

Lesson 2.2



Peacebuilding Activities

Lesson at a Glance

Aim

To provide details on peacebuilding activities which are mandated to UN peacekeeping operations (UNPKOs) by the Security Council.

Relevance

As peacekeeping personnel, you are early peacebuilders.

It is important that you carry out specific tasks right after conflict. However, UN peacekeeping missions are meant to be temporary measures. It is the peacebuilding activities which contribute to the long-term goal of lasting peace.

This lesson explains the range of peacebuilding activities that are critical to lasting peace in the host country. It is important for you to understand why these peacebuilding activities are important, and how the different mission components contribute alongside other partners.

Learning Outcomes

Learners will:

- List examples of mandated tasks which are peacebuilding activities
- Describe peacebuilding activities
- Identify different roles of mission components in peacebuilding activities

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-31
Starting the Lesson	Intro Slides
Learning Activity 2.2.1: Film: <i>Rule of Law, Peace and Security</i>	
Overview of Peacebuilding Activities	Slide 1
Learning Activity 2.2.2: Importance of Peacebuilding Activities	
Mine Action	Slides 2-3
Disarmament, Demobilization and Reintegration (DDR)	Slides 4-5
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Rule of Law (ROL) - Related Activities	Slides 8-9
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Support to the Restoration and Extension of State Authority	Slides 12-13
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OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 2.2.3: Solutions to Consequences of Violent Conflict	
Learning Activity 2.2.4: Roles of Different Actors for Mandated Tasks	
Learning Activity 2.2.5: Peacebuilding Activities	
Learning Activity 2.2.6: Interpreting Mandates	

The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

Remind learners about UN peacebuilding efforts introduced in Lesson 1.2 Peace and Security Activities. UN peacekeeping is part of a broader strategy to resolve conflict which includes peacebuilding. The creation of the UN peacebuilding architecture – which includes the Peacebuilding Commission (PBC), the Peacebuilding Support Office (PBSO), and the [Peacebuilding Fund](#) (PBF) – reflects a growing recognition within the international community of the linkages between UN peacemaking, peacekeeping and peacebuilding. UN peacekeeping operations support countries emerging from conflict to build a sustainable, durable peace in the longer term.

This lesson focuses on peacekeeping mandated tasks which help peacebuilding and prevent a relapse into conflict. Security Council resolution 2086 (2013) on the importance of multidimensional peacekeeping to peacebuilding is a good reference. At the heart of peacebuilding are national partners.

Tailor coverage of the content in the lesson to the learning audience.

Coverage of each mandated task follows the same pattern: a brief introductory statement followed by:

- Definitions
- Contributions of the UNPKO
- Roles of mission components
- Partners – national, UN and external

Use this standard structure when presenting and asking questions.

Learning Activity**2.2.1**

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

RESOURCES

- Learning Activity instructions



The thumbnail shows a document titled "Learning Activity" with the sub-header "2.2.1". Below the title, it reads "Film: Rule of Law, Peace and Security". Under the heading "Instructions:", there is a bulleted list: "What does it mean to be 'safe' and 'secure'?", "How does the state contribute?", and "How can the mission support the state?". Under the heading "Time:", there is a bulleted list: "Film: 6:48 minutes" and "Discussion: 5-7 minutes". At the bottom, there is a blue hyperlink: "https://www.youtube.com/watch?v=LSWR_WXDMhU".

Overview of Peacebuilding Activities

Slide 1



1. Overview of Peacebuilding Activities

- Mine Action
- Disarmament, Demobilization and Reintegration (DDR)
- Security Sector Reform (SSR)
- Rule of Law (ROL)-related activities
- Electoral assistance
- Support to the restoration and extension of State authority

Key Message: A catalyst speeds up a chemical reaction. The Security Council often directs multidimensional UNPKOs to be *catalytic* in critical peacebuilding activities.

Peacebuilding activities mandated by the Security Council to multidimensional UN PKOs include:

- Mine action – including demining
- Disarmament, demobilization and reintegration (DDR) of ex-combatants
- Security sector reform (SSR)
- Rule of law (ROL) related activities – including judicial and corrections or prisons work
- Electoral assistance
- Support to restoration and extension of state authority

Specific mission units and components lead on certain mandated tasks. All mission components – military, civilians and police – contribute towards all mandated tasks.

Learning Activity**2.2.2****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

The thumbnail shows a page titled "Learning Activity" with the sub-header "Importance of Peacebuilding Activities" and the identifier "2.2.2". It contains the following text:

Instructions:


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

Time: 15 minutes

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


Mine Action

Slide 2



2. Mine Action

- To reduce the threat and impact of landmines, explosive remnants of war, other explosive hazards
- Five pillars:
 1. Clearance
 2. Risk education
 3. Victim assistance
 4. Stockpile destruction
 5. Advocacy



Key Message: Landmines and other explosive hazards are designed to destroy or damage. Mine action is necessary to recreate a safe environment which encourages normal life and development. The Security Council often mandates multidimensional UNPKOs to play a role in “mine action”. It is a critical peacebuilding activity and an early confidence building measure.

Landmines are explosives placed under, on or near the ground or other surface area. They are designed to be detonated or exploded by the presence, proximity or contact of a person or vehicle.

Explosive remnants of war (ERW) are explosive devices left after a conflict which have not detonated. ERW includes cluster munitions, mortars, hand grenades, shells and bullets.

Improvised explosive devices (IEDs) are explosive devices assembled by a user, and not made in a commercial factory. IEDs include time bombs, booby traps, and explosive devices carried by a suicide bomber.

Landmines and these other explosive hazards have a wide, negative impact. They:

- Kill or injure people – including civilians
- Destroy or damage vehicles and other property
- Close roads
- Block safe deployment of peacekeeping personnel
- Interfere with safe delivery of humanitarian assistance
- Prevent civilians from returning home and back to normal life – such as children going to school, farmers working the land
- Rob people of their livelihoods
- Hinder reconstruction after war
- Hamper economic and social development

The goal of mine action is to reduce and eliminate the impact of landmines, explosive remnants of war (ERW) and other explosive hazards.

Mine action also deals with abandoned and poorly secured state-owned weapons and ammunition stockpiles and facilities. These are threats because of the risk of accidental explosions, and looting which can **divert** weapons or explosive material.

The five “pillars” of mine action are:

- Clearance
- Stockpile destruction
- Risk education
- Victim assistance
- Advocacy

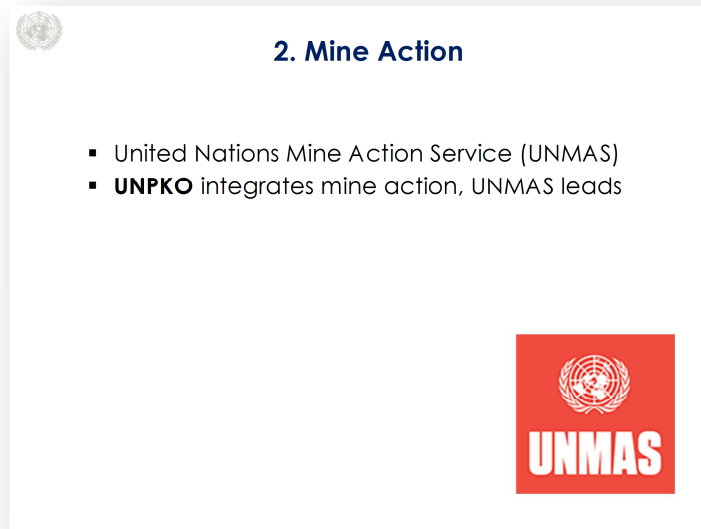
In peacekeeping contexts, landmine and ERW **clearance** are key activities. They enable:

- Freedom of movement, including the deployment of mission personnel
- Implementation of mission mandated tasks and priorities, including the protection of civilians and support to political processes

Clearance work includes:

- Surveys
- Mapping and marking (or fencing off) areas contaminated with landmines and ERW
- Removal of landmines and ERW from the ground
- ERW destruction

Slide 3



The slide features a small UN emblem in the top left corner. The title "2. Mine Action" is centered at the top. Below it, a bulleted list states: "United Nations Mine Action Service (UNMAS)" and "UNPKO integrates mine action, UNMAS leads". In the bottom right corner, there is a red square logo with the UN emblem and the text "UNMAS" in white.

Key Message: The United Nations Mine Action Service (UNMAS) is the UN focal point for mine action. It ensures effective, proactive and coordinated UN response. DPKO integrates mine action into UNPKOs. UNMAS provides direct support and assistance.

UNMAS: UNMAS is a service of DPKO, responsible for UN mine action in peacekeeping operations and special political missions (SPMs). UNMAS leads, coordinates and carries out efforts to reduce threats from many different explosive hazards. UNMAS may be mandated by the Security Council, requested by the Secretary-General or requested by an affected country.

UN peacekeeping operations: The Security Council mandates UN peacekeeping missions with mine action tasks to:

- Remove and destroy landmines and ERW which are a threat to civilians and the safe movement of people, including IDPs and refugees
- Give technical advice to national authorities and train on mine action, IED mitigation, weapons and ammunition management
- Provide for rapid response in mine action
- Support stabilization and protection of civilians efforts

UNMAS is an integrated part of peacekeeping missions. It supports mandate implementation by:

- Providing risk reduction education to local populations and mission staff
- Conducting surveys and clearing routes for mission movements and increased freedom of movement
- Advising national authorities as part of capacity development
- Training relevant peacekeeping personnel in technical response

On request, UNMAS deploys experts and specialized equipment, through its Rapid Response and Technical Support Capacity (RRTSC), to:

- Reduce the threat posed by explosive hazards to civilians and mission personnel
- Coordinate emergency humanitarian responses

Military: “Operational demining”, “military demining” or “breaching” are terms for mine and explosives **clearance for operational needs**. Mine clearance for operational needs allows the mission to:

- Move and deploy troops and other personnel
- Maintain supply lines to deployment sites
- Increase access to all parts of a mission area

This is different from “humanitarian mine clearance”. **Humanitarian mine clearance clears land so civilians can return to their homes and routines.**

Sometimes specialized military contingents of the mission work in humanitarian mine action operations, supported by UNMAS. Specialized military contingents conduct mine action operations following International Mine Action Standards (IMAS).

