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
2.1.1	Mandated Tasks	Mix and match	10 -25 minutes
2.1.2	Putting Tasks into Categories	Brainstorm	5-15 minutes
2.1.3	"Humanitarian Space"	Role play, scenarios, small groups	15 minutes

Learning Activity   2.1.1

Mandated Tasks

METHOD

Mix-and-match

PURPOSE

To deepen understanding of mandated tasks carried out by mission components

TIME

Short option: 10 minutes

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

Longer option: 25 minutes

- Introduction: 3 minutes
- Table groups: 10 minutes
- Reports: 10 minutes
- Summary: 2 minutes

INSTRUCTIONS

- Match images with tasks, definitions and challenges addressed
- Discuss the impact of the challenges on civilians
- Identify peace and security, humanitarian and development tasks

RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Activity materials
- Photos (1-16 from Learning Activity 1.1.2)
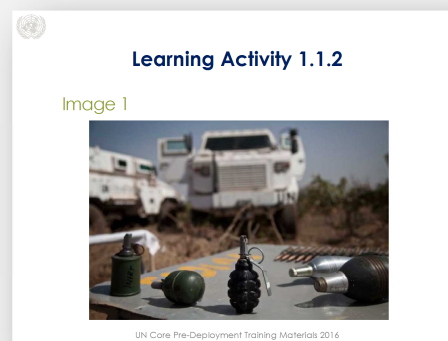
Learning Activity 1.1.2

Image 1

UN Core Pre-Deployment Training Materials 2016

Note on use: Learning activities 2.1.1 and 2.1.2 cover the same content, in different ways. Scan both of them. You may prefer one, or consider using both in a lesson, one after the other. They both build on Learning Activity 1.1.2 on Consequences of Violent Conflict, and Learning Activity 1.8.3 on Partners Working Together – specifically, the issue of the UN peacekeeping mission helping to provide solutions to the challenges after violent conflict.

This learning activity is an overview of mandated tasks. It recaps and reinforces material introduced in Module 1. It also bridges into Module 2. Instructors can use it to evaluate learner grasp of Module 1 content.

Preparation
- Decide on the challenges, tasks and definitions you want to use. It is best to include all.
- Select different photo examples for each challenge.
- Print the copies of the materials you will use. Use large type for one point each.
- Decide on the different table groups, and which challenge they will work on.
- Divide mix-and-match papers into sets for each group. Have them ready in a folder for rapid distribution.
- Set table groups so each has people with different levels of experience and ability.
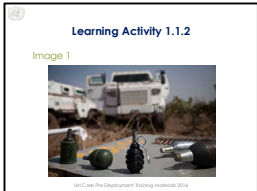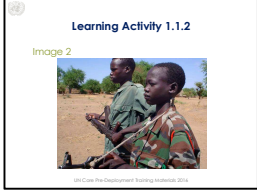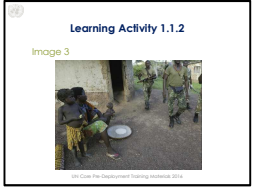
Instructions
1. Introduce the learning activity and time use. Introduce the activity by noting its place in the programme: Module 1 introduced UN peacekeeping; now Module 2 covers mandated tasks in more depth; and Module 3 will focus on the individual peacekeeping personnel. The activity recaps content from Module 1. Participants must:
   a) Match the challenges faced as a result of violent conflict, with tasks which the UN peacekeeping mission may be mandated to carry out
   b) Match the tasks with the definitions
2. Give the mix-and-match sets to each table group.
3. Watch the time. Let groups know when they have several minutes left.
4. Short option: Ask participants to reflect on what they have learned about UN peacekeeping so far. Briefly discuss the impact of the challenges on civilians. Help groups to identify peace and security, humanitarian and development tasks.
5. Long option: With more time available, you can invite groups to present reports in a logical order. Invite additions after each report or set. Share your questions and comments after presentation of the reports.
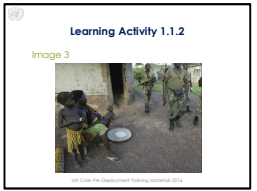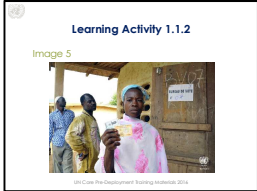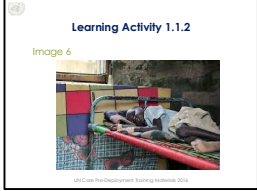6. Summarize and close the exercise.
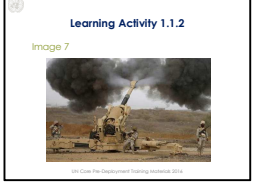
Variations

