

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
1.8.1	Football/Cricket	Group discussion, guided by analogy	5-15 minutes
1.8.2	Mission Partners	Brainstorm	5-15 minutes
1.8.3	Partners Working Together	Group work, discussion	10 minutes
1.8.4	Effective Strategic Partnerships	Brainstorm activities in each sphere: peace and security, humanitarian, development	25-30 minutes

Learning Activity

1.8.1

Football/Cricket

METHOD

Group discussion, guided by analogy

PURPOSE

To use a sports analogy to reinforce understanding of how a UN peacekeeping mission works as a team to succeed

TIME

Sort option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 15 minutes

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

INSTRUCTIONS

- Think about a sport
- Discuss different players' contributions towards the "goal"
- Draw comparisons between the mission and different players in a host country

RESOURCES

- Learning Activity instructions

Note on use: Choose the sport that will best resonate with the learner group.

Preparation

- Decide on the sport – football (soccer) or cricket.
- Find a picture of the sports field. Find additional pictures for the type of sport. For example, for soccer additional pictures may include a ball, a goal, and a team.
- Anticipate participant responses. Prepare your remarks.

Instructions

1. Introduce the activity. Consider parts of a UN peacekeeping mission through the lens of a sports team.
2. Invite participants to identify how the two are alike. Note points on a board or flip-chart sheet, as participants make them. Key points:
 - a) different players have key roles
 - b) the group works to a common goal – together
 - c) coordination is critical
 - d) strategy is essential
 - e) captain and senior leadership set strategy, communicate, motivate;
 - f) “rules” apply – international law, specifics of the peace agreement.
3. Participants may want to point out how the two are different – peacekeeping and sports. Not everyone is comfortable comparing life-and-death situations to sports. Encourage people to share their reactions and views.
4. Use this activity to introduce Lesson 1.8 on Working with Mission Partners. Key message: There are different actors in the peacekeeping environment working towards peace – this means we are all on the same team.

Learning Activity

1.8.2

Mission Partners

METHOD

Brainstorm

PURPOSE

To stimulate participants to recall mission partners

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 15 minutes

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

INSTRUCTIONS

- Think about a country with a UN peacekeeping mission
- Brainstorm examples of UN, national and external partners

RESOURCES

- Learning Activity instructions

Preparation

- Plan the brainstorming in three parts about 3 minutes each. Prepare a separate flip-chart to collect inputs on:
 - **National partners**
 - **Other partners** (Partners external to the UN and national partners, e.g. bilateral donors, international NGOs such as the Red Cross/Red Crescent Society)
 - **UN partners**
- Be ready with 1-2 questions to prompt responses for each part.

Instructions

1. Introduce the activity and purpose. Remind people about brainstorming rules: suggest points quickly, and do not evaluate until all have had a chance to give input. Be ready to note points quickly (see earlier lessons in module 1 for “hurricane thinking” instructions.)
2. Start with brainstorming on “national partners”. National electoral commissions, judiciary and legislative bodies are examples of state institutions. Local groups and non-government organizations (NGOs) are examples of civil society.
3. Carry out brainstorming on “other partners” next. Which member states are providing military and policy support? Who has interests? Who else is active in the mission area?
4. Carry out brainstorming on “UN partners” last. The UNCT is the coordinating body for the UN agencies, funds and programmes active in a country. Specific UN “agencies, funds and programmes” may also be named. It covers all kinds of UN entities.
5. Use results of brainstorming to bridge into content for Lesson 1.8.

Learning Activity

1.8.3

Partners Working Together

METHOD

Group work, discussion

PURPOSE

To identify tasks of mission partners

TIME

10 minutes

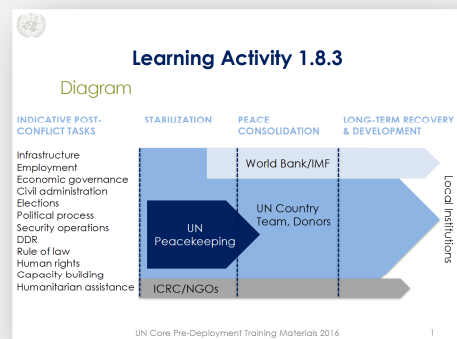
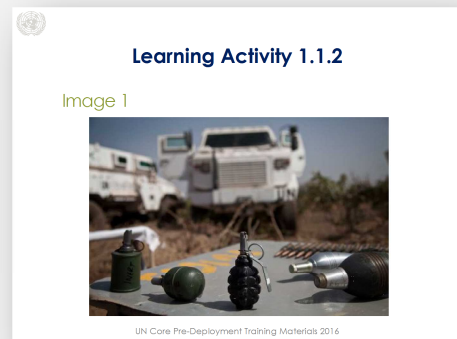
- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider the needs of a country after conflict
- Brainstorm tasks carried out by the international community and the mission
- Identify tasks addressing critical, short-term needs versus long-term needs

RESOURCES

- Learning Activity instructions
- Activity material
- Photos (same as Learning Activity 1.1.2)
- Diagram (from Lesson 1.8)



Note on use: This learning activity builds on Learning Activity 1.1.2 on Consequences of Violent Conflict. It links the brainstorming on the problems which are the result of violent conflict, with the solutions offered by national partners, external partners, UN partners, and the UN peacekeeping mission itself.

