Lesson

2.8

What Peacekeeping Personnel Can Do

Aim

To summarize ways individual peacekeeping personnel support implementation of mandated tasks in day-to-day work.

Relevance

- Your job contributes to mission success
- Whatever your role, you need to know how to support mandated tasks

Part of your job is supporting the mission mandate and contributing to overall mission success.

You must know how to contribute to all mandated tasks – as lead or support.

Learning Outcomes

Learners will:

- Explain what "a shared responsibility" means in implementing mandated tasks
- List and describe specific actions individual peacekeeping personnel can take in day-to-day work that supports mandated tasks

Lesson Map

Duration: 45 minutes total

20 minutes: presentation

25 minutes: interactive exchange or activity

The Lesson

Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Aim
- Relevance
- Learning Outcomes
- Lesson Overview

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

A Shared Responsibility

Get participants to brainstorm what a "shared responsibility" means and why it is so crucial for effective peacekeeping. Use points to bridge into the lesson and summarize Module 2.

Slide 1

Key Message: Implementing the mandate is a shared responsibility. Everybody in a peacekeeping operation, including civilians, the military and the police plays a role.

Peacekeepers work together to implement cross-cutting mandates:
- Human rights
- Protection of civilians (POC)
- Child protection
- Women peace and security (WPS)
- Conflict related sexual violence (CRSV)

Peacekeeping personnel also work together on other mandated tasks.

Peacekeeping personnel work directly in lead roles and indirectly in support roles to implement all mandated tasks.

Regardless of role, commitment of **all mission staff is essential for success.** This means all military, police and civilians in substantive and support posts.

What Individual Peacekeeping Personnel Can Do

Note the lesson covers five main actions peacekeeping personnel can take in daily work to support implementation of mandated tasks. Give table groups five minutes to brainstorm the five. Combine responses. Refer to input as you cover related content.

Slide 2

What Individual Peacekeeping Personnel Can Do

- Situational Awareness
- Gathering and Sharing Information
- Coordination and Referral
- Informing the Public
- Learning from Experience

UN Core Pre-Deployment Training Materials 2016

Key Message: Individual peacekeeping personnel take specific actions in daily work to support implementation of mandated tasks.

They include:
- Situational awareness
- Gathering and sharing information
- Coordination and referral
- Informing the public
- Learning from experience

Situational Awareness

Slide 3

Key Message: All peacekeeping personnel need to be aware of their surroundings and the latest situation on the ground.

As a situation changes, peacekeeping personnel share insights through reports. This guides mission responses and increases safety and security of people and equipment.

Whatever your role, you are responsible for understanding the environment and contributing to integrated mission reporting.

Peacekeeping personnel are monitors. The UN encourages all to be alert and report on changes in a situation, following communication and reporting lines.

Developing the ability to "read" situations on the ground comes with time, and by learning about local customs and culture. Peacekeeping personnel in the field are responsible for learning about and respecting local cultural sensibilities. Regular contact with local people and context will develop an individual's understanding and ability to interpret what they see.

Gathering and Sharing Information

Slide 4

Key Message: In peacekeeping, information can mean life or death. This is especially true as volatile and dangerous situations unfold.

Gathering information is a collective task. **All personnel have a role in gathering information and feeding it into mission channels for reporting, analysis and response.** Senior officers and managers are accountable for ensuring reports.

Personnel should be able to distinguish information relevant to Joint Operations Centres (JOCs) and Joint Mission Analysis Centres (JMACs). Information will come from mission and non-mission sources, e.g. rumours about political developments picked up by support staff from locals at a bar.

Personnel need to be able to establish, maintain and use networks across components as a force multiplier in gathering information. Peacekeeping personnel are **encouraged to build networks between components and share information through them.**

Personnel also need to be familiar with specific reporting requirements. Personal communication skills are critical. The UN expects peacekeeping personnel to use language precisely and expect precision from others.

When an incident occurs, all peacekeeping personnel should *record essential information:*
- Time
- Location
- Alleged perpetrator
- Victim

- ▪ Circumstances of an observed threat or violation

Report this basic information *to the relevant lead component or focal point in the mission area.*

Leads on cross-cutting thematic tasks will share protocols for reporting through in-mission briefings. Protocols will detail who to contact and how.

