

## 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
2.2.1	Film: <i>Rule of Law, Peace and Security</i>	Film, group discussion	15 minutes
2.2.2	Importance of Peacebuilding Activities	Testimonies, group work, discussion	15 minutes
2.2.3	Solutions to Consequences of Violent Conflict	Brainstorm and guided visualization, using output from related brainstorming in 1.1.2	10-15 minutes
2.2.4	Roles of Different Actors for Mandated Tasks	Brainstorm	25 minutes
2.2.5	Peacebuilding Activities	Pictures / visuals and guiding questions	25 minutes
2.2.6	Interpreting Mandates	Review of mandates and identification of mandated tasks	25 minutes

## Learning Activity

## 2.2.1

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Film: *Rule of Law, Peace and Security*

### METHOD

Film, group discussion

### PURPOSE

To consider the importance of support to the state for lasting peace

### TIME

15 minutes

- Film: 6:48 minutes
- Discussion: 5-7 minutes

### INSTRUCTIONS

- What does it mean to be "safe" and "secure"?
- How does the state contribute?
- How can the mission support the state?

[https://www.youtube.com/watch?v=LSWR\\_WXDMhU](https://www.youtube.com/watch?v=LSWR_WXDMhU)

### RESOURCES

- Learning Activity instructions

*Note on Use: Films are excellent visual supports. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.*

### **Preparation**

- Source: YouTube site: [https://www.youtube.com/watch?v=LSWR\\_WXDMhU](https://www.youtube.com/watch?v=LSWR_WXDMhU)
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

### **Instructions**

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
  - a) What does it mean to be “safe” and “secure”?
  - b) How does the State contribute?
  - c) How can the mission support the State?If time allows, you may ask specific questions about the film based on preparation.

## Learning Activity

## 2.2.2

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### Importance of Peacebuilding Activities

#### METHOD

Testimonies, group work, discussion

#### PURPOSE

To consider how the challenges faced by civilians after violent conflict are addressed by peacebuilding activities

#### TIME

15 minutes

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

#### INSTRUCTIONS

- Consider the testimonies of civilians
- Discuss impact of the challenges on civilians
- What is needed to improve lives?

#### RESOURCES

- Learning Activity instructions
- Testimonies

*Note on use: This learning activity links with Learning Activity 2.2.1 – as well as content and other learning activities in Modules 1 and 2. It draws on the fact that UN peacekeeping work addresses challenges after violent conflict; UN peacekeeping work provides solutions to peace and security needs and problems in particular.*

### **Preparation**

- Read the Testimonies. Make enough copies for all participants.
- Read the Responses to the discussion questions for the testimonies. Prepare key points.
- Prepare flip-chart sheets or a board to record points from discussion. Write the following questions on a flip-chart sheet or board:
  - How are lives at risk as a result of conflict?
  - What is the impact of the challenges?
  - How can lives be improved?
- Decide on the groups. The timing for the activity is short. You may wish to distribute the testimonies between the groups, with two testimonies for each group. There are six testimonies. Divide people into three teams.

### **Instructions**

1. Assign groups.
2. Introduce the exercise as you hand out copies of the testimonies. The purpose is to focus on the peacebuilding activities needed for lasting peace. It brings life to the real challenges faced by ordinary individuals. Participants are encouraged to put themselves in the shoes of these individuals – this is a difficult request.
3. Ask participants to read the testimonies aloud in their groups. They must work through the questions. Encourage participants to draw on other learning and experience.
4. Wrap up with the following information. Each testimony highlights the need and importance of specific work carried out by the UN peacekeeping mission – these peacebuilding activities are examples of work that is needed to improve the lives of ordinary civilians:
  - a) Testimony 1: Mine Action
  - b) Testimony 2: Disarmament, Demobilization and Reintegration of ex-combatants (DDR)
  - c) Testimony 3: Security Sector Reform (SSR)
  - d) Testimony 4: Justice or Rule of Law (ROL) related activities
  - e) Testimony 5: Electoral assistance
  - f) Testimony 6: Support to the restoration and extension of State authority
5. Close the exercise.