Preparation

- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Consider which pictures can be used. Collect many examples of these.
- Decide on the order of the images / photos. Decide whether the images will be projected or handed out on sheets of paper. This activity is better delivered to the group as a whole – consider distributing printed copies amongst smaller groups.
- Plan the brainstorming. Prepare a separate flip-chart to collect inputs on:
 - Critical, immediate, short term needs
 - Long terms needs
- Prepare key points for the different tasks and actors.
- Consider using the diagram on Post-conflict tasks from the Capstone Doctrine. An example is contained below as a Learning Activity Material. Decide whether you will project or make copies to distribute to participants.

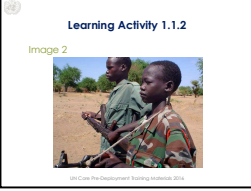
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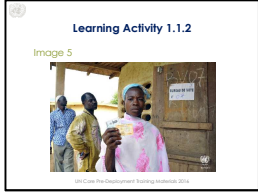
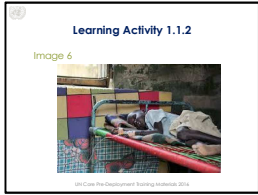
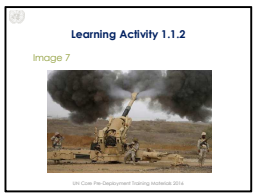
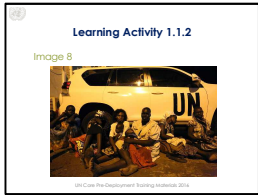
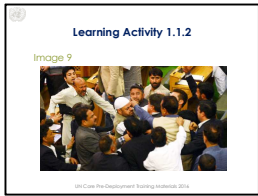
1. Introduce the activity.
2. Ask participants to brainstorm answers to the following questions:
 - a) What tasks are carried out by the international community and the mission to help a country after violent conflict?
 - b) Which tasks address critical, short-term needs and long-term needs?
3. Use photos to prompt responses.
4. Summarise answers from participants. Transfer to the flip-chart and record the answers.
5. Highlight:
 - a) Importance of considering all needs of a country after conflict at the beginning of an intervention in the country – short and long term needs
 - b) Importance of key actors/ partners who will play a role – particularly in sharing the hard work, and using comparative advantages to work towards the same goal of lasting peace (for example, resources and expertise)
 - c) How the problems or needs can also be categorized into peace and security, humanitarian, and development needs
 - d) The link with the Integrated Strategic Framework (ISF) diagram – with the three intersecting peace and security, humanitarian, and development mandate areas (see below, Learning Activity Material for Learning Activity 1.8.4 on Effective Strategic Partnerships)
6. Wrap up the exercise. Use the results of the brainstorming to introduce the Lesson 1.7 on Working as One in the Mission.






1.8.3 Photos: Partners Working Together



Photos are the same as Learning Activity 1.1.2.

Available as slides for Learning Activity 1.1.2.

