United Nations

Reinforcement Training Package

UN Engagement Platoon

For Military Personnel deploying to United Nations Peacekeeping Operations

The United Nations (UN) Reinforcement Training Package (RTP) for United Nations Engagement Platoon (UN-EP) leaders and soldiers for UN Peacekeeping Operations has been developed by the UN Office of Military Affairs and the Integrated Training Service (ITS) of the UN Department of Peace Operations (DPO) in consultation with Member States and UN offices. The UN-EP RTP is *supplemental to the United Nations Infantry Battalions Specialised Training* Materials (UNIBAT STM).

This version has been released for use by Member States in their pre-deployment training for United Nations Peacekeeping Operations. However, this RTP will be regularly updated so that it is fully responsive to the needs on the ground. Therefore, we strongly suggest checking for updated versions before a training programme is conducted.

The latest version can be found online at the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community. A link to receive your comments and suggestions for improvement can be found in the resource hub at the same location.

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Integrated Training Service

Departments of Peace Operations

United Nations

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Preface

Background

Since the Security Council first established a peacekeeping mission, the operational environment has evolved significantly, growing both in size and complexity. During this period, military units have continuously gained in prominence and today they are a key element for mandate implementation in several peacekeeping operations. While Military Unit performance has sometimes become the yardstick against which the success of mission is measured, it is arguably also that military unit proper employment is one of the most challenging aspects for both mission leadership and unit commanders.

The Department of Peace Operations has developed a suite of specialized training materials (STM) and reinforcement training packages (RTP) to prepare specific military units for their deployment in UN missions. At the tactical level, the assessment and planning of engagement is likely to simultaneously involve elements from the Protection of Civilians (POC), Child Protection and Conflict-Related Sexual Violence realms. These aspects are included with engagement and other enabling military activities in support of other mission partners.

In order to reflect these realities and prepare peacekeepers for the multi-dimensional realities on the ground, this training package aims to demonstrate the complex linkages between engagement tasks and provide training guidance on how to support the UN Infantry Battalion (UNIBAT) mission.

Aim

Following the 2017 UN Peacekeeping Defence Ministerial in Vancouver, Canada, Defence Ministers announced pledges that included a commitment to increase:

- the safety for vulnerable and at-risk populations;
- the engagement with women in conflict communities; and
- Integration of women at all levels and roles to achieve long-term sustainable peace.

As the UN infantry battalion (UNIBAT) is the predominant force structure in a UN peacekeeping mission to help establish a safe and secure environment, engagement capabilities are needed to support the accomplishment of those pledges.

The United Nations Engagement Platoon (UN-EP) is a tactical level military capability that supports human terrain mapping for the UNIBAT commander. The purpose of the UN-EP is to establish, support and promote sustained dialogue with mission stakeholders. Gender balanced, the UN-EP can access a larger and more representative cross section of the community which will provide the UNIBAT commander with a critical level of fidelity about the activities, concerns, and risks within their area of responsibility.

The aim of these training materials is to provide troop contributing countries with a comprehensive training package that addresses the technical requirements needed to engage with civil sector stakeholders in peacekeeping operations. The RTP combines conceptual, legal, and operational aspects to support the tactical planning of UN-EP to operate in UNIBAT operations. This package includes scenario-based exercises (SBE), as well as a larger capstone SBE, which can be run at the end of the training to strengthen the understanding of the planning processes at the tactical level for peacekeeping operations. The training package is designed for application in both pre-deployment and in-mission training.

Target audience

The target audience of this reinforcement training package is personnel identified as staff officers, platoon commanders and soldiers who during their UN deployment may be assigned to, employ, coordinate or perform missions within the UN-EP. The materials may lend themselves to a wider audience. The audience for this RTP package also includes military decision makers, leaders, staffs, and soldiers at the tactical level from Sector headquarters to company level. Additionally, it is noted military leadership from member states at their national peacekeeping training institutions, course directors, and instructors of military schools will benefit from these materials and from the training guidance.

Structure of the training materials

Module 1: **Conceptual Framework**

Module 2: **Legal Framework**

Module 3: **Operational Framework**

Annexes:

- **Annex A:** Powerpoint Slide Presentations
- **Annex B:** Scenario-based Exercise (SBE), Reference Materials
- **Annex C:** Hand outs
- **Annex D:** Checklists
- **Annex E:** Lexicon

Acknowledgements

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In particular, we would like to thank Canada and the Oriental Republic of Uruguay for Co-Chairing the Engagement Platoon Working Group and members which are:

Australia
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France
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India
Kingdom of Morocco
Nepal
Rwanda
United States of America
Zambia.

Contact person

For any proposal of update, improvements, or any questions pertaining to these training materials, please contact the project leader Mr. Rafael Barbieri (barbieri@un.org) or write to peacekeeping-training@un.org.

Any relevant update will be posted and explained on the Peacekeeping Resource Hub website (http://research.un.org/en/peacekeeping-community). Instructors are encouraged to check this site regularly.

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Instructor Guidance

General considerations for instructors

This is a reinforcement training package (RTP) developed to support UN Engagement Platoon (UN-EP) members by building on knowledge gained in the Core Pre-Deployment Training Materials (CPTM) and relevant STMs. No training material can cover the entire complexity of the topic of UN-EP. This UN-EP RTP should, therefore, be viewed as the baseline to underpin contingent's training efforts for UNIBAT Engagement. When delivering this package, trainers need to be prepared to adapt to the needs of their audience. As a result, the duration of lessons and exercises delivered in the package may vary.

It is recommended that personnel receiving this training be proficient in basic military tasks and technical skills (individually and collectively) at the tactical level. It is also critical for all participants to have received the CPTM as a pre-requisite before this training. The CPTM contains fundamental principles, concepts, and ideas to UN peacekeeping, which should be well grasped by trainees before participating in this RTP.

The CPTM can be downloaded from: http://research.un.org/revisedcptm2017

Instructor Profile

This training material is best presented by instructors who master the CPTM, have previous experience working in a UN peacekeeping mission (preferably in a mission with a POC mandate) and have completed the UN-EP Training of Trainers (ToT) course. Specific knowledge on the actual mission where trainees are to be deployed is advisable. Finally, instructors should be familiar and capable of facilitating scenario-based exercises

Scenario Based Exercises (SBE) / Tabletop Exercise (TTX) Considerations

Contained in the RTP are seven SBEs. These exercises take place within the CARANA scenario and are a situational driven learning activity to help consolidate learning outcomes and help reinforce the lesson "Take Always". SBEs provide a safe learning environment tailored to practice learned skills and facilitate discussions. The exercises will help participants understand the manifestation of integrating UN-EP skills within a peacekeeping environment focused on the POC.

Methodology: Using their UN-EP skills, conflict-related sexual violence (CRSV) and child protection protocols, problem-solving and military decision-making process, participants

will study situations and tasks based on unique situational factors that will be presented. The effectiveness of a SBEs is derived from using building blocks from lesson learning activities and energetic involvement by facilitators and participants. Facilitators / Instructors should highlight the complexity, challenges and environment when operating as part of a UN-EP in support of peacekeeping operations. Also, they should assist participants in bridging gaps in the transition to UN-EP specific components of peacekeeping. It is important that instructors emphasize the support structure, risk assessments of threats and coordination with the various actors in a UN peacekeeping operation (UNPKO) can be challenging.

Training Characteristics

Training will vary for different units in different troop contributing countries, based on priorities and resources. However, some fundamental training characteristics should be respected when delivering this course:

- Training should be interactive and encourage trainees' participation
- To help reinforce practical discussions, the training should bring in actual examples and antidotes from UNPKO missions
- Training methodology should be based on learning activities and practice
- Training should emphasise the engagement component of a UN mission and address how best to integrate the engagement platoon and their outputs within the UNIBAT
- Training should be evaluated

Symbols legend

	Interactive presentation or small exercises to engage the participants
	Suggested film segment to illustrate the content
	Note to the instructor to highlight aspects of the materials or point towards additional materials

Abbreviations / acronyms

For all practical purpose, throughout the RTP documents, lessons, and slides, we will use the abbreviation/ acronym "**UNIBAT**" (United Nations Infantry Battalion Unit), "**UN-EP"** (United Nations Engagement Platoon) and **"UN-ET"** (United Nations Engagement Team) to refer to both singular and plural forms.

Module

1

Conceptual Framework

Module 1 at a glance

Aim

The aim of this module is to familiarize participants with the:

- The role and function of the UN-EP and its place within the UNIBAT
- Working with Mission Stakeholder and in the Civil Environment
- The importance of Gender and Diversity in Engagement
- Communication – cross cultural and F2F
- Using a Language Assistant (LA)
- SBEs – Civil Environment and Cross-Cultural Communications

Overview

Module 1 provides an overview of the conceptual framework related to the UNIBAT UN-EP operating in a UN PKO to support and contribute towards the successful achievement of the Mandate. It also examines UN-EP support to the POC strategies, their contributions, and characteristics of the peacekeeping environment and how the UN-EP fits into the UNIBAT.

Introduction

Slide 1

Key Message: United Nations Engagement Platoons (UN-EP) contribute an understanding of the human terrain in support of the successful achievement of the Mission's Mandate. While engagement has been part of the UNIBAT for many missions the formalized use of UN-EP is a new construct, and it is essential for us to be familiar with its conceptual framework.

The aim of Module 1 is to provide you an overview of UN-EP be able to employ them in an appropriate manner and to familiarize you with the conceptual framework of how best the UN-EP supports the UNIBAT and UN missions.

For all practical purpose, throughout the RTP documents, lessons, and slides, we will use the abbreviation "UN-EP" to refer to the Engagement Platoon, "UN-ET" to refer to Engagement Team and "UNIBAT" to refer to the United Nations Military Infantry Battalion, singular and plural forms.

It should be emphasized that the aim of these modules / lessons provides UN Troop Contributing Countries (TCCs) with a comprehensive training package that combines the Conceptual, Legal, and Operational Frameworks for the employment of UN-EP starting here with the Conceptual Framework. This RTP will also help mainstream aspects of Protection of Civilians and Gender into the frameworks and materials. The RTP includes learning activities and discussions, as well as references to two more comprehensive scenario-based exercises, which can be run within the module to help strengthen your understanding of how a UN-EP engages within the Civil Environment and conducts Cross Cultural Communications within a UN Peacekeeping environment. This training package is designed for application in both pre-deployment and in-mission training.

Lesson 1.1

The UN Engagement Platoon

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had engagement/observer/liaison experience in a UN PKO. Ask them to tell the group about their specific experiences and challenges.

Note to Instructor *– recommend that lesson 1.1 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

☞ **Note to Instructor:** Download the video "What is Action for Peacekeeping?" from YouTube at https://www.youtube.com/watch?v=NIHWqrtmbrg - 3:05 minutes

- **Recommended to watch on SLIDE 4**

Slide 2

☞ **Note to Instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

ACTION: Read the slide

Slide 3

☞ **Note to Instructor:** Read the slide

Slide 4

BEFORE VIDEO

Before we talk about the United Nations Engagement Platoon (UN-EP) we are going to start by watching this video called "What is Action for Peacekeeping?".

Found at https://www.youtube.com/watch?v=NIHWqrtmbrg

AFTER THE VIDEO

This video highlights how Action for Peacekeeping (A4P and the related A4P+) is a global partnership that was created to strengthen UN Peacekeeping and support political solutions. Amid the evolving challenges that peacekeeping faces, A4P is more important than ever. By working together, we can expedite the concrete, measurable impact of peacekeeping on the ground.

Slide 5

The UN-EP was a concept realised as a direct result of the Secretary General's initiative on A4P. At the tactical level, dedicated engagement enables or supports the areas highlighted in the video.

Women, Peace and Security (WPS) are one of the eight priority commitment areas in the A4P initiative. The four WPS pillars (participation, protection, prevention, gender-responsive relief and recovery) in meeting the military component's mandate at the operational and tactical level. These are the areas in which women peacekeepers can positively affect local dialogue and peace processes and increase physical security for women and girls in their areas of responsibility.

At the bottom tier (Tier III), the UN-EP helps provide a protective environment. This produces the physical protection (Tier II) required to ensure that the top Tier (Tier I) is met: Dialogue and engagement.

Slide 6

ASK: What is Engagement?

ANSWER: Civic engagement is individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy.

Engagement in the context of the UNIBAT is the **interaction** with representatives of the population and other government and non-government actors within the Area of Operations (AO) to improve **cooperation**. This capability is leveraged through an engagement effect which is a desired outcome of those interactions. To be effective, an engagement needs to be planned, coordinated, synchronized, and the results reported.

Therefore, the aim of UNIBAT engagement is to enable accomplishment of the objectives and tasks of the mission.

Slide 7

Engagement includes, but is not limited to, interaction with the population and other Mission Partners:

- Local community authorities
- Local community organizations
- Key political and community leaders
- Host nation military and police
- Parties to the conflict
- Local population, including vulnerable populations

In this course you will learn why appropriate engagement is required to ensure that the community (especially vulnerable populations) are not placed at further risk.

Slide 8

ASK: If any member in the UNIBAT can engage with the local population then what is the role of the Engagement Platoon?

ANSWER: All soldiers are **SENSORS** that can feed into the UNIBAT information management system. Like other soldiers, the UN-EP is a tactical level military capability. The UN-EP however are **sensors** that have **specialized engagement training** and **are dedicated to the role**.

The UN-EP are 50% women, including at minimum either the Platoon Commander or the 2IC, to ensure a gender sensitive approach to engagement. Your skills support positive relationships and information sharing with the civil population that allow the platoon to establish credibility and promote stability within the AO.

In the UN-EP, you are trained to ask the right question of the right people and get the right answer. You can attain information in environments including remote, and unstable locations and employ a gendered perspective to provide the Commander with a more complete situational awareness.

Slide 9

The UN-EP Core Functions all support the UNIBAT mission.

Engagement can improve force and civilian protection through better situational awareness and ensure that risks, threats, and violations of UN policy or international law are recognized and reported. Monitoring risks can identify 'hot spots' that can be targeted by increased military presence to prevent escalations of violence.

Engagement with the host government, parties to the conflict and other mission partners may help improve or build new relationships between the Peacekeeping Force and the local community.

Collecting data from the local population can help identify the unique needs and risks of women, men, girls and boys. Sharing information with mission partners may increase trust and cooperation improving the overall situation in the AO.

Slide 10

Note to Instructor: READ the slide

It can be easy for UN-EP personnel to get caught up in other facets of the mission. Reconstruction and Development are the responsibility of those parties with a stake in post-conflict recovery. The host nations, supported by the civilian components of the Mission, are partners in reconstruction and development. Humanitarian assistance is the responsibility of the (civilian) UNCT (UN Country Team) and other mission partners. The UN-EP may be called on to support mission partners, which could help the UN-EP in establishing a relationship with the population for increased credibility and stability. All partners benefit from effective engagement.

Data collected by the UN-EP is one source to inform the Intelligence military function. Intelligence is conducted by specialists to assess and analyse information to inform the UNIBAT Commander's Military Decision Making Process.

The UN-EP has specific engagement training and should not be used to fill any other combat, security, administration, or general duty functions. They should be dedicated to engagement as their primary role.

Slide 11

☞ **Note to Instructor:** READ the SLIDE

Let's break this slide down to better understand the UN-EP mission.

Slide 12

The UN-EP mission is to support the UNIBAT Commander's Plan.

If an action is not in support of the Commander's engagement plan, then you must ask if the action or requirement is best served by another agency, organization, or partner.

As a UN-EP member you must execute your duties in accordance with the UNIBAT engagement plan. It is crucial to tailor the approach and design of the engagement plan to match the UNIBAT Commander's needs with the community's expectations.

Slide 13

UN-EP is a **military function**. All of your activities are conducted in support of the UN military mission. You report through your chain of command to the UNIBAT ONLY.

When possible, engagement should de-conflict military activities with those of other actors in the AO to ensure positive impacts on the local population and other actors, and to reinforce the activities of other mission partners.

As a member of the Engagement Platoon you are **NOT** the only members of the UNIBAT/UN Mission engaging with the local population. You are one group of many that is supporting the awareness of the effects of the civil environment on the military mission, and the effects of the military mission on the civil environment.

Slide 14

Your contributions play an important role in UN peacekeeping operations of enhancing situational awareness and enabling UN decision-making.

The best way you can serve the mission and the communities is to be the eyes, and ears of the UNIBAT Commander and share their message. In this way, you can share the right information, at the right time to the right people to protect the Force and civilians.

Slide 15

Data collection is a crucial role of the UN-EP; these reports are used by other staff to support the UNIBAT mission.

Human Terrain Mapping is a means of portraying key actors within the Operating Environment and assists with common understanding. Your data and awareness of the AO enables a better understanding of the threat environment, as well as the unique protection requirements of all members of the local population. This information will assist UNIBAT leaders and staff in understanding local knowledge, closing information gaps, confirming assumptions and assisting in assigning resources.

Human Terrain Analysis is the process of developing understanding through the analysis of human actors and factors. While mapping the human terrain is a military intelligence function, the S2, they are **supported** in their work by the S9 and the Engagement Platoon data collection. The reports you generate will be submitted up to the UN-EP 2IC and then sent to the appropriate staff within the UNIBAT HQ. You must understand how your activities can support the overall military peacekeeping information management cycle and how they contribute to the UNIBAT holistic and informed interpretation of the AO.

Slide 16

Information flow refers to the connections between the UN-EP and mission stakeholders, either internal or external to the UNIBAT. As a member of the UN-EP, and at the UN-ET level, you have an important function to perform to maintain the information flow. The UN-EP 2IC maintains information flow with other units and staff sections within the UNIBAT, while the UNIBAT connect the UN-EP with external stakeholders. The expectation is that information should be shared between all appropriate parties in order to promote effective and accurate communication with Mission partners. Individuals or stakeholders who refuse to share information can negatively impact the success of the mission. You have a supporting role in enabling the UN to communicate the truth, and potentially counter misinformation or disinformation. UN-EP personnel will work closely with the Public Information Officer to ensure the right message is relayed to all internal and external audiences.

You will collect data from the local population, and identify the unique needs and risks of Women, Men, Boys and Girls. Your task is to support the UNIBAT situational awareness to include identification of important actors within the local population including identifying security vulnerabilities and specific threats to vulnerable persons. The data gained to produce relevant reports is important but knowing who needs the information is more important. Whether this be informing the focal points or informing the community on which mission partners can assist them, there are specialists who can service the information. This process supports the UNIBAT analysis, by providing greater detail and information that the UNIBAT staff can use to conduct their assessments. Information management is important to UN-EP success. UN-EP identifies proper information flow to ensure the right information gets to the right person at the right time to inform decision making and planning.

Slide 17

The three core functions of the individual members of the UN-EP translate to three core tasks of the Engagement Platoon in support of the UNIBAT mission:

- Observe
- Engage
- Report

Slide 18

UN-EP and their teams support the UNIBAT through observation. They:

- Map and report on local groups: to help develop situational awareness about the locations of communities and other stakeholders.

- Observe, and monitor on areas with vulnerable and at-risk populations: by recognizing the indicators that will support the UNIBAT action to support the protection of civilians and vulnerable populations.

- Identify past, current and future roles, missions and structure of local leaders/major actors of communities: including women's groups and facilitate dialogue and engagement.

- Collect data on key sites

The skill sets you develop here will allow you to better understand the situations in the communities, their interests and needs as well as the potential, or imminent risks and on-going threats they face. To address protection needs of women and girls, a gender-sensitive approach is required.

Slide 19

The second UN-EP Supporting Task is Engage.

- Engage with the local population especially women, men, girls and boys: to help develop situational awareness with the communities and other stakeholders. This is at the heart of everything you do.

- Support the flow of information to mission partners within the AO: to ensure the right information is given to the right person at the right time.

- You will coordinate with other mission partners: This can't be done in isolation. Only as a team will you succeed in engagement. Coordination with HQ staff and Mission Stakeholders must be maintained by all members of the UN-EP.

- Maintain regular contact with local communities: build strong and credible networks and relationships so that you are viewed as trustworthy.

- Coordinate, integrate and liaise with UNIBAT Staff: Coordination with UNIBAT Staff is required for the UN-EP Commander and the 2 I/C to be effective in the conduct their duties.

Slide 20

This covers the Report task. The UN-EP need to report about the data they have collected, which is in support of all other UN-EP tasks. Your timely and relevant data can make a difference in peacekeeping operations when it is shared with the right person. You have the responsibility to be a conduit and contribute to Mission success. We will explore this in depth in your reports lecture. In support of Report tasks, you will:

- Determine and report threats
- Determine and report indications of violations of UN policies or international law
- Determine and report imminent humanitarian crisis from lack of resources (for example food, water or security)
- Report political leaders and structures
- Determine and report the local social, economic, and security situation

The data in your reports supports the S2 to develop a picture of the security situation in the AO. The S3 can allocate or reallocate resources within the AO and the S9 can conduct their assessment of the information, identify potential early warnings, synergize effects with mission partners, where and when appropriate, and update the engagement plan.

Slide 21

Together, all of the UN-EP functions and tasks leverage the UN-EP Engagement Effects to meet the UNIBAT Commander mission and the A4P commitments.

Summary

- The **aim of UN-EP** is always to enable the UNIBAT commander to accomplish the military mission
- UN-EP personnel have
  - **three core functions** (situational awareness, relationship building, and information sharing) and
  - **three core tasks** (observe, engage, report)
- UN-EP personnel are **trained to ask the right questions of the right people at the right time.** UN-EP are NOT intelligence, Humanitarian or development specialists.
- UN-EP gather and report data, managing the information flow.
- As a member of the Engagement Platoon you are **NOT** the only members of the UNIBAT/UN Mission engaging with the local population. You are one group of many that is supporting the awareness of the effects of the civil environment on the military mission, and the effects of the military mission on the civil environment promoting the path to peace.

Lesson 1.2

Operate in the UNIBAT HQ

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had experience deployed in a UN PKO as part of an Infantry Battalion. Ask them to tell the group about their specific experiences and challenges.

Note to Instructor *– recommend that lesson 1.2 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

Module 1: Conceptual Framework
Lesson
1.2
Operate within a UN Infantry
Battalion Headquarters

Slide 2

☞ **Note to Instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

At the end of this lecture, you will have an understanding of the roles of each of the UN Infantry Battalion (UNIBAT) staff and how you interact with them to share information.

Slide 3

Through understanding the UNIBAT key staff and their roles in developing the human terrain picture, you will understand what data you need to collect and how the staff and mission partners will use it.

This will help you focus on your activities and understand when something is urgent in meeting the UNIBAT Commander's mission mandate.

Slide 4

The UN-ENGAGEMENT PLATOON are trained specialist soldiers. The UN-EP exists explicitly to provide the UNIBAT Commander with a skill set that is focused solely on supporting the engagement plan.

The Engagement Platoon is a small platoon of specially trained personnel; half should be women. Their purpose is to enable commanders to understand and engage with the civil environment. As you can see from the slide, it is commanded by the Pl Comd who is supported by a 2IC (one of the platoon leadership should be a woman), and four to five Engagement teams of four soldiers (two women & two men). The size of the platoon will vary, depending on the number of supported Infantry Companies within the UNIBAT. The number of Engagement Teams should be one more than the number of Infantry Companies to provide flexibility for the UNIBAT Commander. Thus, a battalion with three companies should have four Engagement Teams.

Slide 5

The UN-EP achieves its mission as a result of the combination of:

Capacities: The UN-EP adds capacity for the UNIBAT to achieve its goals. You are specifically trained to gather information and engage with the local population.

Preparedness: The data you gather and the enhanced understanding of what is happening on the ground as a result of your engagements will increase the ability of the UNIBAT to achieve their mission. They will be able to better plan for specific activities, better train based on the real-life situation, and better able to react when the situation changes: this is because the data gathered may be an early warning.

Logistical sustainment: Data you gather assists in the planning required for the logistical considerations the UNIBAT has throughout the mission.

In this class we will discuss how the UN-EP works with the various staff members of the UNIBAT.

Slide 6

No two Infantry Battalions are the same and the reporting relationship is the choice of the Battalion Commander (UNIBAT Comd). In some contexts, the UN-EP may work under the Combat Support Company, in others, for the S9. The UN Infantry Battalion Manual (UNIBAM) makes suggestions for where the UN-EP can be housed, but it is the decision of the UNIBAT Comd or Troop Contributing Country (TCC) on how to organise.

Experience has shown us is that since the Executive Officer (XO)/2IC is responsible for overseeing the synchronization of information management within the battalion and monitors and coordinates public information and media management in the Battalion AOR, placing the UN-EP under the XO/2IC and within the integrated effects cell usually situates the UNIBAT to best to achieve the UNIBAT Comd's engagement objectives.

When deployed, UN-ET are usually attached under Tactical Control (TACON) to an Infantry Company during a specific period.

Slide 7

Note to Instructor:

- This slide can be modified to un-hide the position names to facilitate the discussion depending on the audience. Recommend the instructor prints the slide with the positions visible to confirm location of each when clicking through.
- Click once on the box belonging to the staff identified. Ask the class to discuss how the UN-EP interacts with this staff function, and then double-click on the box to bring you to the page for that staff. Once the slide(s) for that staff are discussed, click on the "BACK" button on that slide to come back to this slide. Continue this until all positions have been discussed.

A short quiz.

- There are twelve positions here that represent the UNIBAT staff who work with the UN-EP in some manner every day. Let's see how many you can name, what they do and how they work with the UN-EP.
- **ASK:** Please name one key staff the UN-EP should work with.

Note to Instructor: After all positions have been discussed from the slide, the instructor can add the following:

- You'll notice that the S4 (Logistics), S5 (Planning) and S7 (Training) were not on this slide. They still exist within the UNIBAT, but there will be minimal interaction between them and the UN-EP. While the UN-EP can be placed with different staff based on the UNIBAT Comd/TCC decision, the focus of this lesson is the information flow between relevant UNIBAT staff positions and the UN-EP. Many times, there will be more missions than assets, and it will be the UNIBAT Comd's responsibility to prioritise it.

Once all the key staff have been identified and discussed

ASK: Who did we forget?

ANSWER: You.

Note to Instructor: Click on the QUESTION MARK.

Slide 8

The Battalion Commander (UNIBAT Comd) is responsible for everything the UNIBAT does. The staff have key functions to support the Commander in his or her role, but ultimately the successes and failures of the UNIBAT are the Commander's responsibility.

While the staff carry out the planning for, and the execution of the Commander's direction, ultimately, they are responsible for ensuring the actions taken by the UNIBAT follow this plan. The UN-EP contributes to this by ensuring they adhere to the Engagement Effects table when planning, and by contributing to the planning process by providing timely and accurate reporting.

Slide 9

As highlighted before, experience has shown us is that since the XO is responsible for overseeing the synchronisation of information management within the UNIBAT, as well as monitoring and coordinating public information and media management in the UNIBAT AO, placing the UN-EP within the integrated effects cell under the XO usually situates the UNIBAT to best to achieve the UNIBAT Comd's engagement objectives.

It is also key that since the XO performs the role of Chief of Staff within the UNIBAT, they can ensure engagement is factored into planning by each of the key staff positions. The XO will ensure all activities planned by the staff are coordinated and work towards achieving the UNIBAT Comd's Engagement Objectives.

Slide 10

At the UNIBAT level, the responsibility of "Gender and Child Protection" will be performed by a single officer under the supervision of XO/2IC.

The Gender and Child Protection Focal Point is responsible for coordinating and guiding implementation of Security Council Mandates on Women Peace and Security in the work of the UNIBAT, including: the Protection of Civilians (POC); Conflict Related Sexual Violence (CRSV); and Child Protection. The Focal Point will work to support the operational integration of gender and protection, as well as coordinate with the Military Gender and Child Protection Advisers at Force HQ, the Sector Military Gender and Protection Adviser, the Engagement Platoon, and the local civilian Gender, POC, Child Protection and CRSV teams.

The focal point has training and expertise with all protection pillars including: the handover of child soldiers captured in operations; procedures for dealing with the detention of child soldiers; conflict-related sexual violence; human trafficking and slavery by armed groups; and Disarmament Demobilization and Reintegration (DDR) responses for men, women, boys and girls.

Gender and Child Protection Focal Points also have links to the sector and Force HQ advisors. Commanders at all levels need to rely on their Gender and Child Protection advisors. In return, this means these personnel have access to those commanders who can expedite matters when time and resources matter. The UN-EP in their role can work with the Gender and Child Protection Focal Point when other avenues have failed.

Slide 11

Note to Instructor: DIRLAUTH means direct liaison authority

Read the slide to the class.

ASK: What are some concerns with regards to coordination that you feel the Battalion may face when these positions are not staffed on a full-time basis?

CONFIRM ANSWER: A lack of coordination, lack of timely responses when the situation is urgent, lack of follow-up capacity (this is not exhaustive).

Slide 12

Depending on the makeup of the UNIBAT and the Mission, the S1 may employ a Personnel Officer (also called an Adjutant) and staff, possibly including a Spiritual Adviser/Religious Teacher (RT), a unit Welfare Adviser, a Psychologist and an Internal Oversight Officer.

This section is responsible for personnel administration, welfare, morale, and for the maintenance of conduct and discipline, and will work with the UN-EP Pl Comd and 2IC for any personnel issues, usually through the Support Company.

ASK: How could having a spiritual or religious teacher on staff be of use to the UN-EP? (Wait for class answer)

CONFIRM ANSWER: Many times, soldiers operating in cultures vastly different from their own, facing the atrocities of war, have crises of faith. RTs help soldiers see the various sides of religious teachings that are common and different to your own.

Slide 13

The data you gather and the reports you submit will assist the S2 with their analysis and understanding of the situation throughout the AO.

In addition, the S2 will ensure your reports are shared within the Mission HQ as required to assist the understanding of the situation at the overall Mission HQ level.

Information and analysis completed by the S2 and other mission elements will be shared with you as appropriate for planning.

Slide 14

The coordination and briefings with the S3 are normally delegated to the UN-EP 2IC. The S3 will work with the UN-EP 2IC to ensure you are involved in the planning and execution of UNIBAT tasks as appropriate, including patrols in the area.

For example, the UNIBAT may be asked by mission leadership to facilitate the delivery of humanitarian assistance. The battalion S3 would manage the planning and coordination and could task the UN-EP to find local partners for distribution, or to accompany the patrol to engage with the population during delivery.

Slide 15

Maintaining situational awareness about the operations of other military actors such as, flanking units, formations, etc., as well as other staff branches, is essential to coordinating military support to civil partners and civil support to military partners. There may be times where direct liaison is required; the S3 will confirm the requirement and ensure it does not complicate the coordination of manoeuvre elements in the AO.

Slide 16

You will be supported by the S6 staff for their communications needs throughout the mission. This will likely be coordinated through the Company to which each UN-ET is assigned, as opposed to directly through the S6. However, each UN-ET leader, and the UN-EP Comd/2IC must ensure that each team is properly supplied with communication equipment. You cannot make reports or receive information from higher if you are not able to communicate. The UN-EP Comd and 2IC should ensure they foster a good relationship with the S6.

Slide 17

Pertinent UN-EP reports should be shared through S9 to the U9 (at the Force HQ), who shares these with personnel located at the Sector or Force HQ levels, including Women's Protection Advisers and the Senior Protection of Civilians Adviser. The U9 facilitates the interface between the Military Component and other entities in the Mission area, such as humanitarian and developmental actors, host civilian authorities and population, women's groups, NGOs, etc. This sharing of information allows for more relevant planning throughout the mission, and a better awareness of the situation on the ground. As a result of the sharing, the missions assigned to the Infantry Battalion will be more relevant.

Slide 18

The relationship with the UNIBAT S9 is crucial for all UN-EP personnel, which is why the recommendation is to have the UN-EP Comd located with the S9. UN-EP engagement activates need to be coordinated with S9 so that there is no duplication of effort.

The S9 may not have the same level of intimate knowledge about what is happening on the ground as you will. The S9's primary task within greater mission context is coordination of military assets and indirect support to capacity building. Their training is geared so they can function as a conduit for military support whereas your training is geared toward creating information flow. The scope of engagement activities performed by the S9 and UN-EP capabilities are closely aligned, and the expertise and experience of S9 officers is a great benefit to the UN-EP personnel.

Slide 19

The PIO's main role is to protect the credibility and legitimacy of operations and to promote widespread understanding, thereby gaining the support for military operations while not compromising operations security. The PIO is the manager of the battalion's strategic communications. Think of strategic communications as the blueprints which all outward facing communications use as a foundation. They accomplish this with coordinated programs, plans, themes, messages and products, synchronised with the actions of all mission partners.

Slide 20

Strategic Communications or StratCom can be defined as the efforts to understand and engage key audiences in order to create, strengthen or preserve communication conditions favourable for the advancement of the mission's interests, policies and objectives.

Your actions and words on the ground will have an impact on the people around you.

ASK: What is the Do-No-Harm principle? (Wait for class answer – then build slide by hitting next)

ANSWER: The Do-No-Harm principle is to avoid exposing people to additional risks through our action. You need to take a step back from an intervention and look at the broader context and mitigate potential negative effects on the civil society.

ASK: How do you think the Do-No-Harm principle would play into mission public information objectives? (Wait for class answer)

CONFIRM ANSWER: You want to follow the principle of Do-No-Harm while also following the mission mandate and making sure the mission remains credible to the people it is supporting.

Slide 21

All operations, actions, words, and images of the Force component of the mission should support and reinforce a narrative. Likewise, our operations, actions, words, and images should be perceived as consistent with the overarching narrative. An adversary will quickly use undesired effects (such as the historical excessive collateral damage and atrocities committed by mission members), as evidence to counter the narrative and weaken the support of the public. Consistency and synchronisation of operations, actions, words, and images will help commanders establish and maintain necessary credibility, legitimacy, and trust.

A narrative is a compelling story line capable of explaining events convincingly and from which inferences can be drawn.

A narrative should be based on a legitimate and convincing position. A narrative founded in truth and built on credibility will win trust and will eventually achieve influence with the intended audience. Narratives must align with deeds, and deeds must align with the narrative. Positive narratives need to be convincing at a local level through the use of logic, emotions and ethics. Narratives provide a way to convey ideas and support collective and common understanding.

ASK: If we use this example here, can you describe how the narrative is being communicated? (Wait for class answer)

CONFIRM ANSWER: The theme is that the local government ensures safety and security for all citizens. This is communicated through the messages and talking points.

The Mission's narrative must always promote the legitimacy of the rule of law based on the national practices.

Slide 22

All of your actions, words, and profile should support, reinforce and be consistent with the narrative.

The "Say-Do Gap": Is there a difference between what you (the mission) say, and what you actually do? Consistency and synchronisation of operations, actions, words, and images will help the UN-EP establish and maintain necessary credibility, legitimacy, and trust within the communities.

Messages and perceptions become crucial elements of military engagements and strongly impact the behaviour of people. Perceptions and interpretations, whether true or false, will constitute reality for the audiences. One goal of a narrative is to effectively counter an adversary's narrative, and when possible, make it irrelevant; this is crucial to both long-term and operational success. Modern communications and media create challenges, but also opportunities to develop effective narratives and shape perceptions.

Slide 23

☞ **Note to Instructor:** Have a candidate read this if appropriate, if not read it yourself.

Gender responsiveness will be covered in a later lecture, but for now, consider that sometimes we need to ensure we include everyone (saying "leaders and their partners" instead of "headmen"), while other times we need to highlight the differences faced in certain situations between the genders ("Six per cent of beneficiaries refused to sign the informed consent form, 65 per cent of whom were women").

Slide 24

The UN-EP Comd's primary function is to manage and coordinate the UNIBAT engagement plan so that it is coordinated with UNIBAT Comd's desired engagement effects. The UN-EP planning process will be discussed more in a later lecture.

The UN-EP Comd will be co-located with the S9 where possible. The S9, which includes the CIMIC Cell and the Public information Officer (PIO) (also known as the Outreach and Media focal point [OMFP]), works to synchronise the UNIBAT engagement effects and manage information flow with internal and external Mission stakeholders.

The UN-EP Comd must ensure their personnel are moving around the AO efficiently and effectively. To achieve the desired effects, timing is crucial, and as such the Pl Comd and the 2IC must work together with the UNIBAT staff to ensure the UN-ET are located in the best possible place.

Ultimately the UN-EP Comd is responsible for the management of the information flow the UN-EP has established. They must regularly evaluate, adapt and adjust the flow of information to ensure there is constant movement of UN-EP related information through the UNIBAT to the Mission and back to the teams in the field.

The Pl Comd is responsible for delivering the UN-EP performance metrics to the UNIBAT Comd, and that information flows to the S2 (with regards to trends and indicators). Each mission and UNIBAT may have a different way of doing this, but you will see an example in later lectures.

Slide 25

The 2IC's primary role is information manager for all UN-EP information. The 2IC triages the UN-EP related information that flows through the UNIBAT. They take the information that comes from the UN-ETs and make sure it gets to the right staff elements within the battalion for dissemination to other mission partners. The UN-EP 2IC will be responsible to prompt the S3 for information which should be flowing back from other mission elements.

As we mentioned, the UN-EP 2IC will usually be co-located with the UNIBAT operations cell (S3). This helps with coordination of engagement effects and information flow to force elements – more on this later.