### 2.2.2 Testimonies: Importance of Peacebuilding Activities

#### Testimony 1

*"I was in Tel Kalakh when we received a wounded person from Bab Amr [the Homs neighborhood that was under siege by Syrian troops] who is a friend of the family. My brother who is in Lebanon told me to transfer the wounded person to Wadi Khaled.*

*I waited until it was dark outside, and walked across the fields filled with thorns. I was 50 meters away from where the landmines were planted two months ago. My brother and I had seen them laying the landmines.*

*We were sure that no landmines were planted in the area filled with thorn bushes because after putting the landmines we smuggled several people in and outside Tel Kalakh. That is why I decided to cross from there. I think they planted extra landmines.*

*I was less than 50-60 meters away from crossing the border when the landmine exploded. The injured person died and I was severely injured.*

*My brother waiting for me in his car saw the explosion. He put me in the car and drove away."*

—A 15-year-old boy from Tal Kalakh in Syria, who lost his right leg to a landmine.

*(Source: Human Rights Watch, Syria: Army Planting Banned Landmines, March 2012)*  
<https://www.hrw.org/news/2012/03/13/syria-army-planting-banned-landmines>

Syrian forces placed landmines near borders with Lebanon and Turkey. There are civilian casualties as a result. Civilians fleeing the civil war which began in 2011 are also killed or maimed by landmines placed along the border decades ago.

## 2.2.2 Testimonies: Importance of Peacebuilding Activities

### Testimony 2

*"We, the citizens, we are sceptical because the guns have not been taken away.*

*They are still carrying on rape in the bushes because the guns are in the bushes, UNMIL hasn't reached there."*

—A Liberian activist, talking in November 2003.

*(Source: Human Rights Watch, "The Guns are in the Bushes": Continuing Abuses in Liberia, January 2003)*

<https://www.hrw.org/legacy/backgrounder/africa/liberia0104.pdf>

From 1989 to 1997 Liberia experienced a devastating civil war. It ended following a peace agreement and the subsequent election of former warlord Charles Taylor as president. Another civil war took place from 1999 until 2003. It began when rebels from the Liberians United for Reconciliation and Democracy (LURD) went to war to remove President Taylor.

## 2.2.2 Testimonies: Importance of Peacebuilding Activities

### Testimony 3

*"The soldiers came saying they were going to chase out the FDLR....That night the soldiers arrived at my house and knocked on the door. They only spoke Lingala. I thought peace had arrived, so I opened the door.*

*Then as soon as they entered, they tied up my husband and three of the soldiers raped me.*

*My husband said, 'We thought peace had arrived. What are you doing?' Then they took my husband outside and I heard a gunshot.*

*I later realized they had killed him.*

*Another woman in my compound was raped the same night."*

— A woman from Bunje village, Kalehe territory in the Democratic Republic of Congo (DRC), was gang-raped and her 55-year-old husband killed by coalition soldiers.

*(Source: Human Rights Watch, "You Will Be Punished": Attacks on Civilians in Eastern Congo, December 2009)*

<https://www.hrw.org/report/2009/12/13/you-will-be-punished/attacks-civilians-eastern-congo>

The use of Lingala by the attackers in this incident, the most popular language in western Congo, suggests that they were likely soldiers from the Congolese army.



## 2.2.2 Testimonies: Importance of Peacebuilding Activities

### Testimony 4

*“When Jean-Claude came to power, I was not released. . . instead, the conditions of my and my brother’s detention got worse.*

*My brother died in the National Penitentiary in 1972 of bad treatment.*

*I stayed in prison for eight years, six of them under Jean-Claude.”*

—Jean, a political prisoner arrested without charge in September 23, 1969 and released February 18, 1977, in Port-au-Prince, Haiti.

*(Source: Human Rights Watch, Haiti’s Rendezvous with History: The Case of Jean-Claude Duvalier, April 2011)*

<https://www.hrw.org/report/2011/04/14/haitis-rendezvous-history/case-jean-claude-duvalier>

François Duvalier was President of Haiti from 1957 to 1971, and his rule was known to be tyrannical and corrupt. Human rights violations were also committed under his son Jean-Claude Duvalier, who succeeded him as President of Haiti from 1971 to 1986.