UNPOL: UNPOL help implement projects on weapons and ammunition management. They cooperate with UNMAS and comply with the International Ammunition Technical Guidelines (IATGs).

Partners

Host country: UN mine action support is undertaken in cooperation with the national authorities of the host state. When asked, the UN also provides national authorities with technical advice, training and other capacity development support.

UN departments, agencies, funds and programmes: UN departments, agencies, programmes and funds support mine action. Examples are UNHCR, OCHA, UNDP, UNICEF and WFP. The Inter-Agency Coordination Group on Mine Action (IACG-MA) holds monthly meetings at UN Headquarters. UNMAS is the focal point and coordinator.

International and regional organizations: These organizations are becoming more active in mine action efforts. Examples include the African Union (AU), which adopted the AU Mine Action and ERW Strategic Framework 2014-2017. UNMAS works closely with them on strategies, training and capacity development.

Member States and individuals: These contribute funds to the UN Voluntary Trust Fund for Assistance in Mine Action. This is managed by UNMAS for lifesaving mine action programming around the world.

Disarmament, Demobilization and Reintegration

Slide 4

 **3. Disarmament, Demobilization & Reintegration (DDR)**

- **Disarmament:** collection, documentation, control, disposal of weapons
- **Demobilization:** discharge of active combatants from armed forces or groups
- **Reinsertion*:** transitional assistance covering basic needs
- **Reintegration:** process to acquire civilian status, sustainable employment, income



Key Message: During the vital transition period from conflict to peace and development, post-conflict security problems can result when ex-combatants have no livelihoods and only their former comrades as support networks. Disarmament, demobilization and reintegration (DDR) of ex-combatants is a critical peacebuilding activity in most multidimensional UNPKOs. It helps create a secure and stable environment in which recovery can begin.

Disarmament is the:

- Collection
- Documentation
- Control
- Disposal

of small arms, ammunition, explosives and light and heavy weapons of combatants.

Demobilization is the formal and controlled discharge of active combatants from armed forces or other armed groups.

Reinsertion is short-term, transitional help to ex-combatants. This is during demobilization, but before reintegration. It covers the basic needs of ex-combatants and their families, and can include transitional safety allowances, food, clothes, shelter, medical services, short-term education, training, employment and tools.

Reintegration is when ex-combatants gain civilian status. They also gain sustainable employment and income. Reintegration is essentially a social and economic process with an open time-frame. It takes place primarily in communities at the local level.

Other related processes include repatriation, resettlement and rehabilitation of ex-combatants.

Repatriation refers to the return of foreign ex-combatants and their families to their country of birth or origin.

Resettlement refers to the settling of ex-combatants and their families into areas of return or new places. It involves the effective reception and integration of ex-combatants and families by the receiving communities and the country as a whole. Resettlement provides people with land and employment. It also supports integration into the local community.

Rehabilitation of ex-combatants includes psychological counseling and trauma healing support. Many ex-combatants suffer from mental health issues. These can make reintegration to civilian life difficult, and complicate reconciliation and peacebuilding.



This definition is from the Note of the Secretary-General to the General Assembly on Disarmament, Demobilization, Reinsertion and Reintegration (A/C.5/59/31).

Slide 5



3. Disarmament, Demobilization & Reintegration (DDR)

UNPKO:

- Contributes to UN system efforts
- Enables national DDR programmes
- Provides technical advice
- Secures disarmament and cantonment sites
- Collects and destroys weapons



Key Message: The UN supports the DDR of armed forces, armed groups and militias. The role of the UN is to help national authorities rebuild national institutions and programmes that are credible, capable, representative and sustainable. UNPKOs provide:

- Technical assistance
- Training
- Financial support

UN peacekeeping operations: The Security Council mandates multidimensional UNPKOs to help national DDR programmes. Tasks include:

- Enabling national governments to develop DDR programmes – these must be inclusive, considering the different needs of all in an affected population
- Providing technical advice
- Securing disarmament and cantonment sites – these are temporary camps where troops assemble for demobilization
- Collecting and destroying weapons, ammunition and other material surrendered by former combatants

DDR unit: DDR officers in the mission are civilian personnel. They work closely with the host country's DDR Commission, or similar entity, to carry out disarmament and demobilization. Reintegration is a civilian role, normally carried out by national authorities with help from the international community, including the mission.

Military and UNPOL: DDR involves groups who pose security risks in an already fragile security environment. Operational security is necessary and provided by:

- The military component of the mission
- The police component of the mission
- National police and security forces

This is for the security and safety of:

- The UN and partners involved in DDR operations
- DDR participants
- Members of local communities

Military: If the mandate of a UNPKO includes supervision of a DDR programme, the military component of the mission may be:

- Directly involved in disarmament only
- Partially involved in demobilization

The UNPKO may manage military camps or barracks. The military component may also serve as observers. Examples are Cambodia, Rwanda and Kosovo.

UNPOL: The police component may help other mission components working on DDR. Help includes coordination, advising and monitoring. When combatants have been disarmed and demobilized, the police component can provide security where combatants once did.

Public Information: The Public Information Office (PIO) plays a crucial role. Affected communities and participants in DDR programmes need accurate information on the procedures and benefits. The PIO handles public information, awareness-raising and community sensitization. These help build broad public support and national ownership. The PIO:

- Manages expectations
- Encourages behaviour change
- Contributes to the demilitarization of hearts and minds
- Helps with reconciliation between ex-combatants and war-affected communities

Partners

Host country: Primary responsibility for DDR programme success rests with national and local actors. They are responsible for planning, coordinating and running national

institutions that manage different parts of a peace agreement (including those related to DDR).



Different UN entities are active in DDR. After defining DDR, ask participants who they think has a role. Prompt with questions: What about...? Use the brief exercise to check learners' growing familiarity with UN entities, acronyms and functions.

UN departments, agencies, funds and programmes: Different UN entities contribute technical DDR skills. They work closely with the peacekeeping mission and support reintegration as the critical process that provides demobilized former combatants with sustainable livelihoods. UN entities that may be active in DDR include:

- UN Development Programme (UNDP)
- Department of Political Affairs (DPA)
- Department of Public Information (DPI)
- International Labour Organization (ILO)
- International Organization for Migration (IOM)
- UN Office for Disarmament Affairs (UNODA)
- Office of the UN High Commissioner for Human Rights (OHCHR)
- UN Peacebuilding Support Office (PBSO)
- UN Population Fund (UNFPA)
- UN High Commissioner for Refugees (UNHCR)
- UN Children's Fund (UNICEF)
- UN Institute for Disarmament Research (UNIDIR)
- UN Entity for Gender Equality and the Empowerment of Women (UN Women)
- World Food Programme (WFP)
- World Health Organization (WHO)
- World Bank

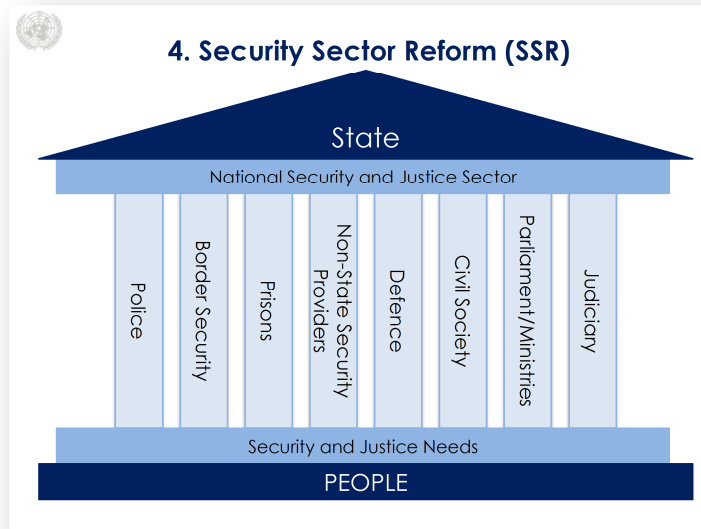
DPKO and UNDP co-chair the United Nations Inter-Agency Working Group (IAWG) on DDR. The IAWG strengthens UN capacity to coordinate and deliver DDR support to national partners.

National agencies and partners: National capacity is developed through national implementing agencies and partners. National implementing agencies carry out programmes and deliver services. Civil society is a key national partner in DDR programmes. Local communities and authorities help ensure successful reintegration.

Key international and regional actors, Member States and bilateral partners: These provide political and financial support. International implementing agencies also support national authorities.

Security Sector Reform

Slide 6



Key Message: Once a conflict ends, people need to feel safe and secure and have confidence in their state. Security, law and justice need to be professional, effective, accountable and impartial to serve as foundations for peace and sustainable development. “Security sector reform” (SSR) is a critical peacebuilding activity, often mandated for multidimensional UNPKOs.

National security is the ability of a state to provide protection and defence for citizens.