Since UN-ETs are attached TACON to a company, their logistical support is usually managed by that company. However, the 2IC needs to maintain regular communications with the UN-ETs to ensure they are being supported and used so that they can achieve the commander's desired engagement effects. Successes and failures need to be identified to the UN-EP Comd and addressed through the S3.

Slide 26

☞ **Note to Instructor**: Click to reveal each bullet point

All members of the team support the UNIBAT HQ missions, and each member may assist or participate in the following activities:

- **Conduct engagement activities as tasked:** This is the heart of the UN-EP and as such, all members of the UN-ETs will complete this task at one point.

- **Collect relevant data for improved situational awareness and identification of vulnerable areas:** Data collection is the baseline for gathering situational awareness on the human terrain for both the UN-EP and the UNIBAT.

- **Advise on engagement activities:** Provide timely advice to the Coy Comd and the UN-EP Pl Comd

- **Support the information management cycle:** All members of the UN-EP, including the Pl Comd, 2IC, have a role to play in information management. There will be a lesson further on that will detail your responsibilities in depth.

- **Plan and coordinate UN-ET tasks within the Company:** The team leader is responsible for ensuring that their team's activities align with the tasks of their assigned company in order to be conduct their mission more effectively.

- **UN-ET Leaders should regularly communicate with the UN-EP 2IC**. This will help ensure they are being supported and utilized so that they can achieve the commanders desired engagement effects.

UN-EP Members must have familiarity with the mission's Human Rights organizations and advisors as well. In reporting violations up, they need to be able to clearly identify what kind of violations they are witnessing to ensure accurate, relevant and timely reports go to the right people. This is covered in far more detail in lesson 3.3 and 3.4.

Slide 27

Review

Infantry Battalion Staff Position	Key Connection with UN-EP
Bn Comd	Overall command – UN-EP plans must support Comd's direction
XO/2IC	Second in command – overall UNIBAT information and planning management
S1	Personnel admin – with UN-EP Pl Comd and 2IC
S2	Info sharing between UNIBAT and UN-EP – with UN-EP Pl Comd and 2IC
S3	All UNIBAT operations – with UN-EP 2IC
S6	All UNIBAT communications – with UN-EP Pl Comd and 2IC
S9	Coordinates all UNIBAT activities – with UN-EP Pl Comd and 2IC
Focal Points	May be secondary duties, UN-EP Pl Comd and 2IC must know who they are and coordinate

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☞ **Note to Instructor:** Review the key UNIBAT staff members and how the UN-EP should integrate with them.

Slide 28

Summary

- The UN-EP must create relationships with the UNIBAT staff to ensure information is shared effectively in order to meet the UNIBAT Commander's intent. The UN-EP Comd and 2IC have specific roles they must play in sharing and receiving information, and the UN-ET leaders have a responsibility to ensure good relationships with the Company staff for planning and reporting purposes.

- Information Flow is discussed in depth in later lectures, but you must ensure you understand the intent of your activities, as well as understand how to best communicate your information, especially when in the field and on patrol.

- Information flow goes in both directions. You will use the information you receive from the UNIBAT staff to help focus your planning and execution of UN-EP activities, and the information you receive from the local communities will help the UNIBAT staff in their planning for future activities, especially when things you see and learn are of an urgent nature

Lesson 1.3

Mission Stakeholders

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had engagement/observer/liaison experience in a UN PKO. Ask them to tell the group about their specific experiences and challenges.

Note to instructor *– recommend that lesson 1.3 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

Module 1: Conceptual Framework
Lesson
1.3
Mission Stakeholders

Slide 2

In the last lesson you learned about how the UN-EP is integrated into the Infantry Battalion structure. Next, we will discuss the stakeholders working in the area of operations and understand why coordination and cooperation with them is important for mission success. UN peacekeeping operations are one part of a broader effort. This effort has several phases with different actors active in each phase which may have separate but overlapping mandates and areas of expertise. As "partners" it is important for all to work together to achieve the common goal of building a lasting peace within the host country.

Humanitarian aid is often a vital requirement for a peacekeeping mission; however, missions do not budget for humanitarian assistance or socio-economic recovery and development, nor do they have the technical expertise. Therefore, the military component of the integrated mission has to rely on external stakeholders to assist with achieving stabilizing effects created from their work. The mission is part of a broader effort and therefore it is important to work with partners to achieve the common goal of lasting peace.

What does that mean to you? It means you have to engage with people outside the military component of the mission. It is the UN-EP's role to coordinate and cooperate with other stakeholders in order to help create the conditions for them to do their work and in turn create your own mission success.

Slide 3

We are going to cover the different types of stakeholders that you can expect to engage with and how you may coordinate with them in the mission:

The categories are:

- Mission Stakeholders
  - National
  - External
  - UN Stakeholders

  And
- Coordination with Local Counterparts

Slide 4

A Mission stakeholder is a person, group, or organization with interest in a project that can affect or be affected by actions taken with regards to the project. They can also be called mission "partners" or "actors."

Supporting a nation to achieve a safe and secure environment requires many stakeholders playing different roles to help transition to sustainable peace. UN Missions are a part of that process and involve a large number of groups and organizations that either belong to the UN or will interact with the UN. These people, groups and organizations both inside and outside the UN have important roles to play to support the mission. It is important for the UN-EP to be able to identify mission stakeholders and what they do, so you can give support **to them**, and get support **from them** when needed. In order to work together, everyone on a UN Mission, regardless of their role, needs to understand who the stakeholders are, and what role they play.

Slide 5

Mission Stakeholders can be divided into three main categories:

- National stakeholders or partners
- External stakeholders/partners
- UN stakeholders/partners

ASK: Why is it important to know who the stakeholders in your area of operations are?

ANSWER: It is important for you to be able to identify who they are and what they do, so you can give support **to them**, and get support **from them** when needed.

Slide 6

The first mission stakeholders we're going to discuss are National Partners. There are two types:

- You have State actors who are the "mission mandate beneficiaries", or UN "clients." They can also be called "host nations," or "host government." The host government is the most important stakeholder, as they are responsible for their people.

- Non-state actors are groups or organizations in the civil society, non-governmental organisations, or the private sector.

State and Non-state actors are important partners, they can include Relevant Civil Authorities, such as local governmental agencies that may exist to provide detailed specific local knowledge to assist in operations, i.e., councils, planning authorities, or public services.

Slide 7

State and Non-state actors are important because they are key partners, they have the most at stake, and are the ones who will receive the support from the various stakeholders and Peacekeeping mission.

The mission efforts are aimed to create stability so the host government can meet its people's needs on both national and local levels. On a UN peacekeeping mission, personnel share the responsibility to promote national and local ownership. The promotion of national and local ownership is a success factor in UN peacekeeping. They need to continue to support their people after the mission is over.

Slide 8

The host government is by far the most important non-UN stakeholder for a peacekeeping mission.

Interactions between a peacekeeping mission and the host government occurs on many levels. So, it is very important to use the sector and battalion's liaison architecture to communicate with the Host Nation:

- There are high-level political discussions between the Special Representative of the Secretary General and the President and/or Prime Minister;
- There is frequent contact between mission personnel and national counterparts with UN offices to facilitate logistics or needed support; and
- There are working meetings on substantive themes between personnel and national governmental authorities, for example:
  - How to safely organize elections
  - De-mining operations
  - Development programmes for Disarmament, Demobilization, and Reintegration (DDR)

You need to understand the national partner liaison structure so that you know who to coordinate with to support local tasks that are in line with the higher mandates and mission objectives. While you may not directly interact with host nation leaders, it is good

to know who they are and what interests they have in the mission in order to understand your own role to support the communities and mission objectives.

It is very probable that you will meet and communicate with local government officials at the Provincial/State or Community level. Developing and maintaining these relationships are important UN-EP tasks so that accurate information is provided to the UNIBAT Commander to focus their efforts in the right direction. We'll discuss at the end of the lesson, some mechanisms of coordination to support building partnerships with "state" and "non-state" actors at both national and local levels.

Slide 9

Interaction of an UN mission with a host population is not solely through the national government. Contact is also through "non-state" actors, which includes "civil society".

Civil Society refers to a community of citizens linked by common interests and activities. "Civil society organizations" or CSOs can include:

- Political parties, non-governmental organizations (NGOs) Academic institutions or other Associations
- Groups of citizens including women, men, children, marginalised, and vulnerable people
- Local or national Businesses

In addition to the Host Nation, the mission has to build relationships with civil society to make sure it understands what citizens want, need and care about. As people express grievances and priorities to the UN-ETs, this must be communicated in your reporting so that information is passed higher for the UN to match these to mission objectives and activities. The Mission, UN and stakeholder partners cannot address what they do not know about, it is part of the UN-ET role to find out and communicate this information.

UN-ETs are the face of the peacekeeping missions. You need to maintain regular dialogue with civil society and local businesses to build those relationships so that when you need information or they need support, they will trust that they can come to you. This means talking to all the different groups in your area of operations, not just the powerful or well organized. The information will only be complete if your engagement is inclusive. Engaging all parts of a society is central to rebuilding safety and security. Being inclusive means ensuring no citizen is left out. Being inclusive helps the UN maintain impartiality and build national ownership that is important to mission success.

Slide 10

NGOs are important actors within the AO and can be valuable sources of information. There may be numerous in your area of operations, some will be quite large and familiar to you, others will be small, and you may come across them by chance. They may be international, national, or local in origin, and as a UN-EP member, you must understand the different types and motivations of NGOs. Although in many instances they will want to operate independently of the military to maintain their, Impartiality, Neutrality, and Independence, you will need to properly liaise with them, to direct people in need towards them, and report on their impact to the operation.

The two broad types of NGOs are

Humanitarian Aid – these groups deliver aid, which can be emergency aid, to overcome an immediate problem, or developmental aid, to help alleviate long term and systematic problems.

Advocacy Groups – these groups do not provide aid; their aim is to change policy either domestically within the host nation or internationally. They will often attempt to speak on behalf of policy issues (such as health care or landmines) or speak on behalf of marginal or vulnerable groups (examples of issues include health care, human rights, women, or children)

For example, say you are on a patrol, and you notice that the water is making people ill. As a member of the UN-EP, you would have multiple, and concurrent, activities that would help the locals. The first is through reporting. You would report this problem was found, and it was undermining health in the region. In your recommendations you could suggest that the UNIBAT Commander raise the issue with the Host Nation government and with the S9/CIMIC coordinate with relevant health, sanitation, or water NGOs to solve the problem in the long term. Your immediate action, though, is that if you know who in the local area can assist with this problem, is that you can direct the community in that direction.

Slide 11

There are also many External Stakeholders who may be working in your area of operations. They can include international, regional and foreign national actors. Many of these actors have different mandates, agendas and caveats to how their support can be employed. Understanding the needs and gaps in your area of operations means you may be able to request through the UN-EP Commander and the S9 for external assistance in a particular area. The United Nations also falls in this category, and it will be discussed separately.

- First, the International Committee of the Red Cross, or **ICRC,** is a special partner with its own status. As a neutral partner they ensure humanitarian protection and assistance for victims of war and armed violence

- **International organizations could be:**
  - Financial institutions (such as the World Bank)
  - International donors (i.e., Country development agencies: USAID, Global Affairs Canada, or the German Federal Ministry for Economic Cooperation and Development, among others); as well as
  - International NGOs, including humanitarian organizations (i.e., OXFAM, Save the Children, or Doctors without Borders).

- **Individual Member States** – may also be working as foreign national actors in your area of operations. Examples include:
  - The diplomatic community, as in from an embassy;
  - Nationally-led military forces ("parallel forces");
  - Regional organizations, like the African Union;
  - Bilateral or Regional donors;
  - Contractors working for other donors

Often agencies or Governmental organizations exist that are unable to conduct tasks and operations themselves but can supply either finance or materiel in support of the mission. These are referred to as donors. The S9 must establish mechanisms with Civil Affairs for the battalion to ensure these organizations are introduced to the correct civilian partner agency to find grassroots partners within the Battalion's area of operations.

Relevant Donors and International financial institutions play critical roles in the development and economic recovery of post-conflict countries. The mission coordinates closely with them in work with national partners.

Slide 12

Let's have a review of the information we've covered so far.

ASK: What are the three types of stakeholders?

CLASS ANSWER: (wait for all answers before clicking to reveal the answers)

- National stakeholders/partners
- UN stakeholders/partners
- External stakeholders/partners

ACTION: click once to reveal the next question
ASK: What are some examples of Civil Society?

CLASS ANSWER: (wait for all answers before clicking to reveal all the answers, (the students may suggest more answers that are not on the list) and moving to the next question)

- Political parties
- Non-governmental organizations (NGOs)
- Other academic institutions, associations, communities, or groups of citizens

ACTION: click once to reveal the next question

ASK: Why should marginal populations be engaged?

CLASS ANSWER: Leaving groups out will only perpetuate grievances and potentially disrupt the peace process.

Slide 13

Now we will discuss the UN stakeholders who may be working in the Host Nation or in your area of operations.

Slide 14

UN engagement in countries emerging from conflict rarely begins with deployment of a peacekeeping mission. UN partners on the ground already have relationships and programmes in the country, and they will continue their work after the mission leaves. Their existence in the AO will have a strategic effect on what constraints and restraints by which the battalion can operate. **UN Country Team,** or UNCT, is the highest-level inter-agency coordination and decision-making body in a UN Mission. Although the UN-EP will not have direct contact with the UNCT, it is important to understand their role, as they are the organization that drives all UN activities in the mission. The UNCT allows for all program implementing humanitarian/development UN entities to work as a team in formulating common positions on strategic issues, ensuring coherence in action and advocacy.

- The UNCT: Knows the host country and the conflict situation, especially agencies present before the peacekeeping mission
- They can help identify and build relationships with relevant national partners, national and local authorities as well as civil society groups
- They provide continuity, so peacekeeping activities started are carried forward when the peacekeeping operation withdraws; and
- They have financial resources and expertise in programming, which peacekeeping operations often do not

Conflicts may occur because of failure to attend to human needs. These **root causes can only be addressed** by national partners and the peacekeeping operation, **with the support of the UNCT.** It is part of the UN-EP role to report to the UNIBAT Commander of civil society needs or human rights violations so that the UNCT can be informed to match mission purpose with UN activities.

Slide 15

Parallel to a UN military mission there are many UN partners who may also be working in the area of operations. UN Partners are all the UN offices, agencies, funds and programmes in a country. As discussed, they make up the UN Country Team (UNCT). (Refer to CPTM Lesson 1.8)

One of the Agencies will be designated as the Lead Agency/Fund or Programme which is the nominated civilian body for the coordination of IO/NGO efforts. The S9 is the point of contact for tactical coordination requirements from lead agencies that affect the UN-EP area of operations. The lead agency/fund or program will normally be responsible for coordinating and synchronizing the efforts of specific Mission partners. These are normally role-specific and recognized as experts in their fields. There will also be Sector Lead Agencies who are concerned with specific aspect of Humanitarian Aid. It is the UN-ET responsibility to know which IO/NGOs are operating within their area of operations. UN-EP will support the S9 in the coordination of support through the proper passage of information to maximize the mapping of relevant organizations in the area of operations. All UN-EP personal need to understand these organizations and their mandates so that gaps and issues identified in the communities can be directed to the appropriate agency to address.

Slide 16

LEARNING ACTIVITY

TIME: 5 minutes (3 minutes brainstorm, 2 minutes discussion)

PURPOSE: to review the information presented and show how UN-EP personnel can receive or get support from Mission Stakeholders

MATERIALS: flip chart paper or white board and markers

[**ASK THE CLASS** and **WRITE THEIR** answers on a flip chart paper or white board.]

- If the Host Nation needs support, what mission stakeholders can assist?
  - Assisting with displaced people? **ANSWER:** UNHCR
  - Monitoring the health of detained people? **ANSWER:** ICRC
  - Coordinating the military and humanitarian actors? **ANSWER:** UNCT
  - Providing food during conflict or famine? **ANSWER:** WFP
  - Assisting with a health crisis like Ebola? **ANSWER:** WHO
  - Who can assist with clean water? **ANSWER:** OXFAM, or Foreign Aid from another county

How can UN-EP help Mission stakeholders?

- **ANSWERS:** [the class may answer more]
  - Confirm information from the communities that require addressing
  - Share information from the UN to the communities so they understand how the mission is progressing

Slide 17

With the many layers of different mission stakeholders, it is vital to coordinate your efforts so that you are not accidentally causing harm. Coordination means the organization of different groups or activities to enable them to work together effectively.

ASK: Why do you think coordination is so important?

[Let the class answer before providing the answer]

ANSWER: Your mission is part of a larger operation; it is complex and goes beyond any one mission stakeholder organizational responsibilities therefore it is important to coordinate and synchronize your work.

To coordinate and work in the area of operations, you need to understand the bigger picture and the work that needs to be completed. This coordination requires knowing who is here, who is doing what, where they are, and their mandate (their why). To coordinate effectively, you have to communicate effectively. You have to talk to other stakeholders and report their impact in the AO so that the UNIBAT Commander has the information they need to either make informed decisions. You are not working alone, utilize the strengths of your Mission stakeholder partners. With coordination there won't be competition with each other, which could interrupt the results on both sides. It is important that you remember the "Do no harm" principle. Avoid subjecting people to added risks through your action and try to mitigate potential negative effects in the Host Nation.

There needs to be clarity, not only on the objective of the Mission but also on what each one of the partners is going to do to reach their objectives. Organisations working jointly are more likely to complete high quality analysis of issues and opportunities. Communication in coordination is a multi-layered process that requires clarity and follow through. Groups must be careful to ensure that they work together by choice not by chance. Planning is key to ensure coordination is effective. One of the reasons the 2IC works closely with the S3 is to get first-hand knowledge of what is happening in the area of operations. Knowing who is doing what in the area of operations assists the platoon commander in their planning and coordination efforts. Utilizing the battalion's liaison architecture to ensure the proper levels of authority and relevant Mission partners are engaging is essential to avoid causing confusion.

Slide 18

Recall what you learned about Military Experts on Mission (UNMEMs) during CPTM.

You will not usually engage directly with these partners, your reports will be fed through to them as needed by the S9. Information the UNMEMs receive which is pertinent to the your tasks will be reciprocated back to you through the S9.

Data collection and reporting is discussed in detail in later lectures.

Slide 19

Mission Partners and Local Coordination

Coordinating with UN Human Rights (HR)

- HR components are deployed in almost all UN led peacekeeping operations.
- HR Officers are civilian peacekeepers, deployed at the local level.
- They monitor the HR situation, identify vulnerable populations, investigate violations advocate with the authorities on behalf of victims, report on violations, and provide technical support.

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UN Human Rights has a similar role to the UN-EP in carrying out monitoring in the field and identifying at risk populations. However, in the mission, they are responsible to fully investigate any alleged HR violations detected by the UN-EP or other mission stakeholders. Initial data about alleged violations must therefore be promptly shared with the human rights component. A well organized mission will have established Standard Operating Procedures on information sharing between human rights officers and the UNIBAT, which will allow real time exchange of information.

Slide 20

UN Civil Affairs has a similar role to the UN-EP in ensuring effective information flow between communities and the mission, facilitating rapid response where necessary to ensure positive relations are fostered on the ground between the mission and the population. Civil Affairs personnel are civilian components of United Nations peace operations that work at the social, administrative, and sub-national political levels to facilitate the countrywide implementation of peacekeeping mandates. Additionally, they support the population and government in strengthening conditions and structures conducive to sustainable peace. Close coordination with Civil Affairs is required to ensure that UN-EP activities build upon and complement ongoing community engagement by other Mission Stakeholders**. It is important to deliver a clear message, avoid duplications, to avoid community engagement fatigue amongst the local stakeholders**. Regular consultation between the UN-EP commander and Civil Affairs for coordination and planning purposes is critical to any UN-EP engagement plan's success and effectiveness. This is done by the UN-EP commander through regular consultation with the S9 who has contact with the sector UN-Civil Affairs section.

Slide 21

Community Liaison Assistants (CLAs) are local civilian personnel from the Civil Affairs Section, familiar with the local conflict dynamics and embedded with the Mission's military contingents in forward operating locations and are not to be confused with language assistants. CLAs are not a military asset, they are a mission asset; they are the UN-EP civilian counterparts in the local area. They provide insights into local cultures, community perceptions, political dynamics and threats to civilians at the local level.

Their deployment provides the Mission's civil and military components with first-hand information from remote areas to better understand local communities and dynamics at field level and assist in responding to evolving protection and security situations. CLAs play a pivotal role in developing and sustaining community relations with the Force and other Mission's components or sections, through active liaison with the community to build confidence among the population, and monitoring security alerts.

The UN-EP Commander must include CLAs in their planning and coordination through the S9 for their use in field. The 2IC must ensure resources are allocated for CLAs when under the care of UN-ETs. Strong management is important for empowering CLAs to do their work effectively and an important mitigating factor against concerns such as bias or abuse of power by CLAs. They can assist with communication and interpreting messages, but they should not be confused with language assistants. CLAs should be consulted and receive agency in questions about their personal security.

Three main roles are envisioned for CLAs:

1. Community liaison and engagement, which includes sensitization, dissemination of messages, confidence building, relationship building between mission and population, organizing and facilitating meetings, and managing expectations
2. Information gathering and reporting, they can provide early warning, situational awareness, inform planning and operations, identify community needs, satisfy specific information requirements
3. Program implementation for capacity building within communities and local institutions, perception surveys, etc.

CLAs have a double reporting of information that goes to the commander in one direction and to Civil Affairs on the other side, this ensures that the Mission different components are simultaneously informed of local dynamics and developments.

Slide 22

The Civil Affairs Section also has civilian Community Alert Network (CAN) and Local Protection Committees (LPC). They ensure the needs and concerns put forward by communities and civil society actors form a cornerstone of the Mission's efforts on peace and security.

Community Alert Network focal points are selected by community members and are generally drawn from local leadership. They are in regular contact with CLAs, UN-ETs or patrol commanders to raise the alert in case of imminent threat. Communication with Community Alert Networks can be supported through the provision of phones, pre-paid SIM cards or other technologies. Regular communications need to be established to ensure the networks are maintained. CAN support needs to be coordinated through the S9 to the sector Civil Affairs Section.

UN-EPs can support the Civil Affairs section in their efforts building local protection committees. A good example comes from the Congo where an Indian UN-ET provided physical protection for "Urafiki" meetings and Local Protection Committee meetings, which enabled the attending women to share their concerns and perceived risks to local peace and stability. This information then fed into operational planning of the Force, e.g., resulting in arrests of perpetrators of human rights abuses and human rights violations and/or subsequent patrols. Engagement with these local women's networks also proved to be an effective tool for trust building between the Mission and local communities, awareness raising on Mission Initiatives and for preventing community disputes.

You must all be aware that "Do No Harm" safeguards have to be established to avoid any negative impact on the Focal Point or the community. To put it into perspective how well these networks work, in MONUSCO there are twenty Community Alert Networks linking over two million people in two hundred and twenty-five communities. UN-EPs should continue to look for partners to extend the project in their area of operations.

UN-EP personnel can support UN Civil Affairs in their efforts to establish CANs and LPCs but must take particular care to follow the do no harm principles.

Slide 23

Summary

- There are many different stakeholders active in post-conflict environments, today we talked about:

  - Stakeholders may work under widely differing mandates, timelines and work methods. UN-EP coordination and cooperation with these stakeholders are important to ensure their mandates and expertise that overlap with the mission do not contradict or harm the UN peacekeeping operation. As a part of the peacekeeping operation the UN-EP must be proactive to:
    - Share information with local partners
    - Seek input of other partners into mission planning
    - Respond actively and substantively to requests for cooperation
    - Harmonize activities, to the extent possible

  - It is important for the UN-EP to be able to identify mission stakeholders and what they do, so you can give support **to them**, and get support **from them** when needed. In order to work together, everyone on a UN Mission, regardless of their role, needs to understand who the stakeholders are, and what role they play.

Lesson 1.4

The Civil Environment

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had experience working with mission partners or stakeholders in a UN PKO. Ask them to tell the group about their specific experiences and challenges.

Note to instructor *– recommend that lesson 1.4 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

Note to Instructor:

- Provide **Hand-out: key UN-EP Actions in Engaging with Vulnerable Populations**

- The class should have flip boards, flip paper, and markers for the students to conduct group work throughout the lesson.

- This lecture is designed to be interactive with the students. There are numerous learning activities and questions and answers throughout. This is designed to gauge the students' understanding. You need to ensure that you are familiar with all the material prior to giving the lecture and take the appropriate amount of time to confirm the understanding of the students.

- Further, do not hesitate to replace or use examples that apply to your mission or would be easily understood by the training audience.

Slide 2

☞ **Note to Instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

At the end of this lesson the students will be able to identify the characteristics of, and be prepared to engage with, non-combatant populations; in particular displaced persons and refugees, civil populations, and vulnerable populations in order to achieve mission success in the Area of Operations.

Slide 3

Lesson Content
Intro to Human Terrain
Refugees, and IDPs
Vulnerable Populations
3

Slide 4

Modern UN missions are extremely complex, and you must understand the human aspects. In a manner similar to how the G3 planner needs to understand the physical terrain, the Human Terrain is mapped by S2, and the UN-EP is an important sensor in support of this.

Human Terrain is an understanding of the population, which includes:

- Their demographics: gender, age, tribes, size, and ethnicity, etcetera
- Social and cultural aspects (their religion and political systems)
- Any Refugee or IDPs and
- Mission Stakeholders in the Area of Operations (AO)

Understanding the Human Terrain is as important as the features that make up the geographical terrain and will facilitate mission success

Identifying the characteristics of human terrain will allow you to identify issues and report problems through your Chain of Command. Working with the S2, S3 and S9, this information assists the UNIBAT Commander to make informed decisions and support all aspects of the UN mission.

Slide 5

The complexity of modern peacekeeping has changed drastically since the end of the Cold War. When UN Peacekeeping began, the AO looked like this. Two different combatants with a clear line between them. UN Peacekeepers would deploy between the two forces in order to prevent hostilities.

It is part of your job is to make sure you have fully read into all the background information on your AO before you deploy, so that you understand who the factions are. This will help you plan your engagement and helps ensure that you do not appear to be choosing favourites if you are not supposed to.

"Belligerent originally referred to a Power or person engaged in legitimate warfare … if they are regularly organized with responsible leadership, wear distinctive signs or markings, openly bear arms and observe the rules of warfare. The term has come often to refer more loosely to any group involved in hostilities."

It is important to note that a key difference between recognized militaries and the other types of belligerent actors is that militaries and the governments that control them are subject to The Law of Armed Conflict.

Slide 6

As you can see here, the map is becoming a bit more confusing. Looking at just belligerents on the map does not tell us the entire story, people live and work within whatever AO you are going to be deployed to.

In the modern era, non-military populations in the AO are now just as relevant as the military, if not more so. As UN Peacekeepers, we have responsibilities not just to states, but to the local populations as well.

We cannot support Human Rights if we do not recognize that all human beings are deserving of respect and dignity. As members of the UN-EP, you need to be prepared to adjust to local conditions.

For example, operating in rural areas will be very different than operating in densely populated urban areas, and the types of populations you encounter in these areas will be quite different as well.

While much military training is conducted in rural/wilderness settings, we need to remember that the majority of the human population live in urban areas.

Slide 7

The state is the primary actor and has responsibilities towards its people. As UN Peacekeepers in general, and members of the UN-EP in particular, you need to understand the AO will have many more actors than simply "the state."

In some states, what many of us would think of as state-controlled actors (such as the military or other security forces) may be autonomous, or semi-autonomous, in their own right.

As discussed, other Mission Stakeholders have mixed organization and structure, they can include political, tribal, religious, police, households and criminal groups, to list a few. It is important to remember that these classifications help us think about them in the classroom, but in the real world they often overlap. For example, households can be part of religious, tribal and political groups.

Slide 8

This chart shows the different power structures and organizations within a society. They can be **formal** and **informal**, **legal** and **illegal**. You must be aware that power structures within the Host Nation may be very different from the power structures in the societies you are from. While this is a simplification, it does allow for an easy understanding of what you may encounter.

Illegal organizations and structures challenge the host nation in some way, through ignoring its laws to outright attempting to establish its own laws or overthrow the government

Legal organizations and structures work within the established laws of the host nation.

Formal organizations and structures are ones that are either part of, are organized under the laws, or are highly structured with well-established rules within the state.

Informal organizations and structures may be based on tradition, race or ethnicity, common interest (social, economic, etcetera), or transient factors or goals that cause people to work together.

It should be noted that Gender roles and norms within society are often structured, yet informal and traditional. They may not be found in law but remain legal because no laws are being violated. Gender intersects with all parts of this chart, so you must look at all of these with a Gender focus.

It should be further noted that what exists in one part of this chart in one state may be in a different location in another. For example, in some states gender roles may be defined by law.

Slide 9

Human made and natural disasters are often also found in conflict zones, and this can add complexities to the operating environment. Internally Displaced Persons, and Refugees can easily start to overwhelm the Host Nation, the UN, and the international community.

The UN High Commissioner for Refugees is the United Nations agency that deals with people who have been forced to flee their homes.

People fleeing persecution are amongst the most vulnerable populations you will encounter.

Refugees and IDPs are amongst the most vulnerable people you will encounter as you conduct your patrolling and engaging within the AO. As members and leaders within the UN-EP you must be familiar with both these groups in order to ensure that you facilitate information, and report accurately on what you have encountered in the AO. We will discuss these further in the third part of this lesson.

Slide 10

In most conflicts there are International Organizations (IO) and NGOs, however, this slide shows only a few of the possible IOs that could be operating in the AO. Most would have been in the AO well in advance of you and will remain long after you have gone. As such, IOs and NGOs can be an important source of information.

You must also be able to identify which of the mission partners or IOs in the AO may be used to solve local problems. This may require advising people you are engaging with where to seek assistance, or it could be properly reporting and recommending up to the S9 if the solution requires more than what is available locally.

IOs are based on international treaties and have their own personality under law. They may be something you encounter as you engage with the local populations. As such, you need to be aware that while some are closely affiliated with the mission, others may not be.

Slide 11

While you have previously learned about IOs and NGOs, here you need to be aware that they can be found throughout the AO. They all have different missions, mandates, and motives for being here. Not all will overlap or be complimentary with your mission.

There will be numerous NGOs in your area of operations. Some will be quite large and familiar to you; others will be small, and you may come across them by chance. They may be international, national, or local in origin, and as a UN-EP member, you must understand the different types and motivations of NGOs. You will need to properly liaise with them, to direct people in need towards them, and that you may report on their impact to the operation. When dealing with NGOs, it is important to remember that:

NGOs number in tens of thousands and have a variety of types and purposes.

NGOs are important actors within the AO and are valuable sources of information. However, in many instances they will want to operate separate from the military to maintain their, impartiality, neutrality, and independence.

Slide 12

While the United Nations represents the world community, individual member nations may have a variety of governmental organizations active in the AO, who are not responsible to the mission, but rather are responsible to their own governments.

While many organizations exist to facilitate development and aid, many states have their own agencies that they deploy to facilitate this, in addition, there may be representatives of non-Host Nation government agencies (such as police, education, and justice, etcetera) in the AO supporting the development of the Host Nation.

You need to be prepared if you encounter foreign government representatives in the AO who are outside of the UN mission. Development assistance and the protection of Human Rights takes a variety of forms, and it should be noted that some governments may be using the problems you are trying to solve to their advantage.

Slide 13

While Refugees and IDPs have different legal standing under international law, the UN High Commissioner for Refugees takes responsibility for all those who are fleeing conflict. As such, you need to be ready to direct them to proper authorities/locations for assistance and/or protection and be able to properly identify who they are up the chain of command for reporting, tracking, and planning purposes.

Note: It is highly encouraged that all members of the UN-EP familiarize themselves with the UNHCR Emergency Handbook. Most of the material presented in this MTP comes from that reference. Understanding that reference in detail will be an excellent way to prepare you for your deployment as a member of the UN-EP.

ASK: What are the five different types of people who may have been forced to flee their homes and who may require UNHCR assistance?

ANSWER: See next slide

Slide 14

The five different categories of persons UNHCR takes responsibility for are:

- Refugees – people seeking asylum across international borders
- Asylum Seekers – those who have yet to be granted refugee status
- IDPs – people seeking asylum within their own state
- Stateless People – people without national citizenship
- Returnees – people returning to their homes

While not all of these people are classified as Refugees, UNHCR takes responsibility for all five.

Slide 15

The goal of UNHCR is to provide;

Protection – Refugees and IDPs fleeing war or persecution can be very vulnerable. They have no protection from their own state and it is often their own government that is persecuting them.

Health – Good health is an essential requirement for refugees to be able to rebuild their lives. Yet years or decades of forced displacement can take a significant toll on an individual's health and wellbeing.

Shelter – Shelter is a vital survival mechanism in times of crisis or displacement. It is also key to restoring personal security, self-sufficiency and dignity.

Education – More displaced children are enrolled in secondary school than ever before, yet the figure remains low at just 31 per cent in 2019. For girls, the picture is particularly stark. While 36 per cent of refugee boys were enrolled in secondary education, enrolment stood at only 27 per cent for girls.

Slide 16

Refugees and IDPs Risk Analysis

	1. SCENARIO IDENTIFICATION	2. RISK RANKING	3. RISK MONITORING AND EARLY WARNING
WHY?	To identify potential refugee scenarios.	To take stock of the likelihood and impact of different scenarios and to decide which scenario to use for planning.	To track the evolution of risks in case these require additional preparedness actions.
WHO?	UNHCR staff, together with government, key partners, refugees already in country, and host communities.		Establish an interagency team as appropriate.
WHEN?	Annually as part of planning processes (or when an existing crisis deteriorates, or a major change occurs).		Once a month, or quarterly, depending on the context and indicators.
WHERE?	At country level with coordinated inputs from field, country, regional and HQ levels.		Monitored at field and country levels. Information is coordinated with country of origin, regional offices and HQ.
HOW?	Involve partners who can contribute expertise and knowledge. Document potential refugee scenarios (see examples below). Organize or facilitate a workshop to share findings, validate scenarios, and jointly rank risks. Use risk ranking to decide which scenario to use when drafting the preparedness action plan.		Select indicators. Determine thresholds and linked actions. Hold periodic consultations with the network to track indicators. Implement actions when thresholds are reached.

16

Table 1 - Risk analysis

As part of the engagement with the local population, you must be prepared to identify key factors that could result in the creation of further refugees or IDPs.

The key factors are

- Natural Hazards – Weather and earthquakes, for example
- Armed Conflict – current, likely, and potential
- Epidemics and Pandemics – An epidemic is a viral outbreak in one country, a pandemic is one in many
- Drastic and sudden socio-economic changes – even in relatively stable countries, drastic socio-economic change can cause mass movement of people
- Environmental Hazards – both as a result of climate change and industrial activity.

At a national and international level, the UNHCR uses a mathematical formula to determine the threat of each. While you would not be doing this kind of assessment, you should still be familiar with the logic behind it, so you can quickly and accurately report on what you are witnessing in order for the assessments to be done in a quick and accurate manner.

Slide 17

At a national and international level, the UNHCR uses a formula to determine the threat from each of the key factors from the previous slide. While you would not be doing this kind of assessment, you need to be familiar with the logic of it, so you can quickly and accurately report on it.

In assessing likelihood of increased IDP or Refugees, the UNHCR takes the impact the problem would have (from insignificant to disastrous), multiplies it by the likelihood it will happen (from very low to very high), and the result is the Impact Factor. This simple chart helps determine the threat level.

Accordingly, as a part of the continual civil monitoring you do as part of its function and in support of the CIMIC Cell, you should continually evaluate the risks facing the local populations in light of the calculation above.

It is important when determining threats communities and vulnerable populations face that you keep the context and local conditions in mind. For example, in some parts of the world a long-term loss of electricity during winter months could be major or even disastrous; however, if the community does not use electricity for heat, the impact could be minimal or minor.

Slide 18

People at higher risk during an emergency are vulnerable populations.

While some vulnerable population require special assistance, such as those with disabilities, many challenges are due to intentional or unintentional social, physical, economic, or political discrimination

Vulnerable people exist in every conflict zone. You must ensure that you understand who they are, the challenges they face, your responsibilities to them, and report about them to and through your chain of command.

ASK:

- Just from looking at this photo what do we know about these people?
- Are they IDPs or nomadic people? Refugees or workers taking a break?
- Asylum seekers or friends gathered around a fire?

Asking questions like these are at the core of IDENTIFYING the needs of the populations as well as the risks to the force. Without soldiers like you actually engaging with the population, the answers to these questions will be far more difficult to find, resulting in increased suffering and human rights violations.

Slide 19

As you have been taught to expect that violations are occurring, you must be able to accurately report who the violations are occurring against them. All reporting must include the five Ws, but with regards to vulnerable populations the accuracy of your reporting is all that more important

Who is the vulnerable population you have identified? Are they hidden or easily identified?

What is the nature of the human rights violation against them? Does it involve CRSV or one of the grave violations against children?

Where has this taken place? It is a general problem within the AO? Is it particular to certain parts of the AO?

When did it happen? Was it a one-off event, or is it ongoing? Are certain parts of the day, week, month, or year more dangerous than others?

Can you identify **W**hy it took place? Was it intentional or was it accidental?

Slide 20

ASK: Who may be considered members of vulnerable populations?