## 2.2.2 Testimonies: Importance of Peacebuilding Activities

### Testimony 5

*“During the election we were campaigning for Gbagbo and when the results came out the Forces Nouvelles came and took our motorcycles....*

*I hid for three days, and I came out on December 14 and two people told me that FN were looking for me.*

*On the evening of the 14th, the rebels arrived around 8 p.m. from Danané; I could not tell how many cars there were, but they had 4x4s and motorcycles. They had Danané Forces Nouvelles uniforms on and were armed with RPGs and Kalashes.*

*I escaped to the bush and they said to my brother, “Don’t be afraid, we are here to guard your people and your things.”*

*That evening they looted my brother. They took our motorbike and mobile; they actually took 20 motorcycles from the village.”*

—A 37-year-old man from a village in Côte d'Ivoire where *Forces Nouvelles* fighters targeted Gbagbo supporters by looting their homes and businesses, including motorcycles, store goods, money, and other valuables.

*(Source: Human Rights Watch, “They Killed Them Like It Was Nothing”: The Need for Justice for Côte d'Ivoire's Post-Election Crimes, October 2011)*

<https://www.hrw.org/report/2011/10/05/they-killed-them-it-was-nothing/need-justice-cote-divoires-post-election-crimes>

After the elections in 2010, both *Forces Nouvelles* soldiers and Gbagbo's forces intimidated, threatened, and, in a few cases, killed or raped each other's supporters.

### 2.2.2 Testimonies: Importance of Peacebuilding Activities

#### Testimony 6

*“The zaraguinas attack the houses but their main targets are the children. They take the children as hostages.*

*The parents are forced to sell their livestock to pay for the ransom and free their children....*

*After an attack in October 2006 four children were still missing. They belonged to the same extended family. The zaraguinas asked for 1 million CFA (US\$ 2,000) for the four of them.*

*They mentioned a meeting place to the family, and a woman went to negotiate. They gave a one-week deadline.*

*We didn't inform the FACA neither the Gendarmes, we were afraid of retaliation.*

*The families sold its cows, paid, and got their children back last January.”*

—Yokandji, the Chief of Tantalé village in the Central African Republic (CAR), talking in February 2007 about attacks on civilians by zaraguinas, and the inability of the Central African Armed Forces (FACA) to provide security.

*(Source: Human Rights Watch, State of Anarchy: Rebellion and Abuses against Civilians, September 2007)*

<https://www.hrw.org/reports/2007/car0907/car0907web.pdf>

Zaraguinas or coupeurs de route (road bandits) are groups of heavily armed bandits made up of CAR nationals and nationals from neighboring countries, especially Chad. They usually operate in the CAR-Cameroon-Chad border areas, mainly attacking travelers on the road, and occasionally raiding villages for loot. Due to the security vacuum in northwestern CAR, they have expanded their attacks against civilians and on villages.

## Learning Activity

## 2.2.3

### Solutions to Consequences of Violent Conflict

#### METHOD

Brainstorming, guided visualization

#### PURPOSE

To introduce tasks in Security Council mandates, building on previous learning

#### TIME

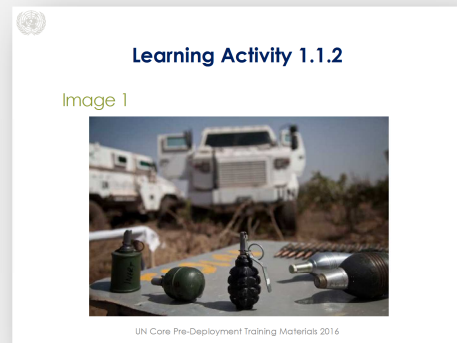
10 – 15 minutes

#### INSTRUCTIONS

- Consider the photos of different challenges
- What can the UN peacekeeping mission do to help?

