

# Learning Activity - UNMO STM

## Table Top Exercise (TTX)

### Description / Primer

**Purpose:** This exercise is a learning activity to consolidate the learning outcomes and help reinforce the lesson “Take Away”.

**Target audience:** UNMO leadership, UNMO on staff and in-training / deployed UNMO.

**Definition:** TTXs are set in an informal setting where the target audience is able to discuss the principles and concepts of operating in a United Nations Peacekeeping operation using the hypothetical, scenarios, specific situations and incidents. This exercise is used to help reinforce the learning objectives. More importantly, this TTX helps participants to better understand the manifestation of integrating units in a peacekeeping environment. Also, it can be a learning activity that reinforces and helps TCCs, prior to deployment, make adjustments to their current planning, policies, procedures, training, logistics, resources, and command & control. The effectiveness of a TTX is derived from the energetic involvement of participants and their assessment of recommended revisions to the Course of Actions (COAs) that may affect current policies, procedures, and plans to be able to operate effectively / efficiently in a UN peacekeeping environment.

#### **Methodology:**

Participants are encouraged to discuss issues in depth through a slow-paced problem solving methodology, rather than the rapid, spontaneous decision making or a long drawn out detailed orders development drill. Instead the TTX is a modified COA development process. Using their national problem solving

doctrine, methodology, the military decision making process (MDMP), troop leading procedure (TLP), analyze the situation / scenarios, mission / tasks, and present an analysis of COAs to be executed in a UN peacekeeping operation.

Additionally, injects “what if” drills and brain storming potential incidents that may occur during the discussion, in order for the UNMO to be ready to respond and take corrective actions. The effectiveness of a TTX is derived from the active involvement of participants and their assessment of possible adjustments and revisions to their current procedures / plans to be tailored to a peacekeeping environment.

***Students should be issued with NARALAND Scenario / Situation / Guidelines of this TTX one day prior to its actual conduct. This will help students to go through the document and come prepared to discuss Step-1 of the TTX.***

**Facilitators/ Instructors / Mentors:** Under the guidance of experienced instructors / mentors, the participants will be facilitated in the process and discussions of the suitability, flexibility, advantages, and disadvantages of the COAs and the potential issues. Instructors should highlight the adequacy of the core elements of the COAs in support of peacekeeping operations and if needed assist the participants in bridging any gaps in this transition from a national standard military operation towards a peacekeeping operations and environment.  
Responsibilities:

- Do not act as a lecturer, but as a guide, oversee knowledge sharing
- Record all ideas / key points without judgment
- Try to generate solutions by the participants
- Encourage contributions by all members (not just senior officers)
- Identify ideas that can be combined
- Review, vet, and prioritize ideas with participants

- As an experienced peacekeeper help bring out or share knowledge and lessons learned without driving a particular solution
- Conduct an orientation upfront with the participants that covers: overall aim, objectives, outcomes, requirements, methodology, constraints, timeline, rules and recorder's responsibilities.

### **Participants:**

- Deduct, study and analyze the scenarios, situations and your tasks; consider possible COA and merits
- Be part of the discussion without judging other participant's input
- Be a good listener, do not interrupt (senior leaders let subordinates give input)
- Help in providing key points to recorder
- Generate possible criteria for analysis that focus remain on UN operations
- Provide consideration to be looked at in support of an UN peacekeeping operation vice your own national military operation standards
- Help in the discussion as it relates to SOPs, ROE, human rights, humanitarian law and host nation law
- As an experienced peacekeeper, help bring out or share knowledge and lessons learned

### **Possible Timeline model (modify as required):**

#### **Step 1 Orientation**

10 min Purpose/Method/Process

10 min Situation and Scenario Orientation

20 min Participants read / study Scenario, situations, incidents and Tasks

(Recommend Facilitators hand over a fact sheets / summary and a copy of the Scenario, situation, and incidents)

### **Step 2 TTX 1**

30 min- Course of Action (COA) development (2 break-out groups)

20 min- Present COA (10 min each group)

20 min- Pick one COA for analysis / discussion with specified criteria (record key points butcher board)

10 min + Insert inject for discussion; 10 min for each inject (record key points butcher board)

5 min- Have every member write down their own ideas reference key points affecting the Unit in UN operations

15 min- Summary and lessons learned (go over key points using criteria)

### **Step 3 TTX 2 (facilitator deems necessary / time permitting)**

30 min additional injects with different scenarios or new task separate COA

### **Step 4 TTX ½**

10 min After Action Review and conclusion of lessons learned and reinforce during the TTX