ANSWER:

- Children, particularly separated or unaccompanied children
- Single women and women-headed households
- Persons with serious health conditions or disabilities
- Persons with special legal or physical protection needs
- The elderly; and,
- LGBTIQ+ people

It is important to remember, that Protection of Children and the reduction in Conflict Related Sexual Violence are key mandates for the UN missions, and it is the vulnerability of both women and children, and the disproportionate suffering they endure, that makes them of particular focus.

In the next slides we will go over each of these categories in turn. Additionally, further lessons will go into greater detail on how to engage with them if required.

Slide 21

Discrimination occurs when individuals or groups in similar circumstances are treated unfairly and offered an advantage or disadvantage over others. As a UN Peacekeeper, and particularly as a member of the UN-EP, you need to be aware that discrimination within the AO can slow down the peacebuilding and human rights protection aspects of the mission.

It is important to note that discrimination can be intentional, or unintentional. For example, if a health care clinic is located in a location that requires stairs to be climbed, people with physical disabilities may not be able to access it. If that same clinic requires people to walk long distances in poorly lit areas, it may put women and children at risk of sexual violence. In neither of these examples did anyone intentionally discriminate, but by not taking into account the specific needs of different groups, a discriminatory effect was achieved none the less.

Discrimination is often the result of cultural biases, and you need to be aware of your own cultural biases and ensure you do not accidently discriminate within your AO. Many of the tools presented in other lessons will help you gain a better understanding of how to avoid these kinds of culture traps.

Slide 22

Children. Children are a protected category unto themselves, with legal protections and rights under international and domestic laws. Children are at heightened danger for exploitation, slavery, being forced into combatant roles, and poverty. Children on their own are in even more danger. You need to ensure that you identify who is responsible for dealing with Children in your particular mission, and what you do when you encounter them.

Within the force, there may be a Child Protection Advisor, and they are the person the UN-EP should be directing all reporting to as well as through the Chain of Command. Further, you need to be fully aware of what your ROEs and mission mandate state if you encounter a violation in progress.

The key mission partner in dealing with children is UNICEF, particularly if there is a Monitoring and Reporting Mechanism (MRM) Task Force in the AO.

In addition, you need to be aware of any NGOs that are focused on the rights of children, so that you can help ensure that the information is shared with them as well. NGOs can be a valuable partner in increasing awareness to the violations and bringing ongoing violations to a halt.

Slide 23

As you will learn, Conflict Related Sexual Violence is an epidemic in many conflict areas. Single women and women headed households are particularly vulnerable as they lack many of the protection measures for their physical safety, and women lead households may have their children leveraged against them for sexual exploitation.

Women headed households are households in which there is no father or male figure of responsibility. In many societies this may undermine the woman's ability to look after the basic needs of her family.

With regard to the children in women headed households, everything we have just spoke about with regard to children, and the key partners that you would engage with them apply.

In addition, you need to ensure the UN-EP chain of command is informed so that Gender Advisors, Gender Focal Points, Women's Protection Advisor and Child Protection Advisor (as applicable to the particular mission) are informed of any violations you encounter with regards to women and their children.

Slide 24

Persons with disabilities are also a protected category under the Convention on the Rights of Persons with Disabilities. These persons have the same rights to have their basic needs met, but in additional to the normal challenges, they often face additional challenges with accessing their community or receiving support. Disabilities can be physical (requiring a mobility aid, such as a wheelchair or cane), mental (requiring support for comprehension or medical support), or sensory (requiring glasses or hearing aids). You must always treat people with disabilities with dignity and respect. Persons with disabilities often face a variety of intentional, and unintentional barriers. The barriers people with disabilities face include:

- Environmental – the world is often designed for fully-abled people, creating challenges to those with disabilities that the fully-abled may not be aware of
- Attitudinal – there could be a lack of care or concern, or even outright hostility, towards those with certain disabilities

- Policy – people with disabilities may be intentionally or unintentionally discriminated against
- Communication – it can be difficult to find and communicate with some people, depending on their disability

In addition, they are of greater risk of violence, sexual abuse, and exploitation, particularly if the person with a disability also belongs to another protected category.

The S9 will be able to request mission partner reports, including UNHCR if they are refugees or IDPs, UNICEF and the Child Protection Advisor if they are children, The Red Cross/Crescent for medical assistance, and representatives from the World Health Organization (WHO) if they are active in your AO.

REMEMBER: The UNHCR best practice is that when dealing with persons with disabilities, do not refer to them as disabled people, rather they are people with specific disabilities.

Slide 25

Persons with special legal or physical protection needs -These are most often groups within society that are discriminated against and at greater risks of violence due to their race, ethnicity, religion, or other affiliation.

Ethnic minorities – persons who have a different race or ethnicity from the majority population

Religious minorities – persons who have a different faith system from the majority population

Linguistic minorities – people who have a different mother tongue than the majority population and are not migrants to the AO

Indigenous peoples – people who have been colonized by those who wield power in their society

Minorities and indigenous peoples are among the most marginalized communities in many societies. They are often excluded from participation in social, cultural and economic affairs, may not have access to political power, and are frequently prevented from expressing their identity. These obstacles worsen during displacement, increasing the protection risks they face.

The threats minorities face can be made worse if the factor that makes them a minority is related to the cause of the conflict. For example, if a conflict erupted along ethnic lines, members of minority ethnic populations would be at heightened risk and have special protection needs.

It should be noted that just because minorities exist in the AO it does not mean that this is a source of human rights violations. There are many societies in which different communities co-exist peacefully. However, you need to be aware that as resources become scarcer, there is an increased risk to minority populations due to competition for resources.

The key mission partners you need to be aware of if you discover human rights violations against minorities are:

- POC (Protection of Civilians) Advisor
- UNICEF and Child Protection Advisors if there are children involved or they are being targeted directly
- Women Protection Advisors if women and girls are being subject to targeted discrimination or violence

Slide 26

The elderly - Older persons are identified by the United Nations as people over 60, however, cultural differences and tolls of being a refugee, IDP, or conflict may cause people to look older than they are. As such many of the challenges that come with old age will be apparent in people under 60 in IDP and Refugee communities. The needs of older people are often overlooked in an emergency response because they can be unseen to mission partners and humanitarian actors in the AO. As you engage with the community, you need to ensure that you consider the elderly in your engagement strategies, as they may be a harder demographic to engage with.

Anytime there are failures to protect security of people, the elderly are at higher risk, including to all forms of CRSV.

The problems facing the elderly may be multiplied due to age, sex or gender, health and disabilities, and any children they are responsible for.

The elderly may not be as visible in communities, so you need to take the elderly into account in your planning. Lesser numbers of elderly then you expect, you should find out why.

Slide 27

Lesbian, Gay, Bisexual, Transgender Intersex and Queer (LGBTIQ+) persons. The '+' represents minority gender identities and sexualities not explicitly included in the term.

In many societies, LGBTIQ+ individuals are subject to serious human rights abuses as a result of their real or perceived sexual orientation, gender identity, gender expression or sex characteristics. In a conflict area, LGBTIQ+ persons are at heightened risk of violence, abuse, discrimination, and exploitation. Many attempt to hide their sexual orientation, gender identity or sex characteristics in an effort to avoid danger, making it difficult to identify them, provide humanitarian services, and ensure that asylum procedures adequately address their needs. They require specific protection responses and may also require specific forms of humanitarian assistance. You must be aware that engaging with members of this community can be dangerous to them, and as such you must take great care at all times in meeting with them, and how you share information about them.

LGBTIQ+ persons may seek to hide to protect themselves. Remember that they may see self-identifying as part of that community as a risk unto itself.

If you become aware of violence or human rights abuses against LGBTIQ+ persons, the POC, Gender, and Women's Protection Advisors are key mission partners. If there are children that are being abused because of their relationship to LGBTIQ+ persons, the Child Protection Advisor and UNICEF should be made aware.

☞ **Note to Instructor:** If you feel that the training audience would not be familiar with the following, please include it as part of the discussion on this slide.

Terminology

LGBTIQ+ An acronym for 'lesbian, gay, bisexual, transgender, intersex and queer' persons that is also used as shorthand for 'persons of diverse sexual orientation, gender identity, gender expressions or sex characteristics'.

Lesbian A woman whose enduring romantic, emotional and/or physical attraction is to other women.

Gay A man whose enduring romantic, emotional and/or physical attraction is to other men. The term can be used to describe women who are attracted to other women.

Bisexual An individual who has the capacity for romantic, emotional and/or physical attraction to person(s) of the same sex and/or gender, and to person(s) of a different sex and/or gender.

Cisgender Umbrella term used to describe persons whose gender identity corresponds to the biological sex assigned to them at birth. They can have a range of sexual orientations.

Transgender Umbrella term used by persons whose gender identity, and in some cases, gender expression differ from what is typically associated with the sex they were assigned at birth. They can also have a range of sexual orientations.

Intersex An umbrella term describing a wide range of natural bodily variations in sex characteristics (including genitals, gonads, reproductive organs and chromosome patterns) that do not fit typical binary notions of male or female bodies. Intersex people are not necessarily people who have a different gender identity or sexual orientation to the norm. Rather, their bodies have different sex characteristics to the norm. They are not to be considered the same as transgender persons.

Queer characterized by sexual or romantic attraction that is not limited to people of a particular gender identity or sexual orientation.

Homosexual A person whose romantic, emotional and/or physical attraction is to persons of the same sex and/or gender. In English, many consider it an outdated clinical term that should be avoided.

Sexual orientation Each person's enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, person(s) of a particular sex and/or gender.

Gender identity Each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth or the gender attributed to them by society based on their sex assigned at birth.

Gender expression The external manifestation of one's gender identity expressed through one's name, pronouns, behaviour, clothing, haircut, voice or bodily characteristics.

Sex The classification of a person as having female, male and/or intersex bodily characteristics. Infants are usually assigned a sex at birth based on the appearance of their external anatomy. A person's sex is a combination of bodily characteristics, including their chromosomes, their reproductive organs and secondary sex characteristics. It is a biological marker.

Slide 28

In all aspects of your work, from planning to patrolling and engaging, you must consider these points. As the mission is to protect and promote human rights, it will not be able to do this if the most vulnerable people within the AO are not taken into account.

- Ensure you know who within the mission, and your mission partners, are responsible for the different types of vulnerable populations
- Do not make assumptions that persons with specific needs are visible; actively identify them.
- Consult those with needs to assess their needs and capacities and identify shortcomings in protection and assistance programmes.
- Contribute to ensuring access as those with specific needs may not always be able to access distribution mechanisms, and ensure that they are included in decisions impacting their food and non-food needs
- Proactively seek out information on individuals and groups with specific needs are often the least likely to come forward to make their needs known.
- Remember that some individuals can have multiple vulnerability factors. For example, the elderly often have medical conditions or disabilities as well.

Remember it is your duty to accurately and effectively report on any human rights violations, intended or unintended, in the AO. By understanding these vulnerability factors, you will have a better understanding of the violations themselves, and you will be better prepared to ensure that the right organizations and mission partners are informed in a timely manner as to the problems in the AO.

Slide 29

Engaging with vulnerable populations should never be considered an add on to planning or operations, rather you should always take into consideration that there are vulnerable people within your AO, and you should always assume that there are groups of vulnerable people you are unaware of. While different mission partners will have different roles to play in protecting vulnerable persons, the UN-EP leadership and members must be aware of what they can do both in their interactions with vulnerable persons and populations as well as in planning.

Please turn to hand-out: **Key UN-EP Actions in Engaging with Vulnerable Populations.**

Slide 30

Here we will go over some review questions to confirm that you understand the material.

ASK: Are all forms of human rights violations and discrimination intentional?

ANSWER: No. While active and willing violations may be easier to find, many vulnerable populations may be discriminated against simply because their particular needs were not taken into consideration. All of the groups identified here as vulnerable populations are at risk due to both active acts against them as well as passive negligence and ignorance of their needs.

ASK: What groups are at heightened risk and are classified as vulnerable populations?

ANSWER:

- Children, particularly separated or unaccompanied children
- Persons with serious health conditions or disabilities
- Persons with special legal or physical protection needs
- Single women and women-headed households
- The elderly; and,
- LGBTIQ+ people

ASK: Are vulnerable people easy to identify?

ANSWER: No. Not all vulnerable groups are easy to identify. While some vulnerability factors are hard to disguise, others are hidden. For example, mental disabilities may go unnoticed, the elderly and those with physical disabilities may not be as visible in communities.

Slide 31

Summary

- The purpose of this lesson was to take the theoretical knowledge you will have had from prior training and translate it into clearly identifiable actions and perspectives to support human rights in the AO.
- The AO is a complex and vibrant environment, you must be familiar with the different actors that make up the varied Human Terrain of the modern operating environment.

Lesson 1.5

Gender and Culture

Starting the Lesson

This lesson shows the range of diversity typical in peacekeeping environments and explains how respect for differences strengthens understanding and positive communication. For an interactive start to this Lesson, ask the participants if they have had engagement/observer/liaison experience in a UN PKO. Ask them to tell the group about their specific experiences and challenges with working in diverse environments.

☞***Note to instructor*** *– recommend that lesson 1.5 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022 and review UN Respect for Diversity. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

☞ **Note to Instructor:** Provide hand-outs as supplementary references to this lesson.

- Key UN-EP Actions in Engaging with Vulnerable Populations
- Gender early warning indicators (Military Peacekeeping Intelligence (MPKI) Handbook Annex C)

Slide 2

☞ **Note to Instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

The learning outcomes that we will achieve today are:

- Illustrate the impact of diversity in local communities, and
- Apply culture and gender perspectives to operations, especially with respect to Human Terrain.

Slide 3

The lesson content builds on what you have learned in Core Pre-deployment Training Materials (CPTM) and will review in greater detail: Diversity, Culture, and Gender.

Slide 4

You have already learned about Diversity through the CPTM entitled, Respect for Diversity.

ASK: What is diversity?

ANSWER: Diversity means "variety" – refers to things that are different from each other.

Human diversity includes country of origin, family and ethnic background, race, sex, age, culture, professional background and training, religious or political beliefs, and personality. People have many commonalities and differences. "Respect for diversity" is a UN core value, finding the unity in cultural diversity is key to promoting peace.

Significant differences exist between individuals and components within and outside the mission. Having an awareness of this diversity is important for you to be able to negotiate and bridge these differences to succeed in your role with the UN-EP.

Slide 5

Icebergs are large pieces of ice that float in oceans. About 10% of an iceberg is visible above the waterline – similar to that of a tree with larger underground roots or a crocodile who lurks with just its eyes above water. In the case of the iceberg, the 90% not visible represents the characteristics of others which we do not see on the surface. Diversity is like an iceberg. We easily notice some things about people, "above the waterline", such as sex or race. While other things are less obvious, "below the waterline", such as beliefs, values and attitudes. It is these less obvious differences which can lead to misunderstandings if we do not take the time to appreciate and respect them.

How you see and understand others, and how others see and understand you, affects the outcome of all interactions. You must appreciate and accept an individual's diversity to be successful in your duties. We can also avoid miscommunications or misunderstandings if we take the time to appreciate and get to know a person and who they are beyond what we see.

Slide 6

ASK: If diversity is defined as variety, or the things which are different from each other, how would you define culture?

Answer on next slide.

Slide 7

ANSWER: Culture is a collective belief, behaviour and practice; a community, developed over a long period of time.

It is generally passed on to the next generation and is acquired through the process of socialization. Culture is not biologically inherited; rather, it is socially acquired and therefore, is subject to change over time depending on the peoples' needs, attitudes, and tastes.

We can see a relationship between culture and diversity: culture brings diverse individuals together to form a unique living style or community, whereas diversity refers mainly to individual differences.

Peacekeeping personnel come from different cultures. Each component - military, civilian and police, has its own institutional culture. The host nation (HN) and local population also have their own cultural norms and traditions. A mission's ability to function well and work effectively with a HN and local population depends on the ability of each peacekeeper to maintain respectful relationships and communicate effectively with others.

Slide 8

The Windham Intercultural Model was designed by Michael S. Schell. It was designed to better understand the forces driving our interactions, in addition to recognizing the cultural forces at play when engaging with populations in diverse cultures.

Let's review each dimension in greater detail:

Relationships: The degree to which a culture values the importance of building trust and establishing comfort before people can work together. For example, small village communities value relationships and the more you get to know them, the more they will trust and share information with you.

Hierarchy: The way people view authority and power, how much they defer to people in authority, if they feel entitled to express themselves and whether they feel free to make independent decisions and take initiative. For example, the role of an elder in a community and their influence over the formal Head of State.

Group Dependence: The importance of the individual versus the group in diverse social and business situations. For example, collective communities place greater importance on the goals and well-being of the group over the individual.

Time: A culture's orientation toward tasks or relationships. For example, in cultures where time is seen as more flexible, a meeting may start many minutes after it has been scheduled, which may be seen as unprofessional in another culture.

Status Attainment: The importance of personal achievement and accomplishment to an individual's overall sense of well-being. For example, the value placed on having a successful career, and being recognized through awards and promotions.

Diversity Receptivity: How roles, power and authority are associated with each gender as well as individuals of different races, religions, nationalities, etc. For example, women in leadership roles.

Communication: The way people in a society communicate, including the use of nonverbal gestures. For example, eye contact or hand gestures or the culture-specific terms used.

Space: How individuals use space to define themselves, including spatial distances used when speaking and the amount of space needed for comfort in business and living environments. For example, posture – arms crossed, angle at which you are speaking (direct or off to side), direct or indirect eye contacts.

Change Tolerance: Group responses to change, the need for rules and the ability to take risks. Also includes the perception of how much control individuals have over their destiny. For example, whether the style of government is democratic (open to change), versus authoritarian (less risk averse).

These Dimensions of Culture help us connect values and beliefs to behaviour of others. Understanding this connection, as well as how your own culture affects your behaviour, can help you adjust to the local culture when you arrive in a mission.

Slide 9

ASK: What is cultural bias?

ANSWER: They are the assumptions we hold about a group, based on our own cultural background and childhood, which impact our interpretation and perception of a group.

For example, some cultures perceive certain hand gestures or prolonged eye contact as a sign of disrespect, whereas other cultures may assume that those who do not shake hands or look into someone's eyes are being rude. The assumption that one set of norms is correct may lead to cultural bias when interacting with people from different cultures.

Culture bias is, to a degree, a result of distance and interaction; those who are physically farther away or those we do not interact with are less understood. It is important to recognize that cultures are social constructs and will change over time - quickly or slowly. The beliefs, values, and attitudes associated with a specific culture are often passed down through generations and are generally subconscious in nature.

Cultural awareness helps us break down cultural barriers, build cultural bridges, and learn how to appreciate those different from us. We can relate better to people with cultural differences as we begin to understand ourselves better. This results in more cultural connection and less cultural conflict.

Slide 10

Working in a culturally diverse environment is challenging. Peacekeeping is both culturally diverse and complex.

Understanding the country and cultural context is especially vital for the UN-EP. If you do not understand the country and culture you are operating in, you may not understand the people you are engaging with or the problems they face.

In order to be sensitive to other cultures, we must first recognise how our own culture creates biases which may lead to unintended prejudices. Prejudices are judgments or opinions formed without real knowledge or examination of fact and are negative. Prejudice starts when we judge others by our own standards or filter information through our own experiences and is often based on imperfect or inaccurate information. Lack of exposure to other cultures may result in unintentional conflict or misunderstanding.

For example, an UNMO with UNMISS noticed that families would bury deceased family members close to the house, and the UNMO was concerned that the government was failing to allocate space in the cemeteries. In reality, the practice was based on the local belief that family members would be reincarnated and returned to the same family if kept close to the home.

Slide 11

As UN-EP members, it is critical that we are mindful of our own biases and accept that our perception may not be the reality we see.

Make an effort to learn more about other cultures, and respect others' customs. Look for perspectives which are different from yours, understanding that your own assumptions are based on your values and beliefs, and then explore the similarities you may have with others. Learn about the language and non-verbal cues of the culture and adjust your interactions to meet them; some cultures may use subtle gestures to indicate agreement or disagreement, and these may be different from what you understand.

For example, did you know that in Egypt finishing all the food on your plate signifies that the host did not provide you with enough to eat? To finish it all can seem insulting. In Japan, it is the exact opposite, as they will think you did not appreciate the meal if you leave any food on your plate. A comprehensive and detailed grasp of the society will enable you to interact with the local population and adapt to cultural differences in a way that will facilitate rather than impede mission accomplishment.

Slide 12

Suggested Learning Activity

Time: 10-15 mins

Purpose: To show UN-EP personnel that they may have their own biases even within their culture and to be aware of them.

Each student makes two columns on a piece of paper.

In the first column, they write "I Am".

In the second column, they write "I Am Not".

In between these two columns, write the word "But".

The final phrase will read "I am _____, but I am not _____."

Students fill in the first blank with some kind of common identifier, such as their gender, race, religion, or age, and the second with a common stereotype about that group which is not true of them (whether the stereotype is positive or negative). Each student should try to write three statements.

Upon completion, encourage participants to share their statements with the class. Ensure the discussion remains respectful.

Slide 13

ASK: You have talked about Gender throughout your core pre-deployment training. What is gender? And how is it different from sex?

Answer on next slide.

Slide 14

ANSWER: The term **"sex"** refers to the biological differences between women and men (chromosomes, anatomy and hormonal states). For example, "men's voices break at puberty, women's do not" is a statement about the sexual differences between women and men.

Whereas the term **"gender"** refers to the social differences and social relations between women and men. It therefore refers not to women or men, but to the relationship between them, and the way this is socially constructed. For example, "In ancient Egypt men stayed at home and did weaving, while women handled family business. Women inherited property and men did not," is a statement about the gender differences between women and men. A person's gender is learned through socialization and is heavily influenced by the culture of the society concerned.

Slide 15

There are a few key words I want to point out here.

Social attributes: The social attributes of our personality are formed by our interaction with other people over our lifetime. These attributes are influenced by our race, ethnicity, nationality, gender, religion or sexual preferences. The most effective engagement occurs when the parties recognize and appreciate their audience's social construction. The most generally accepted concept of one's identity is determined by social attributes.

Socially constructed: Our collective understandings of the world that form the basis for shared assumptions about its reality. How we define the reality we see.

Context-/time-specific and changeable: Just as we have highlighted with diversity and culture, gender is taken in the context of the environment we are in at any particular moment. People change over time and adapt to fit into their environment.

Slide 16

Gender cannot be separated from culture, class, ethnicity, age, religion, conditioned expectations of physical appearances (hair, dress, stance, and mannerisms), and behavioural tendencies, etc.

Gender is not only a woman's issue; gender is a social construct that shows structure and power relations. It determines what is expected, allowed and valued in a woman or a man in a given context.

Even where women play a more domestic role and where men appear to have greater day-to-day freedoms, women's actual rights and abilities in society can be much more flexible.

For example, historically, Tsonga women in South Africa have had comparatively strong rights in marriage when compared with women in neighbouring communities. Similarly, in Cambodia, while male authority is accepted as family tradition, the role of women is significant, the relationship between the sexes and spouses is "virtually equal".

ASK: Does anyone in the class have an additional example? (Allow class to share)

All Mission personnel should use respectful non-discriminatory language and be conscious not to reinforce gender stereotypes. Personnel should take into account the different experiences, situations, needs, and attributes of women, men, girls, boys, and persons of diverse sexual orientation and/or gender identity in all interactions with people.

What this means for you is that we cannot take for granted that the way we perceive the power dynamics in our AO to be, is how it is. We need to formulate our questions and interactions so that we gain an in-depth understanding of those in the AO. Respect and sensitivity are important to demonstrate when interacting with people of all genders. Social rules influencing normal interactions between women and men can differ from one culture to the next, so what may be interpreted as innocent behaviour in one cultural context may be taken as an offence in another.

Slide 17

To examine the different cultural practices between genders, here are some examples from around the world.

Read slide examples.

ASK: How is this different from the cultural practices in your community or similar?

ASK: How do we engage in behaviour that will respect diversity and enhance our understanding of one another?

Answer on next slide.

Slide 18

ANSWER: The UN identifies six ways to practice respect for diversity in a multicultural environment.

ASK: Give me an example of how you, as future UN-EP personnel would approach each practice. It is important to reflect on your behaviour to ensure your interaction with the civilian population is effective.

ASK: What sort of biases might you have that would affect how you respond to people?

POSSIBLE ANSWER: Gender stereotype. Support and provide resources for women to take on leadership roles.

ASK: What can you do to ensure you are working effectively with people from all (ethnic) backgrounds?

POSSIBLE ANSWER: Use inclusive language in written and verbal discussions, be open to new ways of solving problems – wide range of perspectives or show interest in other ideas.

ASK: What are some ways you could show dignity and respect for others?

POSSIBLE ANSWER: Have empathy for every person's life situation, listen to and encourage each other's opinions and input.

ASK: How can you ensure you are treating men and women equally?

POSSIBLE ANSWER: Inclusivity of women in community discussions.

ASK: What is a way you can show you respect other people's personal opinions?

POSSIBLE ANSWER: Listen with an open mind, appreciate diversity, or try to find common ground.

ASK: What are some examples of discrimination?

POSSIBLE ANSWER: Age, Sex, Disability, Race, Religion or Belief

It is important to remember these practices and review them often, as you plan your engagement activities on the UN-ET.

Slide 19

Read slide.

Summary

- The purpose of this lesson was to expand your view of and understand how diversity, culture and gender relate to one another and will have great influence on the success of your mission with the UN-EP.

Lesson 1.6

Employ Cross Cultural Communication

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had experiences working with people from different cultures. Ask them to tell the group about their specific experiences and challenges.

Note to instructor *– recommend that lesson 1.6 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

Module 1: Conceptual Framework
Lesson
1.6
Employ Cross Cultural
Communication

Slide 2

Note to Instructor:

- Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.
- Ensure students have a copy of Lesson 1.6 Hand-out: Quick Guide to Enhance Cultural Competencies.
- The class should have flip boards, flip paper, and markers for the students to conduct group work throughout the lesson.

Read slide.

Slide 3

Lesson Content
• Cross Cultural Communication
• Understanding the effect of culture on communication
• Cross-cultural communication tips
3

Slide 4

It is important to understand that communication is much more than simply speaking or writing words; it is about transmitting meaning from one person to another.

Communicating between cultures is more difficult that you may realize. Even cultures that share language use different terms and can make communication unclear.

For example, English is the most commonly understood language in the world today. The two most prominent English-speaking countries are the United Kingdom and the United States. While they share the same language, there is enough difference among them that miscommunication can occur between native American English speakers and native British English speakers. This is highlighted in the next two visual slides.

Slide 5

The use of the terms "Football" and "Soccer" for the same game is a simple, and well-known difference. While one could look up the history of both terms to understand they both derive from the root term "association football", most understand American football as something quite different than what football means in both the United Kingdom as well as most other parts of the world.

Slide 6

While most Americans would understand what you mean if you use the word "trousers", in the UK and Ireland "pants" means "underpants". A misunderstanding about the word "football" could result in bringing the wrong ball to a community organized game, and indeed could result in some excellent cross-cultural learning; however, a misunderstanding about "pants" could cause great embarrassment or even offense.

In this lesson you learn about the importance of effective cross-cultural communication, and how it will impact your engagements as UN-ET, with people in your Areas of Operations (AO), and with mission partners from different nations.

Slide 7

The following is taken directly from the UN-EP Handbook:

"Learning the local traditions to greet people and exit a conversation is essential for UN-EP personnel. Greetings in the person's native language also assists with building rapport. This will form an impression of people within the first few minutes. Getting to learn a person's name and giving yours is also invaluable in creating effective dialog with a community."

ASK: Using all you have learned in this course so far, why do you think this is important?

ANSWER: Simply learning how someone says "hello, pleasure to meet you" in the language of the local community and learning people's names demonstrates that you have taken the time to learn about them and are interested in learning more. It not only demonstrates that you care but reinforces UN-EP mission credibility.

Slide 8

As demonstrated, even between cultures that share the same language that misunderstanding can occur. As such, it is important for you to understand cross cultural communication.

Cross cultural communication is:

- Knowing different cultures have different ways of communicating
- Bridging the gaps between the different ways cultures communicate

As we move forward in this lesson, you will build upon the basics of what you have already learned on culture. It is important for you as both understand what culture is as well as be able to navigate across different cultures.

You must be capable of communicating across cultures, which requires:

- Understanding your culture; and,
- Understanding the Host Nations (HN) culture

Understanding culture means understanding the myths, assumptions, and norms that people take for granted. Effective cross-cultural communication means you need to accept cultural biases exist, influencing your interactions.

Slide 9

In the previous lesson, you learned that understanding cultural context is key for mission success and especially the UN-EP, as your work involves communicating between cultures. You will be communicating between your culture and that of the HN, and between military and civilian as well.

That is why in order to be sensitive to other cultures, we must understand our own cultural biases and need to be aware of the limitations, lenses and interpretations we may have. In order for the peacekeeping mission to be respected, and have a positive impact on the host population, we need to first earn their respect and appreciation. It is important that you be seen in your actions to understand and respect their culture, as actions will often carry more weight than words.

There is a common saying that goes, "Actions speak louder than words." As the key link between the mission and the local population, your actions will be seen as the actions of the force. This is what makes the UN-EP integral to military operations in the contemporary peace operations environment. And a Force's effectiveness in providing a safe and stable environment is the actual core of providing credibility to the mission.

Slide 10

As a member of the Engagement Platoon, you must develop a good understanding of what you can and cannot do, what you can and cannot say, and how you can and cannot act, when engaging with the HN population.

Beliefs and values form our attitudes, and in turn our attitudes shape our behaviour. Therefore, to understand why people are behaving a certain way, you need to understand what is below the surface of their behaviour. Understanding this will help you appreciate how culture influences communication, and the importance it has in achieving effective communications.

Slide 11

Beliefs are the assumptions we have about the world, and do not require evaluation or proof of correctness. They are shaped by our religion, culture, and family. When presented with refuting facts, this can cause great distress.

As culture is something that is shared between, and different cultures at their core have beliefs that unite them, it means culture is the sharing of beliefs and values. In turn, these are fundamental to people's identifies, and can be thought of as core beliefs.

ASK: What do you consider a core belief?

ANSWER: While there are no right answers, it could be religious faith, faith in science, interpretations of historical events, beliefs in the individual versus the collective, beliefs about their nation's place in the world, and so on.

Remember, it is hard to change people's beliefs, it is better to find common ground and work from there.

Slide 12

Beliefs tell us what the physical world is like, values are how we identify the importance of and the right and wrong within that world.

For example, if you are in an AO that has a different concept of time than you do, this could lead to frustration if timings are not met that you had agreed to initially. This frustration could undermine your ability to build rapport with Local Nationals (LN), particularly if it is visible to the people you are trying to engage with.

ASK: Different cultures have different values, for example time or money. In your culture, what is more important, time or money? Discuss why this is so.

ANSWER: There is no right or wrong answer to this; it will depend on where you come from. People from different cultures will place different values on things, from education, to age, to gender, and to ethnicity. You must gain an understanding of the values of your society and how they differ from the values of the HN. It does not matter that these values are different; rather, it matters that you understand the values of the HN and that you guide your actions accordingly.

Slide 13

The relationship between beliefs and values are complex and dynamic. Interestingly, individuals and groups can simultaneously have competing beliefs and values. Often the weight attached to a certain belief will determine the course of action.

ASK: If you are working in a society that equates wisdom and authority with age, how might this impact your job?

ANSWER: For example, a younger officer may have a more difficult time establishing their authority within the HN when accompanied by an older and more experienced non-commissioned officer.

You need to understand to be able to identify what your core values are, the core values of your Forces, and the core values of the HN population in order to be able to identify where possible points of friction may be between you and them.

Slide 14

In combination, beliefs and values create attitudes. Attitudes reflect a consistent emotional response to a belief and/or value. To change an attitude, either the belief or its associated value must be altered.

It is important to see attitudes as distinct from simply the combination of beliefs and values because once formed they may not be so easily broken down into their component parts and it is attitudes, not simply beliefs and values, which help us understand behaviour.

Because attitudes are result of belief-value pairings, and these are complex, changing attitude can be difficult.

However, it should be noted that when deeply held beliefs are challenged, people will defend them, even against overwhelming evidence to the contrary. Remember, you do not have to agree with the people you are working with, you just need to be able to find common areas of agreement and build up from there.

Slide 15

Behaviour is the way in which individuals express themselves and, for the purposes of our discussion, can be verbal (what people say) or non-verbal (what people do).

In addition to being influenced by attitudes, motivation shapes behaviour. Motivation can be either:

- *Internal* – beliefs and values that form attitudes leading to behaviour, or
- *External* – an external factor influenced attitudes or values (for example, punishments and rewards)

Motivation can be influenced by the strength of beliefs and values that form attitudes, known as internal motivation, or it can be external motivation, such as bribery or self-preservation/defence. However, it should be noted that the applicability if external influences will also be influenced by beliefs, values and attitudes. Medals and commendations are a type of external motivation that most military members are familiar with and are very relevant and important to military culture.

By understanding all of this, we can anticipate behaviour and adapt to it.

Slide 16

You saw the iceberg in your lesson on Gender and Culture. What we have just gone over is an examination the parts of the culture 'below the waterline'.

As our beliefs, values and attitudes are demonstrated through our behaviours, they also shape how others see us. Your behaviour is not simply representative of your military, but also the UN. You are demonstrating the beliefs and values of the UN by behaving in a manner that shows dignity and respect for all, and by making a visible and concerted effort to engage with all members of the local population.

Slide 17

Knowing how culture impacts communication is foundational to overcoming cultural hurdles to communication.

The first part of this lesson we explored how people behave, and what it means for you. While there was practical advice throughout, the remainder of this lesson is going to explore what strategies you can use when engaging with people from different cultures.

Having good strategies at your disposal is key to overcoming intercultural differences in communication.

Slide 18

Here are ten tips to enhance cultural competence. You have also been given a hand-out with these to assist you in your duties. It is highly recommended that you continually refer back to this to keep yourself on track.

Slide 19

Just as a good referee does not favour either team, but will penalize infractions, so a peacekeeping operation should not condone actions by the groups that violate the undertakings of the peace process or the international norms and principles that the UN upholds.

It is important to recognize, however, the biases or assumptions you have, as well as try to understand the preconceptions and biases of the people with whom you are dealing, before you engage with people from the HN. This information will help you understand what the issues are really about and assist you to be better able to understand and even predict their behaviour.

Ask yourself:

- What are my assumptions?
- What is my mission?
- How do the LN see the mission?

By asking yourself these three questions, you will be better positioned to identify common ground with local nationals and develop an open and honest line of communication with them.

Slide 20

Most language is subjective – for example, words like "big" or "small" have no real meaning outside of their context. In fact, they can mean quite different things to different people. Some simple points when messaging to people are:

- Consider what you think you said. You need to ensure that you think you said is what they heard.
- Use simple, direct language. Clarity is key to successful communication.
- Do not use humour.
- Do not use metaphors (and ask for clarification on their metaphors)

ASK: Why do you think humour and metaphors are something to avoid?

ANSWER:

- Humour – What you find funny someone else may not. At best you could amuse someone, but the risk is you offend someone. The risk of offense outweighs any benefit.
- Metaphors – Metaphors are based around shared understandings and culture, because the host nation does not share your culture, they will not understand the metaphor. The risk of confusion outweighs any benefit from the metaphor.

Slide 21

What you say is not nearly as important as what people understand because, at the end of the day, people react to what they have understood, which may not be the message you think you passed on.

Language needs to be **clear**, **precise**, and **exact** to minimize misunderstandings. More importantly, you should put the effort into explaining your point of view/position.

Never hesitate to explain why you are doing or asking something, assuming that people understand you is an easy mistake to make, but one that can have disastrous consequences. Telling people why you are doing or asking something allows them to develop a greater understanding of your intentions and the mission overall.

Important note: Spoken language is often more informal compared to written language, as such spoken language can be less clear unless you make attempts to be as formal and clear as possible.

Slide 22

To effectively communicate, you need to understand who you are talking to. This does not simply mean the individual, but also the culture of the HN. Even before you deploy you should be finding out as much as possible about the HN. You should always seek knowledge, but do not be limited by the unknown.

Remember, when you are actually in your AO, do not be afraid to ask questions from members of the HN. People are generally proud of their cultures and would like you to know. This is particularly so if you have LN working for the force; they have a vested interest in your success. Further, ensure you pay close attention to all the communication signals from the people you engage with.

Slide 23

As members of the military, we love to plan and to execute our plans, but as we all know, we need to remain flexible, as no mission goes as planned.

Things may not get done when expected, communication can be tiresome, and behaviour may be confusing. As such, you need to be adaptive – adjust your communication to the audience.

Patience with yourself and others helps move beyond such issues and addresses how to avoid similar incidents in the future. Members of the HN may not see things the way you see them.

While you may become frustrated, never show your frustration to those you are engaging with.

For example, if you are from a culture that values creating personal connections before starting discussions, do not be surprised if those you engage with become frustrated if their culture values punctuality and expects to start the engagement immediately.

Slide 24

ACTIVITY:

What you will do now is on a sheet of paper, write the five things you find most frustrating when you are trying to communicate to someone. We will share them with the class and see what the most common ones are. The more common they are, the more likely they are to be part of your culture and not simply a personal preference.

