

Lesson 3.5



Environment and Natural Resources

Lesson at a Glance

Aim

To show the connection between the environment and peacekeeping, and explain the duties of UN peacekeeping personnel to reduce the mission's harmful environmental impacts.

Relevance

The environment affects you, and you affect the environment.

Climate change is a big challenge and **the UN commits to reducing its environmental impact.**

The Security Council mandates some peacekeeping operations on natural resources, directly and indirectly. The root causes of many conflicts are environment and natural resources.

Sound environment and natural resources management reduces harmful effects to local people and environment. It also improves the health and well-being for mission personnel through quality services in water supply, sanitation, waste management and electricity. Ultimately it **leads to cost savings for mission budgets and Member State resources.**

This lesson explains how the environment and natural resources management are relevant to all peacekeeping personnel.

Learning Outcomes

Learners will:

- Define "environment" and the "do no harm" principle
- Explain why it is important to consider, manage and protect the environment and natural resources in peacekeeping operations
- List the 4Rs as actions to protect the environment

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-30
Starting the Lesson	Intro Slides
Learning Activity 3.5.1: Film: <i>Beyond Scarcity</i>	
Definitions	Slide 1
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The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

The “Do No Harm” principle is covered at the beginning of Lesson 3.5. Participants may ask about it. Be ready to briefly introduce the “Do No Harm” principle before the lesson. References in the lesson text build an incremental understanding of the principle. You may want to introduce the “Do No Harm” principle in a deliberate, phased way.

Ask participants to share ways they protect their home environment. Through the lesson, transfer those familiar and “common sense” practices in life to the mission.

Learning Activity

3.5.1

Film: *Beyond Scarcity*

METHOD

Film, group discussion

PURPOSE

To consider the importance of natural resources and the need to protect it

TIME

10 minutes

- Film: 5:20 minutes
- Discussion: 3 minutes

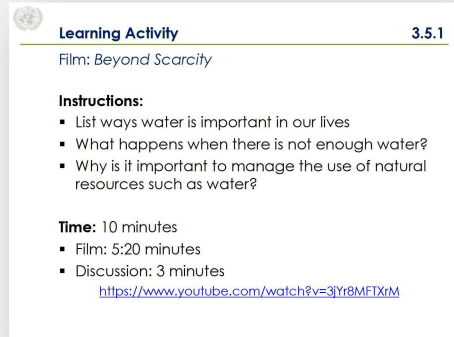
INSTRUCTIONS

- List ways water is important in our lives
- What happens when there is not enough water?
- Why is it important to manage the use of natural resources such as water?

<https://www.youtube.com/watch?v=3jYr8MFTXrM>

RESOURCES

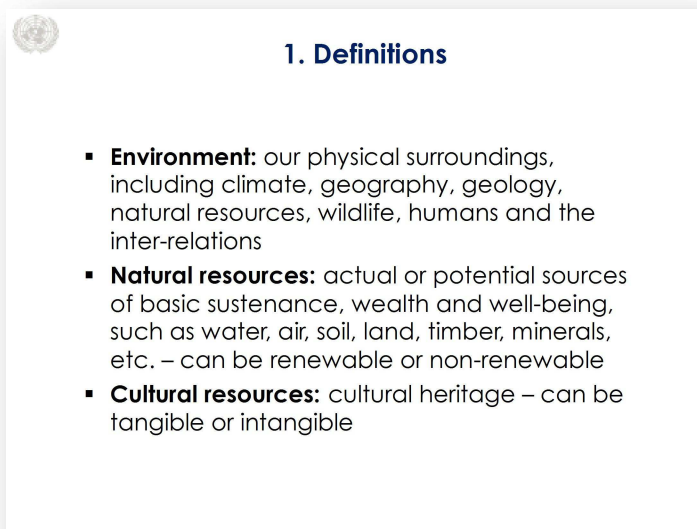
- Learning Activity instructions



The screenshot shows a white card with a grey border. At the top left is a small circular logo. To its right, the text 'Learning Activity' is followed by '3.5.1' on the right side. Below this, the text 'Film: Beyond Scarcity' is centered. Underneath, the section 'Instructions:' is followed by a bulleted list: 'List ways water is important in our lives', 'What happens when there is not enough water?', and 'Why is it important to manage the use of natural resources such as water?'. Below the instructions, the section 'Time: 10 minutes' is followed by another bulleted list: 'Film: 5:20 minutes' and 'Discussion: 3 minutes'. At the bottom, a blue hyperlink is provided: <https://www.youtube.com/watch?v=3jYr8MFTXrM>.

Definitions

Slide 1



The slide is titled "1. Definitions" and contains three bullet points defining key terms. It features a small circular logo in the top left corner.

- **Environment:** our physical surroundings, including climate, geography, geology, natural resources, wildlife, humans and the inter-relations
- **Natural resources:** actual or potential sources of basic sustenance, wealth and well-being, such as water, air, soil, land, timber, minerals, etc. – can be renewable or non-renewable
- **Cultural resources:** cultural heritage – can be tangible or intangible

Key Message: The **environment** is our physical surroundings.

Environment covers climate, geography, geology, natural resources, wildlife, humans and relationships among all these. Some people use the word “environment” to mean “situation” or “context”, for example political environment, security environment.

Natural resources are sources of basic life, wealth and well-being. They include water, air, soil, land, trees and minerals. Natural resources may be renewable or non-renewable, depending on the time for regeneration.

Cultural resources are cultural heritage.

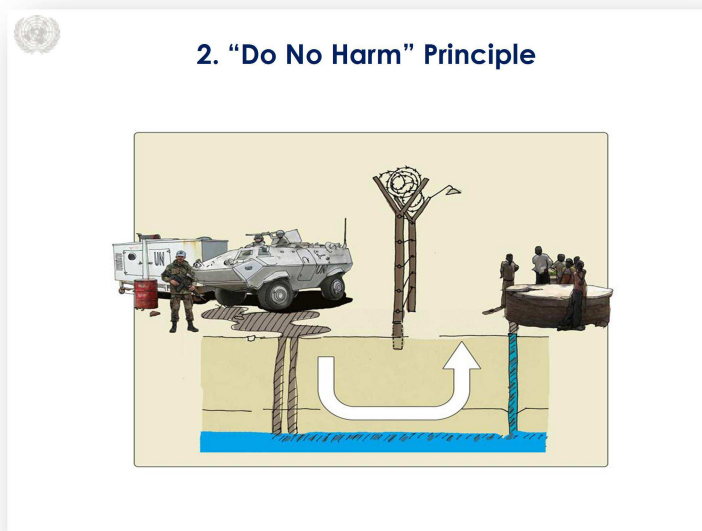
Intangible cultural resources include oral traditions, performing arts and rituals.

Tangible cultural resources include those which are:

- **Moveable:** paintings, sculptures, coins, manuscripts
- **Not moveable:** monuments, archaeological sites
- **Underwater:** shipwrecks, underwater reefs, ships, cities

“Do No Harm” Principle

Slide 2



Key Message: Caring for the environment and natural resources is important. The environment affects all humans. In turn, we affect the environment.

A peacekeeping operation can affect a local environment more than local people:

- Numbers of people, concentrated in one place
- Amount of water needed and waste
- Quantity of buildings and vehicles

The diagram shows how UN peacekeeping operations can impact the local environment and the health and safety of local populations:

- Soil pollution from UN vehicles - diesel or lubricants - can seep into the ground and reach the water table
- Local people may draw water from a well in the same water table contaminated by a mission's hazardous waste

A fence aboveground does nothing. Common natural resources like land and water do not follow fences or other human-made demarcations.

The “Do No Harm” principle means showing respect for the natural environment. Peacekeeping personnel should not:

- Harm animals or plants
- Overuse, misuse or pollute the environment or natural resources

- Harm cultural, historical, religious or architectural sites
- Litter

Learning Activity

3.5.2

Environmental Impacts

METHOD

Brainstorm

PURPOSE

To consider the impact the mission can have on the environment

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 25 minutes

- Brainstorming: 10 minutes
- Discussion: 15 minutes

INSTRUCTIONS

- Consider: water, energy, solid and hazardous waste, wastewater, wildlife, historical and cultural resources
- Discuss the impact the mission can have on these

RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Photos

Learning Activity 3.5.2

Environmental Impacts

Instructions:


- Consider: water, energy, solid and hazardous waste, wastewater, wildlife, historical and cultural resources
- Discuss the impact the mission can have on these

Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Learning Activity 3.5.2


Image 1



UN Core Pre-Deployment Training Materials 2016

Importance of Protecting the Environment and Natural Resources

Slide 3



3. Importance of Protecting the Environment & Natural Resources

- Fragile environments, scarce natural resources
- Helps keep the peace
- Upholds UN reputation
- More effective, efficient missions
- Part of your work

Key Message: It is important to consider, manage and protect the environment and natural resources in peacekeeping operations.

This is because:

- Peacekeeping personnel deploy to places with **fragile environments and scarce natural resources**. A host country and local communities have reduced capacity to take care of the environment.
- **Protecting the environment will help keep the peace**. It is part of direct and indirect mandates and helps protect the health and safety of personnel and local people.
- **It upholds the UN's reputation**. It is important for UN credibility to **walk the talk** on sustainability and addressing climate change. Maintaining this reputation helps the mission's relationships with local people and communities.
- **It helps mission effectiveness**. Results include a) greater efficiency and cost savings and b) improved safety, health and well-being of mission personnel.
- **It's part of the job**. The UN expects all personnel to act responsibly towards the environment as part of the job. Due to its scale and size, the environmental impacts of UN peacekeeping operations are great. Everyone has responsibilities and contributions to make to reduce harmful impacts of mission activities and improve working and life spaces. These responsibilities are both common sense, like what we do at home, and required by UN policies and directives.

Slide 4



Fragile Environments, Scarce Resources

- Post-conflict situations with fragile environments and scarce natural resources – water, land
- Common problems – deforestation, competition for fertile land, poor access to clean water
- Africa, Middle East – low water availability
- Serious environmental, cultural impacts may be a direct result of armed conflict
- Diminished local capacity



Key Message: Post-conflict situations where missions deploy have fragile environments and scarce natural resources. Water and land use may be contested.

Most missions are in Africa and the Middle East, where **little water is available for each person**. The picture is taken in Darfur.

Deforestation, competition for fertile land and poor access to clean water are common problems in conflict and post-conflict settings.

Effects of Armed Conflict: Sometimes, **serious environmental and cultural impacts** occur directly from armed conflict:

- Fumes from burning oil
- Bombed land
- Waste from weapons
- Destroyed buildings
- Contaminated water
- Damaged cultural heritage

Reduced Local Capacity: In post-conflict settings, national and local capacities for environmental management are often weak. Examples are: collection of waste, recycling, disposal in landfills, wastewater treatment plants.

Peacekeeping missions affect the environment. Missions can be the largest users of natural resources like water, land and energy in a given location because of size. The

“Do no harm” principle requires peacekeeping personnel to not over consume, misuse or pollute natural and cultural resources.