Information gathering and sharing carries potential risks. Information is sensitive. All staff are responsible for protecting records and information and maintaining confidentiality.

Personnel are to be careful, sensitive to unexpected consequences of mishandled information gathering or sharing.

Coordination and Referral

Slide 5

Key Message: Good coordination and communication are essential to ensure actions are effective.

All peacekeeping components share responsibility to implement the mission mandate.

Coordination can be challenging. One component may want to lead. Others may be unwilling or unable to deliver as part of a team.

Peacekeeping personnel must coordinate with relevant lead components or focal points on cross-cutting thematic tasks and substantive issues. Leads are mission experts on all related matters and concerns. They liaise with relevant UN Country Team (UNCT) and other external partners.

For any incident, peacekeeping personnel must refer survivors of violations to appropriate services for medical, legal or psycho-social help.

In many mission areas, humanitarian referral systems support timely and adequate responses. For better coordination, the relevant unit or focal point leads in referral, based on information provided by peacekeeping personnel.

Informing the Public

Slide 6

Key Message: Public Information (PI) communicates clearly a mission role, mandate and actions. This helps peacekeeping personnel:
- Know what to say in contact with local people
- Get and keep local support for a mission
- Manage expectations
- Promptly counter misinformation
- Alert mission contacts about misinformation

Public information is:
- A cross-cutting mission activity
- Integral to implementing the mission mandate

Peacekeeping personnel need to communicate to explain their role. This builds trust and reinforces both consent to the mandate and cooperation in carrying it out.

Proper messaging can manage expectations and steer crisis situations. Briefings are to be early, timely and regular. They should not oversell information.

The mission Public Information Office (PIO) plays a key role. It explains clearly and concisely the mandate and actions of the UN peacekeeping mission. Different tools include print and radio.

The PIO is as a source of reliable and timely information to different audiences, in country and internationally. The PIO works closely with the mission's leadership and core units including JOC, JMAC and uniformed personnel. Military and police components may have their own PI representatives who liaise closely with the mission PIO.

Basic principles of effective communication apply to peacekeeping personnel:
- Always speak within your area of responsibility and competence
- Give facts and not opinions
- Do not discuss sensitive issues unless otherwise directed by mission leadership
- Always refer media related queries to PIO

Learning from Experience

Slide 7

Key Message: The contexts in which the UN deploys peacekeeping personnel are constantly evolving. Learning from experience contributes to more effective peacekeeping. DPKO uses a learning cycle to record lessons from experience.

Peacekeeping personnel benefit from using guidance and sharing knowledge. They can:
- Identify other people struggling with similar challenges
- Learn how others approached similar problems or issues
- Read what predecessors did in a particular job
- Benefit from institutional thinking on a subject

Four main kinds of guidance are: policies, Standard Operating Procedures (SOPs), guidelines and manuals.
- **Policy:** institutional position or direction on a topic in UN peacekeeping; compliance is required
- **Standard Operating Procedures (SOPs):** instruction on how to do a task or follow a process; compliance is required
- **Guidelines:** suggested course, aiming to streamline a particular set of tasks; compliance is expected.
- **Manual:** detailed information and "how-to's" for procedures important to peacekeeping personnel; compliance is expected

A fifth kind is Mission Specific Guidance.

All official **DPKO and DFS guidance is in one repository,** the Policy and Practice Database. It is only accessible from the UN network: **ppdb.un.org.**

Official peacekeeping guidance documents are accessible through the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community.

Knowledge Sharing tools include After Action Reviews, Lessons Learned, Surveys of Practice and End of Assignment Reports.

Other resources support knowledge sharing, include:
- The Policy and Practice Database (ppdb.un.org)
- Best Practice Officers who work in the mission and at HQ
- Communities of practice, networks through which people working on similar issues and subjects in different missions can be in touch and stay connected

A "living example" of learning from experience: Protection of Civilians (POC)
> **Policy and Direction:**
- 1999, the first POC mandate for UNAMSIL (SCR 1270) from Security Council
- 2009, baseline guidance, Operational Concept for POC from DPKO/DFS

> **Rollout and Training:**
- Core pre-deployment training modules and specialized pre-deployment training developed and revised
- Training of Trainers in MONUSCO and MINUSCA