Note to Instructor: Give the students two minutes to think about this. On a whiteboard, chalkboard, or flip chart, write down the ones that large amounts of people in the class identify to show the cultural norm.

The difference between culture and preference is that preferences are personal, but when shared by large amounts of people who share the same culture, these preferences become cultural. Understanding what is and is not cultural will help prepare you to be more flexible in your engagements.

Slide 25

Empathy is a vitally important point in helping you be more culturally intelligent. If you can see a situation through the eyes of those with whom you are dealing, you will begin to understand their perspective. Once you have done that, you will be much more able to effectively communicate with them.

Looking at the world through eyes of others means asking yourself "what would I do if I was in their situation?" This simple question can help you understand their motivations.

You cannot assume you understand someone, but you must actively listen to them. Indeed, as you will learn in the next lesson, there is a big difference between hearing and listening. It is important to remember that assumptions can lead you in the wrong direction and undermine what you are trying to accomplish. At best you will come across as un-caring; at worst you may damage mission credibility.

Spending time with people who are different than you is proven to increase your empathy!

Slide 26

Too often, we focus on symptoms of problems rather than their root causes. **Critical Thinking** allows you to identify root causes and means you should use proper techniques for thinking as opposed to hunches, guesses or assumptions.

Some considerations:

- Ask thoughtful questions
- Conduct proper data analysis and research
- Question the validity of evidence
- Pay attention to patterns

Remember that scepticism is healthy, but that simply disagreeing for sake of disagreement is bad.

ASK: What are some common reasons individual belligerents fight?

ANSWER: There are a variety of reasons that belligerents fight. Ideology or belief is but one. Some people enjoy the thrill of combat; some are conscripted and have no choice. Others may do it for economic benefit.

In 2020, in response to the need to better understand the drivers of armed group activity, the UN Department of Peacekeeping Operations initiated a project in collaboration with the Folke Bernadotte Academy, which aimed to produce an analytical tool to better understand the motivations, structures, and incentives of armed groups. This tool will eventually guide Disarmament, Demobilization and Reintegration (DDR) practitioners in designing country-level DDR implementation strategies.

Slide 27

As members of the military, you belong to an organization that is very process driven. Whether it is Doctrine, Tactics, Techniques and Procedures (TTPs), or Standard Operations Procedures (SOPs,) we are taught what to do in a variety of situations. However, the complexity of peacekeeping missions means that solutions are often found "outside the box". Try to have an open mind in order to adopt creative patterns of thought.

Brainstorming is a simple tool that can help come up with creative solutions. A key strength in the UN-EP is the gender balance. As women and men solve problems differently, having gender balance during brainstorming will ensure more and better ideas. This is why it is important not only to have different people attend the process, but if you are chairing a brainstorming session, you must ensure you ask all members for their ideas. In essence, **ensure you practice engagement within the platoon as well**.

The Government of Liberia and the UN Mission in Liberia (UNMIL), which was mandated to work with the government to gain control over the natural resources sector, formed the Rubber Plantation Task Force (RPTF) in 2006. The Task Force aimed to jointly assess and design programmes to manage the country's major rubber plantations, an ongoing security concern and source of disturbance to the DDR process. The RPTF has reformed policies that deter incentives for rubber theft and exploitation and bolstered reintegration efforts by providing economic alternatives to ex-belligerents and breaking command structures.

Slide 28

The fact that every action has an equal and opposite reaction is a principle from physics. However, this principle applies equally well to the human world.

Every time you make a change in the social environment, there is a reaction to it. In military terms we talk about second order effects. Whenever you do something, you must be aware that there could be an effect you did not desire.

ASK: Can anyone think of an action you have heard of that has an undesired, or even opposite, effect?

ANSWER: There is no right answer to this question; it is designed to get people thinking about unintended consequences.

During colonial rule in India, at one point the British paid a bounty on cobras in Delhi. The British wanted to reduce the number of cobras, and a bounty was thought to be an easy way to do that. However, it led to people breeding cobras, and when the British stopped paying bounties because of this, people released their cobras into the wild, resulting in an increase in the number of cobras. This is now known as "The Cobra Effect".

Slide 29

As members of the military your objectives are provided for you. This gives you the guideposts you need in determining what you should do such as, always stay focussed and remember the mission.

Understanding the mission's objective does not simply mean knowing why you are deployed where you are, it also means on a daily basis asking yourself:

- Why am I doing what I am doing?
- Why am I meeting with this person?
- What is my goal in this engagement?
- What information am I looking for?

Slide 30

To confirm what you have learned, we will do a quick review.

ASK: Please turn over your hand-outs. What are the ten tips to enhance cultural competence?

- There is no such thing as an impartial view
- Focus on the intent of the message
- Understand what the audience takes away
- Seek knowledge, do not be limited by unknown
- Be adaptive and flexible
- Be empathetic, look at world through eyes of others
- Apply critical thinking skills to identify root causes
- Use creative thinking
- For every action, there is a reaction
- Mission focussed

Slide 31

ASK: In understanding behaviour, what goes in the following:

1

2

3

ANSWER:

1 Values and Beliefs

2 Attitude

3 Behaviour

Slide 32

Summary

- In this lesson you have learned the basics of how culture can influence communication. While cross cultural communication can be challenging, you have been taught how you can understand your own cultural biases as well as those of the HN. In addition, you have been presented with 10 principles to enhance your cultural competence. By using these principles as you engage with the local community, you will find you have a much easier time engaging with them, and in turn, support the mission objectives.

Lesson 1.7

Face to Face Communications

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had a bad interview or meeting before. Ask them to tell the group about their specific experiences and challenges.

Note to instructor *– recommend that lesson 1.7 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

Module 1: Conceptual Framework
Lesson
1.7
Face to Face
Communications

Slide 2

☞ Note to Instructor:

- Encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.
- Feel free to change examples to ones that you feel the students will better understand.

Slide 3

Lesson Content
Face to face communication
Engaging with people
F2F Planning Tool
3

Slide 4

The first thing you need to know about communication is that it is not simply about speaking. When you engage with members of the local population, everyone will convey all sorts of information before the first word is spoken.

Non-verbal communication may entail facial expressions, gestures, and body posture: the wideness of a listener's eyes, whether a speaker is staring at their audience or looking away, smiling versus not smiling.

Effective face-to-face communication is a skill that can be learned and must be practiced

In the previous lesson you learned about how difficult communication can be across cultures. In this lesson you will learn key skills for communicating in general and how to apply what you learned in cross cultural communication.

Slide 5

You cannot stop communicating. Almost everything you do is a form of communication.

Though people may decide to stop *speaking*, it is impossible to stop *behaving*. The decision to stop talking is a form of communication unto itself.

Your behaviour – facial expressions, posture, gestures, and other actions – provides an uninterrupted stream of information regarding emotion, attitude, and comprehension.

Although much of non-verbal communication is universal, many non-verbal actions are altered by culture.

When you are writing your reports after meetings, you need to ensure you put down all of what was communicated to you, including the non-verbal parts.

For example, if someone appears jittery or nervous, that is an important bit of information. As you should always have someone else present when you are meeting with someone,

when writing your report, ensure that you ask them for their observations as well. When talking to someone, you may miss the cues that your partner picked up because you are concentrating on the topic at hand. However, you should always make sure you understand why they are behaving this way. Are they nervous because you are in a position of authority or because they are scared of something else? Using your Community Liaison Assistants (CLAs) to help understand why is extremely important here.

Slide 6

When engaging with people, you need to understand how non-verbal communication both sends messages and adds to the verbal aspect of communication.

When engaged in communication, there are four key areas to pay attention to with regard to non-verbal communication. These are:

Personal Space - is the distance which people feel comfortable approaching others or having others approach them. Different cultures will have different understandings of what is the proper space between two people are when they are talking to each other.

In Latin America and the Middle East, people are comfortable with much closer spaces between them than North Americans or Northern Europeans.

ASK: What do you think could happen if someone from Latin America is within the personal space from someone from Northern Europe?

ANSWER: The Northern European could be uncomfortable, and perhaps feel that the other person does not respect them or their boundaries. This would put rapport building at risk and hinder effective engagement.

Eye Contact - You need to know the rules around eye contact where you are, looking someone directly in the eye in many cultures is a sign of respect, in others it is a challenge to someone's authority. This is something you need to know prior to deploying.

Position - Whether or not someone is physically higher or lower, if someone is sitting or standing, or something is positioned between the speakers will affect how messages are given and received. Remaining seated while someone is standing could be a sign of disrespect but standing while someone is seated could be a sign of challenging them.

ASK: Is it better to err on the side of caution with position to always show respect to the audience?

ANSWER: Yes. Unless you are sure of the cultural traditions surrounding positioning, you should always err on the side of caution. However, this is a simple thing to research, and you should know the answer prior to deployment.

Posture - Will say a lot about a person, their mood, their opinions, and convey all sorts of information to you. When you are talking to someone, you should pay particular attention to their body language.

In all of the above, you need to keep in mind everything you have learned about culture and cross-cultural communication and determine how both your cultural norms and those of the host nation may differ. Remember, even within a single area of operations (AO), you may encounter multiple cultures.

Slide 7

Written and verbal communication are only two parts of how we communicate with each other. In addition to written and verbal communication, other aspects of communication include:

Appearance – How we look matters, while you cannot control how attractive or beautiful people may find you, you can control how professional you look. Things to pay attention to range from how much effort they have put into their appearance, to how attractive they are.

Gestures (Intentional / unintentional) – Because so much of our physical communication is unintentional, you need to pay close attention to the messages you are giving out as well as the messages that the other person is conveying. Body language is often different between cultures, so you need to pay attention to what you have learned in cross cultural communication, but you also have to remember that the body conveys all sorts of messages without any words.

Facial Expression - Much can be learned from seeing one's face. From smiling to looks of disapproval, people may not even realize what they are communicating. However, much like with body language, you need to be aware that this can be culturally influenced.

Physical contact is very culturally sensitive, and you need to be aware that in some cultures it is taboo to touch people, and in others it is expected. As mentioned in your lessons on cross cultural communication, you need to understand what the rules are in the host nation and how they differ from the rules in the society you come from to ensure you understand them and to avoid breaking them.

Slide 8

Active Listening is not as simple as it sounds. Just because you hear what someone is saying, does it mean you are actually listening to them? Hearing is the registering of sounds; listening is understanding the meaning of a sound.

Remember: You can hear without listening.

Slide 9

"Ting" is a Chinese character meaning to listen; however, it has a much deeper meaning than "listen" does in other languages.

Next time you are listening, observe if you're tuned into each of Ting's six elements:

Ears: to hear with

Mind: to think with

Body: to be present with

Eyes: to see with

Undivided Attention: to focus with

Heart: to feel with

Slide 10

Active listening is a way of listening that improves mutual understanding.

1. Attending - is non-verbal communication that indicates you are paying careful attention. It ranges from leaning forwards to the speaker, being non-distractive in body language, and using culturally appropriate eye contact.

2. Following - Following fosters effective listening by remaining active but not disruptive to the speaker. These two approaches will help guide following:

> **i. Attentive Silence** - Silence creates a space or void that will encourage the speaker to fill and serves as a gentle nudge to go further into a conversation.
>
> **ii. Minimal Encouragement** provides simple responses to encourage the speaker to keep talking. Common ways of doing that are phrases like "Please continue", "I understand", or "Tell me more." Be cautious using this technique, minimal encouragement phrases could be misinterpreted as agreement.

3. Reflecting - is paraphrasing what has been said, demonstrating that the listener is both listening and understanding.

Slide 11

As you have already learned, many barriers to communication are cultural.

Language - When speaking, seek clarity, avoid the use of slang, ambiguous words, and culturally-based expressions.

ASK: Why should we translate from military to civilian?

ANSWER: Military jargon and expressions are almost a language unto themselves, instead use language that civilians would understand.

Concept of Time - Two key areas of time are punctuality (why you are late or on time) and time as a commodity (is time infinite or is it limited?)

The Importance of Tradition – How important is tradition? Is the culture Past, Present, or Future oriented? You need to understand this to work with it.

Judging - It is human nature to over-generalize or label your audience. There is no longer a person before you – only a type.

Slide 12

ASK: What key strength does the UN-EP have in ensuring that it can engage with as many people within the AO as possible.

ANSWER: Its gender-balanced make up. By having equal numbers of women and men, the UN-EP is more likely to engage with all genders in the AO.

In addition to gender balance within the UN-EP, the following qualities can assist in conducting an effective engagement. This list may be used as a guide for the selection of who will conduct the engagement or by experienced personnel to improve their own performance.

Personal appearance - Your appearance and personality should create a good impression. Conduct engagements in a dignified manner with respect for the culture and customs of the local area.

Freedom from bias - A member of the UN-EP should not be influenced by their biases while conducting engagements. As with any skill, you will improve with practice.

Sincere interest in people - The genuine interest shown to a person or group is a quality which can be developed by associating with people from all levels of social, economic and cultural status. Understanding and a sympathetic appreciation of local populations' interests and problems can help. By showing an interest in the respondent, you begin to gain their trust.

Ability to meet people - To conduct an effective engagement, you must possess personal attributes to be courteous, serious, and conscientious. These attributes help to convey sincerity during an engagement and encourages cooperation from the person you are engaging with, as well as all groups in their society.

Slide 13

It does not matter how good you are at talking to people, if you want to be effective at it, you will need to come to your engagements having done as much research as possible.

Prior to meeting with someone you should understand the following:

- **Your Mission** – understand your mission and your tasks (you will learn more about this in your planning lesson)
- **Local History** – who has spoken to that person before? Mission Partners? They could have invaluable insight into them
- **Person's Interests** – Identify the person's interests and attempt to identify their concerns, hopes, expectations, assumptions, priorities, beliefs, fears, and values
- **Your Security** – you need to plan for the worst-case scenario, for yourself and for your Language Assistant. Use of a Language Assistant (LA) will be covered in greater detail in the lesson on Working with a Language Assistant
- **Culture** – as you learned in the lesson on cross cultural communication, you need to be aware of cultural differences and understandings when talking to people. CLAs and LAs (if available) can be an invaluable resource here in helping you plan and interpret

Slide 14

There is no single method by which you can conduct successful engagements. Each engagement will be different based on the participants, the person you are engaging with, the environment, and other factors.

However, there are baseline skills and techniques that can be learned and applied. The key to success will be to practice, observe others using the skills, and develop the skills through experience.

There are two general types of techniques. They are the directive and non-directive types. There is a third, mixed category, which uses skills from both directive and non-directive types.

These techniques can be used in planned and unplanned engagements, and from simple interviews to complex meetings.

Slide 15

The directive technique is a method in which you guide and direct the course of the engagement. It is an active technique, distinguished by:

- Frequent participation on the part of the ET member
- Emphasis on the influence of past actions on present behaviour
- Seeking specific information
- Making interpretations and judgements
- Varying of the pace by the UN-ET member
- Use of probing questions

ASK: When do you think it would be appropriate to use this kind of meeting strategy?

ANSWER: This strategy is best used when verifying or seeking specific information. This method is less effective when speaking to a person to get information about a general situation, or their general views, because the active role you play may not give the person you are engaging with an opportunity to offer additional useful background details.

Slide 16

The non-directive technique is a method in which the person you are talking to does most of the talking and finds solutions to problems with a minimum of assistance from you. The non-directive approach is characterized by:

- Avoidance of "yes" and "no" questions
- Use of questions calling for narrative type of responses
- Emphasis on the present rather than the past
- Frequent use of the silent question
- Reflection on the comment of the person you are interviewing
- Understanding the person from <u>their</u> frame of reference and perspective

This technique gives you a broad opportunity to see what might be relevant and gain a broad background of a situation. However, this technique might not be as effective in obtaining very specific information, where a directive approach might be of better use.

Slide 17

The mixed or combined approach is one that borrows from both techniques.

It is important that you use the approach that is best suited throughout the engagement, the outcome you are trying to achieve, and the person you are speaking to.

Aim is to get the appropriate information and critical data and evaluate the input. In order to accomplish this, you must get people to talk. Whatever technique enables you to do this effectively is appropriate.

ASK: When would it be suitable to change from Non-directive to Directive techniques?

ANSWER: When you realize that the person may have critical information, you should change to a more directive technique to ensure the data/information is accurately understood and recorded.

Slide 18

Asking the right question is at the heart of effective communication and information exchange. Using the right questions at the right time, you can improve a whole range of communications outcomes. For example, you can gather better information and learn more, you can build stronger relationships, engage with people more effectively, and help others learn.

With a question, you choose the subject to be discussed and establish the tone of the exchange. Hearing a question can put a listener on alert and questions stimulate the mind where there is an automatic impulse to answer.

Questions may achieve these particular effects:

- You can gain information
- You can enhance cooperation
- You can solve problems
- You can diffuse volatile or dangerous situations
- You can motivate people to achieve desired outcomes

Slide 19

Different situations and different types of information you are looking for will require you to use different types of questions.

There are three broad categories of questions you need to be familiar with:

- Closed ended questions
- Open ended questions
- Confirmation and leading questions

The following slides will go over these in greater detail:

Slide 20

An open-ended question is designed to encourage a full, meaningful answer using the knowledge and/or feelings of the person you are engaging with.

Open-ended questions also tend to be more subjective and less leading than closed-ended questions.

Open-ended questions typically begin with words such as "Why" and "How" or phrases such as "Tell me about."

The person the ET is speaking to is allowed considerable freedom in answering, which serves as an open invitation to talk. They speak while you listen and observe. This allows the ET to pose a minimal threat while learning what the person thinks is important.

- **W-questions** - “What,” “When,” “Where,” “Who,” and “Why” type questions fit most engagements and are to get detailed answers and to determine missing information. When coupled with “how,” these questions constitute the most valuable tool.

- **Probing** and **silent** questions are used to gather additional information given in response to a general question. The probe is a direct question looking for a follow up, while silence is a technique to encourage the person to volunteer more information.

ASK: What do you suspect the key disadvantages to open ended questions are?

ANSWER: Time. While this type of questioning will dig deep into the views of the person you are engaging with, it is free flowing and can take a lot of time to get through.

Slide 21

Ideal for extracting specific pieces of information but generally limits further discussion. The question often begins with "Do", "Is", "Are" or "Did"; this usually results in a restrictive nature; answer options are limited, typically Yes or No answers. Closed-ended questions can be used to de-personalize a conversation or for information gathering and clarification. They tend to interrupt talkative conversations and narrow the area of discussion. They can be useful to stop a person from talking off topic and helps pace the engagement.

- **"Yes" – "No" questions** are essential questions answerable by "Yes" or "No". Use these sparingly because they limit the amount of information that can be obtained. Open questions give the person more of a chance to get more information, but "yes" "no" questions ensure a direct answer.

- **Alternative questions** may be used to force a decision or for disposing of one topic and turning to another. Questions such as, "Which do you prefer?" or, "if not, what will you do?", will serve to control the engagement and focus attention on the point of issue.

ASK: What are some reasons that closed-ended questions could be problematic?

ANSWER: Closed-ended questions can:

- Restrict information by limiting how much is said
- Miss key bits of information
- Result in people feeling intimidated
- May give more information than you are receiving. It is important you do not violate Operational Security (OPSEC) when sharing information. The S2 and S9 will advise the UN-EP on what information they can share.

Slide 22

Summary and **clarification** questions are commonly used to confirm information or to end a conversation. Clarification questions are essentially a "mirroring" answers, for example, "So what I'm hearing in our discussion is that the community is worried about the threats from an armed group; is that right?". Summary questions are questions such as "Have we covered the main points?" and "What conclusions have we reached?" A good summary question will serve as a basis for any recommendations.

IMPORTANT NOTE: Whenever you give out information, what you say will be interpreted as being an official UN statement.

Summary and clarification questions need to be differentiated from a type of question which on the surface may appear similar: the Leading Question.

Leading questions are questions that appear to suggest or indicate a desired answer; there is a hidden or not so hidden assumption in it. For example, "How well is the mission meeting your security needs?" is a leading question. This question is based on the assumption that it is meeting their security needs. They may feel that they should give the answer you want because you are in a position of power and that disagreeing could

make things worse or be seen as a sign of disrespect. The question should instead be put more openly 'Is the mission meeting your security needs?' to encourage the person to give their own, independent answer.

ASK: Is there a use for leading questions?

ANSWER: Yes! Leading questions can be used to lead your engagement to a desired outcome.

If you are going to use a leading question, it should be well planned out in advance of the meeting. You need to understand the level of knowledge that the person you are engaging with has and have a good understanding of how they feel about you.

Slide 23

There is a tool for us to use when we are conducting a planned engagement called the Face-to-Face planning tool. You have been given a blank copy, an explanation copy, and an example of this.

As we go through the sequence of planning the engagement, I will refer to the Example Face to Face planning tool which highlights a plan a UN-ET developed to deal with Elder MUSSAFA TEEHERI.

Please follow along.

Slide 24

Take a look at your planning tool guide. As you can see there are some questions you need to ask early on.

- Who are you meeting with?
- What is the subject?
- What is the purpose of the meeting? What is your end state?
- What is the effect we are trying to achieve?

ASK: Can someone please explain what the term "End State" means?

ANSWER: An end state is the change that occurs because of a planned action.

So, in the example you are given, we have identified that the person you are meeting with is an Elder from TERENI, Mussafah TEEHIRI, the end state of the meeting is he agrees to follow on meetings with the UN-EP, and the effect is his commitment to have that meeting.

Slide 25

Now take a look at your guide, at the vulnerabilities section. Here you will want to identify how you can influence the decision making of the person you are engaging with.

Needs - What is something that they need? Security? Food?

Wants - This is something they want (better education for his kids, etc.), or something he wants to avoid (embarrassment, for example).

Desires - As humans, people desire all sorts of things: status, wealth, respect and we want to avoid the opposite.

ASK: How do you think you can get this information?

ANSWER: If someone has spoken to them before, from prior meeting reports, information from the S2 or S9. If those do not exist, then you can work out the generalities by understanding the culture overall.

It is also important to consider the protection of the people you are going to be meeting with.

Who faces protection risks?

- Vulnerable populations
- Family members and others close to them

What protection risks must be considered?

- Violent reprisals and intimidation
- Prosecution
- Community stigmatization

How can protection risks be mitigated?

- Individual risk assessment before contact
- No contact if risks are too high
- Confidentiality of all contacts with sensitive concerns
- Keeping records of meetings safe & confidential

Prevention is the best means of protection; however, you must ensure that you make **no promises** of protection! This can be achieved through:

- Ensuring the location is private and safe, and that you won't be overheard
- Hold several engagements in proximity, so that one individual or a group does not feel singled out
- Stay in contact with the person or group, will help enhance protection and to decrease threats suggest interventions from local or sector level, when appropriate

These are just some of the many reasons that you need to understand the person or group you are meeting with.

Slide 26

A good introduction should be well thought out and planned, as you only have one opportunity to make a first impression.

As you can see from the guide, there are many considerations to take into account for the introduction, and you will not always need to worry about it. For example, some of the information is readily available, so asking would make it seem like you have not done any preparation and could undermine your meeting.

In every introduction, you need to state who you are and why you are there.

If you are hosting the meeting, what is the seating plan?

Make sure you tailor your body language to the tone you want to set for the meeting. Until you get to know the individual, it is best to take a formal, yet empathetic tone. The most important part of the introduction is ensuring you make a positive first impression.

ASK: Why is a first impression so important?

ANSWER: The initial impression you give will shape every encounter from then on. If you are able to establish rapport and build a good impression, communication (even across cultures) will be smoother. Conversely, a negative first impression could lead to not only you not being able to do your job effectively, but it could also result in loss of mission credibility.

A quick and easy way to make a positive first impression is to offer a compliment to the person you are speaking to. For example, you could simply mention their authority within the area, their expertise, local knowledge and so on. Doing this is an established way to make a positive first impression and to start building rapport.

As you can see from the example, this UN-ET planned to create the perception of authority for the member who is meeting with TEEHERI, and they have their introductory statement already planned.

Slide 27

For some cultures, it is important to build rapport before conducting business, while in others, you immediately start discussing business. You need to understand what the culture is in your AO.

This is seen as the polite thing to do, and if done effectively will help you meet the objectives of the meeting.

There are two proven principles that you can use to help you with this. They are:

Reciprocity – if someone does a favour for you, whether you asked them or not, you feel the need to repay that favour.

Similarity – people are more likely to like someone who they feel has similar characteristics to them than those who are completely different from them.

ASK: In your own words, describe how the principles of similarity and reciprocity are planned in the Rapport Building section of the example F2F Planning Tool with Elder TEEHERI.

ANSWER:

- **Similarity** – The interviewer is going to discuss the common burden of responsibility and leadership and will attempt to leverage that they both have children.

- **Reciprocity** – The interviewer has sacrificed his time and resources to speak when meeting them. Note that this is not something given directly to them, rather it was a cost that the interviewer was willing to pay to meet with them. This shows that the interviewer considers them valuable.

Slide 28

This is the part where you need to think of the key points you want to make. Here is where all you have learned about the person, the problem, and all the questioning techniques come into play.

This is divided into three key parts, your Main Argument, Supporting Arguments, and Counter Arguments:

Main Argument/Primary Focus

- You need to think of the key points you are raising.
- You need to plan out key questions, particularly any closed-ended or leading questions you would like to use.
- You need to think about how you can use the vulnerabilities of the person to help get your points across.

- The Main Argument is the argument that directly focusses on the meeting objective. As you can see from the example, the main arguments are all based around encouraging Elder TEEHERI to continue meeting with the UN-ET and are emphasizing how it will benefit him.

Supporting Arguments

Here you want to link your objective to the wants, needs, and desires of the person you are engaging with. These kinds of arguments are used in support of your main argument. As you can see from the example, the planned supporting arguments all are directed at Elder TEEHERI's wants, needs, and desires by appealing to his leadership within the community.

Counter Arguments

To prepare for counter arguments, you need to use a combination of empathy and your cultural awareness to try and predict the types of arguments that can be made against you. By anticipating these, you will have the opportunity to prepare proper responses. As you can see from the example, the counterarguments used also tie back to the vulnerabilities, emphasizing the importance of his leadership, the economic prosperity that will come of it, and how if he does not do it, his legacy will suffer, which comes from understanding his desires. In doing so, they avoid being argumentative, and instead remain positive.

Slide 29

Unfortunately, not all meetings will go as planned. However, even if your meeting goes poorly, you need to have an exit strategy in place.

In the guide, there are important points that you need to be aware of in both your positive and contingency exit strategies.

ASK: Why is it important to have a strategy for exiting the meeting if it does not go well?

ANSWER: If the person was important enough to talk to in the first place, you will not want to isolate them. As you represent the mission in its entirety, you will want to attempt to salvage mission legitimacy here.

It is important to note that while the meeting may not have been as positive as you would have liked, you will have the opportunity to learn from it. When writing your meeting report, ensure you take the time to consider what went wrong with the meeting. This is invaluable information that you or someone else can use not only in the next meeting with the individual, but in meeting others in the Area of Operations.

As you can see from the example Face to Face plan, the UN-ET had a contingency plan for exiting the meeting in case the meeting was not positive. While we will always hope for the best, as members of the military, we know that we need to plan for all potential outcomes. Note how even if the meeting ends negatively, the UN-ET will still try and reframe it positively.

Slide 30

☞ **Note to Instructor**: This slide should take 3-4 minutes to go over

It is necessary to provide you with a warning. There are some special cases that you need to be aware of. These cases must be treated differently from other engagements. Unless there is an immediate security concern, you should coordinate with UN experts and make sure of their presence before engaging with the following:

Children - In general, you should **not** engage with children directly. The lead for dealing with children in the mission is the civilian **Child Protection Advisor**, who is supported in each sector by Child Protection Units. You should always work given their guidance in dealing with children and children's issues.

If it is necessary to meet with a child and there is no Child Protection Unit available, questions should be limited to basic ones such as the child's name and age. Parents or caregivers should be present as well. One of the principles described in the Core Pre-deployment Training Materials (CPTM) and in child protection training is that the basic principles of dealing with children for all UN peacekeepers are to show/do no harm, coordinate with other agencies, and **always act in the best interest of the child.**

CRSV/SGBV Survivors - The unfortunate reality is that many people you may have to engage with will be the victims of CRSV/SGBV. This does not mean you cannot speak to them; it means you **will not** ask them questions about CRSV/SGBV. To speak with a survivor about the SGBV, you would require a specialist with appropriate knowledge and skills, otherwise the interview risks causing further harm to the person. There are many specialist agencies, often deployed in the field to support survivors and you should utilize their expertise. They should take the lead in interviewing the survivor.

If a survivor of CRSV/SGBV approaches you for assistance, you should do your best within your constraints and skills to do so, including offering to refer them for support to specialist agencies and knowing which agencies to contact. Importantly, if possible, utilize the members of your team who are of the same gender as the survivor to speak to them. There is guidance on what to do, and what to say.

Victims of Human Rights Violations should not be questioned by you about their experiences. Connect these persons with the Human Rights Component in order to avoid psychological damage by forcing the victims to go through their memories over and over again. In saying this, if you are approached by someone who has been the victim of this, you need to ensure that you record and report this information.

In all cases, ensure you keep detailed notes and always report to your chain of command / leadership.

Slide 31

Summary

- Much of the core of the material presented in this lesson should have been familiar to you from other STMs. However, the purpose of this lesson was to take the theoretical knowledge you will have had from prior training and translate it into actions and perspectives that the Engagement Platoon, from its Commander to its most junior member, need to both be aware of and how to operationalize in your theatre of operations / area of operations.

Lesson 1.8

Working with a Language Assistant

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have experience working with a Language Assistant or with trying to communicate with someone who does not speak their language. Ask them to tell the group about their specific experiences and challenges.

Note to instructor *– recommend that lesson 1.8 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

Module 1: Conceptual Framework
Lesson
1.8
Working with a
Language Assistant

Slide 2

☞ **Note to Instructor**: encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

At the end of this lesson, you will understand how to work with a language assistant to establish an effective form of communication between yourself and the local population.

Slide 3

ACTION: For the training activity the students should be provided with the Working with Language Assistants UN-EP Handbook, course materials, Annex D, Reference A.

In this lesson we will discuss:

- Language assistant considerations
- Preparing your language assistant
- Working with your language assistant
- Debriefing the language assistant

Slide 4

ASK: Does anyone know the difference between a language assistant and an interpreter? (Wait for class answers)

ANSWER: The terms interpreter and language assistant are often used interchangeably. The difference is that language assistants are not formally trained. We will refer to language assistants, also known as LAs, throughout this lesson.

The LA is a vital link that enables ideas and proposals to be expressed fully, clearly and impartially when they do not bring their own opinion to the discussion.

Slide 5

Some TCCs will train their own members in the mission language and use them as LAs. While easier than trying to hire local LAs, it will take time for them to build relationships with the local population and they may lack understanding of local slang, dialects, traditions and issues.

Local civilians acting as LAs may have been working for the mission for a long time, no matter the rotations of the troops or civilians, or even changes made in the scope of the mission. If your LA has been in the mission for a long time, consider asking about their knowledge of the area, the people, and the history.

Their knowledge of the situation can be of significant benefit to you as you work in the area. Understanding the history, and especially how the recent past has affected your location and the people in it, can help you make good recommendations to your Pl commander and can help you in your interactions with the local population. An LA can help you understand the leadership dynamics in the area and make recommendations of locations and people to visit.

It is important to "trust but verify" information provided by the LA. Confirm against reports, and information from other members within the UNIBAT.

Slide 6

The language assistant is an important member of the team.

In some UN missions, the UNIBAT may be responsible to hire their own LAs.

You and your LA should develop a good relationship; however, you may be able to question, through the chain of command, the use of the assigned language assistant if you do not feel they will support the mission objectives. If problems arise later, or the relationship is not working, talk to your chain of command (Pl Comd should be able to talk with UNIBAT staff) if there is an issue.

Work on their behalf. If an opportunity presents itself where you could reasonably do something good for your LA, do so. A little extra staff work on their behalf will pay dividends in returned gratitude and loyalty.

For example: In UNIFIL - CIMIC activities depended heavily on local LAs. They were an intimate part of the BN, and the BN prioritized their office space with air conditioning, separate ablutions area, and stocked fridges.

Slide 7

If your UNIBAT is able to hire their own LAs, you can assist with some of the things to consider when choosing them. Whenever possible, assess their ability to communicate and understand you.

ASK: Why might it be helpful for an LA to speak more than just the local and your languages? (Wait for class answers)

ANSWER: They may assist with communicating with other TCCs, staff officers, refugees, internally displaced persons (IDP) etc.

Language can be very nuanced – if your LA learned their languages somewhere other than in the local area, they may have an accent which labels them as being from another place, and/or they may use phrases or expressions which are not used locally. Understanding the strengths and challenges your LA may have will help you to work together and help ensure a good relationship with the local population.

The more fluent your LA is with the local languages, the more they can contribute to understanding the overall situation.

Slide 8

Depending on the operation, you may also have to consider if your LA's physical fitness will be an impediment. For example, if you are walking long distances or the temperatures may be abnormally hot or cold, fitness and ability to keep pace with the group are important considerations when assessing the suitability of the LA for that task.

Gender must be considered when choosing LAs to ensure that all of the population can be engaged.

Ethnic, tribal, and cultural allegiances should also be considered to ensure your LA does not detract from your goals.

For Example: In UNIFIL they ensured they had 5 LAs with various religious backgrounds to ensure the LA they chose for each mission had the same religion as the people they were speaking with.

Slide 9

If possible, you should meet with your assigned LA at least 24hrs prior to deploying on any patrol.

When briefing your LA, ensure that you keep it to the basic goal, you do not want to violate Operational Security (OPSEC), but they do require some information, so they are invested in the mission and are more effective in their job.

Brief them in advance how they should respond if they are asked certain sensitive questions and tell them what they should say. For example: if they are asked "Do you know the next time the ET will patrol this road?" they should answer as rehearsed.

During the briefing, discuss with them what you know about the local areas and personalities without risking OPSEC because they may have additional information which could prove useful in advance of the task. Always confirm with your S2 and S9 what you can and cannot share with the LA.

Equipment to bring: ensure your LA has all the necessary equipment, food, and water they might require.

We will talk about their positioning and when they should begin translation.

You should conduct rehearsals with your LA and your team before departing on a patrol.

Slide 10

Positioning Language Assistants

- It is vital that the LA be positioned correctly in relation to the speaker. LAs should be positioned to the side of the speaker where possible, this forces the other party, who may start the negotiation by addressing the LA only, to at least look in your direction during discussions.

- The ideal has the LA slightly behind and to the side; in this way they can hear and translate everything, and it removes them as an active participant in the conversation.

- When talking about positioning, also consider cultural dress and customs, and the safety of your LA.

- When you conduct an engagement, be aware of the principles and be prepared to work with the ground and the situation.

Slide 11

You may already know certain basic words and may not need your LA to start until a certain point in the conversation. Make sure you explain this in advance, so they know not to interrupt if they are not needed but can seamlessly continue the conversation when they are needed. Ensure you are sensitive to the pace of the conversation, and do not allow your nerves to push you to converse too quickly. Be open to the LA's need to slow down.

Ask your LA to translate each sentence (as close to word-for-word as possible), and to not summarize. Both sides of the conversation must understand exactly what is being said. Make sure you have explained any terminology which may be difficult to translate and ensure your LA will translate all information regardless of their personal opinions.

Slide 12

Rehearsals should be conducted to ensure your LA is safe throughout the engagement.

Practice signals: these should be conducted early and frequently in the beginning of the relationship. Additional rehearsals may be required if there are significant changes to the way an engagement will be conducted.

Something Suspicious: Make sure your LA is comfortable to point it out. Let them know: "I may not act on it, but I want to know that you see it."

First Aid: Make sure your LA has some basic first aid knowledge and supplies. They should be able to help themselves and understand what to do if you are injured (who to report to next) and what the plan for evacuation is.

Example: In South Lebanon 2002, a patrol was stopped by Hezbollah and the LA was separated from the team. Members of the team were then severely beaten. Hezbollah departed the area, leaving only the LA to provide critical first aid and call for assistance.

The Lessons Learned from that incident were:

- Train LA in basic first aid
- Train LA in basic radio use (i.e., MAYDAY, etc.)
- Train LA how to read grid from GPS
- Also made an argument for carrying a small first aid kit for LA

Slide 13

Always look at the person involved in the communication, not your LA. Maintain eye contact, if culturally appropriate, as that shows sincerity and interest. Ensure you speak directly to the other person, do not say to your LA "tell them…" to pass a message, and your words should sound as if you are speaking directly to the other person.

Speak in short sentences to allow your LA the ability to translate your every word. Make sure the other person knows to do this as well in your introductions.

Even though you are concentrating on your engagement, be aware of your surroundings and general security.

Slide 14

The more that your LA feels like they are part of the team, the better you will work together. In your last lesson you learned about rapport building – your LA is someone to build rapport with as well.

The more local language you pick up the better off you are; continue to work with your LA to improve your knowledge of local phrases.

Always maintain a professional relationship with your LA.

Slide 15

Upon completion of the task, ensure you meet with your LA. Get their feedback on the event, including their overall assessment, and observations.

- Highlight any difficulties in the translation process so you can work to correct them. Ask about your pace of speaking – Too fast? Too slow? Your vocabulary? Were you loud enough?

