> <li>▪ police also often minimize ambiguity by making informed assumptions within a strong planning culture</li> <li>▪ 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</li> </ul> <p>Civilian:</p> <ul style="list-style-type: none"> <li>▪ civilian organizations and government departments tolerate more ambiguity and uncertainty than military ones</li> <li>▪ civilian organisations have more flexible management</li> <li>▪ work relationships and lines of</li> </ul>
--	---

	<p>authority may be vague, ambiguous or uncertain</p> <ul style="list-style-type: none"> <li>▪ individuals may be used to autonomy and independence, not used to following authority</li> </ul>
4. What is military's primary function in UN peacekeeping?	<p>The primary function of the military component is to create a secure and stable environment. At the same time, UN military personnel strengthen the State's ability to provide security, with full respect for rule of law and human rights.</p> <p>These points cover the <u>main function or role</u>. Specific tasks are more varied. You may wish to ask participants to detail some military tasks.</p>
5. Name the three main categories of military personnel in UN peacekeeping and give at least one example of each.	<ol style="list-style-type: none"> <li>1. formed military units, contingents: companies, battalions, brigades</li> <li>2. military experts on mission: military observers, military liaison officers, military advisors, arms monitors</li> <li>3. staff officers: specialized functions at mission force HQ or in joint mission structures</li> </ol>
6. Name the three main categories of police personnel in UN peacekeeping and describe each.	<ol style="list-style-type: none"> <li>1. individual police officers (IPOs) – seconded by Governments of Member States to the UN, usually for six months</li> <li>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</li> <li>3. specialized police teams (SPTs) – a group of experts with particular specialisation, e.g. sexual violence, child protection, forensic services</li> </ol>
7. Name civilian units typically found in multidimensional peacekeeping operations.	<p>Five typical civilian units are:</p> <ul style="list-style-type: none"> <li>▪ Political Affairs</li> <li>▪ Civil Affairs</li> <li>▪ Human Rights</li> <li>▪ Gender</li> <li>▪ Public Information</li> </ul> <p>The complete list is:</p> <ul style="list-style-type: none"> <li>▪ Civil Affairs</li> <li>▪ Political Affairs</li> <li>▪ Public Information</li> <li>▪ Electoral Assistance</li> <li>▪ Human Rights</li> <li>▪ Justice</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Corrections</li> <li>▪ Security Sector Reform</li> <li>▪ Mine Action</li> <li>▪ Disarmament, Demobilization and Reintegration (or DDDR, Disarmament, Demobilization, Reinsertion and Reintegration)</li> <li>▪ Child Protection</li> <li>▪ Gender</li> <li>▪ HIV/AIDS</li> <li>▪ Mission Support</li> </ul>
<b>True-False</b>	
<p>1. The civilian component brings technical expertise for substantive and support work.</p>	<p><b>True.</b> The civilian component brings technical expertise for substantive and support work. For each mission the types of <b>substantive civilian component</b> units present depends on the mandate. Most multi-dimensional peacekeeping operations have these units:</p> <ul style="list-style-type: none"> <li>▪ Political affairs</li> <li>▪ Civil affairs</li> <li>▪ Human rights</li> <li>▪ Gender</li> <li>▪ Public information</li> </ul> <p>The <b>support civilian component</b> covers necessary mission logistics and administrative support.</p>
<p>2. Police from different countries may have different legal systems.</p>	<p><b>True.</b> 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.</p>
<b>Fill in the blanks</b>	
<p>1. 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>	<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>
<p>2. For each mission the types of substantive civilian component units present depends on _____.</p>	<p>The mandate.</p>

<p>3. Police have two core functions in peacekeeping, ____ and ____.</p>	<p>1. Operational support or interim executive policing and other law enforcement 2. Support for reform, restructuring and rebuilding of host State police</p> <p>Stress that all peacekeeping personnel support national and local capacity while they carry out mandated tasks.</p>
<p><b>Multiple-choice</b> Note: Check one for each.</p>	
<p>1. Misunderstanding about the police role in UN peacekeeping missions is common because: <i>check all that apply</i> ____(a) roles in national police services are completely different from roles in a UN peacekeeping mission; ____(b) countries have different legal systems and police structures; ____(c) joint work with other components is unique; ____(d) elections are conducted differently; ____(e) countries train police officers in different ways; ____(f) protecting civilians is complicated</p>	<p>APPLY (b) countries have different legal systems and police structures (e) countries train police officers in different ways</p> <p>DO NOT APPLY (a) roles in national police services are completely different from roles in a UN peacekeeping mission (c) joint work with other components is unique (d) elections are conducted differently (f) protecting civilians is complicated</p>
<p>2. 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>