Make this a physically active exercise. Write the points on large post-it notes. Prepare "stations", different flip chart stands in corners of the room. Put each linked set of points in random order on a flip-chart. Direct groups to each station. Shorten the time – make it more of a time-limited contest. Move the full group from station to station to hear and see the results.

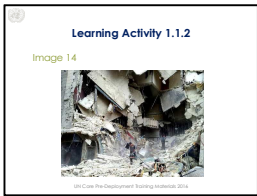## 2.1.1 Responses to Discussion Questions: Mandated Tasks
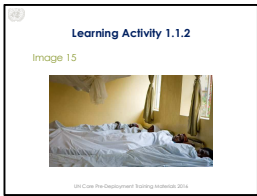
Photos are the same as Learning Activity 1.1.2.
Available as slides for Learning Activity 1.1.2.

Photo Number	Challenge	Task	Definition of Task
1.	The presence of landmines and other explosives hazards. They kill and injure people. They damage and destroy property.	Mine action *(peace and security)*	…reducing the threat and impact of landmines and explosive remnants of war.
2.	Many ex-combatants with no livelihoods and only their former comrades as support networks. The availability of many weapons. This contributes to ongoing violence.	Disarmament, demobilization and reintegration (DDR) of ex-combatants *(peace and security)*	… collection, documentation, control, disposal of weapons … discharge of active combatants from armed forces or groups … process to acquire civilian status, sustainable employment, income.
3.	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.	Security sector reform (SSR) *(peace and security)*	…involves building effective and accountable structures, institutions and personnel to manage, provide and oversee the country's security.

4.	Weak or non-existent police, justice and corrections institutions to uphold the law.	Rule of law (ROL) related activities *(peace and security)*	… strengthening police, justice and corrections institutions, as well as the institutions which hold them accountable.
5.	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.	Electoral assistance *(peace and security)*	…legal, technical, logistic support to electoral laws, processes and institutions.
6.	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.	Support to restoration and extension of State authority *(peace and security)*	…rebuilding legitimacy and people's confidence in State institutions.
7.	Ongoing fighting. Distrust between the parties involved in the fighting.	Supervision or monitoring of the cease-fire agreement *(peace and security)*	…involves actions to gather information on compliance with an agreement to stop fighting.

8.	Lack of law and order. The State is unable to defend and protect the people.	Provision of a secure and stable environment *(peace and security)*	… providing security and maintaining public order. This helps to protect people, property and State institutions against threats of physical aggression.
9.	No agreement to end violent conflict. Disputes over political power. State structures and institutions are destroyed.	Facilitating the political process *(peace and security)*	… helping with the process to end conflict or maintain peace. … involves peace negotiations and peace agreements. … involves promoting dialogue and reconciliation, and supporting the establishment of legitimate and effective institutions of governance.
10.	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.	Facilitating delivery of humanitarian assistance *(overlaps with humanitarian tasks of other partners – not a direct role for UN peacekeeping, but a support role)*	… helping to establish the security necessary for humanitarian actors to deliver basic supplies of drinking water, food, shelter, medical care. … facilitating delivery with security, safety, and logistics. …cooperating and coordinating with humanitarian actors.