- Ensure to ensure everything was translated after the engagement/meeting.

- Ask them what, in their opinion, the people you spoke with now expect as a result of the engagement.

- Report conclusions of engagement as per mission SOPs.

Slide 16

LEARNING ACTIVITY

TIME: 15 minutes

PURPOSE: To reinforce the process of working with an LA.

Create groups of three, where one person acts as the LA, and the other two have a conversation. Does not have to be about a specific topic, but students should practice positioning and speaking in a manner which can be translated.

Note to Instructor:

After 5-10 min, ask the group to share what they learned, and if there were any challenges.

Slide 17

Summary

The most important thing to remember is proper preparation matters.

Briefing your LA with your expectations and creating a relationship with them will enable you to have the best possible engagement when working with those who do not speak your language.

Module 1 References

1.1 Introduction to the UN Engagement Platoon

- United Nation Engagement Platoon Handbook (UN-EP Handbook)
- Military Peace Keeping Intelligence Handbook (MPKI) (http://dag.un.org/handle/11176/324835)
- United Nations Infantry Battalion Manual (UNIBAM) Second Edition January 2020 (http://dag.un.org/handle/11176/401024?show=full)

1.2 Operate within a UN Infantry Battalion Headquarters

- UN-EP Handbook
- UNIBAM (http://dag.un.org/handle/11176/401024?show=full)

1.3 Mission Stakeholders

- UN-EP Handbook
- United Nations Civil-Military Coordination (UN-CIMIC) (http://repository.un.org/bitstream/handle/11176/89582/STM%20UNCIMIC.pdf?sequence=1&isAllowed=y)
- United Nations Force Headquarters Handbook November 2014 (http://dag.un.org/handle/11176/89596?show=full)
- UN Stakeholder Engagement & the 2030 Agenda a Practical Guide April 2020 (https://sustainabledevelopment.un.org/StakeholdersGuide)
- Handbook for Non-state Actors on Engagement with WHO 2018 (https://apps.who.int/iris/handle/10665/329431)
- UN-CMCoord United Nations Humanitarian Civil-Military Coordination: Guide for the Military 2.0, 2017 (https://www.unocha.org/sites/unocha/files/Guide%20for%20the%20Military%20v2.pdf)
- UN DPO/DOS CPTM Version 2017 (https://research.un.org/revisedcptm2017)

1.4 The Civil Environment

- UN-EP Handbook
- UN-OCHA Guide for the Military (https://www.unocha.org/sites/unocha/files/Guide%20for%20the%20Military%20v2.pdf)
- STM CPOC (http://repository.un.org/bitstream/handle/11176/89574/STM%20on%20Protection%20of%20Civilians%20Operational%20Level.pdf?sequence=1&isAllowed=y)

- STM CRSV (https://research.un.org/en/peacekeeping-community/training/STMs/CRSV)
- STM UNMO (https://research.un.org/en/peacekeeping-community/training/STM/UNMO)
- Handbook for United Nations Field Missions on Preventing and Responding to Conflict-Related Sexual Violence (https://dppa.un.org/en/handbook-united-nations-field-missions-preventing-and-responding-to-conflict-related-sexual-violence)
- DPO Protection of Civilians (https://peacekeeping.un.org/en/dpo-poc-handbook)
- UNHCR Emergency Handbook (https://emergency.unhcr.org/)
- UNHCR (https://www.unhcr.org/)
- UNICEF Field Manual - Monitoring and Reporting Mechanism (MRM) on Grave Violations Against Children in situations of Armed Conflict (https://childrenandarmedconflict.un.org/wp-content/uploads/2016/04/MRM_Guidelines_-_5_June_20141.pdf)

1.5 Gender and Culture

- UN-EP Handbook
- UN Respect for Diversity (https://www.ohchr.org/en/professionalinterest/pages/culturaldiversity.aspx)
- Windham Intercultural Model; https://www.rw-3.com

1.6 Employ Cross Cultural Communication

- UN-EP Handbook
- STM UNMO (Modules 2 and 3) (https://research.un.org/en/peacekeeping-community/training/STM/UNMO)
- UN CIMIC STM (Module 3) (https://research.un.org/en/peacekeeping-community/training/STM/UNCIMIC) (http://repository.un.org/bitstream/handle/11176/89582/STM%20UNCIMIC.pdf?sequence=1&isAllowed=y)
- Hofstede Insights; https://www.hofstede-insights.com/
- Culture and Organizations: Software of the Mind, Geert Hofstede & al (2010) was 3rd edition (https://e-edu.nbu.bg/pluginfile.php/900222/mod_resource/content/1/G.Hofstede_G.J.Hofstede_M.Minkov%20%20Cultures%20and%20Organizations%20-%20Software%20of%20the%20Mind%203rd_edition%202010.pdf)

- Solving the People Puzzle, Emily Spencer (2010)

1.7 Face to Face Communications

- UN-EP Handbook
- UN UNMO STM 3.4 (https://research.un.org/en/peacekeeping-community/training/STM/UNMO)
- DPO Protection of Civilians (https://peacekeeping.un.org/en/dpo-poc-handbook)
- UN CIMIC STM (https://research.un.org/en/peacekeeping-community/training/STM/UNCIMIC)

1.8 Working with a Language Assistant

- UN-EP Handbook
- UNIBAM http://dag.un.org/handle/11176/401024?show=full)

Module

2

Legal Framework

Module 2 at a glance

Aim

This module conveys to United Nations engagement platoon's key aspects of the legal framework governing their work. Module 2 empowers UN-EP to approach their task with confidence by providing them with a clear understanding of violations of international law that populations at risk often experience, while also familiarizing them with the legal authority and guarantees protecting their work.

Learning Objectives

Learners will:

- Identify typical violations of international humanitarian law, human rights law, refugee, and criminal law that UN-EP may encounter
- Understand how the peacekeeping-specific legal framework guides and protect the work of UN-EP

Overview

Module 2.1 provides an overview of fields of general international law which guides the work of UN-EP and other peacekeepers, in particular international humanitarian, human rights, criminal and refugee law. Module 2.2 reflects on aspects of the mission-specific legal framework that are relevant for UN-EP, including Security Council mandates, SOFA/SOMAs and the related issue of privileges and immunities, norms on discipline and accountability, the Human Rights Due Diligence Policy, and mission rules of engagement.

Introduction

Key Message: United Nations Engagement Platoon (UN-EP) contribute to an understanding of the human terrain in support of the successful achievement of the Mission's Mandate. While engagement has been part of the UNIBAT, for many missions the formalized use of UN-EP is a new construct, and it is essential for us to be familiar with its legal framework.

The aim of Module 2 is to provide you a legal overview for UN-EP to guide their employment in an appropriate manner and to familiarize you with the conceptual framework of how best the UN-EP supports the UNIBAT and UN missions. Module 2 does not aim to create or train participants as legal subject matter experts for UN peacekeeping. Rather, the module aims to empower the UN-EP to approach their task confidently by providing them with a clear understanding of violations of international law that populations at risk often experience, while also familiarizing them with the legal authority and guarantees protecting their work.

Learning Objectives

The learning objectives for Module 2 are based on the goal of being able to apply the legal aspects against the other modules and bring them into practice:

- Know how to translate conceptual and legal frameworks into appropriate action at the tactical level

It should be emphasized that the aim of these modules / lessons is to provide UN Troop Contributing Countries (TCCs) with a comprehensive training package that combines the Conceptual, Legal, and Operational Frameworks for the employment of UN-EP. This RTP will also help mainstream aspects of Protection of Civilians and Gender into the frameworks and materials. The RTP includes learning activities and discussions, which can be run within the module to help strengthen your understanding of how a UN-EP engages within the Civil Environment and conducts Cross Cultural Communications within a UN Peacekeeping environment. This training package is designed for application in both pre-deployment and in-mission training.

Lesson 2.1

General International Law relevant for UN-EP

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had engagement/observer/liaison experience in a UN PKO. Ask them to tell the group about their specific experiences and challenges reporting on Human Rights.

Note to instructor *– This module provides an overview of how international law impacts the work of peacekeepers regarding their mandated tasks. It is recommended that lesson 2.1 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities.*

The lesson covers fields of general international law that are particularly relevant for the work of peacekeeping missions generally and UN-EP in particular, namely International Human Rights Law, International Humanitarian Law, International Criminal Law and International Refugee Law.

Slide 1

☞**Note to instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

Slide 2

UN-EP personnel will be able to identify typical violations of international human rights law, humanitarian, refugee and criminal law encountered during their deployment and follow an appropriate course of action.

Slide 3

The lesson content covers: UN-EP understanding of their responsibilities in consideration of international human rights, humanitarian, criminal and refugee law.

Slide 4

At the top of the hierarchy of norms depicted in this slide are the UN Charter (the "UN's constitution") and fundamental norms of general international law. Even the Security Council has to respect these norms (and also does so in its practice). For instance, a peacekeeping mission could not be mandated to attack civilians or push back refugees to places where their life is at risk, since this would entail breaches of fundamental norms of international human rights, humanitarian and refugee law.

In module 2.1, we are mainly discussing the top two layers of the hierarchy of norms. The remaining sources of law in this graphic will be discussed in Module 2.2.

Slide 5

In addition to ensuring peace and security and promoting development, the UN Charter commits the UN to promote and encourage respect for human rights. For this reason, all peace mission personnel must respect human rights, which cannot be breached – for example, inhuman treatment of detainees by peacekeepers.

In addition, mission must promote and protect human rights. Most of the large modern mission have special mandates to promote and protect human rights that all peacekeepers must work toward as an "all of mission responsibility." Furthermore, the UN Policy on Human Rights in Peace Operations requires all missions to advance human rights through the implementation of their mandate, even if they do not have an explicit human rights mandate or human rights component. Example: UN blue helmets developing a disarmament, demobilization and reintegration (DDR) programme under the mission's mandate should try to advance non-discrimination between women and men by ensuring that women and girls associated with armed groups can also benefit from the DDR programme.

Established by international law and founded to uphold an international order based on law, the UN and its peacekeepers also have a special responsibility to respect, promote and protect international humanitarian law (also known as IHL or the "law of armed conflict"), international refugee law and international criminal law.

Slide 6

Ask participants who is entitled to human rights, and whose responsibility it is to protect them? Answers should include that every human being enjoys human rights, and that state authorities are primarily responsible for upholding them.

Human rights are universal. Everyone is entitled to the same fundamental rights. There are some groups, who may have specific needs or are particularly at risk of discrimination and rights violations. These have been given specific rights protections (for example children, women, indigenous people, persons with disabilities).

IHRL applies at all times, including during armed conflict and other national emergencies (because that is when human rights are most under threat).

First and foremost, states must respect human rights and protect their population from threats by private actors (for example by diligently arresting and prosecuting perpetrators of rape). It is widely accepted today that armed groups with effective control over territory also have human rights obligations. In any case, UN practice considers that armed groups that commit atrocities such as summarily executing, raping, torturing or looting engage in human rights abuses.

UN policy (also summarized in the cited Blue Helmet Code of Conduct) also accepts that UN missions and personnel must uphold human rights in their work. Example: The UN would not be allowed to discriminate on the basis of religion in its hiring practices or use excessive force in violation of the right to life.

Note to Instructor: The Photo shows the UN Human Rights Council in Geneva, where member states join to advance and protect human rights.

Slide 7

Human Rights are spelled out in a series of international treaties called covenants or conventions. Every country in the world will have voluntarily accepted ("ratified") several of them. All of the treaties build on the Universal Declaration of Human Rights of 1948 that all countries in the world have endorsed numerous times.

Civil and political rights protect everyone from violations such as:

- being arbitrarily killed
- tortured by the police or other state agents
- discriminated against because of our ethnicity, religion or gender
- not being able to freely express our opinion
- being detained without knowing the reasons or having our detention reviewed by a judge.

Economic, social and cultural rights are just as important, including in peace mission settings. For instance, a government must ask for international aid if it cannot by and itself ensure that its population is free from hunger (e.g., during a conflict). Where a government fails to do so, large numbers of people will starve to death. If a government fails to provide children with education, including free primary school, many children will not be occupied and might be easily recruited by armed groups or trafficked into exploitation.

Slide 8

Note to Instructor: *Illustration shows the emblem of the International Committee of the Red Cross (ICRC), which initiated the development of humanitarian law in the 19th century. The ICRC remains the neutral and credible guardian of IHL in conflict areas across the world*.

International Humanitarian Law (IHL) must be respected by parties to armed conflict. States forces fighting each other in an international armed conflict must respect it. In a non-international armed conflict (the more typical case for a contemporary peace mission setting), the state military forces, and the non-state armed groups involved must abide by IHL.

Since impartiality is a central principle of peacekeeping, UN military forces are generally not a party to the conflict. However, IHL may apply temporarily to them for as long as they engage as combatants in armed conflict. Example: a peacekeeping force carries out an offensive operation against an armed group that poses a grave threat to civilians.

IHL regulates the conduct of hostilities. Example: Requiring parties to minimize as far as possible the harm to civilians not participating in the hostilities. It also outlaws certain means of war to reduce unnecessary suffering by civilians or combatants. Example: prohibition of the use of any chemical or poisonous weapons in warfare.

Parties must respect IHL themselves and they ensure that others respect it as well. Example: In accordance with its obligation to ensure respect for IHL, a state has a duty to prosecute and punish non-state armed group members who commit serious violations of IHL amounting to war crimes.

Slide 9

Ask participants who is a civilian in the two pictures. The armed herder on the right may well be a civilian who is only armed to protect himself and his cattle from marauders. In many mission settings, armed civilians are a common sight and them carrying weapons like assault rifles does not necessarily mean that they are participants in hostilities between militarily organized parties to conflict.

Under IHL, any person who is not or is no longer directly participating in hostilities shall be considered a civilian, unless he or she is a member of armed forces or groups. In case of doubt, the individual or group of individuals shall be considered civilian and afforded the protection owed to civilians until determined otherwise. Civilians may be in the possession of arms, without necessarily being combatants. Under international humanitarian law, civilians who are in the possession of arms, for example, for the purpose of self-defence and the protection of their property but who have not been or are not currently engaged in hostilities are entitled to protection.

Members of armed forces or armed groups that are hors de combat ('out of battle") also enjoy protection under international humanitarian law. Notably, those who can no longer because they are wounded and sick must not be attacked but collected and medically cared for.

Prisoners of war (POWs) and interned/detained armed group fighters enjoy special protection. They must be treated humanely in all circumstances and not be subjected to

any humiliating and degrading treatment. Unlike regular soldiers who become POWs, captured rebel fighters may be prosecuted for their participation in the armed conflict. However, this must be done before "a regularly constituted court, affording all the judicial guarantees which are recognized as indispensable by civilized peoples" (see Common Art. 3 Geneva Conventions.)

Peacekeepers, regardless of whether they are military, police or civilians, are protected under international law. Directing attacks against them may amount to a war crime. An exception applies only for as long as military peacekeepers engage in hostilities.

Slide 10

Some violations of human rights and international humanitarian law are considered so grave by the international community of states that they are regarded as international crimes, namely war crimes, crimes against humanity and genocide.

All states have a duty to prosecute and punish such crimes if committed within their territory. Furthermore, the international community may set up international tribunals and courts to prosecute and punish international crimes. Example: In response to international crimes, the Security Council set up the International Criminal Tribunals for the former Yugoslavia (ICTY) and Rwanda (ICTR). States also established the International Criminal Court (ICC). The ICC has jurisdiction to pursue international crimes committed in states that have accepted its jurisdiction (more than 120 countries so far) and in places that were referred to the ICC by the Security Council (examples: Darfur and Libya).

There are three major categories of international crimes that peacekeepers should know:

War crimes: Violations of fundamental rules found in the Geneva Conventions or other sources of IHL also entail war crimes on the part of the individuals who commit such crimes. As the name suggests, war crimes can only be committed in armed conflict.

Crimes against humanity: Where state authorities or armed groups commit inhumane acts such as murder, rape, torture in a systematic or widespread manner, this may entail crimes against humanity. Such crimes typically involve an underlying policy to commit crimes and/or an elaborate degree of planning at high levels.

Genocide: In accordance with the 1948 Genocide Convention, killing or in similar ways targeting members of a national, ethnical, racial or religious group may amount to genocide. The perpetrators must act with the "*intent, to destroy, in whole or in part, the group, as such*." It is not enough to kill some people because of their religion or race. There must be an intent to annihilate the entire group globally or in a specific area. The historic example that gave rise to the notion of genocide is the Holocaust, in which Nazi Germany tried to annihilate the entire Jewish population of Europe.

☞**Note to Instructor:** *The UN Photo shows the entrance to the International Criminal Court in The Hague*

Slide 11

When governments are unwilling or unable to protect their citizens, individuals may suffer such serious violations of their rights that they are forced to flee their country and seek safety in another country. Since, by definition, the governments of their home countries no longer protect the basic rights of refugees, the international community must step in to ensure that their basic rights are respected.

The 1951 Convention Relating to the Status of Refugees is the foundation of international refugee law. The term "refugee" under the Refugee Convention refers to persons who have to flee their country due to a "well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion." Individuals suspected of crimes against humanity are excluded from refugee status.

Fleeing a country where an armed conflict is taking place qualifies a person only as a refugee if specific requirements are met (notably evidence of individual "well-founded fear of being persecuted"). However, regional instruments have expanded the scope of the refugee definition. Under the 1969 African Refugee Convention, refugees are also those who have to flee "events seriously disturbing public order" such as armed conflict.

For Latin America, the Cartagena Declaration on Refugees expands the concept to also include persons who flee internal conflicts and generalized violence in their country.

Refugees are generally civilians, and the mission must hence protect them under its PoC mandate. In addition, peacekeeping operations are often tasked with the creation of conditions conducive to the voluntary, safe, dignified and sustainable return or local integration of refugees and internally displaced persons.

☞**Note to Instructor:** *UN Photo shows refugees fleeing persecution and armed conflict in the Balkans.*

Slide 12

The Policy on Human Rights in Peace Operations establish specific responsibilities for peacekeepers regarding violations of human rights and international humanitarian law.

UN-ETs should be proactive in identifying concerns, including by reaching out to all sectors of society irrespective of gender, social background or level of education. EPs have male and female personnel to ensure a broad reach out.

UN-ETs must promptly record and share with the human rights component all allegations on violations they receive or observe for follow-up. Formal mechanisms such as standard operating procedures must be established to facilitate such information-sharing. Generally, mission procedures will allow to share information promptly with other components at the level of specific sectors or team sites to ensure that information moves quickly and is not lost in the chain of command.

Respect for the principle of confidentiality must always be maintained. In particular, names of victims and witnesses should not be included in reports with broader circulation.

Based on established referral systems, they must also promptly refer victims to providers of medical assistance, psychosocial support and protection.

In some cases, an ad-hoc intervention, e.g., by raising an urgent concern with the party concerned, may be appropriate. In any case, protection of civilians coordination structures must be alerted so they can initiate a concerted mission intervention.

Slide 13

The cases are meant for an interactive discussion among participants, either in small groups or directly in plenary. Please only reveal the correct responses in the blue textboxes on the case studies once participants had a chance to provide their own response.

In order to identify vulnerable areas and at-risk populations, UN-ETs must be able to identify typical violations of international human rights law or humanitarian law, when they observe them.

This learning activity provides cases that are based on recurrent realities in the field. Depending on the time available, the activity can be conducted in a plenary discussion only. Alternatively, participants can first discuss each case in small groups before a debriefing in plenary reveals the correct answer.

Participants should assume that they are on a patrol in a conflict zone with armed group activity and are meeting with local persons. Based on the information they receive; they should consider which violations may have occurred. They should also be invited to indicate what course of action they would take in the light of the information received.

Slide 14

Note to Instructor: Allow the students a few minutes to discuss/answer, then click to reveal the text box of violations to consider.

The information provided by the boy points to the following violations:

- The militia shooting at the villagers is an intentional attack directed against civilians, amounting to war crime, IHL violation and violation of the right to life.
- The villagers are victims of arbitrary displacement – if systematic or widespread this can be a crime against humanity. Being forced to flee from their homes also violates their right to housing and their freedom of movement (which includes the right not to move).
- The theft of the cattle entails the war crime and IHL violations of pillaging. This places at risk the villagers' human rights to food and livelihoods. Because they have to survive in the swamps, their right to clean water and health are also seriously under threats. In practice, the denial of clean water and healthcare might even kill more civilians than the initial attack itself.

UN-EP have to diligently share this information with the human rights component and protection of civilians coordination structure. Humanitarians must also be informed so they can provide support in follow up. UN-EP must record the name and contact details of the source for follow up but treat it confidentially, notably by not including it in any reports that are widely shared in the mission and may leak.

Slide 15

In their conduct of hostilities, parties to conflict must abide by basic principles to minimize harm to civilians and civilian objects such as homes, hospitals, places of worship etc. The protection of civilians in the conduct of hostilities builds on three basic principles.

Working in groups or in plenary, have participants explain each of these principles.

The basic principles of IHL can be defined as follows:

- Distinction: In order to ensure respect for and protection of the civilian population and civilian objects, parties to the conflict at all times have to distinguish between the civilians and combatants, and between civilian and military objects. Operations must only be directed against military objects. Indiscriminate attacks that do not distinguish between civilians and combatants are prohibited. Example of violation: Shelling an entire village with heavy artillery without trying to distinguish between military targets and civilian homes.
- Precaution: In the conduct of military operations, constant care must be taken to spare civilians and civilian objects. All feasible precautions must be taken to avoid, and in any event to minimize, incidental loss of civilian life, injury to civilians and damage to civilian objects. Examples of violations:
    - Before launching an assault, no effort is made to verify that the target is actually a military target.

  - Soldiers take their position too close to civilians, placing them at risk of getting in the crossfire.

- Proportionality: Loss of life and damage to property incidental to attacks must not be excessive in relation to the concrete and direct military advantage expected to be gained. This means that when considering a target, the damage to civilians and their property cannot be excessive in relation to the military advantage gained. Proportionality is not an issue if the target is purely military, and no civilians are nearby. Example of violation: bombing a private home housing dozens of civilians to kill one ordinary soldier who took shelter there.

Slide 16

Note to Instructor: Allow the students a few minutes to answer, then click to reveal the text box of violations to consider.

The information provided by the journalist points to the following violations:

- IHL requires parties to conflict to facilitate the rapid and unimpeded passage of humanitarian relief for civilians in need. They may take reasonable measures to monitor distribution and prevent diversion to enemy combatants. However, they must not deny food aid altogether to a particular group of civilians. Even if it were true that some of the food aid is diverted to armed groups, humanitarian must not be denied to civilians in need.
- The human right to food requires the state to ensure that its population is free from hunger. If it cannot provide enough food for its own population, it must call for humanitarian assistance and allow such assistance to be delivered.
- The violations are aggravated by the aid distribution discriminating against an entire ethnic group, placing it under collective suspicion of supporting the rebels.
- If the intention is to starve civilians from that ethnic group, this would amount to a war crime and, if systematic or widespread, a crime against humanity.
- Denying journalists from reporting about the situation delivery violates the journalists' right to freedom of expression and media. It also denies the general population freedom of information. This also since the censorship serves no legitimate purpose but seeks to cover up other human rights violations.

UN-ET must duly report this information up their chain of command and ensure that it is shared with human rights and humanitarian coordination components. An entire civilian population is at serious risk if the discriminatory denial of food aid is allowed to persist. The mission would probably advocate with the government to lift restrictions on media reporting, not least since such reporting is essential to inform donors about urgent humanitarian needs.

Slide 17

Economic and social human rights require states to ensure that the entire population has a core minimum of humanitarian essentials: freedom from hunger, clean water and basic sanitation, basic shelter, clothing, primary education and basic healthcare. If a state does not have the means to provide these minimum essentials itself, it must promptly disclose humanitarian needs and request international humanitarian aid. Furthermore, state authorities must not arbitrarily (without good reason) reject offers of impartially provided humanitarian aid.

Humanitarian aid is always provided impartially, without discrimination and solely on the basis of humanitarian needs. Neither state authorities nor any of the conflict parties must steal or otherwise divert it, in particular for political or military reasons (for instance to feed troops or support political supporters).

Instead, authorities and conflict parties must facilitate free and safe passage of humanitarian aid, even if it is destined for a civilian population, they consider linked to an adverse conflict party. The authorities and conflict parties must also provide guarantees that humanitarian aid can be delivered safely. It is worth noting that attacks on humanitarian personnel, facilities and transports are strictly prohibited and will regularly amount to war crimes.

Slide 18

Note to Instructor: Allow the students a few minutes to answer, then click to reveal the text box of violations to consider.

The following violations should be considered:

- IHL humanitarian law prohibits attacking personnel, facilities and transports that are exclusively assigned to medical duties. This applies, even if the personnel, facility or transport in question treats only enemy combatants and no civilians. Attacking an ambulance, even to capture medical supplies to treat one's own injured, amounts to a war crime.
- Later, however, it turns out that the medical transport was not exclusively assigned to medical duties, but the Red Cross distinctive emblem was misused to conceal an ammunitions transport. This misuse amounts also to a breach of international humanitarian law that can be prosecuted.
- The failure to provide medical care to the injured driver violates IHL. Common Article 3 Geneva Conventions that applies to non-international armed conflict requires parties to the conflict to collect and medically care for all wounded and sick, including enemy combatants. It does not matter that the ambulance was used for an ammunitions transport in violation of IHL. The driver still must receive prompt medical care, whether the driver cooperates or not.
- Denying the driver medical care unless he provides information is even a form of torture, which amounts to a war crime.

UN-ET should report the information received to their chain of command and the human rights component. The mission would also inform the ICRC about the misuse of the Red

Cross emblem, which is a serious matter that needs to be raised with the conflict party concerned. The UN-ETs should also advocate on the spot to ensure that the injured driver is provided with the necessary medical care.

Slide 19

To summarize the principles emerging from the previous case discussion:

Conflict parties must provide the wounded & sick with medical care. This medical care has to be provided promptly and without distinction. The injured must be prioritized based on medical need, for example a conflict party cannot treat its own soldiers first and only later those of the adversary party.

Civilian and military personnel, facilities and transports exclusively assigned to medical duties are protected in all circumstances. Attacks on them are war crimes. Conflict parties can still detain injured soldiers of the adversary that fall into their hands (for example where they capture an area containing a military hospital) but they then assume a responsibility to provide those soldiers with continued medical care.

It is prohibited to improperly use the Red Cross' distinctive emblems, especially for military purposes. The photo shows the different emblems that may be used depending on the cultural and religious context where the conflict takes place.

Slide 20

Note to Instructor: Allow the students a few minutes to answer, then click to reveal the text box of violations to consider.

The following violations should be considered:

- Special care must be taken in military operations to avoid damage to civilian buildings dedicated to religion, art, science, education or charitable purposes and historic monuments. Armed actors occupying a school are placing the building at risk because it may become a military target. For this reason, UN policy prohibits UN forces from occupying school buildings under any circumstances.
- In many cultural contexts, people describe sexual contact only in very indirect terms. Given the overall circumstances, the teacher's reference to armed group "taking girls them" suggests these are abductions for purposes of rape and/or sexual enslavement. This amounts to a war crime, grave violation against children, an IHL and a human rights violation. It also constitutes a case of conflict-related sexual violence, which UN missions must work to prevent as a matter of priority.
- Under human rights law, rape by state forces or armed groups controlling territory may amount to torture and it is of course also a serious form of gender-discrimination.
- These abductions will have a drastic impact on the human rights to education in the area as parents will keep their children out of school in an attempt to protect them.

UN-ET must report these cases to their chain of command and also the mission's human rights component, women protection advisers and protection of civilians coordinators. If

victims of sexual violence can be identified they must be urgently referred to humanitarian agencies or state authorities that can provide medical, psychosocial and other necessary attention. Confidentiality must be strictly ensured in order not to stigmatize victims in their community. It also needs to be considered whether the teacher who provided the information needs protection from reprisals by the armed group involved. The mission needs to consider what steps it can take under its PoC mandate to end the armed group occupation of the school and prevent further abductions of girls.

Slide 21

Commencing with Security Council Resolution 1325 (2000), the Security Council has advanced a women, peace and security agenda to increase the effective participation of women in peacemaking and conflict prevention efforts. Under the broader umbrella of this agenda, it has also made the prevention and response to conflict-related sexual violence (CRSV) a priority for peace missions and the United Nations in general. CRSV is a priority for the Security Council because of its impact on the victims and because it makes reconciliation between the conflict parties much harder.

CRSV refers to incidents or patterns of sexual violence in conflict or post-conflict situations which include rape, sexual slavery, forced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity, against women, men, girls or boys. Such incidents or patterns occur in and are linked to conflict or post-conflict settings or other situations of concern. It can have a direct or indirect nexus with an armed conflict or political strife. The link with conflict may be evident in the profile and motivations of the perpetrator(s); the profile of the victim(s); the climate of impunity/weakened State capacity; the cross-border dimensions; and/or, the fact that it violates the terms of a ceasefire agreement.

Although women and girls continue to be those primarily affected by CRSV, not least due to patterns of gender discrimination and inequality predating the conflict, boys and men are also victims of CRSV. EPs should therefore not dismiss allegations about rape of men or boys that they may come across.

Slide 22

The following violations should be considered:

- The refugees are at a real risk of rape and other arbitrary punishment if deported to their country of nationality. Rape by state agents regularly amounts to a form of torture.
- The country which plans to deport them is violating the fundamental principle of non-refoulement. Under the 1951 Refugee Convention, countries may not expel or return ("refouler") a refugee in any manner whatsoever to the frontiers of territories where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion. Similarly, the Convention against Torture prohibits states from expelling, returning or extraditing a person to another State where there are substantial grounds for believing that he would be in danger of being subjected to torture (e.g., rape by state agents, as in this case).
- Forced displacement of the persons concerned, by expulsion from the country without grounds permitted under international law, may amount to the war crime of deportation (if committed in armed conflict) and/or a crime against humanity (if systematic or widespread).

UN-ET must urgently report this information to their chain of command. The human rights component and the humanitarian country team (in particular UNHCR) must be informed, so that they can advocate with the government to stop what amounts to a violation of refugee law and potentially an international crime.

Slide 23

Refugees enjoy a special status and related rights under international law. Since they have lost the protection of their home country, which has persecuted them, they are under the protection of the United Nations High Commissioner for Human Rights.

Rights of refugees include, for instance:

- The right not to be subjected to refoulement (see previous slide)
- No discrimination due race, gender religion, social origin or country of birth
- Freedom of religion
- Right to acquire property
- Access to courts
- Public education
- Minimum treatment and assistance
- Freedom of Movement.

Slide 24

Note to Instructor: Allow the students a few minutes to answer, then click to reveal the text box of violations to consider.

The case discussion should bring out that the mother and her children are internally displaced persons (IDPs) since they were forced to flee from the armed conflict but have not crossed an international border. Even though IDPs are often shown to live in camps in the media, the majority will probably stay with relatives, move to urban areas or otherwise integrate into local communities, which makes them less visible. But due to their displacement, UN-ET should regularly consider them as populations-at-risk and pay special attention to identifying them.

IDPs remain citizens of their country and must not face discrimination because of their displacement. In that case, the children ought to be allowed to go to the local school. Furthermore, special arrangements have to be made in a conflict and displacement situation to make sure IDPs can still participate in elections.

UN-ET should ensure that this information is passed on to the human rights component and local representatives of the UN High Commissioner for Refugee (UNHCR), which both take a role in protecting the rights of IDPs.

Slide 25

Internally displaced persons (IDPs) may have been displaced due to armed conflict, generalized violence, violations of human rights, natural or human-made disasters. Unlike refugees, they have not crossed an international border, but remain in their own country.

The protection of IDPs and other affected populations within their own country is primarily the responsibility of national authorities. Unlike refugees, IDPs do not enjoy a special legal status under international law. However, the international community has a role to play in promoting and reinforcing efforts to ensure protection, assistance and solutions for IDPs. UNHCR generally considers them to be of concern to its mandate and the mission will often make special efforts to protect IDP sites under its PoC mandate.

IDPs keep their human rights and also their rights as citizens of the country. For instance, IDPs maintain their citizen's right to vote in elections. Therefore, the state has to make arrangement that they can vote at the site of their displacement.

In 1998, the UN Representative of the Secretary-General on IDPs issued the Guiding Principles on Internal Displacement. The principles, which have been endorsed by the international community of states, summarize binding legal obligations that can be found in international humanitarian and human rights law.

Being the only regional organization in the world so far, the African Union has adopted the Kampala Convention on Internal Displacement in Africa, which further reinforces the protection of IDPs.

Slide 26

Note to Instructor: A plenary or group discussion should bring out the following key points:

- The host state battalion commander is not right. Military commanders have command responsibility. They cannot wilfully close their eyes to grave violations committed by their subordinates.
- Regardless of whether they ordered such crimes, commanders will be held responsible for international crimes if their troops commit them, and they fail to do what they can to prevent or repress such crimes. (See next slide).
- UN-ET should invoke this principle in their engagement with national forces, if they find that national commanders fail to control their own troops. If military professionals explain the principle of command responsibility in a peer-to-peer dialogue this can have an important positive impact and increase human rights/IHL compliance on the part of national forces.

Slide 27

As shown by case 7, command responsibility is an important concept to know for any military commander because a commander can incur criminal responsibility for international crimes simply by standing by and doing nothing, even without actively participating in such crimes.

Slide 28

Summary

Key takeaways for this lesson include the following:

- UN-EP should have a good understanding of international human rights, humanitarian and refugee law because it informs their work, especially the identification of at-risk populations.
- UN-EP must be able recognize, record and report violations, while ensuring due confidentiality for victims and witnesses.
- After this lesson, we will move on to lesson 2.2, which will consider the peacekeeping specific legal framework in as far as it is particularly relevant for the work of UN-EP.

Lesson 2.2

Peacekeeping specific International Law

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had engagement/observer/liaison experience in a UN PKO. Ask them to tell the group about their specific experiences and challenges reporting on Human Rights.

Note to instructor *– recommend that lesson 2.2 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities.*

Slide 1

Module 2: Legal Framework
Lesson
2.2
Peacekeeping-specific
International Law

Slide 2

UN-EP personnel will understand how peacekeeping-specific legal framework guides and protect their work and that of the mission in general.

Slide 3

The lesson content covers the indicated five areas.

Slide 4

Every peacekeeping operation begins with the Security Council adopting a resolution that establishes the mission. The Council will seek to establish a mission with the consent of the Host State to its deployment. Depending on the mission's mandate and role, it will also want the consent of the other parties to the conflict concerned.

The Security Council resolution sets out the mandate of the mission, i.e., the tasks assigned to it, including any explicit authorisation to use force. Mandates, or tasks, differ from mission to mission. The range of mandated tasks outlined in a mandate differs between peace operations, based on the conflict environment, the challenges on the ground and other factors. Security Council mandates may also set cross-cutting thematic tasks for all missions, for example the prevention of conflict-related sexual violence.

The Security Council resolution that authorizes the deployment of a peace operation also establishes the maximum strength of the mission's uniformed components (military and police). The Security Council mandate is typically established for a fixed period (usually one year) after which the Council has to renew it. At this stage, the Council will also review the authorized strength of a mission and make adjustment to strength and mandate, as deemed necessary.

Almost always, before establishing a peacekeeping operation, the Security Council requests the Secretary-General to prepare a report setting out the functions, tasks and parameters of the proposed operation. The Secretary-General's report is then considered by the Security Council before it adopts a resolution.

EPs' task to map the demography of the human terrain to identify vulnerable areas and at-risk populations makes an important contribution to the implementation of missions' protection mandates. These will be discussed in the next slide.

Slide 5

Multidimensional peacekeeping missions are regularly assigned protection mandates. Specialized civilian staff work on these mandates including human rights officers, protection of civilian advisers, child protection advisers and women protection advisers. However, these mandates remain whole of mission responsibilities to which the military components and its EPs must contribute. Notably, EPs must identify, record and share information on violations with their civilian colleagues in the mission.

Protection mandates may overlap, as they complement and reinforce each other:

- The human rights mandate seeks to protect the entire population and the full range of human rights. The mission will use peaceful means such as reporting and other advocacy or capacity-building measures to advance this mandate.
- The protection of civilians mandate is narrower in that it is only concerned about physical violence and protects civilians only (as opposed to e.g., detained fighters). However, it goes deeper than the human rights mandate because it authorizes the mission to use force where necessary to protect civilians.
- Child protection is focused on the six grave violations against children in conflict (see module 2.1).
- Conflict-related sexual violence requires a nexus between the sexual violence and the conflict (e.g., domestic violence would typically not be covered).

Provide examples on how protection mandates overlap or differ.:

- If state authorities order the closure of a newspaper for criticizing the government, this violates the human rights to freedoms of expression, media and information. However, in the absence of physical violence, the PoC mandate is not triggered. However, if rogue state agents proceed to physically assault the journalists, the mission may intervene under its PoC mandate, including by using force where necessary.
- If an armed group trafficks underage girls for purposes of sexual exploitation, this amounts to an abuse under the human rights mandate. The mission must exercise its PoC mandate to protect the girls. Such sexual violence against children is of concern to both the children protection and CRSV mandate.