The **security sector** is a broad term for structures, institutions and personnel that manage, provide and oversee a country’s security. It includes:

- **Defence**
- **Law enforcement**
- **Corrections or prisons**
- **Intelligence services**
- **Institutions responsible for border management, customs and civil emergencies**

The security sector may also include:

- **Parts of the judicial sector** – such as those responsible for the adjudication of cases of alleged criminal conduct and misuse of force
- **Ministries, legislative bodies and civil society groups** – their role is to manage and oversee the design and implementation of national security

- **Non-state actors** – such as customary or informal authorities, and private security services

The **goal of SSR** is a more effective and accountable security sector for the state and its people. This is without discrimination, and with full respect of human rights and the rule of law. People are safer through enhanced effectiveness and accountability of the security sector, under civilian control (A/67/970 - S/2013/480).

National authorities of the host state lead SSR. Steps include the:

- Review and evaluation of the security sector
- Implementation of reforms
- Monitoring of reforms

This strengthens oversight, governance and management of the security sector (2008 report of the Secretary-General on *Securing peace and development: the role of the United Nations in supporting security sector reform* (A/62/659)).

SSR also includes restructuring the national judiciary, police and military. DDR connects to broader SSR.

Slide 7

The slide features a small UN emblem in the top left corner. The main title is "4. Security Sector Reform (SSR)" in bold blue text. Below the title, the text "UNPKO:" is followed by a bulleted list of activities.

4. Security Sector Reform (SSR)

UNPKO:

- Facilitates national SSR dialogues
- Develops national security policies, strategies, plans
- Strengthens oversight, management, coordination
- Prepares legislation
- Mobilizes resources, harmonize support
- Education, training, institution building
- Monitors and evaluates
- Defence sector reform

Key Message: UNPKOs mainly support initiatives at the broadest, or sector-wide level of SSR. Sector-wide initiatives strengthen oversight, governance and management of **all** security institutions. This goes beyond exercises such as “right-sizing” the security sector or “training and equipping” military and police.

UN peacekeeping operations: The Security Council mandates multidimensional UNPKOs to help national security sector reform programmes. Tasks include:

- Strategic assistance in the development of security sector frameworks
- Capacity building of military, police and other law enforcement institutions in key areas

SSR unit: The SSR unit is part of the mission's civilian component. It is the focal point and technical resource capacity on SSR. In this role, the SSR unit serves the UN, national and international partners in the host country. The SSR unit helps national and regional SSR efforts, mainly at the sector-wide level.

The SSR unit supports national authorities to:

- Facilitate national SSR dialogues
- Develop national security policies, strategies and plans
- Strengthen oversight, management and coordination capacities
- Prepare legislation on the security sector
- Mobilize resources for SSR projects
- Harmonize international support to SSR
- Provide education, training and institution building
- Monitor and evaluate programmes and results
- Undertake defence sector reform

Military and UNPOL: Military and police components first stabilize the security situation.

In providing this basic security, military and police components partner with national authorities. They transfer skills and expertise to host country officials and experts as quickly as possible. Police and military components of the mission train national police and armed forces. They may also give technical advice.

Partners

Host country: It is the primary responsibility of the host country to determine the national approach and priorities of SSR. National authorities set priorities for SSR.

Non-governmental organizations (NGOs) and civil society: Local NGOs are essential in SSR. They have a key role in building a legitimate, accountable and sustainable security sector that is responsive to people's security and justice needs. SSR needs to be inclusive of all segments of society, including civil society. Civil society plays a role in national dialogue and reconciliation efforts, and serves as an oversight body of the security sector.

UN system, including departments, agencies, funds and programmes: The UN's Peacebuilding Commission (PBC) and Peacebuilding Fund (PBF) play important roles in supporting SSR. Other UN entities contribute to SSR efforts:

- Department of Political Affairs (DPA)
- Office of UN High Commissioner for Human Rights (OHCHR)
- UN Peacebuilding Support Office (PBSO)
- UN Development Programme (UNDP)
- UN Entity for Gender Equality and the Empowerment of Women (UN Women)
- UN Office on Drugs and Crime (UNODC)
- UN Office for Disarmament Affairs (UNODA)
- UN Children's Fund (UNICEF)
- UN Population Fund (UNFPA)


DPKO and UNDP chair the Inter-Agency SSR Task Force. This Task Force coordinates effective UN support to national governments on SSR.

Member States: Member States volunteer support to SSR as bilateral donors. Support is based on the priorities set by national authorities.

International and regional organizations: Regional and sub-regional arrangements and organizations also support SSR. Examples are the European Union (EU) and the African Union (AU).




Rule of Law

Slide 8



5. Rule of Law (ROL)-Related Activities

- **ROL:** legal and political framework under which all persons and institutions, including state, are accountable
- Laws are:
 - Publicly promulgated
 - Equally enforced
 - Independently adjudicated
 - Consistent with IHRL

Key Message: Establishing respect for the rule of law is fundamental to achieving a durable peace in the aftermath of conflict. The Security Council mandates “rule of law-related activities” as a critical task for many UN multidimensional peacekeeping operations.

Rule of Law (ROL) is the legal and political framework that holds all people and institutions accountable, including the state.

Laws need to be:

- Publicly promulgated – in other words, “put into effect”
- Equally enforced – in other words, “applied”
- Independently adjudicated – in other words, “judged”
- Consistent with international human rights norms and standards

A national ROL framework includes:

- A constitution or equivalent – the highest law of the land
- A clear, consistent legal framework and its implementation
- Strong institutions of justice, governance, security and human rights – “strong” means well structured, financed, trained and equipped
- Transitional justice processes and mechanisms – they help countries emerging from conflict address large-scale or systematic human rights violations

- A public and civil society that contributes to rule of law – they hold officials and institutions accountable

The three ROL institutions are the police, judiciary and corrections (or prisons).

"For the United Nations, **the rule of law** refers to a principle of governance in which all persons, institutions and entities, public and private, including the state itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards.

It requires, as well, measures to ensure adherence to the principles of supremacy of law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness and procedural and legal transparency".

(Report of the Secretary-General on the Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies ([S/2004/616](#))).

Slide 9



5. Rule of Law (ROL)-Related Activities

UNPKO:

- Comprehensive plans include building police stations, court houses, prisons
- Develops local capacity, human resources
- Oversees rehabilitation of training centres, universities



Key Message: UN police, judicial and corrections officers play an important role in the rule of law.

UNPKOs work to strengthen:

- Police, justice and corrections institutions
- Institutions that can hold them accountable

UN peacekeeping operations: The Security Council mandates multidimensional UNPKOs to carry out ROL-related activities.

As part of the overall rebuilding of ROL institutions, UNPKOs work with national and external partners to:

- Develop comprehensive plans that include building or rebuilding new police stations, court houses and prisons
- Develop local capacity and human resources needed to ensure ROL institutions can function
- Oversee rehabilitation of training centres and universities, and ensure they are able to train required personnel

DPKO supports ROL with the deployment of its own **police, judicial and corrections officers** to UNPKOs.

UNPOL: UNPOL has a central role in strengthening ROL. UNPOL:

- **Reforms, restructures and trains national police services:** This is to help ensure they become respected, sustainable, well-structured law enforcement institutions.
- **Builds national police capacity:** This is built comprehensively with a community-oriented approach. This further supports strong governance, oversight and accountability within functional systems of justice and corrections.

Rule of Law (ROL)/Justice unit: Judicial Affairs officers of the mission are international advisers who perform critical functions in the justice system. They may work as judges and prosecutors. In sensitive and controversial cases, they may expedite and help with judicial proceedings in the host country. As advisers they ensure these proceedings are independent, impartial and meet international standards.

Corrections: Administration of prisons or correctional services has important implications for the protection of human rights and state security. UN Corrections officers active in ROL provide a range of assistance:

- Operational upgrading and short-term management of prison administration
- Monitoring
- Providing expert advice
- Training in correctional services
- Addressing prison challenges that add to insecurity, for example overcrowding

Human Rights: The mission's Human Rights component is a key partner in building effective ROL structures and procedures. For example, the Human Rights component

can provide information on human rights conditions in the host country, and historical information on the record of state institutions. They can also provide valuable content on human rights principles and standards for police training curricula.

Military: The military component of the mission may have a limited support role in ROL-related activities.

Partners

Host country: The host country is responsible for the national ROL framework.

Non-governmental organizations (NGOs): NGOs play an essential role in national ROL reform. NGOs are active locally, nationally, regionally and internationally. Their contributions include:

- Research and analysis in ROL
- Producing reports with policy recommendations
- Advocacy
- Early warning
- Monitoring and implementation of international agreements
- Exchange of knowledge and good practices
- Support to ROL assistance
- Direct ROL assistance – for example, advice on law-making, technical assistance, funding and management of ROL projects

UN system, including departments, agencies, funds and programmes: Many UN entities and specialized agencies undertake ROL-related activities of some kind at the national and/or international level. Examples:

- Judicial mechanisms, such as the International Court of Justice and ad hoc criminal tribunals
- Non-judicial mechanisms, such as cross-border commissions and commissions of inquiry

DPKO and UNDP join together as the Global Focal Point (GFP) on Police, Justice and Corrections in the rule of law in post-conflict and other crisis situations. The GFP connects all relevant UN entities to coordinate support.

Member States give development assistance directly to countries as bilateral donors. Areas include:

- Legal and judicial development
- Security system management and reform
- Human rights
- Post-conflict peacebuilding


International and regional organizations: The UN cooperates on ROL issues with a wide range of intergovernmental organizations. These have diverse rule of law functions, such as the development of:

- Norms and standards
- Good practices and knowledge

Many contribute to strengthening ROL, nationally and regionally, as multilateral assistance providers.


Electoral Assistance

Slide 10



6. Electoral Assistance

- Legal, technical, logistic support to electoral laws, processes and institutions
 - Technical assistance
 - Election observation, other assessments
 - Organization or supervision of elections



Key Message: Elections are a tool for democracy. In a democracy, people can hold decision-makers accountable, based on inclusive and fair rules, institutions and practices that govern social relationships. Many UN multidimensional peacekeeping operations are mandated to play a role in “electoral assistance”. It is a critical peacebuilding activity.