Ask participants to recall the definition of “environment” – it includes natural resources. Consider brainstorming with participants the impact peacekeeping operations can have on the environment. Brainstorm different examples of natural resources. Following this, introduce the content, covering any gaps.

The impact of UN peacekeeping operations on the environment is extensive. A peacekeeping operation affects:

Water: Water is for personal consumption and site-specific communal activities. For example, kitchens, toilets, laundries, washing equipment and sometimes air conditioning.

Energy: Fuel is a big cost for UN peacekeeping operations. Missions rely almost only on petrol and diesel fuel for generators and the 17,000-vehicle fleet, as well as jet A1 fuel for the 257 UN aircraft.

Solid and hazardous waste: A peacekeeping mission creates significant amounts of solid and hazardous waste. Solid waste can include office refuse, construction debris, scrap metal and food refuse. Hazardous waste encompasses medical products, used oil, tires, batteries, electronic waste, stocks of chemicals, explosives and ammunition.

Wastewater: Liquid waste or wastewater include “black water”, sewage from toilets and “grey water”, wastewater from showers, sinks and laundry. Improper treatment and disposal of wastewater may cause environmental and health problems for UN staff and local communities.

Wildlife: UN missions can threaten local ecosystems, including plant and animal species, in various ways that further harm livelihoods of nearby communities. Examples include:

- Unregulated hunting or fishing
- Purchase and possession of dead or live animals and plants
- Construction of structures that block wildlife corridors
- Clearing natural habitats

Coastal and island resources: Coral reefs need to be protected, not broken and taken

Historical and cultural resources: Setting up a UN peacekeeping base camp can uncover historic structures, areas of cultural importance and archaeological sites. Actions of peacekeeping personnel can also accidentally damage or destroy historical or cultural resources.

Cultural and historical resources may not seem a priority, but they are. Examples are: places of worship, ancient settlements, cemeteries and intangible heritage like artifacts.

Cemeteries have important meaning to people from almost all cultures. UN personnel must not trespass or damage them, even by accident.

Example of a case to avoid: Vandalism of ancient cave paintings – MINURSO, Western Sahara

In 2007, MINURSO military observers vandalized several prehistoric archaeological sites in the Western Sahara. Disciplinary action was taken against two MINURSO personnel. The mission had to pay remediation costs. To avoid similar action, the mission has briefed all incoming staff on cultural heritage.

Example of a case to promote: Rehabilitation of Timbuktu Library – MINUSMA, Mali

In 2015, MINUSMA undertook a Quick Impact Project (QIP), with the United Nations Educational, Scientific and Cultural Organization (UNESCO). This involved the rehabilitation of Imam Essayouti Manuscripts Library in Timbuktu. A suicide bomb attack in the neighbourhood in September 2013 had damaged the library.

The pictures relate to these examples.




Inform participants that the 6th of November is the "International day for preventing the exploitation of the environment in war and armed conflict".

Slide 5



Helps Keep the Peace

- Conflicts fuelled by revenues from natural resources, control of scarce resources
- Marginalization and environmental damage
- More systematic mandates on UNPKO role
- From 1948 to 2016, 19 UNPKOs mandated
- Environmental cooperation for peacebuilding



Key Message: Natural resources contribute to violent conflicts.

They contribute in three main ways:

1. **Revenues from natural resources can fund conflicts.** Primary commodities are oil, diamonds, minerals and timber. Civil wars fueled by high-value, extractable “conflict resources” include: Cambodia, the Democratic Republic of the Congo (DRC), Côte d’Ivoire, Liberia and Sierra Leone.
2. **Tensions over the control of scarce resources fuel violent conflicts.** Fertile land and water are conflict drivers in Darfur, Afghanistan and the Middle East.
3. **Marginalization and environmental damage motivate violent conflict.** Local people do not see the economic benefits from natural resource extraction. Examples: copper mining in Bougainville (Papua New Guinea) and oil extraction in the Niger Delta (Nigeria).

The picture shows artisanal diamond mining in the forests on the outskirts of Freetown, Sierra Leone.

Climate change – a threat to peace and security

Climate change is the warming of the Earth by burning fossil fuels, which releases greenhouse gases such as **carbon dioxide** (CO₂) into the atmosphere. The effect is a change to the global climate. An international climate change conference in Paris in 2015 set a global goal of limiting temperature rise to 1.5 degrees.

Potential consequences of climate change are momentous for wildlife, fish, birds and people. Increasingly, the effects of climate change threaten international peace and security. Water availability, food security, disease, coastal boundaries and population movements aggravate existing tensions and create new conflicts.

Climate change is a “*threat multiplier which exacerbates existing trends, tensions and instability*” posing both political and security risks.

Direct and indirect mandates

Peacekeeping mandates link to natural resources.

From 1948 to 2016, the UN has deployed nineteen (19) **peacekeeping operations to address conflict with clear links to natural resources**. These include: UNMIL, UNOCI, UNAMID, MONUSCO, UNISFA, UNMISS, MINUSMA and MINUSCA

Countries are mostly in Africa, Asia and the Middle East. Resources include diamonds, timber, minerals, land, water and oil.

Patrols and Expert Panels:

- Peacekeeping patrols have combated wildlife crime and illicit trade and provided security in areas with contested natural resources
- Sometimes, missions support an Expert Panel to advise, monitor and report to the Security Council on commodity sanctions

Peacebuilding:

- **Environmental cooperation can be effective for peacebuilding**
- Peacekeeping operations can capitalize on natural resources to contribute to stability and early peacebuilding. Examples are through employment, livelihoods, economic recovery and reconciliation. See examples of Civil Affairs and DDR programmes.

Example - MINUSMA: Mali

MINUSMA is a first in two ways, it:

- Has a mandate for cultural preservation
- Is the first mission mandated to: a) manage the environmental impacts of its operations and b) operate mindfully near cultural and historical sites

Example – UNAMA: Afghanistan

- Pistachio reforestation gave livelihoods to ex-combatants
- Ex-combatants and people in vulnerable groups were hired to reforest pistachio woodlands and conifer forests
- Partners established the Afghan Conservation Corps (ACC). Partners included: the Government of Afghanistan, UNAMA, USAID, UNOPS


Since 2003, ACC has

- Planted hundreds of thousands of seeds and trees
- Rehabilitated irrigation canals and retaining walls
- Improved community capacity for resource management
- In 2006, the biggest pistachio woodland site estimated that revenues from their harvest went up by 65%

Example - UNIFIL: Lebanon



- The UNIFIL Civil Affairs unit supported a QIP on reforestation of over 10,000 trees such as walnut, olive, carob, berry, laurel, pine and acacia.
- Reforestation helped:
 - Fruit production
 - A boost to the bee-keeping industry
 - Shared green space for the community
 - Confidence-building

Slide 6



Upholds UN Reputation

- Action, inaction – affect public perception and acceptance of mission
- UN reputation as a partner for peace leads to better relations

Key Message: The UN has a good reputation as a partner for peace. Upholding a good reputation means **better partnerships** with local people and communities through trust and acceptance.

Individual and mission activities affect public perception and acceptance. This is especially the case when peacekeeping operations take place in areas where natural resources are already under stress. Additional stress to the local environment and people works against mission mandate. Also, credibility depends on the measure of respect shown for local settings and local people.

Examples – UNAMID and UNMISS

- In Darfur, brick production increased dramatically for construction of UNAMID (2004-2008). A UNEP study found that wood consumption to meet demands for peacekeeping and relief agencies was about 52,000 trees lost per year!
- To stop deforestation and pressure on scarce natural resources of wood and water in Darfur, soil blocks are an alternative building material. They do not need kiln firing, reducing fuelwood use, and requiring 30% less water than traditional bricks.
- Following UNAMID, UNMISS has also used soil blocks.

Every action and inaction matters. Large actions and inactions stand out. **However, even small actions by individual peacekeeping personnel are noticed and judged, for example, littering and idling a vehicle engine.**

Improper handling of waste (including wastewater) can pose health and environmental hazards for UN personnel as well as the surrounding local community. Wastewater discharged into water bodies pollutes. This:

- Causes serious health problems
- Affects economic assets – fishing, agriculture

If there is a major incident (e.g. fuel spill or disease outbreak), **the public will see the UN as the main culprit, damaging** UN reputation as a partner for peace.

Example- MINUSTAH, Haiti

In 2010, cholera broke out in Haiti. People identified the UN as the source. The outbreak still affects people in the country and the UN.

The lethal disease killed nearly 9,000 people by March 2015. More than 736,000 cases were suspected in a population of 10 million. Whether or not the UN was legally responsible, Haitians saw the presence of peacekeeping personnel as the cause.

Haiti remains the country with the highest number of deaths from cholera. The UN Country Team, MINUSTAH, and other international organizations continue to support prevention, treatment and recovery efforts.

The lasting lesson is that UN peacekeeping must be environmentally responsible.



Learners may be interested to know about the **Polluter Pays Principle**. The **Polluter Pays Principle** means those who cause the pollution should pay the costs to clean up and repair the damage done.

Slide 7

More Effective, Efficient Missions

- Benefits of reducing the environmental impact – financial savings, health, safety and security
- Raises operational excellence



GREENING THE BLUE. 

Key Message: The benefits of reducing peacekeeping's environmental impact are:

- Increased financial savings for missions
- Improved health, safety and security for local communities
- Improved health, safety and security for UN peacekeeping personnel

“Greening the Blue” is the UN system-wide campaign to move towards climate neutrality. **The UN commits to:**

- **Reducing greenhouse gas emissions of its activities**
- **Managing its environmental footprint, e.g. water and wastewater**

Peacekeeping missions have an environmental impact. Missions currently led by DPKO and supported by DFS have **the largest environmental footprint** in the UN system.

“Greening the Blue Helmets” is a motto, which reflects the UN's commitment to ensure peacekeeping personnel have a lasting positive impact on the environment – not a negative one.

The picture on the left shows soil samples for an Environmental Baseline Study in Mombasa. The picture on the right shows solar water heaters on top of ablution units in Kinshasa.

Reducing the environmental impact of peacekeeping is important in its own right. Economic, social and environmental benefits come from a) managing water and waste and b) using resource-efficient technologies.

Environmental and waste management directly affect health and safety of UN personnel and local people. Without sound environmental management, especially of waste, peacekeeping operations risk a public health epidemic.



Inform participants that the website www.greeningtheblue.org is a one-stop shop on creating a more sustainable UN.

As an organization, **the UN needs to improve its practices. All areas can improve throughout the mission's life cycle:** start-up, operations and closing.

Water, Waste, Energy:

- Careful site selection and building orientation in camp design can lead to energy savings and efficiency.
- About 400 Waste Water Treatment Plants (WWTPs) have been installed globally, treating wastewater on-site and recycling water for reuse.
- Synchronized, hybrid diesel-PV generators reduce consumption, emissions and waste.
- A peacekeeping mission can hand over low-impact equipment and facilities to a host country when it closes.