#### RESOURCES

- Learning Activity instructions
- Responses to Discussion Questions
- Photos (1-6 from Learning Activity 1.1.2)



*Note on use: This learning activity links with other learning activities introduced in Module 1 and Module 2, which focus on the impact of violent conflict. It links with content in Lesson 2.1 on Mandated Tasks looking at the problems and solutions as a result of violent conflict.*

*It uses the same content in Learning Activity 1.1.2 on Consequences of Violent Conflict. Refer to the output from brainstorming on effects of violent conflict, in Learning Activity 1.1.2 on Consequences of Violent Conflict. Use this learning activity to introduce tasks in Security Council mandates, linking them to real needs. Keep flip-chart sheets from Learning Activity 1.1.2.*

*It uses the same content on “peacebuilding activities” in Learning Activity 2.1.1 on Mandated Tasks. Choose to deliver this learning activity OR Learning Activity 2.1.1 on Mandated Tasks. You cannot deliver both.*

### **Preparation**

- Use the Learning Activity Materials from Learning Activity 2.1.1 to select examples of challenges.
- Select different photo examples for each challenge. You may wish to use the same photos from Learning Activity 1.1.2 and/or Learning Activity 2.1.1. The resources for this learning activity has pre-selected the challenges and photos (please see below). Decide if you want to use these.
- Post or prepare to project the results of brainstorming from Learning Activity 1.1.2.
- Using output from related brainstorming from Learning Activity 1.1.2, prepare questions to guide the brainstorming. Include questions that ask participants to picture or imagine taking effective action on specific consequences. Different actions may be needed for different groups, such as women, girls, men, boys, vulnerable groups. Be ready to prompt the group with a related question.
- Prepare flip-chart sheets to note points raised by the group. You may wish to prepare the sheets according to questions you plan to ask.
- If you decide to use the pre-selected challenges and photos, make sure you review the Responses to the discussion questions (see below).

### **Instructions**

1. Introduce the activity. Draw attention to the posted or projected work from the first brainstorming (Learning Activity 1.1.2). Review the points, and ask participants to reflect briefly: Do other points occur to them, based on learning in Module 1? Add any points. Move on quickly.
2. For each photo, participants must brainstorm answers to the following questions:
  - a) What challenges can be seen in the photos?
  - b) What can the UN peacekeeping mission do to help?
3. Ask the discussion questions. Encourage rapid responses. Note points. Prompt those people who have peacekeeping experience to give examples.
4. Close the exercise. Make the link between the brainstormed points and tasks in Security Council mandates, “mandated tasks.”

**Variations**

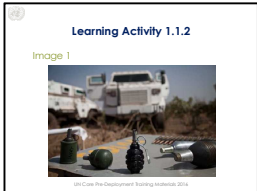
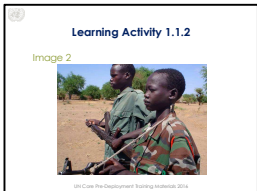
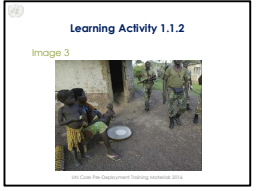
- Do the exercise in table groups. In this variation, divide available time equally between table group brainstorming and discussion in the whole group.
  - a) Review the brainstormed points.
  - b) Give each group 5-7 minutes to brainstorm solutions to consequences of violent conflict.
  - c) Clarify the task: To brainstorm what can be done about damage from violent conflict, not what can be done about the wider conflict.
  - d) Remind groups to get a reporter.
  - e) As groups report, compile a running list of points. Note where groups cover the same points. Close as above.
- Give table groups one picture each. Project the questions and ask each group to answer them, then brief the larger group.

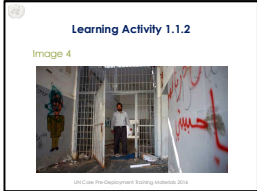
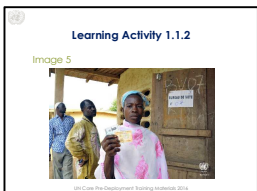

### 2.2.3 Responses to Discussion Questions: Solutions to Consequences of Violent Conflict

Uses the same content for Learning Activity 1.1.2 on Consequences of Violent Conflict, and Learning Activity 2.1.1 on Mandated Tasks.

Photos are the same as Learning Activity 1.1.2 (numbers 1-6).

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  <i>(peace and security)</i>	...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  <i>(peace and security)</i>	... 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)  <i>(peace and security)</i>	...involves building effective and accountable structures, institutions and personnel to manage, provide and oversee the country's security.