Slide 6

Note to Instructor: Allow the students a few minutes to discuss/answer

The case concerns all four protection mandates:

- The United Nations considers child recruitment to be one of six grave violations of children's rights in armed conflict (see next slide), not least since it places the affected children's rights to life, physical and mental integrity and education at serious risk.
- In accordance with the Convention on the Rights of Children and its Optional Protocol on Children and Armed Conflict, no armed group may recruit or use in armed conflict any children under 18 years. State forces may also not use children under 18 years in hostilities. Enlisting children 15 years even amounts to war crime. Please note that it does not matter whether the girl joined the rebels "voluntarily" since children are legally unable to provide the necessary free and informed consent to join an armed group.
- The girl being forced to "marry" a rebel commander entails sexual violence in the form of rape and sexual enslavement. This constitutes conflict-related sexual violence and a grave violation against children.
- When she was unlawfully recruited, the girl was a civilian. Her forced service and the sexual violence she later endured are both forms of unlawful violence that make this case also a protection of civilians matter.
- In its inhumane treatment of the girl, the armed group is also committing human rights abuses, so that the human rights mandate is also activated by this case.

UN-ET should report to their chain of command and the mission's child protection advisers. Child protection actors will ensure that the girl will benefit from specialized reinsertion programmes that will help her get back to her family and into school or vocational training.

To the extent that relevant direct contacts to the armed group exist, EPs should remind the rebel commanders concerned that children must not be recruited, and individuals involved may incur responsibility for war crimes.

☞ **Note to Instructor**: UN Photo shows a young Colombian girl who was recruited into a rebel force and is seeking reinsertion support from the United Nations. It is important not to assume that only boys are recruited as fighters by armed actors and due support must also be extended to girls who were associated with armed groups. In Colombia, for instance, many rebel fighters were women and girls. In many other contexts, girls may also have been associated with armed groups as porters or cooks or they were subjected to forced marriage and sexual enslavement.

Slide 7

No matter what local laws and traditions may indicate, the United Nations Convention on the Rights of the Child considers children to be all girls and boys under the age of 18. The only exception is if local laws stipulate an age higher than 18, in which case the higher age becomes the guideline for UN peacekeepers.

Security Council Resolution 1612 (2005) recognizes six grave violations against children during armed conflict. The violations were selected due to their obvious contravention of international law and severe consequences on the lives of children, and their ability to be monitored and quantified. The six grave violations are:

1. Killing and maiming of children: Any action resulting in death or serious injury of children, including shelling, crossfire, cluster munitions, landmines etc.
2. Recruitment and use of child soldiers: Any person below 18 years who has been recruited by armed forces or armed groups as fighters, cooks, porters, spies, for sexual purposes, etc.
3. Abduction of children: The unlawful removal, seizure, capture, apprehension, taking or enforced disappearance of a child either temporarily or permanently for the purpose of any form of exploitation of the child.
4. Rape and other forms of sexual violence against children: Any violent act of a sexual nature to a child, including forced pregnancy and enforced abortion.
5. Attacks against schools and hospitals: Physical attacks or threat of attacks on buildings, including targeted or indiscriminate attacks.
6. Denial of humanitarian access to children: Blocking free passage or timely delivery of humanitarian assistance to persons in need (including children).

The Secretary-General reports every year to the Security Council on state forces and armed groups who engage in grave violations against children during armed conflict. State forces that commit grave violations and take no measures to improve the protection of children are excluded from contributing to U.N. peace missions.

Slide 8

Before the deployment of a peace operation, the UN and the host Government sign a Status of Forces Agreement (for peacekeeping missions with uniformed components) or Status of Mission Agreement (for special political missions). The SOFA/SOMA establishes the legal framework that regulates the status of the mission and its members in the Host State, including privileges and immunities for UN personnel (see above).

Notwithstanding their privileges and immunities, the peacekeeping operation and its members remain under an obligation to respect local laws and regulations. Peacekeepers respect and follow the national laws of the host country.

Failure to abide by host state laws will have consequences to the individual, the T/PCC and the mission's standing.

Slide 9

Allow the students a few minutes to discuss/answer.

The following issues should emerge from the discussion:

- The armed group impedes the UN-ETs freedom of movement throughout the country, which is guaranteed under the SOFA/SOMA. In particular, missions do not have to seek prior authorization before moving around the country as this would undermine their capacity to effectively conduct observation tasks in the mission area. In the case at hand, the UN-ETs will be unable to identify vulnerable areas and populations at risk in the armed group held area.

- In principle, the host government has a duty under the SOFA/SOMA to ensure the mission's safety, security and freedom of movement in the country. The mission might therefore insist that it takes measures to dislodge the armed group and remove the illegal roadblock.

- However, the host government may be unable or unwilling to remove the roadblock. Under its authority to use force in defence of its mandate, the mission is legally entitled to use all necessary means to force their way through the checkpoint. As a matter of legal principle, if the armed group fighters use force against mission personnel, the UN-ET can rely on its authority to use force in self-defence to protect themselves.

While the foregoing indicates what the mission is legally entitled to do under its mandate, there are strategic and political implications of pursuing a course of action involving the use of force against one of the conflict parties. The mission's rules of engagement and operational orders thereunder should therefore provide clear guidance on how mission personnel should react where their freedom of movement is denied. In cases of doubt, further guidance should be sought from the chain of command if reasonably possible under the circumstances.

Slide 10

SOFA/SOMAs ensure peacekeeping operations shall enjoy freedom of movement throughout the territory of the host state. Such freedom is essential for implementing mission mandates, for instance with regard to UN-EP tasks or the prompt, free and unimpeded delivery of humanitarian assistance.

While the language slightly varies between SOFAs/SOMAs, the UN will not accept requirements of prior authorization or notification for its own movements. However, there may be reasonable exceptions, e.g., for movement by aircraft for air traffic control purposes.

In many situations, armed groups pose the greatest threats to the mission's freedom of movement. The SOFA/SOMA legally requires the host state authorities to ensure safety, security and freedom of movement, notably by clearing illegal roadblocks and checkpoints.

The mission may also assert freedom of movement under its authority to use force in defence of the mandate. This legal authority exists regardless of whether armed groups or rogue government officials deny freedom of movement. But as noted above, it is a different question whether the mission will take the decision to use that authority, which will have considerable political and operational implications.

Slide 11

Beyond technical/financial issues like exemption from customs duties, the SOFA/SOMA provides a number of privileges and immunities that are very relevant for EPs:

- The host state cannot arrest and detain UN personnel (including national staff) or seize any of their belongings (e.g., car) in relation to any functions they carry out in their official functions. This functional immunity is discussed below.
- Their documents are inviolable, meaning the host state may not demand to see them.
- UN personnel have the right to maintain confidential communications using codes or sealed diplomatic pouches.
- They may wear their military uniform and show the United Nations flag.
- They must be allowed unhindered entry and departure from the country (e.g., they do not need an exit visa). Their personal baggage enjoys the same comprehensive protection as those of diplomatic envoys.
- As discussed above, they also enjoy freedom of movement within the mission area.

Many of the same privileges are also guaranteed by the 1946 Convention on the Privileges and Immunities of the United Nations.

These privileges and immunities serve to allow the United Nations to work without obstacles. They are not for the personal benefit of individual staff. In particular, the United Nations may waive any of these immunities if it is in the interest of the organisation and the course of justice.

Slide 12

As members of troop contingents, UN-EP remain under the exclusive jurisdiction of their own state. The host state cannot prosecute them for any alleged misconduct or crimes. Example: During their work, UN-EP discover a weapons cache that the host state planned to distribute for purposes of ethnic cleansing. Due to the exclusive jurisdiction of their home state, the host government is prohibited from arresting and prosecuting the UN-EP members, e.g., under charges of espionage.

UN-EP are under United Nations chain of command. If they fail to abide by conduct and discipline standards, their home country may subject them to disciplinary action.

The United Nations and troop- and police-contributing countries (T/PCCs) conclude legal agreements regulating the conditions of the contribution (T/PCC-MOU). Under these agreements, the contributing countries pledge to uphold discipline in case of misconduct and ensue accountability for any criminal conduct. Where a contributing country fails to abide by this commitment, the UN may repatriate relevant contingents. The Security Council has made such repatriation mandatory in cases sexual exploitation and abuse (SEA): SC Resolution 2272 (2016) requires the United Nations to replace all units of a T/PCC with units from another country in case the T/PCC personnel face SEA allegations and the T/PCC in question has not taken appropriate steps to

- investigate the allegation
- hold the perpetrators accountable or
- inform the Secretary-General about the progress of its action taken.

Contributing countries therefore have a strong incentive to ensure accountability so that individual wrongdoing will not undermine their contribution to peacekeeping.

Slide 13

Guidance as to when and how the mission may use force can be found in the Rules of Engagement (ROE) that apply to the military component and the Directives on the use of Force (DUF) for the police component. ROE and DUF provide mission-specific guidance that builds on the mission's Security Council mandate, international human rights and humanitarian law as well as DPO policy guidelines on the use of force. ROE/DUFs not only cover force in the narrow sense of the word (i.e., kinetic force) but also forcible measures such as detention or searches and seizures of materials.

ROE/DUF set out when the mission has authority to use force. This authority will always include the use of force in self-defence. The use of force beyond self-defence depends on the mandate of the operation. Multidimensional missions may be authorized to use force in defence of the mandate, including to assert their freedom of movement. Furthermore, they regularly are mandated to use all necessary means to protect civilians against physical violence. In some cases, the mandate may further expand the authority to use force. For instance, MONUSCO and its Force Intervention Brigade have the mandate and authority to use force to neutralize armed groups in support of the host state.

ROE/DUF also establish limits on the use of force. Police components must always use force within the limits of international law enforcement and human rights standards. Similarly, rules of engagement for the military component usually restrain the use of force. However, the military component may escalate to combat-level military force where necessary to effectively implement mandates involving use of force authority. In such

situations, military peacekeepers are bound primarily by the rules of IHL on the conduct of hostilities.

Missions and their military components have a responsibility to make full use of authority to use force to the extent appropriate and necessary to effectively implement their mandate. UN military or police personnel that refuses to comply with a lawful order from their commander to use force may therefore be held accountable for insubordination. At the same, UN uniformed components may be held accountable if they use excessive force beyond what international human rights or humanitarian law permit. In practice, findings of excessive force have rarely, if ever been made against military peacekeepers.

Slide 14

The case discussion should show how the UN rules on the use of force dictate a fundamentally different approach to defending the mission in each scenario:

- Scenario 1 is a law enforcement type of threat involving violent civilians. Such a case should be resolved with the minimal level of force necessary and certainly without any use of firearms unless the attack becomes so intense that it amounts to a lethal threat and firearms are the only way to respond. If possible, the UN-ET could capture the children and hand them over to their parents to stop them from throwing more stones.
- Scenario 2 involves a military-grade, deadly threat in which the UN-ET may immediately respond with deadly force to defend itself and other UN personnel against the attack. However, it must respect rules of IHL. For instance, if the attackers shell from within civilian populated areas (which is a grave IHL breach on their part), UN-ETs military response has to take precautions to protect civilians in that area (notably by aiming their fire in response clearly at the attackers).

Slide 15

As a matter of policy, United Nations Forces must limit their use of force (restrained force as the default). This is done to prevent an escalation of violence, minimize harm to civilians the UN wants to protect, and avoid UN troops becoming combatants so that they lose their protected status under IHL. According to the Guidelines on the Use of Force by Military Components in UN Peacekeeping Missions, the military component should, wherever possible:

- Resolve a potentially hostile confrontation by means other than the use of force (e.g., negotiation or de-escalation strategies using communication)
- Use a graduation of force beginning with physical authoritative presence, progressing to non-deadly force and the use of deadly force to protect life.

Please note that UN Police (e.g., Formed Police Units) will only use a restrained level of force and must never be used for operations requiring military force.

However, the military component may apply combat-level force whenever it has authority to use force and such combat-level force becomes necessary. Examples:

- The military component uses mortars and grenade launchers to defend itself against a large-scale sustained attack by an armed group.
- The military component deploys helicopter gunships to protect civilians living in a city, which is being attacked by an armed group.
- To defend its mandate and assert freedom of movement, UN forces launch a military assault to dismantle an armed group's illegal roadblocks.

The Secretary-General's Bulletin on the Observance by United Nations Forces of International Humanitarian Law recognizes UN military remain bound by IHL rules and principles forces as long as they actively engage as combatants in armed conflict, they. As discussed in module 2.1, these principles include notably:

- Distinction between civilians and military targets
- Precaution to minimize the risk of military operations for civilians
- Proportionality between the anticipated military gain and the incidental harm to civilians or civilian objects.

Slide 16

The Human Rights Due Diligence Policy (HRDDP) is binding for the entire United Nations (not just peacekeepers). It was established by the Secretary-General and the Security Council has repeatedly endorsed it.

According to the HRDDP, support to non-UN security forces cannot be provided

- where there are substantial grounds for believing there is a real risk of the receiving entities committing grave violations of international humanitarian, human rights or refugee law,
- and where the relevant authorities fail to take the necessary corrective or mitigating measures."

All UN entities that plan to or are already providing support to non-UN security forces must therefore conduct an assessment of the risks involved in providing or not providing such support. This assessment needs to consider the risk of the recipients committing grave violations of international humanitarian, human rights or refugee law. Furthermore, the UN has to consider whether there are any mitigation measures that can reduce the risk of violations (e.g., by increasing training or excluding problematic units from support)

It serves to ensure that the UN does not support or collaborate with host state elements that are involved in grave violations of human rights, IHL or refugee law. The policy serves to protect the United Nations from aiding legal liability for inadvertently aiding violations committed by others. Distancing the UN from state forces involved in grave violations also protects the UN's reputation and perceived impartiality.

Slide 17

Any support provided by the UN to non-UN security forces must follow the HRDDP. Relevant support provided by peace operations includes conduct of joint operations, planning support, sharing of intelligence or other information of value, training, capacity building, mentoring, technical cooperation, and financial support.

Certain areas are exempted:

- Training and engagement on IHL and human rights,
- Mediation-related support (e.g., transporting officers to peace negotiations),
- Medical evacuation.

The HRDDP also covers support provided to regional organisations, for instance support to African Union peace and security operations such as AMISOM.

UN-EP may often contribute to HRDDP implementation:

- UN-EP information about the conduct of state security forces in vulnerable areas and/or vis-à-vis populations at risk will help inform the initial risk assessment prepared by a military component wishing to support national forces.
- UN-EP information may also help in the design of mitigatory measures. For instance, UN-EP may have identified certain national units or commanders as being particularly prone to engage in violations, leading the UN to insist these units and commanders are excluded from support.
- Where the military component ends up providing support, it must ensure that the conduct of the supported national forces is closely monitored, and UN-EP may once again be contributing to that monitoring task. In case such monitoring finds that grave violations persist, the mission may temporarily suspend or entirely withdraw the support provided.

Slide 18

Summary

Key takeaways for this lesson include the following:

- EPs primary mission is to support the mission's protection mandates.
- SOFA/SOMA protects EPs' freedom of movement, privileges and immunity. Exclusive jurisdiction further protects EPs from host state reprisals but does not give them impunity.
- Rules of engagement establish limits on the use of force; often more restrained than for other military operations.
- Secretary-General and DPO-DOS policies set binding rules that all peacekeeping personnel must know and abide by.

Module 2 References

2.1 General International Law Relevant for UN-EP

International Humanitarian Law
https://www.ohchr.org/sites/default/files/Documents/Publications/FactSheet13en.pdf

International Human Rights Law / Universal Declaration of Human Rights
https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf

Memorandum of Understanding with Troop Contributing Nations

Refugee Law

United Nations Charter https://www.un.org/en/about-us/un-charter/full-text

2.2 Peacekeeping Specific International Law

Human Rights Due Diligence Policy

OHCHR Guidance on Interviewing (including through language assistants)
https://www.ohchr.org/sites/default/files/Documents/Publications/Chapter11-MHRM.pdf

OHCHR Guidance on reporting, including the internal populations at risk:
https://www.ohchr.org/sites/default/files/Documents/Publications/Chapter13-MHRM.pdf

OHCHR Guidance on protecting sources and contacts
https://www.ohchr.org/sites/default/files/Documents/Publications/Chapter14-56pp.pdf

OHCHR Guidance on Engagement with National Authorities
https://www.ohchr.org/sites/default/files/Documents/Publications/Chapter17-28pp.pdf

Rules of Engagement and Directive on the Use of Force

Security Council Mandate

Status of Forces / Mission Agreement (SOFA / SOMA)

2.2 Peacekeeping Specific International Law

TCC Jurisdiction

UN Peacekeeping Policies

Module

3

Operational Framework

Module 3 at a glance

Aim

The aim of this module is to familiarize participants with:

- The role of UN-EP in Human Rights
- How to plan for engagement effects
- The importance of the information management cycle
- How to conduct formal meetings
- Use negotiation and de-escalation techniques
- SBEs –
    - Children and Armed Conflict
    - CRSV
    - Negotiation
    - De-escalation
    - and a culmination exercise

Overview

Module 3 provides a practical approach and methodology to engagement strategies focused on the tactical level.

While this module focuses on the tactical level, the overview you received in modules 1 and 2 help provide the strategic and conceptional concepts that help in the transition into this module. The module focuses on the "how" to the conceptional framework provide guidance to help approach how a UNIBAT can operate with a UN-EP at the tactical level in a PKO.

Introduction

Slide 1

Key Message: United Nations Engagement Platoon (UN-EP) contribute an understanding of the human terrain in support of the successful achievement of the Mission's Mandate. While engagement has been part of the UNIBAT for many missions the formalized use of UN-EP is a new construct, and it is essential for us to be familiar with its operational framework.

Module 3 does not aim to create or train participants on a decision-making process for UN peacekeeping and does not discuss particular military doctrines, which may vary between troop contributing countries. Rather, the module offers considerations that commanders and their staff should factor to tactically employ UN-EP personnel.

Learning Objectives

The learning objectives for Module 3 are based on the goal of being able to apply the main aspects of the first two modules into practice:

- Know how to translate conceptual and legal frameworks into appropriate action at the tactical level
- Identify key documents that provide guidance for tactical UN-EP planning

It should be emphasized that the aim of these modules / lessons is to provide UN Troop Contributing Countries (TCCs) with a comprehensive training package that combines the Conceptual, Legal, and Operational Frameworks for the employment of UN-EP. This RTP will help mainstream aspects of Protection of Civilians and Gender into the frameworks and materials. The RTP includes learning activities and discussions, as well as references to comprehensive scenario-based exercises, which can be run within the module to help strengthen your understanding of how a UN-EP engages within the Civil Environment and conducts Cross Cultural Communications within a UN Peacekeeping environment. This training package is designed for application in both pre-deployment and in-mission training.

Lesson 3.1

Human Rights

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have had engagement/observer/liaison experience in a UN PKO. Ask them to tell the group about their specific experiences and challenges reporting on Human Rights.

Note to instructor *– recommend that lesson 3.1 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend that the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

Module 3: Operational Framework
Lesson
3.1
UN-EP and Human Rights

Slide 2

☞ **Note to Instructor**: Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

The class should have flip boards, flip paper, and markers for the students to conduct group work throughout the lesson.

Slide 3

Lesson content includes:

- Human Rights in Peacekeeping
- Role of the UN-EP in HR

Slide 4

As noted in earlier lessons, the Security Council includes "cross-cutting thematic tasks" in most mandates for UN peacekeeping operations on:

- Protection of Civilians (POC)
- Addressing Conflict Related Sexual Violence (CRSV)
- Child Protection (CP)
- Protection of women's rights through the Women, Peace and Security (WPS) agenda

HR protection is at the core of these tasks and what the UN does. All peacekeeping personnel share responsibility to protect and promote HR through their work. While this applies to all UN peacekeeping personnel, as members of the UN-EP, you have an especially important role to play in the protection and promotion of HR and the POC, CP, and the elimination of CRSV.

Human rights are brought to the forefront of UN PKO activities by:

- Understanding and integrating HR into everyday work
- Supporting national capacity to protect and promote HR
- Vigilantly monitoring and reporting any and all HR abuses

Slide 5

As per CPTM – Human Rights, Lesson 2.3, abuses and violations of HR are different.

Violations

ASK: Who is supposed to protect human rights?

ANSWER: States, which means in the Area of Operations the Host Nation, are supposed to.

International human rights law is clear; States have a duty to uphold people's HR. Anyone in an official state capacity is a "duty-bearer" – police officers, soldiers, judges, local officials, or government representatives. When duty bearers ignores or act in ways that undermine people's human rights, they commit human rights violations.

So, the term "HR violation" is a failure by the state, through action or inaction, to perform its legally binding obligations to respect, protect and fulfil human rights.

Abuses

The term "human rights abuse" is broader than "human rights violation". HR abuses are acts by non-state actors which prevent the enjoyment of HR. Non-state actors include rebel groups, militias, corporations or individuals.

You must pay attention to all HR indicators, record anything you see that could be a violation, and ensure that this is reported through your Chain of Command (CoC) to relevant mission partners.

It is especially important to report any infractions by UN personnel. When a member of the UN mission violates a right, they do more than just infringe on the rights of the victim, they undermine the ability of the UN to bring peace and security to the region, which negatively impacts the rights of many.

Slide 6

Learning Activity

Time: 5 mins

Materials: Flip board with paper or white board

Purpose: To draw on the UN-EP members to identify possible HR violations they may encounter when deployed.

In your day-to-day activities, you may encounter different types of HR abuses and violations. Some of these happen because HR violators want them to happen and intentionally cause the abuse. As previously covered, though, HR violations can also occur through inaction on people's part. This happens when the abuser does not realise that they are causing an abuse or when the abuser is unintentionally doing something in order to cause the abuse.

In this exercise, you will think about what it means to actively cause a HR abuse or violation, and also about how HR abuses and violations can be caused by a lack of action on behalf of actors.

It is important to note that lack of action can be intentional as well, if the decision was made to either ignore or not do something in order to cause a HR violation or abuse.

ACTIVITIY: Have the class pair up. One person is responsible for providing an **action** that can cause an "intentional" abuse, and the other is responsible for an **inaction** that can cause an "intentional" abuse. Write the answers on the board.

ASK: I want you to think of possible actions or inactions that you may observe when deployed to your area of operations (AO)

Possible action answers:

- Arrest or detention by a police officer without a warrant or reasonable cause
- Torture of a detainee in police or military custody
- Rape of women and children
- Opening fire on peaceful demonstrators without cause, by police or military

Possible inaction answers:

- Lack of proper policing
- Not believing or shaming of victims
- Men only police/doctors which prohibit women from communicating with them

☞ **Note to Instructor**: These are just examples, there can be many more. Further, with regard to inactions, these can be easily overlooked, so you need to pay close attention to all the indicators you have learned and will learn.

Slide 7

Military peacekeeping personnel contribute in key ways to a mission's HR mandate.

While there are many different people and organizations within the AO that deal with HR, as you learned in **Lesson 1.3: Mission Stakeholders**, the military has a special role in the protection and promotion of HR due to the nature of the military in PKO. The military is able to do the following:

- Provide a safe environment
- Provide physical protection
- Conduct human rights monitoring and reporting
- Work with Human Rights component and partners
- Utilise its reach and influence
- Reinforce mission credibility

Slide 8

Protection of Civilians (POC)

POC Mandate	Civilian
The POC mandate in UN peacekeeping focuses on addressing threats of physical violence against civilians.	Any person who is not or is no longer directly participating in hostilities or other acts of violence
Threats	**Vulnerability Factors**
To life To physical integrity To freedom To property	Individual, community factors Environmental Factors Access to assistance Self-sufficiency

Note to Instructor: Spend time going over the questions and answers as this is a review of previous STMs. Use your judgement in asking all the questions.

"Protection" is a broad idea. A dictionary definition is "being kept from harm, loss". The POC mandate in UN peacekeeping focuses on addressing threats of physical violence against civilians. POC in peacekeeping is implemented through three systems,

- Protection through dialogue and engagement
- Provision of physical protection
- Establishment of a protective environment

The United Nations Department of Peace Operations (UN DPO) has published a handbook that explains this in detail - "The Protection of Civilians in United Nations Peacekeeping Handbook". As a member of a UN-EP, you should familiarise yourself with it.

ASK: Who is primarily responsible for the POC?

ANSWER: The primary responsibility to protect civilians always lies with the Host Nation. UN PKO with POC mandates support the government to protect civilians within its territory.

ASK: What is a civilian?

ANSWER: Everyone is considered a civilian, except persons falling in one of the following categories:

- Members of armed forces
- Members of organised armed groups who have continuous combat functions; and
- Civilians directly participating in hostilities, for such time as they do so.

In case of doubt whether a person is a civilian, that person shall be considered a civilian.

ASK: What is a threat?

ANSWER: A **"threat"** is a person or thing that causes harm.

ASK: What makes a population vulnerable to threats?

ANSWER: "Vulnerability" refers to a condition which makes someone open or susceptible to harm. The presence of protection strategies, as well as individual, community and environmental factors, affect the vulnerability of civilians. Vulnerable populations are

- Children, particularly separated or unaccompanied children
- Single women and women-headed households
- Persons with serious health conditions or disabilities
- Persons with special legal or physical protection needs
- The elderly; and,
- LGBTIQ+ people

Civilian

ASK: Can an armed person be classified as a civilian?

ANSWER: A civilian may be in possession of arms, without having the status of **"combatant".**

Under International Humanitarian Law (IHL), civilians armed for self-defence or to protect property are entitled to protection if they are not part of hostilities. When civilian status is in doubt, a person is to be considered a civilian.

Threat

ASK: Who can pose a threat to civilians?

ANSWER: Threats can come from state and non-state actors. Perpetrators who pose a threat may include:

- Members of armed groups, for example militia, rebels, extremists
- Security or defence forces of the host state
- Security or defence forces of invading states
- Multinational forces
- Bandits
- Terrorists

Slide 9

Women and girls continue to be those primarily affected by CRSV, not least due to patterns of gender discrimination and inequality predating the conflict.

As the UN Security Council has been clear in recognizing the importance of the participation of women and the elimination of sexual violence as cornerstones of the peacebuilding project, you must understand what this means, and be prepared to fulfil your duties to report any and all infractions, including ones from United Nations military and civilian personnel.

The WPS agenda was formally initiated by the landmark UN Security Council Resolution 1325 (2000), which was adopted on 31 October 2000. The aim of the WPS agenda in UN peacekeeping is to guarantee that participation and protection of women and girls are priorities in all peacekeeping settings. The WPS agenda rests on four pillars: prevention, participation, protection and relief and recovery.

ASK: In a UNIBAT who is responsible for monitoring CRSV and who is responsible for monitoring women's participation in society?

ANSWER: The Woman's Protection Advisor is responsible for reporting on CRSV and the Gender Advisor is responsible for reporting on equality.

Gender equality is the focus for Gender Advisers, while CRSV is the focus for Women Protection Advisors (WPAs). Gender Advisers and WPAs work together to help missions implement the Women Peace and Security (WPS) agenda.

Gender Advisers advance the goals of gender equality through a holistic approach to WPS. They:

- Make sure all mission components consider gender issues and the root causes of gender inequality
- Concentrate on women's full participation. For example, women can be partners in their own protection

WPAs focus on protecting women from and preventing sexual violence. They:

- Give dedicated capacity in missions carrying out a CRSV mandate
- Lead on this theme within Gender and Human Rights units

Gender Advisers and WPAs carry out work on the WPS agenda through:

- Participation of women in all post-conflict processes
- Protection of women and girls from sexual violence
- Robust training and capacity building of peacekeeping personnel and partners

Slide 10

CRSV is part of a broader POC agenda and is one of the worst global protection challenges due to its scale, prevalence and profound impact.

ASK: What is CRSV?

ANSWER: CRSV refers to incidents or patterns of sexual violence in conflict or conflict situations which include:

- Rape
- Sexual slavery
- Forced prostitution
- Forced pregnancy
- Enforced sterilization
- Any other form of sexual violence of comparable gravity, against women, men, girls or boys.

ASK: Why do parties to a conflict engage in CRSV?

ANSWER: Motivated by political, military or psychological objectives to control territory, population or resources, CRSV is frequently and deliberately used to target vulnerable populations. CRSV inflicts psychological and physical trauma, infections and diseases, humiliation, displacement, and death. This is devastating for individuals and communities, with disease, unwanted pregnancies, and even death among the likely consequences of this. Survivors are often unwilling to come forward, due to fear of reprisals or social rejection.

The United Nations Security Council recognises CRSV to be a fundamental threat to global peace and security.

UN peacekeeping operations are specifically mandated by the Security Council to address sexual violence from a political, peace, and security perspective and stressed the link to mission's mandates to protect civilians. The mandate usually includes (but is not limited to):

- Provision of specific protection for women and children including through the deployment of Child Protection Advisors and Women Protection Advisors (WPA);
- Monitoring, help investigating, reporting and preventing sexual violations and abuses; and,
- Contributing to efforts to identify and prosecute perpetrators.

Slide 11

Learning Activity: Ask the following question, give the students time to answer, then go over each of the points in turn.

ASK: What are the fundamental points about CRSV that UN Peacekeeping personnel, particularly UN-EP personnel, need to know.

Note to Instructor: Give students minute to think about this.

ANSWER: The next two slides go over the ten key points that UN peacekeepers in general, and the UN-EP in particular, need to understand about CRSV.

Slide 12

1 - CRSV may be widespread, endemic, and invisible as such assume it is taking place and maintain operational readiness

2 - CRSV disproportionately affects women and girls. Therefore, ensure their specific protection as a priority

3 - CRSV thrives in the midst of gender discrimination and inequality. Address it in a gender sensitive manner, promoting gender equality, participation, and empowerment of women

4 - CRSV impacts Internally Displaced Persons (IDP) in greater magnitude so design specific protection measures to protect fleeing women and girls as well as those in IDP Camps

5 - CRSV is under reported due to insecurity, fear of perpetrators remaining at large, impunity and a lack of faith in the justice system, social stigma, marginalization or banishment and other cultural issues. Generate confidence and create conditions to improve reporting and end impunity

Slide 13

6 - CRSV mostly occurs in conjunction with other crimes hence it cannot be addressed effectively in isolation of other human rights violations

7 - CRSV and Sexual and Gender Based Violence (SGBV) may be prevalent concurrently in a conflict zone, for this reason peacekeepers are required to respond to both violations

8 - Incidents of CRSV often presage broader violence, and the recurrence of CRSV can establish historic precedence, patterns and trends so establish early warning mechanisms to prevent it

9 - CRSV may manifest as potential, impending, or ongoing and as such UN peacekeepers are required to respond to all three dimensions appropriately as per Mission-specific Military-Strategic Concept of Operations (CONOPS) and Rules of Engagement (ROE)

10 - CRSV should not be confused with Sexual Exploitation and Abuse (SEA), committed by uniformed and civilian peacekeepers. SEA is a disciplinary issue that requires all force elements to use their voice and identify perpetrators of SEA

Because CRSV impacts both adults and children, this is one of the many reasons why the UN-EP has responsibilities with regard to both CRSV as well as to Children and Armed Conflict (CAAC).

Slide 14

CP is both an individual mandate, and embedded throughout the task of the UN-EP. Much like conflict affects women and men differently, it also affects adults and children, girls and boys differently too.

ASK: Can you remember what are the six grave violations against children?

ANSWER: Hit enter for answers on next slide.

Slide 15

☞ **Note to Instructor:** Hit "Enter" to advance list

ANSWER:

1. Recruitment or use of children as soldiers
2. Sexual violence against children
3. Killing and maiming of children
4. Abduction of children
5. Attacks against schools or hospitals
6. Denial of humanitarian access for children

Slide 16

You are a key sensor in the AO for identifying and reporting on CAAC. Peacekeepers have a very clear mandate and authority when it comes to CP in missions. Therefore, it is important for peacekeepers and UN-EP to understand the basic principles of interacting with children in the mission and be prepared for the different interactions that may take place.

If you encounter child soldiers, you need to remember they are still very much a child, someone who is vulnerable, impressionable, frequently irrational and worthy of protection. However, they are also a soldier and to deny this fact could be detrimental to the safety of the peacekeeper. This may cause a moral dilemma.

You must remember:

- Women and girls face a higher risk of rape and other forms of sexual violence. You must be vigilant for CRSV and other forms of sexual violence and exploitation;

- The risks to girls and boys can differ based on their distinct gender roles within their societies. You must take this fact into account in planning and data collection;

- The experiences of girls and boys in conflict differ, particularly if used by combatant forces. You need to be familiar with the relevant STMs on CRSV and Child Protection to properly identify and understand the risks to vulnerable populations;

- You must gather information on children, both boys and girls, within the area of operations. Failure to gather all the information in the area of operations will result in an unclear picture for the UNIBAT Commander, which in turn could result in Human Rights violations going unnoticed; and,

- You must pay strict attention to any of the six grave violations, intervene if appropriate, and always report. Children are always victims, even child soldiers. The interests and rights of children are often overlooked in conflict areas, so you must be particularly vigilant in this regard.

Slide 17

Because Children are a protected category unto themselves, and because special care must be taken when asking children questions, all UN-EP members **must** remember the following **Do's** and **Don'ts.** These are worth reviewing from the perspective of being in the UN-EP. For a complete list of the Do's and Don'ts, refer to SBE Checklist Hand-out E: Children and Armed Conflict Checklists.

Do:

- **Assist** child soldiers when they surrender or get captured;
- **Inform** the Child Protection Unit and hand over children to the nearest Child Protection actor as soon as possible;
- **Share** your Child Protection knowledge with the host state military; and,
- **Encourage** the host state military not to use schools as bases.

Don't:

- **Send children away** and tell them to come back the next day after you had a chance to report to the Child Protection Unit; avoid follow-up and do not create any expectations
- **Hand over children to the Host Nation** military without first consulting with the Child Protection Unit
- Whenever you are in the field carrying out tasks and conducting operations, do not **underestimate your role as a role model**
- **Interview** without presence of CP or UNICEF personnel unless absolutely necessary

Slide 18

☞ **Note to Instructor**: Read the slide.

Slide 19

Early warning is a critical aspect and the most effective form of POC, CP, and prevention of CRSV. Given their vast presence across the area of operations, the military component plays a critical role in this context. You must understand what you are looking for, and you must understand how to report what you find. The UN-EP Comd will support the S9 and S2 in assessing civil indicators. All members of the UN-EP need to be able to support this process.

At the very least, you will support the following:

- Maintain **situational awareness** and use early warning indicators, as all units need to ensure they understand local dynamics in their area of operations;
- Conduct **outreach and advocacy** through regular meetings and ensure your efforts are in line with mission communication strategies and the UNIBAT engagement and outreach plan.
- On order, be prepared to work with **Early Warning Centres** (EWC) in Company and Temporary Operating Bases (COB/TOB) to serve as the information hub for POC. The EWCs provide a common operational picture for patrolling, check points, and other activities conducted in the area of operations. EWCs should have POC capacities including:
    - A database of prominent local persons and security issues, including threats to civilians and vulnerabilities;

- A cell phone hotline (where there is coverage and in consultation with the human rights and other mission components) to establish a direct link to the local community and receive early warning on threats;
- An information collection plan, based on Unit Information Requirements, to be achieved by the EWCs, TOB/COBs, CANs (Community Alert Networks), CLAs and UN Military Experts on Mission in consultation with the human rights and other mission components as relevant; and,
- Manage early monitoring of early warning indicators and organise meetings with local authorities.

Slide 20

Early Warning Indicators

	Military and Security Factors	Social and Humanitarian Factors	Political and Legal Factors	Economic Factors	Media Related Factors	Health Related Factors
Potential Risk						
Impending Risk						
Ongoing Sexual Violence						

20

The reasons that we have early warning systems are as follows;

- The indicators, signals, necessary conditions and triggers that make violence against civilians likely to occur are understood by the mission commander;
- There is a process in place for collecting, sharing and corroborating early warning information within the mission and/or with external actors;
- Situations requiring urgent action can quickly be escalated, responded to, and referred to the attention of mission leadership; and,
- The deployment of mission assets or resource allocation can be referred to the POC planning and coordination mechanisms.

The above table is used to determine what and where the risks are. You will not be responsible for filling this out, rather you need to understand the different factors that are assessed in order to properly report on them. For a better understanding of this, please see, "UN Action Matrix on Early Warning Indicators for CRSV", available at https://issat.dcaf.ch/download/127367/2601654

For you to support early warning, you need to understand the following factors;

Military/Security Factors – HN and/or belligerent military culture can be signs of threats to vulnerable populations. These signs are most likely to be seen in contexts where a culture of poor discipline (lax command and control), self-entitlement, and discrimination against women prevails on the part of the armed group, often compounded by a lack of training and professionalism.

Social/Humanitarian Factors – Sexual violence serves to spread fear among women and girls, often restricting the way they lead their lives. Context is important: in one setting the absence of women/girls from public places, including their usual places of worship, may point to physical insecurity, while in another setting women/girls may flee to churches or mosques in search of sanctuary, including from the threat of sexual violence. As such, you must be aware of changes in the way women and girls behave.

Political/Legal Factors – These indicators often occur against the background of reduced political space for women; patterns of gender-based electoral violence and intimidation; the existence of deep-seated legal inequities pertaining to the status and rights of women; and discrepancies between law and practice in terms of women's security.

Economic Factors – A lack of economic options and vocational training for ex-combatants returning to civilian communities may increase their propensity to prey upon and intimidate civilians. Gender-based economic exclusion, discrimination and inequitable resource distribution may increase women's vulnerability to sexual exploitation, prostitution, trafficking and forced labour.