Wildlife – Flora and Fauna:

- Flora are flowers and plants; fauna are wildlife.
- Preserving local flora and fauna benefits **human well-being**.
- Diverse ecosystems are the healthiest and most able to recover after a disaster. Protect indigenous diversity.
- Stray dogs should be vaccinated against rabies and neutered to control population growth. Do not poison or otherwise harm.
- Poachers target peacekeeping personnel and others for their buying power. Avoid wildlife crime, which is illicit trade of endangered species.

Waste Management:

- Proper storage of hazardous materials involves:
 - Area marked as hazardous and flammable
 - Closed drum containers with contents marked
 - Drums placed under roof and on top of concrete flooring as protection against soil contamination
- Missions need to manage waste disposal sites well. A secure area deters food scavengers (dogs, cats, cockroaches). Sites near airports and landing strips can attract birds that disrupt aviation.
- **Proper management of waste is essential for health and safety**

- **Source reduction is key. Even** non-hazardous solid waste is difficult to handle in large volumes, especially when there are no recycling facilities in the host country.
- **Hazardous waste requires extra care:** wastewater, medical waste, ammunition, oils and lubricants, electronic waste.

Fuel Efficiency and Renewables:

- The daily cost of fuel for DPKO-DFS supported operations was US \$1.27 million in 2014-2015
- Peacekeeping depends on fossil fuels for **vehicles, aircraft and most power generation**
- Combatants may target fuel deliveries, leading to loss of life
- Energy efficiency and use of renewable energy results in **cost savings, cleaner air and reduced greenhouse gas emissions (GHG)**

Carbon Footprint:

- A **carbon footprint** is the total amount of greenhouse gases produced, usually expressed as **carbon dioxide (CO₂)**. Greenhouse gases contribute to global warming, i.e. climate change.
- The UN must reduce greenhouse gas emissions through efficiency and renewable energy.
- **Peacekeeping accounted for 56% of the total UN carbon dioxide emissions** in 2008.
- Peacekeeping will continue to produce the most greenhouse gas emissions in the UN. Reasons are:
 - Its size – it has the largest budget, the most personnel
 - The location of work – it is often spread over harsh, remote locations

Slide 8



Key Message: It is **part of your job** to act with responsibility toward the environment.

In sustainable development and addressing climate change, it is important for the UN to **walk the talk** and **lead by example**. Peacekeeping – especially given its size and scale – needs to join in “greening the blue”.

This was most recently highlighted in the HIPPO Report. HIPPO stands for the High-Level Independent Panel on Peace Operations.



See the section on “Responsible Presence” in the HIPPO Report.

Each individual peacekeeping personnel contribute to a lighter carbon footprint.

All peacekeeping personnel should incorporate environmental and natural resources management in their work.

Choose to “think green”.

Directives and Policies

Slide 9



4. Directives & Policies

- Security Council Presidential Statement (2007)
- Chief Executives Board Decision (2007)
- Global Field Support Strategy (2010)
- Secretary-General Call for UN Climate Neutrality by 2020
- Sustainable Development Goals (SDGs)
- Environmental Policy for UN Field Missions (2009)
- DPKO-DFS Waste Management for UN Field Missions (2015)

The slide includes four small images at the bottom: a document page, a meeting around a table, a man speaking at a podium with the UN logo, and the Sustainable Development Goals (SDGs) grid.

Key Message: Numerous directives link UN peacekeeping operations to environment and natural resources management.

These include:

- Security Council resolution 1625 (2005)
- Security Council Presidential Statement 2007: On the maintenance of international peace and security, with reference to natural resources and conflict
- Security Council Presidential Statement 2011: On the maintenance of international peace and security, with reference to climate change and security

The 2007 Security Council Presidential Statement stated:

“...UN missions and peacekeeping operations deployed in resource-endowed countries experiencing armed conflict could play a role in helping the governments concerned, with full respect of their sovereignty over their natural resources, to prevent the illegal exploitation of those resources from further fuelling the conflict”.

In addition:

- **Chief Executives Board decision in 2007:** established the Environmental Management Systems (EMS)

- **Global Field Support Strategy launched in 2010:** states “*reduce the in-country environmental impact of peacekeeping and field-based special political missions*”
- **Secretary-General’s call for UN Climate Neutrality by 2020:** advocates “*net zero carbon footprint*”
- **Sustainable Development Goals:** the Post-2015 Development Agenda that follows the Millennium Development Goals (MDGs), 2000-2015

Policies guide UN peacekeeping personnel on the environment and natural resources management. All mission personnel need to be familiar with these policies. They include:

DPKO-DFS Environmental Policy for UN Field Missions (2009)

- Signed by DPKO Under-Secretary-General in 2009.
- “**ALL personnel** shall conduct themselves in accordance with the Policy”.
- “**Each field mission**” is to “**establish its environmental policy and objectives and control measures**”. These include mission-level policies, directives, SOPs, Action Plans and Committees. This is for ALL phases of operations.

DPKO-DFS Waste Management Policy for UN Field Missions (2015)


- “*Proper waste management **throughout a mission’s life cycle** [...] is an important part of a sustainable field mission*”.
- Key actions:
 - **Reduce** quantity of goods and material brought into the mission likely become waste
 - Properly manage goods and material already in the mission to **prevent** them becoming waste
 - **Reuse, recycle** or **repurpose** all possible waste
 - Properly **dispose** of any remaining waste
- The **mission remains ultimately and fully responsible** for its own waste

The Code of Personal Conduct for Blue Helmets (military and police)

- “*Show respect for and promote the environment, including the flora and fauna, of the host country*”.


Roles and Responsibilities

Slide 10



5. Roles & Responsibilities

- Each field mission should establish environmental policy, objectives, control measures
- Specific responsibilities lie with mission leadership and key mission personnel
- You are also responsible – you must reflect in your conduct



Key Message: All peacekeeping personnel have a role to play in environment and natural resources management.

Each field mission should establish environmental policy, objectives, and control measures.

Specific responsibilities lie with:

- USGs DPKO and DFS
- SRSG/HOM
- Force Commander
- Head of Police Component
- DMS/CMS, Appointed Official in Military
- Appointed Official in Police
- Environmental Officer
- Waste Management Officer
- Medical
- Engineering
- Property Disposal Unit (PDU)
- Contracts Management Unit (CMU)

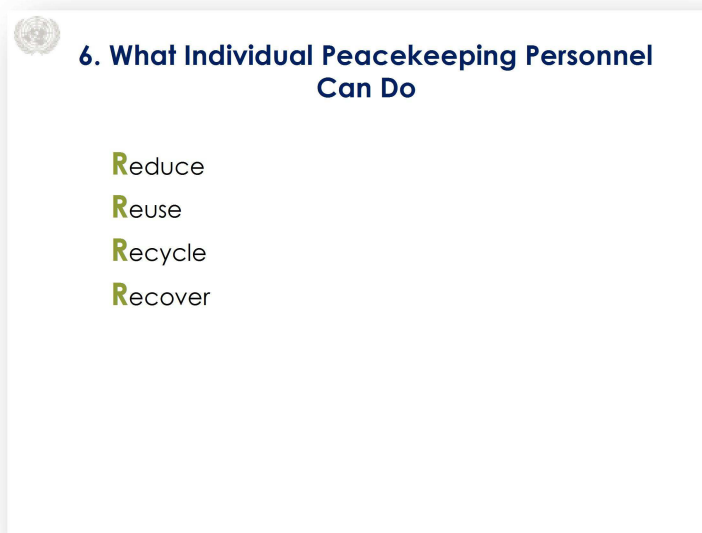
All personnel are also responsible. You must reflect in your conduct.



Refer to the DPKO-DFS policies for detailed information on the roles and responsibilities of specific UN personnel.

What Individual Peacekeeping Personnel Can Do

Slide 11

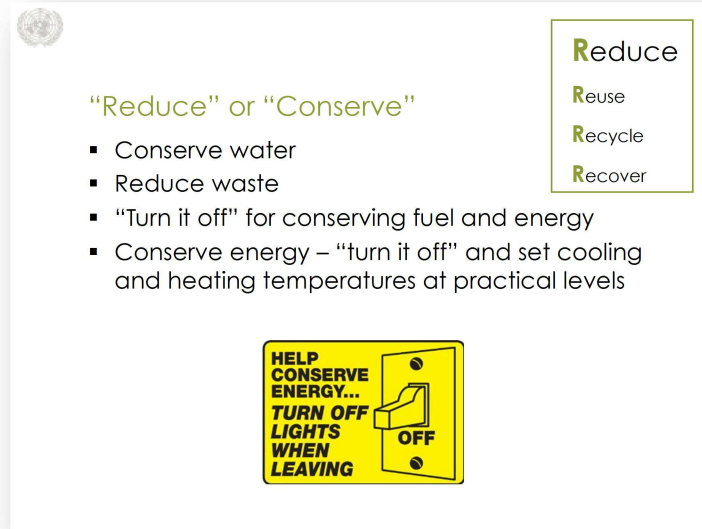


Key Message: All peacekeeping personnel should “think green”. They must conduct themselves in accordance with the four “Rs” – reduce, reuse, recycle, recover.



Get participants to brainstorm the four “Rs” with examples. Discuss how they would practice these at home. Encourage participants to share experiences.

Slide 12



The slide features a small circular logo in the top left corner. The main title is "Reduce" or "Conserve". To the right, a box lists the four R's: Reduce, Reuse, Recycle, and Recover. The central text lists four bullet points: Conserve water, Reduce waste, "Turn it off" for conserving fuel and energy, and Conserve energy – "turn it off" and set cooling and heating temperatures at practical levels. At the bottom center is a yellow graphic of a light switch with the text: "HELP CONSERVE ENERGY... TURN OFF LIGHTS WHEN LEAVING".

Reduce
Reuse
Recycle
Recover

"Reduce" or "Conserve"

- Conserve water
- Reduce waste
- "Turn it off" for conserving fuel and energy
- Conserve energy – "turn it off" and set cooling and heating temperatures at practical levels

HELP CONSERVE ENERGY...
TURN OFF LIGHTS WHEN LEAVING

Key Message: "Reduce" or "Conserve".

Conserve water

- Turn off the tap when brushing your teeth, washing your face, lathering soap to wash your hands or dishes
- Reduce time taken for showers
- Use water-saving measures for toilets and low-flow aerated showerheads and immediately tell mission support of any leaks

Reduce waste

- Use your own water bottle or ceramic mug
- Print smarter: set default settings to double-sided, black and white printing and print only when necessary


"Turn it off" to conserve fuel and energy

- Stop idling: modern engines do not need to warm-up, and restarting the engine does not take more energy
- Turn off the lights and use efficient light bulbs
- Turn off and unplug electrical equipment not in use

"Turn it off" and set cooling/heating temperatures at practical levels

- Use fans with air conditioning for better cooling and comfort
- Turn off the air conditioner when you leave a room
- Wear layers of clothing to stay warm

Slide 13



“Reuse”

- Reuse paper
- Use reusable bags, batteries, etc.
- Reuse water bottles
- Many items called “waste” can be a **resource** – such as tires for soil retention walls



Reduce
Reuse
Recycle
Recover

Key Message: “Reuse”.