Democracy is based on the freely expressed will of the people. Democracy, or democratic governance in particular, allows people to live with their dignity, human rights, and fundamental freedoms respected, promoted and fulfilled.

Elections are the means through which people have a say in decisions that affect their lives.

Through elections people voice their preferences and choose their representatives in government.

Electoral processes include:

- **National elections:** Periodic national elections that are free, fair and transparent are at the heart of democracy.
- **Sub-national elections:** These refer to state, province, city or rural council elections. These electoral processes are important for interactions between citizens and government. This is because the local government in many countries manages the delivery of most services to people.

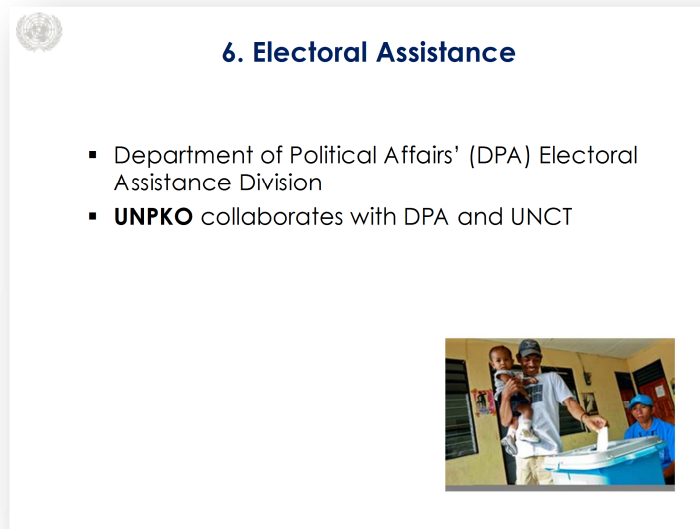
Electoral assistance is the legal, technical and logistic support to electoral laws, processes and institutions.

The UN gives three types of electoral assistance:

- **Technical assistance:** Short- and long-term expertise provided to national authorities who administer elections. Areas of technical assistance include:
 - Electoral administration and planning
 - Review of electoral laws and regulations
 - Electoral dispute resolution
 - Boundary delimitation
 - Voter registration
 - Election budgeting
 - Logistics
 - Procurement of election materials
 - Use of technologies
 - Training of election officials
 - Voter and civic education
 - Voting and counting operations
 - Election security
 - Coordination of international donor assistance
- **Election observation and other assessments:** The purpose is to assess or validate the integrity of an election. Observation and assessment can increase people's confidence in an election. A confidence crisis can derail an election. The UN may send an "expert monitoring" team to a country to monitor an election and report to the Secretary-General.

- **Organization or supervision of elections:** Rarely, the UN may be fully in charge of organizing elections in the host country. Equally rarely, UN experts can form part of national electoral administrations. In these cases, the responsibility is shared between the host country and UN. These cases remain exceptions taken in certain transitional settings. As a rule, the UN takes a supporting role to assist the national electoral administration.

Slide 11



The slide features the UN emblem in the top left corner. The title "6. Electoral Assistance" is centered at the top. Below the title, there are two bullet points: "Department of Political Affairs' (DPA) Electoral Assistance Division" and "UNPKO collaborates with DPA and UNCT". In the bottom right corner, there is a photograph showing several people, including a man in a white shirt and a woman in a blue shirt, standing around a table with a blue container, possibly in a polling station or administrative office.

Key Message: The Department of Political Affairs (DPA) supports elections in post-conflict countries. DPA collaborates with the UNPKO and UNCT.

The Department of Political Affairs (DPA): DPA has an Electoral Assistance Division (EAD). EAD/DPA collaborates with UNPKOs mandated to provide electoral assistance. EAD/DPA supports UNPKOs with:

- Initial needs assessments
- Policy guidance
- Deployment of specialized personnel

The Secretary-General has designated the Under Secretary-General (USG) for Political Affairs as the UN Focal Point for electoral assistance. DPA is the UN lead in electoral assistance, and ensures UN system coordination.

UN peacekeeping operations: The Security Council mandates multidimensional UNPKOs to provide electoral assistance.

Technical assistance provided by UNPKOs includes:

- Security through UN uniformed personnel – police and military components
- Technical advice on reform of electoral laws and procedures to safeguard votes
- Logistical support – for example distribution of ballot materials
- Public information and voter education – through various UN communication channels available to the mission, including radio

Most UN electoral mandates provide technical assistance to the national electoral authority. The UN does not observe elections if it is providing technical assistance. It may assist national and international observers. For example, by providing coordination, background information and logistics.

Electoral Assistance unit: The Electoral Assistance unit coordinates with mission components to ensure coherence in tasks which support elections. Mission components and units that work closely with the Electoral Assistance unit include:

- Mission support – in particular, administration (recruitment, finance, payroll, procurement, logistics, transport and budget)
- Political Affairs
- Civil Affairs
- Public Information
- Military
- Police

Usually, responsibility for an electoral mandate is with the Chief Electoral Officer (CEO). The CEO reports to the DSRSG or SRSG/HOM, with an indirect line to EAD/DPA.

The Electoral Assistance unit's mandate is different for every mission. The Security Council sets the mandate. EAD/DPA gives detail to the mandate following the needs assessment.

Military and UNPOL: The military and police components provide security during each phase of elections. They carry out patrols to ensure voters can exercise their democratic right without fear of violence. They protect voters and candidates from intimidation, harassment, abduction and retribution.

This ensures that basic human rights are protected, such as freedom of expression and association and the right to peaceful demonstrations.

UNPOL: The police component has a special responsibility to protect voters and candidates. UNPOL train local police and advise on election security.

The police component is important in all phases of an election:

- **Before the election:** Security for voter registration and campaigning, and identification of secure polling sites
- **Election day:** Address security challenges such as:
 - Potential abduction of candidates,
 - Intimidation of voters when casting ballots
 - Sabotage at the polling booths
- **After the election:** Security of ballot papers, and general security after the election

Partners

Host country: The host country works to build its national institutional capacity to hold credible, inclusive and transparent elections. The national electoral administration body of the country plays a key role. National institutions such as parliaments, electoral commissions and legal systems form the bedrock of any democracy.

National and international observers: Observers help monitor elections and assess whether they follow national legislation and meet international standards for elections.

UN departments, agencies, funds and programmes: Electoral assistance may involve different UN entities:

- UN Development Programme (UNDP)
- UN Office for Project Services (UNOPS)
- UN Department of Economic and Social Affairs (UNDESA)
- UN Electoral Assistance Division (EAD) of DPA

UNDP: UNDP provides strategic assistance throughout the election cycle. This includes:

- Design of more effective electoral systems
- Resolution of disputes after votes are counted
- Management of the whole electoral assistance project

International and national governmental and non-governmental organizations (NGOs): National partners also receive technical assistance in elections management from external partners. These include:

- International Foundation for Election Services (IFES)
- European Commission
- National Democratic Institute
- Elections Canada
- Electoral Institute of Southern Africa (EISA)
- Federal Electoral Institute of Mexico (IFE)

- International Institute of Democracy and Electoral Assistance (I-DEA)

UN and non-UN agencies try to coordinate the international electoral assistance they provide to national partners.

Regional organizations: Regional organizations have supported the electoral cycle in post-conflict countries, for example, the EU.

Support to Restoration and Extension of State Authority

Slide 12



The slide features the United Nations logo in the top left corner. The title "7. Support to the Restoration & Extension of State Authority" is centered at the top. Below the title is a bulleted point: "Rebuilding legitimacy and people's confidence in state institutions". At the bottom of the slide is a photograph showing a group of people, including women in colorful headscarves, sitting on the ground in a community meeting or discussion.


Key Message: The need to stabilize weak states is critical to keeping and building peace. “Support to the restoration and extension of state authority” is a critical peacebuilding activity. The Security Council mandates it for many multidimensional UNPKOs.

A “**sovereign state**” is completely and independently controlled by its own government. The state must be able to exert control over its national territory, in order to generate revenue and provide basic services to the population.

A key part of **restoring state authority** involves rebuilding its legitimacy and people's confidence in state institutions. People need to believe the government makes decisions that meet their needs and interests, within the wider needs and interests of the collective.

Good governance and inclusive political processes give legitimacy to the state's institutions, and enjoy the confidence of its citizens. This helps the state to be resilient to conflict.

Slide 13



7. Support to the Restoration & Extension of State Authority

UNPKO:

- Key role of Civil Affairs Officers
 - Develop accountability, transparency
 - Preliminary assessments of needs
 - Monitor delivery of public services
 - Local civic education, sensitization
 - Logistical, administrative support
 - Capacity-building of local people
 - Support to policy, planning, decision-making
 - Mobilization of donor interest

Key Message: UNPKOs are often called to support the restoration and extension of state authority. Civil Affairs officers support good governance at the local or sub-national level.

UN peacekeeping operations: UNPKOs support restoration and extension of state authority by:

- Creating an enabling security environment
- Providing political leadership
- Coordinating the efforts of other international partners

These activities involve the military, police and civilian components. The military and police components create an enabling security environment.

Specific support by UNPKOs may include:

- Efforts to develop political participation
- Operational support to the immediate activities of state institutions
- Small-scale capacity building
- Assistance to constitutional or institutional restructuring

In exceptional circumstances, the Security Council has authorized missions to provide a transitional administration – temporarily taking on state functions.

Civil Affairs: Civil Affairs officers are often the primary contact between the mission and local people. Support to restoration and extension of state authority is a key role of Civil Affairs officers.