> **Operations:**
- New practices include a) early warning response mechanisms in the DRC, b) mission-wide protection strategies in South Sudan and Mali
- New challenges arise, e.g. a) civilians seek protection inside UNMISS compound, b) the UN becomes a target in Mali

> **Lessons:**
- Lessons learned studies (internal and external)
- End of assignment reports
- Report of the High Level Panel on Peace Operations

> **Policy and Direction:**
- 2014, POC Guidance for Military Components from DPKO/DFS
- 2015, POC Policy from DPKO/DFS

The organizational learning cycle continues…

Tips for peacekeeping personnel on knowledge management and guidance:
- Build on your peers' experience instead of "reinventing the wheel". The Policy and Practice Database (ppdb.un.org) and communities of practice help staff in missions share lessons and good practices and ensure that relevant recommendations from the field reach Headquarters as directly as possible. Take time to learn about these tools and their rich contents.
- Contribute to institutional knowledge. Share your insights and learning by writing your own after action review or end of assignment report.
- Use the communities of practice, which connect people in different missions.

- Talk to your Best Practices Officer in mission and systematically share your work.
- Search the Policy and Practice Database for relevant guidance or best practices documents when undertaking a new task or facing a particular challenge.
- Help identify "guidance gaps" for senior management and comment when a mission is developing new guidance.
- Comment on drafts when Headquarters develops new guidance.
- Give feedback to the Guidance team on existing policies and practices.

A commitment to continuous learning is a UN core competency for all staff. Documenting lessons from experience and contributing to continuous learning is part of your job. Otherwise, the UN cannot benefit from what you and other peacekeeping personnel learn.

Summary

Different roles of mission components in peacebuilding activities

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

Mandated tasks which are peacebuilding activities

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

Evaluation

Notes on Use: Types of learning evaluation questions are:
1) Narrative
2) Fill in the blank/sentence completion
3) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 2.8	
Questions	**Answers**
Narrative *Note: Frame narrative evaluations as questions, requests or directions*	
1. Explain why peacekeepers need to be familiar with all tasks mandated for their mission.	• implementing the mandate is a shared task • a peacekeeper cannot support others if tasks are unfamiliar • mission structures and plans support an integrated approach (i.e. mainly in multi-dimensional integrated missions) • more peacekeepers know, better they perform
2. Name four general categories of UN peacekeeping mandated tasks.	• Core Business • Peacebuilding Activities • Supporting Roles • Cross-cutting Thematic Tasks
3. Seven peacebuilding activities appear in most mandates for multi-dimensional peacekeeping missions. Name them.	• Mine action • DDR • SSR • ROL • Human rights • Electoral assistance • Support to restoration and extension of State Authority
4. How is the UN catalytic in critical peacebuilding activities?	• The UN draws together and coordinates different partners who support a host state after conflict.

	• It speeds up work on highest priorities.
5. What four cross-cutting thematic tasks are in most multidimensional peacekeeping mission mandates?	• Protection of civilians • Conflict-related sexual violence • Child protection • Women, peace and security
6. Explain what "cross-cutting thematic tasks" means.	They cut across all work – everyone is responsible for integrating them into delivery of other specific tasks, all components. SC mandates usually include four – see response to question 5.
7. What is a cease-fire agreement?	• temporary stoppage of war or armed conflict for agreed time-frame or within limited area
8. Why does the Security Council mandate peacekeeping missions to monitor peace agreements?	• reassure parties will not exploit cease-fire to gain military advantage • increase trust, faith in the political process • strengthen communication • strengthen conditions for lasting peace
9. What are the two main tracks and primary purpose of the traditional model of UN peacekeeping?	• maintaining cease fires and stabilizing situations on the ground • so efforts at the political level can peacefully resolve a conflict
10. Security is often a pre-condition for other key parts of peace agreements. Name four.	• safe return of refugees and IDPs • disarmament and demobilization • free flow of goods and people • delivery of humanitarian aid
11. What is public security?	• physical safety of people from threat of violence • protects people, property and state from threats of physical aggression • secure and stable environment • police, law enforcement, intelligence services lead – military also has significant role
12. Name at least three conditions that undermine public security in the aftermath of violent conflict and complicate national reconciliation.	• state capacity to provide security and keep public order is often weak • violence may continue in parts of the country • ethnic, religious and regional lines may divide the society