This picture is from MINUSTAH. Plastic bottles have been reused to make a waste bin.

You must:

- Reuse paper and print-outs no longer needed or printed by accident
- Use reusable bags, reusable batteries, and other materials
- Reuse water bottles for your next drink – or make a waste bin!
- Many items called “waste” can be a **resource** – for example tires for soil retention walls, food scraps for compost

Slide 14

The slide features a title "Recycle" in green. To the right is a green-bordered box containing the words "Reduce", "Reuse", "Recycle", and "Recover" in green. Below the title is a bulleted list of five points. At the bottom center is a photograph of four recycling bins: black, green, yellow, and blue.

"Recycle"

- Recycle – recycling bins in mission
- Segregate waste – e.g. hazard waste
- Reduce waste generation as first measure
- Make use of **Waste Water Treatment Plants** to implement water recycling and use
- Compost systems – cooking and food scraps for fertilizer

Reduce
Reuse
Recycle
Recover


Key Message: "Recycle".

This picture is from MINUSTAH. These are recycling bins, which can be found in a mission.

You must:


- **Recycle** according to the recycling bins in your mission.
- Separate waste, especially hazardous waste. Oil, batteries, cleaning liquids and medical waste must be handled, stored, treated and disposed of properly.
- Even recycling can be a challenge in missions – **reduce waste generation as the first measure.**
- Make use of Waste Water Treatment Plants (WWTPs) to implement **water recycling and reuse.**
- **Make compost.** Use scraps from cooking and food made. Use fruit and vegetable peels, grass clippings, sawdust.
- Better manage food waste to improve sanitation and protect health and safety.

Slide 15



“Recover”

- Recover materials or energy from waste which cannot be reduced, reused or recycled



Reduce
Reuse
Recycle
Recover

Key Message: “Recover”.

Recover materials or energy from waste which cannot be reduced, reused or recycled.

Learning Activity**3.5.3****Practices, Actions, Responsibilities****METHOD**

Visuals, questions

PURPOSE

To explore environmental issues and good practices in UN peacekeeping, as well as reinforce collective responsibilities

TIME

Short option: 10 minutes

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

Longer option: 25 minutes

- Introduction: 2 minutes
- Group work: 10-12 minutes
- Reports: 10-12 minutes
- Close: 1 minute

INSTRUCTIONS

- Consider the images
- What are the harmful practices and negative impacts?
- What are the good practices?
- What changes or solutions would you suggest?

RESOURCES

- Learning Activity instructions
- Photos

Learning Activity 3.5.3

Practices, Actions, Responsibilities

Instructions:


- Consider the images
- What are the harmful practices and negative impacts?
- What are the good practices?
- What changes or solutions would you suggest?

Time: 10 minutes

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

Learning Activity 3.5.3

Image 1



Summary

“Do no harm” – show respect for environment

- The **environment** is our physical surroundings.
- **Environment** covers climate, geography, geology, natural resources, wildlife, humans and the relationships among these.
- The “Do No Harm” principle means showing respect for the natural environment. Peacekeeping personnel should not:
 - Harm animals or plants
 - Overuse, misuse or pollute the environment or natural resources
 - Harm cultural, historical, religious or architectural sites
 - Litter

Protect the environment and natural resources because: they are **fragile and scarce**, **it helps to keep the peace**, **it upholds the UN's reputation**, **for mission effectiveness**, **it is your job**

- Peacekeeping personnel deploy to places with fragile environments and scarce natural resources
- Protecting the environment will help keep the peace
- It upholds the UN's reputation
- It helps mission effectiveness
- The UN expects all personnel to act responsibly towards the environment as part of the job

Take action – reduce, reuse, recycle and recover

- All peacekeeping personnel have a role to play in environment and natural resources management. This includes proper waste management.
- All personnel must follow the “Do No Harm” principle.
- **“Reduce”** or “conserve” water, waste, energy and fuel.
- **“Reuse”** items like paper, water bottles and plastic items – use reusable batteries and bags.
- **“Recycle”** using recycling bins in mission and make use of **Waste Water Treatment Plants** to implement water recycling; reduce waste generation as first measure.
- **“Recover”** materials or energy from waste which cannot be reduced, reused or recycled.

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.

The lesson draws together information from different strands: environment, natural resources, peacekeeping. Much is new. Consider learning evaluation with the class as a group, not individually.

- Use “call and response” – call a question, get people to build on each other’s responses. This is not brainstorming, which goes fast. Encourage people to take time, think about each question.
- Different responses are correct for many questions – take one response from each table until the question is answered. Encourage people to add more points, especially from peacekeeping experience. Use information in the Responses column to prompt.

Evaluation Questions for Lesson 3.5	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Explain main connections between natural resources and peacekeeping.	Natural resources connection <ul style="list-style-type: none"> ▪ Many conflicts start over natural resources: land, water, energy, oil, gems. ▪ Illegal sale of natural resources fund others: oil, gold, gems.

	<ul style="list-style-type: none"> ▪ Conditions of mining blood resources are inhuman: slavery, forced labour, exploitation and violations of people's rights. ▪ Terrorist groups raise money by selling natural and cultural resources, antiquities. ▪ The UN often deploys peacekeeping missions with fragile, degraded environments affected by climate change. ▪ Being aware of how natural resources fuel conflict keeps peacekeepers from unknowingly supporting crime, conflict and destruction by buying them, e.g. diamonds, antiquities.
<p>2. List areas of UN peacekeeping environmental impact.</p>	<ul style="list-style-type: none"> ▪ Water ▪ Energy ▪ Solid and hazardous waste ▪ Wastewater – blackwater, greywater ▪ Wildlife ▪ Coastal and island resources ▪ Historical and cultural resources
<p>3. Describe different kinds of cultural resources, heritage.</p>	<p>Intangible cultural resources</p> <ul style="list-style-type: none"> ▪ paintings, sculptures, coins, manuscripts <p>Tangible cultural resources</p> <ul style="list-style-type: none"> ▪ Not moveable: monuments, archeological sites ▪ Moveable: monuments, archeological sites ▪ Underwater: shipwrecks, underwater reefs, ships and cities
<p>Fill in the Blanks</p>	
<p>4. The four “Rs” of environmental management are ____, ____, ____, ____.</p>	<p>Reduce Reuse Recycle Recover</p> <p>Learners may also answer:</p> <ul style="list-style-type: none"> ▪ Reject – <i>don't buy or use products that harm the environment</i> ▪ Repurpose – <i>adapt things to another</i>

	<i>use when you don't need it anymore</i>
5. The _____ principle requires peacekeepers to not overconsume, misuse or pollute natural and cultural resources.	<p>Do no harm principle</p> <p>This covers large and small acts:</p> <ul style="list-style-type: none"> ▪ not littering or idling vehicles ▪ keeping a small environmental foot print ▪ avoiding buying illegal conflict resources or cultural artifacts. <p>Set a good example.</p>
6. _____ are sources of basic life, wealth and well-being.	Natural resources – water, air, soil, land, trees, minerals.
True – False	
7. Part of every peacekeeper's job is acting responsibly towards the environment.	<p>True.</p> <p>The High-Level Independent Panel on Peace Operations ...</p>
8. A peacekeeping operation does not affect a local environment more than local people.	<p>False</p> <p>Mission impact can be greater:</p> <ul style="list-style-type: none"> ▪ numbers of people, concentrated in one place ▪ amount of water needed and waste ▪ quantity of buildings and vehicles ▪ amount of movement and travel, fuel

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
Environment	<p>The environment is our physical surroundings.</p> <p>Environment covers climate, geography, geology, natural resources, wildlife, humans and relationships among all these. Some people use the word “environment” to mean “situation” or “context”, for example political environment, security environment.</p>
Natural resources	<p>Natural resources are sources of basic life, wealth and well-being. They include water, air, soil, land, trees, and minerals. Natural resources may be renewable or non-renewable, depending on the time for regeneration.</p> <p>Cultural resources are cultural heritage.</p> <p>Intangible cultural resources include: oral traditions, performing arts, rituals</p> <p>Tangible cultural resources include those which are:</p> <ul style="list-style-type: none"> • Moveable: paintings, sculptures, coins, manuscripts • Not moveable: monuments, archaeological sites • Underwater: shipwrecks, underwater reefs, ships and cities
Climate change	<p>Climate change is the warming of the Earth by burning fossil fuels, which releases greenhouse gases such as carbon dioxide (CO₂) into the atmosphere. The effect is a change to the global climate. An international climate change conference in Paris in 2015 set a global goal of limiting temperature rise to 1.5 degrees.</p>
“Greening the Blue”	<p>“Greening the Blue” is the UN system-wide campaign to move towards climate neutrality. The UN commits to:</p>

	<ul style="list-style-type: none"> • reducing greenhouse gas emissions of its activities, • managing its environmental footprint, e.g. water and wastewater.
Carbon footprint	A carbon footprint is the total amount of greenhouse gases produced, usually expressed as carbon dioxide (CO ₂). Greenhouse gases contribute to global warming – in other words, climate change.

Commonly asked questions from participants:

Possible Questions	Possible Responses
Why has natural resources management mandates as a task for peacekeeping operations?	<p>Natural Resources are conflict drivers. Peacekeeping personnel must safeguard against degrading or exploiting water, land, minerals, air, timber and wildlife, cultural and historical heritage. Failure to do so may worsen conflict.</p> <p>Peacekeeping operations must protect the health and safety of personnel and local populations, as well as their livelihoods.</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](#)
- [Subsequent amendments to the Model MOU between the United Nations and Troop Contributing Countries \(A/61/19/REV.1\(SUPP\)\)](#)
(Annex contains 10 Rules/Code of Personal Conduct for Blue Helmets “We are the United Nations Peacekeepers” from the UN General Assembly Report of the Special Committee on Peacekeeping Operations and its Working Group on the 2007 Resumed Session (A/61/19 Part III).).
- [Ten Rules/Code of Personal Conduct for Blue Helmets “We are United Nations Peacekeepers” 1998 \(also see in Lesson 3.3 as ‘Handout’\)](#)
- [Security Council resolution 1625 \(2005\) on Threats to international peace and security \(S/RES/1625\)](#)
- [Security Council Presidential Statement 2007: On the maintenance of international peace and security, with reference to natural resources and conflict \(S/PRST/2007/22\)](#)
- [Security Council Presidential Statement 2011: On the maintenance of international peace and security, with reference to climate change and security \(S/PRST/2011/15\)](#)
- [UN Global Field Support Strategy, 2010 \(A/64/633\)](#)
- [Sustainable Development Goals \(SDGs\)](#)
- [DPKO-DFS Environmental Policy for UN Field Missions, 2009](#)
- [DPKO-DFS Waste Management Policy for UN Field Missions, 2015](#)
- [DFS Environment Strategy \(Executive Summary\), 2017](#)
- [UNEP, Greening the Blue Helmets: Environment, Natural Resources and UN Peacekeeping Operations, 2012](#)
- [UNEP, Protecting the Environment during Armed Conflict: An Inventory and Analysis of International Law, 2009](#)

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>)

The DPKO website for the environment and sustainability:

<http://www.un.org/en/peacekeeping/issues/environment/>

The website for UN Environment Programme (UNEP): <http://unep.org/>

Greening the Blue: <http://www.greeningtheblue.org/what-the-un-is-doing/united-nations-environment-programme-unep>

Factsheet on UN Global Field Support Strategy:

http://www.un.org/en/peacekeeping/documents/GFSS_Fact_Sheet.pdf

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>

[Beyond Scarcity \(5:20 minutes\)](#)

Additional Training Resources

Resources can be found on the 'Greening the Blue' website:

<http://www.greeningtheblue.org/resources>

The United Nations Institute for Training and Research (UNITAR) provides 'Environmental Training':

<https://www.unitar.org/environment>

DPKO-DFS Environment Officers at headquarters and in the mission provide additional information or support on issues covered in the lesson.