## Scenario

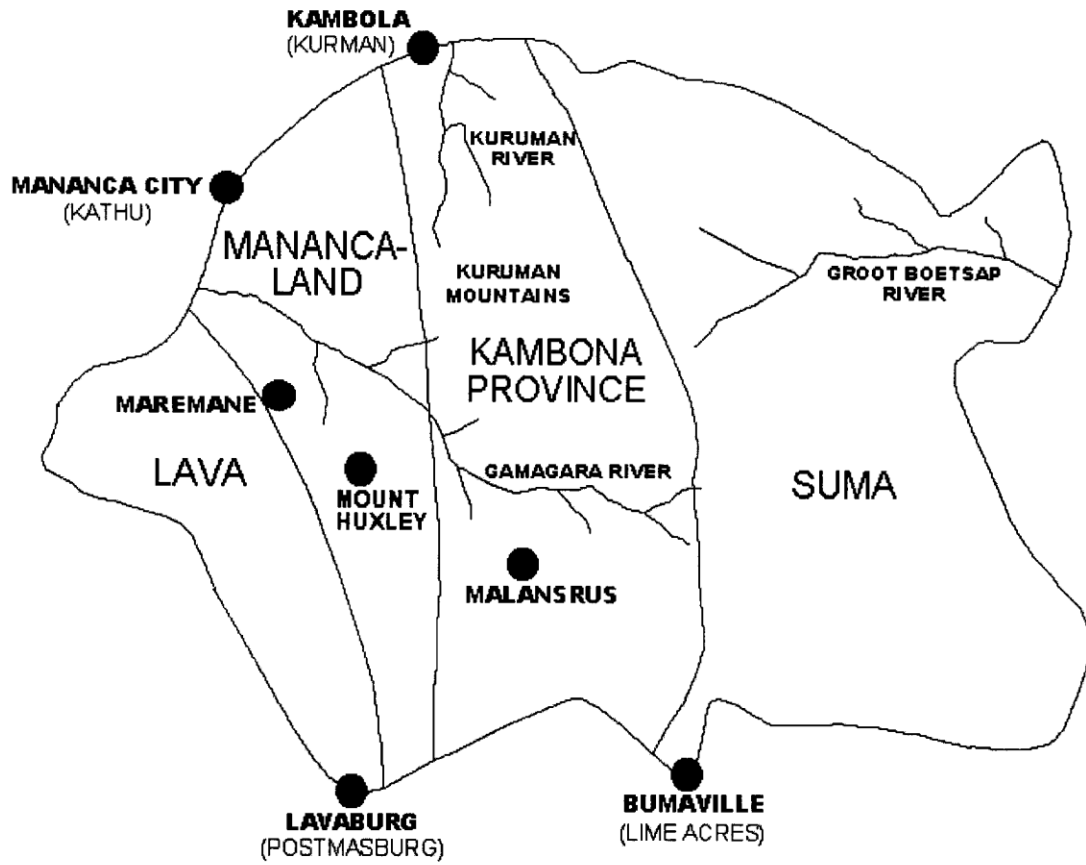
The current crisis in Naraland (see attached map), an island country off the eastern coast of Southern Africa, has its origins in pre-colonial times. In the 1800s the Kambo tribe was forced to flee from its ancestral lands by the more powerful Mananca. The Mananca retained possession of the land now called Manancaland, while the Kambo eventually settled east of the Mananca, in what is now the province of Kambona. The Kambo have never abandoned their claims to Manancaland.

During the 1960s, the Kambo launched an unprovoked attack on Manancaland, which the Mananca successfully halted. The areas held by the belligerent parties at the end of those hostilities established the current provincial boundaries. Those boundaries have never been accepted by belligerents, despite efforts by the Naraland Government to mediate. Since then, repeated minor combats have taken place between the two provinces and both sides have formed militias that have caches of weapons and landmines at their disposal.

In recent times, the Kambona Liberation Movement (KLM) and the Manancaland Resistance Movement (MRM) have launched several attacks on each other's provinces. Despite heavy fighting which has resulted in a large number of casualties, especially among the civilian population, neither of the belligerents has been able to achieve its military objectives. The Naraland Government was unable to provide safety and security to civilians in the area but have been able to negotiate a ceasefire (Treaty of Windhoek) and both parties agreed to international mediation and intervention.