11. **Learning Activity 1.1.2** Image 11 UN Core Pre-Deployment Training Materials 2016	The country's economy is weak. Lack of jobs and destroyed livelihoods. Widespread poverty. Destroyed infrastructure (buildings, roads, utilities, and other facilities).	Cooperating and coordinating with mission partners to support poverty reduction and economic development *(overlaps with development tasks of other partners – not a direct role for UN peacekeeping, but a support role)*	… assisting the work of development partners. Includes mobilizing donor funds and bringing attention to key development priorities. … cooperating and coordinating with mission partners who lead in this area, mainly the UN Country Team.
12. **Learning Activity 1.1.2** Image 12 UN Core Pre-Deployment Training Materials 2016	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.	Protection and promotion of human rights	…monitoring, investigating and reporting on human rights violations and abuses. …empowering people to assert and claim their human rights. …developing the capacity of the State and national actors and institutions.

13.	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.	Women, Peace and Security (WPS) agenda	…emphasizes women's and girls' empowerment, participation in peace processes, and protection. …promotes equality between women and men, girls and boys.
14.	Threats of physical violence to people.	Protection of civilians (POC)	… all necessary means, up to and including the use of deadly force, aimed at preventing or responding to threats of physical violence against civilians.
15.	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.	Addressing conflict-related sexual violence (CRSV)	… involves prevention and response measures to address all forms of sexual violence in armed conflict. …involves political dialogue and advocacy with all parties to a conflict.

16.	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.	Child protection	… protecting children from violence, abuse and neglect, and promoting their rights.

Learning Activity 1.1.2
Image 16

UN Core Pre-Deployment Training Materials 2016

2.1.1 Learning Activity Material: Mandated Tasks

Mandated Tasks and Definitions

Supervision or monitoring of the cease-fire agreement	… involves actions to gather information on compliance with an agreement to stop fighting.
Provision of a secure and stable environment	… providing security and maintaining public order. This helps to protect people, property and state institutions against threats of physical aggression.
Facilitating the political process	… helping with the process to end conflict or maintain peace. … involves peace negotiations and peace agreements. … involves promoting dialogue and reconciliation, and supporting the establishment of legitimate and effective institutions of governance.
Mine action	… reducing the threat and impact of landmines and explosive remnants of war.

Disarmament, demobilization and reintegration (DDR) of ex-combatants	… collection, documentation, control, disposal of weapons … discharge of active combatants from armed forces or groups … process to acquire civilian status, sustainable employment, income.
Security sector reform (SSR)	… involves building effective and accountable structures, institutions and personnel to manage, provide and oversee the country's security.
Rule of law (ROL) related activities	… strengthening police, justice and corrections institutions, as well as the institutions which hold them accountable.
Electoral assistance	… legal, technical, logistic support to electoral laws, processes and institutions.

Support to restoration and extension of State authority	…rebuilding legitimacy and people's confidence in State institutions.
Facilitating delivery of humanitarian assistance	… helping to establish the security necessary for humanitarian actors to deliver basic supplies of drinking water, food, shelter, medical care. … facilitating delivery with security, safety, and logistics. …cooperating and coordinating with humanitarian actors.
Cooperating and coordinating with mission partners to support poverty reduction and economic development	… assisting the work of development partners. Includes mobilizing donor funds and bringing attention to key development priorities. … cooperating and coordinating with mission partners who lead in this area, mainly the UN Country Team.

Protection and promotion of human rights	…monitoring, investigating and reporting on human rights violations and abuses. …empowering people to assert and claim their human rights. …developing the capacity of the State and national actors and institutions.
Women, Peace and Security (WPS) agenda	…emphasizes women's and girls' empowerment, participation in peace processes, and protection. …promotes equality between women and men, girls and boys.
Protection of civilians (POC)	… all necessary means, up to and including the use of deadly force, aimed at preventing or responding to threats of physical violence against civilians.
Addressing conflict-related sexual violence (CRSV)	… involves prevention and response measures to address all forms of sexual violence in armed conflict. …involves political dialogue and advocacy with all parties to a conflict.

Challenges

Ongoing fighting. Distrust between the parties involved in the fighting.