Module 3: Individual Peacekeeping Personnel

Lesson 3.5



Environment and Natural Resources



Relevance

- Environment has impact on us, we have impact on environment
- Health and well-being, cost savings for the mission



Learning Outcomes

Learners will:

- Define “environment” and “do no harm” principle
- Explain why it is important to consider, manage and protect environment and natural resources
- List the 4Rs as actions to protect the environment



Lesson Overview

1. Definitions
2. “Do No Harm” Principle
3. Importance of Protecting the Environment & Natural Resources
4. Directives & Policies
5. Roles & Responsibilities
6. What Individual Peacekeeping Personnel Can Do



Learning Activity

3.5.1

Film: *Beyond Scarcity*

Instructions:

- List ways water is important in our lives
- What happens when there is not enough water?
- Why is it important to manage the use of natural resources such as water?

Time: 10 minutes

- Film: 5:20 minutes
- Discussion: 3 minutes

<https://www.youtube.com/watch?v=3jYr8MFTXrM>

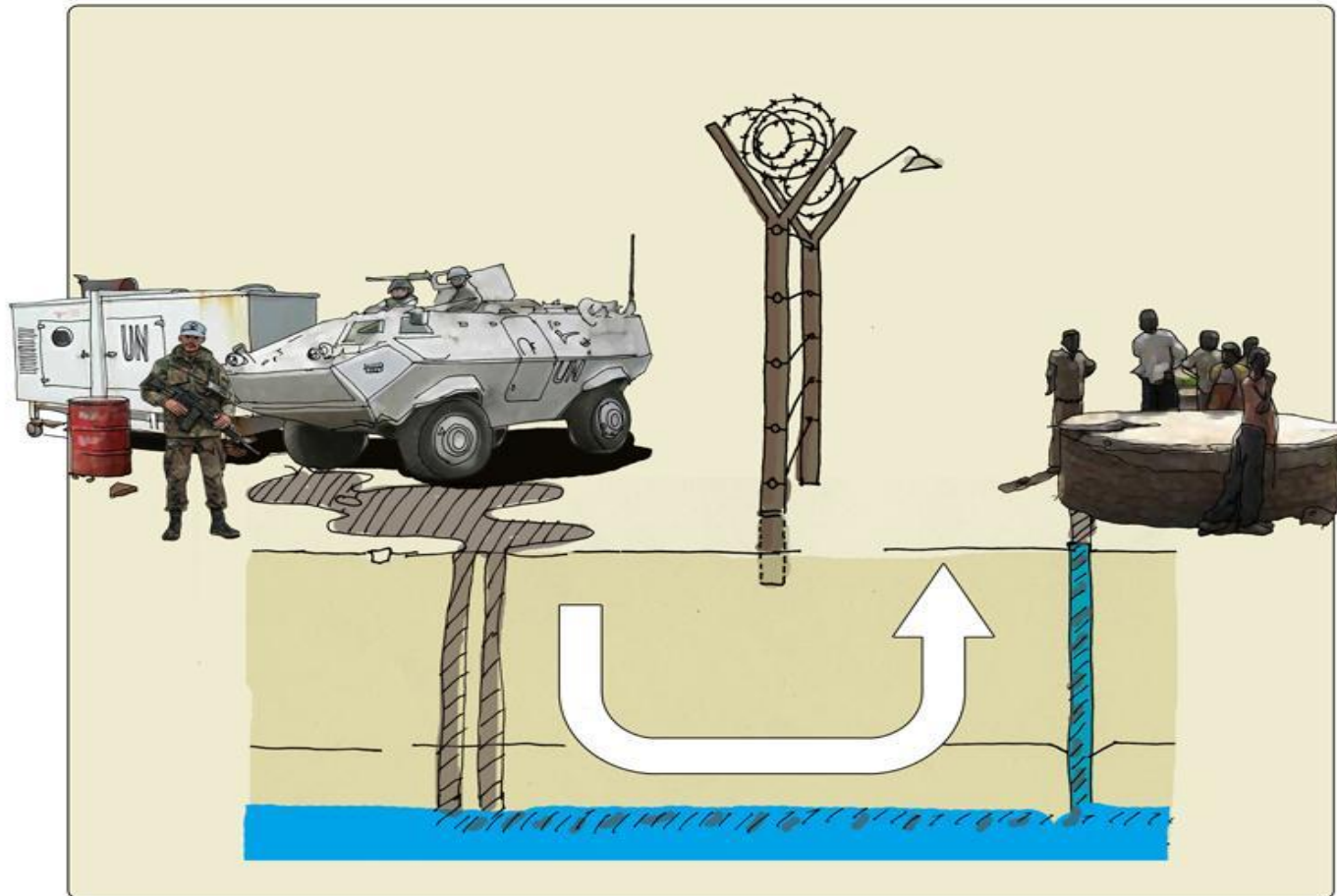


1. Definitions

- **Environment:** our physical surroundings, including climate, geography, geology, natural resources, wildlife, humans and the inter-relations
- **Natural resources:** actual or potential sources of basic sustenance, wealth and well-being, such as water, air, soil, land, timber, minerals, etc. – can be renewable or non-renewable
- **Cultural resources:** cultural heritage – can be tangible or intangible



2. “Do No Harm” Principle





Learning Activity

3.5.2

Environmental Impacts

Instructions:

- Consider: water, energy, solid and hazardous waste, wastewater, wildlife, historical and cultural resources
- Discuss the impact the mission can have on these

Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



3. Importance of Protecting the Environment & Natural Resources

- Fragile environments, scarce natural resources
- Helps keep the peace
- Upholds UN reputation
- More effective, efficient missions
- Part of your work



Fragile Environments, Scarce Resources

- Post-conflict situations with fragile environments and scarce natural resources – water, land
- Common problems – deforestation, competition for fertile land, poor access to clean water
- Africa, Middle East – low water availability
- Serious environmental, cultural impacts may be a direct result of armed conflict
- Diminished local capacity





Helps Keep the Peace

- Conflicts fuelled by revenues from natural resources, control of scarce resources
- Marginalization and environmental damage
- More systematic mandates on UNPKO role
- From 1948 to 2016, 19 UNPKOs mandated
- Environmental cooperation for peacebuilding





Upholds UN Reputation

- Action, inaction – affect public perception and acceptance of mission
- UN reputation as a partner for peace leads to better relations





More Effective, Efficient Missions

- Benefits of reducing the environmental impact – financial savings, health, safety and security
- Raises operational excellence





Part of Your Work

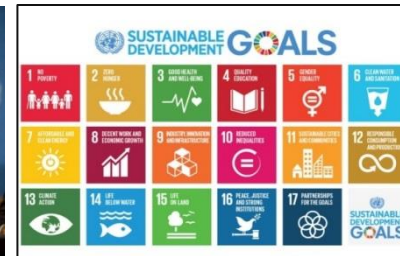
- Walk the talk, lead by example
- UN peacekeeping – part of “**greening the blue**”





4. Directives & Policies

- Security Council Presidential Statement (2007)
- Chief Executives Board Decision (2007)
- Global Field Support Strategy (2010)
- Secretary-General Call for UN Climate Neutrality by 2020
- Sustainable Development Goals (SDGs)
- Environmental Policy for UN Field Missions (2009)
- DPKO-DFS Waste Management for UN Field Missions (2015)





5. Roles & Responsibilities

- Each field mission should establish environmental policy, objectives, control measures
- Specific responsibilities lie with mission leadership and key mission personnel
- You are also responsible – you must reflect in your conduct





6. What Individual Peacekeeping Personnel Can Do

Reduce

Reuse

Recycle

Recover



Reduce

Reuse

Recycle

Recover

“Reduce” or “Conserve”

- Conserve water
- Reduce waste
- “Turn it off” for conserving fuel and energy
- Conserve energy – “turn it off” and set cooling and heating temperatures at practical levels





“Reuse”

- Reuse paper
- Use reusable bags, batteries, etc.
- Reuse water bottles
- Many items called “waste” can be a **resource** – such as tires for soil retention walls

Reduce

Reuse

Recycle

Recover





“Recycle”

- Recycle – recycling bins in mission
- Segregate waste – e.g. hazard waste
- Reduce waste generation as first measure
- Make use of **Waste Water Treatment Plants** to implement water recycling and use
- Compost systems – cooking and food scraps for fertilizer

Reduce

Reuse

Recycle

Recover





“Recover”

- Recover materials or energy from waste which cannot be reduced, reused or recycled

Reduce

Reuse

Recycle

Recover





Learning Activity

3.5.3

Practices, Actions, Responsibilities

Instructions:

- Consider the images
- What are the harmful practices and negative impacts?
- What are the good practices?
- What changes or solutions would you suggest?

Time: 10 minutes

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



Summary of Key Messages

- “Do no harm” – show respect for environment
- Protect environment and natural resources – fragile and scarce, keeps peace, upholds UN reputation, mission effectiveness, your job
- Take action – reduce, reuse, recycle, recover



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
3.5.1	Film: <i>Beyond Scarcity</i>	Film, group discussion	10 minutes
3.5.2	Environmental Impacts	Brainstorm	5-25 minutes
3.5.3	Practices, Actions, Responsibilities	Visuals, questions	10-25 minutes

Learning Activity

3.5.1

Film: *Beyond Scarcity*

METHOD

Film, group discussion

PURPOSE

To consider the importance of natural resources and the need to protect it

TIME

10 minutes

- Film: 5:20 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- List ways water is important in our lives
- What happens when there is not enough water?
- Why is it important to manage the use of natural resources such as water?

<https://www.youtube.com/watch?v=3jYr8MFTXrM>

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=3jYr8MFTXrM>
- 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) How is water important to our lives?
 - b) What happens when there is not enough water?
 - c) Why is it important to manage the use of natural resources such as water?If time allows, you may ask specific questions about the film based on preparation.