The UN has responded by deploying primarily an observer mission, with a small military security force, EOD detachment, DDR element and police force via a UN mandate; United Nations Mission in Naraland (UNMIN), to monitor the belligerent parties and assist the Naraland Government in the protection of civilians. The Treaty of Windhoek set in motion the establishment of a demilitarized zone (DMZ) and disarmament of militias (DDR). UNMIN has now been deployed for 8 months. In the mission area, UNCT including UNHCR and OHCHR are present and actively working.

# Map of Naraland



## Situation

During the past month, various incidents have occurred that indicate an upsurge in tension between the two parties, including several shooting incidents, reports of smuggling, unrest and recruitment in the internally displaced persons (IDP) camps, and evidence of freshly laid anti-personnel mines and IEDs. In recent days, there has been continuous deterioration in the security situation in the AOR. The locals are complaining that the government and UN are not doing enough for their safety and security. They are still witnessing armed robbery, kidnaping, human rights violations by armed groups, unemployment and poor roads infrastructure among others. They are accusing the UN of doing nothing to improve the situation. In view of this, they have decided not to allow the UN to conduct any further patrols as part of their mandate. This morning, your team when woke up observed that the locals had surrounded and blocked all routes to and from the UNMO Team and DDR sites. Also, locals gave unconfirmed reports; indicating that women and children are being brutalized in a village 15 KMs from the Team Site. An UNMO on last night patrol observed an IED being emplaced near an intersection where UNMOs normally travel. The Special Representative of the Secretary-General has tasked the Chief Military Observer to facilitate in reducing tensions with the armed groups and local leaders to help stabilize the situation and reaffirm the UN's commitment to the implementation of the ceasefire agreement.

## Task

You are the UNMO team leader and you have the task to plan, organize, prepare, and instruct the UNMO sub teams to conduct operations to facilitate reducing tensions, assist DDR operations, and ensure the CPOC; (to include dealing with the IEDs and mine threats). Develop COAs for the execution of these tasks / mission; and what guidance and instructions do you give the UNMO teams?

**Facilitator Guide- Recommend coaching the students in these areas of consideration:**

- Contact the closest protection force for security awareness
- Contact the security warden for necessary security arrangement
- Task organize your UNMOs for the mission to deal with the armed groups, dissatisfaction civilian population, DDR assistance, and CPOC (including mine and IED threats)
- Convey the situation to your chain of command...use report formats
- What resources are needed for negotiation and mediation
- Verification and investigation of the reported violations
- Who else can help with the CPOC mandate
- Break up in two groups and independently deduct and analyze the mission / tasks and consider possible COAs and merits of recommended COA



- In general, how will you organize the forces and sub tasks
  - How will you provide security both to civilians and your own force
  - If required, how will you transport ~~of~~ personnel and equipment; request helio helicopter and medical spt support
  - How will you support your operation
  - How will you command, ~~and~~ control and communicate, who do you report to
  - Any considerations for the DDR sites
  - Review the lesson Mine fields and IED TTPs ....have the students use the TTPs, principles provided and reinforce "what to do" when in a mine field and observing any possible IEDs
  - Because you are operating in a UN peacekeeping environment under UN guidelines, policies, procedures, SOFA, ROE, etc. ; are there areas or specific tasks, techniques, or procedures that may have to be adjusted from your current national / contingent military SOPs and policies (highlight these in the discussions)
1. Develop a set of agreed criteria for analyzing COAs (focus on the above bullet)
  2. Groups should brief the collective group on COA using a simple sketch or drawing for a visual aide

## **Possible Injects:**

## **Annexure A**

- a. Locals' unwillingness to negotiate
- b. Stone-pelting towards TS compound and UNMO Patrol
- c. Attack on Civilians
- d. Finding recent victims of Conflict Related Sexual Violence (CRSV)
- e. Potential Security Threat against UN personnel (shooting, ambush, Raids, kidnapping etc)
- f. Car Accident and First Aid
- g. UNMO team get stuck in mine field. Mine Field, UXO and crater analysis/ procedure etc.
- h. Demonstration against UN
- i. Killing of DDR Individual/Demobilized Commander
- j. Attack on IDPs / Refugees
- k. Negative projection of UN in Local Media and rumors

### **LOCALS' UNWILLINGNESS TO NEGOTIATE**

UNMIN HQ received information on possible anti-personnel mine and IED planted in the mountainous area of Kambona province and tasked your TS to find evidence of freshly laid anti-personnel mines and IEDs.