Media Related Factors – Media indicators are complex. In a context where women are publicly portrayed as repositories of group honour and symbols of collective identity, targeting women can serve to attack and humiliate a group as a whole. Sexual violence may thus be used by armed groups as a form of "propaganda by deed". The media can play a role as a conduit for nationalist propaganda, in fuelling public anger and triggering violent action. The portrayal of women in the media can be both a form of incitement to sexual violence and an indication that sexual violence is accepted as part of the war effort. Conversely, local journalists, including citizen journalists operating social media sites, can be important sources of early warning of human rights abuses, including rape, as victims may be hesitant to come forward themselves and report.

Health Related Factors – An analysis of hospital records or equivalent can help monitors to assess whether these indicators exceed normal levels of reproductive health complications/sexually transmitted infections (STIs) in the particular context.

Slide 21

The UN-EP must prevent anything that will cause harm to individuals or communities. Harm can be **direct** and i**ndirect**, and the UN-EP must take both into account in planning as well as when advising supported commanders

There are two types of harm: direct and indirect.

Direct Harm includes:

- Sexual exploitation/abuse
- Displacement of civilians
- Harming civilians during security operations
- Creating conditions for reprisals

Indirect Harm includes:

- Proximity to mission
- Damage to infrastructure
- Local recruitment and choice of contractors
- Accidents involving UN and UN-EP personnel
- Culturally insensitive behaviour

The "do no harm" principle refers to the fundamental obligation not to expose any victim of abuses, witnesses, and other cooperating persons to harm or suffering, both physical and psychological. Harm may include reprisals, violence, stigmatization, re-traumatization, and marginalization. While proactive efforts to protect and assist victims are often required, sometimes this implies that not taking action may be the best course of action to avoid causing further harm.

This principle is particularly important for victims of sexual violence in light of the stigma and marginalization attached to sexual violence and the potential risk for victims to be further harmed by their families and communities.

There are three primary tasks to generating an understanding of how you may have an impact on the civil environment:

1. The fundamental obligation not to expose any victim of abuses, witnesses, and other cooperating persons to harm or suffering, both physical and psychological.

2. Employing the 'do no harm' approach is meant to avoid exposing people to additional risks through your action.

3. You will take into account the complexities of conflict and the impact even their presence has on the population.

Slide 22

UN-EP personnel may come into direct contact with survivors of CRSV or other HR abuses and may have to act as a first responder to these incidents. Each mission will have a referral system or reporting mechanism which links together protection actors and mission stakeholders. Understanding the existing referral systems in the AO will allow you to share clear and complete information about available services with survivors. You, therefore, represent an important link in the response chain and must be aware of existing referral systems in the AO and be able to communicate this system to survivors.

It is important to note that the provision of services to CRSV survivors is the primary responsibility of the HN and failure to act by the state is a rights violation and needs to be reported.

Part of the mission of all UN-EPs is to support referral systems of communication between the civilian population and the supported UNIBAT. As such, when trust is created between the UN-EP and the local population, the UN-EP can act as a conduit of information between the two by collecting key data for the mission as well as providing key information, such as where to get help, to the local population.

Slide 23

Missions cannot be expected to prevent or intervene to stop all instances of violence. While Peacekeeping missions are required to protect civilians within their capabilities in AO, they may have to focus their resources on strategic threats, in particular violence that may result in mass civilian casualties or lead to broader instability.

Missions should intervene to stop physical violence against civilians taking place in proximity of a mission presence, regardless of the level of violence. Failure to respond to these threats undermines the credibility of the mission with the local population, perpetrators and other stakeholders.

While it may not be possible for you to stop all incidents of violence, you must keep in mind the risks associated with inaction, including:

- Escalating violence related to the threat, leading to criticism around lack of action, as military forces are often the centre of attention of the international community and media, or a compromise of the mission mandate for host authorities unable or unwilling to act;
- Loss of morale amongst your peers and partners, who may become passive or even spoilers in the future; and,
- Loss of credibility with perpetrators, the Security Council and/or the public, which will in turn affect ability to operate and achieve success.

Slide 24

Note to Instructor: For a complete list of the Do's and Don'ts, refer to SBE Checklist Hand-out E: Children and Armed Conflict Checklists.

These Do's and Don'ts of engaging with the local population are fundamental to the success of the UN-EP in supporting the mission. Doing what is right, and not doing what is wrong, is key to both building and maintaining mission legitimacy and gaining the trust of all segments of the population, including those identified as vulnerable persons.

ASK: When engaging with the local population, **what must you do?**

ANSWER:

- Ensure safety and security of people you are engaging
- Assist survivors of child abuse and sexual violence
- Respect dignity and confidentiality
- Obtain informed consent
- Think of creative community outreach options
- Work with local NGOs and communities
- Consider possible consequences of your actions for local communities

Slide 25

ASK: When engaging with the local population, **what must you *not* do?**

ANSWER:

- Ask survivors about experience of CRSV
- Share with HN authorities details of victims of human rights violations
- Act on behalf of survivors without informed consent
- Engage in activities that may harm local communities
- Casually spend time with children
- Give money, food or employment to children
- Have any sexual contact with children

Slide 26

Summary

Much of the core of the material presented in this lesson should have been familiar to you from other STMs. However, the purpose of this lesson was to take the theoretical knowledge you learned and translate it into actions and perspectives that the Engagement Platoon, from its Commander to its most junior member, need to be aware of and understand how to operationalise in your AO.

- All UN peacekeeping personnel have a duty to promote, protect and respect human rights
- UN-EP members have an especially important role to play in the protection and promotion of HR and the POC, CP, and the elimination of CRSV
- You are critical in the support of early warning
- Failure to respond to these threats undermines the credibility of the mission with the local population, perpetrators, and other stakeholders

Lesson 3.2

Plan UN-EP Activities

Starting the Lesson

This lesson will give an overview of Information Management, and the data collection methods used by the UN-ET. Ask them to tell the group about their specific experiences and challenges.

Note to instructor *– recommend that lesson 3.2 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

☞ **Note to Instructor:** Distribute the handouts required for this lesson:

- Engagement Matrix sample
- Learning Activity scenario slides

Slide 2

Note to Instructor: Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

UN-EP personnel will be able to plan engagement activities at the tactical level and understand how to coordinate and synchronize this information to support the UNIBAT mission.

Engagement planning is conducted by the UNIBAT staff, including the UN-EP Comd, to synchronize mission engagement effects across the Area of Operations (AO).

Slide 3

The lesson content covers:

- The information management cycle
- Engagement planning

You will learn what information can be included in an Effects table and the Mission Stakeholder Engagement Matrix and why you should use them.

The UNIBAT staff must ensure all engagement tasks conducted by the battalion are coordinated with the Sector and Force, per mission priorities and directives, utilizing mission-designated liaison processes. This reporting process is cyclical and always moving.

The engagement plan is the main document to which the Effects Table and Engagement Matrix belong. The UN-EP Comd will work with the S9, S2, S3 to ensure the plan is aligned with the UNIBAT Comd's plan.

Slide 4

Here, we are going to look at the planning step and what it means for the UN-EP information management cycle. In future lectures we're going to cover all the steps of the cycle in more detail including the definition of Information Management (IM). For now, we will focus on the Planning phase, but be aware the UN-EP Comd and UN-ET are often at different steps in the cycle.

In the planning phase, the UN-EP Comd is responsible for planning engagement activities in coordination with the UNIBAT staff. This plan will guide the collection of information and data by the UN-ET as the UN-EP IM cycle repeats.

After receiving feedback from the UNIBAT Comd, the UN-EP Comd is at the **Planning step** working with the S9, S2, and S3 to de-conflict and coordinate their plan. The UN-ET may be at any of the other steps: Collect, Process, or Inform. Once the plan has been made and delivered to the UN-ET, the cycle of information management continues, as the UN-EP Comd and UN-ET work to identify future engagements, or necessary follow-ups. As stated, the aim is for a coordinated and synchronized effort to support the UNIBAT Plan.

Slide 5

In order to coordinate the effects, the UN-EP Comd is integrated into UNIBAT Military Decision Making Process (MDMP). The manner by which troop contributing countries execute their planning processes may vary. The constant is that the steps you follow here can be adapted into whatever military planning process is used. These steps will ensure that all possibilities are accounted for and that there are no gaps in the plan.

As you have learned, the UN-EP Comd is responsible to support the UNIBAT staff by providing timely, accurate and relevant information, and proposing engagement effects which will support the UNIBAT Comd's intent. This detailed process can be adapted to fit a dynamic environment. As you have already learned, taking the information you have gained from the communities and other resources will be used to create the engagement part of the UNIBAT plan.

Slide 6

While it is the UN-EP Comd and 2IC who are responsible to ensure the plan aligns with the UNIBAT Comd's intent the UN-ET also need to understand how it works so that they can collect and share the right data.

Generally, there are five steps the UN-EP Comd will use to integrate into the military planning process, we will briefly talk about each of them, so you understand how your data is used to inform the planning process.

- **Step 1-** Initiation – this is the data from your Information Management Collect step.

- **Step 2-** Orientation – this is where the data is processed, and an estimate is created.

- **Step 3-** Course of Action (COA) Development – what are the engagement effects considered for each course of action?

- **Step 4-** The Plan is Developed – a COA is chosen; the plan is coordinated with the UNIBAT staff and the Engagement matrix and Effects table are created or updated using the data gathered in Step 1 and processed after step 2.

- **Step 5-** the Plan is Reviewed – and the orders are Produced this is where the engagement teams will get their next tasks and understand how their engagement activities will fit into the bigger picture. Because these activities can impact the higher levels in the sector and country levels, it's important that the UNIBAT staff ensures they are all in support of the UNIBAT Comd's plan.

Slide 7

During the MDMP, the UNIBAT, sector and national mission objectives are integrated to ensure engagements are aligned and coordinated with other effects. An Engagement Effects Table (EET) is a tool you can use to coordinate and synchronize the UN-EP engagements with the UNIBAT mission. It can include these categories or can be custom built to meet the specific needs of the mission.

An Engagement Effect (EE) is a desired outcome, which needs to be coordinated, synchronized, and planned. From this you can determine the Engagement Objectives (EO) by which you will achieve that effect. You need to know if there are any Information Requirements (IR) missing or needed.

Determine the Mission Stakeholder (MS) with whom you want to engage and what Key Message (KM) you want to share with them.

Most importantly, in all phases of your planning, you must ensure that your engagements adhere to the "**Do no harm**" principle.

Slide 8

Note to Instructor: As you read each column, click to reveal each number (1 through 5) and the green coloured note.

With the Carana scenario, we'll now review an EET example. This format is just an example. The EET can be created in any form that best suits your UN-EP. Please follow along with your hand out.

Column 1: The Engagement Effects are the desired outcomes you need to achieve. This data will be provided from step 1 and 2 of the MDMP in coordination with the S9, S2, and S3.

Column 2: The Engagement Objectives, are derived and synched with the UNIBAT orders, they explain how the effects can be achieved. They are usually an increase or decrease in activity. For example, increase cooperation or diminish interference. There are many small advances that a UN-ET can make to contribute and work to achieve larger mission objectives.

Column 3: Information Requirements. This data will be provided from step 1 and 2 of the MDMP in coordination with the S9, S2, S3 and the UN-EP Comd. What do we know? What do we need to know? What and where are the information gaps? Understanding these requirements will help determine tasks that are needed to meet mission goals.

Column 4: The Mission Stakeholders and Restricted Stakeholder– there are groups that you'll be expected to speak with, and those to avoid. While the UN-EP mandate is to be inclusive and engage with a wide audience, there may be instances where engagement with some groups will be restricted. There may be many reasons why a group is restricted, for example: they may be engaged by another group; it may be too dangerous to engage them, or the lack of engagement is used as a tactic to bring them to the negotiation table.

Column 5: Has two lists, Key Messages are identified to **promote** and Themes or topics to **avoid -** It is essential the Public Information Officer (PIO) is involved in the development of the messages and themes. The PIO will ensure the messages and themes reflect those in the Sector and UNIBAT orders to ensure there is consistency across the area of operations. As UN-EP Comd, 2ICs or UN-ETs you'll be expected to repeat and promote these messages in your plans and patrols. You'll want to practice how to share this information.

A point to know – the EET is a standalone document that the UN-EP creates and manages. You will use it to ensure you are meeting the UNIBAT Commander's intent and appropriately tasking your Engagement Teams.

Some of the tasks you may be given include your core tasks of patrolling, liaison, and assessing. Not every engagement will meet every effect on the list.

Slide 9

There are many mission stakeholders throughout the AO, and it is important they are engaged at the right level, by the right person, at the right time, sharing the right information.

An unplanned approach to engagement can create confusion or deliver mixed messages which would leave the UN open to manipulation in favour of one group or another. It is recommended to have an internal process that accounts for the power dynamics and relationships at the local level to ensure that the UN's interactions at the community level are inclusive and conflict sensitive.

The Mission Stakeholder Engagement Matrix (MSEM) works in conjunction with the EET to manage and track who and why a Mission Stakeholder is being engaged, and what effect is meant to be achieved. As discussed, when conducting face-to-face engagement with local leaders, it should not be assumed that traditional leaders have the most significant influence on the community. Some may have come into prominence only recently; others may play negative roles or be instrumentalized by armed groups or political spoilers. It is also typical for gender roles and social expectations of youth or urban/rural divides. It can be challenging to identify the right spokespersons at the community level. Along with the EET, the UN-EP Comd manages the MSEM.

Like this list, the matrix can simply include basic data, or it can include historical notes, demographic information, the activity or means of communicating, the key messages and related considerations. In designating who is conducting the engagement, the value of similar genders should be emphasized.

There will also be a Key Leader Matrix managed at the Sector level. The UNIBAT staff need to know who is maintaining a relationship with whom, to ensure no one is missed and there are no negative engagement effects. It is important to remember that you should not be talking to anyone at another level, unless you have authority to do so.

Slide 10

Learning Activity

Time: 20 mins

Materials:

- Each team will need a copy of the EET hand-out, and the Leaning Activity scenario from slide 11.
- Flip chart paper and markers for each group.

Purpose: UN-ETs will be required to pull out information from the EET, in order to understand how the EET is created and coordinated amongst the Mission stakeholders.

Activity: Divide the class into groups. Each of the Engagement Effect Components can be combined if there is a smaller class with fewer groups.

The team has been told to engage the communities in the area to secure local freedom of movement. Based on the EET provided, and the scenario on the next slides, determine which Engagement Effects / Objectives, Information Requirements, Mission Stakeholders, Key Messages and/or Themes you will use to construct your engagement plan. Be prepared to explain and justify your rationale.

Slide 11

Learning Activity

1. The UN peacekeeping mission has all along faced the problem of dealing with non-state actors or belligerents operating outside the bounds of the Kalari Agreement. These Belligerents oppose the presence of UN forces in their areas. This problem is particularly acute in the unstable LEPPKO province. Reliable source has confirmed that a rebel ex-combatant, has established an independent force consisting of approximately 20 soldiers and partisans. ZED has just proclaimed authority near the village of NAHERI, which he intends to control and defend. He has prevented freedom of movement of the local population, impacting travel and has forced the displacement of villagers in the area.

2. CARANA has stated that the Government will wait and see, but they are supportive of UN action and engagement with ZED and his followers. For their part, the MPC announced that it expected all parties to abide by the Kalari Treaty and participate in the *DDR* process.

3. This is affecting the freedom of movement of the local populations in the area.

11

Time: 20 minutes

ACTION: After the allotted time, ask each group to provide one or all their answers depending on the time you have. They should explain the rationale for the four topics listed on the previous slide. Make comment on their answers and provide feedback on the pros and cons. Ask if any of the other groups has something different to share.

Slide 12

Remember, UN-EP planning has an information driven focus which makes it essential for planners to look beyond the high influence individuals or groups and consider those whose participation from the fringe groups will impact the overall operating picture.

It is vital to identify the risks associated with the planned interactions and propose mitigation strategies. Poorly planned or executed engagement can have a significant impact on communities and can negatively affect relationships and consequently the mission.

Given the nature of social dynamics, the engagement plan must have flexibility built in so a UN-ET can account for changing dynamics among stakeholders. The plan must be detailed enough that the UN-ET can execute their required task, but not so rigid that small changes to the civil environment will prevent the team from achieving the desired effect. A flexible plan can manage risks, address issues as they arise, and create opportunities for more focused, meaningful engagement.

Slide 13

☞ **Note to Instructor**: Read the slide.

Summary

- Your work in the area of operations does not exist on its own. Everything you do or don't do has a potential positive or negative impact in the area of operations. You must ensure that you act with integrity, initiative, and respect and that your efforts are synchronized.

Lesson 3.3

Collect Data

Starting the Lesson

This lesson will give an overview of example reports that may be used by the UN-ET, and the role of the UN-EP 2IC in processing data and informing the UNIBAT on the collated information. Ask them what report writing experience they have and what they found most difficult about it.

Note to instructor *– recommend that lesson 3.3 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

In this lesson we are going to cover the collection of data.

Slide 2

☞ **Note to Instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

- Read the slide.

Slide 3

We are going to discuss the following topics:

- The definition of data and information
- What is Information Management
- UN-EP IM Cycle – Collect phase
- Data Collection by the UN-ET

Slide 4

Note to Instructor: Read the slide

As members of the UN-ET, your job will be to collect data from the human terrain and physical environment in the form of reports. The total reports that that the UN-ET submits to the UN-EP 2IC for the Process phase will create information when that phase is complete.

ASK: Can someone tell me the difference between information and intelligence?

ACTION: Take class answers and provide the answer

ANSWER: Information is not intelligence. Information does not become intelligence until after an analyst has evaluated and verified this information and turned it into a product. Information must go through the intelligence cycle in order to become intelligence. This is the role of the S2, and not the UN-ET or UN-EP. As we learned in 1.1, engagement is not intelligence.

Over the next few slides, I will define Information Management (IM) and will explain how the data you collect will drive the UN-EP IM Cycle forward.

Slide 5

So what is information management? The UN defines IM as an element that:

- Gathers data from one or more resources. Gathering data from multiple resources allows the UN-EP to get a better understanding of both the human terrain and physical environment in the AO.

- Relies on the effective organisation of data. Organising data will enable the UN-EP 2IC to look at all inputs from the UN-ET and process data into information.

- The management and the distribution of information to those who need it. The UN-EP 2IC is responsible for the care and distribution of information. All data collected by the UN-ET will flow to the 2IC for processing into information. The 2IC will then push that information to the UNIBAT staff.

- Archiving information will enable future UN-EP missions to utilize information that has already been collected. Deleting information can occur if information is incorrect or no longer useful. The requirements of what should be archived or deleted will be determined by the UNIBAT IM plan.

Slide 6

ASK: Why do you think IM is an important element when it comes to peacekeeping information delivery?

ACTION: Take 2-3 answers, then hit enter to reveal answers.

While the UN-EP 2IC is responsible for the management of all data collected by the teams, the UN-ET are equally responsible to ensure that the data and reports they submit maintain a high standard. UN-ET reports should follow the principles of UN reporting, which we will look at in the next lecture.

Slide 7

The UN-EP IM Cycle is composed of four phases: Plan, Collect, Process and Inform. At each point, one or multiple elements of the UN-EP, that is the Pl Comd, 2IC or the teams, will have a role to play. You have already learned about the Plan phase. This lesson will look at the Collect phase, which is the primary responsibility of the UN-ET.

In the collect phase, the UN-ET is responsible for collecting data through the observation of and engagement with the human terrain and physical environment. Data can be gathered using primary and secondary collection methods.

We will learn about the Process and Inform phases in a later lesson.

Slide 8

Data collection is what drives the IM cycle forward. As it moves through the IM cycle, data will be turned into reports that are then processed and turned into information by the UN-EP 2IC. This information is disseminated to UNIBAT staff and UNIBAT Comd, and the feedback provided by the UNIBAT Comd will provide direction and guidance to the UN-EP Comd's engagement plan.

There are two basic types of data collection:

- **Secondary Data Collection** which collects data from existing products, and
- **Primary Data Collection** which collects data directly from human terrain and the physical environment.

Slide 9

You are not the only ones collecting human terrain data and/or trying to understand the human terrain in the AO. Other military and civilian elements are building their own products to support their goals and objectives. These products can be useful resources of data and will have often been processed as information. UN-ET collection of secondary data will often start in the pre-deployment phase.

These are some examples of secondary resources, both internal and external to your mission. Data – especially from external resources – has to be confirmed where possible. This can be done by reviewing or engaging with the resources by the UN-ET or checking if more than one resource provides the same data or information. This can also be quite time-consuming so make sure you are aware of any time constraints.

This is important because it means the UN-ET can save time collecting data if the work has already been done and focus on collecting data the UN-ET is missing. **Ideally the mission will have previous data or information collected and stored that can be accessed**.

Slide 10

Primary data collection is the collection of data from human terrain and the physical environment directly from the AO. Data that is **collected directly by you, the UN-ET**.

You conduct primary data collection in two ways:

1. Through the collection of data through deliberate or opportunity **observation** of human terrain and physical environment.

2. Through the collection of data through deliberate or opportunity **engagement** with persons or groups in the AO.

ASK: Before we move on, does everyone understand the difference between deliberate and opportunity observation and engagement?

ACTION: Wait for class answers

ANSWER: Deliberate means that the UN-ET has planned to go out and observe or engage with persons or groups, while opportunity means that the UN-ET was in the right place and time to observe or engage with persons or groups.

ASK: What do you think are some ways we can collect data by observation or engagement?

ACTION: Take 2-3 examples, then hit next slide.

Let's see some examples in the next few slides

Slide 11

UN-ET members will be able to observe the human terrain and physical environment from different perspectives as the UN-ET conducts its patrol. Standoff observation refers to the observation of people or groups when they are unaware that they are being observed. People will behave differently when they know they are being observed, even if these behaviours are unintentional.

ASK: What kinds of data on the human terrain can be collected by observation?

EXAMPLE ANSWERS PROVIDED:

- Condition of infrastructure
- Normal patterns of life
- Close observation of people and groups
- Sounds and smells
- Reactions of people to the observer, including facial expressions and body language

Engagement is the foundation of the UN-EP mission and is the best way for the UN-ET to gather data on the human terrain and physical environment. As UN-ET members, you need to be sure to engage with a wide variety of individuals and groups, including those

of different genders/sex, and vulnerable groups. This gives you much broader data collection and when processed by the 2IC will reveal better information. Remember:

- Keep PPP in mind when the UN-ET engages with others, as it can impact how individuals and groups respond to the UN-ET.
- Maintain confidentiality if you are communicating with a vulnerable population, group or person and only report the aggregate data.

ASK: Who can tell me the definition of engagement?

ACTION: Wait for class answer.

ANSWER: Engagement in the context of the UNIBAT is the **interaction** with representatives of the population and other government and non-government actors within the AO to improve **cooperation**, and reporting.

Individual engagement is the collection of data through one-on-one engagement, while group engagement involves multiple people.

ASK: What do you think are some of the advantages or disadvantages of individual or group engagement?

Note to Instructor:

- Examples provided, but students should provide 1-2 answers.
- In the answers below, + equals an advantage, - equals a disadvantage. Let students answer, provide answers if needed.

INDIVIDUAL PROS AND CONS:

+ More personal answers than in groups
+ Better able to discuss sensitive topics
+ More focused attention

- More time consuming
- They may be less willing to share information if they feel uncomfortable

GROUP ENGAGEMENT PROS AND CONS:

+ Provides access to several opinions at once
+ Able to observe reactions to each other's questions and responses
+ Groups may build on each other's answers and add more information than you expected.

- Less likely to get personal answers
- Less able to discuss sensitive topics
- Less focused attention
- May be nervous to share different opinions

A structured engagement is when questions are pre-planned and tend to be more rigid and formal. An unstructured engagement uses questions which are not prearranged or prepared in advance. They tend to be more casual, conversational, and free flowing.

ASK: What are the advantages or disadvantages of conducting a structured or unstructured engagement?

STRUCTURED PROS AND CONS:

+ Less time consuming
+ Less potential for distraction and digression from useful topics of discussion
+ Easier to generate comparable data across a range of different persons

- Worse for rapport building (formal, more interrogative)
- More potential for the subject to be defensive or evasive (topic dependent)
- Less likely to uncover new topics outside of the engagement topic

UNSTRUCTURED PROS AND CONS:

+ Better for rapport building (casual, less interrogative)
+ More likely to get an honest response
+ More likely to uncover new topics which may go unnoticed in more structured engagements

- More time consuming
- More potential for distraction and deviation from useful topics of discussion
- More difficult to generate comparable data across a range of different persons

Slide 12

LEARNING ACTIVITY

Time: 7-10 mins

PURPOSE: To provide the UN-ET with context as to how observation and engagement can be used collect data, and that using both together will provide the best data collection. This image is from India in 2021 – let the students make observations before revealing the context of the image. A Farmer's protest.

ACTIVITIY: The class will provide class answers. The instructor will capture the responses on the board.

Let's pretend your dismounted patrol has come upon this group.

ASK: What data can you (the UN-ET) gather from the situation by observation only?

ACTION: Let the class answer, write them on board, but if they are struggling there are some examples below.

Examples:

- Lots of tractors, so the group gathered may be mostly farmers
- Mostly male
- Patriotic (waving flag of India)
- Economic status (dressed in working clothes, tractors imply labourers)
- Urban area (tractors are crowded onto a road that looks like it may be a highway)
- Average age of individuals
- What nationality they belong to (waving flag of India)
- Religion (headdress is common to Sikh religion)

ASK: What data could the UN-ET collect using engagement?

ACTION: Let the class answer, but if they are struggling there are some examples below

EXAMPLES:

- The reason why they are there
- How many people are there
- If they are going somewhere
- How long have they been there
- More specific answers to the observations above – you can confirm your assumptions made in your observations

Slide 13

Sometimes you may engage with someone who may unintentionally or intentionally give you the wrong information: this is either misinformation or disinformation.

ASK: Who can tell me the difference between misinformation and disinformation?

ACTION: Wait for class answers then hit next

For example, perhaps the UN-ET is scheduled to attend a meeting with Elder TEEHERI. The Elder mistakenly informs the team that the meeting will be at 1700h, when really it begins at 1600h. The Elder unintentionally gave the team the wrong information, misinforming them. However, if Elder TEEHERI intentionally gave the UN-ET the wrong time, he intentionally misled them and disinformed them. The difference between the two is the intent to mislead.

Evaluating the data is important to ensuring you are reporting the right information. You must have an objective standard to measure against to maintain consistency. Data is never 100% concrete, through corroboration, multiple pieces of uncertain data can attain a collective certainty.

Ask

- Who is providing the data?
- How did they get the data? Do they have plausible access/connection to the data?
- What is the reason for providing the data? – Look for bias, beware of ulterior motives or manipulations
    - Culturally, people may provide data as truth if a respected figure provided it to them, even if they didn't witness it themselves.
- Were they reliable in the past? Beware their reliability may change over time
- Is the data accurate? Logical? Consistent?

Always be aware that your own bias is not negatively impacting your engagements.

Slide 14

In lesson 1.6 you learned about the difference between gender and sex. By breaking down information on gender and sex we can reveal inequalities that may not normally be seen in regular data. Ensuring gender perspectives are collected and giving attention to the goal of gender equality is central to all UN-EP activities.

ASK: Why do you think collecting gender and sex specific data is important for the UN-EP?

ACTION: Take 2-3 class answers, then continue reading

By asking questions about gender, and gathering gender/sex specific data, it will allow the UN-EP to:

- Provide more specific information to mission experts, such as the Women's Protection Adviser (WPA) or Children's Protection Adviser (CPA)
- Understand the different opinions and priorities between women and men
- Interact with all members of the human terrain

Slide 15

Read slide

Summary

- In this lesson you have learned more about the UN-EP IM Cycle, and the role of the UN-ET in the collect phase.
- Data collection is critical to the UN-EP IM Cycle as it will eventually impact the UN-EP Commander's plan. Data should be collected using primary and secondary methods, and from a wide range of resources.

Lesson 3.4

Process and Inform

Starting the Lesson

This lesson will give an overview of example reports that may be used by the UN-ET, and the role of the UN-EP 2IC in processing data and informing the UNIBAT on the collated information. Ask them to tell the group about their specific experiences and challenges.

Note to instructor *– recommend that lesson 3.4 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

☞ **Note to Instructor:**

- Prior to teaching the lesson, the instructor should familiarise themselves with the various reports.
- Hand-outs **Gender Inclusive Village Assessment, CHILDREN Report, Meeting Report**

Slide 2

☞ **Note to Instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

Slide 3

Note to Instructor: Read the slide

Slide 4

In the last lesson we reviewed the Collect phase of the UN-EP IM Cycle. For this lesson, we will divide it into two parts – the first will look at the Process phase, and the second will examine the Inform phase.

In the process phase, the UN-ET will generate reports based on data they collected in the previous phase. Once completed, those reports will be submitted to the UN-EP 2IC. From there, the 2IC must collate the reports and prioritize them based on importance.

In the Inform phase, we are going to examine the essentials of UN report writing, explore some examples of reports the UN-ET may be required to submit, understand how the 2IC collates and prioritises data in those reports to turn it into information.

Slide 5

The overall objective of these principles is to uphold the dignity and human rights of survivors while protecting them from further harm, stigma, and marginalization without discrimination. This approach requires all United Nations field mission personnel to put survivors at the centre of any intervention and to strive to minimize possibilities of harming them inadvertently through either their intervention or non-intervention. This allows work to ultimately promote survivor's empowerment and agency.

ASK: Look at the guiding principles listed above: what do you think each means and why are they important in reporting? There are detailed descriptions in your IM handout

ACTION: Go through each bolded principle individually and take answers, then provide the answer if class unable to answer.

Confidentiality: Information relating to incidents that can be used to identify an individual or group must be treated as confidential. This is for the protection of survivors, their families, and witnesses.

Informed Consent: Consent should be sought from survivors, witnesses and other cooperating persons on the use of the information they provide to UN-EP personnel. Informed consent requires that the survivor is aware how the information they provide will be used. In emergency situations when a survivor requires immediate assistance, getting informed consent may not be possible.

Gender Sensitivity: All Mission personnel should use respectful, non-discriminatory language and be conscious not to reinforce gender stereotypes. Personnel should consider the different experiences, situations, needs, and attributes of women, men, girls, boys, and persons of diverse sexual orientation and/or gender identity in all interactions.

The Survivor Centred Approach: The rights, needs, and choices of survivors, as identified by themselves, should be up front and at centre of all reporting taken by UN-EP personnel.

The Best Interests of the Child: In all actions concerning children (that is, any person under the age of 18), the best interests of the child shall be the primary consideration. Children, especially younger ones, should be interviewed only in exceptional circumstances by authorized personnel (not the UN-ET) and only after a careful assessment. The UN-ET is only authorised to collect the data required to submit the CHILDREN report.

Good report writing is a skill that takes time and practice. In your IM General Handout, you will notice there are some tips on how to write reports effectively that can help you on your mission. The data in UN-ET reports is critical and will provide UNIBAT staff with situational awareness of the human terrain and enable them to operate more effectively.

All of the reports that you will learn about today are meant to serve as examples – you may not see exact versions of these reports on mission. However, you can use the reports provided today as a baseline if there are none on mission. We'll do a quick learning activity and then will walk through some examples.

Slide 6

LEARNING ACTIVITY

TIME: 5 minutes (max)

MATERIALS: White board and marker

PURPOSE: To discuss some of the key things to keep in mind when writing a report. Instructor Note: Give the class time to think of 4-5 other points and discuss their importance. The instructor should pull answers from the IM hand-out section on Essentials of Military and Report Writing

Writing reports can be a challenging task and is something that you only improve on as you write more and more of them. However, there are some things that are standard across all military writing and report writing that you should keep in mind. What do you think are important things to consider when writing a report? I'll give you one as an example and then let's open the floor to discussion.

Accuracy is something that is important when writing a report.

ASK: Can someone tell me why accuracy in writing might be important?

ACTION: Wait for class answer, then provide answer as written in hand-out.

OTHER ANSWERS:

- Relevant
- Consistent
- Continuous
- Brief and Complete
- Clarity
- Coherence

INSTRUCTOR FINAL COMMENT: These are all great examples and more can be found in your IM hand-out package.

Slide 7

☞ **Note to Instructor:** Have students take out meeting report and remind them that this is only an example of one way of writing a mission report.

Meeting reports are one of the most important reports you will write. Meeting with people and groups is a critical part of engagement, and the meeting report is what documents your experience. They should be detailed and include as much data as possible. Meeting reports can be used for both **deliberate and opportunity** engagements. Let's go through the report.

File Name: File naming conventions are determined by your mission.

Date: Date the meeting occurred.

Meeting with: Which specific individual or group are you meeting?

References refer to any additional documents that may be included with the report.

<u>Meeting Settings</u>

Location: Grid location of the meeting.

Time: The start and end time of the meeting.

Participants: Military participants, civilian participants, language assistants, or anyone else in attendance.

Aim: Why is the meeting being held and what are you hoping to achieve from it

Meeting Details

Meeting Summary: This will cover the main discussion of your meeting, what did you talk about, what data was revealed? Take a look at your handout for an example of what this looks like.

Topics: What key topics or subjects did you speak about? This should be short and to the point.

Outcome: Was the meeting successful or unsuccessful? Did they want to meet with you again? Did you achieve your aim, or do you need to return for follow up?

Recommendations: As the individual conducting the meeting (or in attendance at one), **you** are the subject matter expert (SME) of this meeting. Recommendations allow the UN-ET to provide input that those reading the reports will be able to take into consideration.

Slide 8

CHILDREN Report

Line	Description	Report
C	Child numbers and identification	Age(s), Gender, Family/fathers name, tribe, group, affiliation etc.
H	Hour	DTG (Date time group) of incident
I	Indicator	Incidences based on Six Grave Violations Against Children
L	Location (Military Grid)	
D	Decision (own)	Appropriate course of action (COA) for the patrol i.e. We will engage verbally; maintain close watch
R	Risk level*	Potential/Impending/Ongoing
E	Effect Desired	UNICEF rep at this location
N	Need	What support you will need for your COA i.e.S9 to engage with CAAC (children and armed conflict) focal point

8

☞ **Note to Instructor:** Have students take out CHILDREN report, remind them that this is only an example

The CHILDREN Report is meant to pass basic information quickly up the chain of command for emergencies. Children, that is anyone under the age of 18, are a high risk and vulnerable population in conflict areas – ensuring that this report is filled correctly and submitted quickly can help prevent further harm to them. As you learned in the Children and Armed Conflict lesson, peacekeeping personnel must be ready to take immediate action if they see violations against children and ensure they are protected.

☞ **Note to Instructor:** Read through line by line on the slide or instructor copy of the report, students should follow along on their hand-out.

Slide 9

Note to Instructor: Read slide – have students take out the GIVA.

The next report is the Gender Inclusive Village Assessment that tracks information about the village or area itself, and integrates a gender perspective so the UN-ET can see how people of different genders or sex interact and live in an area. A GIVA can be completed by the UN-ET when they visit a new area, or at the request of the S2.

The GIVA looks at generic considerations for an area, such as transportation access, population statistics, community leaders, communication and infrastructure considerations (such as water/sanitation, health, education, and housing). Lastly it examines instances of human rights violations in the area, where you can track CRSV incidences that have occurred.

ASK: What factors do you need to look at through a gendered lens? Explain why.

ACTION: Wait for class answers, then provide answer.

ANSWER: Gender interacts with factors, like age, class, race, religion, producing a multitude of experiences, needs, beliefs, etc. If you don't look at these factors through a gendered lens, you will not get a full picture of the civil environment.

Your village assessment must take these differences into account. This can be done by including women with diverse backgrounds and experiences in the data collection phase and by not presuming that data provided by one person or group is applicable to all people or groups.

It is essential that we examine our own gender assumptions and ensure that those assumptions and any biases do not dictate the outcomes of our assessment. Reference your hand-out for this module and take a look at some of the questions you should consider while completing a GIVA. The report is not big enough to accommodate all of those questions, but they should be in the back of your mind as you gather information. Another point to consider is that this can be used for places like IDP camps or refugee camps, not just villages.

Before we get into the report in detail, I want to remind you that this is only one way of doing this report and is an example. This report is also highly flexible, so you can adjust it to what you need to report on.

Slide 10

Gender Inclusive Village Assessment (GIVA)

- **Section One:** Reporting Details
- **Section Two:** Road Access
- **Section Three:** Population Data
- **Section Four:** Community Leadership
- **Section Five:** Humanitarian Aid
- **Section Six:** Infrastructure
- **Section Seven:** Human Rights Violations

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Slide 11

There is no specific report for CRSV, but the UN-ET must ensure that any incidences the patrol comes across should be tracked in the report generated by the patrol. This could be the Infantry Patrol Report, a Meeting Report, a CHILDREN report, or the GIVA. Any immediate actions that are required when a patrol encounters a CRSV incident is based on UNIBAT and mission SOP.