Learning Activity

3.5.2

Environmental Impacts

METHOD

Brainstorm

PURPOSE

To consider the impact the mission can have on the environment

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 25 minutes

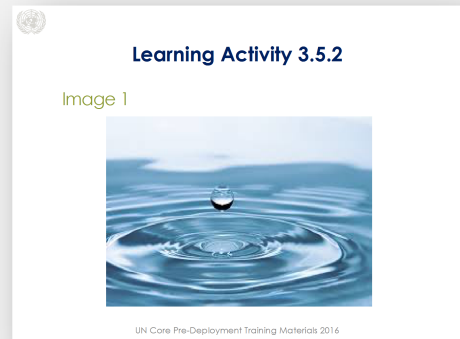
- Brainstorming: 10 minutes
- Discussion: 15 minutes

INSTRUCTIONS

- Consider: water, energy, solid and hazardous waste, wastewater, wildlife, historical and cultural resources
- Discuss the impact the mission can have on these

RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Photos



Preparation

- Note examples of specific environmental impacts by missions and peacekeepers, on these themes:
 1. Water
 2. Energy
 3. Solid Waste
 4. Hazardous Waste
 5. Wastewater
 6. Wild animals and plants/forests
 7. Valuable natural resources – gold, coltan, diamonds, other precious stones
 8. Historical and cultural resources

Instructions

1. Introduce the activity. A peacekeeping mission cannot avoid an impact on the environment. It can try to minimize negative impact, and demonstrate good practice.

"The primary role of international peacekeeping forces and aid agencies is to keep the peace and support vulnerable communities during difficult and distressing times. But they also have responsibility to ensure their presence and operations have a minimal ecological footprint and do not aggravate environmental degradation, which may be a dimension of the conflict," said Steiner recently (the head of UN Environment Programme).

"A more environmentally responsible approach requires new thinking and capabilities", notes DPKO's New Partnership Agenda.

2. Ask people to relax. As you name each theme, ask people to imagine or visualize a peacekeeping mission, and day-to-day activities. What effects do individual and mission activities have on the environment?
3. Close the exercise, summarizing key messages.
 - a) "Environment-blind" is similar to "gender-blind". Both sound neutral, but have negative results.
 - b) The UN encourages peacekeepers to be aware of a) their environment and b) effects of their actions.
 - c) Emphasize the four "environmental R's – reduce, reuse, recycle, recover. "Recover" means to find another use for an item. Encourage participants to have as small an environmental footprint as possible.

Variation

Get participants to do independent research on the UN site "Greening the Blue". The site has examples of actions by different UN agencies, funds and programmes. They may get ideas for things peacekeepers can do.

3.5.2 Responses to Discussion Question: Environmental Impacts

The points in "Effects of Peacekeeping Actions" column are from <http://www.greeningtheblue.org/case-study/blue-helmets-prepare-go-green>.

Aspect of Environment	Actions by Peacekeepers and Missions
1. Water	<i>See points under 3-5.</i>
2. Energy	<p>In 2009 DFS completed the field missions' greenhouse gas inventory, part of UN Environment Programme's move to a climate-neutral UN. It looked at greenhouse gases and carbon dioxide equivalent emitted by different sources. These included air travel (commercial, troop rotation, UN flights), road travel, refrigerants, power generation and power purchases. Conclusions were that peace operations emitted about 1 million tons CO₂-equivalent in 2008, nearly 2/3 that of the entire UN, 1.7 million tons.</p> <p><i>"Roughly speaking, the study showed that the amount of CO₂-equivalent emitted in 2008 for the whole year (about 9 tons per staff member) on a peacekeeping mission was a ton more than that for a resident of the European Union. And when compared to residents of the host countries, the peacekeeping production of CO₂-equivalent gases was far greater. ... In short, peacekeeping operations behave like developed countries while operating in developing countries." Peacekeeping operations are not good role models. The goal of DPKO/DFS policy is to "achieve a more environmentally sensitive, ecologically mindful mission footprint."</i></p>
3. Solid Waste	<p>In Sudan, UNMIS and the Government of Sweden invested \$5 million to introduce technologies for treatment of waste, waste water and efficient use of water and energy in military posts. The goal is 30 percent decrease in water consumption, 25 percent in energy use, and 60 percent of waste volume.</p>
4. Hazardous Waste	
5. Wastewater	
6. Wild animals and plants/forests	<p><i>"Peacekeeping can inadvertently contribute to environmental degradation in the rush to deploy. In clearing areas for camps, for examples, trees are removed – even in arid environments. In addition to felling hundreds of trees for their camps in Darfur, for example, the UN peacekeeping</i></p>

and humanitarian community decided to help the local economy by purchasing building bricks in situ instead of importing them. This sudden market for bricks and other wood products spurred Darfurians to cut and burn even greater amounts of forest – already in serious decline – to produce them.”

13 missions participate in UN Environment Programme's Billion Tree Campaign. People pledged or planted 118,000 trees.

CITES, the Convention on International Trade in Endangered Species of Wild Fauna and Flora, passed in 1973, and came into force in 1975. Its aim is to ensure international trade in wild animals and plants does not threaten species survival.

More than 35,000 species are protected, to different degrees (5,000 plant species, 29,000 animal species). Over-exploitation endangers them all. **Peacekeepers are encouraged to avoid purchasing any products or examples of threatened species – check the CITES appendices before buying anything.**

Appendix 1: 1200 species, threatened with extinction. Commercial trade in wild-caught species is illegal. Examples are African bush elephant, all rhinoceros species, and Western gorilla.

Appendix 2: 21,000 species. These are not threatened with extinction, but they may be if international trade is not strictly regulated.

Appendix 3: 170 species that one member country has asked other CITES members to help control. Examples are African grey parrot, and Lignum vitae or “Ironwood”.

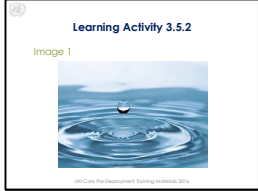
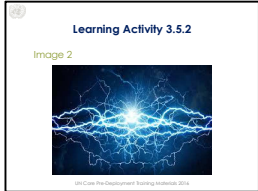
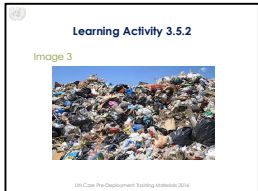
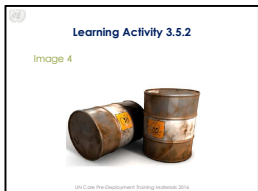
(Source: Wikipedia)





<p>7. Habitats for wild animals</p>	<p>Conflict can devastate habitats, reducing biodiversity and possibilities for economic recovery.</p> <p>“Biodiversity” means varying types of biological life. Healthy ecosystems have many different types of life. Peacekeepers can encourage local people to protect biodiversity, as well as avoid damaging it themselves.</p>
<p>8. Valuable natural resources – gold, coltan, diamonds, other precious stones, oil</p>	<p>Valuable natural resources can fuel and fund conflict. Examples are blood diamonds from Liberia, gold and coltan from the Democratic Republic of Congo. ISIS funds terrorist activity by selling oil.</p>
<p>9. Historical and cultural resources</p>	<p>Historical and cultural artifacts may be for sale. One archeologist gives five reasons why <u>not to buy them</u>:</p> <ol style="list-style-type: none"> 1. They may be fake. 2. If not fake, they may be illegal, according to the 1970 UNESCO convention on cultural property. 3. Such trade helps fuel international conflicts and wars. Examples are Syria, Egypt, and Iraq. <i>“The lucrative antiquities market means conflicts will involve damaging, destroying, or ransoming ancient objects and sites.”</i> 4. They may have been looted from archeological sites. 5. They probably can't be donated to a museum, which have tightened up guidelines. <i>“If an artifact doesn't have a spotless history, a museum won't touch it.”</i> <p>Killgrove, Kristina. <i>Five Reasons You Shouldn't Buy that Ancient Artifact</i>. Forbes Magazine. Science.</p> <p>http://www.forbes.com/sites/kristinakillgrove/2015/06/12/five-reasons-you-shouldnt-buy-that-ancient-artifact/</p> <p>During conflict in Iraq, many items from the national museum were looted.</p> <p>In Syria, ancient artifacts have been traded for guns. A smuggler from Syria is quoted in a Time article as saying,</p>

	<p><i>“War is good for us. ... We buy antiquities cheap, and then sell weapons expensively.”</i> That business, he says, is about to get better. <i>“Fighters allied with the Free Syrian Army units battling the regime of Syrian President Bashar Assad have told him that they are developing an association of diggers dedicated to finding antiquities in order to fund the revolution. The rebels need weapons, and antiquities are an easy way to buy them.”</i></p> <p>Baker, Aryn, Anjar Majdal, Lebanon. “Syria’s Looted Past: how Ancient Artifacts are being Traded for Guns”.</p> <p>http://world.time.com/2012/09/12/syrias-looted-past-how-ancient-artifacts-are-being-traded-for-guns/</p>
<p>10. Environmental laws</p>	<p>Missions are to follow environmental laws of host countries. Where there are none or only a few, missions are to follow multi-lateral environmental agreement, to set minimum standards.</p>
<p>11. Effects on conflict</p>	<p>Dwindling resources can be a cause of conflict, and UN peacekeeping actions can exacerbate a conflict. DPKO’s “New Horizon” agenda notes <i>“threats such as environmental changes ... threaten many States and contribute to growing political and security instability.”</i></p>
<p>12. Environmental crises</p>	<p>According to the 2009 <i>Environmental Policy for UN Field Missions</i>, every peacekeeping mission has to develop baselines and objectives for missions on environmental issues, and an emergency management plan for environmental crises.</p>

3.5.2 Photos: Environmental Impacts

Available as slides for the learning activity.

Photo Number	Description
<p>1.</p> 	<p>Water</p>
<p>2.</p> 	<p>Energy</p>
<p>3.</p> 	<p>Solid Waste</p>
<p>4.</p> 	<p>Hazardous Waste</p>

<p>5.</p> <p>Learning Activity 3.5.2</p> <p>Image 5</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Wastewater</p>
<p>6.</p> <p>Learning Activity 3.5.2</p> <p>Image 6</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Wild animals and plants/forests</p>
<p>7.</p> <p>Learning Activity 3.5.2</p> <p>Image 7</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Valuable natural resources – gold</p>
<p>8.</p> <p>Learning Activity 3.5.2</p> <p>Image 8</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Historical and cultural resources – Timbuktu Mosque built in 1327, Mali, West Africa.</p>

Learning Activity

3.5.3

Practices, Actions, Responsibilities

METHOD

Visuals, questions

PURPOSE

To explore environmental issues and good practices in UN peacekeeping, as well as reinforce collective responsibilities

TIME

Short option: 10 minutes

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

Longer option: 25 minutes

- Introduction: 2 minutes
- Group work: 10-12 minutes
- Reports: 10-12 minutes
- Close: 1 minute

INSTRUCTIONS

- Consider the images
- What are the harmful practices and negative impacts?
- What are the good practices?
- What changes or solutions would you suggest?

RESOURCES

- Learning Activity instructions
- Photos



Preparation

- Scan the visuals and support. Pictures are available as part of the presentation slides for the lesson. Images are in four sets:
 1. environmental awareness
 2. logistics
 3. use of natural resources
 4. waste management
- Divide participants into four groups. Print one set of images for each group. If the class is large, print several sets for each group.
- Prepare a slide or flip-chart sheet with discussion questions for small groups:
 - What **harmful practices and negative impacts** do you see?
 - What **good practices** do the images show?
 - What **changes or solutions** can you suggest to improve environmental practices?
 - What are your related **responsibilities**?
- Prepare flip-chart sheets or boards to note points on Roles and Responsibilities.