Typical activities undertaken by Civil Affairs officers include:

- Support in developing mechanisms for accountability and transparency
- Preliminary assessments of capacity-building and support needs
- Monitoring delivery of public services, including efficiency and effectiveness
- Local civic education and sensitization on the structure of government, voter rights and principles of good governance
- Logistical and administrative support to help local governments maintain a presence in their districts
- Small-scale capacity-building support to local people
- Support to policy, planning and decision-making
- Mobilization of donor interest to support local needs, which may otherwise be neglected in national budgets and international aid

The Civil Affairs unit coordinates with other mission units and components which also support the restoration of the state's presence and administrative functions. Examples are the ROL/Justice unit and UNPOL.

Partners

Host country: National partners in the host country include central government, local government, civil service and civil society.

UN agencies, funds and programmes: Civil Affairs officers work with other mission components, UNCT partners and the World Bank. Specialized technical experts in public administration or democratic governance can be found in other UN entities such as UNDP and the World Bank.

Bilateral donors and International non-governmental organizations (NGOs): Bilateral donors and international NGOs may also promote good governance and support state institutions. Specialized technical experts are provided within the governance programmes of bilateral donors.

Summary

Peacebuilding activities include:

- Mine action
- Disarmament, demobilization and reintegration (DDR) of combatants
- Security sector reform (SSR)
- Rule of law (ROL)-related activities
- Electoral assistance
- Support to the restoration and extension of state authority

Peacebuilding activities create conditions for lasting peace

- **Mine action:** The goal of mine action is to reduce and eliminate the impact of landmines, explosive remnants of war (ERW) and other explosive hazards.
- **DDR:** During the vital transition period from conflict to peace and development, post-conflict security problems can result when ex-combatants have no livelihoods and only their former comrades as support networks. DDR of combatants is critical for a secure and stable environment in which recovery can begin.
- **SSR:** SSR helps ensure people are safer through enhanced effectiveness and accountability of security institutions operating under civilian control. International human rights law and rule of law standards apply.
- **ROL-related activities:** ROL is the legal and political framework that holds all people and institutions accountable, including the state. The three ROL institutions are the police, judiciary and corrections. Establishing respect for ROL is fundamental to achieving a durable peace in the aftermath of conflict.
- **Electoral assistance:** Electoral assistance is legal, technical and logistic support to electoral laws, processes and institutions. Democracy, or democratic governance in particular, allows people to live with their dignity, human rights, and fundamental freedoms respected, promoted and fulfilled.
- **Support to the restoration and extension of state authority:** A key part of restoring state authority involves rebuilding its legitimacy and people's confidence in state institutions. People need to believe the government makes decisions that meet their needs and interests, within the wider needs and interests of the collective.

There are different roles for mission components: lead roles or support roles

- Specific mission units and components lead on certain mandated tasks
- All mission components – military, civilians and police – contribute towards all mission tasks

Evaluation

Notes 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) Fill in the blank/sentence completion
- 3) True-False

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.

It may be easier to do separate evaluations for each of the six technical peacekeeping areas. Evaluation questions appear by subject. You may prefer to mix up the questions, depending on the group.

Evaluation Questions for Lesson 2.2	
Questions	Answers
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Name peacebuilding activities typically mandated for multi-dimensional peacekeeping missions.	<ul style="list-style-type: none"> ▪ Mine action ▪ DDR ▪ SSR ▪ RoL ▪ Electoral assistance ▪ Support to restoration and extension of state authority
2. What is the goal of mine action?	Goal: The goal of mine action is to reduce and eliminate the impact of landmines, explosive remnants of war (ERW) and other explosive hazards.

<p>3. Explain each word in DDR.</p>	<p>Disarmament: collection, documentation, control and disposal of combatants' weapons</p> <p>Demobilization: formal, controlled discharge of active combatants from armed forces or other armed groups</p> <p>Reintegration: ex-combatants acquire civilian status, sustainable employment and income. They are integrated or accepted back into a community.</p> <p>Experienced people may mention “reinsertion”. Sometimes DDR appears as DDR(R), with two Rs.</p> <p>Reinsertion – transitional assistance to help cover basic needs of ex-combatants, before reintegration: transitional safety allowances</p> <ul style="list-style-type: none"> - food, clothes, shelter - medical services - short-term education and training - employment and tools <p>There are a number of other “R”s – repatriation, resettlement, rehabilitation. Learners may mention these.</p>
<p>True False</p>	
<p>4. UN SSR specialists mainly focus on “right-sizing” the security services, train and equip uniformed personnel.</p>	<p>False</p> <p>SSR specialists mainly support work at the broad, sector-wide level of SSR.</p> <ul style="list-style-type: none"> ▪ strengthen the whole architecture ▪ enhance oversight, governance and management of all security institutions <p>Specific programmes may address right-sizing, training and equipment, but these are not the primary focus of UN support to SSR.</p>

<p>5. Rarely, the UN may be fully in charge of organizing elections of a Member State. The UN usually supports the national electoral administration body of a country.</p>	<p>True In rare, transitional cases.</p> <p>Equally rarely, UN experts may form part of national electoral administration. Member State and the UN share responsibility.</p>
<p>Fill in the Blanks</p>	
<p>6. DPKO supports three rule of law institutions simultaneously when it deploys ____, ____ and ____ officers.</p>	<ul style="list-style-type: none"> ▪ police ▪ judicial ▪ corrections
<p>7. A key part of restoring state authority involves rebuilding its legitimacy and people's _____ in state institutions.</p>	<p>Confidence</p>

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
Mine action	The five “pillars” of mine action are: <ul style="list-style-type: none"> • clearance, • stockpile destruction, • risk education, • victim assistance and • advocacy.
Disarmament	Disarmament is: <ul style="list-style-type: none"> • collection, • documentation, • control and • disposal <p>of small arms, ammunition, explosives and light and heavy weapons of combatants.</p>
Demobilization	Demobilization is the formal and controlled discharge of active combatants from armed forces or other armed groups.
Reinsertion	Reinsertion is short-term, transitional help to ex-combatants. This is during demobilization, but before reintegration. It covers basic needs of ex-combatants and their families, and can include transitional safety allowances, food, clothes, shelter, medical services, short-term education, training, employment and tools.
Reintegration	Reintegration is when ex-combatants gain civilian status. They also gain sustainable employment and income. Reintegration is a social and economic development process - long-term and continuous.
Repatriation	Repatriation refers to the return of foreign ex-combatants and dependents to their country of birth or origin.
Resettlement	Resettlement refers to the settling of ex-combatants and their families into areas of return or new places. It involves effective reception and integration of ex-combatants and families by receiving communities,

	and the country as a whole. Resettlement provides people with land and employment, and support integrating into the local community.
Rehabilitation	Rehabilitation of ex-combatants includes psychological counselling and trauma healing support. Many ex-combatants suffer from mental health issues. These can make reintegration to civilian life difficult, and complicate reconciliation and peacebuilding.
Security sector	The security sector is a broad term for structures, institutions and personnel that manage, provide and oversee a country's security. It includes: <ul style="list-style-type: none"> • defence, • law enforcement, • corrections or prisons, • intelligence services, and • institutions responsible for border management, customs and civil emergencies.
Security sector reform	Security sector reform helps ensure people are safer through enhanced effectiveness and accountability of security institutions operating under civilian control. International human rights law and rule of law standards apply (A/67/970 - S/2013/480).
Rule of law	<p><i>"For the United Nations, the rule of law refers to a principle of governance in which all persons, institutions and entities, public and private, including the state itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards.</i></p> <p><i>It requires, as well, measures to ensure adherence to the principles of supremacy of law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness and procedural and legal transparency."</i></p> <p><i>((S/2004/616) Report of the Secretary-General on the Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies)</i></p>

Electoral assistance	Electoral assistance is legal, technical and logistic support to electoral laws, processes and institutions. The UN gives three types of electoral assistance: <ol style="list-style-type: none"> 1. Technical assistance 2. Election observation and other assessments 3. Organization or supervision of elections
Restoration of state authority	A key part of restoring state authority involves rebuilding its legitimacy and people's confidence in state institutions. People need to believe the government makes decisions that meet their needs and interests, within the wider needs and interests of the collective.

Commonly asked questions from participants:

Possible Questions	Possible Responses
Why is coordination amongst UN partners important?	Coordination amongst UN partners in the mission settings most often involves UN Country Team. Each UN partner brings their respective comparative advantage to bear when addressing responses and issues. The integrated approach strengthens the UN's ability to "Deliver as One."
Why is security sector reform a priority after conflict?	Good governance and security sector oversight are important to ensure security institutions can protect people. SSR contributes to the rule of law. It is critical to address impunity for violations of international human rights and humanitarian laws.
Do rule of law activities focus on national police only?	Until recently, working with local police was the only rule of law activity in peacekeeping. Without effective administration of justice, reforming police is not sustainable. This recognition led to recent peacekeeping missions being mandated to support the judiciary. The corrections sector is also essential in rule of law strategies. Without capacity to provide humane treatment to prisoners, investments in the police and judiciary have limited effect. Support to developing essential legislation is also a more recent mandated task.
Why are elections important after conflict?	Credible and transparent elections are a necessary step toward peace and security, for post-conflict societies. Democratic governance creates an environment for inclusive, responsive politics and settlements. UN electoral assistance supports a host country's efforts. It

	<p>prevents electoral conflict and violence. In the past, the UN supervised and observed referenda and elections. These days, it provides:</p> <ul style="list-style-type: none"> a) technical assistance to help a host country build credible and sustainable national electoral institutions, b) security and logistical support. <p>The UN usually supports the national electoral administration body of a country.</p>
<p>Why is restoration to state authority important after conflict?</p>	<p>For a state to be resilient to conflict, it needs inclusive politics that a) give legitimacy to institutions and b) enjoy confidence of citizens.</p> <p>Also, to generate revenue and give people basic services, a state must be able to control its national territory.</p>