The UN-ET is an effective way to mainstream CRSV into the military component's operations and bear positive results in preventing and responding to CRSV. They improve situational awareness and ensure that violations of human rights and international law are recognized and reported, which in turn, contributes to the protection of civilians. Engagement with the host government, parties to the conflict, and other armed groups can further help improve the relationship between the Force and the local community, as well as prevent and deter CRSV and other human rights abuses. These teams also support the effective collection of information from the local population and help identify the unique needs and risks of women, men, girls, and boys.

Interviews with victims/survivors should be carried out by personnel with specialized expertise, namely WPA/CPA or the Gender Protection Focal Point (GPFP)

The military and police components have a responsibility to share information with all stakeholders within the Mission to prevent and respond to CRSV, and the UN-EP should contribute to this information sharing.

Slide 12

In the process phase, the UN-EP 2IC has a role as well. They are responsible for collating the data collected by the UN-ET.

Data collation is the gathering and organising of data in a manner that gives context to it, thus turning it into information. All the reports and data that the UN-ET generates is sent to the 2IC to be collated. By collating data the UN-EP 2IC is able to organise and process the data, which creates a broader picture of the AO that will inform planning by the UN-EP and UNIBAT staff. This is why it is extremely important that your reporting is as accurate as possible.

1. The 2IC is responsible for verifying incoming data for importance and priority. They must be intimately familiar with reporting lines up the chain of command so when they identify key information, they disseminate it quickly in the Inform phase. By collating and prioritizing data, the 2IC can ensure the information flow is maintained.

2. The 2IC is responsible for maintaining whichever IM system is in place for the UN-EP in order to track information in and out of the UN-EP. Ideally, this system allows the 2IC to collate all the information generated by the UN-ET. It allows the 2IC to see which reports have been created, and where they have been sent to. It should ensure that the UN-EP maintains open information flow with the UNIBAT.

Slide 13

Example – Options for Data Collation

General

File/Ref #	Report Type	Team #	Coy Attached	Team Lead	DTG	Location
	CHILDREN Report	2	B	Murekezi	06-Aug-21	Tereni
	Meeting Report	1	A	Ntazinda	06-Aug-21	Faron
	Meeting Report	3	C	Niagozera	06-Aug-21	Tereni
	Meeting Report	2	B	Murekezi	07-Aug-21	Igotu
	GIVA	4	D	Niyomufasha	09-Aug-21	Enes
	Meeting Report	2	B	Murekezi	09-Aug-21	Leppko
	CHILDREN Report	1	A	Ntazinda	10-Aug-21	Faron

Engagements

Engagement	POC - Name	POC - Number	Follow-up Engagement Planned (Date)
Deliberate	Carmen Salem	18714567752	
Opportunity	Hiroko Dorarinn	18716554580	
Opportunity	Kathrin Gregorios	18717813268	20-Sep-21
Opportunity	Hannah Neoptolemos	18714585222	11-Sep-21
Opportunity	Jaydon Alissa	18719979610	
Opportunity	Halina Mahendra	18716579213	
Deliberate	Dora Caterina	18710354877	

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Data collation is the gathering and organising of information in a manner that makes the viewing of information more manageable. There are many different programs and tools that can help manage information collation by UN Missions, and some missions may have their own tools and programs they prefer to use.

At the broadest level, the Situational Awareness Geospatial Enterprise (or SAGE) is now deployed in most peacekeeping missions, as well as several special political missions. The core function of SAGE is an incident and event database that aims to replace the daily and immense reporting performed by many entities at mission Headquarters and field levels. SAGE offers a central repository for incident and event information that, once populated, can be sorted according to a wide variety of variables, such as type of incident, gender dimensions, location and time.

A variety of individual units in peacekeeping missions maintain separate databases, usually on thematic subjects. One way to track mission specific databases for the UN-EP is the Microsoft Excel program. Microsoft Excel allows for flexibility in deciding which information to track, and how to organise it. As you can see on the screen, the headings here are an example of how to track information, but there is truly no limit to how you want to organize, manage and track information on Excel. Any database chosen to be maintained by the UN-EP 2IC should be kept separate from the UNIBAT IM database but built in a way that can facilitate information sharing.

Ultimately, information collation and reporting mechanisms will be determined by the mission and battalion commander. The 2IC is encouraged to build handover and management notes to pass to the next individual in the position to not lose all the information collected.

Slide 14

Example – Engagement Data Representation

Engagements

Engagement	POC - Name	POC - Number	Follow-up Engagement Planned (Date)
Opportunity	Rona Carnita	18717895642	
Opportunity	Ibrihim Amin	18715234567	
Opportunity	Hiroko Dorarinn	18719979610	17-Sep-21
Deliberate	Juvenal Ingabire	18713264512	30-Sep-21
Deliberate	Rona Carnita	18715234567	
Deliberate	Elspeth Emilian	18716554580	14-Sep-21
Opportunity	Dora Caterina	18714585222	19-Sep-21
Deliberate	Sevan Ragnhild	18719979610	
Opportunity	Lotte Ismayil	18714567752	
Opportunity	Jaydon Alissa	18716554580	
Deliberate	Lotte Ismayil	18717813268	03-Oct-21
Opportunity	Tsetseg Kishor	18714585222	
Deliberate	Arnaldo Viktor	18719979610	
Opportunity	Salah Rihards	18716579213	17-Sep-21
Deliberate	Hiroko Dorarinn	18710354877	13-Oct-21
Deliberate	Elspeth Emilian	18719766501	
Opportunity	Valerie Toros	18716554580	
Deliberate	Mussafah Teeheri	18712050683	20-Sep-21

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What you see here is an example of an Excel spreadsheet that has been filled with data that pertains to engagements completed by the UN-ET. It demonstrates the type of engagement, either deliberate or opportunity, the individual engaged with and their contact information, and if a follow up engagement was planned.

As the mission progresses, data will continue to build and can be difficult to read in this format. On the next slide we can look at how Excel can be used to present that information as well as making it easier to assess and understand.

Slide 15

Microsoft Excel is customizable to meet the specific needs of the UNIBAT and the UN-EP. The Excel spreadsheet connects the reports, returns, engagements and information requests, but the Excel Pivot Tables are able to organize all of this data in the form of tables, line charts, bar charts and gauges. This allows for a more simplified viewing of data while still presenting key information and reducing the need to scroll through hundreds of lines of information.

For example, on the slide is an example of how engagements can be tracked, based on the data seen in the previous slide. Presenting data like this allows the UN-EP 2IC to see all relevant data in a way that allows them to organise and process it, thus turning it into information. From the Pivot Tables, the UN-EP 2IC can inform the UN-EP Comd where the UN-ET has conducted engagements, what areas they have not been to, and how many engagements the UN-ET have planned in advance. The circle graphs on the slide tell the UN-EP 2IC where Team One and Team Two have conducted engagements, and how many they have completed.

This is only example of how you can use Excel, your mission may use a different data tracker.

Slide 16

Now that we have covered the process phase, this slide will cover the Inform phase of the UN-EP IM cycle.

In the inform phase, the UN-EP 2IC must disseminate information they have previously collated to the UNIBAT staff (information flow out of the UN-EP). The UNIBAT must feed information flow back into the UN-EP 2IC. The UNIBAT should have internal reporting mechanisms so the 2IC is able to share the information they have processed to other stakeholders internal to the UNIBAT. The UN-EP 2IC should make every effort to disseminate information regularly and rapidly when required. Information delayed is information denied so the flow must be maintained.

Information flow refers to the connections between the UN-EP and mission stakeholders, either internal or external to the UNIBAT. The UN-EP 2IC maintains information flow with other units and staff sections within the UNIBAT, while the UNIBAT connect the UN-EP with external stakeholders. The expectation is that information should be shared freely between all interested parties in order to promote effective and accurate communication. Individuals or stakeholders who refuse to share information can negatively impact the success of the mission.

Information flow includes the dissemination of information by the UN-EP 2IC to the UNIBAT for further examination by relevant sections. It's important for the 2IC to follow up with the information that gets pushed out or pushed in. As discussed, an IM database will help with tracking information flow as well.

For the UN-EP Comd, the inform phase requires them to brief the UNIBAT Comd on UN-EP activities. The UN-EP Comd should familiarise themselves with the briefing preferences of the UNIBAT Comd when their mission begins. The UNIBAT Comd will provide feedback in the form of direction and guidance, which will feed into the plan phase, starting the cycle over.

Slide 17

Read slide

Summary

- The UN-ET will likely produce a number of different reports to be submitted to the UN-EP 2IC for processing into information. In order to support this phase, the UN-EP 2IC should rely on an information management tool to maintain control over the flow of information. This will help the 2IC disseminate information during the inform phase. The UN-EP Comd is also responsible for informing the UNIBAT Comd of all relevant UN-EP activities.

Lesson 3.5

Contribute to Formal Meetings with Mission Stakeholders

Starting the Lesson

For an interactive start to this Lesson, ask the participants if they have experiences leading or participating in formal meetings, either in a military context or a civilian context. Ask them to tell the group about their specific experiences and challenges.

Note to instructor *– recommend that lesson 3.5 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

Module 3: Operational Framework
Lesson
3.5
Contribute to Formal Meetings
with Mission Stakeholders

Slide 2

☞ **Note to Instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

On completion of this lesson, participants will understand some of the key considerations for planning and conducting formal meetings, as well as how to participate in meetings where they are not the lead.

Slide 3

Slide 4

A meeting is defined as the act or process or an instance of coming together, an encounter, or an assembly or gathering of people, for a business, social, or religious purposes.

Meetings can be formal or informal, depending on several factors, including, but not limited to:

- A meeting between a UN-ET and a village elder might be formal/planned, while meeting a village representative on patrol would be informal
- There may be overlap in what is discussed in a formal vs. informal meeting. The key difference is in the format and the planning

Slide 5

ASK: What do you think the differences between a Formal Meeting and an Informal Meeting are?

ACTION: Allow class to answer, and discuss, then hit NEXT to build slide and show answers. This is not an exhaustive list.

EXPECTED ANSWER:

- Both meetings: Require introductions where appropriate, and require notetaking
- Informal meetings are: Less structured, may not be planned in advance

Slide 6

ASK: What are some considerations you must take with respect to choosing a location?

ACTION: Allow class answers and record on a flip chart.

ANSWERS: (add to slide)

- Neutral location
- Accessible to all attendees
- Sized appropriately for the number of attendees
- Security concerns

Slide 7

While a singular meeting has a beginning, middle, and end; individual meetings are part of a larger cycle. Here we see how this works. The cycle starts at the preparation stage prior to the meeting and ends with the recording and reporting. As it is part of a larger engagement strategy, the recording and reporting lead into the preparation for further interactions.

Slide 8

ASK: Why do we need to prepare for a meeting?

ANSWER: We prepare for a meeting for the same reason we prepare for any military activity, to ensure all factors are taken into account and that the outcome of the meeting supports mission objectives.

Slide 9

Prepare

Planning Considerations	
Who	Who should be invited?
What	Mission goals – purpose of the meeting
Where	Where should it take place? Neutral, accessible space
When	What day of the week / time of day is the best?
Why	Topic / reason for the meeting? Desired outcomes?
How	Formal / informal? Cultural considerations? Security?

9

The planner must completely understand the objective of the meeting in order to be able to conduct the planning. The objective will determine the attendees, but the overall current situation in the area and the relationship of the potential attendees must also be considered. For example – if there is a rift between two key attendees, decisions must be made to determine if separate meetings should be held, if additional security is required, or if additional attendees could act as mediators during the discussions. Security throughout the meeting, as well as during travel to and from is a key planning consideration.

This can be summarized as the **5 W's and how**:

Who: Describes who you want to engage
What: The purpose of the engagement / meeting
Where: Specifics of the location and the travel to and from
When: Consider the day of the week, and the time of day – are there cultural considerations which make certain times better or worse?
Why: The desired outcomes / goals
How: Should it be formal or informal? Include refreshments? Any cultural considerations? Security considerations?

Slide 10

Part of your planning is determining who should attend the meeting. Here we have some of the attendees and their roles:

Chairperson
The chairperson must be able to control the flow of the meeting. They lead the preparation of the meeting agenda, open the meeting, and work to keep the conversation focused, engaging, and balanced. The chairperson needs to ensure there is equal participation throughout, and that all sides are given an opportunity to present their points. While opening the meeting, the chairperson will outline the purpose and remind members why they are there.

At the end of a meeting, the chairperson should remind attendees what they have achieved and thank them for their contributions. Finally, the time and date of the next meeting should be arranged if that is feasible and applicable.

The Role of the Attendees
To ensure an effective meeting, all attendees should:

- Keep an open mind
- Actively participate
- Take any required action after

Remember every soldier is a sensor, and as UN-EP members you have specialized training to help you engage effectively, and this includes when you are attending a meeting.

Note taker
The note-taker must be able to take accurate notes throughout the meeting. They will have to be comfortable in the main language used throughout the meeting, and with either taking handwritten notes which can be typed or shared later, or able to type notes during the meeting. They can also ask if recoding the meeting is permissible.

The minute of a meeting is basically a record of what was said and decisions that were made, and often the best starting point is the agenda, use it as a guide for what information to record and key items to include: we will discuss the agenda next.

Slide 11

The agenda is basically the list of items to be discussed at the meeting.

When creating your agenda, you need to first ensure you understand the objective of the meeting. This objective will dictate the items on your agenda. Consider how long each item will take, including time for translation. In many cases breaking topics into two or more meetings will be more productive than trying to move too quickly, or not completing all the items on the agenda due to time constraints.

When appropriate, you can ask for input from the attendees in advance of the meeting.

When listing your items on the agenda, ensure it is clear if you are looking for a general discussion, giving information only, asking for input to make a decision later, or looking to solve a particular problem at that time – this relates back to the objective of the meeting.

Always include time to review at the end. Ensure everyone understands any action items they have – if appropriate and required. If there are topics which were not covered ensure they are carried over to the next meeting.

Slide 12

ASK: How many opportunities do you have to make a first impression?

ANSWER: ONE. You only ever have one opportunity to make a first impression.

The opening / introduction is essential and has the potential to set the tone for the remainder of the meeting. Some considerations to observe during the introduction step are on the next slide.

Slide 13

At the start of the meeting:

- Establish a connection with the attendees. Where possible, use a greeting phrase in the native language. Arrange for seating and offer something to drink for the meeting if appropriate.
- Allow everyone to introduce themselves if culturally appropriate and document the names and positions of those in attendance.
- Follow the local culture and customs during the opening. If it is appropriate to offer small talk and discuss personal issues, then the chairperson must be prepared to do so.
- Take time to remind all attendees of the purpose of the meeting, this will help keep the meeting on track, and allow for later reminders if necessary.
- Introduce the agenda, and if appropriate ask for input from the attendees. This allows them a chance to list items for discussion and can help frame conversations. It may also signal a requirement for follow-on meetings.

Slide 14

The Chairperson will guide the meeting, but all attendees should assist with keeping to the topics on the agenda.

Slide 15

During the meeting you should remember the following:

- As members of the UN-EP, you should always listen actively. If you are leading the meeting it is your responsibility to listen to the concerns and understand the members' points of view.

- Use open-ended questions to facilitate discussion. Yes or no answers tend to be incomplete and inaccurate.

- Avoid making or implying promises. Also, remember it is not permitted to exchange anything for information.

- Address all items on the agenda, and where possible focus the discussion and reduce any wasted time. If you run out of time, ensure you add the missed items to the next meeting.

- It may be necessary at times to restate or reframe a question or statement. This is to ensure that what is said is not misunderstood and helps communicate the meaning when working through an LA.

- Have a planned signal for any situation which may require the meeting to end early. (Example: someone has called for the UN-ET to return to the HQ due to an unforeseen emergency).

Slide 16

Properly closing a meeting is as important as meeting itself. If it ends poorly, then any connections made are lost.

Slide 17

When closing the meeting:

- Be positive when closing the meeting even if no agreement has been met and summarize what has been agreed upon and clarify expected actions by all parties.
- Identify action items and who will complete them.
- Coordinate a time and place for a follow-up meeting(s) if possible or required.

Other things you can do:

- Taking a photo with the participants may be of benefit to future rotations who may be meeting with the same group, only if permission is given.
- Try and use customary parting salutations as culturally appropriate and pass along contact information.

Slide 18

ASK: Who is responsible for collecting the reports from UN-Engagement Teams after meetings have been conducted?

CONFIRM ANSWER: The UN-EP 2IC is responsible for Information Management, and all of your reports should be submitted to them for action.

Slide 19

After the meeting, you still have some actions to complete.

- Ensure that you gather all data and report through your chain of command promptly, so it is received by the proper mission stakeholders. Further, good reporting forms the basis of following meetings and could provide valuable information about other individuals to meet with.

- Conduct a team debrief to gather all the data from UN-EP attendees, including the LA. Discuss the conduct of the meeting, things to do better or differently next time, things that went well, etc. with an aim to learn and improve for the next meeting.

- Share the minutes of the meeting as required.

- Follow-up on any action items you may have.

As you can see, the process is circular because you should always be meeting with people, and you should always be using the information from previous meetings to help you prepare for and guide future meetings.

Slide 20

Summary

- When planning and conducting a meeting you must first understand the objective. From there you can plan an agenda and invite participants.
- Ensure you actively participate in all meetings you attend.
- Always follow-up and complete the reporting process after each meeting.
- Do not make promises, and remember it is not permitted to exchange anything for information.

Lesson 3.6

UN-EP Negotiation and De-Escalation

Starting the Lesson

This lesson reviews the various negotiation skills that can be used when engaging with mission stakeholders to advance the UN peacekeeping objectives. For an interactive start to this Lesson, ask the participants if they have had engagement/observer/liaison experience in a UN PKO. Ask them to tell the group about their specific experiences and challenges with negotiation or de-escalation.

Note to instructor *– recommend that lesson 3.6 be presented by a trainer who has done the UN-EP Training of Trainers (ToT) course and personal experience operating in a UN PKO. The instructor should also encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions and learning activities. Recommend the instructor read United Nations Engagement Platoon Handbook, version 1, June 2022. It is important to note the language of the UN. This learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Instructor prompts are included in the speaker's notes to reinforce learning outcomes. Reassure learners: "Don't let new language get in the way of learning. As you move through the training, review the definitions of key words; you can ask your instructor to clarify definitions, abbreviations, and acronyms."*

Slide 1

☞ **Note to Instructor:** Be prepared to distribute SELLER vs BUYERS hand-outs that will be used for the Learning Activity

Slide 2

☞ **Note to Instructor:** Instructors should encourage students to bring relevant experiences and examples to the discussion/lesson when appropriate.

The learning outcomes for this lesson will enable UN-EP personnel to use negotiation and de-escalation skills when engaging with mission stakeholders to advance the UNIBAT mission.

Slide 3

Lesson content includes:

- Definitions: Negotiation, Mediation and Arbitration
- Negotiation Purpose, Principles and Steps
- Signs of escalation
- De-escalation techniques

Negotiation and de-escalation skills are important in the conduct of UN-EP duties. Whether you are talking with civilians in the area of operations, mission stakeholders, or staff in the UNIBAT HQ, knowing how to communicate on behalf of the needs of your team and people in the area of operations is a vital part of your success.

Mediation and Arbitration are defined for your awareness but will not be covered in depth in this lesson.

Slide 4

Negotiation is the art of reaching agreement. The basic aim is to make sure that all participants have sufficient incentives to agree to an outcome that serves both parties. For example, during a patrol, the UN-ET may encounter a roadblock at which they may have to either: negotiate a way through to continue their patrol or withdraw to identify another route or solution.

The UN-EP may negotiate with local mission stakeholders anywhere within the AO in support of the UNIBAT mission.

Slide 5

Mediation involves an impartial outside party to assist disputing parties in resolving conflict using specialized communication and negotiation techniques. The third party has no authoritative decision-making power.

Difference between Negotiation and Mediation: Negotiation is between the affected parties. Mediation has a third party involved to help resolve the issue or issues. This third party will help the people or groups involved come to an agreed upon outcome because of the impartiality they should provide to the discussion.

The UN-EP rarely engage in mediation and never conduct formal mediation.

Slide 6

The last process that could be used to settle a dispute is Arbitration.

It is a process where disputing parties agree that one or several individuals can make a decision about the dispute after receiving evidence and hearing arguments. Arbitration is different from mediation because the neutral arbitrator has the authority to make a decision about the dispute.

Because UN-EP will not have the authority to make decisions for disputing parties, you will not use arbitration as a tool to assist with settling disputes. Requests for arbitration from civil sector actors must be staffed for action through the chain of command to the UNIBAT commander who can forward it to the appropriate mission stakeholder.

Slide 7

Negotiation is a way to see another person's point of view and assess their needs to determine what an acceptable solution or compromise might be. The purpose of UN-EP negotiation is to identify the areas where the conflict or disputes are. As much as possible it is important to find similarities and use those similarities to find common ground. Reduce the differences or the impacts of the differences in areas where the conflicts exist. If the stakeholders are willing to come together, and work toward a resolution, this will help prevent a recurrence of the conflict. This supports the UN-EP in building relationships within the AO.

Slide 8

It is important to remember the following principles if you are tasked with a negotiation session:

- **Understand your mandate** – You must follow the direction of the UNIBAT Commander
- **Understand the interests of the people/groups** – Will assist in finding a mutually beneficial resolution
- **Understand the cultural context** – If you do not understand the cultural context, you may inadvertently cause an escalation or additional conflict which will damage the trustworthiness of the UN.
- **Voluntary** – No party should be forced to participate in a negotiation. They are free to accept or reject the outcome and can withdraw at any point during the process.
- **Confidentiality, good faith, ownership** – Means the negotiation parities have a duty to protect privileged information and to share entrust information responsibility.

ASK: Why are these principles important?

ANSWER: if these principles are not part of the solution, it is unlikely that a lasting agreement can be achieved or maintained.

Slide 9

Here you find some general tips for conducting negotiation, with a few things to focus on.

Do your homework. The better you are prepared about the situation, the better your chances of walking away with a favourable resolution. Understand their culture so that you do not offend. UN-ET may need to use negotiation skills in unplanned circumstances. Understanding your role in a negotiation will help in these circumstances. Ensure you elect a meeting place that is safe, neutral and has enough space to fit all who will wish to attend.

When you do bring the parties together, **Be Respectful**: Pay social compliments, showing dignity and respect. Maintain eye contact with the speaker (if culturally appropriate) and use terminology known by all. Do not be arrogant. Remain calm and be fair. **Listen**. The best negotiator asks a probing question and then listens. You don't need to be the best talker to impact a negotiation, but it is imperative that you listen. Simple tip to follow the 70:30 rule. Listen 70% of the time and talk 30% of the time. Ask a lot of open-ended questions that cannot be answered with a simple Yes or No.

Do not take it personally. This distracts from the real issues. Over-obsession on the other person or their personality is going to put you at a disadvantage. Focus on the current task; how can you resolve the issue while respecting the parties involved.

Shift the focus. Many times, the discussions go long on addressing a single point. That may lose the focus on possible solutions. There are always many other areas that could be key to a resolution so its sensible to shift from that one point which could be a deal breaker.

Agreements. At the end of the negation finish with a review of agreements if agreements have been made.

Debrief. Conduct a team debrief and file any necessary **reports** as per SOPs. This information needs to be reported so that it can inform future engagements. These results may need to be added to the effects table and/or the Mission Stakeholder Engagement Matrix.

Slide 10

LEARNING ACTIVITY: Negotiation Sellers versus buyers

OPTION ONE: Divide the class into pairs, one will be a seller, one will be a buyer

OPTION TWO: ask for two volunteers to play the seller and buyer and select one scenario to demonstrate negotiation techniques.

MATERIALS:

- Each person will be given a copy of either the "seller" or "buyer" scenario. Each negotiator is to keep their brief confidential from one another.
- A Seller and Buyer will be matched to negotiate in accordance with their assigned scenario:

Seller 1 is selling washing machines and Buyer 1 is looking to buy a washing machine.

Seller 2 is a landlord Buyer 2 is a renter looking for a new apartment.

Seller 3 is selling their bicycle and Buyer 3 wants to buy a bicycle.

Seller 4 is at a market selling fruit and Buyer 4 wants to buy fruit.

SCENARIO 1

SELLER 1. You are a sales Assistant selling electrical appliances. One washing machine is on special offer and includes many special features, including cold wash cycle. You are able to sell it upfront or take monthly payments from a buyer. The lowest price you are willing to accept from a buyer is $600 USD, or $50 USD a month.

PAIR with BUYER 1. You want to buy a new washing machine – visit the electrical appliance shop and see if the sales assistant will offer you a discount. You don't have a lot of money to spend but respond positively if monthly payments are offered. You can afford up to $70 USD per month on payments.

SCENARIO 2

SELLER 2. You are a landlord meeting a prospective tenant for your flat. The flat is very small and at the top of four flights of stairs, there is no elevator. It has a living room/kitchen and one bedroom, plus a shower room and toilet. You have been trying to get $600USD. But now you are prepared to reduce to $500 for a reliable tenant. The electricity bill is very low as the flat is well-insulated so be prepared to include the cost of electricity in the rent in the negotiation.

BUYER 2. You are meeting the landlord of a flat you are interested in renting. It is on a top floor without a lift, but the situation is perfect for you and you are very keen. The asking price is $600 per month and you try to negotiate down to $450. You can eventually agree to $500 if the electricity is included.

SCENARIO 3

SELLER 3. You are selling your old bicycle. You paid $200USD eight years ago and it is well-used. The minimum price you would like to accept is $50USD.

BUYER 3. You have seen an interesting bicycle for sale. Negotiate a price with the seller; it looks like it would be worth at least $100, but obviously you would be happier to get it for cheaper than that.

SCENARIO 4

SELLER 4. You are selling fruit and vegetables at the Farmer's Market. The market will close in 15 minutes, and you have 20 melons left that are ripe and will not last until the next market day. You paid $40 for them and are keen to sell them but do not want to let them go for less than that.

BUYER 4. You visit the farmer's market just before they close. You are looking for 20 melons to prepare for a party you are hosting. Negotiate the price with the seller, bearing in mind that melons of this quality cost at least $60 USD.

Slide 11

In the exercise you just did, you most likely found a solution that was agreeable to both parties. You need to be aware however, that not all engagements end well. Whether it is a deliberate or opportunity engagement, things may go wrong. Often it is unseen stress that causes an escalation.

Stress is the wear and tear on the body and mind caused by the need to adapt to changes in the environment. Many of your reactions to the stress are normal, however as you learned in your CPTM, if stress is chronic or is not managed, it can create or worsen a wide range of physical and psychological problems.

As stress is a major consideration on mission, you have been taught ways to deal with it. Everyone in the AO will experience stress. Whether it be vulnerable people, victims of human rights violations and abuses, or people simply trying to survive, stress is everywhere. When you are conducting negotiations, it is important to remember that those you are dealing with may be under a great deal of stress and may react to you in unexpected ways.

Accordingly, escalation may be thought of as the stress effect on communication; a situation in which something becomes greater or more serious.

- People under stress can become reactive to various stimuli. As such, you need to be well prepared going into any planned engagement
- Reactions can be positive (focused) or negative (angry). In both cases, this can make your engagement difficult. If the person is too focussed, they may not let you move on to points you want to cover, if they are angry, they may have difficulty in understanding what you are trying to tell them.
- If their response is negative making communication with them difficult, we call this **escalation**.

For example, a person may become extremely angry at a minor inconvenience that would not have resulted in anger had they not been suffering from chronic stress.

Remember from your lesson on Culture Awareness that different cultures may react to events in ways you are not accustomed to – the same applies here; people from different cultures may react to stress differently.

Slide 12

In order to understand how to de-escalate a situation, you must first be aware of the warning signs that the situation is escalating. Failure to notice escalating stress signals may result in the person no longer being receptive to your message and may impede finding shared solutions.

There are several ways to identify an escalation by observing changes in a person or group's body language, such as:

- A person clenching his or her fists or tightening and untightening their jaw.
- A sudden change in body language, for example if they were casual and now seems tenser.
- If the tone of their voice has changed, either becoming louder or more firm, or they've stopped talking directly to you.
- The person starts pacing or fidgeting.
- A change in type of eye contact, either becoming more direct or they may be avoiding contact.
- An aggressive stance – chest protruding out more and arms more away from the body.
- Disruptive behaviours – Such as yelling, bullying, actively defying or refusing to comply with rules.

It is important to remember your lessons on culture and intercultural communication. What may be a sign of escalation in one culture may not be in another. As such, you need to familiarise yourself with this aspect of the HN culture within your AO.

Slide 13

In your face-to-face and intercultural communication lessons, you learned many techniques on planning an engagement and tools to make the engagement successful. One of the challenges you will face when conducting an engagement, particularly if you are doing negotiations, is that the situation may escalate due to the stresses that the person you are engaging with cause unexpected reactions. **De-escalation** is "to (cause to) become less dangerous or difficult"

De-escalation techniques are something skilled communicators can use as part of face-to-face planning in all types of engagements.

The most important first step in the successful de-escalation of a tense situation is self-control and a calm response. This is supported by the following tips:

- Do not react
- Do not argue
- Do not reject
- Find agreement
- Do not contribute to escalation

You should not act in a way that will trigger the other person's stress response.

Slide 14

Do not react. Instead,

- Avoid an emotional response by distancing yourself from the other person and viewing the situation objectively. Decide whether it is worth negotiating in the situation? Take a moment to recognize the tactic the person is using, and to recognize your own feelings and do not take their reaction personally, as difficult as that may be sometimes
- Try and identify underlying interest causing the escalation. While the anger may be unexpected, if you can understand what the actual cause of it is, you will have an easier time de-escalating the situation
- If possible, given the nature of the engagement and the security situation, take a pause, or review the discussion to date in order to gain time. It is important to never make a decision on the spot; instead step back, even briefly, to think about what you are doing.

Slide 15

The next step in de-escalation is to ensure that you do not provide reason for the escalation to continue. As such, never argue. Arguing forces people to be defensive, and that is not what you want. Instead, you want to reassure them and help them regain balance. This can be done through

- Active listening. As you recall from your face-to-face lessons, active listening is a form of minimal encouragement and engagement. It makes the person you are engaged with feel as if you are paying attention to them without you having to agree with anything they say
- Paraphrase their statements and ask clarifying questions. Acknowledge their points and feelings. Express empathy for their problem.
- Focus on areas of agreement. It is very import to find common ground to reduce tensions and foster an atmosphere of agreement.
- In expressing your position, adopt a positive approach. Use "Yes, and..." instead of "Yes, but..." Make I-statements rather than accusatory statements directed at the other party.

Remember, whatever you say, the key is to present your views as an addition to, rather than a direct contradiction of, the other person/group's point of view.

Slide 16

No matter the situation, it is very common for all people to take rejection personally. As such, in de-escalation you do not want to say or do anything that the person you are engaging with will take as a personal slight.

- Reframe the dispute in terms of interests rather than positions. Try and focus on common interests and ask open-ended, problem-solving questions.
- Ask "why" questions to understand the persons point of view and position on the issue at hand. If they resist, ask them "why not" questions about alternative solutions.
- "What if" questions introduce new options without directly challenging the person's or group's position. Position-based negotiating tactics can be handled by ignoring them, or by reformulating them.
- Reinterpret and paraphrase personal attacks as expressions of concern. For example, if the person claims your presence is making the problem worse, respond with "I understand you are concerned about the United Nations presence here. Please remember, we want the same thing you do, for people here to be safe so we can go home." In this sense, you try and find a common position while de-personalising the person's comment about "you".

Slide 17

People resist ideas that are not their own, so instead ask them for their ideas and constructive criticisms of yours. Offer them choices, which in turn can help lead to agreement and the person feeling that they are being heard and respected. Remember finding agreement is key to de-escalating a situation. Ways to find agreement include:

- Identifying common challenges. Continued resistance or volatility often means that the person has unmet interests. If you can demonstrate how your interests align, that helps the person better understand your position.

- Use empathy and try to understand the other side's logic and perspective, and do not overlook intangible interests such as needs for recognition, identity or security. Remember what you learned in your lesson on face-to-face communication on how to understand and effectively use the interests of the person you are engaging to your advantage.

- Avoid obvious compromise. In many cultures reputation may be of more importance than the issue at hand. As such, do what you can to avoid creating a perception of weakness on behalf of the person you are engaging with. A simple trick is to give the other side credit for finding a solution; after all, you may have nothing to lose and everything to gain.

Slide 18

If you use all the strategies presented above and you are still unable to de-escalate, the common reaction is to resort to power or use of force tactics. No matter how tempting it is, do not escalate. This is counterproductive. It may work in the short term, but in the longer term it can cause more problems. The **Do-no-harm** principle always applies, so always be careful when trying to force your solution. To avoid causing escalation, attempt the following:

- Make it hard for the person or group to say no. The goal is to encourage the other party to realize that an agreement is in their best interest, and that you are trying to reach a mutual understanding.
- Force the question. Ask what will happen if no agreement is reached. Do not be threatening.
- Seek allies from the larger community. Third parties can put pressure on people directly or indirectly.
- Do not counter-attack. Instead, seek to neutralize or deflect attacks against you or the UNIBAT/Mission. Positively reframe arguments. For example, "I understand you feel that the Mission is responsible for the increase in violence, however, without the mission protecting humanitarian assistance, the suffering would be much worse."

In the end, it may not be possible for you to de-escalate the situation. This is where your contingency plan in the face-to-face planning tool comes in handy. At all times, you must remember you represent the Mission. Your contingency plan should always include a way to end the engagement as positively as possible.

While de-escalation is tricky, and takes time to learn, you will have opportunities in the SBEs to practice these skills.

Slide 19

Summary

In summary, we learned:

- How to plan and conduct negotiations. We covered some tips on how to prepare, conduct and follow up a negotiation session. And lastly, techniques to de-escalate when an engagement is not going well.
- Long term solutions can be built by working with stakeholders to resolve differences.

Module 3 References

3.1 Human Rights

- UN-EP Handbook
- DPO/DOS/DPPA/OHCHR joint Policy on Human Rights in Peace Operations DPO-DPPA-SRSG-SVC-OHCHR-Policy-on-Field-Missions-Preventing-and-Responding-to-CRSV-2020.pdf (un.org)
- Military Peace Keeping Intelligence Handbook (MPKI) (http://dag.un.org/handle/11176/324835)
- STM CPOC (Modules 1and 2 and 3) (http://repository.un.org/bitstream/handle/11176/89574/STM%20on%20Protection%20of%20Civilians%20Operational%20Level.pdf?sequence=1&isAllowed=y)
- STM Child Protection (https://research.un.org/en/peacekeeping-community/training/STM/CP4unstaff)
- STM CRSV (Module 3 - Tactical level) (https://research.un.org/en/peacekeeping-community/training/STMs/CRSV)
- STM UNMO (Modules 2 and 3) (https://research.un.org/en/peacekeeping-community/training/STM/UNMO)
- Handbook for United Nations Field Missions on Preventing and Responding to Conflict-Related Sexual Violence (https://dppa.un.org/en/handbook-united-nations-field-missions-preventing-and-responding-to-conflict-related-sexual-violence)
- Protection of civilians in United Nations Peacekeeping Handbook (https://peacekeeping.un.org/en/dpo-poc-handbook)
- UN Action Matrix on Early Warning Indicators for CRSV, available at https://issat.dcaf.ch/download/127367/2601654
- Do No Harm Workshop Participant's Manual.at https://www.cdacollaborative.org/wp-content/uploads/2017/02/Do-No-Harm-DNH-Participant-Manual-2016.pdf

3.2 Plan UN-EP Activities at the Tactical Level

- UN-EP Handbook
- United Nations Infantry Battalion Specialize Training Materials (UNIBATSTM) v1.0 (draft) January 2021 (https://research.un.org/en/peacekeeping-community/training/STM/Battalions)

3.3 Collect Data

- UN-EP Handbook
- UN MPKI (http://dag.un.org/handle/11176/324835)

3.4 Process and Inform

- DPO Protection of Civilians Handbook (https://peacekeeping.un.org/en/dpo-poc-handbook)
- DPO Manual on Child Protection (http://dag.un.org/handle/11176/400956)

3.5 Contribute to Formal Meetings with mission stakeholders

- UN-CIMIC STM (https://research.un.org/en/peacekeeping-community/training/STM/UNCIMIC)
- UNIBAM (http://dag.un.org/handle/11176/401024?show=full)

3.6 UN-EP Negotiation and De-escalation

- UN-EP Handbook
- United Nations Civil-Military Coordination (UN-CIMIC) (http://repository.un.org/bitstream/handle/11176/89582/STM%20UNCIMIC.pdf?sequence=1&isAllowed=y)
- UN DPO/DOS CPTM Version 2017 (https://research.un.org/revisedcptm2017)
- UN UNMO STM (Module 3, Lesson 3.3) (https://research.un.org/en/peacekeeping-community/training/STM/UNMO)
- UN-EP Handbook
- United Nations Civil-Military Coordination Specialized Training Materials 2014 ((http://repository.un.org/bitstream/handle/11176/89582/STM%20UNCIMIC.pdf?sequence=1&isAllowed=y)
- The Management Handbook for United Nations Field Missions 2012 (https://www.ipinst.org/2012/07/the-management-handbook-for-un-field-missions)
- Lim, Nangyeon. Cultural differences in emotion: differences in emotional arousal level between the East and the West. (2016) (https://www.researchgate.net/publication/299344283_Cultural_differences_in_emotion_East-West_differences_in_emotional_arousal_level)