Instructions

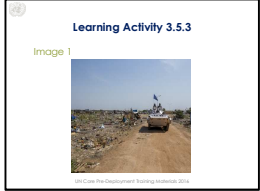


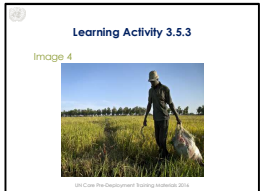
1. Introduce the activity, timing and groups. Hand out the sets of visuals or project the pictures on the slides. Tell groups to tape the images to a flip-chart sheet and note points from discussion, for reporting.
2. Let people know when the time is almost gone, so groups can finish reports.
3. For reports, ask people to hold points about roles and responsibilities. Get people to stand and move to see posted images for reporting. Invite comments and additions, especially on solutions.
4. Gather points about roles and responsibilities when all groups have reported. The photos show different peacekeepers helping with environmental clean-up. Ask participants what they notice. Garbage and litter dot the landscape. Note points on the prepared flip-chart sheets.
5. Summarize key messages and close. Key messages include:
 - a) environmental practices did not use to be on the peacekeeping radar;
 - b) climate change and other environmental developments mean now they are;
 - c) every person in a peacekeeping mission can make a difference;
 - d) *do no harm* to the environment is a baseline;
 - e) all are responsible for monitoring their own impact, and suggesting improvements on negative practices.

Variation

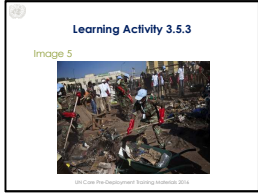
Invite people with peacekeeping experience to share observations on environmental practices in missions –good and bad.

3.5.3 Photos: Practices, Actions and Responsibilities

Available as slides for the learning activity.

Photo Number	Description
<p>1.</p> 	<p>UNMISS – regular patrol in Malakal, South Sudan – perimeter of the UNMISS Compound</p>
<p>2.</p> 	<p>UNAMID peacekeepers take part in clean-up campaign of Amdafasu market in El Fasher, North Darfur. Rwandan troops serve with the African Union-United Nations Hybrid Operation in Darfur (UNAMID).</p>
<p>3.</p> 	<p>World Food Programme fuel-efficient stoves project, North Darfur. Made in the wanda camp for IDPs near Tawila, North Darfur. Thousands of women at the camp are beneficiaries of the Safe Access to Firewood and Alternative Energy (SAFE) project, run by WFP. Fuel-efficient stoves reduce amount of fuel-wood needed, reducing deforestation.</p>
<p>4.</p> 	<p>As part of a Quick Impact Project, The UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) funds fuel for water-pumping stations used to irrigate rice fields.</p> <p>irrigate rice fields.</p>

5.



UN peacekeepers from Benin and Malians volunteer to clean up a neighbourhood in Bamako, Mali, as part of activities organized by UN Volunteers.



Learning Activity 3.5.2

Image 1





Learning Activity 3.5.2

Image 2





Learning Activity 3.5.2

Image 3





Learning Activity 3.5.2

Image 4





Learning Activity 3.5.2

Image 5





Learning Activity 3.5.2

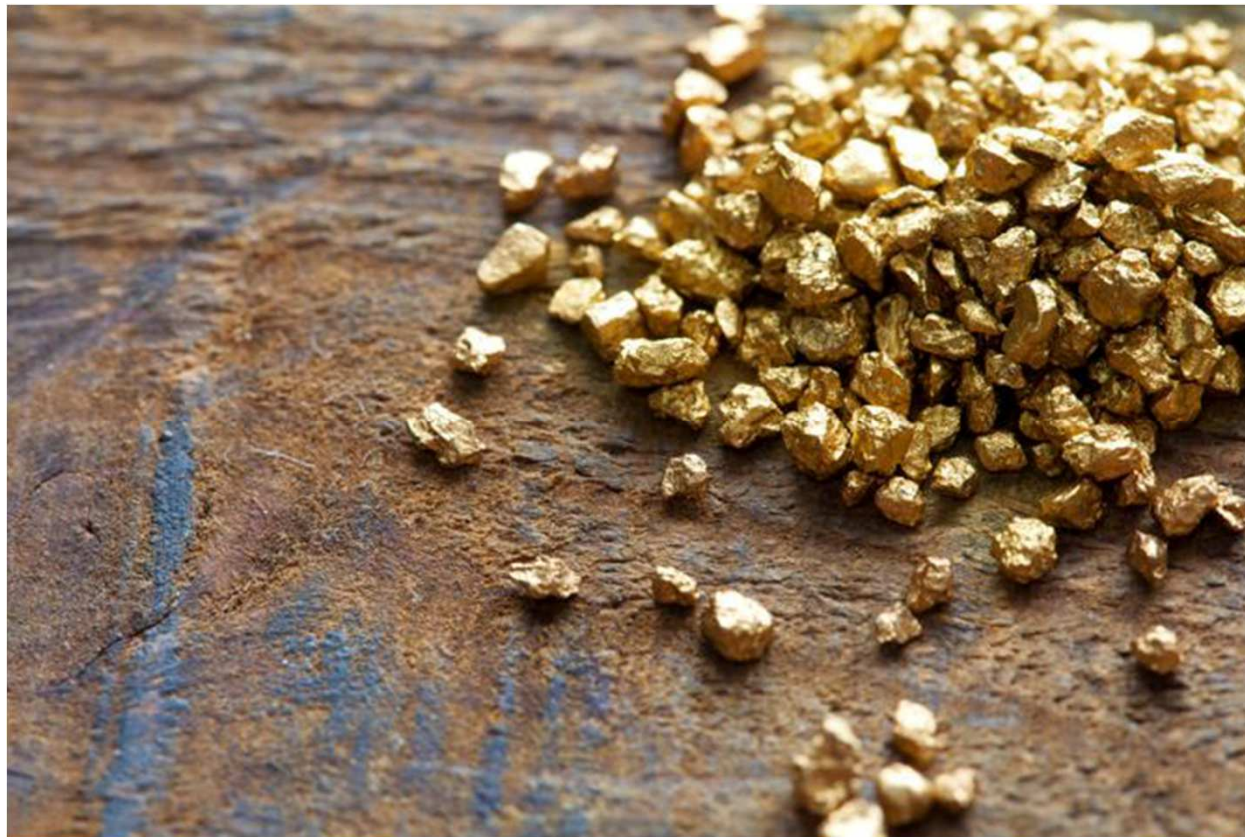
Image 6





Learning Activity 3.5.2

Image 7





Learning Activity 3.5.2

Image 8





Learning Activity 3.5.3

Image 1





Learning Activity 3.5.3

Image 2





Learning Activity 3.5.3

Image 3





Learning Activity 3.5.3

Image 4





Learning Activity 3.5.3

Image 5



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.

The lesson draws together information from different strands: environment, natural resources, peacekeeping. Much is new. Consider learning evaluation with the class as a group, not individually.

- Use “call and response” – call a question, get people to build on each other’s responses. This is not brainstorming, which goes fast. Encourage people to take time, think about each question.
- Different responses are correct for many questions – take one response from each table until the question is answered. Encourage people to add more points, especially from peacekeeping experience. Use information in the Responses column to prompt.

Evaluation Questions for Lesson 3.5	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Explain main connections between the environment and peacekeeping. <i>Learners will give different answers, and use their own words. Evaluate for at least two key points in each category, for questions 1 and 2.</i>	Life connection <ul style="list-style-type: none"> ▪ What people do affects the environment, including in peacekeeping contexts. ▪ The environment sustains life, including in hot countries and missions. ▪ The connection is close – what happens to one changes the other. ▪ Taking good care of the environment is common sense because otherwise we suffer. ▪ Human activity is changing our

	<p>environment, with global warming. Every person needs to develop an environmental consciousness and conserving practices.</p> <p>Peacekeeping connection</p> <ul style="list-style-type: none"> ▪ The UN commits to reducing its environmental impact. It addresses climate change, deforestation, other environmental issues – has to walk the talk on environmental protection, including in peacekeeping missions. ▪ When peacekeepers join the UN, as staff they take on responsibility to support these all UN obligations, including on the environment. ▪ Peacekeeping missions use more environmental resources than any other work in the UN. The footprint is big. <ul style="list-style-type: none"> - Transportation, fuel, water, waste, building materials, energy: they add up to a heavy load, on already fragile countries recovering from conflict. - The UN has to be part of solutions, not another big problem. - The UN often deploys peacekeepers to fragile environments with scarce natural resources. Actions that would not have severe impact on resilient environments badly affect fragile ones. - Room for improvement - everyone needs to help.
<p>2. Explain main connections between natural resources and peacekeeping.</p>	<p>Natural resources connection</p> <ul style="list-style-type: none"> ▪ Many conflicts start over natural resources: land, water, energy, oil, gems. ▪ Illegal sale of natural resources fund others: oil, gold, gems. ▪ Conditions of mining blood resources are inhuman: slavery, forced labour, exploitation and violations of people's rights. ▪ Terrorist groups raise money by selling natural and cultural resources, antiquities. ▪ The UN often deploys peacekeeping

	<p>missions with fragile, degraded environments affected by climate change.</p> <ul style="list-style-type: none"> ▪ Being aware of how natural resources fuel conflict keeps peacekeepers from unknowingly supporting crime, conflict and destruction by buying them, e.g. diamonds, antiquities.
<p>3. How can mission operations negatively affect a local environment, health and safety of local people?</p>	<p>Examples</p> <p>Hazardous waste from UN vehicles affect water</p> <ul style="list-style-type: none"> ▪ soil pollution from UN vehicles – diesel or lubricants – can seep into the ground and reach the water table ▪ local people may draw water from a well in the same water table contaminated by a mission's hazardous waste <p>Construction needs accelerate deforestation</p> <ul style="list-style-type: none"> ▪ mission need for building materials can increase wood cutting for charcoal to make bricks (Darfur example: different kind of brick, positive environmental impact).
<p>4. Who has specific responsibility in a mission for environmental policy, objectives and control measures?</p>	<p>All personnel: from the top;</p> <ul style="list-style-type: none"> ▪ USGs DPKO and DFS, ▪ SRSG/HOM, ▪ Force Commander, ▪ Head of Police Component, ▪ DMS/CMS, Appointed Official in Military, ▪ Appointed Official in Police, ▪ Environmental Officer, ▪ Waste Management Officer, ▪ Medical, ▪ Engineering, ▪ PDU, ▪ CMU ▪ All personnel.
<p>5. Describe the waste management policy for UN field missions.</p>	<p>The UN takes full responsibility for its waste.</p> <ul style="list-style-type: none"> ▪ Proper waste management through a mission's life cycle is important; <ul style="list-style-type: none"> - reduces costs - helps protect the environment in all mission and UN activities