	• grave human rights violations may have been committed during conflict
13. A security and public order vacuum often exists in post-conflict settings. UN multidimensional peacekeeping operations may help fill that vacuum. What three positive contributions does this make to peace?	• critical in carrying out peace processes • allows a mission to carry out other parts of mandate, safely • ensures partners can work in a safe environment – UN, national, humanitarian and development partners

14. What four specific public safety tasks does the SC frequently include in mandates of multidimensional operations?	• support national law enforcement agencies
	• provide security at key government installations – ports, vital infrastructure
	• establish security conditions necessary for:
	  - free flow of people, goods
	  - humanitarian aid
	• provide humanitarian mine action assistance

15. How do Formed Police Units (FPUs) support the military on securing a safe environment? Name at least four ways.	• provide a visible deterrent presence • control movement and access through checkpoints • provide armed escort for safety, to facilitate access • conduct cordon and search operations • control crows • confiscate weapons
16. Explain what "facilitating the political process" means in peacekeeping. Why is it so important.	• promoting dialogue and reconciliation • supporting establishment of legitimate and effective institutions of governance • important for achieving lasting settlement or longer-term political solutions to violent conflict
17. Compare a political settlement and a political process.	**Political settlement** • political settlement is an agreement on how to end conflict or maintain peace • can also be shared understanding of how state structures will organise power

	Political process • series of steps to achieve a political settlement • involves peace negotiations and peace agreements
18. Facilitating the political process can include different tasks – name at least five.	• providing good offices to the parties to a peace agreement • facilitating political process, mediation • liaising with host government, parties to the peace process, command chains and international community • promoting national political dialogue • supporting inclusive political processes • facilitating consultation with local people and civil society: increase their contributions to national discussions • supporting reconciliation • supporting legitimate institutions of governance

19. The civilian component leads on facilitating political process. Describe the roles of Political Affairs and Civil Affairs in this core mandated task.	**Political Affairs:** The unit leads in political peacekeeping work, by:
	   a) understanding dynamics of armed conflict that created need for a peacekeeping operation,
	   b) following evolution of those dynamics,
	   c) developing strategies to help parties in conflict resolve disputes through peaceful means.
	
	The PA unit:
	• sets up and maintains a mission's primary contacts with parties to a conflict
	• gathers information
	• resolves disputes
	• responds to queries
	• develops relationships with parties to a conflict and other key partners: wider UN, diplomats,

	international and regional organizations, civil society groups and leaders

Civil Affairs: CA units
- liaise with local communities and authorities, representing the mission
- are active in support of social and civic conditions for peace
- promote engagement and confidence of local people in a peace process
- convene meetings between interest groups
- reach out to different parts of society, and work with civil society groups. |
| 20. A few military officers can provide technical support to political mediators, giving broad advice on what three areas? This applies in traditional and multidimensional peacekeeping operations. | - practical arrangements for monitoring ceasefires
- establishing feasibility of proposals for use of military capability
- determining suitability of military arrangements for:
  a) weapons-free and demilitarized zones
  b) zones of separation
  c) requirements for effective disarmament and demobilization |
| 21. Name four examples of typical humanitarian assistance. | - Basic supplies – food, drinking water
- Basic shelter
- Medical care
- Protection and assistance to refugees and IDPs
Humanitarians also try to:
- prevent disasters
- strengthen preparedness |
| 22. What two ways might a host government take on primary responsibility for humanitarian assistance in its territory? | - set up a Ministry or working group at central level to coordinate the work
- authorize Government officials at regional level to coordinate the work and be part of |

	coordination meetings with humanitarians
23. Compare the work of ICRC and OCHA in humanitarian assistance.	ICRC is a neutral, independent, impartial, humanitarian actor – external to the UN: • helps deliver humanitarian aid • International Committee of the Red Cross (Red Crescent) movements • special status recognized in humanitarian law OCHA is the Office for Coordination of Humanitarian Affairs • leads UN humanitarian assistance • coordinates: goal is to save lives, reduce suffering and restore livelihoods by reducing acute vulnerability through well-coordinated humanitarian action
24. Name eight clusters or working groups that a country and the UN may set up to support HC and HCT in effective humanitarian assistance.	• education • health • logistics • protection • shelter • telecommunications • water • sanitation
25. The Security Council restricts mission mandates on humanitarian assistance. Name three typical tasks.	• help establish security necessary for delivery of humanitarian aid • consider special needs of refugees, IDPs, women, children, elderly and disabled people • create conditions necessary for voluntary, safe, dignified and sustainable return of refugees, IDPs
26. Explain humanitarian space.	• An environmental where receipt of humanitarian assistance is independent of military and political action – neutral • Protecting humanitarian space ensures:

	- safety of humanitarian personnel - feasibility of humanitarian work • Also called "Humanitarian Operating Environment".
27. What are four humanitarian principles? Name each and give a brief explanation.	• **humanity** – address human suffering, wherever found, with special attention to most vulnerable, respecting and protecting dignity and rights of all victims • **neutrality** – provide humanitarian assistance without engaging in hostilities or taking sides • **impartiality** – provide humanitarian assistance without discrimination. Need guides relief of suffering, priority to the most urgent cases • **independence** – not part of political, economic or military objectives Humanitarian principles contribute to humanitarian space. That neutral environment is where humanitarians deliver aid, independent of military and political action or influence.

28. What two parallel forums exist for UN civil-military coordination?	• UN-CMNCoord (OCHA)
	- connects military component of mission and humanitarian actors
	- OCHA field office may include UN CMCoord Officers – strengthen relationships between
	  i. humanitarian community,
	  ii. military component of peacekeeping operation and
	  iii. any other military forces in country

	• UN-CIMIC – staff function in military component of a peacekeeping operation
	  - connects military and civilian components within a mission
	  - directly supports mission objectives
	  - goal - improve overall mission effectiveness across civilian, police and military

29. What is poverty reduction?	Two main approaches or types:
	DIRECT – direct poverty focus
	• pro-poor policies
	• need to build capacities, human capital
	• importance of pro-poor linkages for growth and possible role for social protection
	INDIRECT – indirect approach to reducing poverty
	• policies that stimulate economic growth, raise incomes, and indirectly reduce poverty
	• most growth-focused policies
	  - promote trade, investment, industrial development, infrastructure
	  - provide an enabling environment for economic growth (regulation, access to finance)

30. Name at least ten UN specialised agencies, funds and programmes that support long-term development. They build national institutions, and strengthen capacity for sustainable development in different fields.	• UNDP • UNFPA • UNICEF • WFP • UNHR • WHO • UNESCO • FAO • DESA • UNOPS • UNAIDS • UNCTAD

	• HABITAT • UNIFEM • UNCDP • IFAD • Regional Commissions.
Fill in the Blanks	
1. Peacekeeping core business is ____, ____ and ____.	• Supervising and monitoring a ceasefire • Providing a secure and stable environment • Facilitating the political process

2. ____ and ____ are supporting roles the SC mandates for UN peacekeeping.	• **Humanitarian aid** – facilitate delivery with safe passage and secure environment
	• **Economic development and poverty reduction** – cooperate with mission partners leading in this area:
	   - development organizations
	   - international financial institutions

3. Peace agreements are _____ agreements.	Military agreements – between two warring parties People may also say short-lived, or fragile – also true.
4. Three main roles of a peacekeeping mission in monitoring peace agreements are ____, ____ and ____.	• Observation, monitoring and reporting – watching, inspection • Supervision and verification - judging compliance to terms of the peace agreement, reporting violations • Interposition as a buffer • Confidence-building measures
5. Police sometimes assist the military with _____: e.g. monitoring the buffer zone in Cyprus.	Observer functions
6. The military provides a secure and stable environment. Two goals are ____, _____.	• Safety and security of mission and personnel • Protection of civilians including IDPs and humanitarians
7. _____ may work with the military on securing a safe environment.	Formed Police Units (FPUs)