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

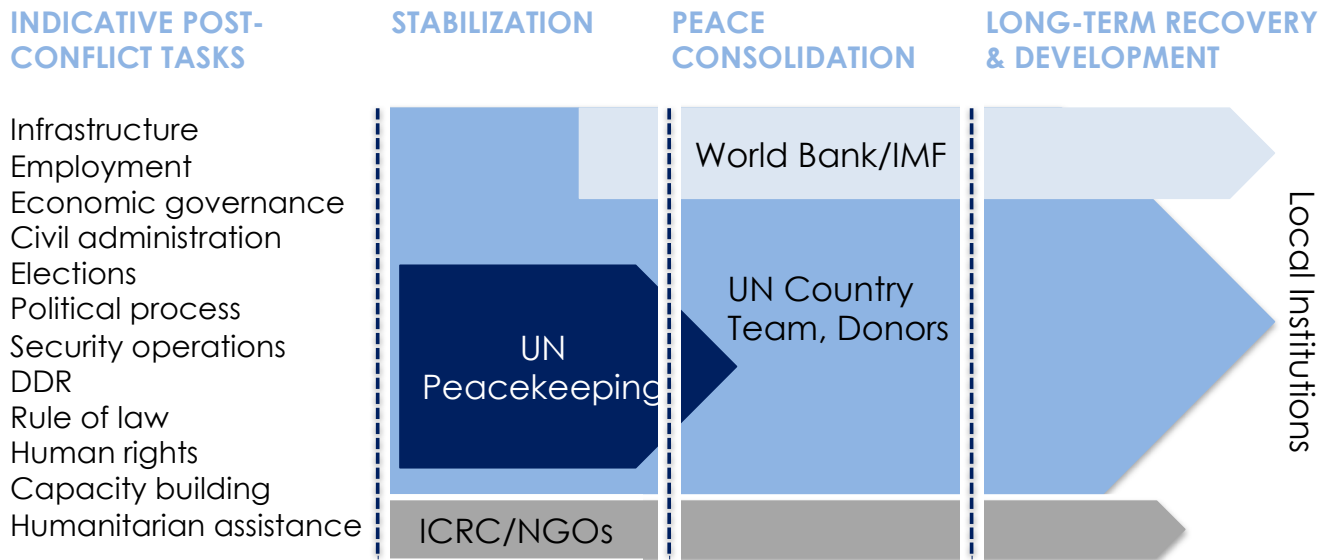
<p>5.</p>  <p>Learning Activity 1.1.2 Image 5</p>	<p>The decision must be made on who should be in power. Elections have the potential to be unfair. Voters may be intimidated to make a particular choice. The people risk having no voice to say how they should live their lives.</p> <p>Source of photo: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

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

<p>15.</p> <div data-bbox="191 237 446 430"> <p>Learning Activity 1.1.2</p> <p>Image 15</p>  <p><small>UN Photo/Deshaun Brown/Reuters (2)</small></p> </div>	<p>Rape and other forms of sexual violence. They are used as a weapon of war by the parties involved in the conflict. It happens in conflict and post-conflict settings.</p> <p>Source of photo: https://unu.edu/publications/articles/sexual-violence-in-the-democratic-republic-of-the-congo.html</p> <p>Description: Survivors of sexual violence, South Kivu, Democratic Republic of the Congo (DRC).</p>
<p>16.</p> <div data-bbox="191 573 446 766"> <p>Learning Activity 1.1.2</p> <p>Image 16</p>  <p><small>UN Photo/Deshaun Brown/Reuters (2)</small></p> </div>	<p>Vulnerable children are amongst ordinary people who suffer in violent conflict. They are killed and injured. They are abducted and recruited into armed forces and groups. They are victims of sexual violence.</p> <p>Source of photo: http://www.unmultimedia.org/radio/english/2016/03/un-global-perspective-focus-on/#.WMpHkaOZNZo</p> <p>Description: Syrian children shelter in a doorway amid gunfire and shelling.</p>

1.8.3 Diagram: Partners Working Together

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



Source: Capstone Doctrine.

Description: Diagram on Post-Conflict Tasks.

Learning Activity

1.8.4

Effective Strategic Partnerships

METHOD

Brainstorming, using graphic - ISF diagram showing overlapping mandates

PURPOSE

To begin to consolidate learner knowledge of critical partners and partnerships important to UN peacekeeping missions

TIME

20 – 30 minutes

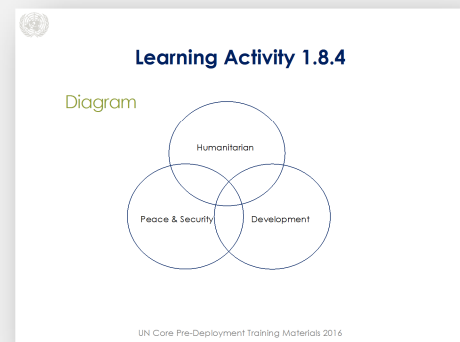
- Introduction: 3 minutes
- Brainstorming with full group (2 rounds, 7 minutes each): 15 minutes
- Debriefing: 3-5 minutes
- Open forum / questions: 3-5 minutes
- Summary/Close: 2 minutes

INSTRUCTIONS

- Consider peace and security, humanitarian and development work
- Brainstorm examples of mission partners working in these areas
- Give examples of the kind of work they do