In this regard, your UNMO team conducted a patrol in a remote village of the Kuruman Mountains. Your UNMO patrol was accompanied by a local Language Assistance. The time when the patrol reached the village, the locals seemed friendly / cooperative therefore UNMO patrol requested for a respectful meeting / talk with the village elder. The locals started preparing for the venue of the meeting by laying carpet, bringing local food and drinks. The UNMO team was asked to wait for the leader's arrival so that the locals would have the time for a appropriate preparations. As soon as the village elder arrived, he invited the UNMO team to join him for a tea and snacks on the carpet. UNMO and LA took their place on the carpet but all in a sudden the village elder turned angry with a gesture of sending back the UNMO team.

**For students:**

- What could have gone wrong?
- How do you think, this situation could have been avoided?

**Facilitator Guide- Recommend coaching the students in these areas of consideration:**

- Local cultural awareness:
  - Greetings (bowing, shaking hands, looking directly in the eyes...etc.)
  - Boots / shoes on the carpet
  - Refusing food or drink
  - Gender perspective approaches
- Preparation of the patrol:
  - Team briefing
  - LA's separate briefing (clothing
  - Team leader's responsibility

**STONE-PELTING TOWARDS TS COMPOUND / UNMO PATROL**

UNMIN HQ tasked your Team Site to find evidence of the smuggling activities, including finding local sources in the suspected region to gain more information and verify these allegations.

During the patrolling along the borderline of Manancaland and Kambona province your UNMO team saw local people movements from one side to the other. Your TL decided to establish an Observation Post Temporary (OPT) and to conduct a stationary observation to monitor the situation. UNMO team observed different green and brown boxes being exchanged and people seemed anxious as they spotted UNMO on the hilltop observing and taking pictures of them. All in a sudden some people turned very angry and started stone-pelting the UNMO.

**For students:**

- What was the reason of the locals gone hostile?
- What would you do next?
- Can you confirm the smuggling of weapons?

**Facilitator Guide- Recommend coaching the students in these areas of consideration:**

- Preparation of the patrol:
  - Team briefing / preparation of the patrol (taking under consideration how to react if your UNMO team bumps into armed groups who exchange weapons)
  - UNMO Team leader's responsibility
  - SASE measures of establishing an OPT

## **ATTACK ON CIVILIANS**

A Mananca religious leader calls the CMO. According to that leader, KLM fighters have attacked Maremane village two days ago. They burned down many houses, looted cattle and abducted six children. Two Mananca civilians were shot dead. The KLM has retreated. There are rumours that the MRM is already discussing about how to get revenge.

### **For Students:**

- Do you think that the incidents described by the religious leader are accurate or complete?
- There might have been other violations (e.g. rape or injury to villagers) that were not reported?

### **Facilitator Guide- Recommend coaching the students in these areas of consideration:**

- UNMO should investigate the incident as a possible ceasefire violation involving potential serious human rights and IHL violations.
- Work with UN Security Team, to assess whether and with what protection a patrol can be sent to Maremane.
- Also consider how the potential MRM revenge attack affects the security situation for UNMO and other UN personnel.
- Alert national security forces and urge them to assume their primary obligation to ensure security in their territory and protect civilians.
- Alert also OHCHR and UNICEF. Depending on the security situation, consider establishing a joint investigative team with OHCHR and UNICEF to verify what happened.
- CMO should consult with OHCHR and UNICEF on how to advocate in a concerted fashion to calm tensions and ensure the release of the six abducted children.

## **VICTIMS OF CONFLICT-RELATED SEXUAL VIOLENCE**

At 11:00am, an UNMO patrol comes across 4 Kambona women, including a 12-year old girl. All of the women appear to be badly injured and are in torn clothes. The women informed the patrol that MRM militia fighters raped them last night. You being UNMO, had the chance to talk to the young girl along with her teacher. They told/informed about the following situation:

“Sometimes, fighters come to the school to find girl students. We [teachers] can’t refuse. They [the girl students] go with [the fighters]. ...Soldiers don’t come into the classroom, but when a fighter knocks on the door, you have to answer. This happened in May. I said, ‘Hello.’ He asked for a girl. I can’t refuse. So I called the girl, the one that he named, and she went with him. He didn’t have a gun, but his escorts were behind him, and they had guns. We can’t say anything; if we do, we could be killed.”

They are now afraid to go back to their community.

### **For Students:**

- How UNMO should ensure that women receive medical care from an NGO or hospital with the necessary expertise?
- What do you think; is there still a time for doctors to provide an anti-HIV infection PEP kit?