8. Providing security and maintaining public order is a _____ role.	• State role Multi-dimensional peacekeeping operation may do it, but only briefly, until restoration of state authority.
9. A _____ involves peace negotiations and peace agreements.	Political process → leads to political settlement
10. A peacekeeping operation facilitates the political process by _____ and _____.	• Promoting dialogue and reconciliation • Supporting establishment of legitimate and effective institutions of governance
11. UN goal for peacekeeping is not just keep the peace, but ensure a _____ peace.	• Lasting, or sustainable peace The third core mandated task addresses this, "facilitating the political process".
12. A mission's _____ component leads on facilitating political process.	Civilian
13. By providing a secure environment, _____ and _____ make peace processes possible.	Military Police
14. UN peacekeeping operations _____ humanitarian assistance.	Support Facilitate
15. Humanitarian assistance is aid and action designed to _____, _____ and _____. Humanitarian aid is given during and after crises and natural disasters.	• save lives • alleviate suffering • maintain and protect human dignity Examples: basic supplies – drinking water, food, shelter, medical care – and protection and assistance to refugees and IDPs.
16. Humanitarian disasters occur anywhere, anytime. They may result from: _____, _____, _____ or _____.	• Flood • Drought • Earthquake • Conflict
17. UN peacekeeping operations have _____ mandate for direct humanitarian assistance.	No mandate. They support or facilitate delivery only. Mostly the military provides a secure, stable environment for humanitarian aid.
18. The _____ is the coordinating body that deals with emergency and humanitarian issues.	Humanitarian Country Team • UNCT • international and local NGOs • Red Cross/Red Crescent Movement

	• International financial institutions (IFIs)

19. The UN supports government coordination of humanitarian work through three mechanisms: ____, ___, ____.	• UN Humanitarian Coordinator
	  - HC manages country-wide humanitarian aid
	  - through the HCT
	• OCHA field office
	  - supports HC's work
	• Clusters, working groups
	  - people from all humanitarian agencies who work in a sector: UN, government, NGOs

20. Humanitarians must keep _____ from political-military structures. This includes from UN peacekeeping operations.	High level of visible independence • to ensure safety of personnel and feasibility of actions
21. Humanitarian space results from joint respect for _____.	Four humanitarian principles: • humanity • neutrality • impartiality • independence
22. Use of military assets for humanitarian tasks should be _____ and _____.	• coordinated by an appropriate civilian authority • as part of a coordinated plan of emergency relief

23. MCDA are _____.	• Military and Civil Defence Assets.
	  - may be called on to support UN humanitarian work
	  - examples: transport, engineering, logistics, security
	  - use of MCDA in humanitarian work can be complicated, need to follow humanitarian principles

24. The mission and military seek to preserve the ___, ____ and ____ of humanitarians and their work.	• impartiality • neutrality • operational independence This applies even when a mission calls on military and civil defence assets to support humanitarian aid.

25. _____ is when a family's income fails to meet a national threshold, which differs across countries.	• income poverty • distinguished from extreme poverty which is possession of less than $1/day
26. Although no single definition exists for economic development, typically it is _____ and _____.	• creation of jobs and wealth, improvements in quality of life • growth and organisation of an economy with the goal of increasing people's economic well-being
27. Peace may be vulnerable if _____ and _____ don't get traction quickly.	• socio-economic recovery • development Without jobs, and hope for a better future, violent conflict can recur.
28. Security sector and other reforms need support from parallel work on _____ and _____ to succeed.	• transparent and effective economic management – i.e. foundation for development • civilian oversight

29. _____ partners lead on promoting socio-economic recovery and development. UN peacekeeping operations _____.	• development partners lead
	• UN peacekeeping operations do not lead. They cooperate and coordinate on poverty reduction and economic development, with:
	  - national partners
	  - UNCT
	  - external partners

30. An RC has two main responsibilities: _____ and _____.	RC means Resident Coordinator
	• coordinates UN development work – through the UNCT
	• maintains relationships with governments and others:
	  - donors
	  - humanitarians
	  - development community

True – False	

1. Cease-fire agreements and peace agreements are the same.	**True**
	Cease-fire agreement refers to temporary stoppage of war or armed conflict for:
	  a) agreed time
	  b) within limited area
	Both parties agree to suspend aggressive actions, without making concessions – while political negotiations find a more lasting solution.