RESOURCES

- Learning Activity instructions
- Diagram



Preparation

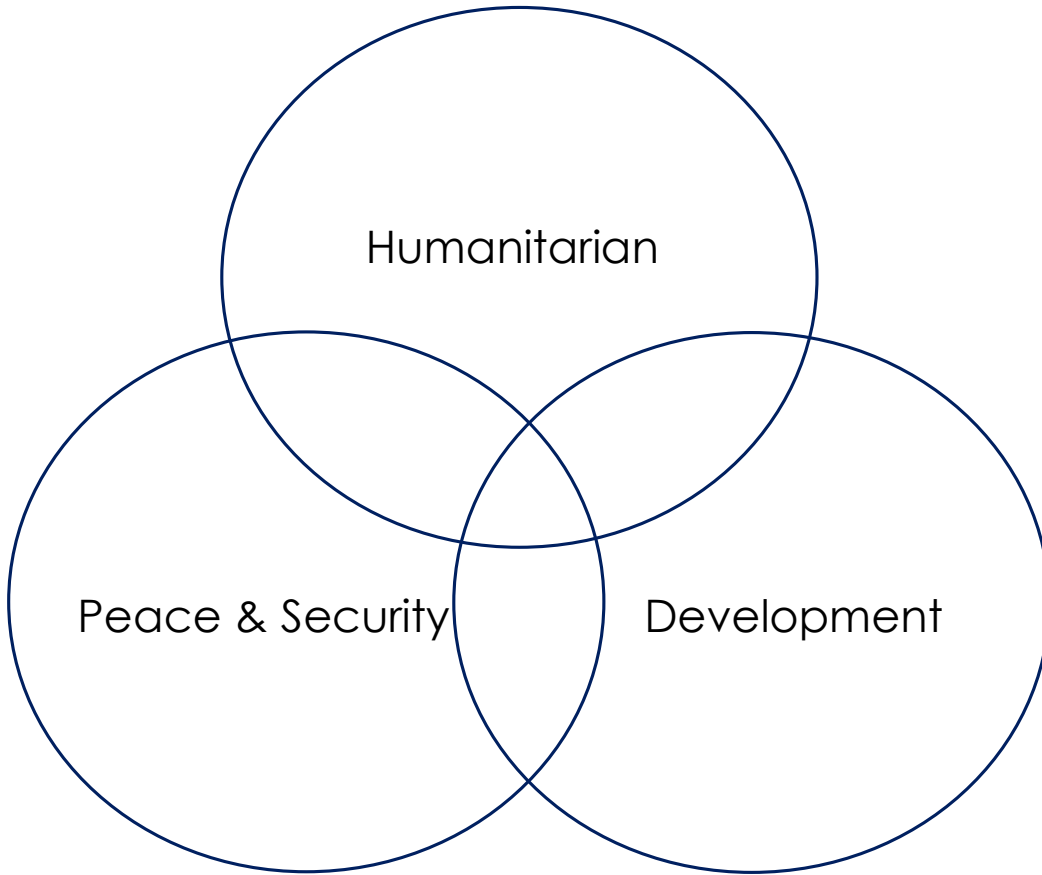
- Prepare flip-chart sheets or white board to collect points. Redraw or project the Integrated Strategic Framework (ISF) diagram from the Mission Start-Up Guide and Integrated Assessment and Planning (IAP) Handbook. An example is contained below as a Learning Activity Material. Draw three intersecting mandate areas:
 - peace and security
 - humanitarian
 - development
- Prepare key points on activities and key actors for each mandate area for debriefing. Consider what “strategic” means. It refers to both strategic authority, and smart actions.

Instructions

1. Introduce the activity. The purpose of the activity is to consider how the different mission partners work towards the ultimate goal of lasting peace. This is carried out through their peace and security, humanitarian and development work. For each area, participants will brainstorm examples of:
 - a) mission partners working in these areas
 - b) the kind of work they do
2. Initiate the brainstorming. Note points.
 - Brainstorming with full group (2 rounds, 7 minutes each): 15 minutes
 - Round 1: brainstorm on activities for each mandate area.
 - Round 2: brainstorm or add the names of partners in each mandate area.
3. After 10 minutes, summarize inputs. Ask participants if they have more.
4. Debrief. Probe on what “strategic” means. Invite inputs and cover briefing points.
5. Invite questions. Summarize and close. Key messages:
 - a) To work effectively, a UN peacekeeping mission must have strategic partnerships with mission partners.
 - b) Mission partners are important as they play a key role – particularly in sharing the hard work, and using comparative advantages to work towards the same goal of lasting peace (for example, resources and expertise).
 - c) It is important to coordinate as work sometimes overlaps – planning is key.
 - d) Understand each other's roles and manage expectations.

1.8.4 Diagram: Effective Strategic Partnerships

Available as an individual slide for the learning activity.



Source: Mission Start-Up Guide and Integrated Assessment and Planning (IAP) Handbook.

Description: Diagram for Integrated Strategic Framework (ISF).