### **Facilitator Guide- Recommend coaching the students in these areas of consideration:**

- Mission has to alert OHCHR and UNICEF about the incident for their follow-up investigation and support (mission should have established standard operating procedures on information sharing in advance).
- The incident must be treated with strict confidentiality so that the victims are not rejected by their own community/family who may consider it “shameful” to have a rape victim among them.
- Names and identities of victims must not be included in reports that are circulated in mission (due to risk of leaks or national staff reading them).
- Human rights issues: Abduction; sexual violence; torture; vulnerability as a child; threat to girls’ education

- Civil and Political Rights: Right to life; Right to be free from torture and cruel, inhuman or degrading treatment; Right not to be trafficked
- Economic, social and cultural rights: Right to education
- Protect victims and witnesses and ensure confidentiality
- Record and transmit allegations of violations to human rights component (including child protection unit and women protection advisers)
- Report to protection of civilians (POC) coordination bodies
- Set up patrols and temporary deployments to protect vulnerable populations
- Advocate with relevant civilian and military commanders to end violations
- Cooperate with humanitarian protection and assistance actors, including for referral of victims

## **POTENTIAL SECURITY THREAT AGAINST UN (SHOOTING, AMBUSH, RAIDS, KIDNAPPING)**

Your UNMO Team was patrolling near Kuruman river and as Patrol Leader you saw that 5 (five) armed men suddenly appeared in front of the patrol vehicle. After shouting some words, they started shooting at your vehicle's tires.

### **For Students:**

- In your view, should you stop your vehicle and why?
- Is it safe?
- Is your car in good conditions to proceed?
- Are you armed?

### **Facilitator Guide – Recommend coaching the students in these areas of consideration:**

- If decide to stop the UN vehicle:
  - Report the situation to the UN Team Site (remember that some UN vehicles have the radio with the "Emergency Bottom");
  - Gather as much information as possible (dressing, weapons, quantity, group...);
  - If you have been catch by them: be calm, cooperate, emphasize your mandate and UN principles (impartiality);
  - Try to negotiate and build the rapport.
- If decide to keep moving:
  - Did you report the situation the Team Site?
  - Are you armed?
  - Is your car in good conditions to proceed?
  - Is it safe?



## **CAR ACCIDENT AND FIRST AID**

You are conducting a long ranges patrol (70 km away from TS base) comprising 2x vehicles. It was raining and when one of your patrol vehicle, tried to pass through a cliff area, there was a landslide and the car fell down from the cliff. Two of the members of your patrol were injured; one has a broken leg and the other is unconscious because of head injury. While you and the other fellow UNMO of your vehicle remained safe.

### **For Student**

- Have you plan a CASEVAC?
- What First Aid drill you must have?

### **Facilitator Guide – Recommend coaching the students in these areas of consideration:**

- If decide to stop the UN vehicle:
  - Report the situation to the UN Team Site (remember that some UN vehicles have the radio with the “Emergency Bottom”);
  - Gather as much information as possible (dressing, weapons, quantity, group...);
  - If you have been catch by them: be calm, cooperate, emphasize your mandate and UN principles (impartiality);
  - Try to negotiate and build the rapport.

## **ANTI-PERSONNEL MINES AND IEDS**

During the last month, various incidents have occurred that indicate an upsurge in tension between the KLM and MRM. Reports are also coming about several shooting incidents, smuggling, and freshly laid anti-personnel mines /IEDs.

An UNMO during a patrol has also observed that an IED was planted on a route where UNMO patrols normally travel.

### **For student:**

- What are your immediate reactions?
- How to continue your patrol?

### **Facilitator Guide – Recommend coaching the students in these areas of consideration:**

#### *Immediate Reactions*

- announcing loudly “IED” to demobilize the vehicle
- stop the escort and mark the IED emplacement
- take picture of the IED to insert it in the daily report

#### *How to continue the future Patrol*

- reach a safe zone behind, report and wait for EOD team
- continue the patrol and use UAV to watch for other evidence of freshly laid anti-personnel mines and IEDs
- Contact the closest protection force for security awareness
- Organize your UNMO against mine and IED threats
- Steps for negotiation and mediation

## **DEMONSTRATION AGAINST UN**

While conducting an UNMO patrol, a cow was crossing the road and hit by your patrol vehicle got injured and subsequently killed. The owner of the cow, gathered protested at the incident place against the UN. People of the village also approached and demanded the compensation / payment of the animal. It was followed by a demonstration against the UN; not allowing the further Patrolling in their area.