Lack of law and order. Threats of physical violence to people. The State is unable to defend and protect the people.

No agreement to end violent conflict. Disputes over political power. State structures and institutions are destroyed.

The presence of landmines and other explosive hazards. They injure and kill people. They damage and destroy property.

Many ex-combatants with no livelihoods and only their former comrades as support networks. The availability of many weapons. This contributes to ongoing violence.

Human rights violations by State security actors. Impunity and no accountability.

Weak or non-existent police, justice and corrections institutions to uphold the law.

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.

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.

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.

The country's economy is weak. Lack of jobs and destroyed livelihoods. Widespread poverty.

Destroyed infrastructure (buildings, roads, utilities, and other facilities).

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.

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.

Threats of physical violence to people.

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.

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.

Learning Activity   **2.1.2**

Putting Tasks into Categories

METHOD

Brainstorm

PURPOSE

To engage participants in their understanding of the different categories of mandated tasks

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 15 minutes

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

INSTRUCTIONS

- Label tasks as core business, supporting role, peacebuilding activity and cross-cutting themes
- Give reasons

RESOURCES

- Learning Activity instructions

Note on use: Learning activities 2.1.1 and 2.1.2 cover the same content, in different ways. Scan both of them. You may prefer one, or consider using both in a lesson, one after the other. They both build on Learning Activity 1.1.2 on Consequences of Violent Conflict, and Learning Activity 1.8.3 on Partners Working Together – specifically, the issue of the UN peacekeeping mission helping to provide solutions to the challenges after violent conflict.

Preparation
- Reflect on content in Lesson 2.1.
- Consider composition of table groups.
- Make sure each table group has a flip-chart sheet and pens (flip-chart stand if available).
- For each group, prepare one flip-chart sheet with a list of all the mandated tasks in the lesson. Make sure that they are mixed up. An example:
  1. Protection and promotion of human rights
  2. Security Sector Reform (SSR)
  3. Cooperating and coordinating with mission partners to support poverty reduction and economic development
  4. Facilitating the political process
  5. Conflict-related sexual violence
  6. Mine action
  7. Disarmament, demobilization and reintegration (DDR) of ex-combatants
  8. Child protection
  9. Electoral assistance
  10. Provision of a secure and stable environment;
  11. Support restoration and extension of State authority
  12. Facilitating the delivery of humanitarian assistance
  13. Women, Peace and Security (WPS)
  14. Supervision or monitoring of a cease-fire agreement
  15. Rule of Law (ROL) related activities
  16. Protection of civilians
- Be ready with pens for participants to use. Choose different coloured pens, one colour for each category. There are 4 categories, so be ready with multiple sets of four different coloured pens. The categories are:
  o core business
  o supporting roles
  o peacebuilding activity
  o cross-cutting themes

Instructions

1. Introduce the activity by noting the link with Lesson 1.8 on Working With Mission Partners. Learning Activity 1.8.3 on Partners Working Together identified tasks addressing critical, short term needs and long term needs of a country following violent conflict. This activity further categorises tasks as they relate to UN peacekeeping operations.
2. Ask participants to reflect on what they have learned about UN peacekeeping so far. Participants must put the mandated tasks into categories, using the one coloured pen for each category. For example, to identify:
   a) Core business – use coloured pen number 1
   b) Supporting roles – use coloured pen number 2
   c) Peacebuilding activities – use coloured pen number 3
   d) Cross-cutting themes – use coloured pen number 4
3. Short option: Allow the groups to complete the activity. Watch the time. Let groups know when they have several minutes left. Brief participants on the answers (see below).
4. Long option: With more time available, expand the brainstorming. Ask participants to brainstorm their reasons for putting the tasks into the categories. They must note points on the flip-chart sheet.
5. Close the lesson.