	<ul style="list-style-type: none"> - improves health and safety – mission and local people - improves mission management , at each stage of mission cycle ▪ Reduce quantity brought to mission ▪ Prevent wasting goods in mission ▪ Reuse, recycle, repurpose waste ▪ Properly dispose of remaining waste
<p>6. What does the Code of Personal Conduct for Blue Helmets (military and police) say about the environment?</p>	<p><i>“Show respect for and promote the environment, including the flora and fauna, of the host country.”</i></p>
<p>7. The UN has three policies and directives on the environment. What are they? Why is it important for peacekeepers to know these?</p> <p>This question is not about policy content: a) identify the policies b) explain why they exist.</p> <p>The goal is to think about purpose and facts. Separate evaluation questions cover the content on policy.</p>	<ol style="list-style-type: none"> 1. Environmental Policy for UN Field Missions (Ref.2009.6) 2. Waste Management Policy for UN Field Missions (Ref.2015.6) 3. The Code of Personal Conduct for Blue Helmets (military and police) includes <i>“Show respect for and promote the environment, including the flora and fauna, of the host country”</i>. <p>Why important?</p> <ul style="list-style-type: none"> ▪ because the policy directs “ALL personnel” <i>to conduct themselves in accordance with the policy:</i> ▪ supporting it also supports the mission in key results areas: <ol style="list-style-type: none"> 1. improve environmental impact; 2. protect health and safety of UN staff and local community 3. improve public perception and UN reputation 4. ensure legal compliance 5. lead by example ▪ the UN asks all staff to know and follow all policy that applies to their work. Even without explicit direction to ALL personnel, the UN expects peacekeepers to be familiar with doctrine that applies to their work and mission. <p>Doctrine means all the principles, positions and policy of the UN that guide peacekeeping:</p> <ul style="list-style-type: none"> - policy, - procedures, - SOPs,

	<ul style="list-style-type: none"> - guidance, - instructions, - directives, - mandates, - conventions, - treaties, - agreements. <p>Remind people that these continue back to the UN Charter, include international law and mission-specific agreements. Core pre-deployment training introduces peacekeepers to essential ones. Others reinforce the basics.</p> <p>One reason the UN has continuous learning as a core competency is because staff have to learn a lot, which takes time.</p> <p>Although the Code of Personal Conduct for Blue Helmets does not apply directly to civilians, knowing it helps strengthen collective resolve for environmental protection.</p>
<p>8. List areas of UN peacekeeping environmental impact.</p>	<ul style="list-style-type: none"> ▪ Water ▪ Energy ▪ Solid and hazardous waste ▪ Wastewater – blackwater, greywater ▪ Wildlife ▪ Coastal and island resources ▪ Historical and cultural resources
<p>9. Give examples of solid waste and hazardous waste from peacekeeping missions.</p>	<p>Solid waste</p> <ul style="list-style-type: none"> ▪ office refuse ▪ construction debris ▪ scrap metal ▪ food refuse <p>Hazardous waste</p> <ul style="list-style-type: none"> ▪ medical products ▪ used oil ▪ tires ▪ batteries ▪ electronic waste ▪ stocks of chemicals, explosives, ammunition
<p>10. Five environmental areas are crucial for a peacekeeping mission and peacekeepers to address. Name them and several points about each.</p>	<p>Water, Waste, Energy</p> <ul style="list-style-type: none"> ▪ careful site selection, building orientation in camp design ▪ Waste Water Treatment Plants – recycling water: about 400 installed globally

	<ul style="list-style-type: none"> ▪ hybrid generators reduce fuel, emissions, waste ▪ hand-over low-impact equipment and facilities to host country when exit ▪ solar water heaters <p>Wildlife and Plants – Flora and Fauna</p> <ul style="list-style-type: none"> ▪ conserving these benefits well-being ▪ diverse ecosystems are healthiest – protect native diversity ▪ avoid wildlife crime, poachers, illicit trade of endangered species ▪ no unregulated hunting or fishing, purchase of dead or alive animals, plants ▪ no construction of structures that block wildlife corridors or clearing of natural habitats <p>Waste Management</p> <ul style="list-style-type: none"> ▪ store hazardous materials properly <ul style="list-style-type: none"> - mark areas as flammable and hazardous - closed drum containers with contents marked - drums protected against soil contamination ▪ waste disposal sites managed – secure area, deter scavengers ▪ waste volume <p>Fuel Efficiency and Renewables</p> <ul style="list-style-type: none"> ▪ increase energy efficiency ▪ use renewables – for cost savings, cleaner air, reduced greenhouse gas emissions <p>Carbon Footprint</p> <ul style="list-style-type: none"> ▪ efficiency and renewables to reduce greenhouse gas emissions ▪ includes three kinds of air travel – UN fleet, troop rotation, and commercial ▪ peacekeeping accounts for more than 56% of UN total greenhouse gases
<p>11. What is “Greening the Blue Helmets”?</p>	<ul style="list-style-type: none"> ▪ a motto ▪ UN commitment to ensure peacekeepers have a lasting and positive impact, not a negative one

<p>12. Explain how environmental cooperation can be effective for peacekeeping, with examples.</p>	<p>Peacekeeping operations can capitalize on natural and cultural resources as part of stability and early peacebuilding, through:</p> <ul style="list-style-type: none"> - employment on environmental projects; - livelihoods; - economic recovery - reconciliation <p>Examples MINUSMA, Mali: first mission mandated to: a) manage environmental impact, and b) operate mindfully near cultural and historic sites UNAMA, Afghanistan: pistachio reforestation, livelihood to ex-combatants and vulnerable people UNIFIL, Lebanon: reforestation of mixed tree species – helped fruit production, beekeeping, community with shared green space and confidence building</p>
<p>13. Explain how natural resources are conflict drivers, and give examples.</p>	<ul style="list-style-type: none"> ▪ Conflicts start over natural resources. ▪ Money from natural resources can fund violent conflicts. ▪ Disagreements over scarce natural resources can fuel violent conflicts, delay peace. ▪ Environmental damage and people being marginalized motivate conflict, especially when natural resource extraction brings people no benefits: e.g.: Bougainville and Niger Delta ▪ Since 1948, the UN has deployed 19 peacekeeping missions to address conflict linked to natural resources. It deployed 9 current ones since 2000. ▪ The resources – commodities with value: <ul style="list-style-type: none"> - diamonds - timber - minerals - land - water - oil ▪ The countries with “conflict resources” <ul style="list-style-type: none"> - Cambodia

	<ul style="list-style-type: none"> - Democratic Republic of Congo - Core d'Ivoire - Liberia - Sierra Leone ▪ Climate change – warming <p>The UN has to safeguard against degrading or exploiting water, land, minerals, air, timber, wildlife, cultural and historical heritage:</p> <ol style="list-style-type: none"> a) it's the right thing to do b) it avoids worsening conflict c) it protects livelihood, health and safety of local people
<p>14. Describe different kinds of cultural resources, heritage.</p>	<p>Intangible cultural resources</p> <ul style="list-style-type: none"> ▪ paintings, sculptures, coins, manuscripts <p>Tangible cultural resources</p> <ul style="list-style-type: none"> ▪ Not moveable: monuments, archeological sites ▪ Moveable: monuments, archeological sites ▪ Underwater: shipwrecks, underwater reefs, ships and cities
Fill in the Blanks	
<p>1. The four “Rs” of environmental management are ____, ____, ____, ____.</p>	<p>Reduce Reuse Recycle Recover</p> <p>Learners may also answer:</p> <ul style="list-style-type: none"> ▪ Reject – <i>don't buy or use products that harm the environment</i> ▪ Repurpose – <i>adapt things to another use when you don't need it anymore</i>
<p>2. Three benefits of reducing peacekeeping's environmental impact are: _____, _____, and _____.</p>	<ul style="list-style-type: none"> ▪ saves money for the mission, UN, Member States ▪ improves safety and security for local people and communities, as well as for UN peacekeeping personnel ▪ raise operational excellence
<p>3. _____ means those who cause pollution should pay for the costs to clean up and repair damage done.</p>	<p>Polluter pays or polluter pay</p>
<p>4. Missions mostly rely on _____ and _____ for fuel, energy.</p>	<ul style="list-style-type: none"> ▪ Petrol and diesel fuel for generators and the 17,000 vehicle fleet ▪ jet A1 fuel for 257 UN aircraft <p>Fuel is a big cost for UN peacekeeping.</p>

<p>5. The _____ principle requires peacekeepers to not overconsume, misuse or pollute natural and cultural resources.</p>	<p>Do no harm principle</p> <p>This covers large and small acts:</p> <ul style="list-style-type: none"> ▪ not littering or idling vehicles ▪ keeping a small environmental foot print ▪ avoiding buying illegal conflict resources or cultural artifacts. <p>Set a good example.</p>
<p>6. _____ are sources of basic life, wealth and well-being.</p>	<p>Natural resources – water, air, soil, land, trees, minerals.</p>
<p>True – False</p>	
<p>1. Every field mission has to have an environmental policy, objectives and control measures.</p>	<p>True.</p> <p>These include mission-level policies, directives, SOPs, Action Plans, and Committees.</p>
<p>2. Waste management is not an issue in field missions until the peacekeeping operation is getting ready to exit.</p>	<p>False</p> <p>Waste management is a priority through the full life cycle of a peacekeeping mission. This is about health and safety, as well as environmental protection.</p> <p>Every mission must:</p> <ol style="list-style-type: none"> 1. reduce potential waste brought to the mission; 2. properly manage goods so to prevent them from becoming waste; 3. reusing, recycling, repurposing all possible waste; 4. properly dispose off any waste left.
<p>3. Part of every peacekeeper's job is acting responsibly towards the environment.</p>	<p>True.</p> <p>The High-Level Independent Panel on Peace Operations ...</p>
<p>4. A peacekeeping operation does not affect a local environment more than local people.</p>	<p>False</p> <p>Mission impact can be greater:</p> <ul style="list-style-type: none"> ▪ numbers of people, concentrated in one place ▪ amount of water needed and waste ▪ quantity of buildings and vehicles ▪ amount of movement and travel, fuel
<p>5. Environmental management guidance for peacekeeping personnel does not cover things like littering, or idling vehicles.</p>	<p>False.</p> <p>Guidance covers respect for the environment in all ways, large and small. No act is too small. Local people notice inaction or inattention, even in things like</p>

	<p>littering or idling vehicles. Such behaviour shows disrespect to local people as well as to the environment. They negatively affect people's perception of the mission as a good partner.</p>
<p>6. The trend is for the Security Council to give peacekeeping missions more systematic mandates on environmental cooperation for peacebuilding.</p>	<p>True</p> <p>More systematic mandates are direct and indirect.</p> <p>Recent mandates strengthen missions on environmental cooperation for peacebuilding.</p> <p>These mandates are separate from environmental management policies that apply to how missions operate.</p>
<p>7. All natural resources are renewable, can be renewed.</p>	<p>False</p> <p>Some natural resources are renewable – trees, living things. Populations can grow back.</p> <p>Some natural resources are not renewable – or renewal takes so long that for human purposes they are non-renewable, e.g. oil and gas.</p>