### **For Student**

- What actions you would take to stabilize the situation back to normality?
- How important are their belonging to local population?
- What are the best means available to reach to an agreement with them?

### **Facilitator Guide – Recommend coaching the students in these areas of consideration:**

- Report the situation in UN chain of command
- If you have been surrounded by them: be calm, cooperate, emphasize your mandate and UN principles (impartiality);
- Gather as much information as possible about the people response
- Try to negotiate
- Safety and traffic regulations while driving UN vehicles

## **KILLING OF DDR INDIVIDUAL / DEMOBILIZED MRM COMMANDERS**

Three former MRM commanders, who were recently demobilized with Mission support, have been found dead. Apparently they were summarily executed. MRM hardliners who resist demobilization have long considered these MRM commanders to be traitors. They also remain the sworn enemy of the KLM.

### **For Students:**

- What UNMO need to coordinate with OHCHR?
- How to investigate the incident?

### **Facilitator Guide- Recommend coaching the students in these areas of consideration:**

- This incident is posing a grave risk to the DDR process because no one will agree to demobilize if their security is not ensured.
- It is important to establish from whom the threat emanates from the MRM or KLM so as to protect other MRM commanders from a similar fate.
- The national authorities need to be alerted and it must be impressed on them that investigation and prosecution of the perpetrators is of utmost importance.
- It should also be considered how the mission and OHCHR can use measures such as advocacy with conflict parties, pressure on host state security forces to protect demobilized commander or mission patrols (protection by presences) to ensure that other demobilized MRM commanders are not murdered.

## **ATTACK ON IDPS / REFUGEES**

Your UNMO team visited one of the IDP camps. As per the IDPs claim/ complain, there is an armed group in the AOR which opposes the government and has been carrying out attacks on civilians. The armed group lives among the civilian population, many of whom are of the same ethnic background as them. The group does not always wear uniforms. The main targets for attacks are IDPs/refugees from a neighboring province / country, whom the armed group accuses of looting them and providing limited food / water supplies.

### **For students:**

- What are your duties as UNMO to ensure the rights of IDPs/Refugees?
- Which UN agency need to be requested/ involved in the uninterrupted provision of food /logistics support etc?

### **Facilitator Guide – Recommend coaching the students in these areas of consideration:**

- Distinction between civilians and combatants is a challenge here. IHL governs which actions are lawful against combatants during armed conflicts and also requires that civilians not be targeted for attack. At same time, IHRL requires that the human rights of civilians (including the right to life) must be protected.
- If the state security forces target civilians, then, depending on the mandate, the Force may need to act to protect the civilians and to monitor and report on human rights violations. Refugees have specific rights to be protected.
- Protection threats can come from state and non-state parties. Missions with a mandate to protect civilians must plan for all threats.
- More information is required on patterns in the area, and how to identify members of armed groups. We should know more about history and previous conduct to make a conclusive judgment.
- Actions can be taken including outreach to armed group leaders, and political engagement with security forces to alert them of the challenges of this operation (but this needs to be subject to the UN Human Rights Due Diligence Policy, discussed in the next lesson).
- Courses of action should mitigate risks to civilians posed by any planned UN operation itself. The Force should consider whether its proposed course of action will unintentionally increase the risk to civilians, and understand how the protection threats to men, women, boys and girls, might be different.

## **NEGATIVE PROJECTION ABOUT UN IN LOCAL MEDIA**

Nowadays, a negative propaganda against UN and its personnel is being projected in local electronic/social media. Chief Military Observer tasks your Team Site to support the Public Information Office, UNMIN HQ with your latest achievements in the theatre to publish a positive article in the local media which supports reaffirming the UN's commitment to the implementation of the ceasefire agreement.

### **For students:**

- What pieces of information would you like to submit to the PIO?
- What should be the guidelines for UNMO to deal with media?
- What you as UNMO can share with the media?

### **Facilitator Guide – Recommend coaching the students in these areas of consideration:**

- Peacekeeping and the news, impacts of media reporting (positive and negative image)
- The connection between the reputation of the UN in general and your safety on the ground
- Follow the recommendations of mission's Public Information Office (PIO)
- Management of Local media for an interview
  - Provide facts, not opinions or comments
  - Speak with respect about local people
  - Leave sensitive issues to PIO
- Friendly and unfriendly Media
- Besides traditional journalists, there are stringers, bloggers and "citizen journalists" who post on websites, social networking sites and new platforms, so information flow has fastened intensively