Answers

Core business – coloured pen number 1:
▪ Supervision or monitoring of a cease-fire agreement
▪ Provision of a secure and stable environment
▪ Facilitating the political process

Supporting roles – coloured pen number 2:
▪ Facilitating the delivery of humanitarian assistance
▪ Cooperating and coordinating with mission partners to support poverty reduction and economic development

Peacebuilding activities – coloured pen number 3:
▪ Mine action
▪ Disarmament, demobilization and reintegration (DDR) of ex-combatants
▪ Security Sector Reform (SSR)
▪ Rule of Law (ROL) related activities
▪ Electoral assistance
▪ Support restoration and extension of State authority

Cross-cutting themes – coloured pen number 4:
▪ Protection and promotion of human rights
▪ Women, Peace and Security (WPS)
▪ Protection of civilians
▪ Conflict-related sexual violence
▪ Child protection

Learning Activity   2.1.3

"Humanitarian Space"

METHOD

Role play, scenarios, small groups

PURPOSE

To apply and deepen understanding of humanitarian principles and "humanitarian space"
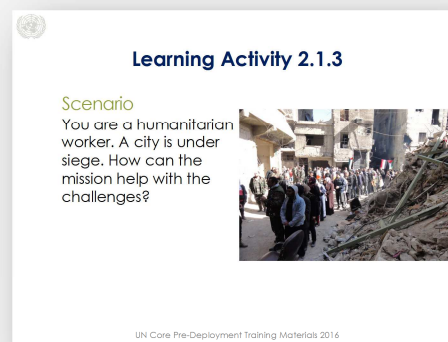
TIME

15 minutes

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

INSTRUCTIONS

- You are a humanitarian worker
- Consider the photo and scenario
- How can the mission help with the challenges?
- Discuss importance of "humanity", "neutrality", "impartiality" and "independence"

RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Scenario
- Scenario with photo

Learning Activity 2.1.3

Scenario
You are a humanitarian worker. A city is under siege. How can the mission help with the challenges?

UN Core Pre-Deployment Training Materials 2016

Preparation

- Photos have been pre-selected for this learning activity. Consider whether you will use them. If using photos, select some and decide whether you will project the photos on slides, or prepare them as handouts.
- Read the Responses to the discussion question for the scenario.
- Write the question on a flip-chart sheet or board: How can the mission help with the challenges?
- Prepare key points on the importance of "humanity", "neutrality", "impartiality" and "independence". Use the content from Lesson 2.1.
- Decide on the groups.

Instructions

1. Introduce the activity.
2. Distribute the photos and scenario.
3. Ask participants how they would react in each situation, and what issues they should consider. Refer them to the posted question on the flip-chart sheet.
4. Get participants to discuss in small groups.
5. Ask participants to report back. Get several responses from the group before expanding with provided explanations, below.
6. When the group has finished discussing the scenario, reflect on the discussion and experience. Expand with any more points.
7. Highlight:
   a) Importance of protecting civilians, including humanitarian actors
   b) Difficult conflict situations faced by humanitarian actors which affect their work – such as being blocked or denied access, under attack, having to negotiate with parties to the conflict, challenges in assisting isolated communities and vulnerable groups
   c) Complexity of humanitarian work and the need for it to be separate from military-political objectives
   d) Key role played by the UN peacekeeping mission in facilitating delivery of humanitarian assistance
8. Close the exercise. Recap on role of UN peacekeeping personnel in supporting humanitarian actors, including the importance of "humanity", "neutrality", "impartiality" and "independence".

2.1.3   Responses to Discussion Question: "Humanitarian Space"

Available as an individual slide for the learning activity.

Learning Activity 2.1.3

Scenario

You are a humanitarian worker. A city is under siege. How can the mission help with the challenges?

UN Core Pre-Deployment Training Materials 2016

Photo description: People living in a community under siege, Yarmouk Palestinian refugee camp in Damascus, Syria.

Scenario: City under siege

- The local population in City W experience months of bombardment and siege.
- The city is destroyed, and there have been many civilian casualties, mostly deaths.
- Each of the parties involved in the conflict target the local population.
- Starvation and terror are used. Basic utilities are disrupted or destroyed to make the lives of the civilian population even worse. Hospitals and schools have also been attacked.
- Ongoing violence makes flying impossible. Air-drops of humanitarian aid are therefore not an option.
- The surviving local civilian population have to live in inhumane conditions.
- There were large population movements at the beginning of the conflict as civilians fled the city. Now most civilians are unable to leave the city. They are trapped by the ongoing bombing, snipers, and landmines which threaten their lives.