<p>4.</p>  <p>Learning Activity 1.1.2 Image 4 <small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Weak or non-existent police, justice and corrections institutions to uphold the law.</p>	<p>Rule of law (ROL) related activities</p> <p><i>(peace and security)</i></p>	<p>... strengthening police, justice and corrections institutions, as well as the institutions which hold them accountable.</p>
<p>5.</p>  <p>Learning Activity 1.1.2 Image 5 <small>UN Case Pre-Deployment Training Materials 2014</small></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>Electoral assistance</p> <p><i>(peace and security)</i></p>	<p>...legal, technical, logistic support to electoral laws, processes and institutions.</p>
<p>6.</p>  <p>Learning Activity 1.1.2 Image 6 <small>UN Case Pre-Deployment Training Materials 2014</small></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>Support to restoration and extension of State authority</p> <p><i>(peace and security)</i></p>	<p>...rebuilding legitimacy and people's confidence in State institutions.</p>



## Learning Activity

## 2.2.4

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### Roles of Different Actors for Mandated Tasks

#### METHOD

Brainstorming

#### PURPOSE

To identify who in a peacekeeping mission leads and supports different mandated tasks that address the effects of violent conflict

#### TIME

25 minutes

#### INSTRUCTIONS

- Consider the mandated task
- Who takes the lead and who supports?

#### RESOURCES

- Learning Activity instructions
- Responses to discussion questions

*Note on use: This learning activity can be used to focus on peacebuilding activities specifically, or all mandated tasks covered in Module 2. This learning activity is best delivered at the end of Lesson 2.2 on Peacebuilding Activities – it can be used to review content on mandated tasks covered so far.*

### **Preparation**

- Prepare a list of mandated tasks. Use the content in Module 2. You may wish to focus on peacebuilding activities as examples:
  1. Mine action
  2. Disarmament, demobilization and reintegration (DDR) of ex-combatants
  3. Security Sector Reform (SSR)
  4. Rule of Law (ROL) related activities
  5. Electoral assistance
  6. Support restoration and extension of State authority.
- Prepare flip-chart sheets to record the brainstorming. Create a table with two columns. List:
  - “Mandated task” on the left hand side
  - “Actors with key roles” on the right hand side
- Be prepared with key points on “Actors with key roles.” Include example of mission partners, as well as mission components.

### **Instructions**

1. Introduce the activity, explaining that it links previous brainstorming to *mandated tasks* covered in this lesson.
2. For each of the mandated tasks, ask participants questions:
  - a) Who takes the lead?
  - b) Who supports?Answers could be mission components, or other actors/partners (for example, humanitarian actors).
3. Use the results of the brainstorming to summarize key messages from Lesson 2.2.
4. Close.

### 2.2.4 Responses to Discussion Questions: Roles of Different Actors for Mandated Tasks

Responses below only focus on the UN peacekeeping mission.

<b>Mandated Task</b>	<b>Actors with Key Roles</b>
Mine action	United Nations Mine Action Service (UNMAS) is the UN focal point for mine action. UNMAS leads, coordinates and carries out efforts to reduce threats from many different explosive hazards. UNMAS is a service of DPKO. UNMAS is an integrated part of peacekeeping missions. The military component also plays a key role.
Disarmament, demobilization and reintegration (DDR) of ex-combatants	Within the UN peacekeeping mission is the DDR unit. DDR officers are civilian personnel. The military component and UNPOL also play key roles.
Security Sector Reform (SSR)	Within the UN peacekeeping mission is the SSR unit. SSR officers are civilian personnel. The military component and UNPOL also play key roles.
Rule of Law (ROL) related activities	Within the UN peacekeeping mission are police (UNPOL), judicial and corrections officers.
Electoral assistance	The Department of Political Affairs (DPA) supports elections in post-conflict countries. DPA has an Electoral Assistance Division (EAD). EAD/DPA collaborates with UN peacekeeping operations mandated to provide electoral assistance.  Within the UN peacekeeping mission, the Electoral Assistance unit coordinates the tasks of mission components tasks which support elections. UNPOL also plays a key role.
Support restoration and extension of State authority.	Within the UN peacekeeping mission are Civil Affairs officers. Support to restoration and extension of State authority is a key role of Civil Affairs officers.