<b>Call-and-Response/Mix-and-Match</b>	
<i>Note: Print the civilian unit names and task areas on separate sheets. Print enough for each group. Mix them up. Time how long it takes groups to correctly match the names and tasks. Call-and-response of acronyms with brief discussion after each can evaluate and reinforce learning.</i>	
<b>Civilian Units</b>	
Political Affairs	<ul style="list-style-type: none"> <li>• does early assessments of a mission's political environment, has a critical role supporting the SRSG/HOM and senior leadership</li> </ul>
Public Information	<ul style="list-style-type: none"> <li>• communicates for the mission; targets priority audiences; manages media relations and crisis communications</li> </ul>
Civil Affairs	<ul style="list-style-type: none"> <li>• works at local (sub-national) political levels to support peacekeeping measures, strengthen conditions and structures for sustainable peace</li> </ul>
Electoral Assistance	<ul style="list-style-type: none"> <li>• assists the national electoral authority</li> </ul>
Human Rights	<ul style="list-style-type: none"> <li>• protects human rights, empowers people in the host country to assert and claim their human rights; enables state institutions to fulfil human rights responsibilities</li> </ul>
Justice	<ul style="list-style-type: none"> <li>• assists national authorities with judicial and legal systems (re-establishing, strengthening and reforming them)</li> </ul>
Corrections	<ul style="list-style-type: none"> <li>• transfers knowledge and skills to support national staff to develop and manage a prison system to international standards (safe and secure, gender sensitive, humane, free of human rights violations)</li> </ul>
Security Sector Reform	<ul style="list-style-type: none"> <li>• assesses security sector needs; provides policy for security provision and governance</li> </ul>
Mine Action	<ul style="list-style-type: none"> <li>• deals with Explosive Remnants of War (ERW); gathers information on ERW threats, impact, mitigation</li> </ul>
Disarmament, Demobilization and Reintegration	<ul style="list-style-type: none"> <li>• supports national partners as they</li> </ul>

	implement DDR programmes for ex-combatants
Child Protection	<ul style="list-style-type: none"> <li>mainstreams child protection through mandate implementation</li> </ul>
Gender	<ul style="list-style-type: none"> <li>promotes and supports gender-sensitive approaches to mandate implementation</li> </ul>
HIV/AIDS	<ul style="list-style-type: none"> <li>mainstreams HIV, as a cross-cutting issue, into mission mandates</li> </ul>
Mission Support	<ul style="list-style-type: none"> <li>manages aviation, supply, engineering, transport, communications and information technology, property management, movement control</li> </ul>
<b>Acronyms</b>	
UNMO	United Nations Military Observer
MLO	Military Liaison Officer
MilAd	Military Adviser
AM	Arms Monitor
HOMC	Head of Military Component
FC	Force Commander
CMO	Chief Military Observer – HOMC title in smaller missions with only unarmed personnel
CMLO	Chief Military Liaison Officer – HOMC title in smaller missions with only unarmed personnel
JMAC	Joint Mission Analysis Centre (from MONUSCO example)
UNPOL	UN Police
IPO	Individual Police Officer
SPT	Specialised Police Teams
FPU	Formed Police Unit
HOPC	Head of Police Component
IT	Information technology
ISS	Integrated Support Services
MSC	Mission Support Centre
DMS/CMS	Director or Chief of Mission Support

### More ways to evaluate learning

- **Brain storm using learning outcomes.** Ask participants to prepare brief statements on the most important learning from the lesson. Check for details on the three learning outcomes:
  1. importance of working together to achieve the mandate;
  2. differences in “institutional culture” between military, police and civilians;
  3. main role of military, police and civilian components.

- **Job profiles for each component.** Get participants to profile what military, police and civilian components do in UN peacekeeping. The lesson lists the main functions, and tasks of each. Emphasize complexity of the military role in multidimensional peacekeeping. Emphasize the close working relationships between UNPOL and host state police, and UNPOL and other mission components. Emphasize the variety of civilian technical expertise needed in a mission.

**Variation:** print the function and tasks of each component from the lesson, one per page. Challenge participant groups to prepare a profile for each component's role. The main function of each component goes at the top. Give a modest or humorous prize to the group that finishes first, checking accuracy.

- **Brainstorm units of the civilian component:** Ask participants to brainstorm civilian units typically found in multidimensional peacekeeping operations. Divide groups by tables. Get each table to report five units only – the typical civilian units (see “Narrative” evaluation question number 11). Create a running list on a flip-chart sheet. Add new points as groups name them, and put checkmarks as groups repeat names. Prompt questions for the end: a) What are the five typical civilian units? b) Is the list complete? c) Any observations about patterns? Did many groups name the same civilian task? Were any tasks left out?
- **Diagram on reporting lines.** Get participants to illustrate the reporting lines for each component using a diagram.
- **Examples of collaboration between components.** Task participants to give examples of ways each component collaborates with other mission components. Direct them to do independent research and share experience, so at least half the examples are from sources other than the lesson. Participants should include their own suggested strategies for collaboration where no examples exist.
- **Create job profiles from mandates.** Choose at least three Security Council resolutions with peacekeeping mandates that participants have not seen before. The task: create profiles of mandated tasks for military, civilian and police.
- **Analysis of functions and tasks.** Prepare one-page summaries of main functions and mandated tasks for military, police and civilian components. Hand them out. Task participants to analyze the summaries, to identify:
  1. common tasks,
  2. points of collaboration between components,
  3. unique tasks done by only one component, supported by others.Ask groups to present results of analysis as a diagram, a verbal or slide presentation. Set high expectations for professional work, and give participants enough time to do the analytical and comparative work as well as prepare a high-quality briefing.