Responses

- The political leverage of the UN peacekeeping mission can be used to appeal to the parties to the conflict. Lives would be saved if the parties to the conflict began a dialogue, particularly on humanitarian issues. Access for the delivery of assistance needs to be negotiated.
- Aid has a political, economic, and humanitarian significance. The humanitarian significance should be the priority in negotiations. Negotiations must be carried out carefully. Humanitarian aid is often seized by armed groups for wealth, power, and to add to their own supplies. Unreasonable demands for a share in the aid by the parties to the conflict must not be accepted.
- Humanitarians need to do their work, but their safety and security is at great risk whilst the violent conflict continues. Humanitarian actors are civilians and are unarmed. UN military peacekeeping personnel can provide the protection they need.
- UN military peacekeeping personnel can assist with the protection, security and logistics of humanitarian convoys of food and medical aid by land. The convoys need to travel through the violence, destroyed city and other difficult terrain.
- Humanitarian supplies are for the vulnerable groups in particular – children, mothers, the sick and wounded, the elderly. Usually not much aid gets to these vulnerable civilians. Despite the desperation, the UN peacekeeping mission must allow humanitarian actors to directly provide the humanitarian assistance and monitor the situation.
- UN military peacekeeping personnel can also assist with the setting up of a makeshift hospital to treat sick and injured civilians. If needed, they can also add to the number of medical personnel by making available their own medical staff.
- It is difficult to evacuate extremely sick and wounded civilians, especially young children and mothers. UN military peacekeeping personnel can assist in the safe passage of civilians who need to be evacuated.
- The UN peacekeeping mission can also provide safe passage, protection, transport and security to civilians who are fleeing the violence of the city to safer territory. UNPOL can assist with the IDP camps– although the IDP camps are set up and managed by humanitarian actors.
- UN military peacekeeping personnel can also assist in the repair of water and electrical lines in parts of the city. They will also be at risk, so this would need to be negotiated with the parties to the conflict.
- The direct use of any resources provided by the UN peacekeeping mission's military component for humanitarian assistance would need to be communicated to and coordinated by humanitarian actors.
- The main role of the UN military component is to <u>assist</u> with the delivery of humanitarian assistance – and not to provide it.

Role of UN peacekeeping personnel in supporting humanitarian actors

- The primary role of United Nations peacekeeping operations on humanitarian assistance is to provide a secure and stable environment for humanitarian actors to deliver humanitarian aid. The Security Council <u>does not</u> mandate UN peacekeeping operations to directly provide humanitarian aid.

- Humanitarian actors must stay independent from political-military structures. This independence must be visible. This independence ensures the safe access for humanitarian work and all people. UN peacekeeping personnel have to protect "humanitarian space". Humanitarian space is the result of four humanitarian principles being respected by all. The four humanitarian principles are: humanity, neutrality, impartiality and independence.

2.1.3   Scenario: "Humanitarian Space"

You are a humanitarian worker.

Consider the photos and scenario. How can the mission help with the challenges?

Scenario: City under siege

- The local population in the City W experience months of bombardment and siege.
- The city is destroyed, and there have been many civilian casualties, mostly deaths.
- Each of the parties involved in the conflict target the local population.
- Starvation and terror are used. Basic utilities are disrupted or destroyed to make the lives of the civilian population even worse. Hospitals and schools have also been attacked.
- Ongoing violence makes flying suicidal. Air-drops of humanitarian aid have become impossible.
- The surviving local civilian population have to live in inhumane conditions.
- There were large population movements at the beginning of the conflict as civilians fled the city. Now most civilians are unable to leave the city. They are trapped by the ongoing bombing, snipers, and landmines which threaten their lives.