Note: For all tasks, ultimately:

- The UN peacekeeping mission supports the host country.
- All mission components play a role – directly or indirectly, in lead or supporting roles.

## Learning Activity

2.2.5

### Peacebuilding Activities

#### METHOD

Pictures/visuals and guiding questions

#### PURPOSE

To deepen understanding of a) mandated tasks, b) definitions, and c) roles of different components in peacekeeping

#### TIME

25 minutes

#### INSTRUCTIONS

- Consider the photos
- What do they tell you about mandated tasks?

#### RESOURCES

- Learning Activity instructions
- Responses to Discussion Questions
- Photos (from Lesson 2.2)



*Note on use: This learning activity can be used to focus on peacebuilding activities specifically, or all mandated tasks covered in Module 2.*

*If the focus is on peacebuilding activities, this learning activity is best delivered at the beginning of Lesson 2.2 on Peacebuilding Activities. If the focus is on mandated tasks covered in Module, the learning activity is best delivered at the beginning of Module 2.*

### **Preparation**


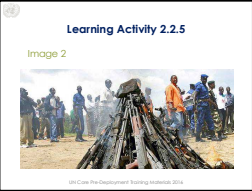
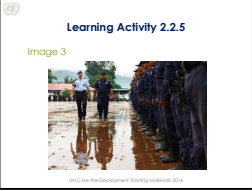
- Choose pictures, videos or images for the exercise. Make sure you have several for each mandated task and component, and that some show components working together.
- Decide on the order in which you want to show the pictures/visuals.
- Consider suggested questions and add your own. Not all pictures need all questions.
- Organize pictures for projection or print large copies of them. Projection is preferable, so all can see. Put them in presentation order.

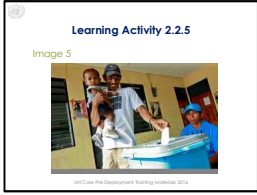
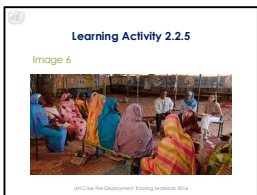
### **Instructions**

1. Introduce the activity.
2. Work through the pictures/images and sequence of selected questions for each.  
Examples of questions:
  - a) What do you see in this picture? What does this picture show?
  - b) What does this picture tell you about the mandated task?
  - c) Which mission components do you think are active in this picture? Who leads or coordinates the work shown? Who supports?
  - d) Does the picture show any external partners? What role do they play?
3. Summarize key learning and close the activity.

### 2.2.5 Responses to Discussion Question: Peacebuilding Activities

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

Photo Number	Task	Definition of Task
<p>1.</p>  <p><small>Learning Activity 2.2.5 Image 1 UN-Care Pre-Deployment Training Materials 2014</small></p>	<p>Mine action</p> <p><i>(peace and security)</i></p>	<p>...reducing the threat and impact of landmines and explosive remnants of war.</p>
<p>2.</p>  <p><small>Learning Activity 2.2.5 Image 2 UN-Care Pre-Deployment Training Materials 2014</small></p>	<p>Disarmament, demobilization and reintegration (DDR) of ex-combatants</p> <p><i>(peace and security)</i></p>	<p>... collection, documentation, control, disposal of weapons</p> <p>... discharge of active combatants from armed forces or groups</p> <p>... process to acquire civilian status, sustainable employment, income.</p>
<p>3.</p>  <p><small>Learning Activity 2.2.5 Image 3 UN-Care Pre-Deployment Training Materials 2014</small></p>	<p>Security sector reform (SSR)</p> <p><i>(peace and security)</i></p>	<p>...involves building effective and accountable structures, institutions and personnel to manage, provide and oversee the country's security.</p>
<p>4.</p>  <p><small>Learning Activity 2.2.5 Image 4 UN-Care Pre-Deployment Training Materials 2014</small></p>	<p>Rule of law (ROL) related activities</p> <p><i>(peace and security)</i></p>	<p>... strengthening police, justice and corrections institutions, as well as the institutions which hold them accountable.</p>