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 High-level Independent Panel on Peace Operations \(HIPPO\) on uniting our strengths for peace: politics, partnership and people \(S/2015/446\)](#)
- [Report of the Secretary-General on the future of United Nations peace operations: implementation of the recommendations of the High-level Independent Panel on Peace Operations \(S/2015/682\)](#)
- [Report of the Advisory Group of Experts on the Review of the Peacebuilding Architecture \(S/2015/490\)](#)
- [Report of the Secretary General on peacebuilding in the aftermath of conflict \(S/2014/694\)](#)
- [Report of the Secretary General on securing States and societies: strengthening the United Nations comprehensive support to security sector reform \(S/2013/480\)](#)
- [Report of the Secretary General on civilian capacity in the aftermath of conflict \(S/2014/5\)](#)
- [Report of the Secretary-General on Securing peace and development: the role of the United Nations in supporting security sector reform \(A/62/659\)](#)
- [Report of the Secretary-General on the Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies \(S/2004/616\)](#)
- [Note of the Secretary-General to the General Assembly on Disarmament, Demobilization, Reinsertion and Reintegration \(A/C.5/59/31\)](#)
- [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 \(S/RES/2185\)](#)
- [Security Council Resolution 2282 \(2016\) on post-conflict peacebuilding \(S/RES/2282\)](#)
- [Security Council Resolution 2151 \(2014\) on security sector reform \(S/RES/2151\)](#)
- [DPKO-DFS Mission Start Up Field Guide for Mission Managers of UN Peacekeeping Operations, 2010](#)
- [DPKO Handbook on Multidimensional Peacekeeping Operations, 2003](#)
- [DPKO-DFS Civil Affairs Handbook, 2012](#)
- [International Mine Action Standards \(IMAS\)](#)
- [International Ammunition Technical Guidelines \(IATGs\)](#)

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 Peacebuilding: An Orientation

http://www.un.org/en/peacebuilding/pbso/pdf/peacebuilding_orientation.pdf

UN Peacebuilding Commission: <http://www.un.org/en/peacebuilding/>

Factsheet on Global Focal Point (GFP) on Police, Justice and Corrections:

http://www.undp.org/content/undp/en/home/librarypage/democratic-governance/access_to_justiceandruloflaw/fact-sheet--global-focal-point-for-police--justice-and-correctio.html

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>

[Rule of Law, Peace and Security \(6:48 minutes\)](#)

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.

Module 2: Mandated Tasks of United Nations Peacekeeping Operations

Lesson 2.2



Peacebuilding Activities



Relevance

Peacekeeping personnel are “early peacebuilders”:

- Peacekeeping is temporary
- Peacebuilding helps lasting peace



Learning Outcomes

Learners will:

- List examples of mandated tasks which are peacebuilding activities
- Describe peacebuilding activities
- Identify different roles of mission components in peacebuilding activities



Lesson Overview

1. Overview of Peacebuilding Activities
2. Mine Action
3. Disarmament, Demobilization & Reintegration of Ex-Combatants
4. Security Sector Reform
5. Rule of Law-Related Activities
6. Electoral Assistance
7. Support to the Restoration & Extension of State Authority



Learning Activity

2.2.1

Film: *Rule of Law, Peace and Security*

Instructions:

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

Time: 15 minutes

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

https://www.youtube.com/watch?v=LSWR_WXDMhU



1. Overview of Peacebuilding Activities

- Mine Action
- Disarmament, Demobilization and Reintegration (DDR)
- Security Sector Reform (SSR)
- Rule of Law (ROL)-related activities
- Electoral assistance
- Support to the restoration and extension of State authority



Importance of Peacebuilding Activities

Instructions:

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

Time: 15 minutes

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



2. Mine Action

- To reduce the threat and impact of landmines, explosive remnants of war, other explosive hazards
- Five pillars:
 1. Clearance
 2. Risk education
 3. Victim assistance
 4. Stockpile destruction
 5. Advocacy





2. Mine Action

- United Nations Mine Action Service (UNMAS)
- **UNPKO** integrates mine action, UNMAS leads





3. Disarmament, Demobilization & Reintegration (DDR)

- **Disarmament:** collection, documentation, control, disposal of weapons
- **Demobilization:** discharge of active combatants from armed forces or groups
- **Reinsertion*:** transitional assistance covering basic needs
- **Reintegration:** process to acquire civilian status, sustainable employment, income





3. Disarmament, Demobilization & Reintegration (DDR)

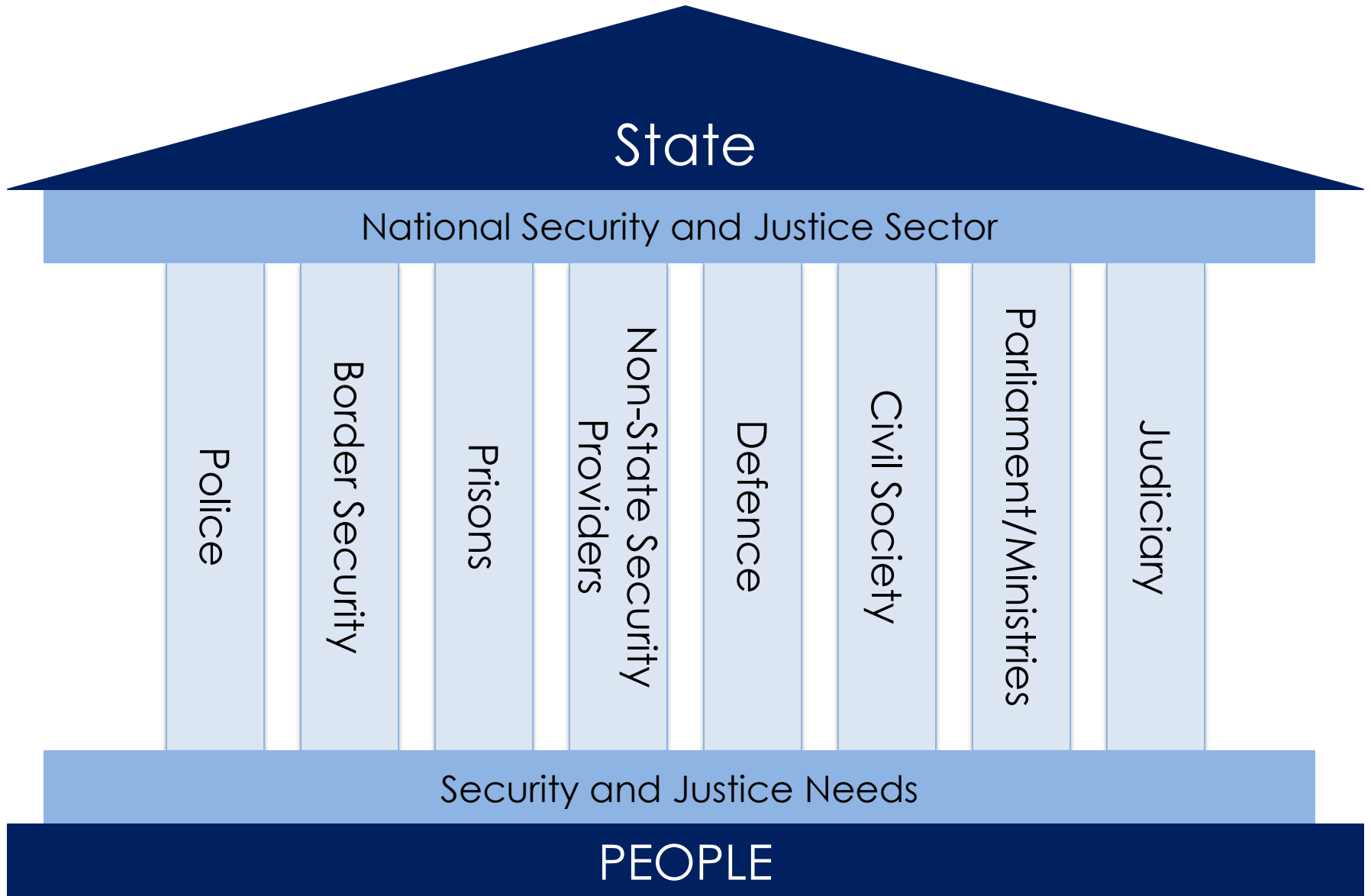
UNPKO:

- Contributes to UN system efforts
- Enables national DDR programmes
- Provides technical advice
- Secures disarmament and cantonment sites
- Collects and destroys weapons





4. Security Sector Reform (SSR)





4. Security Sector Reform (SSR)

UNPKO:

- Facilitates national SSR dialogues
- Develops national security policies, strategies, plans
- Strengthens oversight, management, coordination
- Prepares legislation
- Mobilizes resources, harmonize support
- Education, training, institution building
- Monitors and evaluates
- Defence sector reform



5. Rule of Law (ROL)-Related Activities

- **ROL:** legal and political framework under which all persons and institutions, including state, are accountable
- Laws are:
 - Publicly promulgated
 - Equally enforced
 - Independently adjudicated
 - Consistent with IHRL





5. Rule of Law (ROL)-Related Activities

UNPKO:

- Comprehensive plans include building police stations, court houses, prisons
- Develops local capacity, human resources
- Oversees rehabilitation of training centres, universities





6. Electoral Assistance

- Legal, technical, logistic support to electoral laws, processes and institutions
 - Technical assistance
 - Election observation, other assessments
 - Organization or supervision of elections





6. Electoral Assistance

- Department of Political Affairs' (DPA) Electoral Assistance Division
- **UNPKO** collaborates with DPA and UNCT





7. Support to the Restoration & Extension of State Authority

- Rebuilding legitimacy and people's confidence in state institutions





7. Support to the Restoration & Extension of State Authority

UNPKO:

- Key role of Civil Affairs Officers
 - Develop accountability, transparency
 - Preliminary assessments of needs
 - Monitor delivery of public services
 - Local civic education, sensitization
 - Logistical, administrative support
 - Capacity-building of local people
 - Support to policy, planning, decision-making
 - Mobilization of donor interest



Summary of Key Messages

- Peacebuilding activities – mine action, DDR, SSR, ROL, electoral assistance, support to extension/restoration of State authority
- Peacebuilding activities – create conditions for lasting peace
- Different roles of mission components – lead, support



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
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

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

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
- 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

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

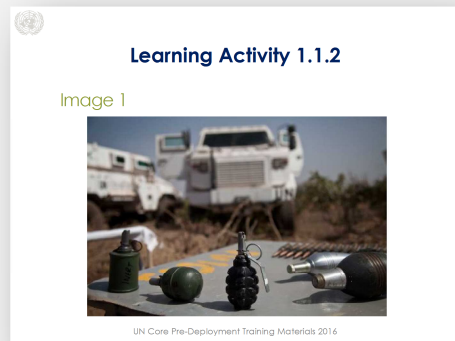
10 – 15 minutes

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

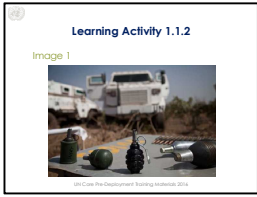
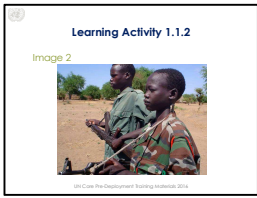
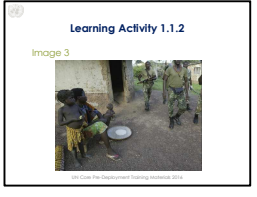
- Do the exercise in table groups. In this variation, divide available time equally between table group brainstorming and discussion in the whole group.
 - a) Review the brainstormed points.
 - b) Give each group 5-7 minutes to brainstorm solutions to consequences of violent conflict.
 - c) Clarify the 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.

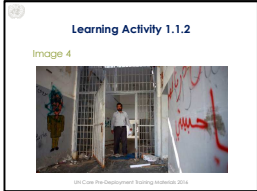
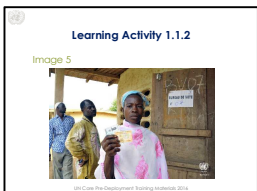

2.2.3 Responses to Discussion Questions: Solutions to Consequences of Violent Conflict

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

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.

Mandated Task	Actors with Key Roles
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.

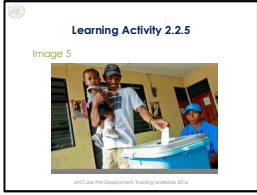
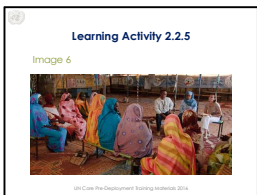
Instructions

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>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>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>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>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

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.

Task	Mandate 1	Mandate 2
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		



Learning Activity 2.2.5

Image 1



UN Core Pre-Deployment Training Materials 2017



Learning Activity 2.2.5

Image 2





Learning Activity 2.2.5

Image 3



Learning Activity 2.2.5

Image 4





Learning Activity 2.2.5

Image 5





Learning Activity 2.2.5

Image 6



Evaluation

Notes on Use: Types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank/sentence completion
- 3) True-False

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.

It may be easier to do separate evaluations for each of the six technical peacekeeping areas. Evaluation questions appear by subject. You may prefer to mix up the questions, depending on the group.

Evaluation Questions for Lesson 2.2	
Questions	Answers
General	
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Name the six main technical peacekeeping activities typically mandated for multi-dimensional peacekeeping missions.	<ul style="list-style-type: none"> ▪ Mine action ▪ DDR ▪ SSR ▪ RoL ▪ Electoral assistance ▪ Support to restoration and extension of state authority
Mine Action	
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. What is the goal of mine action?	<ul style="list-style-type: none"> ▪ Goal: The goal of mine action is to reduce and eliminate the impact of landmines, explosive remnants of war (ERW) and other explosive hazards.
2. Name five pillars of mine action work.	<ul style="list-style-type: none"> ▪ clearance ▪ stockpile destruction ▪ risk education

	<ul style="list-style-type: none"> ▪ victim assistance ▪ advocacy
3. Name at least five effects of uncleared landmines and ERW.	<ul style="list-style-type: none"> ▪ Kill or injure civilians ▪ Close roads ▪ Prevent civilians from returning home and back to normal life –children going to school, farmers working land ▪ Hamper economic and social development ▪ Rob people of their livelihoods ▪ Hinder reconstruction after war ▪ Block safe deployment of peacekeepers ▪ Interfere with safe delivery of humanitarian aid
4. Name four typical mine action tasks assigned to peacekeeping operations by the Security Council.	<ul style="list-style-type: none"> ▪ Remove and destroy landmines and explosive remnants of war that threaten civilians and safe movement of people, including IDPs and refugees ▪ Give technical advice to national authorities: train on: <ul style="list-style-type: none"> - mine action - IED mitigation - weapons management - ammunition management ▪ Provide for rapid response in mine action ▪ Support stabilisation and efforts to protect civilians
5. In what specific ways does UNMAS support implementation of a mission mandate? Give at least four examples.	<ul style="list-style-type: none"> ▪ provides risk reduction to local populations, mission staff ▪ conducts surveys and clears routes for mission movements, increasing freedom of movement, ▪ advises national authorities as part of capacity development ▪ trains relevant peacekeepers in technical response <p>On request, UNMAS deploys experts through its Rapid Response and Technical Support Capacity to:</p> <ul style="list-style-type: none"> ▪ mitigate threats posed by explosive hazards to civilians, mission personnel

	<ul style="list-style-type: none"> coordinates emergency humanitarian responses
Fill in the Blanks	
1. ERW are _____. IEDs are _____.	<p>ERW</p> <ul style="list-style-type: none"> Explosive remnants of war unexploded ordnance from conflicts cluster munitions, mortars, hand grenades, shell, bullets <p>IEDs</p> <ul style="list-style-type: none"> Improvised explosive devices
2. _____ is the focal point in the UN for mine action, ensuring effective, proactive and coordinated response.	<ul style="list-style-type: none"> United Nations Mine Action Service UNMAS – a division of DPKO, responsible for UN mine action in peacekeeping and special political missions
3. _____ clears land so civilians can return to their homes and routines.	<ul style="list-style-type: none"> Humanitarian mine clearance
4. Clearance of mines and explosives is also known as: _____, _____ or _____.	<ul style="list-style-type: none"> Operational demining Military demining Breaching
Disarmament, Demobilization and Reintegration (DDR) of Ex-Combatants	
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Explain each word in DDR.	<p>Disarmament: collection, documentation, control and disposal of combatants' weapons</p> <p>Demobilization: formal, controlled discharge of active combatants from armed forces or other armed groups</p> <p>Reintegration: ex-combatants acquire civilian status, sustainable employment and income. They are integrated or accepted back into a community. Experienced people may mention "reinsertion". Sometimes DDR appears as DDR(R), with two Rs.</p> <p>Reinsertion – transitional assistance to help cover basic needs of ex-combatants, before reintegration:</p> <ul style="list-style-type: none"> transitional safety allowances food, clothes, shelter medical services short-term education and training

	<ul style="list-style-type: none"> employment and tools <p>There are a number of other “R”s – repatriation, resettlement, rehabilitation. Learners may mention these.</p>
2. What does rehabilitation of ex-combatants involve?	<p>Rehabilitation includes:</p> <ul style="list-style-type: none"> psychological counselling trauma healing support
3. What are the two main roles of the UN and peacekeeping operations in DDR?	<ul style="list-style-type: none"> provide technical assistance, training and financial support to national authorities – usually a national DDR commission help national authorities rebuild national institutions and programmes that are credible, capable, representative, sustainable
4. In what four task areas are peacekeeping operations typically directed to support national DDR programmes?	<ul style="list-style-type: none"> enable national governments to develop DDR programmes: political processes must be inclusive, considering different needs of all in an affected population provide technical advice secure disarmament and cantonment sites: temporary camps where troops gather for demobilisation collect and destroy weapons, ammunition and other material surrendered by former combatants
5. As part of DDR, military and UNPOL with national partners provide security and safety for whom?	<ul style="list-style-type: none"> UN and partners involved in DDR operations DDR participants, who have many different needs members of local communities
Fill in the Blanks	
1. ____ returns foreign ex-combatants and dependents to their countries.	Repatriation
2. Settling ex-combatants and their families into areas of return or new places is _____. Explain it.	<p>Resettlement</p> <ul style="list-style-type: none"> prepares integration of ex-combatants and families by receiving communities, and country provides people with land and employment supports integration into the whole community
3. DDR of combatants is critical for _____.	A secure and stable environment in which recovery can happen – essential

	as an early step in peacebuilding
True-False	
Security Sector Reform (SSR)	
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Name at least five institutions or areas of security that make up a country's security sector – state and non-state actors.	<p>State</p> <ul style="list-style-type: none"> ▪ defence ▪ law enforcement ▪ corrections and prisons ▪ intelligence services ▪ institutions responsible for <ul style="list-style-type: none"> - border management - customs - civil emergencies ▪ parts of the judicial system – those responsible for adjudicating cases of: <ul style="list-style-type: none"> - alleged criminal conduct - use of force ▪ Ministries ▪ legislative bodies <p>Non-state</p> <ul style="list-style-type: none"> ▪ civil society groups ▪ customary or informal authorities ▪ private security services
2. What is the goal of security sector reform (SSR)?	<p>Goal: A more effective and accountable security sector for the state and its people. This is without discrimination and with full respect of human rights and the rule of law. People are safer through enhanced effectiveness and accountability of the security sector under civilian control.</p>
3. Name at least five areas in which a peacekeeping mission's SSR unit supports national authorities.	<ul style="list-style-type: none"> ▪ facilitate national SSR dialogues ▪ develop national security policies, strategies and plans ▪ strengthen oversight, management and coordination capacities ▪ prepare legislation on the security sector ▪ mobilize resources for SSR projects ▪ harmonize international support to SSR ▪ education, training and institutional building