2.	The civilian component of a peacekeeping mission is most active in monitoring peace agreements.	**False** Peace agreements are military. The military has a primary role in supervising and monitoring them. Civilian units may collaborate with the military in the core tasks, e.g. political affairs officers, gender advisers.
3.	The Security Council only mandates supervision and monitoring of peace agreements for traditional missions.	**False** The same monitoring and verification tasks may be required of multidimensional and traditional missions. For traditional operations, these tasks are a primary purpose.
4.	The civilian component contributes to the central role of military and police in public security and safety.	**True** Three units with important roles in this work are: • security sector reform • rule of law • human rights Strengthening state ability to provide security to international standards includes full respect for rule of law and human rights.
5.	The military component leads on political engagement and advocacy with parties, supporting the political process.	**False** This responsibility lies with senior mission leadership.
6.	Traditional peacekeeping operations do not normally play a direct role in political efforts to resolve a conflict.	**True** Multidimensional peacekeeping operations do usually play this role.
7.	UN peacekeeping operations provide basic supplies – drinking water, food, shelter, medical care – to refugees and IDPs.	**False** These are part of humanitarian aid, on which humanitarian partners lead. UN peacekeeping operations support and facilitate humanitarian aid, but do not deliver it directly.
8.	When a country faces an emergency, needs may be enormous. A government may not have capacity to coordinate humanitarian aid. OCHA may take on that role.	**False** International or national NGOs may take on that role – not OCHA, which coordinates within the UN and partners.
9.	UNPOL helps develop community policing in camps for refugees and IDPs.	**True**

10. According to guidelines, use of MCDA to support humanitarian work should be considered more in non-benign environments.	**True** MCDA is Military and Civil Defence Assets Reference is the MCDA Guidelines: *The Guidelines on the Use of Military and Civil Defense Assets to Support United Nations Humanitarian Activities in Complex Emergencies.*
11. Quick Impact Projects (QIPs) can substitute for development assistance, at least until development actors are able to operate safely.	**False** QIPs are <u>not</u> a substitute for development assistance. A peacekeeping mission uses QIPs for different purposes • support mission objectives • build confidence in mission mandate and peace process • win "hearts and minds" • security or recovery projects Peacekeeping operations do coordinate with development actors on QIPs.
12. UN-CIMIC connect military component of a peacekeeping mission with humanitarian actors.	**False** UN-CMCoord has that role. UN-CIMIC connect military and civilian components within a mission. They are both coordinating bodies, they both connect the military to others, and they work together - but they have different purposes.
13. UN-CIMIC Officers need to go through the UN-CMCoord to reach out to humanitarian and development actors.	**True** UN-CMCoord is the primary point of coordination contact between the mission and humanitarian actors, as well as any other military forces in country.
14. International standard of extreme poverty is possession of less than $2 a day.	**False** Extreme poverty is less than $1 a day.
15. The Sustainable Development Goals (SDGs) replaced the Millennium Development Goals (MDGs). Both represent the world's commitment to development goals, with poverty reduction a priority.	**True** MDGs guided the UN Development Agenda (and that of the international community) from 2000 to 2015. In September 2015 the UN Millennium Summit set global development targets from 2015 – 2030, in the SDGs.
16. The United Nations Development Assistance Framework (UNDAF) brings together in one plan all	**True**

UNCT contributions to national sustainable development.	UN coordinates with World Bank and IMF, through parallel poverty reduction strategies.
17. All UNCT members are accountable for producing results under the UNDAF – accountability is solely within each organization.	**False** UNCT members have two lines of accountability: • direct accountability, in their own organizations • collegial accountability, to the RC and UNCT

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- Charter of the United Nations
- United Nations Peacekeeping Operations Principles and Guidelines (also known as the Capstone Doctrine)
- Review peacekeeping mission mandates
- DPKO/DFS Mission Start Up Field Guide for Mission Managers of United Nations Peacekeeping Operations, 2010
- DPKO Handbook on Multidimensional Peacekeeping Operations, 2003

Additional Resources

UN Information

The website for UN peacekeeping: http://www.un.org/en/peacekeeping/

Original Security Council Resolutions on peacekeeping mission mandates: http://www.un.org/en/sc/documents/resolutions/
(You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links: http://www.un.org/en/peacekeeping/operations/current.shtml; http://www.un.org/en/peacekeeping/operations/past.shtml)

UN Documents

UN documents can be found on: http://www.un.org/en/documents/index.html
(Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database: ppdb.un.org (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community

Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: https://www.youtube.com/user/unitednations

Additional Information

The PIP provides information on the mission and the local context:
http://peacekeepingresourcehub.unlb.org