<p>5.</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Electoral assistance</p> <p><i>(peace and security)</i></p>	<p>...legal, technical, logistic support to electoral laws, processes and institutions.</p>
<p>6.</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Support to restoration and extension of State authority</p> <p><i>(peace and security)</i></p>	<p>...rebuilding legitimacy and people's confidence in State institutions.</p>

## Learning Activity

2.2.6

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### Interpreting Mandates

#### METHOD

Review of mandates and identification of mandated tasks

#### PURPOSE

To reinforce participant competence in interpreting mandates for UN peacekeeping operations, focusing on mandated tasks

#### TIME

25 minutes

- Introduction: 3 minutes
- Group work: 10 minutes
- Reports: 10 minutes
- Summary/close: 2 minutes

#### INSTRUCTIONS

- Consider the mandate
- What mandated tasks are listed?

#### RESOURCES

- Learning Activity instructions
- Activity material



*Note on use: This learning activity links with other learning activities introduced in Module 1 and Module 2, which focus on the mandate. It links with learning activities for Lesson 1.5 on Security Council Mandates in Practice, which look at examples of mandates in detail. You may want to use mission mandates from learning activities in Module 1, or new ones. If learning progress is good, consider introducing new ones. If learners could use the review, use familiar ones.*

*This learning activity is best delivered at the end of Lesson 2.2 on Peacebuilding Activities, or at the end of Module 2 – it can be used to review content on mandated tasks covered so far.*

### **Preparation**

- Select mission mandates for the exercise. Use a cross-section of different ones with several mandated tasks. Review them to make sure you know which mandated tasks are covered.
- Choose the mandates of the selected missions, whether you will focus on either the original or current mandates. For the pre-selected missions, choose the original mandates. Download mission mandates from: <http://www.un.org/en/sc/documents/resolutions/>  
You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links: <http://www.un.org/en/peacekeeping/operations/current.shtml>; <http://www.un.org/en/peacekeeping/operations/past.shtml>
- Decide on groups and which groups will work with which mandates.
- Prepare a flip-chart to record responses, in the form of a chart. See the Learning Activity Material below. You may wish to use this as a worksheet also. If you decide to do so, make enough copies for participants.

### **Instructions**

1. Introduce the activity. Explain that the focus is on increasing the ability of participants to accurately read and interpret mandates in relation to mandated tasks.
2. Ask each group to note and report on tasks required by the mandate. You may ask participants to use copies of the Learning Activity Material to take note.
3. Use the chart prepared to note responses. Cross-check with your notes to make sure the group has not missed any points. If it has, add them when you conclude the exercise.
4. Ask the group the following questions:
  - a) What are your impressions or thoughts about the consolidated chart?
  - b) Do all mandates require the same tasks?
5. Close the exercise. Highlight:
  - a) Complexity of multidimensional UN peacekeeping operations
  - b) Importance of all components working together on the different mandated tasks

**Variations**

- Distribute mandates as homework before the exercise. Ask participants to read and identify mandated tasks. This preparation may lessen time needed for the activity.
- Divide participants into pairs, and give the same mandate to each pair. When people work in pairs, both have to participate. With table groups, sometimes the same people do most of the work.

**2.2.6 Learning Activity Material: Interpreting Mandates**

Review each of the mandates distributed. For each mandate, check with a tick (✓) the mandated tasks which are listed.

<b>Task</b>	<b>Mandate 1</b>	<b>Mandate 2</b>
Mine action		
Disarmament, demobilization and reintegration (DDR) of ex-combatants		
Security sector reform (SSR)		
Rule of law (ROL) related activities		
Electoral assistance		
Support to restoration and extension of State authority		
Supervision or monitoring of the cease-fire agreement		
Provision of a secure and stable environment		
Facilitating the political process		
Facilitating delivery of humanitarian assistance		
Cooperating and coordinating with mission partners to support poverty reduction and economic development		
Protection and promotion of human rights		
Women, Peace and Security (WPS) agenda		
Protection of civilians (POC)		
Addressing conflict-related sexual violence (CRSV)		
Child protection		