	<ul style="list-style-type: none"> ▪ monitor and evaluate programmes and results ▪ undertake defence sector reform
Fill in the Blanks	
1. The _____ is a broad term for structures and personnel that manage, provide and oversee a country's security.	Security sector
True False	
1. UN SSR specialists mainly focus on "right-sizing" the security services, train and equip uniformed personnel.	<p>False</p> <p>SSR specialists mainly support work at the broad, sector-wide level of SSR.</p> <ul style="list-style-type: none"> ▪ strengthen the whole architecture ▪ enhance oversight, governance and management of all security institutions <p>Specific programmes may address right-sizing, training and equipment, but these are not the primary focus of UN support to SSR.</p>
2. The goal of SSR is a more effective and accountable security sector for the state and its people. This is without discrimination and with full respect of human rights and the rule of law. People are safer through enhanced effectiveness and accountability of the security sector under civilian control.	True
Rule of Law	
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Explain Rule of Law (ROL).	ROL is the legal and political framework that holds all people and institutions accountable, including the state. The three ROL institutions are the police, judiciary and corrections. Establishing respect for ROL is fundamental to achieving a durable peace in the aftermath of conflict.

<p>2. What are the three ROL institutions?</p>	<ul style="list-style-type: none"> ▪ Police ▪ Judiciary ▪ Corrections
<p>3. As part of over-all rebuilding of a criminal justice system, UN peacekeeping operations work with national partners and international donors on what three specific priorities?</p>	<ul style="list-style-type: none"> ▪ develop comprehensive plans that include rebuilding or building new police stations, court houses and prisons ▪ develop local capacity and human resources needed to ensure these institutions can function ▪ oversee rehabilitation of training centres, universities and police academies , ensure they are able to train required personnel <p>Participants may name police, justice and corrections – push for specific activities and results.</p>
<p>4. UNPOL has a continuing central role in strengthening ROL, in two key areas. Name and give specifics of the work.</p>	<ul style="list-style-type: none"> ▪ National Police Services: <ul style="list-style-type: none"> - reform, restructure and train - help ensure they become respected and credible law enforcement services: well-structured, sustainable ▪ Police Capacity: <ul style="list-style-type: none"> - build comprehensively with a community-oriented approach - further supports strong governance, oversight and accountability in functional justice and corrections
<p>5. Explain the main functions of Judicial Affairs, Corrections and Human Rights in UN ROL support.</p>	<p>Judicial Affairs: International advisers perform critical functions in the justice system</p> <ul style="list-style-type: none"> ▪ may work as judges and prosecutors ▪ in sensitive and controversial cases, may speed up and help with judicial proceedings ▪ advisers ensure these proceedings are independent, impartial, and meet international standards <p>Corrections:</p> <ul style="list-style-type: none"> ▪ Administration of correctional services has important implications for protection of human rights and state security. ▪ Corrections Officers active in rule of

	<p>law provide:</p> <ul style="list-style-type: none"> - operational upgrading and short-term management of prison administration, - monitoring and providing expert advice and training in correctional services - advise on addressing prison problems that add to insecurity, e.g. overcrowding <p>Human Rights:</p> <ul style="list-style-type: none"> ▪ Human rights personnel are key partners in building effective rule of law structures and procedures. ▪ Human rights specialists can provide <ul style="list-style-type: none"> - information on human rights conditions in the country and historical information on the record of state institutions - valuable content on human rights principles and standards for police training curricula.
Sentence Completion	
<p>2. Until recently, working with _____ only was the rule of law activity in peacekeeping.</p>	<p>police</p> <p>The role has expanded considerably, based on experience:</p> <ul style="list-style-type: none"> ▪ without effective administration of justice, reforming police does not last ▪ recent missions mandated to support the judiciary ▪ corrections sector also essential in ROL strategies ▪ without capacity for humane treatment of prisoners, investments in police and judiciary have limited effect ▪ support to developing essential legislation is also a more recently mandated task <p>The main point to reinforce is the close connection between the different ROL elements.</p>
<p>2. DPKO supports three rule of law institutions simultaneously when it deploys ____, ____ and ____ officers.</p>	<ul style="list-style-type: none"> ▪ police ▪ judicial ▪ corrections

Electoral Assistance	
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
3. Explain the connection between elections and democracy.	<p>Democracy is based on the freely expressed will of people. They:</p> <ul style="list-style-type: none"> ▪ have a voice in decisions that affect their lives ▪ can hold decision-makers to account ▪ based on inclusive and fair rules, institutions and practices that govern social relationships <p>Elections are the means through which people voice their preferences and choose their representatives.</p> <ul style="list-style-type: none"> ▪ transformative tool for democratic governance.
2. Define electoral assistance.	<p>Legal, technical and logistic support to electoral laws, processes and institutions.</p> <p>Three examples of UN electoral assistance:</p> <ul style="list-style-type: none"> ▪ technical assistance ▪ election observation, other assessments ▪ organizing or supervising of elections
1. Explain with examples the main three types of UN electoral assistance.	<p>2. Technical assistance: short and long term expertise, to national authorities administering elections, e.g.:</p> <ul style="list-style-type: none"> - electoral administration and planning - review of electoral laws, regulations - electoral dispute resolution - boundary delimitation - voter registration - election budgeting - logistics - ordering and buying election materials - use of technologies - training election officials - voter and civic education - voting and counting operations

	<ul style="list-style-type: none"> - election security - coordination of international donor assistance <p>2. Election observation, other assessments:</p> <ul style="list-style-type: none"> - purpose is to assess or validate election integrity - can increase people's confidence in an election - confidence crisis can derail an election - UN may send an "expert monitoring" team to a country, to monitor an election and report to the Secretary-General. <p>3. Organization or Supervision of Elections.</p> <ul style="list-style-type: none"> - Rarely, the UN may be fully in charge of organizing elections of a Member State. - Equally rarely, UN experts form part of national electoral administration. - Member State and the UN share responsibility. - These cases remain exceptions taken in certain transitional settings. As a rule, the United Nations takes a supporting role to assist the national electoral administration.
<p>3. How does the Electoral Assistance Division (EAD) in DPA support peacekeeping operations on elections? (EAD/DPA)</p>	<ul style="list-style-type: none"> ▪ initial needs assessments ▪ policy guidance ▪ deployment of specialized personnel
Fill in the Blanks	
<p>1. The military and police components provide _____ during each phase of elections.</p>	<p>Security</p> <ul style="list-style-type: none"> ▪ patrols to ensure voters can exercise democratic rights without fear of violence ▪ help ensure basic human rights are protected (freedom of expression, association, peaceful demonstrations)
True-False	
<p>1. Rarely, the UN may be fully in charge of organizing elections of a</p>	<p>True</p>

<p>Member State. The UN usually supports the national electoral administration body of a country.</p>	<p>In rare, transitional cases.</p> <p>Equally rarely, UN experts may form part of national electoral administration. Member State and the UN share responsibility.</p>
<p>Support to Restoration and Extension of State Authority</p>	
<p>Narrative</p> <p><i>Note: Frame narrative evaluations as questions, requests or directions</i></p>	
<p>1. State legitimacy and authority depend on what?</p>	<p>Citizen confidence in their government. People need to believe:</p> <ul style="list-style-type: none"> ▪ the government makes decisions that meet their needs and interests ▪ within wider collective needs and interests <p>People may also name legitimate state institutions, in which people can be confident.</p>
<p>2. Name three general ways UN peacekeeping operations may support restoration and extension of State Authority.</p>	<ul style="list-style-type: none"> ▪ create an enabling security environment, ▪ provide political leadership, or ▪ coordinate efforts of other international partners
<p>3. What are four specific kinds of UN peacekeeping support to restoration and extension of State authority?</p>	<ul style="list-style-type: none"> ▪ efforts to develop political participation ▪ operational support to immediate activities of state institutions ▪ small-scale capacity building ▪ assistance to constitutional or institutional restructuring
<p>4. Civil Affairs officers undertake typical activities in support to restoration and extension of State Authority. The lesson gives eight; name at least four.</p>	<ul style="list-style-type: none"> ▪ Support in developing mechanisms for accountability and transparency ▪ Preliminary assessments of capacity-building and support needs ▪ Monitoring delivery of public services, efficiency and effectiveness ▪ Local civic education and sensitization on the structure of government voter rights and principles of good governance ▪ Logistical and administrative support to help local governments maintain a presence in their districts ▪ Small-scale capacity-building support to local people

	<ul style="list-style-type: none"> ▪ Support to policy, planning and decision-making ▪ help mobilize donor interest to support local needs, which may otherwise be neglected in national budgets and international aid.
Fill in the Blanks	
1. A key part of restoring state authority involves rebuilding its legitimacy and people's _____ in state institutions.	Confidence
2. _____ support good governance at local or sub-national levels.	Civil Affairs officers
True False	
2. The Security Council has authorized peacekeeping missions to provide a transitional administration. It temporarily takes on state functions.	True Only in exceptional circumstances.
3. Civil Affairs officers are often the primary contact between a mission and local people.	True
4. Support to restoration and extension of State authority is a key role of Civil Affairs.	True